

Apprenticeship Specification

Advanced Apprenticeship in Health (Dental
Nursing)

NCFE © Copyright 2016 All rights reserved worldwide.

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

Reproduction by **approved** Centres is permissible for internal use under the following conditions:

We have provided this Qualification Specification in Microsoft Word format to enable Centres to use its content more flexibly within their own course materials. You may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information. The use of PDF versions of our support materials on our website will ensure that correct and up-to-date information is provided to learners.

Any photographs in this publication are either our exclusive property or used under licence from a third party. They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

Apprenticeship:

NCFE CACHE Advanced Apprenticeship in Health (Dental Nursing) APP_DN3_WO

Published in Great Britain

First edition February 2015 Book code APP_DN3_WO/V1

Publication date

Version 1.0	February 2015
Version 2.0	March 2015
Version 3.0	January 2016
Version 4.0	March 2016
Version 5.0	May 2016
Version 6.0	September 2016

Publisher

Registered Office: NCFE, Q6, Quorum Business Park, Benton Lane, Newcastle upon Tyne, NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808

Printed in England by

Canon (UK) & Ireland
Woodhatch
Reigate
Surrey
RH2 8BF

Contents

Section 1: About this apprenticeship	7
Introduction	8
Purpose of this document	8
Registration and certification of apprenticeships	9
Transferrable skills (England only)	10
Achievement of accredited and non-accredited components	10
Further resources	10
Apprenticeship summary	12
Section 2: Qualification information	21
How the qualification works	22
Making use of our websites	24
The Public Website	24
The Centre Secure Website	24
Plagiarism	25
How to achieve units for the Level 3 Diploma in the Principles and Practice of Dental Nursing	26
Optional assessment tasks	26
Observations	26
Signing off units	26
External assessment tests	27
Unit range	28
Overarching range	28
Cross referencing range and additional placements	29
Section 3: Units	31
Unit achievement log	32
Level 3 Diploma in the Principles and Practice of Dental Nursing	32
Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)	34
Unit layout	36
Explanation of terms used at Level 3: (not all verbs are used in this qualification)	38
DN 1: Contribute to health and safety in the dental environment	41

Assessment task – DN 1: Contribute to health and safety in the dental environment	45
DN 2: Work within regulatory requirements in relation to the role of a dental nurse	49
Assessment task – DN 2: Work within regulatory requirements in relation to the role of a dental nurse	53
DN 3: Reflect on and develop own practice as a dental nurse	55
Assessment task – DN 3: Reflect on and develop own practice as a dental nurse	60
DN 4: Prepare and maintain environments, instruments and equipment for clinical dental procedures	65
Assessment task – DN 4: Prepare and maintain environments, instruments and equipment for clinical dental procedures	72
DN 5: Promote oral health for individuals	77
Assessment task – DN 5: Promote oral health for individuals	83
DN 6: Provide support during the assessment of individuals' oral health	87
Assessment task – DN6: Provide support during the assessment of individuals' oral health	92
DN 7: Contribute to the production of dental images	97
Assessment task – DN 7: Contribute to the production of dental images	100
DN 8: Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities	105
Assessment task – DN8: Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities	109
DN 9: Provide support during the provision of fixed and removable prosthesis	113
Assessment task – DN 9: Provide support during the provision of fixed and removable prosthesis	120
DN 10: Provide support during non-surgical endodontic treatment	123
Assessment task – DN10: Provide support during non-surgical endodontic treatment.	127
DN 11: Provide support during the extraction of teeth and minor oral surgery procedures	131
Assessment task – DN 11: Provide support during the extraction of teeth and minor oral surgery procedures	136
DN 12: Principles of infection control in the dental environment	141

Assessment task – DN 12: Principles of infection control in the dental environment	147
DN 13: Dental anatomy and assessment of oral health	151
Assessment task – DN 13: Dental anatomy and assessment of oral health	158
DN 14: Principles and techniques of dental radiography	169
Assessment task – DN 14: Principles and techniques of dental radiography	174
DN 15: Principles of managing oral disease and dental procedures	177
Assessment task – DN 15: Principles of managing oral disease and dental procedures	188
DN 16: Understand ethics and professionalism in dental nursing	195
Assessment task – DN 16: Understand ethics and professionalism in dental nursing	199
UFAE: First aid essentials	201
Assessment task – UFAE: First aid essentials	205
201b: Understand employment responsibilities and rights in health, social care or children and young people's settings	207
Unit 1b: Preparing for a Level 3 Apprenticeship	213
Unit 5b: Using research skills to solve problems	217
Unit 7b: Manage own learning	221
Unit 6b: Participating through team leading	225
Progress tracker	229
Section 4: Mapping	231
Introduction	232
Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)	232
Functional Skills Level 2 Maths (England only)	233
Functional Skills Level 2 English (England only)	233
Mapping guide	234
Section 5: Appendices	341
Appendix A: Continuing professional development reflective diary and log templates	342
Section 6: Documents	347
Mandatory documents	347

Useful documents	347
Section 7: Publication history	348

Section 1: About this apprenticeship

Introduction

Apprenticeships are work-based learning programmes which allow learners to gain nationally recognised qualifications whilst developing new skills in the workplace. An apprenticeship is made up of two elements – qualifications and work-based learning. The qualifications element requires the learner to study a skills-based qualification, an employment awareness qualification or training and Transferable Skills. The qualifications element runs simultaneously with on-the-job training in the workplace, which must be for a minimum of 30 hours per week* and subject to a minimum wage. The qualifications and training are delivered over a minimum of 18 months, with the learner receiving individual qualification certificates as well as a full apprenticeship certificate upon completion of the apprenticeship.

At CACHE, we're continually investing in high quality qualifications for the care and education industry, making us the UK's leading sector specialist. Developed by experts, our qualifications help millions of learners raise professional standards across the sector, and as a result we've gained a deserved reputation for excellence and leadership. Learners undertaking an Apprenticeship will gain qualifications synonymous with quality, whilst developing skills in the workplace that will benefit the learner and improve the employer's organisational productivity, innovation and competitiveness.

** Due to working practices, some settings may not be able to offer 30 hours per week of employment. In these cases, the duration of an apprenticeship must be increased accordingly. Where an employer cannot offer at least 16 hours per week of employment, an apprenticeship is not allowed.*

Purpose of this document

This Apprenticeship Specification provides all the information, guidance and materials that the learner, tutor, assessor and employer will need to undertake the Advanced Apprenticeship in Health (Dental Nursing), from registration all the way through to certification. It has been designed to ensure that employers, training providers and learners all have a single point of reference throughout the apprenticeship, and can utilise the sections of the document relevant to them every step of the way.

This Apprenticeship Specification contains a Unit Achievement Log for the mandatory units of the Level 3 Diploma in the Principles and Practice of Dental Nursing and the Level 3 Award in Employment and Personal Learning Skills in Health (EPLS), which must be completed for the learner to be certificated. The Specification also maps the location of the required Functional Skills (England only) and Employment and Personal Learning Skills components to the mandatory qualification, allowing tutors to deliver the apprenticeship holistically. The mapping has been provided by our vocational experts to aid delivery of the apprenticeship; however, whilst the mapping of components is extensive, it is suggested rather than exhaustive. Therefore it remains the responsibility of those delivering the apprenticeship to ensure that all conditions of the individual components are met.

Delivery and assessment of Functional Skills (England only) differs significantly to that of the other qualification components of this apprenticeship, and in many instances the Functional Skills component will be delivered independently of the

other qualifications. Whilst mapping has been provided (see Section 5 – Mapping) to aid in the delivery of Functional Skills.

Providers are advised that the mandatory content of an apprenticeship may differ from that of the standalone qualification. As such the latest framework document, available from <http://www.afo.sscalliance.org/frameworkslibrary/>, should always be consulted to ensure that all mandatory qualifications, units and apprenticeship conditions are achieved and evidenced.

Please note the documents provided in this pack are to aid apprenticeship providers in the delivery of apprenticeships but are not mandatory. They can be adapted by providers as required.

Registration and certification of apprenticeships

Providers can add our apprenticeship packages to their portfolio of qualifications at any time by applying through the secure online qualification approval system on cachezone. For further information on approval requirements and how to register learners, please visit the apprenticeships page on our website at <http://www.cache.org.uk/Qualifications/AppTraineeships/Apprenticeships/Pages/Apprenticeships.aspx>.

To complete the Advanced Apprenticeship in Health (Dental Nursing), learners will need to be registered on the following qualifications:

- Level 3 Diploma in the Principles and Practice of Dental Nursing
- Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)
- Level 2 Functional Skills in English (England only)
- Level 2 Functional Skills in Mathematics (England only)
- Level 2 Essential Skills in Communication (Wales only)
- Level 2 Essential Skills in Application of Numbers (Wales only)

To register on an apprenticeship, providers should choose the applicable apprenticeship package on the learner management page on cachezone. Please note, providers should register learners on the apprenticeship package rather than the individual components to qualify for a discount on the total apprenticeship fee (where applicable).

Each qualification within the apprenticeship will be certificated by us upon completion, whilst Functional Skills (England only) will be certificated by the functional skills provider, and Essential Skills (Wales only) by the essential skills provider. Once all components of the apprenticeship have been completed the Learning Provider will submit the necessary evidence, including certificates, to Apprenticeship Certificates England (ACE) for learners in England or Apprenticeship Certificates Wales (QCW) for learners in Wales. ACE or ACW will then provide the final apprenticeship certificate.

Transferrable skills (England only)

Unless they have previously achieved a Transferrable Skills qualification that is accepted as part of this framework, learners will need to undertake Functional Skills in English and Mathematics as part of the Advanced Apprenticeship in Health (Dental Nursing). Qualifications such as GCSE, A Level and AS Levels that fulfil the criteria of the relevant framework in place of Functional Skills are listed in the Transferrable Skills section of the relevant framework document (available at <http://www.afo.sscalliance.org/frameworkslibrary/>). As a reminder, our providers are responsible for ensuring that Transferrable Skills qualifications taken as part of an apprenticeship are valid for that framework.

Achievement of accredited and non-accredited components

In previous apprenticeship frameworks, Employment Responsibilities and Rights (ERR) were a non-accredited element i.e. there was no requirement to undertake an ERR qualification. Furthermore, Personal Learning and Thinking Skills (PLTS) had to be evidenced, but without the need for accreditation. In the Advanced Apprenticeship in Health (Dental Nursing) the ERR and PLTS components must be evidenced by undertaking the Level 3 Award in Employment and Personal Learning Skills in Health (EPLS) qualification. Whilst we have identified which units of the mandatory qualification contain the ERR and PLTS elements (see Section 4: Mapping) to aid holistic delivery, the Award must still be achieved.

Further resources

This Apprenticeship Specification contains information for all qualifications that are required as part of the Advanced Apprenticeship in Health (Dental Nursing). Qualification Specifications for the individual qualifications listed below are available on cachezone and the CACHE website www.cache.org.uk for those who have already completed one or more components of the apprenticeship and therefore do not require all the information provided in this Specification:

- Level 3 Diploma in the Principles and Practice of Dental Nursing
- Level 3 Award in Employment and Personal Learning Skills in Health
- Functional Skills (England only)
- Essential Skills (Wales only)

Providers and learners may also find the following websites useful when undertaking an Apprenticeship:

Apprenticeship Frameworks Online

<http://www.afo.sscalliance.org/frameworkslibrary/>

Apprenticeship Certificates England

<https://acecerts.co.uk/web/>

Apprenticeship Certificates Wales

<https://acwcerts.co.uk/web/>

Health Specific Information

<http://www.skillsforhealth.org.uk>

The National Apprenticeship Service

<http://www.apprenticeships.org.uk>.

Further information on our suite of apprenticeship packages, including approval requirements and how to register your learners, is available on our website at www.cache.org.uk. Alternatively, you can speak to your dedicated Approval and Quality Audit Advisor or contact our Customer Services team on 0345 347 2123.

Apprenticeship summary

Title	Advanced Apprenticeship in Health (Dental Nursing)
Aim	<p>This framework supports the broad vision of the sector to develop an increasingly skilled, flexible and effective workforce whilst maintaining high quality and safe care for patients and addresses specific outcomes of the Skills for Health Sector Skills Assessment.</p> <p>It provides a competence based training route to applying for registration as a Dental Nurse, supporting patient care and delivery of dental care.</p> <p>Through completion of this apprenticeship learners will gain:</p> <ul style="list-style-type: none"> • broad base training in the chosen occupational area • work experience that leads to competency in the work place • transferrable skills. <p>It covers all the General Dental Council (GDC) Learning Outcomes and Skills for Health National Occupational Standards (NOS).</p> <p>Upon completion, it will enable learners to apply for registration with the GDC*.</p> <p>*The GDC has confirmed provisional approval of this qualification. http://www.gdc-uk.org/Dentalprofessionals/Education/Pages/Dental-nurse-qualifications.aspx.</p> <p>Final approval will be confirmed following successful inspection by the GDC after the first cohort has completed their studies and assessment. Learners who have achieved the qualification would then be able to apply for registration as a Dental Nurse with the GDC.</p>
Apprenticeship components	<ul style="list-style-type: none"> • Level 3 Diploma in the Principles and Practice of Dental Nursing • Level 3 Award in Employment and Personal Learning Skills in Health (EPLS) • Level 2 Functional Skills in English (England only) • Level 2 Functional Skills in Mathematics (England only) • Level 2 Essential Skills in Communication (Wales only) • Level 2 Essential Skills in Application of Numbers (Wales only).

Apprenticeship guided learning hours	England
	<p>To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total minimum of 633 Guided Learning Hours (GLH). This total includes both the on- and off-the-job guided learning that is to be completed over 18 months. This must be a minimum of 280 GLH. After 12 months of starting a framework an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period. Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.</p> <p>From August 2012 the minimum duration for apprentices on the Advanced Apprenticeship is 18 months.</p> <p>Providers must ensure the requirements relating to on- and off-the-job GLH for this apprenticeship are adhered to. Please refer to the framework document, which can be found at http://www.afo.sscalliance.org/frameworkslibrary/, for clarification of GLH requirements.</p> <p>For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 341 GLH off-the-job. This meets the requirement of a minimum of 100 GLH or 30% of the total minimum (whichever is the greater) delivered off-the-job.</p>
	Wales
	<p>To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 465 on and off-the-job training hours over 18 months.</p> <p>For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 173 off-the-job training hours.</p> <p>Off-the-job learning will comprise:</p> <ul style="list-style-type: none"> • Level 2 Essential Skills Wales in Communication • Level 2 Essential Skills Wales in Application of Number • Level 3 Extended Award in Workskills for Apprenticeships / Level 3 Award in • Employment and Personal Learning Skills in Health including the required ERR and Wider • Key Skills units <p>Off-the-job training undertaken before the apprentice started</p>

Apprenticeship credit value	<p>their apprenticeship may count towards the off-the-job training required for the apprenticeship if it was undertaken in relation to an accredited qualification contained in the framework for which a completion certificate is to be applied for.</p> <p>Evidence to support the application for an apprenticeship completion certificate for off-the-job training will include a copy of the qualification certificate for each of the above qualifications detailing the units completed.</p> <p>For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 292 on-the-job training hours over 18 months.</p> <p>On-the-job learning will comprise:</p> <ul style="list-style-type: none"> • Level 3 Diploma in the Principles & Practice of Dental Nursing • Evidence to support the application for an apprenticeship completion certificate for on-the-job training will include a copy of the qualification certificate for the above qualification detailing the units completed. 	
	England	Wales
	66	68
Minimum age of learner	16	
Rules of Combination	<p>Learners must achieve 49 credits from the 17 mandatory units. All observations must be fully achieved and learners must achieve a *pass, merit or distinction in the two external assessment tests (part 1 and part 2) covering the underpinning knowledge across units DN 12-16.</p> <p>There is no compensation between units, or between observations and unit tasks within a unit.</p> <p>* Learners are permitted to re-sit each MCQ assessment test once more either because they failed the first attempt or to improve their grade.</p> <p>Learners must also achieve all 7 credits from the 5 mandatory units of the Level 3 Award in Employment and Personal Learning Skills in Health.</p> <p>For learners in England, the remaining 10 credits must be achieved through the completion of Level 2 Functional Skills in English and Mathematics.</p>	

	<p>For learners in Wales, the remaining 12 credits must be achieved through the completion of the Level 2 Essential Skills in Communication and Application of Numbers.</p> <p>Providers are advised that the mandatory content of an apprenticeship may differ from that of the standalone qualification. As such the latest framework document, available from http://www.afo.sscalliance.org/frameworkslibrary/, should always be consulted to ensure that all mandatory qualifications, units and apprenticeship conditions are achieved and evidenced.</p>
Progression	<p>On completion of this apprenticeship, learners may progress into employment as a Dental Nurse or to other career pathways (with additional entry qualifications), including:</p> <ul style="list-style-type: none"> • Dental Hygienist • Dental Therapist • Orthodontic Therapist • Laboratory Technician • Dentist • Senior Nurse • Practice Manager • Tutor • Teacher and Assessor of student dental nurses. <p>On completion of this apprenticeship, learners may progress to further qualifications in the following areas:</p> <ul style="list-style-type: none"> • dental sedation • dental radiography • dental technology • oral health education • special care dental nursing • orthodontic nursing • dental practice management. <p>Once this apprenticeship has been completed, it will enable learners to register with the General Dental Council (GDC)*.</p> <p>*The GDC has confirmed provisional approval of this qualification. http://www.gdc-uk.org/Dentalprofessionals/Education/Pages/Dental-nurse-qualifications.aspx.</p> <p>Final approval will be confirmed following successful inspection by the GDC after the first cohort has completed their studies and assessment. Learners who have achieved the qualification would then be able to apply for registration as a Dental Nurse with the GDC.</p> <p>The General Dental Council (2010), state that “students</p>

	<p>(learners) must demonstrate during their education and training that they have the knowledge, skills and attitudes expected of a registered dental care professional.” Therefore, the GDC’s Standards for the Dental Team underpin the statement of values for student (learner) Dental Nurses working towards this qualification.</p> <p>There are nine principles that registered dental professionals must keep to at all times:</p> <ol style="list-style-type: none"> 1. put patients’ interests first 2. communicate effectively with patients 3. obtain valid consent 4. maintain and protect patients’ information 5. have a clear and effective complaints procedure 6. work with colleagues in a way that is in patients’ best interests 7. maintain, develop and work within your professional knowledge and skills 8. raise concerns if patients are at risk 9. make sure your personal behaviour maintains patients’ confidence in you and the dental profession.
<p>Dental Nursing assessment requirements</p>	<p>Units DN 1 – DN 11 and unit UFAE are internally assessed, and units DN 12- DN 16 are both internally and externally assessed.</p> <p>A recommended range of assessment methods has been identified for the units in the Level 3 Diploma in the Principles and Practice of Dental Nursing qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.</p> <p>Methods include:</p> <ul style="list-style-type: none"> • *Direct observation (by a qualified Assessor who is a GDC registrant and meets our assessment principles) • Professional discussion • *Reflective accounts (Learner log or reflective diary) • Written and pictorial information • Optional Task set by us for knowledge learning outcomes/underpinning knowledge for skills learning outcomes) Oral questions and answers • Expert witness evidence (Units DN5, 9 and 10) <p>*Mandatory assessment method</p> <p>For the full list of assessment methods and descriptors for</p>

	<p>Assessors, please see Section 2 of the Level 3 Diploma in the Principles and Practice of Dental Nursing Assessment Specification document.</p> <p>All units must be assessed in line with our Assessment Principles.</p> <p>Unit UFAE must be assessed in line with Skills for Health document <i>Skills for Health First Aid Assessment Principles</i>.</p> <p>Please refer to the following specifications for mandatory documents that must be used when assessing the learner. These include:</p> <p>Level 3 Diploma in the Principles and Practice of Dental Nursing Qualification Specification:</p> <ul style="list-style-type: none"> • Clinical Experience Weekly Record (Appendix I) • Clinical Experience Monthly Record (Appendix J) • Sign up for External Assessment Tests.(Appendix M) <p>Level 3 Diploma in the Principles and Practice of Dental Nursing Unit and Task Specification:</p> <ul style="list-style-type: none"> • Optional assessment tasks <p>Level 3 Diploma in the Principles and Practice of Dental Nursing Assessment Specification:</p> <ul style="list-style-type: none"> • Task Marking Guidelines • Observation Marking Template • Expert witness templates (where applicable).
EPLS assessment requirements	<p>All units must be assessed in line with our Assessment Principles.</p>
Dental Nursing units	<p>The GDC Learning Outcomes have been mapped to every unit within this qualification and can be used to measure progression towards completion of meeting these outcomes.</p> <p>The units have also been mapped to the SfH NOS.</p> <p>Details of the mapping to both the GDC Learning Outcomes and SfH NOS can be found at the end of each unit.</p>
Dental Nursing range	<p>All elements of each unit must be met, including all range, which can be assessed holistically. Where possible cross referencing can be used to meet the range, especially those</p>

	<p>ranges that span across a number of units in the qualification e.g. range for individuals.</p> <p>Where possible it is recommended that performance evidence is cross-referenced to cover range e.g. direct observation or reflective account. However, it is recognised that due to the nature of some range, some will be better met through knowledge evidence. Centres have an obligation to support learners in being exposed to a wide practice of dental nursing in order to meet all unit learning outcomes, assessment criteria and range. Where learners do not have access to all elements (for example, not all practices will have extra-oral x-machines), learners can attend additional placements in dental nursing outside their day-to-day practice. It is not envisaged that the learner will always undertake the task at the alternative practice placement but shadow another dental nurse. An occasion such as this would provide the learner with the opportunity to observe wider practice that they do not routinely see, providing the chance to also gather evidence for unit DN3 Reflect and develop own practice as a dental nurse. It is acknowledged that not all learners will get such an opportunity to visit an alternative practice placement. Therefore, assessors can also use the accompanying direct questioning to help their assessment of a learners' knowledge.</p>
Dental Nursing observations/skills	<p>For units which require observations to be undertaken, learners must have exposure to an appropriate breadth of procedures and patients (e.g. adults, children and young people, older people and those with special needs e.g. hearing and visual impairments, learning disabilities, mobility issues etc.). Learners should undertake each activity relating to patient care on sufficient occasions to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes/assessment criteria. Partially competent and not competent indicate that more experience or training is required.</p> <p>It is the Centre's/Assessor's responsibility to ensure that learners are only signed off as competent when they can be assured that the learner has fully met each of the relevant skills. All skills criteria within the qualification must be achieved.</p>
Dental Nursing Frequency of observations in practice by Assessors	<p>Learners must be assessed in practice throughout the duration of the qualification which is usually 2 years or less depending on experience and the mode of delivery (e.g. standalone or via an apprenticeship). Ideally Assessors should ensure they observe learners in</p>

Dental Nursing grading system	<p>practice throughout the lifespan of the qualification, to include the beginning, middle and end of the qualification to ensure learners demonstrate consistency and so that support can be provided in a timely manner. In addition, it is recommended that multiple methods of meeting skills criteria are recorded e.g. via reflective accounts/logs, professional discussions etc. to demonstrate consistency and competency.</p>																			
	<p>This qualification is graded pass, merit or distinction* across two external assessment tests. The tests are externally set and externally marked. The assessments will be online and on-demand.</p>																			
	<p>* Learners are permitted to re-sit each MCQ assessment test once more either because they failed the first attempt or to improve their grade.</p>																			
	<p>MCQ Part 1: 50 marks (covering units DN 12, 13 and 14) MCQ Part 2: 50 marks (covering units DN 15 and 16)</p>																			
	<table><tr><th>Grade</th><th>In <u>each</u> MCQ test (nominal marks)</th><th>Points allocation</th></tr><tr><td>Pass</td><td>30 - 37 marks</td><td>1</td></tr><tr><td>Merit</td><td>38 - 44 marks</td><td>3</td></tr><tr><td>Distinction</td><td>45 - 50 marks</td><td>5</td></tr></table> <p>Qualification grade</p> <table><tr><th></th><th>Pass</th><th>Merit</th><th>Distinction</th></tr><tr><td>Points</td><td>2</td><td>4-6</td><td>8-10</td></tr></table>	Grade	In <u>each</u> MCQ test (nominal marks)	Points allocation	Pass	30 - 37 marks	1	Merit	38 - 44 marks	3	Distinction	45 - 50 marks	5		Pass	Merit	Distinction	Points	2	4-6
Grade	In <u>each</u> MCQ test (nominal marks)	Points allocation																		
Pass	30 - 37 marks	1																		
Merit	38 - 44 marks	3																		
Distinction	45 - 50 marks	5																		
	Pass	Merit	Distinction																	
Points	2	4-6	8-10																	
External examinations	<p>For information on examination conditions, please see the Instructions for Conducting Examinations document on the Joint Council for Qualifications' (JCQ) website: www.jcq.org.uk.</p> <p>For information on reasonable adjustments, please refer to the CACHE Good Practice Guide: The Application of Reasonable Adjustments and Special Consideration in Vocational Qualifications on our website.</p>																			
How long will it take	<p>The apprenticeship must be completed in a minimum of 18</p>																			

to complete?	months.
Entry requirements / recommendations	<p>Learners should be at least 16 years old and in, or about to, commence employment in a new or changed job role for a minimum of 30 hours per week. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Apprentices should:</p> <ul style="list-style-type: none"> • show enthusiasm to work in dental nursing • have basic literacy, numeracy and communication skills on which the apprenticeship will build • have a suitable level of physical fitness to perform some aspects of the job roles • be willing to undergo a Disclosure and Barring Services (DBS) check (this is needed as apprentices are likely to work with children, young people or vulnerable adults) • be flexible as there may be a requirement to work shifts. <p>Individual health sector employers may have additional employment entry requirements e.g. a current driving licence would also be an advantage (and may be necessary for some roles).</p> <p>Initial assessment</p> <p>Training providers and employers will use initial assessment to identify prior learning and experience so that they can tailor the Apprentice's Individual Learning Plan only. This initial assessment will not be used to screen out applicants. Employers may use a separate interview or application process to assess an individual's suitability for employment within the dental nursing sector.</p>

Section 2: Qualification information

How the qualification works

This qualification is made up of units, each representing a small step of learning. This allows the qualification to be completed at the learners own pace.

All of the units achieved can be 'banked'. This means that if a learner wants to take another qualification which includes the same units, they do not have to take them again.

Each unit has:

- a level - shows how difficult it is
- a credit value - one credit represents about 10 hours' work
- a unit aim – explains what is covered in the unit
- learning outcomes – cover what you need to do (skills) or what you need to understand (knowledge)
- assessment criteria – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to achieve the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Learning Outcomes 1, 2, 3 and 4 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to prepare the dental environment.	1.1. Prepare the equipment, instruments, materials and medicaments required for a full dental clinical assessment.	Obs	

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

The learning outcomes are also linked to the General Dental Council: 'Preparing for Practice, Dental team learning outcomes for registration' required of all dental professionals at registration.

Competence / Skills based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see Section 2 of the Level 3 Diploma in the Principles and Practice of Dental Nursing Assessment Specification document). All evidence must be based on the learner's experience in a real work environment.

Knowledge based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

Our websites are maintained on a regular basis, and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis, to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Management Procedure
- Appeals Procedure/Flowchart
- Diversity Statement
- Malpractice and Maladministration Policy
- Sanctions Policy.

