

# Qualification Specification

NCFE CACHE Level 3 Diploma in the Principles  
and Practice of Dental Nursing

QRN: 601/2251/1

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NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing 601/2251/1

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# Section 1: General introduction

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### About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

### 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 your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you 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 gain the unit.

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

### **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

### **Credit transfer**

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## 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.

### 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 chart in Assessment Guidance section. 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 ongoing 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](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications

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

- Complaints Procedure
- Appeals Process
- Diversity Statement

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

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

## **Plagiarism**

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. 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 disciplinary procedure or ours. 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.

## **Section 2: About this qualification**

## Qualification summary

<b>Title</b>	NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing			
<b>Qualification number</b>	601/2251/1			
<b>Purpose</b>	<p>This qualification focuses on direct chair side work and support during a range of dental treatments. It also encompasses the underpinning ethics, professionalism, teamwork and communication required to work as a Dental Nurse. It is based on and meets the General Dental Councils (GDC) <a href="#">‘Standards for the Dental Team’</a>.</p> <ul style="list-style-type: none"> <li>• It covers all the GDC Learning Outcomes and Skills for Health National Occupational Standards (NOS).</li> <li>• Upon completion, it will enable learners to apply for registration with the GDC*.</li> <li>• It can also be taken as part of the Advanced Apprenticeship in Health (Dental Nursing) in England and Wales.</li> </ul> <p>*The GDC has confirmed approval of this qualification.  <a href="https://www.gdc-uk.org/professionals/education/recent-inspections/inspections-dental-nursing">https://www.gdc-uk.org/professionals/education/recent-inspections/inspections-dental-nursing</a></p>			
<b>Purpose code Ofqual code and description (where applicable)</b>	<p>D. Confirm occupational competence and/or 'licence to practice'.</p> <p>D1. Confirm competence in an occupational role to the standards required.</p>			
<b>Total Qualification Time (hours)</b>	490			
<b>Guided learning hours</b>	Min	366	Max	366
<b>Credit value</b>	49	<b>Minimum credits at / above Level</b>		48
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	N/A			

<p><b>Real work environment (RWE) requirement / recommendation</b></p>	<p>Learners will need to be working or on practical placement to be able to show competence in both knowledge and skills.</p> <p>It is recommended that a minimum of 16 hours* per week be spent in a Real Work Environment.</p> <p>* Please refer to Section 2 of this document for learners in specialist practices e.g. orthodontics.</p>
<p><b>Rules of combination</b></p>	<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 twice more either because they failed or to improve their grade.</p>
<p><b>Units</b></p>	<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>
<p><b>Range</b></p>	<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 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</p>

	<p>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>
<b>Observations/skills</b>	<p>For units which require observations to be undertaken, <b>learners must have exposure to an appropriate breadth of procedures and patients</b> (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 <b>each activity</b> relating to patient care on <b>sufficient occasions</b> 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 <b>Centre's/Assessor's responsibility</b> to ensure that learners are <b>only signed off as competent</b> when they can be assured that the learner has <b>fully</b> met each of the relevant skills. All skills criteria within the qualification must be achieved.</p>
<b>Frequency of observations in practice by Assessors</b>	<p>Learners must be assessed in practice <b>throughout the duration of the qualification</b> which is usually 2 years or less depending on experience and the mode of delivery (e.g. standalone or via an apprenticeship). Ideally <b>Assessors</b> should ensure they <b>observe learners in practice throughout the lifespan of the qualification, to include the beginning, middle and end of the qualification</b> to ensure learners demonstrate consistency and so that support can be provided in a timely manner. In addition, it is recommended that <b>multiple methods</b> of meeting skills criteria are recorded e.g. via reflective accounts/logs, professional discussions etc. to demonstrate consistency and competency.</p>
<b>Grading system</b>	<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 twice more either because they failed 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 border="1" data-bbox="600 371 1361 680"> <thead> <tr> <th>Grade</th> <th>In <u>each</u> MCQ test (nominal marks)</th> <th>Points allocation</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Qualification grade</p> <table border="1" data-bbox="608 808 1353 902"> <thead> <tr> <th></th> <th>Pass</th> <th>Merit</th> <th>Distinction</th> </tr> </thead> <tbody> <tr> <td>Points</td> <td>2</td> <td>4-6</td> <td>8-10</td> </tr> </tbody> </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	8-10
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	Pass	Merit	Distinction																		
Points	2	4-6	8-10																		
<p><b>Recommended assessment methods</b></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"> <li>• *Direct observation (by a qualified Assessor who is a GDC registrant and meets our assessment principles)</li> <li>• Professional discussion</li> <li>• *Reflective accounts (Learner log or reflective diary)</li> <li>• Written and pictorial information</li> <li>• <b>Optional</b> Task set by us for knowledge learning outcomes/underpinning knowledge for skills learning outcomes)</li> <li>• Oral questions and answers</li> <li>• Expert witness evidence (Units DN5, 9 and 10)</li> </ul> <p>*Mandatory assessment method</p> <p>For the full list of assessment methods and descriptors for Assessors, please see Section 2 of the Assessment Specification.</p>																				