It also contains regular news updates and case studies, and links to websites from other organisations that might be of interest.

More specific policies in relation to Dental Nursing can be located in this specification at Error! Reference source not found. **Policies and statements.**

- Raising Patient Safety Concerns
- Learner Dress and Appearance Policy
- Learner Anti-Harassment Policy
- Learner Confidentiality and Data Protection Policy
- Learner Confidentiality Disclosure Code
- Plagiarism/Diversity Statements.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website 'cachezone'. **This site is for Centres only.** Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

How to achieve units for the Level 3 Diploma in the Principles and Practice of Dental Nursing

Learners must achieve 49 credits from the 17 mandatory units. Each unit contains learning outcome which are each linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to achieve the unit.

Optional assessment tasks

We have provided a range of optional tasks that Tutors and Assessors can use; these have been written for two main purposes. Firstly, to support learners with meeting the knowledge learning outcomes and secondly to support learners by providing the underpinning knowledge linked to the skills learning outcomes. The tasks include written and pictorial information, table completion, results of research written questions; personal development plans and reports. These methods can aid in assessing the coherence of the learners' thinking, how they link ideas and their ability to logically structure their work.

Centres can use the optional tasks either wholly or partly, and in combination with the recommended range of assessment methods (refer to page 21). Descriptors of these assessment methods and unit assessment task marking guidelines can be found in the Assessment Specification on cachezone.

To support learners with the two external multiple choice test papers, we highly recommend using assessment tasks DN 12-16.

If tasks are used, Learner responses and assessments must be retained at the Centre for quality assurance purposes. The learner should also keep a copy in their portfolio.

Observations

All observations must be fully achieved. Observation trackers can be found in the Assessment Specification on cachezone. Where applicable (units DN 5, 9 and 10) expert witness statements/declaration templates have also been provided should this method of assessment be selected.

Signing off units

This specification contains tables for each unit which has a column for 'method' and a column for 'assessor judgement achieved'.

Method column

Where knowledge is required, this has been left blank as any of the recommended assessment methods (see next page) can be used to gather evidence of learner achievement.

Where an observation is required, this has been noted against each relevant criterion as 'Obs'. Where applicable (units DN 5, 9 and 10) Expert Witness 'EW' has also been added in the method column as this may also be used.

Assessor judgement achieved column

The Assessor can initial and date the assessment criteria when they have been successfully achieved.

Once all knowledge and skills criteria have been successfully achieved, the Assessor can sign off the unit as complete. There is a sign off box for each unit after the unit details. There is also a learner achievement log in Section 3 to record notes and achievement.

External assessment tests

In addition to learners achieving all the learning outcome and assessment criteria in the 17 mandatory units, Learners must also achieve a pass, merit or distinction in the two external assessment tests (part 1 and part 2) covering the underpinning knowledge across units DN 12-16.

Learners can be entered in for the two external multiple choice question (MCQ) tests once they have demonstrated achievement of **all** the learning outcomes and assessment criteria across units the required units.

The responsibility will remain with the tutor to prepare learners and only enter them for the two MCQ tests when learners have the requisite knowledge. There is only one further opportunity for learners to re-sit each multiple choice question test.

A sign up template is provided and can be found in the **Level 3 Diploma in the Principles and Practice of Dental Nursing Qualification Specification at Appendix M**. Sign up documentation must be available for both internal quality assurance and external quality assurance.

To schedule an online test(s) for a learner, Centres should visit the Surpass website <https://cache.surpass.com/>. Information and guidance covering scheduling, delivering and invigilating either online or offline tests is provided in our [Surpass and SecureClient Guidance document](#)

Unit range

All elements of each unit must be met, including all range, which can be assessed holistically. Where possible cross referencing can be used to meet the range, especially those ranges that span across a number of units in the qualification e.g. range for individuals.

Overarching range

Individuals – this range covers the categories of patients that learners are expected to have worked with in order to meet the GDC requirements. This range will be met across the following units (LOs not relevant have been greyed out). Learners must have supported these individuals at least once throughout the lifespan of the qualification.

Range – Individuals	Units	DN 5			DN 6				DN 7			DN 8		DN 9				DN 10		DN 11		
	LOs	1	2	3	1	2	3	4	1	2	3	1	2	1	2	3	4	1	2	1	2	3
a) adults																						
b) children and young people																						
c) older people																						
d) those with special needs																						

Cross referencing range and additional placements

Where possible it is recommended that performance evidence is cross-referenced to cover range e.g. direct observation or reflective account. However, it is recognised that due to the nature of some range, some will be better met through knowledge evidence. Centres have an obligation to support learners in being exposed to a wide practice of dental nursing in order to meet all unit learning outcomes, assessment criteria and range. Where learners do not have access to all elements (for example, not all practices will have extra-oral x-machines), learners can attend additional placements in dental nursing outside their day-to-day practice. It is not envisaged that the learner will always undertake the task at the alternative practice placement but shadow another dental nurse. An occasion such as this would provide the learner with the opportunity to observe wider practice that they do not routinely see, providing the chance to also gather evidence for unit DN3 Reflect and develop own practice as a dental nurse. It is acknowledged that not all learners will get such an opportunity to visit an alternative practice placement. Therefore, assessors can also use the accompanying direct questioning to help their assessment of a learners' knowledge.

Section 3: Units

For each unit, the learning outcomes are given alongside the criteria that the learner will be assessed against. In addition, the method of assessment is noted for each criteria as either Task or Observation. Not all units require an observation, but all have tasks that need to be achieved with a pass mark of at least 60%. The Assessor can initial and date the unit/criteria when they have been successfully achieved. Once all tasks and observations, where appropriate, for the unit have been successfully completed, the Assessor can sign off the unit as complete. Assessment tasks are given at the end of each unit. The Level 3 Diploma in the Principles and Practice of Dental Nursing Assessment Specification gives all templates and marking guides required by Assessors.

The following section contains the Unit achievement log and unit details for all mandatory units required to complete this apprenticeship. These units are mandatory in the following qualifications:






- Level 3 Diploma in the Principles and Practice of Dental Nursing
- Level 3 Award in Employment and Personal Learning Skills in Health (EPLS).

Unit achievement log

Level 3 Diploma in the Principles and Practice of Dental Nursing

Mandatory units

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
F/505/8337	DN 1	Contribute to health and safety in the dental environment	Knowledge / Skills	3	2	14	41	
J/505/8338	DN 2	Work within regulatory requirements in relation to the role of a dental nurse	Skills	3	1	10	49	
L/505/8339	DN 3	Reflect on and develop own practice as a dental nurse	Skills	3	2	13	55	
J/505/8341	DN 4	Prepare and maintain environments, instruments and equipment for clinical dental	Knowledge / Skills	3	3	22	65	
F/505/8340	DN 5	Promote oral health for individuals	Knowledge / Skills	3	3	21	77	
L/505/8342	DN 6	Provide support during the assessment of individuals' oral health	Skills	3	2	18	87	
R/505/8343	DN 7	Contribute to the production of dental images	Skills	3	2	16	97	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
Y/505/8344	DN 8	Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities	Knowledge / Skills	3	3	22	105	
D/505/8345	DN 9	Provide support during the provision of fixed and removable prosthesis	Skills	3	5	35	113	
H/505/8346	DN 10	Provide support during non-surgical endodontic treatment	Skills	3	2	12	123	
K/505/8347	DN 11	Provide support during the extraction of teeth and minor oral surgery procedures	Skills	3	3	19	131	
 M/505/8348	DN 12	Principles of infection control in the dental environment	Knowledge	3	4	29	141	
 K/505/8350	DN 13	Dental anatomy and assessment of oral health	Knowledge	3	4	29	151	
 M/505/8351	DN 14	Principles and techniques of dental radiography	Knowledge	3	4	31	169	
 T/505/8352	DN 15	Principles of managing oral disease and dental procedures	Knowledge	3	6	50	177	
 A/505/8353	DN 16	Understand ethics and professionalism in dental nursing.	Knowledge	3	2	15	195	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
D/504/6101	UFAE	First aid essentials	Knowledge / Skills	2	1	10	201	

Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)

Mandatory units



Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
R/602/2954	201b	Understand employment responsibilities and rights in health, social care or children	Knowledge	2	3	24	201b: Under	
L/602/4525	Unit 1b	Preparing for a Level 3 Apprenticeship	Knowledge / Skills	3	1	10	213	
R/602/4560	Unit 5b	Using research skills to solve problems	Skills	3	1	10	217	
R/602/4557	Unit 7b	Manage own learning	Skills	3	1	10	221	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
D/602/4559	Unit 6b	Participating through team leading	Skills	3	1	10	225	

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Pearson, NCFE).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome / GDC Learning Outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning. This also covers the outcome that an individual must be able to demonstrate at the end of their training in order to register with the General Dental Council (GDC).
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information	When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required achieving a qualification or unit of a qualification.
Mandatory Assessment task	For skills based units, the tasks can be used to demonstrate underpinning knowledge and understanding. These assessed tasks are summative assessments and complement assessed observation ensuring that knowledge requirements are fully assessed.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the range where more information on them can be found.

Explanation of terms used at Level 3: (not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which....)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which....)	Make a final decision or judgment based on reasons.

Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.

Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

DN 1: Contribute to health and safety in the dental environment

Unit reference	F/505/8337	Unit level	3
Credit value	2	GLH	14
Unit aim	This unit focuses upon knowledge and skills required to minimise hazards and risks in the workplace.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgment achieved mark, initial and date
Learning Outcomes 1 and 3 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to work in accordance with current health and safety legislation.	1.1. Identify current health and safety legislation.		
	1.2. Describe workplace procedures relevant to health and safety.		
	1.3. Describe the reasons for adhering to manufacturer's instructions.		
	1.4. Work in accordance with: <ul style="list-style-type: none"> • workplace legislation • manufacturer's instructions. 	Obs	
Range – LO1	Workplace a) single or multiple areas in which you carry out your work. Workplace procedures a) safe working methods and equipment		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgment achieved mark, initial and date
	<p>b) safe use of hazardous substances, smoking, eating, drinking and drugs</p> <p>c) what to do in the event of an emergency, personal presentation, moving and handling.</p> <p>Workplace legislation</p> <p>a) Health & Safety at Work Act 1974</p> <p>b) Control of Substances Hazardous to Health (COSHH)</p> <p>c) Environmental Protection Act 1990</p> <p>d) Ionising Radiation (Medical Exposures) Regulations (including local rules)</p> <p>e) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).</p>		
2. Know hazards in the workplace.	2.1. Identify hazards within the workplace.		
	2.2. Describe working practices which could result in harm.		
3. Be able to reduce the risks to health and safety in the workplace.	3.1. Work in a way that does not endanger the health and safety of: <ul style="list-style-type: none"> • personnel • materials. 	Obs	
	3.2. Contribute to health and safety improvements within own workplace .		
	3.3. Follow guidelines for environmentally friendly working practices .	Obs	
	3.4. Maintain personal presentation to protect	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgment achieved mark, initial and date
	self and others in line with health and safety.		
	3.5. Manage hazards in the workplace .	Obs	
	3.6. Report hazards to the identified responsible person .	Obs	
Range – LO3	<p>Workplace a) single or multiple areas in which you carry out your work.</p> <p>Working practices a) activities b) procedures c) use of materials or equipment and working techniques used in carrying out your job.</p> <p>Personal Presentation a) personal hygiene b) use of personal protective equipment c) clothing and accessories suitable to the workplace.</p> <p>Hazards a) mercury spillage b) radiation c) cross infection d) environmental factors e) spillages f) waste disposal g) sharps.</p> <p>Responsible person a) your manager b) supervisor c) section leader or the health and safety person in your workplace.</p>		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.8.1, 1.8.3, 6.1, 7.4, 7.5, 8.2, 8.3, 11.1, 11.5, 12.1, 12.2.
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH1 K 36,37 PER 14 NHS KSF EF2 2</p> <p>OH3 K28 NHS KSF HWB6 2</p> <p>OH4 K11 NHS KSF HWB6 2</p> <p>OH5 K27, K 28 NHS KSF HWB7 2</p> <p>OH6 K36, K 38 NHS KSF HWB7 2</p> <p>OH7 K22,K 24 HS KSF HWB7 2</p> <p>OH8 K13, K 22 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 1

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 1: Contribute to health and safety in the dental environment

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4).

In the dental profession, there will be policies and procedures to follow in accordance with current health and safety legislation.

1. Obtain **FOUR** sample policies and procedures from your place of work that cover current health and safety legislation. Briefly describe each procedure and the role of the Dental Nurse and the employer in these procedures / policies.
2. Look at the following workplace procedures and describe how they are relevant to health and safety and why it is important to follow the procedures.

Workplace procedure	Legislation related to workplace procedure	Why is it important to follow the procedures?
Safe working methods and equipment		
Safe use of hazardous substances		
Smoking		
Eating		
Drinking and drugs		
Emergency procedures		
Personal presentation		
Moving and handling		

3. For the following items, obtain example manufacturer instructions and identify **THREE** aspects that are relevant to the Dental Nurse role. Describe why it is important to adhere to those aspects of the manufacturer's instructions:

- endodontic files
- washing clinical uniforms
- single use equipment
- alginate
- latex gloves
- light curer.

Task 2 (learning outcome 2, assessment criteria 2.1 and 2.2).

Identifying hazards is a crucial part of a risk assessment. A risk assessment is simply a careful examination of what, in the workplace, could cause harm to people. All employers must conduct risk assessments. If they have 5 or more employees, this must be recorded.

1. Identify hazards in your surgery including dangerous substances, instruments, machinery and equipment.
2. Describe **FOUR** working practices that could result in harm. These must be different from those identified in question 1.

Task 3 (learning outcome 3, assessment criteria 3.2, 3.3, 3.4, 3.5 and 3.6).

1. Describe **FOUR** sets of guidelines in place in your surgery for environmentally friendly working practices.
2. Describe how you maintain **FOUR** in line with health and safety guidelines to protect yourself and others.
3. The following are all hazards. Explain how you would deal with them in the workplace and whom you would report to.

Hazard	How would you manage this hazard in the workplace?	Responsible person
Mercury spillage		
Radiation		
Cross infection		

Hazard	How would you manage this hazard in the workplace?	Responsible person
Environmental factors		
Spillages		
Waste disposal		
Sharps		

4. List **FIVE** ways that effective team working can help to make patient care safer and more effective.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 2: Work within regulatory requirements in relation to the role of a dental nurse

Unit reference	J/505/8338	Unit level	3
Credit value	1	GLH	10
Unit aim	This unit focuses upon underpinning skills which contribute to the practice of the dental care professional (DCP).		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, initial and date
Learning Outcomes 1 and 2 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to comply with current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing.	1.1. Work within the following current legal and regulatory requirements, professional codes of practice and organisational policy and procedure at all times: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance. 	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, initial and date
Range – LO1	<p>Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure:</p> <p>a) Data Protection Act b) Department of Health Guidelines and Regulations c) social media d) Care Quality Commission (CQC) e) Direct impact of Direct Access on each registrant groups.</p> <p>GDC ethical and professional guidance</p> <p>a) Standards for the Dental Team – Principles, Patient expectations, Standards & Guidance b) Preparing for Practice c) Scope of Practice d) Fitness to Practice guidance.</p>		
2. Be able to identify the requirements of own job role.	2.1. Identify the requirements of competent, effective and safe practice.		
	2.2. Provide active support for individuals and key people within the team.	Obs	
	2.3. Provide feedback for individuals and key people within the team.	Obs	
	2.4. Work as part of a team.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, initial and date
	2.5. Work in a patient centred way.	Obs	
	2.6 Describe procedures for handling complaints.		
	2.7 Follow procedures for handling of complaints		
Range – LO2	Key people a) Patients, team members b) Carers c) Others with whom the individual has a supportive relationship. Procedures for handling complaints a) Standards for the Dental Team, Principle 5.		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.1.1, 1.7.1, 1.8.5, 3.1, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 9.2, 9.3, 10.1, 10.4, 10.6, 11.1, 11.2, 11.3, 11.4, 11.5, 12.3, 12.5.
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	OH2 K 19,20 NHS KSF HWB1 2 OH3 K 31,32 NHS KSF HWB6 2 OH4 K 33 NHS KSF HWB6 2 OH5 K 14,30,35,36 NHS KSF HWB7 2 OH6 K 25,32,42,43 PER 17 NHS KSF HWB7 2

	OH7 K 18,28,29 HS KSF HWB7 2 OH8 K 17,18,29,30 NHS KSF HWB7 2
--	--

Assessor sign off of completed unit: DN 2

I confirm that the learner has met the requirements for all skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 2: Work within regulatory requirements in relation to the role of a dental nurse

Task 1 (learning outcomes 1 and 2, assessment criteria 1.1, 2.1, 2.4 and 2.5).

5. Research the current legal and regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing, including any differences in England, Wales, Scotland and Northern Ireland.

2. Outline each of the following and explain the guidelines a Dental Nurse has to follow:

- Data Protection Act 1998
- Department of Health guidelines and regulations
- Social media
- Care Quality Commission (CQC)
- Direct impact of Direct Access on each registrant groups.

3. When registered with the General Dental Council (GDC) after completing this qualification, it is expected that Dental Care Professionals (DCP's) abide by GDC ethical and professional guidance (standards for the dental team – principles, patient expectations, standards and guidance). Prepare a presentation to your peers on the ethical and professional guidance and how it relates to:

- competent, effective and safe practice
- working as part of the team
- working in a patient centred way.

Task 2 (learning outcome 2, assessment criteria 2.2 and 2.3).

1. Providing active support and feedback for individuals and key people within the team will become an important part of your own job role. Complete the following table:

Key people	How to provide active support	How to provide feedback
Patients		
Team members		
Carers		

Others with whom the individual has a supportive relationship		
--	--	--

(Learning outcomes 2, assessment criteria 2.6 and 2.7).

2. Describe procedures for handling complaints. Include at least **SIX** points. Refer to Standards for the Dental Team, principle 5.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 3: Reflect on and develop own practice as a dental nurse

Unit reference	L/505/8339	Unit level	3
Credit value	2	GLH	13
Unit aim	This unit focuses upon the knowledge and skills required to reflect on own practice as well as agree, implement and evaluate a personal development plan.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgment achieved mark, initial and date
Learning Outcomes 1, 2 and 3 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to reflect upon performance.	1.1. Reflect upon own role as part of the dental and wider healthcare team.		
	1.2. Reflect upon the impact of new techniques to clinical practice.		
	1.3. Identify sources of supervision and support .		
	1.4. Use constructive feedback to develop practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgment achieved mark, initial and date
Range – LO1	Supervision and support a) formal b) informal c) provided from within your organisation d) provided from outside your organisation. Feedback a) verbal b) in written form c) electronic.		
2. Be able to agree own personal development plan.	2.1. Explain the purpose and benefits of: <ul style="list-style-type: none"> • an appraisal • training • review of own performance • feedback from colleagues. 		
	2.2. Identify actions required to develop own practice.		
	2.3. Prioritise aspects of own practice for development.		
	2.4. Agree SMART targets.		
	2.5. Identify development opportunities available.		
	2.6. Maintain records of own personal and professional development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgment achieved mark, initial and date
Range – LO2	SMART Specific Measurable Achievable and Agreed Relevant to Time framed. Development opportunities a) training b) educational programmes c) coaching d) personal and professional support.		
3. Be able to evaluate effectiveness of own personal development plan.	3.1. Identify development opportunities .		
	3.2. Reflect upon own practice following identification of the development plan.		
	3.3. Review the impact of the development plan upon own practice.		
Range – LO3	Development opportunities a) training b) educational programmes c) coaching d) personal and professional support.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgment achieved mark, initial and date
4. Understand when it is appropriate for a GDC registrant to act as an advocate for patient needs.	4.1. Identify when it is appropriate for a GDC registrant to act as an advocate for patient needs. <ul style="list-style-type: none">• Provide further information to support a patient in making treatment decisions• Raise concerns when patients are at risk.		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	4.2, 4.3, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.2, 10.3, 10.4, 10.5, 10.7, 11.2, 11.3,
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	OH3 K 29 NHS KSF HWB6 2

Assessor sign off of completed unit: DN 3

I confirm that the learner has met the requirements for all knowledge learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 3: Reflect on and develop own practice as a dental nurse

These tasks may be completed throughout your qualification.

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4).

1. Write a reflection on your own role as a Trainee Dental Nurse. How do you fit into the dental and wider healthcare team? Use the template below to ensure you reflect as deeply as possible.

Reflective Learning Template

This simple template is intended to help you as you reflect on your own role in the dental environment.

1) Description:

Briefly describe your role

2) Feelings:

Why do you want to be a Dental Nurse?

Is the role what you expected it to be? If yes, why? if no, why?:

3) Evaluation:

What are your strengths and weaknesses?

What skills does a Dental Nurse need?

4) Analysis:

How does your role contribute to the dental team and the wider healthcare team?

If you can, ask others for their thoughts and views. This could be colleagues – both senior and junior.

5) Conclusions:

What can you bring to the team?

6) Action plan:

How can you work better with your team?

7) How can you use this reflection to help others to learn and develop?

Learner Name..... Learner Signature.....

Keep your notes safely in your portfolio.

In addition, learners are encouraged to keep a **reflective diary or log** of their daily work and learning environment (these will not be marked). A guide to the components of a reflective diary / reflective account is provided in:

Section 4: Appendices:

- Appendix A: Continuing professional development reflective diary and log templates
- Appendix B: A guide to writing a reflective account

2. Research a new technique in practice and reflect on the impact to clinical practice. How will this change the way you work?
3. Give **FOUR** examples of the different kinds of supervision and support that could be used to help you develop.

Supervision and support	Example
Formal	
Informal	
Provided from within your organisation	
Provided from outside your organisation	

4. Explain **SIX** characteristics of good constructive feedback. Explain **THREE** reasons why it is important to give feedback and how can it be used to develop your practice. Provide examples of verbal, written and electronic feedback you have received and explain how it has helped you improve.

Task 2 (learning outcomes 2 and 3, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 3.1).

1. When developing a personal development plan, explain the purpose and benefits of:
 - an appraisal
 - training
 - review of own performance
 - feedback from colleagues.
2. The General Dental Council requires every Dental Care Professional to complete a personal development plan to promote reflective practice and focus on time management and their own educational needs. Develop your own personal development plan, including the following:
 - current C.V
 - SWOT analysis – identify any concerns – prioritise
 - development opportunities (courses, training) - how will you implement this?
 - keep a record of training, with reflection of each course
 - learning methods (VAKs assessment)
 - available resources (mentoring, coaching)
 - personal goals / progression routes

- SMART targets
- skills scan.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2 and 3.3).

1. Keep a Personal Development Log. This can be a reflective diary or record of practice activities. Analyse and reflect what happened and set SMART targets for improvement. What have you learnt, and how has it changed the way you work?
2. After writing the first draft of your Personal Development Plan (PDP), revisit your PDP at regular intervals , reflecting on your own practice*.

*By using a Personal Development Log.

3. To demonstrate your knowledge of the wider dental team, complete the table below giving the main roles of dental team members (include at least 2 duties for each role)

Team Member	Role	Duties (at least 2)
Dentist		
Dental Therapist		
Dental Hygienist		
Orthodontic Therapist		
Clinical Dental Technician		

Team Member	Role	Duties (at least 2)
Dental Technician		

Task 4 (assessment criteria 4.1).

1. What is a patient advocate?
2. Provide examples of how you might act as a patient advocate in the following situations:
 - Providing further information to support a patient in determining treatment options.
 - Raise concerns if a patient is at risk.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 4: Prepare and maintain environments, instruments and equipment for clinical dental procedures

Unit reference	J/505/8341	Unit level	3
Credit value	3	GLH	22
Unit aim	This unit focuses on the knowledge and skills in relation to infection control and applying the appropriate health and safety measures.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Learning Outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to apply standard precautions for infection control.	1.1. Maintain personal hygiene .	Obs	
	1.2. Select personal protective equipment (PPE) .	Obs	
	1.3. Maintain a clean and tidy working environment during treatments-.	Obs	
	1.4. Use cleaning equipment and materials in a safe manner.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO1	Personal hygiene a) hair b) nails c) jewellery d) footwear e) uniform f) social g) clinical and aseptic hand-washing procedures. Personal protective equipment (PPE) a) surgical gloves b) face mask c) goggles and/or visor d) heavy duty gloves. Cleaning equipment a) general cleaning equipment b) sterilisation equipment.		
2. Be able to prepare the dental environment.	2.1. Maintain stock supplies for clinical procedures.	Obs	
	2.2. Adjust environmental factors to meet the needs of the individual and the procedure.	Obs	
	2.3. Explain the purpose of adjusting environmental factors .		
	2.4. Describe the process for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	2.5. Explain the reasons for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions.		
Range – LO2	Environmental factors a) heating b) lighting c) ventilation and humidity.		
3. Be able to apply health and safety measures for the use of equipment and materials.	3.1. Check equipment is functioning prior to use.	Obs	
	3.2. Explain the methods of testing autoclaves.		
	3.3. Demonstrate safe and secure storage of equipment, instruments and materials when not in use.	Obs	
	3.4. Explain action to take in response to equipment failure.		
	3.5. Explain why records must be kept in relation to the servicing of equipment .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO3	Equipment a) dental chair b) aspirator c) hand pieces d) ultrasonic scaler e) x-ray machine f) x-ray processing equipment g) autoclave h) instrument washer i) ultrasonic bath.		
4. Be able to apply methods of sterilisation for dental instruments and equipment.	4.1. Explain the potential risks of not decontaminating equipment and instruments.		
	4.2. Explain the reasons for pre-cleaning instruments prior to sterilisation.		
	4.3. Explain the reasons for placing instruments in the correct location relevant to the different stages of sterilisation.		
	4.4. Explain the potential long term effects of using damaged or pre-used sterile goods.		
	4.5. Prepare instruments and hand pieces for sterilisation.	Obs	
	4.6. Carry out sterilisation procedures.	Obs	
	4.7. Store sterilised instruments and hand pieces .	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	4.8. Maintain records of sterilisation procedures.	Obs	
Range – LO4	Instruments and hand pieces a) non-surgical b) surgical.		
5. Be able to manage hazardous and non-hazardous waste.	5.1. Identify different types of waste .		
	5.2. Dispose of: <ul style="list-style-type: none"> • hazardous waste • non-hazardous waste • special waste 	Obs	
	5.3. Explain action to take in response to spillages .		
	5.4. Explain the dangers of not disposing of waste correctly and promptly.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO5	Waste a) hazardous b) non-hazardous c) special waste. Hazardous waste a) used gloves b) face masks c) tissues d) cotton wool rolls e) gauze f) napkins g) alcohol wipes h) mouthwash beakers Special waste a) lead foil disposal b) sharps c) amalgam (including when in extracted teeth) d) medicinal e) damaged instruments Spillage a) water spillage b) mercury spillage c) body fluids d) chemical spillage.		
6. Understand reporting procedures.	6.1. Explain reporting procedures in case of: <ul style="list-style-type: none"> • sharps injury • damaged instruments • accidents or injuries • contaminated materials or equipment • damaged sterilised supplies • evidence of potentially infectious diseases 		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.1.7, 1.8.1, 1.8.2, 1.8.3, 1.11.1, 6.1, 8.3, 10.1, 12.1, 12.2
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH1 K 6,8,9,14,16,17,18,19,20, 21,22,24,25,26,27,28,29,30,31,32,33,34,35,PER 1,2,3,4,5,6,8,9,10,11,12,13,14,15,16,17,18,19 NHS KSF EF2 2</p> <p>OH3 K12, PER 3, 9 NHS KSF HWB6 2</p> <p>OH4 K 4,19 PER 1,11 NHS KSF HWB6 2</p> <p>OH5 PER 2 NHS KSF HWB7 2</p> <p>OH6 K37, PER 1,14 NHS KSF HWB7 2</p> <p>OH7 K23, PER 1,14 HS KSF HWB7 2</p> <p>OH8 K14, PER 3,4,9 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 4

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 4: Prepare and maintain environments, instruments and equipment for clinical dental procedures

Task 1 – Part 1 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5).