<p><b>Additional assessment requirements</b></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 documents to be used when assessing the learner, these include:</p> <p>Level 3 Diploma in the Principles and Practice of Dental Nursing <b>Qualification Specification:</b></p> <p>Mandatory documents:</p> <ul style="list-style-type: none"> <li>• Clinical Experience Weekly Record (Appendix I)</li> <li>• Clinical Experience Monthly Record (Appendix J)</li> <li>• Sign up for External Assessment Tests (Appendix M)</li> </ul> <p>Level 3 Diploma in the Principles and Practice of Dental Nursing <b>Unit and Task Specification:</b></p> <ul style="list-style-type: none"> <li>• Optional assessment tasks</li> </ul> <p>Level 3 Diploma in the Principles and Practice of Dental Nursing <b>Assessment Specification:</b></p> <ul style="list-style-type: none"> <li>• Optional task marking guidelines</li> <li>• Observation marking templates</li> <li>• Expert witness templates (where applicable).</li> </ul>
<p><b>External examinations</b></p>	<p>For information on examination conditions, please see the <b>Instructions for Conducting Examinations</b> document on the Joint Council for Qualifications' (JCQ) website: <a href="http://www.jcq.org.uk">www.jcq.org.uk</a>.</p> <p>For information on reasonable adjustments, please refer to the <b>CACHE Good Practice Guide: The Application of Reasonable Adjustments and Special Consideration in Vocational Qualifications</b> on our website.</p>
<p><b>Entry requirements / recommendations</b></p>	<p>Learners should be at least 16 years old. We do not set any other entry requirements, but Centres may have their own guidelines.</p>
<p><b>How long will it take to complete?</b></p>	<p>Learners can usually complete this qualification in two years or less.</p>
<p><b>Progression including Job Roles</b></p>	<p>On completion of this qualification, learners may progress into employment as a Dental Nurse or to other career</p>



<b>(where applicable)</b>	<p>pathways (with additional entry qualifications), including:</p> <ul style="list-style-type: none"><li>• Dental Hygienist</li><li>• Dental Therapist</li><li>• Orthodontic Therapist</li><li>• Laboratory Technician</li><li>• Dentist</li><li>• Senior Nurse</li><li>• Practice Manager</li><li>• Tutor</li><li>• Teacher and Assessor of student dental nurses.</li></ul> <p>On completion of this qualification learners may progress to further qualifications in the following areas:</p> <ul style="list-style-type: none"><li>• dental sedation</li><li>• dental radiography</li><li>• dental technology</li><li>• oral health education</li><li>• special care dental nursing</li><li>• orthodontic nursing</li><li>• dental practice management.</li></ul>
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## Apprenticeship requirements