1. Explain what environmental factors are, and give **FOUR** examples of why these factors may need to be adjusted during treatment.
2. Describe the process of, and explain the reasons for, maintaining the equipment below in line with the manufacturer's instructions:
 - the aspirator
 - waterlines
 - water storage equipment.

Task 2 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5).

Equipment	What checks / methods of testing used	Action if equipment failure	Report to	What records should be kept on servicing	How long service records kept
Dental chair					
Aspirator					
Hand pieces					
Ultrasonic scaler					
X-ray machine					
X-ray processing equipment					
Autoclave					
Instrument washer					
Ultrasonic bath					

1. Complete the table above, explaining the checks on equipment, what to do if equipment fails, and what service records need to be kept in relation to the servicing of equipment and how long they should be kept.
2. Explain why records must be kept in relation to the servicing of equipment.
3. Give **FOUR** examples of how would you ensure that equipment, materials, medicaments, sharps and waste are stored safely and securely on the completion of each procedure.

Task 3 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.8).

1. Draw a diagram of your decontamination room:
 - label the location of equipment (washers, autoclaves and ultrasonic baths) in relation to zoning and air flow
 - identify where instruments are stored and describe the storage conditions needed to meet HTM 01-05
 - draw a flow diagram to explain the progression through the sterilisation procedure
 - Explain how instruments are transported, as described by HTM 01-05
2. Explain the reason for pre-cleaning instruments prior to sterilisation. What are the risks of not decontaminating equipment and instruments? What is the correct action if a damaged instrument is found during this process? What is the long term effect of using damaged or pre- used sterile goods?
3. Explain what records of sterilisation procedures are required to be kept, and provide examples of completed log books / sheets.
4. How should non-surgical and surgical instruments and hand pieces be prepared for sterilisation?

Task 4 (learning outcome 5, assessment criteria 5.1, 5.25.3 and 5.4).

1. Investigate the different types of waste in your surgery and give **SIX** examples of hazardous waste, **THREE** examples of non-hazardous waste and **SIX** examples of special waste.

Hazardous waste	Non-hazardous waste	Special waste

2. Create a flow chart to explain how the different wastes are disposed of.
 - a) What are the potential dangers if waste is not disposed of correctly?
 - b) What records do surgeries have to keep and what policies / procedures should be in place, and why?
3. Explain the action to take in response to the following spillages:
 - Mercury spillage from an amalgam capsule
 - body fluids from a patient who was sick in the surgery after impressions
 - chemical spillage when diluting ultrasonic bath cleaning solution.

Task 5 (learning outcome 6, assessment criteria 6.1)

1. Explain reporting procedures in case of:
 - sharps injury
 - damaged instruments
 - accidents or injuries
 - contaminated materials or equipment
 - damaged sterilised supplies
 - evidence of potentially infectious diseases

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 5: Promote oral health for individuals

Unit reference	F/505/8340	Unit level	3
Credit value	3	GLH	21
Unit aim	This unit focuses upon the knowledge and skills required to support the promotion of oral health for individuals.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Learning Outcomes 1 and 2 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to communicate with individuals.	1.1. Provide information to individuals ensuring that it is accurate and consistent with organisational guidelines.	Obs	
	1.2. Give individuals the opportunity to discuss and seek clarification.	Obs	
	1.3. Answer questions clearly.	Obs	
	1.4. Refer any questions beyond own role to an identified member of the team.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	1.5. Analyse methods of effective communication to maximise understanding, confidence and motivation.		
	1.6. Respect individuals' personal beliefs and preferences.	Obs	
	1.7. Explain the systems for internal referrals.		
Range – LO1	Individuals <ul style="list-style-type: none"> a) adults b) children and young people c) older people d) those with special needs Personal beliefs and preferences <ul style="list-style-type: none"> a) social b) ethnic c) religious d) health 		
2. Be able to provide oral hygiene advice.	2.1. Provide individualised oral health information.	Obs	
	2.2. Use oral health information aids.	Obs	
	2.3. Advise individuals on suitable oral hygiene techniques.	Obs	
	2.4. Demonstrate methods of caring for dentures.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	2.5. Advise individuals on maintaining orthodontic appliances.	Obs	
	2.6. Provide practical advice for caring for implant supported restorations.	Obs	
Range – LO2	Individuals a) adults b) children and young people c) older people d) those with special needs Information e) gum disease f) caries g) diet h) current oral health routine Oral health information aids a) models b) visual aids c) leaflets. Oral hygiene techniques a) cleaning teeth and the mouth b) the use of interdental aids c) mouthwash rinses d) disclosing agents.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
3. Understand how to plan oral health promotion.	3.1. Explain factors which contribute to health and illness: <ul style="list-style-type: none"> • social • cultural • psychological • environmental. 		
	3.2. Describe methods of how oral health care can be planned and delivered.		
4. Understand the basic principles of population based health and care.	4.1 Describe the basic principles of a population health approach, how these are measured and current patterns, for: <ul style="list-style-type: none"> • demographic and social trends • UK and international oral health trends • determinants of health • inequalities in health. 		
	4.2 Describe the relevance of evidence based prevention to improve oral health by evaluating Dental and wider healthcare systems		
	4.3 Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO4	Dental and wider healthcare systems a) CQC b) Department of Health c) The National Institute for Health and Care Excellence (NICE) c) British Association for the Study of Community Dentistry.		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.1.9, 1.2.4, 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.10.2, 1.10.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 5.1, 5.3, 6.3, 6.5, 7.3, 8.1, 8.2, 10.4
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH2 K 3,4,5,6,7,8,11,12,13,14,15,17 PER 1,2,3,4,5,6,7,8,9 NHS KSF HWB1 2</p> <p>OH3 K 25 NHS KSF HWB6 2</p> <p>OH4 K 31,32 NHS KSF HWB6 2</p> <p>OH5 K 32,33 NHS KSF HWB7 2</p> <p>OH6 K 39,40 NHS KSF HWB7 2</p> <p>OH7 K 25,26 HS KSF HWB7 2</p> <p>OH8 K 26,27 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 5

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 5: Promote oral health for individuals

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7).

1. Look at the following individuals:

- adults
- children and young people
- older people
- those with special needs
- patient's representative.

Analyse **ONE** method of communication to use to promote oral health to maximise understanding, confidence and motivation, and ensure sensitivity where required. Identify what resources are needed?

2. When communicating with individuals, how can their personal beliefs and preferences be respected? Give **FOUR** examples.
3. When treatment planning / oral health planning, what should be taken into account from patients from social and ethnic backgrounds? Give **THREE** examples.
4. Research your internal practice referral system. Outline the procedure, and give examples of the forms and communication given from the referrer. (This can be linked to DN6 4.4.)
5. It is important that individuals understand the information that is being given to them. What is the way to:
 - provide information that is accurate and consistent with organisational guidelines?
 - give the individuals the opportunity to discuss and seek clarification?
 - answer their questions clearly?
 - refer any questions beyond your own role to an identified member of the team?

Task 2 (learning outcome 2, assessment criteria 2.2, 2.3, 2.4, 2.5 and 2.6).

1. Identify **THREE** different oral **health instruction aids**.
2. Explain how to use the **THREE** oral health instruction aids identified in question 1 in the following:
 - Caring for dentures
 - Maintaining orthodontic appliances
 - Caring for implant supported restorations.
3. Identify oral hygiene techniques.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4).

4. Research social, cultural, psychological and environmental factors which may contribute to health and illness. Explain how this would affect oral health promotion planning.
5. Identify **THREE** activities that you could devise, to help promote oral health to younger children or teenagers. Determine the age range you are considering, and offer examples of methods of how oral healthcare can be planned and delivered. Present this information to the rest of your group. They will peer assess you and give feedback.

Task 4 (Learning outcome 4, assessment criteria 4.1, 4.2 and 4.3).

1. Describe the basic principles of a population health approach, how these are measured and current patterns, for:
 - demographic and social trends
 - UK and international oral health trends
 - determinants of health
 - inequalities in health.
2. Describe the relevance of evidence based prevention to improve oral health by evaluating the dental and wider healthcare systems.
3. Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 6: Provide support during the assessment of individuals' oral health

Unit reference	L/505/8342	Unit level	3
Credit value	2	GLH	18
Unit aim	This unit focuses on the knowledge and skills required to assist the operator during the assessment of individuals' oral health.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Learning Outcomes 1, 2, 3 and 4 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to prepare the dental environment.	1.1. Prepare the equipment, instruments, materials and medicaments required for a full dental clinical assessment.	Obs	
	1.2. Handle equipment, instruments, materials and medicaments in a manner that minimises the possibility of injury, damage and cross-infection.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO1	Equipment, instruments, materials and medicaments a) observing hard and soft tissues b) measuring and making a record of the teeth and gingivae c) assessing the function of the dentition (orthodontic assessment).		
2. Be able to record a range of oral health assessments.	2.1. Identify the different types and functions of dental records and charts .		
	2.2. Select the individual's charts, records and images prior to assessment.	Obs	
	2.3. Record medical conditions that can affect an individual's dental treatment.	Obs	
	2.4 Record dental assessments spoken by dental team members.	Obs	
	2.5. Discuss each component of the patient assessment process.		
	2.6. Complete records and relevant documents following an oral assessment.	Obs	
	2.7. Store records and relevant documents securely following an oral assessment.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO2	Dental records and charts a) dental charts b) radiographs c) photographs d) study models e) personal details f) orthodontic measurements. Individual's charts, records and images a) baseline dental charting b) medical history c) periodontal charting d) orthodontic classifications and charts e) radiographs. Dental assessment a) baseline dental charting b) BPE c) periodontal.		
3. Be able to assist with monitoring and supporting the individual.	3.1. Describe methods of monitoring the physical characteristics of an individual .		
	3.2. Monitor the individual throughout the assessment.	Obs	
	3.3. Support the individual throughout the assessment.	Obs	
	3.4. Explain the indicators of a potential medical emergency.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO3	Individuals a) adults b) children and young people c) older people d) those with special needs		
4. Be able to communicate with individuals, carers and team members.	4.1. Communicate the reasons for further assessment or treatment.	Obs	
	4.2. Arrange for further assessment or treatment.	Obs	
	4.3. Describe the reasons for individual referral to other team members.		
	4.4. Explain how a referral to other team members is communicated.		
	4.5. Describe how communication can support individuals who present signs of distress.		
Range –LO4	Individuals a) adults b) children and young people c) older people d) those with special needs		

Additional information about the unit:

Relationship to GDC Learning Outcomes	1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.2.6, 1.2.7, 1.5.2, 1.7.3, 1.7.5, 1.7.6, 1.8.2, 1.8.4, 1.8.5, 1.11.1, 1.11.2, 3.1, 3.2, 4.1, 5.2, 6.4, 8.1, 8.2, 12.1.
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH1 K 23, PER 7 NHS KSF EF2 2</p> <p>OH3 K 4,13,17,22,24,26, 29,30 PER 1,2,3,4,5,6,7,8,10,11,12 NHS KSF HWB6 2</p> <p>OH5 K 29, 31,34 PER 7,8,10 NHS KSF HWB7 2</p> <p>OH6 K 35,41, PER 15,17 NHS KSF HWB7 2</p> <p>OH7 K 19,27 PER 2, 11,15 HS KSF HWB7 2</p> <p>OH8 K 23,24, 28 PER 1, 12 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 6

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:


Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN6: Provide support during the assessment of individuals' oral health

Task 1 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5,

- Using the table below, complete the identification of dental records and charts and identify **ONE** reason why they are used as part of assessment.

Dental records and charts	Insert example	Identify why we use them
Dental charts		
Radiographs (example answer)	 <p>© CACHE 2014</p> <p>Bitewing X-ray</p>	We use bitewing x-rays to check the interproximal surfaces of the teeth for caries.
Photographs		

Dental records and charts	Insert example	Identify why we use them
Periodontal charts - agreed		
Study models		
Personal details		
Medical history - agreed		
Orthodontic measurements		

2. Complete a forensic charting assessment, as spoken by your Assessor.

Record the following information on the chart, using standard and accepted symbols:

- all teeth are present unless otherwise stated
- upper right third molar has a buccal restoration
- upper right second molar has a retained root which needs extracting
- upper right second pre-molar has a distal restoration which needs replacing
- upper right first pre-molar has recently been extracted
- upper right canine has a labial cavity
- upper left first pre-molar has a fissure sealant present
- upper left second pre-molar has a root filling and an occlusal restoration
- upper left first molar has a distal occlusal restoration
- upper left third molar is missing
- lower left third molar is partially erupted
- lower left first molar has a mesio-occlusal-distal restoration which needs replacing
- lower left central incisor has a fractured incisal edge
- lower right lateral incisor is rotated mesially
- lower right first pre-molar is missing and replaced with a bridge pontic
- lower right second pre-molar is the bridge abutment
- lower right second molar has a porcelain bonded crown
- lower right third molar has an occlusal cavity.

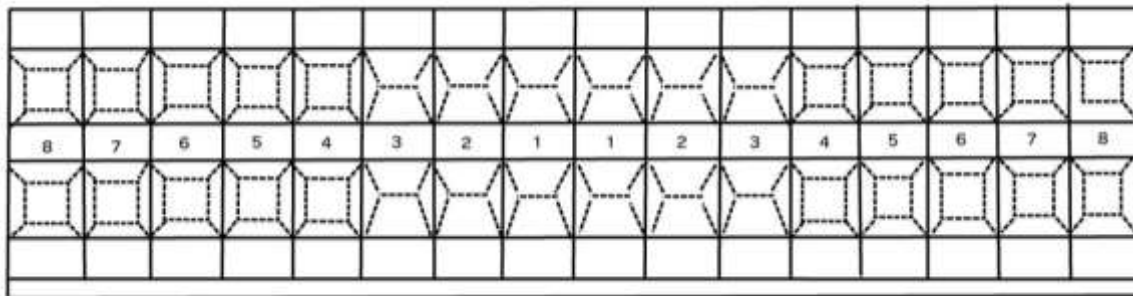
Assessor sign off of completed charting task: DN 6

I confirm that the learner has completed the charting task and demonstrated knowledge and skills used to record dental assessment.

Assessor name:

Signature:

Date:



© CACHE 2014

3. Give **THREE** reasons why the individual's charts, records and images should be selected prior to an assessment.
4. Why is it important to record medical conditions? Choose **THREE** medical conditions that could affect an individual's dental treatment and explain why.
5. Explain the importance of completing contemporaneous records and relevant documents and storing records after an oral assessment.

Task 3 (learning outcome 3, assessment criteria 3.1 and 3.4) 2).

1. Describe methods of monitoring the physical characteristics of an individual.
2. Explain how you would alert the clinician should there be any sign of a potential medical emergency.
3. What is the correct way to support a patient throughout an oral assessment?

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2 4.3, and 4.4 and 4.5).

1. Explain your internal practice referral system and give (**THREE**) examples of the forms and communication given from the referrer (this can be linked to DN 5 1.7). Give (**FOUR**) reasons why some patients may need to be referred to other team members:
2. Describe **THREE** ways to use communication to support the individuals above who present signs of distress.
3. Explain how to communicate the reasons for further assessment or treatment. Why is this important?
4. What is your surgery's procedure for arranging further treatment or assessment?

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login

Assessor comments/feedback/action plan

DN 7: Contribute to the production of dental images

Unit reference	R/505/8343	Unit level	3
Credit value	2	GLH	16
Unit aim	This unit focuses on the knowledge and skills required when assisting the operator throughout the dental imaging process.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, Initial and date
Learning Outcomes 1, 2 and 3 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to assist during the taking of dental images.	1.1. Maintain health and safety throughout imaging procedures.	Obs	
	1.2. Prepare the resources for the production of a dental image.	Obs	
	1.3. Confirm that imaging equipment is fully functioning and ready for use.	Obs	
	1.4. Identify the different intra-oral and extra-oral radiographs.	Obs	
	1.5. Ask individuals to remove items which may interfere with the radiographic image.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, Initial and date
	1.6. Explain the concerns that individuals may have regarding dental imaging.		
	1.7. Offer individuals support during a radiographic process .	Obs	
	1.8. Refer any questions which are beyond own role to an appropriate member of the team.	Obs	
Range – LO1	Resources a) holders b) film c) receptors d) mounting sheet e) software Imaging equipment a) intra-oral x-ray machine b) extra-oral x-ray machine c) computer programme d) developer e) image receptors. Individuals a) adults b) children and young people c) older people d) those with special needs		
2. Be able to process dental images.	2.1. Process dental images.	Obs	
	2.2. Maintain quality of the image during processing.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, Initial and date
	2.3. Describe the chemicals used in dental processing.		
3. Be able to contribute to the quality assurance process of dental images.	3.1. Store images produced according to organisational procedure.	Obs	
	3.2. Maintain records of quality assurance checks.	Obs	

Additional information about the unit:

Relationship to GDC Learning Outcomes	1.7.3, 1.8.1, 1.8.3, 1.11.1, 1.11.2, 1.11.4, 5.1, 8.1, 12.1
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH4 K 16,18,21,24,29,30,PER 2,3,4,5,6,7,8,9,10,12,13 NHS KSF HWB6 2</p> <p>OH7 K19, PER 9 HS KSF HWB7 2</p> <p>OH8 K23 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 7

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 7: Contribute to the production of dental images

Please also see assessment tasks for DN14 Principles and techniques of dental radiography.

Task 1 (learning outcome 1, assessment criteria 1.4, 1.6, 1.8, 1.1, 1.2, 1.3, 1.5, 1.6).

1. What is the correct way to check that the **imaging equipment** is fully functioning and ready for use? How often should imaging equipment be checked?
2. What **FOUR** items could interfere with the radiographic image? How should **individuals** be asked to remove them?
3. Radiography does not come without its risks. Explain what concerns individuals (adults, children and young people, older people, those with special needs) may have regarding dental imaging. If you could not reassure their concerns, who would you refer the questions to?

Task 2 (learning outcomes 2 and 3, assessment criteria 2.1, 2.2, 2.3, 3.1 and 3.2).

1. Describe the chemicals used in developing a radiograph and what they contain.
2. Explain what is wrong with the following radiographs and give them a quality assurance grade 1, 2 or 3.



Fault

Grade

© CACHE 2014



Fault

Grade

© CACHE 2014



Fault

Grade

© CACHE 2014

Task 3 (Learning outcome 3, assessment criteria 3.1 and 3.2)

1. Explain the procedure at your surgery for producing dental images. **(NB only one type of procedure should be given.)**
2. How do you ensure that the quality of the image is maintained throughout the procedure?
3. What is your surgery's procedure for the storage of images?

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 8: Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities

Unit reference Y/505/8344 **Unit level** 3
Credit value 3 **GLH** 22

Unit aim This unit focuses upon the knowledge and skills required to support the operator and individual throughout treatment.

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, Initial and date
Learning Outcome 2 must be assessed in a real work environment.			
All unit range must be covered.			
1. Know the methods of prevention of oral disease.	1.1. Identify the methods of controlling plaque.		
	1.2. List the treatments available for controlling caries.		
	1.3. List the treatments available for controlling periodontal disease.		
	1.4. Identify sources of fluoride .		
Range LO1	Fluoride a) systematic b) topical		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, Initial and date
2. Be able to provide support to the individual and operator before, during and after treatment.	2.1. Select the individual's charts, records and images .	Obs	
	2.2. Identify the planned treatment .	Obs	
	2.3. Select the equipment, instruments, materials and medicaments for dental treatments .	Obs	
	2.4. Identify the varying methods of aspirating during treatment.		
	2.5. Demonstrate appropriate aspiration techniques.	Obs	
	2.6. Retract soft tissues to facilitate a clear view of the treatment area.	Obs	
	2.7. Select for the operator: <ul style="list-style-type: none"> • a suitable matrix system to aid the placement of restorations • the correct quantity of the mixed restorative material • any materials or equipment required for finishing the restoration. 	Obs	
	2.8. Dispose of amalgam safely.	Obs	
	2.9. Explain the reasons for finishing restorations.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Mark, Initial and date
	2.10. Evaluate methods of working when assisting the operator.		
Range – LO2	<p>Individuals' charts, records and images</p> <ul style="list-style-type: none"> a) UK/FDI systems b) medical history c) periodontal charting d) radiographs. <p>Treatment</p> <ul style="list-style-type: none"> a) temporary restorations b) amalgam restorations c) composite restorations d) glass ionomer restorations e) fissure sealants f) fluoride treatments g) scaling and polishing h) debridement. <p>Methods of working</p> <ul style="list-style-type: none"> a) seating b) positioning of patient and team c) instrument passing d) suction tip placement e) monitoring the operator and patient. 		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.1.8, 1.8.3, 1.9.1, 1.10.1, 1.11.1, 1.11.2, 1.11.3
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH1 PER 7 NHS KSF EF2 2</p> <p>OH5 K 9,13,14,15,22,30,PER 1,4,5,6,9 NHS KSF HWB7 2</p> <p>OH6 K 29,31,32,33 NHS KSF HWB7 2</p> <p>OH7 K 13,14,15,16,18,20 PER 2 HS KSF HWB7 2</p> <p>OH8 K 16,17,18,20,23 PER 1 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 8

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN8: Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4).

1. Identify methods available for controlling plaque.

2. List **FOUR** treatments available for the following:

- controlling caries
- controlling periodontal disease.

Controlling caries	Controlling periodontal disease

3. Research and identify **THREE** different sources of fluoride.

Task 2 (learning outcome 2, assessment criteria, 2.4, , 2.9 and 2.10).

1. Identify the varying methods of aspirating during the following treatments:

Treatment	Method of aspiration
Temporary restorations	
Amalgam restorations	
Composite restorations	
Glass ionomer restorations	
Fissure sealants	
Fluoride treatment	
Scaling	
Polishing	
Debridement	

2. Explain the reasons for finishing restorations
3. Identify and evaluate the following methods of working when assisting the operator. Explain why they are important when working on restoration procedures:
- seating
 - positioning of the patients and team and providing a clear field of view of the treatment area (retracting)
 - instrument passing
 - aspiration and suction tip placement
 - monitoring the operator and patient.

4. Outline the equipment, instruments and materials for **TWO** of the following restorative treatments and **TWO** others, and what they are used for. Explain suitable matrix systems and mixing of different materials:

- **Restorative treatments:**

- temporary restorations
- amalgam restorations
- composite restorations
- glass ionomer restorations.

- **Others:**

- fissure sealants
- fluoride treatment
- scaling
- polishing
- debridement.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 9: Provide support during the provision of fixed and removable prosthesis

Unit reference	D/505/8345	Unit level	3
Credit value	5	GLH	35
Unit aim	This unit focuses upon the knowledge and skills required to support the individual and operator during the provision of fixed and removable prosthesis.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Learning Outcomes 1, 2, 3 and 4 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to support the individual and operator with fixed and removable prosthetic procedures.	1.1. Select individuals' charts, records and images .	Obs/EW	
	1.2. Provide equipment required for the taking of shades.	Obs/EW	
	1.3. Support the operator throughout the procedure of taking shades.	Obs/EW	
	1.4. Provide the necessary equipment and materials for taking occlusal registrations.	Obs/EW	
	1.5. Assist the operator to: <ul style="list-style-type: none"> protect soft tissues during treatment 	Obs/EW	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	<ul style="list-style-type: none"> retract soft tissues during treatment. 		
	1.6. Provide aftercare advice to individuals on the care of new removable prosthesis and immediate dentures.	Obs/EW	
Range – LO1	<p>Individuals' charts, records and images</p> <ul style="list-style-type: none"> a) UK/FDI systems b) medical history c) periodontal charting d) orthodontic records and charts e) radiographs f) laboratory tickets g) photographs h) study models. <p>Procedure</p> <ul style="list-style-type: none"> a) fixed prostheses b) removable prosthesis. <p>Equipment and materials</p> <ul style="list-style-type: none"> a) wax occlusal rims b) pink wax c) heat source d) markers e) shade guides f) mould guides g) occlusal registration material h) articulating paper i) hand mirror. <p>Individuals</p> <ul style="list-style-type: none"> a) adults b) children and young people c) older people d) those with special needs 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
2. Be able to select and prepare impression materials for fixed and removable prostheses.	2.1. Select the following for taking impressions for fixed and removable prostheses: <ul style="list-style-type: none"> • impression material • impression trays. 	Obs/EW	
	2.2. Prepare the quantity of impression material : <ul style="list-style-type: none"> • to the required consistency • within the handling and setting time relative to the material and ambient temperature. 	Obs/EW	
	2.3. Load impression materials on the impression tray.	Obs/EW	
	2.4. Provide support whilst monitoring the individual when impressions are in the mouth.	Obs/EW	
	2.5. Disinfect impressions on removal from the individual's mouth.	Obs/EW	
	2.6. Store impressions so accuracy is maintained.	Obs/EW	
	2.7. Complete laboratory tickets.	Obs/EW	
	2.8. Attach laboratory tickets securely to the packaging.	Obs/EW	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO2	Impression materials a) alginate b) putty/elastomer Individuals a) adults b) children and young people c) older people d) those with special needs		
3. Be able to prepare equipment, instruments and materials for fixed prostheses.	3.1. Select the equipment, instruments and materials for: <ul style="list-style-type: none"> • a preparation of temporary / permanent crowns and bridges • fitting temporary / permanent crowns and bridges • adjustment of temporary / permanent crowns and bridges. 	Obs/EW	
	3.2. Prepare adhesive material for the fitting of fixed prostheses : <ul style="list-style-type: none"> • to the required consistency • using a technique appropriate to the material • at a time required by the operator. 	Obs/EW	
	3.3. Provide the instruments required	Obs/EW	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	for trimming, cleaning and checking the final adjustment of fixed prostheses .		
	3.4. Provide advice and instruction to individuals on caring for fixed prostheses .	Obs/EW	
Range – LO3	Equipment, instruments and materials a) local anaesthetic b) hand pieces and burs c) suction equipment d) equipment for protecting and retraction the soft tissues e) rubber dam f) gingival retraction cord g) temporary cements h) temporary crown and bridge materials i) permanent cements j) Beebee crown scissors k) Millers forceps. Fixed prostheses a) crowns b) inlays c) veneers d) permanent bridges e) adhesive bridges f) temporary bridges g) temporary crowns h) implants.		
4. Be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances.	4.1. Provide the equipment, instruments and materials required for: <ul style="list-style-type: none"> bite of a removable prostheses try-in stage of a 	Obs/EW	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	removable prostheses <ul style="list-style-type: none"> fitting stage of a removable prostheses. 		
	4.2. Explain the range of orthodontic treatments available.		
	4.3. Explain the equipment, instruments and materials which are used in the stages of fixed and removable orthodontic treatments.		
Range – LO4	Equipment, instruments and materials <ul style="list-style-type: none"> a) heat source b) shade guides c) wax knife d) LeCron carver e) sheet wax f) mirrors g) hand piece h) polymeric stones i) polymeric trimming burs j) pressure relief paste k) articulating paper. Prostheses <ul style="list-style-type: none"> a) metal b) acrylic c) immediate. Stages of fixed and removable orthodontic <ul style="list-style-type: none"> a) fitting b) monitoring c) adjusting. 		

Additional information about the unit:

Relationship to GDC Learning Outcomes	1.7.3, 1.7.4, 1.8.2, 1.11.1, 1.11.2, 1.11.3, 3.2.
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH1 PC7 NHS KSF EF2 2</p> <p>OH2 K 11 NHS KSF HWB1 2</p> <p>OH5 K 8,29 PER 8 NHS KSF HWB7 2</p> <p>OH6 K 7,8,9,10,11,12,13,14,15,16,17,21,22,25,26,27,28,30 , 35 PER 2,3,4,5,6,7,8,9,10,11,12,13,15,16,17 NHS KSF HWB7 2</p> <p>OH7 K 15,17,19 PER 2 HS KSF HWB7 2</p> <p>OH8 K 19, 23 PER 1 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 9

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 9: Provide support during the provision of fixed and removable prosthesis

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6).

1. What would the aftercare advice be for **TWO** of the following individuals, for the care of new removable prosthesis and immediate dentures? Include maintenance, and what to expect when getting used to new dentures.
 - adults
 - children and young people
 - older people
 - those with special needs.
 -
2. Explain how it would differ for EACH of the different individuals?
3. Outline the procedure for supporting the individual patient and operator with removable prosthetic procedures. Include the following stages:
 - selecting individuals' records and charts for the procedure
 - providing necessary equipment for the taking of shades and the Dental Nurse's role during the procedure
 - providing the necessary equipment and materials for occlusal registration and the Dental Nurse's role during the procedure
 - how should the Dental Nurse assist the operator with protecting and retracting soft tissues during treatment?

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8).

1. Outline the procedure for selecting and preparing impression materials for fixed and removable prostheses. Include the following stages:
 - selecting impression materials and trays for fixed and removable prostheses
 - how to prepare the impression material (both alginate and putty) to the required consistency
 - how to ensure that the handling and setting time is relative to the material (both alginate and putty) and ambient temperature
 - the technique used for loading impression materials on to the impression tray
 - how to monitor the individual (adults, children and young people, older people and those with special needs) when impressions are in the mouth
 - outline the procedure for the disinfection and storage of alginate and putty impressions
 - complete a laboratory docket (using a made up patient) with the necessary information for a fixed and removable prostheses. How would you ensure it is attached to the laboratory work?

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4).

1. Outline the procedure for the preparation of equipment, instruments and materials for fixed prostheses:
 - preparation of a temporary / permanent crown and bridge
 - fitting of a temporary / permanent crown and bridge
 - adjustment of temporary / permanent crowns and bridges.
2. Include the following stages:
 - selecting the equipment, materials and instruments (explain what the instruments are and what they are used for)
 - what is the way to prepare adhesive material for the fixing of a fixed prosthesis?
 - when would the adhesive material be mixed?
 - how should it be mixed?
 - what consistency should it be?
3. What instruments should be provided for the trimming, cleaning and checking on the final adjustment of a fixed prosthesis?
4. What aftercare advice should be given for **FOUR** of the following fixed prostheses?
 - crowns
 - inlays
 - veneers
 - permanent bridges
 - adhesive bridges
 - temporary bridges
 - temporary crowns
 - implants.

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2 and 4.3).

1. For the following removable prostheses:
 - metal – partial denture
 - acrylic – full denture
 - immediate denture
- outline each stage
- outline the procedure for the preparation of equipment, instruments and materials for removable prostheses
- list instruments, equipment and materials for each stage (explain what each one is used for).

2. Explain the range of orthodontic treatments available for individuals with malocclusions.
3. Explain the instruments, equipment and materials which are used in the following stages of fixed and removable orthodontic treatments:
 - fitting
 - monitoring
 - adjusting.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login

Assessor comments/feedback/action plan

DN 10: Provide support during non-surgical endodontic treatment

Unit reference	H/505/8346	Unit level	3
Credit value	2	GLH	12
Unit aim	This unit focuses on the knowledge and skills required to provide support during non-surgical endodontic treatment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Learning Outcomes 1 and 2 must be assessed in a real work environment.			
All unit range must be covered			
1. Be able to prepare the clinical environment for non-surgical endodontic treatment.	1.1. Select the individual's charts, records and images .	Obs/EW	
	1.2. Identify the planned treatment .	Obs/EW	
	1.3. Select the equipment, instruments, materials and medicaments for the different stages of non-surgical endodontic treatment .	Obs/EW	
	1.4. List the different equipment, instruments, materials and medicaments that may be required at each stage of non-surgical endodontic		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	treatment.		
	1.5. List the equipment and instruments that may be required for the isolation of a tooth for non-surgical endodontic treatment.		
	1.6. Explain the equipment, instruments, materials and medicaments that may be required during each type of non-surgical endodontic treatment.		
Range – LO1	<p>Individual a) adults b) children and young people c) older people d) those with special needs.</p> <p>Individuals' charts, records and images a) UK/FDI systems b) medical history c) periodontal charting d) radiographs e) photographs.</p> <p>Treatment a) permanent b) deciduous.</p> <p>Equipment, instruments, materials and medicaments a) for Identifying, locating, filling and measuring the roots of teeth</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	b) rubber dam. Non-surgical endodontic treatment a) pulp capping b) pulpotomy c) pulpectomy.		
2. Be able to assist the operator during non-surgical endodontic procedures.	2.1. Assist to monitor and support the individual during treatment.	Obs/EW	
	2.2. Assist the operator during isolation of the tooth.	Obs/EW	
	2.3. Aspirate the treatment area to maintain a clear field of operation.	Obs/EW	
	2.4. Provide equipment and medicaments required for irrigating root canals.	Obs/EW	
	2.5. Assist the operator in the measurement and recording of the root canal length.	Obs/EW	
	2.6. Prepare materials and medicaments for: <ul style="list-style-type: none"> • temporary placement in canals • permanent placement in canals • restoration of the tooth. 	Obs/EW	
	2.7. Provide post-operative instructions on the care of the mouth to the individual.	Obs/EW	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Range – LO2	Individuals <ul style="list-style-type: none"> a) adults b) children and young people c) older people d) those with special needs Equipment and medicaments <ul style="list-style-type: none"> a) syringes b) needles c) irrigation solution d) paper points. 		

Additional information about the unit:

Relationship to GDC Learning Outcomes	1.7.3, 1.8.2, 1.8.3, 1.11.1, 1.11.2, 1.11.3, 3.2
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	OH1 PER 7 OH5 PER 8 OH6 K 35 OH7 K 13,14,15,16,18,22 PER 35,37,38,39,40,41,43,45, 46

Assessor sign off of completed unit: DN 10

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN10: Provide support during non-surgical endodontic treatment.

Task 1 (learning outcomes 1 and 2, assessment criteria, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 and 2.6).

1. List **FIVE** items of equipment, instruments, materials, medicaments and reasons for use or their function for the different stages for non-surgical endodontic treatment. (Use the template provided.) Please use one template per stage:
 - access
 - isolation
 - preparation
 - measurement
 - obturation
 - restoration
 - temporary placement in canals
 - permanent placement in canals.

Learner Name _____ Date _____

List everything that may be needed to tray lay up

for a _____ procedure.

Procedure	Instruments dental material sundries	The function / reason for use

Task 2 (learning outcome 2, assessment criteria 2.1, 2.4, 2.5, 2.6 and 2.7).

1. List **THREE** items of equipment and medicaments you would prepare for irrigation and give reasons.
2. Explain the process of the measurement and recording of the root canal length, and the role of the Dental Nurse during the procedure.
3. Design a leaflet with post-operative care instructions following a non-endodontic procedure for different **individuals**.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 11: Provide support during the extraction of teeth and minor oral surgery procedures

Unit reference	K/505/8347	Unit level	3
Credit value	3	GLH	19
Unit aim	This unit focuses on the knowledge and skills required when providing support during the extraction of teeth and minor oral surgery procedures.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Learning Outcomes 1, 2 and 3 must be assessed in a real work environment.			
All unit range must be covered.			
1. Be able to prepare the individual and dental environment for the treatment of extractions and minor oral surgery.	1.1. Select the individual's charts, records and images .	Obs	
	1.2. Prepare the equipment, instruments, materials and medicaments which may be required: <ul style="list-style-type: none"> when extracting erupted teeth during minor oral surgery. 	Obs	
	1.3. Explain the purpose of equipment, instruments, materials and medicaments that may be required:		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	<ul style="list-style-type: none"> when extracting erupted teeth during minor oral surgery. 		
	1.4. Confirm with the individual that they have followed the prescribed pre-treatment instructions.	Obs	
	1.5. Report non-compliance to prescribed pre-treatment instructions to the appropriate member of the team.	Obs	
Range – LO1	<p>Individual's charts, records and images</p> <ul style="list-style-type: none"> a) UK/FDI systems b) medical history c) periodontal charting d) radiographs. <p>Equipment, instruments, materials and medicaments</p> <ul style="list-style-type: none"> a) topical anaesthetic b) local anaesthetic c) local anaesthetic syringes and needles d) Luxators and/or elevators e.g. Couplands, Warwick James, Cryers, e) Extraction Forceps f) scalpel g) periosteal elevator, h) cheek retractor, i) Spencer Wells, j) suture, k) suture holder l) dissecting forceps, m) scissors n) surgical suction tip, o) surgical hand piece 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	p) and burs q)) irrigation syringe/needle/solution (e.g. saline) r)) haemostatic medicaments e.g. gelatine sponges, oxidised cellulose. Teeth a) deciduous b) permanent.		
	Minor oral surgery procedures a) implants b) apicectomy c) fraenectomy d) biopsy e) removal of impacted teeth f) removal of buried roots g) removal of erupted teeth h) removal of unerupted teeth and roots		
2. Be able to support the operator and the individual during extractions and minor oral surgery procedures.	2.1. Support the individual during the administration of local or regional anaesthesia.	Obs	
	2.2. Aspirate, irrigate and protect the individual's soft tissues.	Obs	
	2.3. Assist the operator in the: <ul style="list-style-type: none"> • preparation of packs • placing of sutures. 	Obs	
	2.4. Monitor the individual.	Obs	
	2.5. Respond to any risks	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	and complications.		
	2.6. Complete records and charts following the procedure.	Obs	
Range – LO2	Individuals <ul style="list-style-type: none"> a) adults b) children and young people c) older people d) those with special needs Complications <ul style="list-style-type: none"> a) nerve damage b) haemorrhage c) oral antral fistula d) equipment failure e) collapse. 		
3. Be able to provide support for the operator and the individual following extraction and minor oral surgery.	3.1. Provide the individual with post-operative instructions following: <ul style="list-style-type: none"> • extraction of erupted teeth • minor oral surgery. 	Obs	
	3.2. Explain requirements of confirming with the operator that the individual is fit to leave the surgery.	Obs	
Range – LO3	Individuals <ul style="list-style-type: none"> a) adults b) children and young people c) older people d) those with special needs Teeth <ul style="list-style-type: none"> a) deciduous 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	b) permanent.		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.7.3, 1.11.1, 1.11.2, 1.11.3, 3.2, 12.1
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH1 PER 7 NHS KSF EF2 2</p> <p>OH5 K 29, 31 PER 3,8,10 NHS KSF HWB7 2</p> <p>OH6 K35, PER 8 NHS KSF HWB7 2</p> <p>OH7 K 15, 19 PER 2, 3,11,15 HS KSF HWB7 2</p> <p>OH8 K 3,4,5,12,24,25 PER 1,2,4,5,6,7,8,10,11,12 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 11

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 11: Provide support during the extraction of teeth and minor oral surgery procedures

Task 1 (learning outcome 1, assessment criteria, 1.1, 1.2, 1.3, 1.4 and 1.5).

Provide support during the extraction of teeth and minor oral surgery procedures.

1. What charts, records and images would you need to set up for the extraction of teeth and minor oral surgery procedures?
2. Explain what equipment, instruments, material and medicaments would be prepared and their purpose during the following procedures (use one template for each procedure):
 - when extracting deciduous teeth
 - when extracting permanent teeth
 - implants
 - apicectomy
 - frenectomy
 - biopsy
 - removal of impacted teeth
 - removal of buried roots / unerupted teeth and roots.

3. Give **THREE** pre-operative instructions that a patient would need to have been given before treatment. Who should the Dental Nurse report it to if it was found that the patient had not complied with the prescribed instructions?

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6).

1. Explain how you would support and monitor an individual during:
 - the administration of a local or regional anaesthesia
 - throughout the oral surgery procedure.
2. Identify **FIVE** different methods of aspirating, irrigating and protecting the patient's soft tissues during an oral surgery procedure.
3. Explain how to assist the operator in the preparation of packs and the placing of sutures.
4. Explain how to respond to the following complications:
 - nerve damage
 - haemorrhage
 - oral natural fistula
 - equipment failure
 - collapse.
5. Describe how to complete records and charts following the procedure. What important information should be recorded?

Task 3 (learning outcome 3, assessment criteria 3.1 and 3.2).

1. Design a leaflet informing the individuals with post-operative instructions following:
 - extraction of erupted permanent and deciduous teeth
 - implants
 - apicectomy
 - frenectomy
 - biopsy
 - removal of impacted teeth
 - removal of buried roots/unerupted teeth and roots
2. Explain how and why it is important to confirm that the individual is fit to leave the surgery by the operator after an oral surgery procedure.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 12: Principles of infection control in the dental environment

Unit reference	M/505/8348	Unit level	3
Credit value	4	GLH	29

Unit aim This unit focuses upon knowledge in relation to infectious conditions, routes of transmission and methods of preventing cross infection.

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
All unit range must be covered.			
1. Understand current health and safety legislation in relation to infection control.	1.1. Identify health and safety legislation in relation to infection control.	Task	
	1.2. Explain the principles of Standard Infection Control Precautions.	Task	
	1.3. Explain the health and safety policies and procedures in relation to infection control.	Task	
	1.4. Describe methods of preventing cross-infection.	Task	
	1.5. Explain the preparation of a clinical area to control cross-infection.	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
Range – LO1	<p>Health and safety legislation</p> <ul style="list-style-type: none"> a) Health and Safety at Work Act b) Control of Substances Hazardous to Health regulations (COSHH) c) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) d) Special waste and hazardous waste regulations e) Department of Health guidelines and regulations, e.g. Decontamination in primary care dental (HTM01-05) practices <p>Method</p> <ul style="list-style-type: none"> a) transmission of infection b) measures for preventing cross infection e.g. single use items c) management of blood and body fluid spillages d) social cleanliness e.g. social cleaning plan e) clinical and aseptic hand hygiene procedures f) barrier techniques including zoning g) importance of record keeping in relation to cross infection h) PPE i) clinical / non-clinical waste j) sharps disposal k) Management of sharps injury – clean and contaminated sharps 		
2. Understand micro-organisms.	2.1. Describe the causes of cross infection.	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
	2.2. Explain the terms: <ul style="list-style-type: none"> • pathogen • non-pathogen. 	Task	
	2.3. Identify micro-organisms in: <ul style="list-style-type: none"> • infectious conditions • non-infectious conditions. 	Task	
	2.4. Explain the routes of transmission of micro-organisms .	Task	
Range – LO2	Micro-organisms <ul style="list-style-type: none"> a) bacteria b) viruses c) fungi d) spores 		
3. Understand the management of infectious conditions within the dental environment.	3.1. Describe infectious conditions which affect individuals in the dental setting.	Task	
	3.2. Describe how infectious conditions relevant to dentistry affect body systems.	Task	
	3.3. Describe action to take to prevent the spread of infectious diseases.	Task	
	3.4. Summarise the immunisation schedule for the dental team before exposure to clinical work.	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
	3.5. Explain the reasons for immunisation of dental personnel.	Task	
Range – LO3	Individuals a) adults b) children and young people c) older people d) those with special needs		
4. Know the methods of decontamination.	4.1. Identify the chemical names for decontaminants.	Task	
	4.2. Evaluate the use of decontaminants against types of micro-organism.	Task	
	4.3. Describe the principles and methods of: <ul style="list-style-type: none"> • clinical sterilisation • industrial sterilisation • disinfection. 	Task	
	4.4. Explain the procedures used to decontaminate a clinical environment after use.	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
Range – LO4	Clinical and industrial sterilisation a) clinical equipment used in preparing items for sterilisation, e.g. washers disinfectors, ultrasonic cleaners b) sterilisation equipment and methods, e.g. vacuum and non-vacuum autoclaves, gamma radiation, measures for checking sterility, decontamination areas. Disinfection a) difference between asepsis, sterilisation and disinfection b) different types of disinfectants and their uses in clinical environments.		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.1.7, 1.8.2, 1.8.3, 6.1, 8.3, 12.1
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH1; K1,2,3,4,5,6,7,9,10,11,12,13,15, 20, 36 NHS KSF EF2 2</p> <p>OH3 K 12,28 NHS KSF HWB6 2</p> <p>OH4 K 4,11,17 NHS KSF HWB6 2</p> <p>OH5 K 25,27 NHS KSF HWB7 2</p> <p>OH6 K 18,36,37 NHS KSF HWB7 2</p> <p>OH7 K 22,23 HS KSF HWB7 2</p> <p>OH8 K 13,14,15 NHS KSF HWB7 2</p>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by us	Decontaminants refers to disinfectants.

Assessor sign off of completed unit: DN 12

I confirm that the learner has met the requirements for all knowledge learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 12: Principles of infection control in the dental environment

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5).

1. Identify **FOUR** types of health and safety legislation in relation to infection control and explain what policies and procedures are in place at your practice to comply with infection control.
2. Explain **FOUR** methods of preventing cross infection and explain how they link to the principles of standard infection control procedures.
3. Write a reflection on how to prepare your clinical area to control cross infection. You may wish to use the template given in DN 3. Reflection should be based on a model such as Gibbs or Johns and include the following: (The guide in Appendix B: A guide to writing a reflective account may be useful when writing your reflection.)

- **GIBBS:**

- description
- feelings
- evaluation
- analysis
- conclusion
- action plan.

- **JOHNS:**

- description
- reflection
- influencing factors
- could I have dealt with it better?
- what have I learned?

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4).

1. Describe the causes of cross infection and explain the routes of transmission for micro-organisms.
2. Complete the table below, explaining what each term stands for, whether they are infectious / non-infectious and give an example of each.

Term	Infectious / non-infectious	Explain what they are	Example
Pathogen			
Non-pathogen			
Bacteria			
Virus			
Fungi			
Spores			

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5).

1. Explain the reason why dental personnel need to be immunised against certain diseases.
2. Identify **FIVE** diseases against which dental personnel should be immunised.
3. What is the time scale in relation to immunisations and being able to start clinical work? Give reasons.
4. Describe in detail **ONE** of the following infectious conditions which affect individuals in the dental setting and how they affect the body systems. Include routes of transmission, immunisation and precautions.
 - Hepatitis
 - Tuberculosis
 - HIV/AIDS
5. Complete the following table in relation to infectious diseases:

Infectious disease	How it is spread	Action taken to stop infection spreading
Hepatitis B		
Human immunodeficiency virus (H.I.V)		
Herpes simplex type 1		

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4).

1. Identify the chemical names of **FOUR** of the decontaminants used in your surgery. Evaluate the use of these decontaminants and what type of micro-organisms they are effective against.
2. Describe the following and give examples of the different methods used:
 - clinical sterilisation
 - industrial sterilisation
 - disinfection.
3. Write a reflection explaining the procedures used to decontaminate the clinical environment after use. You may wish to use the template given in DN 3. Marks will be awarded for the content and quality of your reflection.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 13: Dental anatomy and assessment of oral health

Unit reference	K/505/8350	Unit level	3
Credit value	4	GLH	29
Unit aim	This unit focuses on knowledge of dental anatomy and oral health with regard to assessment and treatment planning.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
All unit range must be covered.			
1. Know the basic structure and function of oral and dental anatomy.	1.1. Describe the morphology, eruption dates and function of the: <ul style="list-style-type: none"> • primary dentition • secondary dentition. 		
	1.2. Describe the structure and function of: <ul style="list-style-type: none"> • gingivae • supporting tissue. 		
	1.3. Describe the position and function of the: <ul style="list-style-type: none"> • salivary glands • muscles of mastication. 		
	1.4. Describe the structure of the: <ul style="list-style-type: none"> • maxilia 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
	<ul style="list-style-type: none"> mandible. 		
	1.5. Describe the movements of the temporo-mandibular joint.		
	1.6. Describe the nerve and blood supply to the teeth and supporting structures.		
2. Understand the methods of dental assessment.	2.1. Explain the main purpose of oral health assessment.		
	2.2. Explain the reasons for taking radiographs and photographs during assessment and treatment planning.		
	2.3. Describe the methods of assessing and recording soft and hard tissue conditions.		
	2.4. Explain the methods of assessing and recording periodontal conditions using periodontal charts .		
	2.5. Evaluate the methods of measuring pulp vitality.		
	2.6. Describe materials used in dental assessment.		
	2.7. Explain the relevance of obtaining written informed consent prior to any treatment being		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
	undertaken.		
Range – LO2	Methods Different methods of clinical assessment, e.g. use of dental probes and mouth mirrors, Palmer notation/FDI charting, visual and manual inspection, dyes, transillumination, vitality testing, study models, radiographs and photographs. Periodontal charts a) BPE b) full perio charting. Materials a) impression materials b) aids to assessing occlusion e.g. articulating paper.		
3. Know the clinical assessments and instructions associated with orthodontics.	3.1. Describe the classifications of malocclusion.		
	3.2. Describe the types of orthodontic appliances in relation to treatment.		
	3.3. Explain pre and post-operative instructions for orthodontic procedures .		
	3.4. Explain the role of the Dental Nurse in providing support during orthodontic assessment and treatment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
Range – LO3	Orthodontic appliances a) function and uses of removable appliances, e.g. retainers/functional b) function and uses of fixed appliances. Orthodontic procedures Care and maintenance of both removable and fixed appliances. Support a) advice to patients on stages and duration of orthodontic treatments b) oral health instruction.		
4. Understand the changes that may occur in the oral tissues.	4.1. Explain diseases of the oral mucosa.		
	4.2. Describe the effects of ageing on the soft tissue.		
	4.3. Identify medical conditions that may affect the oral tissues.		
Range – LO4	Diseases a) including both malignant and potentially malignant lesions. Medical conditions a) oral cancer b) herpes c) HIV d) hepatitis e) diabetes f) epilepsy g) eating or digestive disorders.		
5. Understand the	5.1. Explain the methods of		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
management of oral health.	diagnosis, prevention and management of: <ul style="list-style-type: none"> • malignant lesions • potentially malignant lesions. 		
	5.2. Describe the diagnosis and management of disorders of: <ul style="list-style-type: none"> • the oral mucosa • soft tissue • facial pain • facial bones • facial joints. 		
	5.3. List the classes of drugs that are used in dentistry.		
	5.4. Explain the role of drugs used in dentistry.		
Range – LO5	Disorders <ul style="list-style-type: none"> a) oral cancer b) lichen planus c) oral candidiasis d) herpes e) glossitis f) osteoporosis g) salivary gland disorders. Drugs <ul style="list-style-type: none"> a) analgesics b) antibiotics c) tranquillisers/hypnotics d) emergency drugs. 		
6. Know the medical emergencies that may occur in the dental	6.1. Identify potential medical emergencies .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
environment.	6.2. Explain action to take in response to medical emergencies .		
Range – LO6	Medical emergencies a) fainting b) diabetic coma c) asthma attack d) angina/myocardial infarction e) epileptic seizure f) respiratory arrest g) cardiac arrest.		

Additional information about the unit:

Relationship to GDC Learning Outcomes	1.1.2, 1.1.3, 1.1.5, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.2.5, 1.5.1, 1.5.2, 1.7.2, 1.8.4, 1.9.1, 3.3, 8.1, 12.1.
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH2 K 1,2,3,4 NHS KSF HWB1 2</p> <p>OH3 K 1,2,3,5,6,7,8,9,10,11,14,15,16,17,18,19,20,21,23 NHS KSF HWB6 2</p> <p>OH5 K 1,2 NHS KSF HWB7 2</p> <p>OH6 K 1,2 NHS KSF HWB7 2</p> <p>OH7 K 1,2 HS KSF HWB7 2</p> <p>OH8 K 1,2,7 NHS KSF HWB7 2</p>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by us	Morphology refers to shape and form.

Assessor sign off of completed unit: DN 13

I confirm that the learner has met the requirements for all knowledge learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 13: Dental anatomy and assessment of oral health

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6).

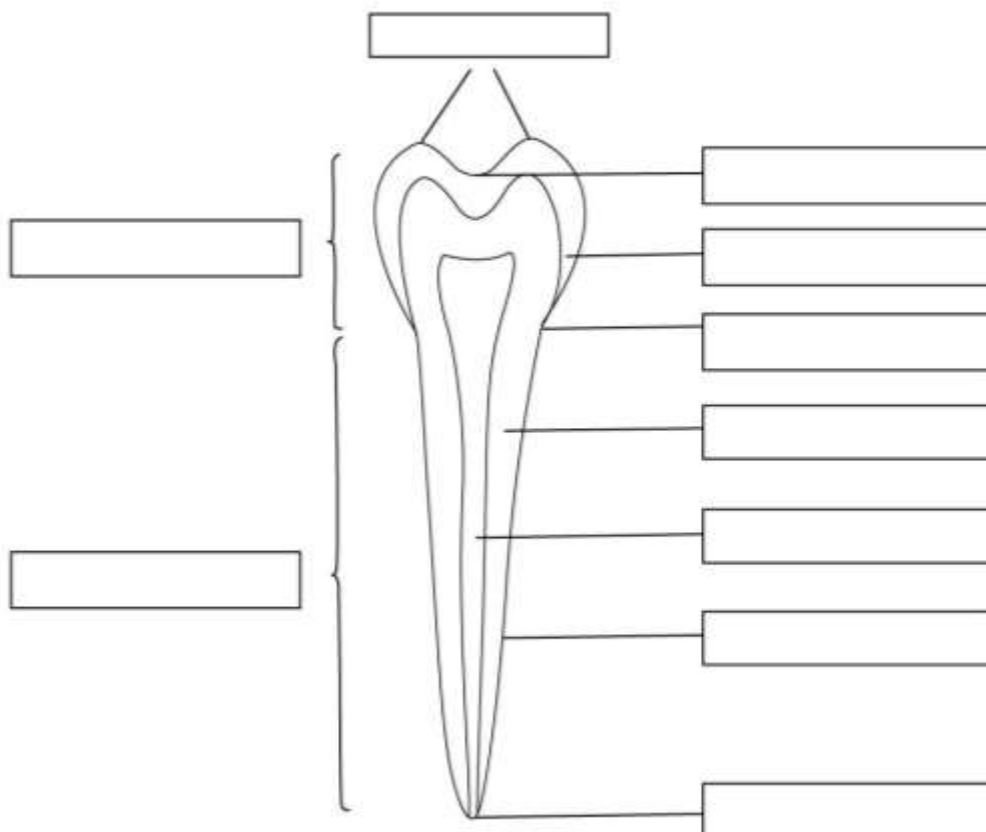
1. Draw a table of primary and secondary dentitions. Include:

- the function of each tooth
- the average age it erupts
- how many roots and cusps it has.