Apprenticeship	England (apprenticeship standard) Dental Nurse	Wales (apprenticeship framework) Advanced Apprenticeship in Health (Dental Nursing)
<b>Apprenticeship qualification components</b>	<ul style="list-style-type: none"> <li>• Level 3 Diploma in the Principles and Practice of Dental Nursing</li> <li>• Level 2 Functional Skills in English</li> <li>• Level 2 Functional Skills in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 Diploma in the Principles and Practice of Dental Nursing</li> <li>• Level 3 Award in Employment and Personal Learning Skills in Health</li> <li>• Level 2 Essential Skills in Communication</li> <li>• Level 2 Essential Skills in Application of Numbers</li> </ul>
<b>Apprenticeship requirements and guidance</b>	<p>For the Dental Nursing Apprenticeship <b>Standard</b> the latest documents, available from <a href="https://www.gov.uk/government/publications/apprenticeship-standard-dental-nurse">https://www.gov.uk/government/publications/apprenticeship-standard-dental-nurse</a> should always be consulted to ensure that all mandatory qualifications, units, on- and off-the-job hours, assessment plans and apprenticeship conditions are achieved and evidenced.</p>	<p>For the Dental Nursing Apprenticeship <b>framework</b> the latest documents, available from <a href="http://www.afo.sscalliance.org/frameworkslibrary">http://www.afo.sscalliance.org/frameworkslibrary</a> / should always be consulted to ensure that all mandatory qualifications, units, on- and off-the-job hours, assessment plans and apprenticeship conditions are achieved and evidenced.</p>

## Unit achievement log

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

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
D/505/8345	DN 9	Provide support during the provision of fixed and removable prosthesis	Skills	3	5	35	
H/505/8346	DN 10	Provide support during non-surgical endodontic treatment	Skills	3	2	12	
K/505/8347	DN 11	Provide support during the extraction of teeth and minor oral surgery procedures	Skills	3	3	19	
 M/505/8348	DN 12	Principles of infection control in the dental environment	Knowledge	3	4	29	
 K/505/8350	DN 13	Dental anatomy and assessment of oral health	Knowledge	3	4	29	
 M/505/8351	DN 14	Principles and techniques of dental radiography	Knowledge	3	4	31	
 T/505/8352	DN 15	Principles of managing oral disease and dental procedures	Knowledge	3	6	50	
 A/505/8353	DN 16	Understand ethics and professionalism in dental nursing.	Knowledge	3	2	15	
D/504/6101	UFAE	First aid essentials	Knowledge / Skills	2	1	10	



## **Section 3: Units**

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## Unit layout

### For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
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.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. 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 to achieve a qualification or unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

**NB:** Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information 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

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

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgment achieved</b> mark, initial and date
<b>Learning Outcomes 1 and 3 must be assessed in a real work environment.</b>			
<b>All unit range must be covered.</b>			
1. Be able to work in accordance with current health and safety legislation.	1.1. Identify current health and safety legislation.		
	1.2. Describe <b>workplace procedures</b> 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"> <li>• <b>workplace legislation</b></li> <li>• manufacturer's instructions.</li> </ul>	Obs	
<b>Range – LO1</b>	<b>Workplace</b> a) single or multiple areas in which you carry out your work.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgment achieved</b> mark, initial and date
	<p><b>Workplace procedures</b></p> <ul style="list-style-type: none"> <li>a) safe working methods and equipment</li> <li>b) safe use of hazardous substances, smoking, eating, drinking and drugs</li> <li>c) what to do in the event of an emergency, personal presentation, moving and handling.</li> </ul> <p><b>Workplace legislation</b></p> <ul style="list-style-type: none"> <li>a) Health &amp; Safety at Work Act 1974</li> <li>b) Control of Substances Hazardous to Health (COSHH)</li> <li>c) Environmental Protection Act 1990</li> <li>d) Ionising Radiation (Medical Exposures) Regulations (including local rules)</li> <li>e) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).</li> </ul>		
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"> <li>• personnel</li> <li>• materials.</li> </ul>	Obs	
	3.2. Contribute to health and safety improvements within		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgment achieved</b> mark, initial and date
	own <b>workplace</b> .		
	3.3. Follow guidelines for environmentally friendly <b>working practices</b> .	Obs	
	3.4. Maintain <b>personal presentation</b> to protect self and others in line with health and safety.	Obs	
	3.5. Manage <b>hazards</b> in the <b>workplace</b> .	Obs	
	3.6. Report <b>hazards</b> to the identified <b>responsible person</b> .	Obs	
<b>Range – LO3</b>	<p><b>Workplace</b></p> <ul style="list-style-type: none"> <li>a) single or multiple areas in which you carry out your work.</li> </ul> <p><b>Working practices</b></p> <ul style="list-style-type: none"> <li>a) activities</li> <li>b) procedures</li> <li>c) use of materials or equipment and working techniques used in carrying out your job.</li> </ul> <p><b>Personal Presentation</b></p> <ul style="list-style-type: none"> <li>a) personal hygiene</li> <li>b) use of personal protective equipment</li> <li>c) clothing and accessories suitable to the workplace.</li> </ul> <p><b>Hazards</b></p> <ul style="list-style-type: none"> <li>a) mercury spillage</li> <li>b) radiation</li> <li>c) cross infection</li> <li>d) environmental factors</li> <li>e) spillages</li> <li>f) waste disposal</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgment achieved</b> mark, initial and date
	g) sharps.  <b>Responsible person</b> a) your manager b) supervisor c) section leader or the health and safety person in your workplace.		

<b>Additional information about the unit:</b>	
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	OH1 K 36,37 PER 14 NHS KSF EF2 2  OH3 K28 NHS KSF HWB6 2  OH4 K11 NHS KSF HWB6 2  OH5 K27, K 28 NHS KSF HWB7 2  OH6 K36, K 38 NHS KSF HWB7 2  OH7 K22,K 24 HS KSF HWB7 2  OH8 K13, K 22 NHS KSF HWB7 2

**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.





## 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 **GL** 10

**Unit aim** This unit focuses upon underpinning skills which contribute to the practice of the dental care professional (DCP).

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> Mark, initial and date
<b>Range – LO1</b>	<p><b>Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure:</b></p> <ul style="list-style-type: none"> <li>a) General Data Protection Regulation</li> <li>b) Department of Health Guidelines and Regulations</li> <li>c) social media</li> <li>d) Care Quality Commission (CQC)</li> <li>e) Direct impact of Direct Access on each registrant groups.</li> </ul> <p><b>GDC ethical and professional guidance</b></p> <ul style="list-style-type: none"> <li>a) Standards for the Dental Team – Principles, Patient expectations, Standards &amp; Guidance</li> <li>b) Preparing for Practice</li> <li>c) Scope of Practice</li> <li>d) Fitness to Practice guidance.</li> </ul>		
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 <b>key people</b> within the team.	Obs	

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

<b>Additional information about the unit:</b>	
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

	<p>OH4 K 33 NHS KSF HWB6 2</p> <p>OH5 K 14,30,35,36 NHS KSF HWB7 2</p> <p>OH6 K 25,32,42,43 PER 17 NHS KSF HWB7 2</p> <p>OH7 K 18,28,29 HS KSF HWB7 2</p> <p>OH8 K 17,18,29,30 NHS KSF HWB7 2</p>
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**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.