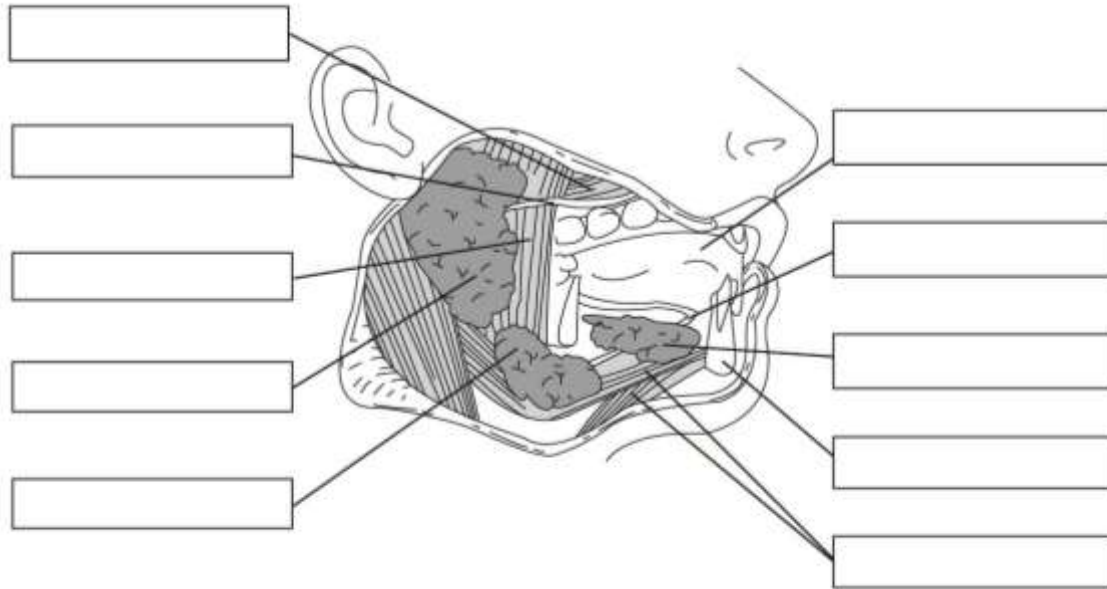
Deciduous / Permanent	Upper	Roots/Cusps	Lower	Roots/Cusps	Function

2. Name the **SIX** stages of tooth formation.

3. Label the following diagram of a tooth:



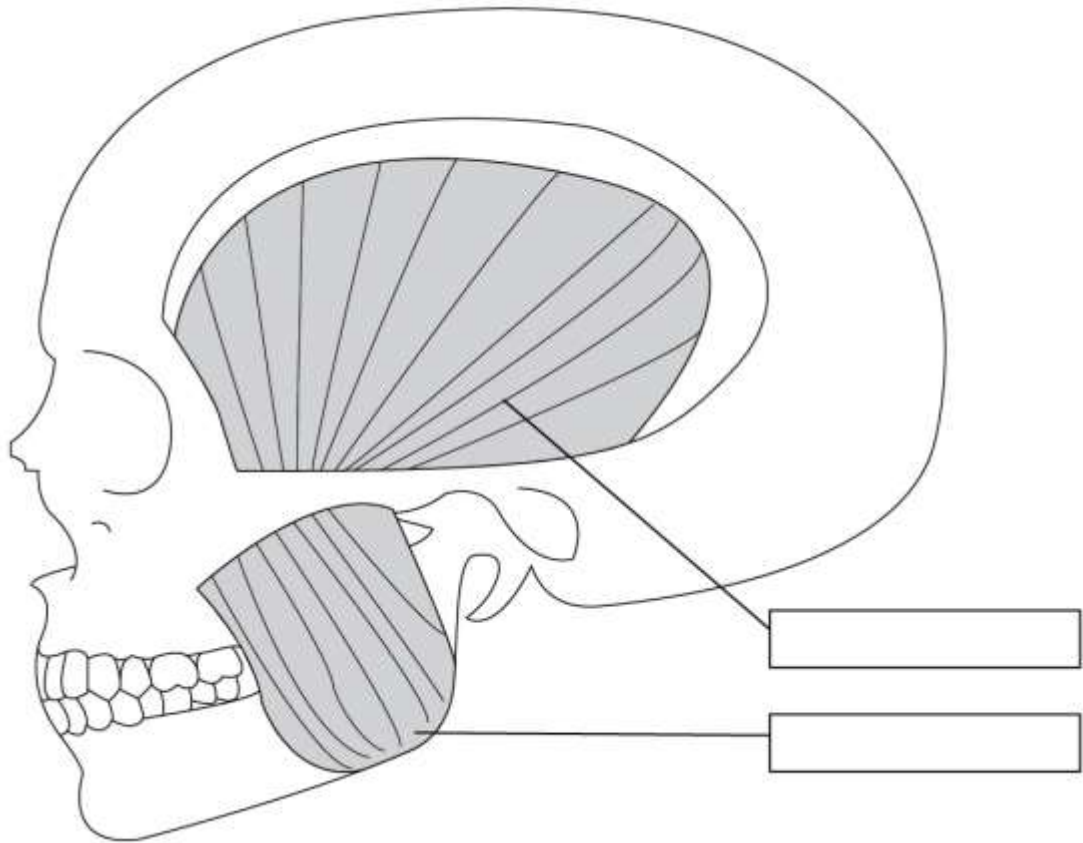
4. Describe the function of the mineralised tissues and supporting tissues of the tooth.
5. Label the muscles / salivary glands and ducts on the following diagram:



© CACHE 2014

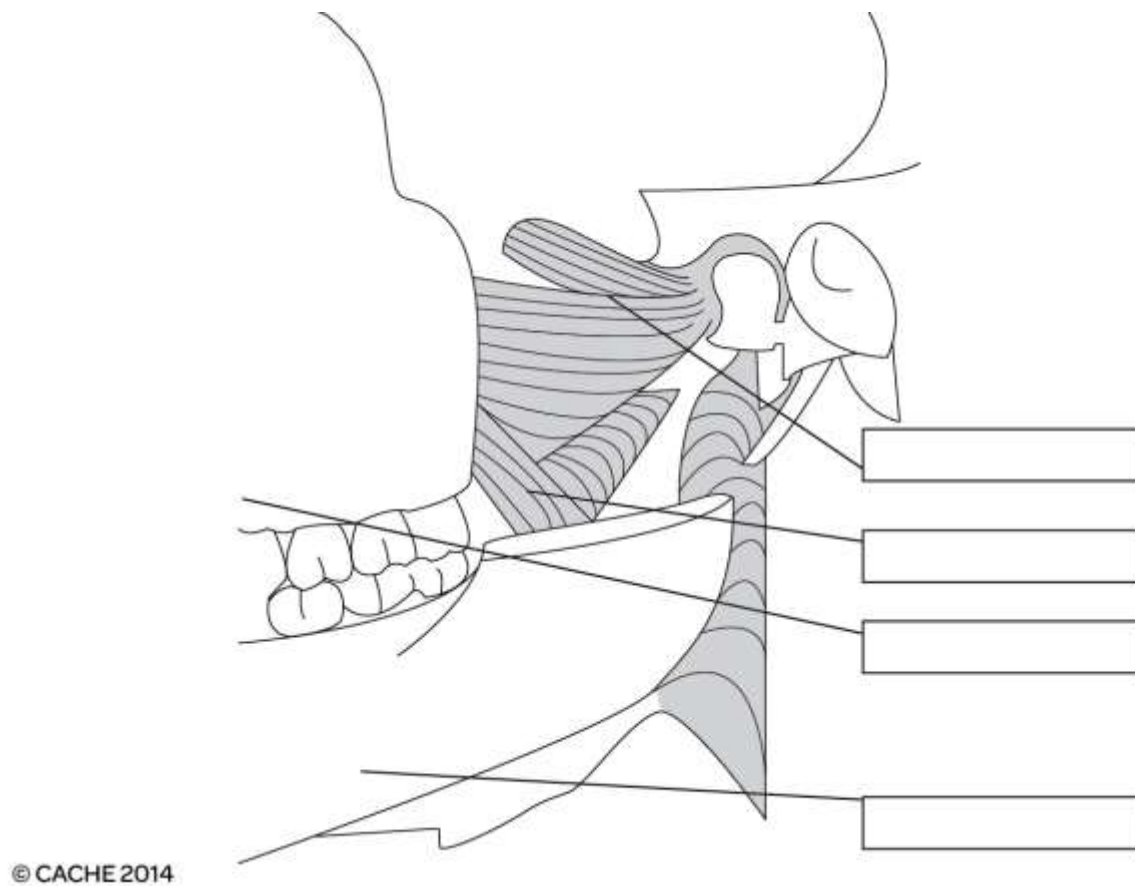
6. Describe the function of salivary glands and **THREE** reasons why they are important.

7. Name the following muscles of mastication:



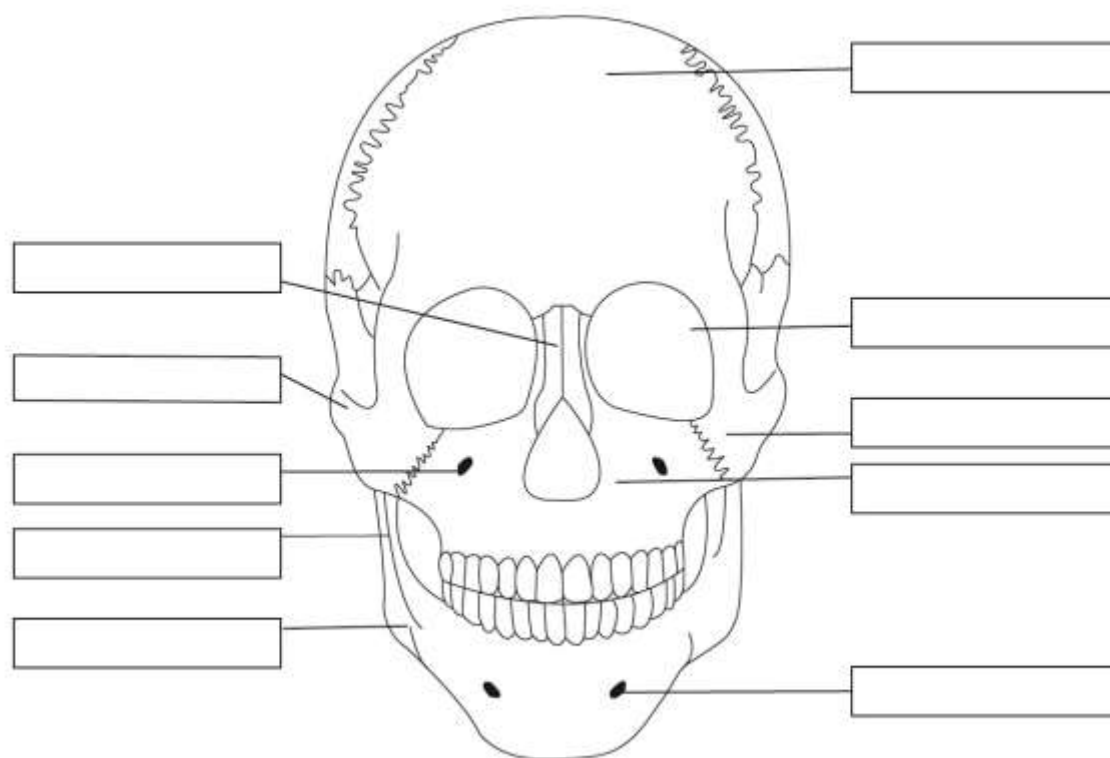
© CACHE 2014

8. Name the following muscles of mastication:

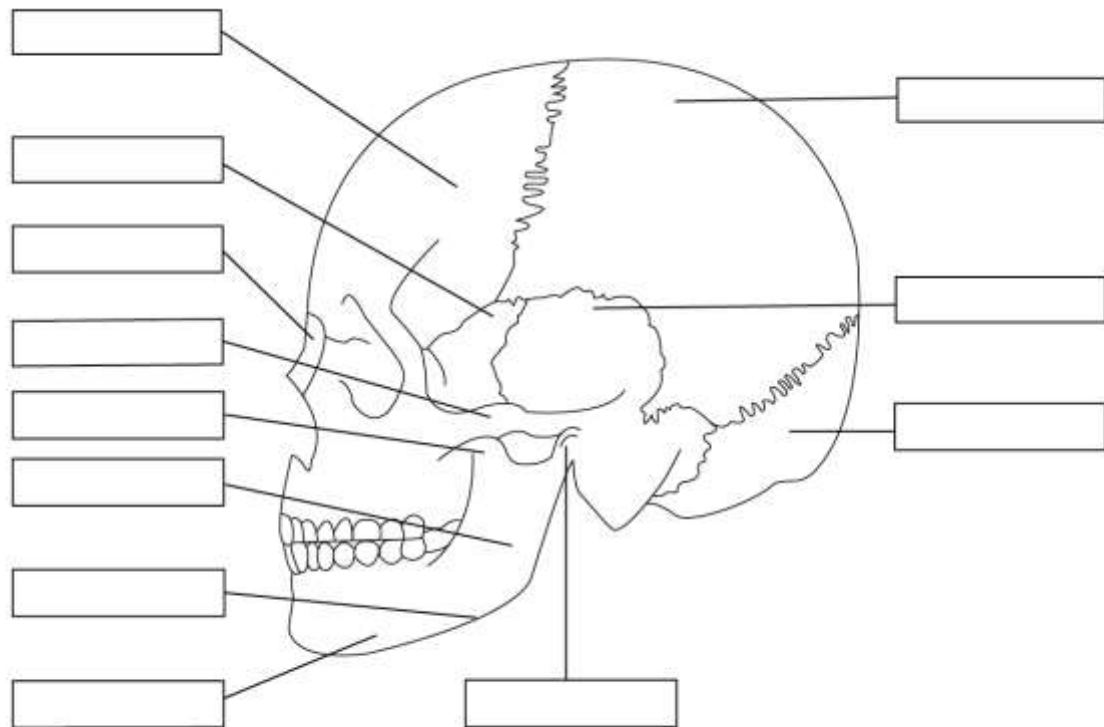


9. Draw a table containing the **FOUR** muscles of mastication and their position on the skull, i.e. point of insertion and point of origin and action.

10. Label the following diagrams of the skull:

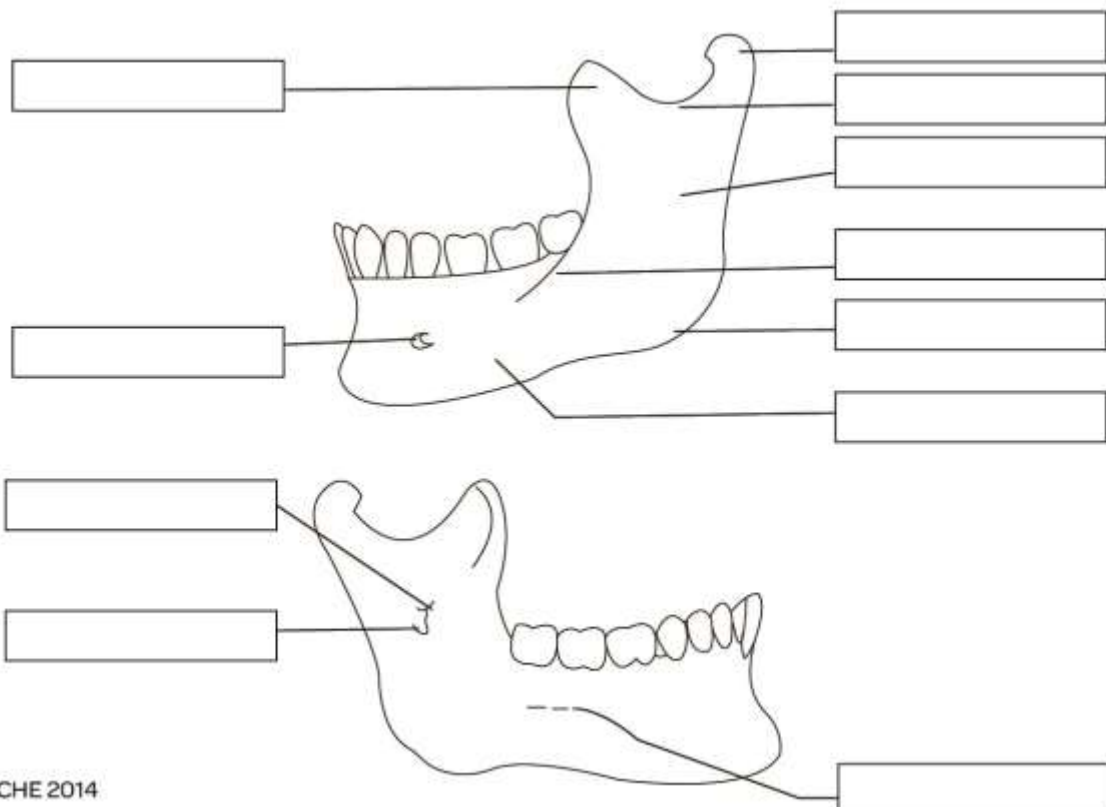


© CACHE 2014



© CACHE 2014

11. Identify and label the diagram below:



© CACHE 2014

12. Describe the movements of the temporo-mandibular joint.
13. Draw a diagram describing the nerves and their branches and blood supply to the teeth and supporting structures.

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7).

1. Describe the methods associated with **TWO** of the following and evaluate:
 - assessing and recording soft and hard tissue
 - assessing and recording of periodontal conditions
 - measuring pulp vitality.
2. Oral assessment is a routine procedure performed in the dental surgery. Explain **TWO** of the following:
 - the main purpose of an oral health assessment
 - the reasons for taking photographs and radiographs when diagnosing and treatment planning
 - what materials are used during an oral health assessment and why.
3. Research the General Dental Council (GDC) principle of consent, and explain how and why informed/valid consent should be obtained before any treatment is undertaken.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4).

1. Explain the different classifications of malocclusion.
2. List **FOUR** different types of orthodontic appliances used and briefly explain their role in treatments.
3. Design a leaflet for a patient due to start orthodontic work. Explain:
 - cleaning and care of a removable and fixed appliance
 - what to expect (pain, other etc.)
 - oral hygiene advice and advice about check-ups etc.
4. Explain the Dental Nurse's role when providing support during the different stages of orthodontic assessment and treatment.

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2 and 4.3).

1. Explain **FOUR** of the following conditions:

- oral cancer
- lichen planus
- oral candidiasis
- herpes simplex type 1
- glossitis
- osteoporosis
- salivary gland disorders.

2. Research and write a short report on how aging can affect the soft and hard tissues of the mouth.

3. Briefly report on how **FOUR** of the following medical conditions can affect the oral tissues:

- oral cancer
- herpes simplex type 1
- HIV
- hepatitis
- diabetes
- epilepsy
- eating and digestive disorders.

Task 5 (learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4).

1. Complete the table describing the diagnosis, prevention and management of malignant / potentially malignant lesions:

	Methods of diagnosis	Prevention	Management
Malignant lesions			
Potentially malignant lesions			

2. Complete the table giving examples of the named drugs / medications, their use in dentistry and their class.

Drugs/medications	Examples	Use in dentistry	Class of drug
Analgesics			
Antibiotics			
Tranquilisers / hypnotics			
Emergency drugs			

3. For **THREE** of the following areas, give **TWO** examples of disease, describe their diagnosis and how they are managed:

- the oral mucosa
- soft tissue
- facial pain
- facial bones
- facial joint.

Task 6 (learning outcome 6, assessment criteria 6.1).

1. Identify **FOUR** potential medical emergencies that could take place in the surgery.

For further tasks on medical emergencies and meeting assessment criteria 6.2, please refer to those in unit UFAE- First Aid Essentials which can be cross referenced.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 14: Principles and techniques of dental radiography

Unit reference	M/505/8351	Unit level	3
Credit value	4	GLH	31
Unit aim	This unit focuses upon knowledge of regulatory principles and techniques when taking and processing radiographs.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
All unit range must be covered.			
1. Know the regulations and hazards associated with ionising radiation.	1.1. State the principles of the IRMER regulations .		
	1.2. Explain the safe use of X-ray equipment.		
	1.3. Identify the hazards associated with ionising radiation.		
	1.4. Explain the role of dental personnel when using ionising radiation.		
	1.5. Explain current practices and policies relating to ionising radiation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
Range – LO1	IRMER regulations a) ionising radiation regulations 1999 b) ionising radiation (medical exposure) regulations 2000 c) ALARP. Dental personnel a) referrer b) practitioner c) operator d) radiation protection supervisor e) radiation protection advisor f) employer. Practices and policies a) local rules b) quality control systems c) staff training records d) personal monitoring systems.		
2. Know the different radiographic films and their uses.	2.1. Explain the uses of different intra-oral radiographs .		
	2.2. Explain the uses of different extra-oral radiographs .		
	2.3. Explain the purpose of intensifying screens in dental radiography.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
Range – LO2	<p>Intra-oral radiographs The function and purpose of bitewing, periapical, occlusal radiographs.</p> <p>Extra-oral radiographs The function and purpose of lateral oblique, cephalostats, orthopantomographs radiographs.</p>		
3. Understand the imaging process.	3.1. Explain the manual, automatic and digital (both direct and indirect) processing of radiographs.		
	3.2. Describe faults that may occur during the taking and processing of radiographs.		
	3.3. Explain how processing chemicals are: <ul style="list-style-type: none"> • handled • stored • disposed of. 		
	3.4. Explain how to manage a spillage of processing chemicals.		
	3.5. Explain action to take in response to imaging equipment failure.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
	3.6. Explain the reasons for protecting the processing environment from accidental intrusion.		
	3.7. Explain how to protect the processing environment from accidental intrusion.		
	3.8. Explain how to handle different films to maintain quality.		
Range – LO3	Faults a) operator and relevant corrective action needed b) processing and relevant corrective action needed. Imaging equipment a) intra-oral x-ray machine b) extra-oral x-ray machine c) computer programme d) developer e) image receptors.		
4. Understand stock control and storage of radiographic films.	4.1. Explain the reasons for rotating film stock.		
	4.2. Describe how to store radiographs.		
	4.3. Explain the reasons why films should be stored away from ionising radiation.		
	4.4. Explain why film stock that has deteriorated should not be used.		
5. Understand quality assurance processes of dental images.	5.1. Explain the purpose of quality assuring dental radiographs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved Mark, Initial and date
	5.2. Describe quality control recording systems.		
	5.3. Identify the methods of mounting radiographs.		
	5.4. Explain the consequences of not mounting radiographs correctly.		

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.7.6, 1.11.4, 8.1, 12.1.
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	OH4 K 1,2,3,5,6,7,9,10,12,13,14,15,16,20,22,23,25,26,27,28,29,30, 33 NHS KSF HWB6 2

Assessor sign off of completed unit: DN 14

I confirm that the learner has met the requirements for all knowledge learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 14: Principles and techniques of dental radiography

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5).

1. State the principles of the IRMER regulations.
 - Ionising Radiation Regulations 1999
 - Ionising Radiation (Medical Exposures) Regulations 2000
 - ALARP.
2. Ionising radiation is hazardous. Research the procedures in place at your surgery for the following:
 - safe use of x-ray equipment
 - hazards associated with ionising radiation
 - dental personnel role when using ionising radiation.

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2 and 2.3).

1. Complete the following table:

Radiograph	Intra-oral or extra-oral	What area is seen	Purpose of taking the radiograph
Bitewing			
Periapical			
Occlusal			
Lateral oblique			
Cephalostat			
Orthopantomograph			

2. Explain why intensifying screens are used in extra oral dental radiography.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8).

1. Explain how to manually process a radiograph. Include:
 - **FOUR** faults that could occur during processing
 - an explanation of how to handle, store and dispose of the chemicals
 - how to manage a chemical spillage
 - what action would be taken in the event of equipment failure
 - why and how it is important to protect the processing environment from accidental intrusion
 - an explanation of how to handle different films to maintain quality.

2. Explain and describe the chemicals used in developing a radiograph and what they contain.

3. What precautions should you take when handling the chemicals?

4. Explain how to develop a radiograph using an automatic processor. Include:
 - **FOUR** faults that could occur during processing
 - explain how to handle, store and dispose of the chemicals
 - how to manage a chemical spillage
 - what action would be taken in the event of equipment failure
 - why and how it is important to protect the processing environment from accidental intrusion
 - explain how to handle different films to maintain quality.

5. Explain how to develop a digital radiograph. Include:
 - the faults that could occur when radiographs are taken using **direct** and **indirect** imaging
 - what action would be taken in the event of equipment failure.

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4).

1. It is important when using radiographic films that they are stored appropriately. Explain the following:
 - the reasons to rotate stock
 - how to store radiographic films to avoid damage (including why films should be stored away from ionizing radiation)
 - why deteriorated films should not be used.

Task 5 (learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4).

1. Identify the methods of mounting radiographs and explain:
 - the correct method of mounting radiographs
 - what could happen if a radiograph is incorrectly mounted.
2. Describe a quality assurance control system for radiographs and why it is necessary.
3. As part of clinical governance, a quality assurance scoring system should be used to grade radiographs to achieve ALARP/ALARA. State what each score stands for:

Grade 1	
Grade 2	
Grade 3	

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 15: Principles of managing oral disease and dental procedures

Unit reference	T/505/8352	Unit level	3
Credit value	6	GLH	50
Unit aim	This unit focuses on the knowledge in relation to the aetiology and progression and prevention of oral disease, dental procedures and restoration of the dentition.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
All unit range must be covered.			
1. Understand the common oral diseases.	1.1. Describe types of oral diseases .		
	1.2. Describe the aetiology of oral diseases .		
	1.3. Describe the progression of dental caries.		
	1.4. Describe the progression of periodontal disease.		
	1.5. Explain the development of plaque and its composition.		
	1.6. Describe the inflammatory process.		
	1.7. Describe the effects of the disease process.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
Range – LO1	Oral disease a) caries b) gingivitis c) periodontal disease d) erosion e) abrasion f) attrition.		
2. Understand the methods for the prevention and management of oral diseases.	2.1. Explain oral health techniques used to prevent oral disease .		
	2.2. Describe the effects to oral health of: <ul style="list-style-type: none"> • sugar in the diet • acid content of the diet • smoking • alcohol • substance misuse • social factors. 		
	2.3. Explain the different forms of fluoride and its optimal level.		
	2.4. Evaluate the uses of fluoride .		
	2.5. Explain methods of communicating information about the prevention of oral diseases .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
Range – LO2	<p>Oral disease</p> <ul style="list-style-type: none"> a) caries b) gingivitis c) periodontal disease d) erosion e) abrasion f) attrition. <p>Oral health techniques</p> <ul style="list-style-type: none"> a) fluoride supplements b) disclosing tablets c) tooth brushing d) interdental aids e) mouthwashes f) dental health messages. <p>Diet</p> <ul style="list-style-type: none"> a) sugar – types – content and frequency b) carbonated and non-carbonated acidic drinks. <p>Social factors</p> <ul style="list-style-type: none"> a) family background b) cultural c) environmental. <p>Fluoride</p> <ul style="list-style-type: none"> a) methods of delivering fluoride both systemically and topically including advantages and disadvantages b) effects of excessive fluoride – fluorosis. <p>Communication</p> <p>Verbal and non-verbal methods.</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
3. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures.	3.1. State the functions of different equipment, instruments and materials / medicaments used in: <ul style="list-style-type: none"> • prevention of dental caries • preparation, restoration and finishing of cavities • periodontal therapy • different stages of endodontic treatment • crowns, bridges and veneers • complete, partial and immediate dentures • different stages of orthodontic treatment. 		
	3.2. Evaluate the use of: <ul style="list-style-type: none"> • preventative materials • restorative materials • lining materials • different types of etchants • different types of bonding agents • curing lights. 		
	3.3. Explain matrix systems.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
	3.4. Explain the use, manipulation, disinfection and storage of different impression materials.		
	3.5. Explain why disinfection is necessary prior to the attachment of a lab prescription.		
	3.6. Explain the hazards associated with amalgam.		
	3.7. Describe how to manage a mercury spillage.		
	3.8. Describe the equipment used in the administration of local anaesthesia .		
Range – LO3	<p>Preventative Materials a) fissure sealant b) application of topical fluorides.</p> <p>Restorative materials a) composites b) glass ionomer c) amalgam d) temporary restorative materials.</p> <p>Local anaesthesia a) topical b) intrapulpal c) intraosseous d) intraligamentary e) local infiltration f) nerve block.</p>		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
4. Understand the purpose and stages of different dental procedures.	4.1. Explain the methods of cavity preparation for: <ul style="list-style-type: none"> • permanent teeth • deciduous teeth. 	Task	
	4.2. Explain the purpose of: <ul style="list-style-type: none"> • permanent crowns • temporary crowns • bridges • veneer techniques. • implants. 	Task	
	4.3. Explain the stages of making a removable prosthesis: <ul style="list-style-type: none"> • complete • partial. 	Task	
	4.4. Explain the types of appliances which can be used for different orthodontic treatments.	Task	
	4.5. List the benefits of the prosthetic treatments available for replacing missing teeth.	Task	
	4.6. Analyse methods of taking occlusal registrations.	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
	4.7. Explain the purpose of: <ul style="list-style-type: none"> • pre-prosthetic surgery • tooth preparation prior to partial denture construction • using obturators • tissue conditioners • using spoon dentures. 	Task	
	4.8. Describe the role of the Dental Nurse in the oral health care team.	Task	
	4.9. Describe the purpose of close liaison between dental staff and laboratory in relation to: <ul style="list-style-type: none"> • laboratory prescription • materials • dental appointments. 	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
Range - LO4	Stages a) impressions b) bite c) try-in d) fit e) adjustment relines f) obturators g) tissue conditioners h) additions. Prosthetic Treatments a) implants b) bridges c) dentures. Type a) removable b) fixed c) functional retainer.		
5. Understand the purpose and procedures of non-surgical endodontic treatment.	5.1. Identify different types of non-surgical endodontic treatment.	Task	
	5.2. Explain the risks during and after non-surgical endodontic treatment.	Task	
	5.3. Explain the potential complications during and after non-surgical endodontic treatment.	Task	
	5.4. Evaluate non-surgical endodontic treatment.	Task	
	5.5. Explain the relationship between non-surgical endodontic treatment and other forms of dental treatment.	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
Range – LO5	Non-surgical endodontic treatment a) pulpotomy b) pulpectomy c) pulp capping.		
6. Understand the purpose and procedures for extractions and minor oral surgery.	6.1. Explain why it may be necessary to extract: <ul style="list-style-type: none"> teeth roots unerupted teeth. 	Task	
	6.2 Explain the role of the Dental Nurse during the removal of: <ul style="list-style-type: none"> teeth roots unerupted teeth. 	Task	
	6.3. Explain the reasons for raising mucoperiosteal flaps.	Task	
	6.4. Explain the role of the Dental Nurse during the procedure of raising mucoperiosteal flaps.	Task	
	6.5. Explain the reasons for: <ul style="list-style-type: none"> tooth sectioning bone removal. 	Task	
	6.6. Explain the role of the Dental Nurse in relation to: <ul style="list-style-type: none"> tooth sectioning bone removal. 	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
7. Know how to manage patients before, during and after dental treatment.	7.1. Explain the pre and post-operative instructions given to a patient, for dental procedures .	Task	
	7.2. Explain the reasons for giving prep and post-operative instructions to patients.	Task	
	7.3. Explain the role of the Dental Nurse in clinically monitoring a patient.	Task	
Range – LO7	Dental procedures a) preventive b) restorative c) extractions and minor oral surgery. Clinical monitoring a) skin tone b) breathing c) body language.		
Additional information about the unit:			
Relationship to GDC Learning Outcomes	1.1.4, 1.1.8, 1.1.9, 1.2.4, 1.7.2, 1.7.3, 1.7.6, 1.9.1, 1.10.1, 1.10.3, 3.2, 5.1, 5.3, 8.1, 8.2		
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	OH2 K 9,10 NHS KSF HWB1 2 OH5 K 3,4,5,6,10,11,12,16,17,18,19,20,21,23,24,26 NHS KSF HWB7 2 OH6 K 3,4,5,7,8,12,13,17,18,19,20,21,22,23,24,33,34 NHS KSF HWB7 2 OH7 K 3,4,5,6,7,9,20 HS KSF HWB7 2		

	OH8 K 8,9,10,11,18,21 NHS KSF HWB7 2
--	---

Assessor sign off of completed unit: DN 15

I confirm that the learner has met the requirements for all knowledge learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 15: Principles of managing oral disease and dental procedures

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7).

1. Describe the aetiology of dental caries and periodontal disease.

2. Describe in detail **THREE** of the following:

- the progression of dental caries
- the progression of periodontal disease
- the development and composition of plaque
- the inflammatory process
- the effects of the disease process.

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5).

1. Complete the following table on oral health techniques:

Oral health technique	How does this technique prevent oral disease?
Fluoride supplements	
Disclosing tablets	
Tooth brushing	
Interdental aids	
Mouthwashes	
Dental health messages	

2. Design a leaflet describing the effects of **ONE** of the following to oral health:

- sugar in diet
- acid content in diet
- smoking
- alcohol
- substance misuse.

Design a poster choosing a **DIFFERENT** topic from the list describing the effects.

3. Describe how social factors can affect oral health.

4. Explain the differences between verbal and non-verbal communication. Give examples of methods used in communicating information of the prevention of oral diseases.
5. Identify **TWO** forms of how fluoride can be used in oral health care. Give **THREE** examples of each. Briefly evaluate the uses of fluoride.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8).

1. List the different equipment, instruments, materials and medicaments used in the following procedures and state their function:
2.
 - periodontal therapy
 - prevention of dental caries
 - preparation, restoration and finishing of cavities
 - each stage of endodontic treatments
 - each stage of fixed and removable orthodontic appliances.
3. Give examples of and evaluate the advantages and disadvantages of **THREE** of the following different types of:
 - preventative materials
 - composite materials
 - lining materials
 - etchants
 - bonding agents
 - curing lights.
4. Explain **TWO** different types of matrix systems that are used in restorative procedures.
5. Explain how the following impressions materials are used, manipulated / mixed, disinfected and stored:
 - alginate
 - putty.
6. Design an information sheet for a new colleague explaining the hazards of amalgam and describing how to manage a mercury spillage.

7. Identify the equipment and medicaments used for the administration of local anesthetics by **THREE** of the following methods:

- topical
- intra pulpal
- intra osseous
- intra ligamentary
- local infiltration
- nerve block.

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9).

1. Explain the different methods of cavity preparation for:

- secondary dentition
- primary dentition

2. Complete the following table on prostheses:

Prostheses	Purpose of this prosthesis	Advantages	Disadvantages
Permanent crowns / bridges			
Temporary crowns / bridges			
Veneer techniques			
Implants			
Dentures			

3. Explain what happens at the following stages of a complete and partial removable prosthesis:

- impressions
- bite
- try-in
- fit.

4. Explain why the following are used and the procedure of how they are made:
 - direct adjustment relines **OR** indirect adjustments relines
 - obturators
 - tissue conditioners
 - additions.
5. Explain the purpose of the following:
 - pre-prosthetic surgery
 - tooth preparation prior to partial denture construction
 - using spoon dentures.
6. Analyse the methods of taking occlusal registrations and explain the advantages and disadvantages of each one.
7. Describe the importance of the dental technician in the making of prostheses. Why is it important the liaison closely in relation to:
 - requirements on the laboratory prescription
 - materials
 - dental appointments.

Task 5 (learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5).

1. Explain the procedure for **TWO** of the following non-surgical endodontic treatments:
 - Pulpotomy
 - Pulpectomy
 - Pulp capping.
2. For **ONE** of the above procedures explain:
 - the risks during and after the procedure
 - advantages and disadvantages of the procedure
 - when the procedures are done in relation to other forms of dental treatment.

Task 6 (learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6).

1. Complete the following table on minor oral surgical procedures:

Procedure	Why do we do these procedures?	What is the Dental Nurse's role during this procedure?
Extracting teeth		
Extracting roots		
Extracting unerupted teeth		
Mucoperiosteal flap		
Tooth sectioning		
Bone removal		

Task 7 (learning outcome 7, assessment criteria 7.1, 7.2 and 7.3).

1. Explain the role of the Dental Nurse in the clinical monitoring of a patient during treatment to include:
 - skin tone
 - breathing
 - body language.
2. Explain reasons to give pre / post-operative instructions to patients undergoing procedures such as minor oral surgery.
3. Design an information sheet giving pre / post-operative instruction for **ONE** of the following procedures:
 - preventative procedures
 - restorative procedures
 - extractions and minor oral surgery.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

DN 16: Understand ethics and professionalism in dental nursing

Unit reference	A/505/8353	Unit level	3
Credit value	2	GLH	15

Unit aim: This unit focuses upon underpinning knowledge which informs practice of the dental care professional (DCP).

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
All range must be covered.			
1. Understand current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing.	1.1. Identify current legislation that governs the dental profession.	Task	
	1.2. Explain current legal and regulatory requirements, professional codes of practice and organisational policy and procedure in relation to: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance. 	Task	
Range – LO1	Current legal and		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
	<p>regulatory requirements, professional codes of practice and organisational policy and procedure</p> <p>a) Data Protection Act b) Department of Health Guidelines and Regulations c) social media d) Care Quality Commission (CQC).</p> <p>GDC ethical and professional guidance</p> <p>a) Standards for the Dental Team – Principles, Patient Expectations, Standards & Guidance b) Preparing for Practice c) Scope of Practice d) Fitness to Practice guidance.</p>		
2. Understand the legal, financial and ethical issues associated with managing a dental practice.	2.1. Describe the legal, financial and ethical issues associated with managing a dental practice.	Task	
3. Understand the responsibilities of the Dental Nurse in relation to current legislation, regulatory requirements, professional codes of practice, organisational policy and procedure.	3.1. Explain responsibilities of the Dental Nurse in relation to: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance. 	Task	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method (no obs.)	Assessor judgement achieved mark, Initial and date
Range - LO3	<p>Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure</p> <p>a) Data Protection Act b) Department of Health Guidelines and Regulations c) social media d) Care Quality Commission (CQC).</p> <p>GDC ethical and professional Guidance</p> <p>a) Standards for the Dental Team – Principles, Patient Expectations, Standards & Guidance b) Preparing for Practice c) Scope of Practice d) Fitness to Practice guidance.</p>		
4. Understanding safeguarding policy.	4.1. Describe the signs and symptoms of abuse.	Task	
	4.2. Describe national and local safeguarding systems.	Task	
	4.3. Describe how to raise safeguarding concerns.	Task	

Additional information about the unit:

Relationship to GDC Learning Outcomes	1.1.1, 1.7.1, 1.8.5, 1.8.6, 3.3, 5.2, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 9.3, 10.6, 11.2, 11.3, 11.5, 12.3, 12.4, 12.5.
Relationship to Skills for Health National Occupational Standards (NOS) and NHS Knowledge Skills Framework (KSF) provided with the unit	<p>OH2 K 15,16,18, 19, 20 NHS KSF HWB1 2</p> <p>OH3 K 27,29, 30 NHS KSF HWB6 2</p> <p>OH4 K 8 NHS KSF HWB6 2</p> <p>OH5 K 7 NHS KSF HWB7 2</p> <p>OH6 K 6,24 NHS KSF HWB7 2</p> <p>OH7 K 11,21 HS KSF HWB7 2</p> <p>OH8 K 6 NHS KSF HWB7 2</p>

Assessor sign off of completed unit: DN 16

I confirm that the learner has met the requirements for all knowledge learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – DN 16: Understand ethics and professionalism in dental nursing

Task 1 (learning outcome 1, assessment criteria 1.1 and 1.2).

1. Give **FIVE** features of Continuing Professional Development (CPD).
2. Explain the main features of the CPD requirements and codes of practice set by the GDC for dental professionals in the UK

Task 2 (learning outcome 2, assessment criteria 2.1).

1. Research what it would take to manage a dental practice. Provide **TEN** examples of legal requirements and **FOUR** examples from the remaining areas:
 - legal requirements
 - financial requirements
 - ethical requirements.

Research what it would take to manage a dental practice. Provide **TEN** examples of legal requirements, **TWO** examples of financial requirements and **TWO** examples of ethical requirements.

Task 3 (learning outcome 3, assessment criteria 3.1).

1. Explain the responsibilities of a dental care professional in relation to:
 - equality and diversity discrimination
 - rights
 - General Dental Council (GDC) ethical and professional guidance
 - information governance.

Task 4 (learning outcome 4, assessment criteria 3.1, 4.1, 4.2 and 4.3).

1. Describe why it is important to have a safeguarding policy in place at a practice.
2. Identify national and your local safeguarding systems and policies.
3. Describe **SIX** signs and symptoms of each category of abuse:
 - physical
 - emotional
 - sexual
 - neglect
4. How can safeguarding concerns be raised by the dental nurse?

5. How is a referral made?
6. Identify the NICE guidelines for undertaking dental assessment (including recall guidance).

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

UFAE: First aid essentials

Unit reference	D/504/6101	Unit level	2
Credit value	1	GLH	10
Unit aim	The purpose of this unit is to assess the knowledge, understanding and skills required to deal with the range of emergencies requiring first aid in the workplace.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
Simulation is allowed for this unit.			
1. Understand the role and responsibilities of a first aider.	1.1. Identify the role and responsibilities of a first aider.		
	1.2. Identify how to minimise the risk of infection to self and others.		
	1.3. Identify the need for establishing consent to provide first aid.		
	1.4. Identify the first aid equipment that should be available.		
	1.5. Describe the safe use of first aid equipment.		
2. Be able to assess an incident.	2.1. Conduct a scene survey.	Obs	
	2.2. Conduct a primary survey of a casualty.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
	2.3. Give examples of when to call for help.	Obs	
3. Be able to manage an unresponsive casualty who is breathing normally.	3.1. Assess a casualty's level of consciousness.	Obs	
	3.2. Open a casualty's airway and check breathing.	Obs	
	3.3. Identify when to place an unconscious casualty into the recovery position.	Obs	
	3.4. Place an unresponsive casualty in the recovery position.	Obs	
	3.5. Manage a casualty who is in seizure.	Obs	
4. Be able to manage an unresponsive casualty who is not breathing normally.	4.1. Recognise the need to commence Cardio Pulmonary Resuscitation.	Obs	
	4.2. Demonstrate Cardio Pulmonary Resuscitation using a manikin.	Obs	
	4.3. Identify the accepted modifications to Cardio Pulmonary Resuscitation for children.	Obs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved mark, Initial and date
5. Be able to recognise and assist a casualty who is choking.	5.1. Describe how to identify a casualty with a: <ul style="list-style-type: none"> partially blocked airway completely blocked airway. 	Obs	
	5.2. Administer first aid to a casualty who is choking.	Obs	
6. Be able to manage a casualty with external bleeding.	6.1. Identify the types of external bleeding.	Obs	
	6.2. Control external bleeding.	Obs	
7. Be able to manage a casualty who is in shock.	7.1. Recognise shock.	Obs	
	7.2. Administer first aid to a casualty who is in shock.	Obs	
8. Be able to manage a casualty with a minor injury.	8.1. Administer first aid to a casualty with small cuts, grazes and bruises.	Obs	
	8.2. Administer first aid to a casualty with minor burns and scalds.	Obs	
	8.3. Administer first aid to a casualty with small splinters.	Obs	

Additional information about the unit:	
Relationship to GDC Learning Outcomes	1.1.9, 1.8.4
Additional unit assessment requirements provided with the unit	To be assessed in line with Skills for Health First Aid Assessment Principles

Assessor sign off of completed unit: UFAE

I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – UFAE: First aid essentials

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5).

1. Research the following policies and procedures from information at your surgery:
 - who your first aider is and their role during a first aid emergency
 - how you would minimise the risk of infection, to yourself and the patient, when performing first aid
 - how would you obtain consent to perform first aid
 - identify and list your first aid equipment and emergency drugs and explain what each one is used for
 - describe the safe use of first aid equipment

Task 2 (learning outcomes 2 and 3). Can also be cross referenced to DN 13, learning outcome 6, assessment criteria 6.2)

2. Design a first aid booklet for the staff at your practice. Use diagrams and make it attractive. It should include the following:
 - how to conduct a scene survey
 - how to conduct a primary survey
 - when and how to call for help
 - how to assess consciousness
 - how to assess and open an airway
 - identifying and treating blocked airways
 - when and how to place the patient into the recovery position
 - how to manage a seizure
 - when and how to do CPR on an adult, child and baby
 - dealing with external bleeding
 - recognising the symptoms and treating shock
 - treating small cuts, grazes and bruises
 - treating minor burns and scalds
 - treating small splinters.

Task 3 (all learning outcomes).

3. Assessor to stage a **simulation** of a casualty that has collapsed, is unconscious and breathing, unconscious but not breathing, having a seizure and a patient in shock.

- Equipment needed:
 - child / adult manikin
 - volunteer to do the recovery position.

The following can be observed by doing this simulation:
2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 7.2.

Learner declaration of authenticity:

I declare that the work presented for this unit/task is entirely my own work.

Learner signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessor comments/feedback/action plan

201b: Understand employment responsibilities and rights in health, social care or children and young people's settings



Unit reference	R/602/2954	Unit level	2
Credit value	3	GLH	24
Unit aim	This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
1. Know the statutory responsibilities and rights of employees and employers within own area of work.	1.1. List the aspects of employment covered by law.		
	1.2. List the main features of current employment legislation.		
	1.3. Outline why legislation relating to employment exists.		
	1.4. Identify sources and types of information and advice available in relation to employment responsibilities and rights.		
2. Understand agreed ways of working that protect own relationship with	2.1. Describe the terms and conditions of own contract of employment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
employer.	2.2. Describe the information shown on own pay statement.		
	2.3. Describe the procedures to follow in event of a grievance.		
	2.4. Identify the personal information that must be kept up to date with own employer.		
	2.5. Explain agreed ways of working with employer.		
3. Understand how own role fits within the wider context of the sector.	3.1. Explain how own role fits within the delivery of the service provided.		
	3.2. Explain the effect of own role on service provision.		
	3.3. Describe how own role links to the wider sector.		
	3.4. Describe the main roles and responsibilities of representative bodies that influence the wider sector.		
4. Understand career pathways available within own and related	4.1. Explore different types of occupational opportunities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
sectors.	4.2. Identify sources of information related to a chosen career pathway.		
	4.3. Identify next steps in own career pathway.		
5. Understand how issues of public concern may affect the image and delivery of services in the sector.	5.1. Identify occasions where the public have raised concerns regarding issues within the sector.		
	5.2. Outline different viewpoints around an issue of public concern relevant to the sector.		
	5.3. Describe how issues of public concern have altered public views of the sector.		
	5.4. Describe recent changes in service delivery which have affected own area of work.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: 201b

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – 201b: Understand employment responsibilities and rights in health, social care or children and young people's settings

If you choose to follow a career in health, social care or working with children and young people it is essential to understand employment responsibilities and rights. To show your understanding of this area, produce a document giving information about the following:

- statutory responsibilities and rights of employees and employers
- awareness of own occupational role and how it fits within the sector
- agreed ways of working with employer
- career pathways
- issues of public concern and how these may influence changes in the sector.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

Statutory responsibilities and rights of employees and employers.

- List the aspects of employment covered by law.
- List the main features of current employment legislation.
- Outline why legislation relating to employment exists.
- Identify sources and types of information and advice available in relation to employment responsibilities and rights.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Awareness of own occupational role and how it fits within the sector.

- Describe the terms and conditions of own contract of employment.
- Describe the information shown on own pay statement.
- Describe the procedures to follow in event of a grievance.
- Identify the personal information that must be kept up to date with own employer.
- Explain agreed ways of working with employer.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Agreed ways of working with employer.

- Explain how own role fits within the delivery of the service provided.
- Explain the effect of own role on service provision.
- Describe how own role links to the wider sector.
- Describe the main roles and responsibilities of representative bodies that influence the wider sector.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

Career pathways.

- Explore different types of occupational opportunities.
- Identify sources of information related to a chosen career pathway.
- Identify next steps in own career pathway.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

Issues of public concern and how these may influence changes in the sector.

- Identify occasions where the public have raised concerns regarding issues within the sector.
- Outline different viewpoints around an issue of public concern relevant to the sector.
- Describe how issues of public concern have altered public views of the sector.
- Describe recent changes in service delivery which have affected own area of work.

Unit 1b: Preparing for a Level 3 Apprenticeship

Unit reference	L/602/4525	Unit level	3
Credit value	1	GLH	10

Unit aim This aim of this unit is to enable learners to prepare for their Level 3 Apprenticeship. It supports the learner's understanding of their Apprenticeship framework and helps them plan realistic goals for their own learning and progression.

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
1. Understand how the Apprenticeship framework relates to the learner.	1.1. Explain the components of the Apprenticeship.		
	1.2. Explain strategies for meeting the requirements of assessment.		
	1.3. Assess the importance of the Apprenticeship agreement.		
2. Be able to plan realistic goals for own learning.	2.1. Assess the importance of time management to successful completion.		
	2.2. Assess own learning and development needs.		
	2.3. Create SMART targets for successful completion of the Apprenticeship.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
3. Understand the progression routes from the Apprenticeship.	3.1. Assess the usefulness of sources of information about progression routes.		
	3.2. Analyse the appropriateness of the various progression routes.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 1b

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – Unit 1b: Preparing for a Level 3 Apprenticeship

Task 1 links to learning outcome 1 (assessment criteria 1.1, 1.2 and 1.3).

Design a booklet for an Apprentice studying at Level 3. Within the booklet:-

- **explain** the components of the Apprenticeship
- **include** an action plan which illustrates how to meet the demands of the assessment process
- assess the importance of the Apprenticeship agreement.

Task 2 links to learning outcome 3 (assessment criteria 3.1 and 3.2).

Use the table below to:

- assess the usefulness of sources of information with regard to progression
- analyse whether progression routes will be appropriate.

Type of information Sources of information	Usefulness of information	Appropriateness of progression routes

Unit 5b: Using research skills to solve problems

Unit reference	R/602/4560	Unit level	3
Credit value	1	GLH	10
Unit aim	The aim of this unit is to enable learners to develop a research plan and assess their research on a specific problem.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
1. Be able to research questions related to a specific problem.	1.1. Generate research questions related to a specified problem.		
	1.2. Plan the research to meet the requirements of the research questions.		
	1.3. Relate research questions to the problem.		
	1.4. Undertake the research in accordance with the plan.		
2. Be able to assess research on a specific problem.	2.1. Evaluate the usefulness and relevance of the data.		
	2.2. Analyse factors that influenced the decisions taken in the researching.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
	2.3. Assess whether research findings met the research questions.		
	2.4. Analyse assumptions in research methodology.		
	2.5. Analyse the impact alternative research methods could have on the outcomes.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 5b

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – Unit 5b: Using research skills to solve problems

No task required – this is a skills/competence unit

Unit 7b: Manage own learning

Unit reference	R/602/4557	Unit level	3
Credit value	1	GLH	10
Unit aim	The aim of the unit is for learners to organise and manage their own learning and reflect on this process.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
1. Be able to organize and manage own learning goals.	1.1. Analyse own skills and learning requirements.		
	1.2. Set SMART learning goals to enable learning to be completed on time and to a high standard.		
	1.3. Plan responses to risks to learning not being completed on time.		
	1.4. Set goals to manage commitments in work and personal life.		
	1.5. Maintain relationships with peers supporting others to achieve success in learning.		
	1.6. Complete learning tasks on time and to the required standard.		
2. Be able to reflect on own learning.	2.1. Evaluate learning goals against success criteria.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
	2.2. Devise constructive actions in response to feedback from others.		
	2.3. Revise learning goals to respond to outcomes of reflection.		
	2.4. Discuss outcomes of learning experiences with others.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 7b

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – Unit 7b: Manage own learning

No task required – this is a skills/competence unit.

Unit 6b: Participating through team leading

Unit reference	D/602/4559	Unit level	3
Credit value	1	GLH	10
Unit aim	The aim of this unit is to enable learners to complete a task as a leader of a team drawing on an agreed work plan.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
1. Be able to lead a team to complete a complex task.	1.1. Negotiate with others a complex team task that has a local focus.		
	1.2. Lead discussion with others to agree a work plan for completing the task.		
	1.3. Demonstrate the roles and responsibilities of a team leader.		
	1.4. Complete task to the required standard and deadline.		
	1.5. Reassess the agreed plan amending the plan during the task.		
2. Be able to review the team task to improve work in the future.	2.1. Analyse the extent to which the team was successful.		
	2.2. Provide constructive feedback to team members.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Method	Assessor judgement achieved Initial and date
	2.3. Assess ways of improving the team management for future tasks.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 6b

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – Unit 6b: Participating in teamwork

No task required – this is a skills/competence unit

Progress tracker

Learner/Class:	Tutor Name:	Assessor Name:
----------------	-------------	----------------

Level 3 Diploma in the Principles and Practice of Dental Nursing	Date Achieved												
	Unit Number												
FUNCTIONAL SKILLS (ENGLAND ONLY)													
Level 2 English													
Level 2 Maths													

LEVEL 3 AWARD IN EMPLOYMENT AND PERSONAL LEARNING SKILLS IN HEALTH (EPLS)													
Unit 201b													
Unit 1b													
Unit 5b													
Unit 6b													
Unit 7b													

Section 4: Mapping

Introduction

This document maps the location of the Employment, Personal Learning and Functional Skills components of the Advanced Apprenticeship in Health (Dental Nursing) to the mandatory units of the Level 3 Diploma in the Principles and Practice of Dental Nursing, allowing tutors to deliver the content of apprenticeships holistically. The mapping has been provided by our vocational experts to aid delivery of the apprenticeship; however, **whilst the mapping of components is extensive, it is suggested rather than exhaustive. Therefore it remains the responsibility of those delivering the apprenticeship to ensure that all conditions of the individual components are met.**

The suggestions for mapping of Functional Skills are intended as a guide of possibilities for assessors and learners. It is important to remember that no two learners will tackle their work for the apprenticeship in the same way. The suggestions of Functional Skills evidence opportunities may well be of more help to assessors than learners, by allowing them to plan work with learners in such a way that evidence required for the apprenticeship may also be used for one or more Functional Skill.

Functional Skills assessors and vocational tutors should familiarise themselves with the syllabus for the apprenticeship and the Functional Skills standards and guidance as early in the planning of the course as possible. This will aid them in dovetailing their delivery to ensure learners have the maximum opportunity to generate portfolio evidence with the minimum of duplication.

It is important to remember that learners can complete the vocational element of the apprenticeship without providing any useful evidence for any Functional Skills at any level, and some Centres may see value in treating some or all of the Functional Skills as an entirely separate area of study.

To embed the additional qualifications of the apprenticeship with the Diploma qualification, some suggested activities are listed below.

NB: Functional skills are applicable to learners in England only.

Level 3 Award in Employment and Personal Learning Skills in Health (EPLS)

Suggested activities:

- Unit 1b and 7b links to all the apprenticeship paperwork a centre and employer/workplace will need for an apprentice i.e. interview/induction/enrolment/progress/apprenticeship agreements/reviews/SMART target setting/completion and progression paperwork.
- Unit 6a links to unit UFAE First Aid Essentials, if a centre considers using a CPR session as a team leading exercise. It could also link to unit DN 7, if a student organised and carried out an x-ray audit within the practice which would involve standardisation of grading and leading the team to record data and reporting the results to managers for any actions to be taken to improve the quality of dental images taken in practice.

Functional Skills Level 2 Maths (England only)

- If students assist with stock control and ordering materials this would cover calculations, data, percentages for VAT. If a computerised system is used this may cover data and formulae.
- Using some materials, involving ratio for mixing and diluting disinfectants will cover ratio and volume.
- If students undertake an x-ray audit in unit DN 7, this will involve creating a table, analysing data and using percentages.
- In unit DN 5, students need to undertake research on trends in dentistry so this may involve graphs and data.
- Although some of these activities cover Maths, they are not always at level 2. For example, the ratios used for mixing materials is usually at a very basic level, so additional input at level 2 may be required.

Functional Skills Level 2 English (England only)

- In unit 5b, research and presentation would link to all 3 areas of English Functional skills. Learners could be encouraged to do presentations relating to unit DN 5 on an oral health topic.
- In unit 6b, team leading would link to English Functional skills speaking, listening and communication.
- In unit DN 5, looking at trends in dentistry and unit DN 1 health and safety policies should involve a good amount of reading, research and writing.
- Speaking, listening and communication is covered throughout the standards as the Dental Nurse has a very active role in all these areas on a daily basis.
- In the knowledge units DN 12 - 16, reading and research is involved for learners to gain information and knowledge to pass the externally assessed exams. This will meet the English Functional skills reading criteria.
- Tasks within the Level 3 Diploma in the Principles and Practice of Dental Nursing would meet the criteria for reading, writing and analysing information.

Mapping guide

Please note, the diagram below is for illustrative purposes only, and does not necessarily reflect the content of this apprenticeship.

Learning Outcome	Assessment Criteria	ERR	PLTS						Functional Skills Level 2	
		ERR	IE	CT	RL	TW	SM	EP	English	Maths
1. Be able to meet the communication and language needs, wishes and preferences of individuals.	1.1. Demonstrate how to establish the communication and language needs, wishes and preferences of individual.		IE1, 3, 4, 5	CT1, 2, 3, 5		TW4				1a, 1b
	1.2. Demonstrate a range of communication methods and styles to meet individual needs.					TW2, 4				
	1.3. Demonstrate how to respond to an individual's reactions when communicating.	2.5								

Learning Outcome 2, Assessment Criteria 5 of the ERR unit maps to the specified assessment criteria (1.3) of the mandatory unit

Team working PLTS 2 and 4 map to the specified assessment criteria (1.2) of the mandatory unit

Tasks 1a and 1b of the highlighted level Functional Skills in Maths map to the specified assessment criteria (1.1) of the mandatory unit

DN 1 Contribute to health and safety in the dental environment

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to work in accordance with current health and safety legislation.	1.1. Identify current health and safety legislation.	1.1					R:1 a, b	
	1.2. Describe workplace procedures relevant to health and safety.							
	1.3. Describe the reasons for adhering to manufacturer's instructions.							
	1.4. Work in accordance with: <ul style="list-style-type: none"> • workplace legislation • manufacturer's instructions. 							
Range – LO1	Workplace a) single or multiple areas in which you carry out your work.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Workplace procedures: a) safe working methods and equipment b) safe use of hazardous substances, smoking, eating, drinking and drugs c) what to do in the event of an emergency, personal presentation, moving and handling.							
	Workplace legislation: a) Health & Safety at Work Act 1974 b) Control of Substances Hazardous to Health (COSHH) c) Environmental Protection Act 1990 d) Ionising Radiation (Medical Exposures) Regulations (including local rules) e) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
2. Know hazards in the workplace.	2.1. Identify hazards within the workplace.							
	2.2. Describe working practices which could result in harm.							
3. Be able to reduce the risks to health and safety in the workplace.	3.1. Work in a way that does not endanger the health and safety of: <ul style="list-style-type: none"> • personnel • materials. 							
	3.2. Contribute to health and safety improvements within own workplace .							
	3.3. Follow guidelines for environmentally friendly working practices .							
	3.4. Maintain personal presentation to protect self and others in line with health and safety.							
	3.5. Manage hazards in the workplace .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	3.6. Report hazards to the identified responsible person .							
Range – LO3	Workplace a) single or multiple areas in which you carry out your work.							
	Working practices: a) activities b) procedures c) use of materials or equipment and working techniques used in carrying out your job.							
	Personal Presentation: a) personal hygiene b) use of personal protective equipment c) clothing and accessories suitable to the workplace.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Hazards: a) mercury spillage b) radiation c) cross infection d) environmental factors e) spillages f) waste disposal g) sharps.							
	Responsible person: a) your manager b) supervisor c) section leader or the health and safety person in your workplace.							

DN 2 Work within regulatory requirements in relation to the role of a dental nurse

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to comply with current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing.	1.1. Work within the following current legal and regulatory requirements, professional codes of practice and organisational policy and procedure at all times: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance. 	1.1 1.2 1.3 2.3					R:2 a, b, c ,d, e,f W:3 a, b, c, d, r, f	

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO1	Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure a) Data Protection Act b) Department of Health Guidelines and Regulations c) Social Media d) Care Quality Commission (CQC) e) Direct impact of Direct Access on each registrant groups.	3.4 3.3						
	GDC ethical and professional Guidance a) Standards for the Dental Team – Principles, Patient expectations, Standards & Guidance b) Preparing for Practice c) Scope of Practice d) Fitness to Practice guidance							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
2. Be able to identify the requirements of own job role.	2.1. Identify the requirements of competent, effective and safe practice.							
	2.2. Provide active support for individuals and key people within the team.						SLC:3 a, b, c, d	
	2.3. Provide feedback for individuals and key people within the team.					2.2	SLC:1 a, b, c, d	
	2.4. Work as part of a team.					1.1	SLC 1 c	
	2.5 Work in a patient centred way.					1.1		
	2.6 Describe procedures for handling complaints .							
	2.7 Follow procedures for handling of complaints.							
Range – LO2	Key people a) Patients, team members b) Carers c) Others with whom the individual has a supportive relationship							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Procedures for handling complaints a) Standards for the Dental Team, Principle 5.							

DN 3 Reflect on and develop own practice as a dental nurse

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 1) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to reflect upon performance.	1.1. Reflect upon own role as part of the dental and wider healthcare team.	3.1 3.2 3.3						
	1.2. Reflect upon the impact of new techniques to clinical practice.							
	1.3. Identify sources of supervision and support .				1.5			
	1.4. Use constructive feedback to develop practice.				1.5			
Range – LO1	Supervision and support a) formal b) informal c) provided from within your organisation d) provided from outside your organisation							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 1) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Feedback a) verbal b) in written form c) electronic							
2. Be able to agree own personal development plan.	2.1. Explain the purpose and benefits of: <ul style="list-style-type: none"> • an appraisal • training • review of own performance • feedback from colleagues. 				2.2 2.3 2.4		R:2 a, b, c, d W:3 a, b, c, d, e, f	
	2.2. Identify actions required to develop own practice.		2.2		1.1 2.3			
	2.3. Prioritise aspects of own practice for development.				1.3			
	2.4. Agree SMART targets.		2.1 2.3		1.2 1.4 1.6			
	2.5. Identify development opportunities available.	4.1			2.1			

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 1) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.6. Maintain records of own personal and professional development.						W:3 a, b, c, f	
Range – LO2	SMART Specific Measurable Achievable and Agreed Relevant to Time framed.							
	Development opportunities a) training b) educational programmes c) coaching d) personal and professional support.							
3. Be able to evaluate effectiveness of own personal development plan.	3.1. Implement identified development opportunities .	4.1 4.3						
	3.2. Reflect upon own practice following implementation of the development plan.				2.1		W:3 a, b, c, d, e, f	
	3.3. Review the impact of the development plan upon own practice.				2.1			

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 1) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO3	Development opportunities a) training b) educational programmes c) coaching d) personal and professional support.							
4. Understand when it is appropriate for a GDC registrant to act as an advocate for patient needs.	4.1. Identify when it is appropriate for a GDC registrant to act as an advocate for patient needs. <ul style="list-style-type: none"> • Provide further information to support a patient in making treatment decisions • Raise concerns when patients are at risk. 							

DN 4 Prepare and maintain environments, instruments and equipment for clinical dental procedures

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to apply standard precautions for infection control.	1.1. Maintain personal hygiene .							
	1.2. Select personal protective equipment (PPE) .							
	1.3. Maintain a clean and tidy working environment during treatments.							
	1.4. Use cleaning equipment and materials in a safe manner.							
Range – LO1	Personal hygiene a) hair b) nails c) jewellery d) footwear e) uniform f) social g) clinical and aseptic hand-washing procedures.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Personal protective equipment (PPE) a) surgical gloves b) face mask c) goggles and/or visor d) heavy duty gloves.							
	Treatments a) oral health assessment b) protection of oral health c) dental imaging d) prevention and control of periodontal disease e) cavity restorations f) fixed and removable prostheses g) orthodontic appliance h) non-surgical endodontic treatment i) extraction of teeth j) minor oral surgery							
	Cleaning equipment a) general cleaning equipment b) sterilisation equipment							
2. Be able to prepare the dental environment.	2.1. Maintain stock supplies for clinical procedures.							1ab 5b

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.2. Adjust environmental factors to meet the needs of the individual and the procedure.							
	2.3. Explain the purpose of adjusting environmental factors .							
	2.4. Describe the process for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions.							3c, h
	2.5. Explain the reasons for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions.							
Range – LO2	Environmental factors a) heating b) lighting c) ventilation and humidity							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
3. Be able to apply health and safety measures for the use of equipment and materials.	3.1. Check equipment is functioning prior to use.							
	3.2. Explain the methods of testing autoclaves.							A, d
	3.3. Demonstrate safe and secure storage of equipment, instruments and materials when not in use.							
	3.4. Explain action to take in response to equipment failure.							
	3.5. Explain why records must be kept in relation to the servicing of equipment .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO3	Equipment a) dental chair b) aspirator c) hand pieces d) ultrasonic scaler e) x-ray machine f) x-ray processing equipment g) autoclave h) instrument washer i) ultrasonic bath.							
	Procedures a) oral health assessment b) protection of oral health c) dental imaging d) prevention and control of periodontal disease e) cavity restorations f) fixed and removable prostheses g) orthodontic appliance h) non-surgical endodontic treatment i) extraction of teeth and minor oral surgery.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Be able to apply methods of sterilisation for dental instruments and equipment.	4.1. Explain the potential risks of not decontaminating equipment and instruments.							
	4.2. Explain the reasons for pre-cleaning instruments prior to sterilisation.							
	4.3. Explain the reasons for placing instruments in the correct location relevant to the different stages of sterilisation.							
	4.4. Explain the potential long term effects of using damaged or pre-used sterile goods.							
	4.5. Prepare instruments and hand pieces for sterilisation.							
	4.6. Carry out sterilisation procedures.							
	4.7. Store sterilised instruments and hand pieces .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	4.8. Maintain records of sterilisation procedures.						W:3 a, b, c, d, e, f,	5i
Range – LO4	Equipment a) washers b) ultrasonic cleaners,							
	Stages of sterilisation a) storage sterilisation b) transportation.							
	Instruments and hand pieces a) non-surgical b) surgical							
5. Be able to manage hazardous and non-hazardous waste.	5.1. Identify different types of waste .							
	5.2. Dispose of: <ul style="list-style-type: none"> • hazardous waste • non-hazardous waste. • special waste 							
	5.3. Explain action to take in response to spillages .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	5.4. Explain the dangers of not disposing of waste correctly and promptly.							
Range – LO5	Waste a) hazardous b) non-hazardous c) special waste.							
	Hazardous waste a) used gloves b) face masks c) tissues d) cotton wool rolls e) gauze f) napkins g) alcohol wipes h) mouthwash beakers Special waste a) lead foil disposal b) sharps c) amalgam (including when in extracted teeth) d) medicinal e) damaged instruments							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Spillage a) water spillage b) mercury spillage c) body fluids d) chemical spillage.							
6. Understand reporting procedures.	6.1. Explain reporting procedures for: <ul style="list-style-type: none"> • sharps injury • damaged instruments • accidents or injuries • contaminated materials or equipment • damaged sterilised supplies • evidence of potentially infectious conditions. 							

DN 5 Promote oral health for individuals

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to communicate with individuals.	1.1. Provide information to individuals ensuring that it is accurate and consistent with organisational guidelines.						SLC 1 b, c, d	
	1.2. Give individuals the opportunity to discuss and seek clarification.						SLC 1 d	
	1.3. Answer questions clearly.						SLC 1 a	
	1.4. Refer any questions beyond own role to an identified member of the team.							
	1.5. Analyse methods of effective communication to maximise understanding, confidence and motivation.						R:2 a, b, c, d, e, f,	
	1.6. Respect individuals' personal beliefs and preferences .						SLC 1 c	

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	1.7. Explain the systems for internal referrals.							
Range – LO1	Individuals a) adults b) children and young people c) older people d) those with special needs							
	Personal beliefs and preferences a) social b) ethnic c) religious d) health							
2. Be able to provide oral hygiene advice.	2.1. Provide individualised oral health information .							
	2.2. Use oral health information aids .							
	2.3. Advise individuals on suitable oral hygiene techniques .						SLC 1b	
	2.4. Demonstrate methods of caring for dentures.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.5. Advise individuals on maintaining orthodontic appliances.							
	2.6. Provide practical advice for caring for implant supported restorations.							
Range – LO2	Individuals a) adults b) children and young people c) older people d) those with special needs							
	Information a) gum disease b) caries b) diet c) current practice and skills.							
	Oral health information aids a) models b) visual aids c) leaflets.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Oral hygiene techniques a) cleaning teeth and the mouth b) the use of interdental aids c) mouthwash rinses d) disclosing agents.							
3. Understand how to plan and evaluate oral health promotion.	3.1. Explain factors which contribute to health and illness: <ul style="list-style-type: none"> • social • cultural • psychological • environmental. 						R:2 a, b, c, d, e, f	
	3.2. Describe methods of how oral health care can be planned and delivered.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Understand the basic principles of population based health and care.	4.1 Describe the basic principles of a population health approach, how these are measured and current patterns, for: <ul style="list-style-type: none"> • demographic and social trends • UK and international oral health trends • determinants of health • inequalities in health. 	3.3, 3.4		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5			SLC:1 a, b, c, d R:2 a, b, c, d, e, f W:3a, b, c, d, e, f	7, K, I
	4.2 Describe the relevance of evidence based prevention to improve oral health by evaluating Dental and wider healthcare systems	3.3, 3.4		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5			SLC:1 a, b, c, d R:2 a, b, c, d, e, f W:3a, b, c, d, e, f	
	4.3 Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Dental and wider healthcare systems a) CQC b) Department of Health c) The National Institute for Health and Care Excellence (NICE) c) British Association for the Study of Community Dentistry.							

DN 6 Provide support during the assessment of individuals' oral health

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to prepare the dental environment.	1.1 Prepare the equipment, instruments, materials and medicaments required for a full dental clinical assessment.							
	1.2. Handle equipment, instruments, materials and medicaments in a manner that minimises the possibility of injury, damage and cross-infection.							
Range – LO1	Equipment, instruments, materials and medicaments a) observing hard and soft tissues b) measuring and making a record of the teeth and gingivae c) assessing the function of the dentition (orthodontic assessment).							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
2. Be able to record a range of oral health assessments.	2.1. Identify the different types and functions of dental records and charts .							
	2.2. Select the individual's charts, records and images prior to assessment.							
	2.3. Record medical conditions that can affect an individual's dental treatment.							
	2.4. Record dental assessments spoken by dental team members.						W:3 a, b, c, d	F,
	2.5. Discuss each component of the patient assessment process.						SLC:1 a, b, c	
	2.6. Complete records and relevant documents following an oral assessment.						W:3 a, b, c, d	

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.7. Store records and relevant documents securely following an oral assessment.							
Range – LO2	Dental records and charts a) dental charts b) radiographs c) photographs d) study models e) personal details f) orthodontic measurements.							
	Individuals' charts, records and images a) UK/FDI systems b) medical history c) periodontal charting d) orthodontic classifications and charts e) radiographs.							
	Dental assessment a) baseline dental charting b) BPE c) periodontal							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
3. Be able to assist with monitoring and supporting the individual.	3.1. Describe methods of monitoring the physical characteristics of an individual .							
	3.2. Monitor the individual throughout the assessment.							
	3.3. Support the individual throughout the assessment.							
	3.4. Explain the indicators of a potential medical emergency.							
Range – LO3	Individuals a) adults b) children and young people c) older people d) those with special needs.							
4. Be able to communicate with individuals, carers and team members.	4.1 .Communicate the reasons for further assessment or treatment.						W:3 a, b, c	
	4.2. Arrange for further assessment or treatment.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	4.3. Describe the reasons for individual referral to other team members.							
	4.4. Explain how a referral to other team members is communicated.							
	4.5. Describe how communication can support individuals who present signs of distress.							
Range –LO4	Individuals a) adults b) children and young people c) older people d) those with special needs.							

DN 7 Contribute to the production of dental images

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to assist during the taking of dental images.	1.1. Maintain health and safety throughout imaging procedures.							
	1.2. Prepare the resources for the production of a dental image.							
	1.3. Confirm that imaging equipment is fully functioning and ready for use.							
	1.4. Identify the different intra-oral and extra-oral radiographs.							
	1.5. Ask individuals to remove items which may interfere with the radiographic image.							
	1.6. Explain the concerns that individuals may have regarding dental imaging.						W:3 a, b, c	

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	1.7. Offer individuals support during the taking of a radiographic image.							
	1.8. Refer any questions which are beyond own role to an appropriate member of the team.							
Range – LO1	Resources a) holders b) film c) receptors d) mounting sheet e) software							
	Individuals a) adults b) children and young people c) older people d) those with special needs.							
	Imaging equipment a) intra-oral X-ray machine b) extra-oral x-ray machine c) computer programme d) developer e) image receptors.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
2. Be able to process dental images.	2.1. Produce dental images.							
	2.2. Maintain quality of the image during processing.							
	2.3. Describe the chemicals used in dental processing.							
3. Be able to contribute to the quality assurance process of dental images.	3.1. Store images produced according to organisational procedure.							
	3.2. Maintain records of quality assurance checks.						W:3 a, b, c	6j 7

DN 8 Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Know the methods of prevention of oral disease.	1.1. Identify the methods of controlling plaque.							
	1.2. List the treatments available for controlling caries.							
	1.3. List the treatments available for controlling periodontal disease.							
	1.4. Identify sources of fluoride .							
Range – LO1	Fluoride a) systemic b) topical.							
2. Be able to provide support to the individual and operator before, during and after treatment.	2.1. Select the individual's charts records and images .							
	2.2. Identify the planned treatment .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.3. Select the equipment, instruments, materials and medicaments for dental treatments .							
	2.4. Identify the varying methods of aspirating during treatment.							
	2.5. Demonstrate appropriate aspiration techniques							
	2.6. Retract soft tissues to facilitate a clear view of the treatment area.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.7. Select for the operator: <ul style="list-style-type: none"> • a suitable matrix system to aid the placement of restorations • the correct quantity of the mixed restorative material • any materials or equipment required for finishing the restoration. 							C,
	2.8. Dispose of amalgam safely.							
	2.9. Explain the reasons for finishing restorations.							
	2.10 Evaluate methods of working when assisting the operator							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO2	Individuals' charts, records and images a) UK/FDI systems b) medical history c) periodontal charting d) radiographs							
	Treatment a) temporary restorations b) amalgam restorations c) composite restorations d) glass ionomer restorations e) fissure sealants f) fluoride treatments g) scaling and polishing h) debridement.							
	Methods of working a) seating b) positioning of patient and team c) instrument passing d) suction tip placement e) monitoring the operator and patient.							

DN 9 Provide support during the provision of fixed and removable prosthesis

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to support the individual and operator with fixed and removable prosthetic procedures.	1.1. Select individuals' charts, records and images .							
	1.2. Provide equipment required for the taking of shades.							
	1.3. Support the operator throughout the procedure of taking shades.							
	1.4. Provide the necessary equipment and materials for taking occlusal registrations.							
	1.5. Assist the operator to: <ul style="list-style-type: none"> • protect soft tissues during treatment • retract soft tissues during treatment. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	1.6. Provide aftercare advice to individuals on the care of new removable prosthesis and immediate dentures.							
Range – LO1	Individuals' charts, records and images a) UK/FDI systems b) medical history c) periodontal charting d) orthodontic records and charts e) radiographs f) laboratory tickets g) photographs h) study models.							
	Procedure a) fixed prostheses b) removable prosthesis.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Equipment and materials a) wax occlusal rims b) pink wax c) heat source d) markers e) shade guides f) mould guides g) occlusal registration material h) articulating paper i) hand mirror.							
	Individuals a) adults b) children and young people d) older people e) those with special needs.							
2. Be able to select and prepare impression materials for fixed and removable prostheses.	2.1. Select the following for taking impressions for fixed and removable prostheses: <ul style="list-style-type: none"> • impression material • impression trays. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.2. Prepare the quantity of impression material : <ul style="list-style-type: none"> to the required consistency within the handling and setting time relative to the material and ambient temperature. 							
	2.3. Load impression materials on the impression tray.							
	2.4. Provide support whilst monitoring the individual when impressions are in the mouth.							
	2.5. Disinfect impressions on removal from the individual's mouth.							
	2.6. Store impressions so accuracy is maintained.							
	2.7. Complete laboratory tickets.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.8. Attach laboratory tickets securely to the packaging.							
Range – LO2	Impression materials a) alginate b) putty/elastomer.							
	Individuals a) adults b) children and young people d) older people e) those with special needs.							
3. Be able to prepare equipment, instruments and materials for fixed prostheses.	3.1. Select the equipment , instruments and materials for: <ul style="list-style-type: none"> • a preparation of temporary / permanent crowns and bridges • fitting temporary / permanent crowns and bridges • adjustment of temporary / permanent crowns and bridges. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	3.2. Prepare adhesive material for the fitting of fixed prostheses : <ul style="list-style-type: none"> to the required consistency using a technique appropriate to the material at a time required by the operator. 							2,4,B,c,g
	3.3. Provide the instruments required for trimming, cleaning and checking the final adjustment of fixed prostheses .							
	3.4. Provide advice and instruction to individuals on caring for fixed prostheses .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO3	Equipment, instruments and materials a) local anaesthetic b) hand pieces and burs c) suction equipment d) equipment for protecting and retraction the soft tissues e) rubber dam f) gingival retraction cord g) temporary cements h) temporary crown and bridge materials i) permanent cements j) Beebee crown scissors k) Millers forceps.							
	Fixed prostheses a) crowns b) inlays c) veneers d) permanent bridges e) adhesive bridges f) temporary bridges g) temporary crowns h) implants.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances.	4.1. Provide the equipment, instruments and materials required for: <ul style="list-style-type: none"> bite of a removable prosthesis try-in stage of a removable prostheses fitting stage of a removable prostheses. 							
	4.2. Explain the range of orthodontic treatments available.							
	4.3. Explain the equipment, instruments and materials which are used in the stages of fixed and removable orthodontic treatments.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO4	Equipment, instruments and materials a) heat source b) shade guides c) wax knife d) LeCron carver e) sheet wax f) mirrors g) hand piece h) polymeric stones i) polymeric trimming burs j) pressure relief paste k) articulating paper.							
	Prosthesis a) metal b) acrylic c) immediate.							
	Stages of fixed and removable orthodontic a) fitting b) monitoring c) adjusting.							

DN 10 Provide support during the non-surgical endodontic treatment

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to prepare the clinical environment for non-surgical endodontic treatment.	1.1. Select the individual's charts, records and images .							
	1.2. Identify the planned treatment .							
	1.3. Select the equipment, instruments, materials and medicaments for the different stages of non-surgical endodontic treatment .							
	1.4. List the different equipment, instruments, materials and medicaments that may be required at each stage of non-surgical endodontic treatment .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	1.5. List the equipment and instruments that may be required for the isolation of a tooth for non-surgical endodontic treatment .							
	1.6. Explain the equipment, instruments, materials and medicaments that may be required during each type of non-surgical endodontic treatment .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO1	<p>Individual a) adults b) children and young people c) older people d) those with special needs.</p> <p>Individuals' charts, records and images a) UK/FDI systems b) medical history c) periodontal charting d) radiographs e) photographs.</p> <p>Treatment a) permanent b) deciduous</p> <p>Equipment, instruments, materials and medicaments a) for Identifying, locating, filling and measuring the roots of teeth b) rubber dam.</p>							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Non-surgical endodontic treatment a) pulp capping b) pulpotomy c) pulpectomy.							
2. Be able to assist the operator during non-surgical endodontic procedures.	2.1. Assist to monitor and support the individual during treatment.							
	2.2. Assist the operator during isolation of the tooth.							
	2.3. Aspirate the treatment area to maintain a clear field of operation.							
	2.4. Provide equipment and medicaments required for irrigating root canals.							
	2.5. Assist the operator in the measurement and recording of the root canal length.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.6. Prepare materials and medicaments for: <ul style="list-style-type: none"> • temporary placement in canals • permanent placement in canals • restoration of the tooth. 							
	2.7. Provide post-operative instructions on the care of the mouth to the individual.						SLC:1 a, b, c	
Range – LO2	Individual a) adults b) children and young people c) older people d) those with special needs. Equipment and medicaments a) syringes b) needles c) irrigation solution d) paper points.							

DN 11 Provide support during the extraction of teeth and minor oral surgery procedures

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Be able to prepare the individual and dental environment for the treatment of extractions and minor oral surgery.	1.1. Select the individual's charts, records and images .							
	1.2. Prepare the equipment, instruments, materials and medicaments which may be required: <ul style="list-style-type: none"> • when extracting erupted teeth • during minor oral surgery. 							
	1.3. Explain the purpose of equipment, instruments, materials and medicaments that may be required: <ul style="list-style-type: none"> • when extracting erupted teeth • during minor oral surgery. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	1.4. Confirm with the individual that they have followed the prescribed pre-treatment instructions.						SLC:1 a, b, c	
	1.5. Report non-compliance to prescribed pre-treatment instructions to the appropriate member of the team.						If above criteria not met information would need passing onto 3 rd party SLC:1 a, b, c	
Range – LO1	Individual's charts, records and images a) UK/FDI systems b) medical history c) periodontal charting d) radiographs.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Equipment, instruments, materials and medicaments Equipment, instruments, materials and medicaments a) topical anaesthetic b) local anaesthetic c) local anaesthetic syringes and needles d) Luxators and/or elevators e.g. Couplands, Warwick James, Cryers, e) Extraction Forceps f) scalpel g) periosteal elevator, h) cheek retractor, i) Spencer Wells, j) suture, k) suture holder l) dissecting forceps, m) scissors n) surgical suction tip, o) surgical hand piece p) and burs q) irrigation syringe/needle/solution (e.g. saline) r) haemostatic medicaments							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	e.g. gelatine sponges, oxidised cellulose. Teeth a) deciduous b) permanent Minor Oral Surgery procedures a) implants b) apicectomy c) fraenectomy d) biopsy e) removal of impacted teeth f) removal of buried roots g) removal of erupted teeth h) removal of un-erupted teeth and roots							
2. Be able to support the operator and the individual during extractions and minor oral surgery procedures.	2.1 Support the individual during the administration of local or regional anaesthesia.							
	2.2. Aspirate, irrigate and protect the individual's soft tissues.							
	2.3. Assist the operator in the:							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	<ul style="list-style-type: none"> • preparation of packs • placing of sutures. 							
	2.4. Monitor the individual .							
	2.5. Respond to any risks and complications .							
	2.6. Complete records and charts following the procedure.							
Range – LO2	Individual a) adults b) children and young people c) older people d) those with special needs. Complications a) nerve damage b) haemorrhage c) oral antral fistula d) equipment failure e) collapse.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
3. Be able to provide support for the operator and the individual following extraction and minor oral surgery.	3.1. Provide the individual with post-operative instructions following: <ul style="list-style-type: none"> • extraction of erupted teeth • minor oral surgery. 							
	3.2. Explain requirements of confirming with the operator that the individual is fit to leave the surgery.							
Range – LO3	Individual a) adults b) children and young people c) older people d) those with special needs. Teeth a) deciduous b) permanent.							

DN 12 Principles of infection control in the dental environment

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand current health and safety legislation in relation to infection control.	1.1. Identify health and safety legislation in relation to infection control.							
	1.2. Explain the principles of Standard Infection Control Precautions.							
	1.3. Explain the health and safety policies and procedures in relation to infection control.							
	1.4. Describe methods of preventing cross infection.							
	1.5. Explain the preparation of a clinical area to control cross-infection.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO1	Health and safety legislation a) Health & Safety at work Act b) Control of Substances Hazardous to Health regulations (COSHH) c) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) d) Special Waste and Hazardous Waste Regulations e) Department of Health guidelines and regulations, e.g. Decontamination in primary care dental (HTM01-05) practices f) Care Quality Commission g) Health & Safety Executive guidelines.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Method a) transmission of infection b) measures for preventing cross infection e.g. single use items c) management of blood and body fluid spillages d) social cleanliness e.g. social cleaning plan e) clinical and aseptic hand hygiene procedures f) barrier techniques including zoning g) importance of record keeping in relation to cross infection h) PPE i) Clinical/Non-clinical Waste j) Sharps disposal k) Management of sharps injury – clean and contaminated sharps							
2. Understand micro-organisms.	2.1. Describe the causes of cross infection.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.2. Explain the terms: <ul style="list-style-type: none"> • pathogen • non-pathogen. 							
	2.3. Identify micro-organisms in: <ul style="list-style-type: none"> • infectious conditions • non-infectious conditions. 							
	2.4. Explain the routes of transmission of micro-organisms .							
Range – LO2	Micro-organisms a) bacteria b) viruses c) fungi d) spores .							
3. Understand the management of infectious conditions within the dental	3.1. Describe infectious conditions which affect individuals in the dental setting.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
environment.	3.2. Describe how infectious conditions relevant to dentistry affect body systems.							
	3.3. Describe action to take to prevent the spread of infectious diseases.							
	3.4 Summarise the immunisation schedule for the dental team before exposure to clinical work.							
	3.5. Explain the reasons for immunisation of dental personnel.							
Range – LO3	Individuals a) Patients b) patient's child/parent or escort c) Members of the dental team. .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Know the methods of decontamination.	4.1. Identify the chemical names for decontaminants.							
	4.2. Evaluate the use of decontaminants against types of micro-organism.							
	4.3. Describe the principles and methods of: <ul style="list-style-type: none"> • clinical sterilisation • industrial sterilisation • disinfection. 							
	4.4. Explain the procedures used to decontaminate a clinical environment after use.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO4	<p>Clinical and industrial sterilisation a) clinical equipment used in preparing items for sterilisation, e.g. washers disinfectors, ultrasonic cleaners b) sterilisation equipment and methods, e.g. vacuum and non-vacuum autoclaves, gamma radiation, measures for checking sterility, decontamination areas.</p> <p>Disinfection a) difference between asepsis, sterilisation and disinfection b) different types of disinfectants and their uses in clinical environments.</p>							

DN 13 Dental anatomy and assessment of oral health

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Know the basic structure and function of oral and dental anatomy.	1.1. Describe the morphology, eruption dates and function of the: <ul style="list-style-type: none"> • primary dentition • secondary dentition. 							
	1.2. Describe the structure and function of: <ul style="list-style-type: none"> • gingivae • supporting tissue. 							
	1.3. Describe the position and function of the: <ul style="list-style-type: none"> • salivary glands • muscles of mastication. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	1.4. Describe the structure of the: <ul style="list-style-type: none"> • maxilia • mandible. 							
	1.5. Describe the movements of the temporo-mandibular joint.							
	1.6. Describe the nerve and blood supply to the teeth and supporting structures.							
2. Understand the methods of dental assessment.	2.1. Explain the main purpose of oral health assessment.							
	2.2. Explain the reasons for taking radiographs and photographs during assessment and treatment planning.							
	2.3. Describe the methods of assessing and recording soft and hard tissue conditions.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.4. Explain the methods of assessing and recording periodontal conditions using periodontal charts .							
	2.5. Evaluate the methods of measuring pulp vitality.							
	2.6. Describe materials used in dental assessment.							
	2.7. Explain the relevance of obtaining written informed consent prior to any treatment being undertaken.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO2	<p>Methods a) different methods of clinical assessment, e.g. use of dental probes and mouth mirrors, Palmer notation/FDI charting, visual and manual inspection, dyes, transillumination, vitality testing, study models, radiographs and photographs.</p> <p>Periodontal charts a) BPE b) full perio charting.</p> <p>Materials a) impression materials b) aids to assessing occlusion e.g. articulating paper.</p>							
3. Know the clinical assessments and instructions associated with orthodontics.	3.1. Describe the classifications of malocclusion.							
	3.2. Describe the types of orthodontic appliances in relation to treatment.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	3.3. Explain pre and post-operative instructions for orthodontic procedures .							
	3.4. Explain the role of the dental nurse in providing support during orthodontic assessment and treatment.							
Range – LO3	Orthodontic appliances a) function and uses of removable appliances, e.g. retainers/functional b) function and uses of fixed appliances. Orthodontic procedures a) care and maintenance of both removable and fixed appliances. Support a) advice to patients on stages and duration of orthodontic treatments b) oral health instruction.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Understand the changes that may occur in the oral tissues.	4.1. Explain diseases of the oral mucosa.							
	4.2. Describe the effects of ageing on the soft tissue.							
	4.3. Identify medical conditions that may affect the oral tissues.							
Range – LO4	Diseases a) including both malignant and potentially malignant lesions. Medical conditions a) oral cancer b) herpes c) HIV d) Hepatitis e) Diabetes f) Epilepsy g) eating or digestive disorders.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
5. Understand the management of oral health.	5.1. Explain the methods of diagnosis, prevention and management of: <ul style="list-style-type: none"> • malignant lesions • potentially malignant lesions. 							
	5.2. Describe the diagnosis and management of disorders of: <ul style="list-style-type: none"> • the oral mucosa • soft tissue • facial pain • facial bones • facial joints. 							
	5.3. List the classes of drugs that are used in dentistry.							
	5.4. Explain the role of drugs used in dentistry.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO5	Disorders a) oral cancer b) lichen planus c) oral candidiasis d) herpes e) glossitis f) osteoporosis g) salivary gland disorders Drugs a) analgesics b) antibiotics c) tranquillisers/hypnotics d) emergency drugs.							
6. Know the medical emergencies that may occur in the dental environment.	6.1. Identify potential medical emergencies .							
	6.2. Explain action to take in response to medical emergencies .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO6	Medical emergencies a) fainting b) diabetic coma c) asthma attack d) angina/myocardial infarction e) epileptic seizure f) respiratory arrest g) cardiac arrest.							

DN 14 Principles of techniques of dental radiography

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Know the regulations and hazards associated with ionising radiation.	1.1. State the principles of the IRMER regulations .							
	1.2. Explain the safe use of X-ray equipment.							
	1.3. Identify the hazards associated with ionising radiation.							
	1.4. Explain the role of dental personnel when using ionising radiation.							
	1.5. Explain current practices and policies relating to ionising radiation.							
Range – LO1	IRMER regulations a) ionising radiation regulations 1999 b) ionising radiation (medical exposure) regulations 2000 c) ALARP							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Dental personnel a) referrer b) practitioner c) operator d) radiation protection supervisor e) radiation protection advisor f) employer. Practices and policies a) local rules b) quality control systems c) staff training records d) personal monitoring systems.							
2. Know the different radiographic films and their uses.	2.1. Explain the uses of different intra-oral radiographs .							
	2.2. Explain the uses of different extra-oral radiographs .							
	2.3. Explain the purpose of intensifying screens in dental radiography.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO2	<p>Intra-oral radiographs The function and purpose of bitewing, periapical, occlusal radiographs.</p> <p>Extra oral radiographs The function and purpose of lateral oblique, cephalostats, orthopantomographs radiographs.</p>							
3. Understand the imaging process.	3.1. Explain the manual, automatic and digital (both direct and indirect) processing of radiographs.							
	3.2. Describe faults that may occur during the taking and processing of radiographs.							
	3.3. Explain how processing chemicals are: <ul style="list-style-type: none"> • handled • stored • disposed of. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	3.4. Explain how to manage a spillage of processing chemicals.							
	3.5. Explain action to take in response to imaging equipment failure.							
	3.6. Explain the reasons for protecting the processing environment from accidental intrusion.							
	3.7. Explain how to protect the processing environment from accidental intrusion.							
	3.8. Explain how to handle different films to maintain quality.							
Range – LO3	Faults a) operator and relevant corrective action needed b) processing and relevant corrective action needed							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Imaging equipment a) intra-oral X-ray machine b) extra-oral X-ray machine c) computer programme d) developer e) image receptors.							
4. Understand stock control and storage of radiographic films.	4.1. Explain the reasons for rotating film stock.							
	4.2. Describe how to store radiographs.							
	4.3. Explain the reasons why films should be stored away from ionising radiation.							
	4.4. Explain why film stock that has deteriorated should not be used.							
5. Understand quality assurance processes of dental images	5.1. Explain the purpose of quality assuring dental radiographs.							
	5.2. Describe quality control recording systems.							
	5.3. Identify the methods of mounting radiographs.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	5.4. Explain the consequences of not mounting radiographs correctly.							

DN 15 Principles of managing oral disease and dental procedures

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand the common oral diseases.	1.1. Describe types of oral diseases .							
	1.2. Describe the aetiology of oral diseases .							
	1.3. Describe the progression of dental caries.							
	1.4. Describe the progression of periodontal disease.							
	1.5. Explain the development of plaque and its composition.							
	1.6. Describe the inflammatory process.							
	1.7. Describe the effects of the disease process.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO1	Oral disease a) caries b) gingivitis c) periodontal disease d) erosion e) abrasion f) attrition.							
2. Understand the methods for the prevention and management of oral diseases.	2.1. Explain oral health techniques used to prevent oral disease .							
	2.2. Describe the effects to oral health of: <ul style="list-style-type: none"> • sugar in the diet • acid content of the diet • smoking • alcohol • substance misuse • social factors. 							
	2.3. Explain the different forms of fluoride and its optimal level.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	2.4. Evaluate the uses of fluoride .							
	2.5. Explain methods of communicating information about the prevention of oral diseases .							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO2	<p>Oral disease a) caries b) gingivitis c) periodontal disease d) erosion e) abrasion f) attrition.</p> <p>Oral Health techniques a) fluoride supplements b) disclosing tablets c) tooth brushing d) interdental aids e) mouthwashes f) dental health messages.</p> <p>Diet a) sugar – types – content and frequency b) carbonated and non-carbonated acidic drinks.</p> <p>Social factors a) family background b) cultural c) environmental.</p>							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Fluoride a) methods of delivering fluoride both systemically and topically including advantages and disadvantages b) Effects of excessive fluoride – Fluorosis. Communication Verbal and non-verbal methods.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
3. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures.	3.1. State the functions of different equipment, instruments and materials/medicaments used in: <ul style="list-style-type: none"> • prevention of dental caries • preparation, restoration and finishing of cavities • periodontal therapy • different stages of endodontic treatment • crowns, bridges and veneers • complete, partial and immediate dentures • different stages of orthodontic treatment. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	3.2. Evaluate the use of: <ul style="list-style-type: none"> • preventative materials • restorative materials • lining materials • different types of etchants • different types of bonding agents • curing lights. 							
	3.3. Explain matrix systems.							
	3.4. Explain the use, manipulation, disinfection and storage of different impression materials.							
	3.5. Explain why disinfection is necessary prior to the attachment of a lab prescription.							
	3.6. Explain the hazards associated with amalgam.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	3.7. Describe how to manage a mercury spillage.							
	3.8. Describe the equipment used in the administration of local anaesthesia .							
Range – LO3	Preventative Materials a) fissure sealant b) application of topical fluorides							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	Restorative materials a) composites b) glass ionomer c) amalgam d) temporary restorative materials Local anaesthesia a) topical b) Intrapulpal c) Intraosseous d) Intraligamentary e) local infiltration f) nerve block.							
4. Understand the purpose and stages of different dental procedures.	4.1. Explain the methods of cavity preparation for: <ul style="list-style-type: none"> • permanent teeth • deciduous teeth. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	4.2. Explain the purpose of: <ul style="list-style-type: none"> • permanent crowns • temporary crowns • bridges • veneer techniques. • implants. 							
	4.3. Explain the stages of making a removable prosthesis: <ul style="list-style-type: none"> • complete • partial 							
	4.4. Explain the types of appliances which can be used for different orthodontic treatments .							
	4.5. List the benefits of the treatments available for replacing missing teeth.							
	4.6. Analyse methods of taking occlusal registrations.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	4.7. Explain the purpose of: <ul style="list-style-type: none"> • pre-prosthetic surgery • tooth preparation prior to partial denture construction • using obturators • tissue conditioners • using spoon dentures. 							
	4.8. Describe the role of the Dental Nurse in the oral health care team.							
	4.9. Describe the purpose of close liaison between dental staff and laboratory in relation to: <ul style="list-style-type: none"> • laboratory prescription • materials • dental appointments. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO4	Stages a) impressions b) bite c) try-in d) fit e) adjustment relines f) obturators g) tissue conditioners h) additions. Treatments a) implants b) bridges c) dentures. Type a) removable b) fixed c) functional retainer.							
5. Understand the purpose and procedures of non-surgical endodontic treatment.	5.2. Explain the risks during and after non-surgical endodontic treatment.							
	5.3. Explain the potential complications during and after non-surgical endodontic treatment.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	5.4. Evaluate non-surgical endodontic treatment.							
	5.5. Explain the relationship between non-surgical endodontic treatment and other forms of dental treatment.							
Range – LO5	Non-surgical endodontic treatment a) pulpotomy b) pulpectomy c) pulp capping.							
6. Understand the purpose and procedures for extractions and minor oral surgery.	6.1. Explain why it may be necessary to extract: <ul style="list-style-type: none"> teeth roots unerupted teeth. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	6.2 Explain the role of the dental nurse during the removal of <ul style="list-style-type: none"> teeth roots un-erupted teeth. 							
	6.3. Explain the reasons for raising mucoperiosteal flaps.							
	6.4. Explain the role of the dental nurse during the procedure of raising mucoperiosteal flaps.							
	6.5. Explain the reasons for: <ul style="list-style-type: none"> tooth sectioning bone removal. 							
	6.6. Explain the role of the dental nurse in relation to: <ul style="list-style-type: none"> tooth sectioning bone removal. 							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
7. Know how to manage patients before, during and after dental treatment.	7.1 Explain the pre and post-operative instructions given to a patient, for dental procedures .							
	7.2 Explain the reasons for giving prep and post-operative instructions to patients.							
	7.3 Explain the role of the dental nurse in clinically monitoring a patient.							
Range – LO7	Dental Procedures a) preventive b) restorative c) extractions and Minor oral surgery. Clinical Monitoring a) skin tone b) breathing c) body language.							

DN 16 Understand ethics and professionalism in dental nursing

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing.	1.1 Identify current legislation that governs the dental profession.							
	1.2. Explain current legal and regulatory requirements, professional codes of practice and organisational policy and procedure in relation to: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance. 	3.2 3.3 3.4						

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
Range – LO1	<p>Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure</p> <p>a) Data Protection Act b) Department of Health Guidelines and Regulations c) Social Media d) Care Quality Commission (CQC).</p> <p>GDC ethical and professional Guidance</p> <p>a) standards for the Dental Team – principles, patient expectations, standards & guidance b) preparing for practice c) scope of practice d) fitness to practice guidance.</p>							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
2. Understand the legal, financial and ethical issues associated with managing a dental practice.	2.1 Describe the legal, financial and ethical issues associated with managing a dental practice.							
3. Understand the responsibilities of the dental nurse in relation to current legislation, regulatory requirements, professional codes of practice, organisational policy and procedure.	3.1. Explain responsibilities of the dental nurse in relation to: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance. 	3.1 3.2 3.3 3.4						

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
LO3	<p>Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure</p> <p>a) Data Protection Act b) Department of Health Guidelines and Regulations c) social media d) Care Quality Commission (CQC).</p> <p>GDC ethical and professional Guidance</p> <p>a) standards for the dental team – principles, patient expectations, standards & guidance b) preparing for practice c) scope of practice d) fitness to practice guidance.</p>							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
4. Understanding safeguarding policy.	4.1 Describe the signs and symptoms of abuse.							
	4.2 Describe national and local safeguarding systems.							
	4.3 Describe how to raise safeguarding concerns.							

UFAE First aid essentials

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
1. Understand the role and responsibilities of a first aider.	1.1. Identify the role and responsibilities of a first aider.							
	1.2. Identify how to minimise the risk of infection to self and others.							
	1.3. Identify the need for establishing consent to provide first aid.							
	1.4. Identify the first aid equipment that should be available.							
	1.5. Describe the safe use of first aid equipment.							
2. Be able to assess an incident.	2.1. Conduct a scene survey.							
	2.2. Conduct a primary survey of a casualty.							
	2.3. Give examples of when to call for help.							
3. Be able to manage an unresponsive casualty	3.1. Assess a casualty's level of consciousness.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
who is breathing normally.	3.2. Open a casualty's airway and check breathing.							
	3.3. Identify when to place an unconscious casualty into the recovery position.							
	3.4. Place an unresponsive casualty in the recovery position.							
	3.5. Manage a casualty who is in seizure.							
4. Be able to manage an unresponsive casualty who is not breathing normally.	4.1. Recognise the need to commence Cardio Pulmonary Resuscitation.							
	4.2. Demonstrate Cardio Pulmonary Resuscitation using a manikin.							
	4.3. Identify the accepted modifications to Cardio Pulmonary Resuscitation for children.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
5. Be able to recognise and assist a casualty who is choking.	5.1. Describe how to identify a casualty with a: <ul style="list-style-type: none"> partially blocked airway completely blocked airway. 							
	5.2. Administer first aid to a casualty who is choking.							
6. Be able to manage a casualty with external bleeding.	6.1. Identify the types of external bleeding.							
	6.2. Control external bleeding.							
7. Be able to manage a casualty who is in shock.	7.1. Recognise shock.							
	7.2. Administer first aid to a casualty who is in shock.							
8. Be able to manage a casualty with a minor injury.	8.1. Administer first aid to a casualty with small cuts, grazes and bruises.							
	8.2. Administer first aid to a casualty with minor burns and scalds.							

Learning Outcome	Assessment Criteria	L3 Award in Employment and Personal Learning Skills					Functional Skills (Level 2) (England only)	
		201b	Unit 1b	Unit 5b	Unit 7b	Unit 6b	English	Maths
	8.3. Administer first aid to a casualty with small splinters.							

Section 5: Appendices

Appendix A: Continuing professional development reflective diary and log templates

Learners are encouraged to keep a **reflective diary or log** of their daily work and learning environment. This template has been provided to support this.

Date:	Outline of work activity:
Make notes on:	
How successful was the activity – did it achieve what you intended?	
Why was that? Would you do the same thing again? If not, why not?	
If it did not go as you had planned / hoped, why do you think that was the case?	
What would you do differently, and why?	
What impact would different ways of doing it have on the outcome?	
Do you need to change your behaviours, and if so, why?	

Date:	Outline of work activity:
Make notes on:	
How might a change in your behaviours impact on your work activities, and your colleagues in the workplace?	
What have you learnt from reflecting on this activity?	
How will that inform your future activity?	
How can you use this reflection to help others to learn and develop?	

Learner Name..... Learner Signature.....

Bear in mind that in the complex environment of health and social care, the same actions rarely produce the exact same results because of the variety of circumstances and people involved. Thus it is good practice to reflect, even if the outcome of your behaviours and activities was positive and successful.

Keep your notes safely in your portfolio.

Personal Development Log: Guidance notes

A Personal Development Log (PDL) enables you to identify key areas of learning and development activity that will enable you to either acquire new or develop existing skills and behavioural attributes for the following purposes:

- Enhance performance in your current role.
- Address anticipated changes in your current role.
- Address career aspirations towards a future role.

Prior to completing the Personal Development Log, you should undertake;

- a skills analysis activity such as skill scan to determine your learning and development targets (may be indicated on your PDP)
- SWOT analysis to identify development objectives to meet those targets (may be indicated on your PDP)
- set SMART targets to how to achieve those targets
- reflect on the learning process.

The personal development planning process should be undertaken initially by you, followed by discussion and agreement with your Assessor/Tutor.

It is recommended that this process should be an ongoing exercise throughout the qualification and ideally should form part of the development Review (Appraisal) and tutorial/review process. However, it can be equally valuable when undertaken as a stand-alone activity.

The personal development planning process should ideally begin at the point at which you are new to the role and undertaking your induction. The process can then continue at the workplace and with your training provider.

Target and **actual dates** state when it is intended to achieve the development objectives followed by the date it was actually achieved. Data in these columns is particularly useful when reviewing the PDL as it will enable identification of any factors that may have prevented you from achieving the development objectives on the target date and build in contingencies to prevent this from occurring in the future.

Review date states when the progress will be reviewed in the Personal Development Log. It is recommended that the PDL is reviewed every month therefore enabling you to:

- assess the progress
- reflect on the learning
- identify whether the development objectives need to be amended
- identify factors that may have prevented the you from achieving the development objectives
- build in contingencies to enable you (where possible) to meet the agreed target date in the future.

The following Log could be used.

What are my training needs? (S)	How I identified my training needs? How will I know I have achieved my needs? (M)	What type of training is needed? (A)	Time scale – set target for completion (R)	Review date	Actual date achieved (T)	Reflection on completion. What have you achieved? What benefits/practice has changed?

SMART stands for:

- **Specific:** clearly state what is to be achieved, e.g. learning muscles of mastication
- **Measurable:** how will you know you have achieved your need, the desired outcome, e.g. testing by tutor or peers
- **Agreed:** you have discussed this with tutor/mentor and agreed an aim.
- **Realistic:** the target is possible given the resources available.
- **Timed:** the target will be met by 15/12/16.

Appendix B: A guide to writing a reflective account

Learners should be encouraged to write regular reflective reports about their placement using an appropriate reflective model. The intention should be to encourage the learner to recognise whether any negative aspects of their experience may be related to their own attitudes/behaviour and/or identify any potential issues with the placement.

The Centre should use the reflective accounts to encourage the learner to develop and respond to a greater awareness of the impact of their own behaviour on colleagues and/or to instigate an appropriate liaison with the workplace to discuss any issues that have arisen as a result of the learner placement evaluation/reflection.

The following model which has been adapted from Gibbs' Reflective Cycle may be useful:

Description	Describe a role, an incident or event that you have decided to reflect upon. Think about the context and who else was involved. Note – it does not have to be a negative event; perhaps a patient or colleague complemented you on your professionalism or performance.
Feelings	Describe how the incident/event made you feel. Try not to use reflection to blame others – only consider your behaviour/actions/attitude.
Other	If you can, ask others for their thoughts and views. This could be colleagues – both senior and junior.
Evaluation	What was good or bad about the experience? Sometimes bad incidents have good bits and vice versa. Try to pick out the good and the bad.
Analysis	What sense can you make of the situation – what does it mean? Explore the details more closely and try to think about what challenged you and why you did what you did.
Conclusion	What have you learned as a result of the incident / event or thing? What else could you have done to achieve a different outcome?
Action plan	What will you do next? How will you work towards avoiding repeating something bad or building on something good? Will you need help to do this? <u>Note: This action plan could form part of your PDP and becomes a development goal.</u>
Review	What was the outcome of your action? Did your action plan work; if not, why not? Could you have done more to aid achievement? Did you lose interest – why?
Now what	<ol style="list-style-type: none"> 1. Keep this record of reflection in the appropriate section in your PDP. This is clear evidence of you thinking and developing as a professional. 2. What is your next plan of action or project?

Section 6: Documents

Mandatory documents

The completion of 'Records of Clinical Experience – Weekly and Monthly Collation' sheets is **mandatory**. In addition, we have produced marking templates for observations and optional tasks. We have also provided a framework document for the Learner Portfolio. Centres may design their own Learner Portfolios which comply with our framework

Refer to Qualification Specification for:

- Learner Portfolio (framework provided) ([Appendix H](#))
- Clinical Experience Weekly record ([Appendix I](#))
- Clinical Experience Monthly collation sheet ([Appendix J](#))
- Learner Sign up for external assessment tests (Appendix M)
- Observation Marking Templates (Assessment Specification)
- Optional Task Marking Templates (Assessment specification)

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is also **mandatory**. We have devised these templates for your convenience and they can be found on the secure cachezone system; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

Useful documents

This section refers to useful documents that can be found on the secure cachezone system, some of which may assist with the delivery of this qualification.

- Level 3 Diploma in the Principles and Practice of Dental Nursing Unit and Task, and Assessment Specifications
- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance Holistic Delivery Guidance
- Level 3 Diploma in the Principles and Practice of Dental Nursing Apprenticeship Specification.

Section 7: Publication history

This is the first publication of this document.

A comprehensive **CACHE Support Materials Publication History**, including details of changes made to all of our support materials, is available on [cachezone](#).