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

<b>Unit reference</b>	L/505/8339	<b>Unit level</b>	3
<b>Credit value</b>	2	<b>GL</b>	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.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgment achieved</b> mark, initial and date
<b>Learning Outcomes 1, 2 and 3 must be assessed in a real work environment.</b>			
<b>All unit range must be covered.</b>			
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 <b>supervision and support</b> .		
	1.4. Use constructive <b>feedback</b> to develop practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgment achieved</b> mark, initial and date
<b>Range – LO1</b>	<b>Supervision and support</b> a) formal b) informal c) provided from within your organisation d) provided from outside your organisation.  <b>Feedback</b> 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"> <li>• an appraisal</li> <li>• training</li> <li>• review of own performance</li> <li>• feedback from colleagues.</li> </ul>		
	2.2. Identify actions required to develop own practice.		
	2.3. Prioritise aspects of own practice for development.		
	2.4. Agree <b>SMART</b> targets.		
	2.5. Identify <b>development opportunities</b> available.		
	2.6. Maintain records of own personal and professional development.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgment achieved</b> mark, initial and date
<b>Range – LO2</b>	<b>SMART</b> <ul style="list-style-type: none"> <li>a) Specific</li> <li>b) Measurable</li> <li>c) Achievable and Agreed</li> <li>d) Relevant to</li> <li>e) Time framed.</li> </ul> <b>Development opportunities</b> <ul style="list-style-type: none"> <li>a) training</li> <li>b) educational programmes</li> <li>c) coaching</li> <li>d) personal and professional support.</li> </ul>		
3. Be able to evaluate effectiveness of own personal development plan.	3.1. Identify <b>development opportunities</b> .		
	3.2. Reflect upon own practice following identification of the development plan.		
	3.3. Review the impact of the development plan upon own practice.		
<b>Range – LO3</b>	<b>Development opportunities</b> <ul style="list-style-type: none"> <li>a) training</li> <li>b) educational programmes</li> <li>c) coaching</li> <li>d) personal and professional support.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgment achieved</b> 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"> <li>• Provide further information to support a patient in making treatment decisions</li> <li>• Raise concerns when patients are at risk.</li> </ul>		

<b>Additional information about the unit:</b>	
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

<b>Assessor sign off of completed unit: DN 3</b>	
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.



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

<b>Unit reference</b>	J/505/8341	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	22

**Unit aim** This unit focuses on the knowledge and skills in relation to infection control and applying the appropriate health and safety measures.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
<b>Range – LO1</b>	<p><b>Personal hygiene</b></p> <ul style="list-style-type: none"> <li>a) hair</li> <li>b) nails</li> <li>c) jewellery</li> <li>d) footwear</li> <li>e) uniform</li> <li>f) social</li> <li>g) clinical and aseptic hand-washing procedures.</li> </ul> <p><b>Personal protective equipment (PPE)</b></p> <ul style="list-style-type: none"> <li>a) surgical gloves</li> <li>b) face mask</li> <li>c) goggles and/or visor</li> <li>d) heavy duty gloves.</li> </ul> <p><b>Cleaning equipment</b></p> <ul style="list-style-type: none"> <li>a) general cleaning equipment</li> <li>b) sterilisation equipment.</li> </ul>		
2. Be able to prepare the dental environment.	2.1. Maintain stock supplies for clinical procedures.	Obs	
	2.2. Adjust <b>environmental factors</b> to meet the needs of the individual and the procedure.	Obs	
	2.3. Explain the purpose of adjusting <b>environmental factors</b> .		
	2.4. Describe the process for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	2.5. Explain the reasons for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions.		
<b>Range – LO2</b>	<b>Environmental factors</b> 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 <b>equipment</b> 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 <b>equipment</b> failure.		
	3.5. Explain why records must be kept in relation to the servicing of <b>equipment</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
<b>Range – LO3</b>	<b>Equipment</b> <ul style="list-style-type: none"> <li>a) dental chair</li> <li>b) aspirator</li> <li>c) hand pieces</li> <li>d) ultrasonic scaler</li> <li>e) x-ray machine</li> <li>f) x-ray processing equipment</li> <li>g) autoclave</li> <li>h) instrument washer</li> <li>i) ultrasonic bath.</li> </ul>		
4. Be able to apply methods of sterilisation for dental instruments and equipment.	4.1. Explain the potential risks of not decontaminating <b>equipment</b> 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 <b>instruments and hand pieces</b> for sterilisation.	Obs	
	4.6. Carry out sterilisation procedures.	Obs	
	4.7. Store sterilised <b>instruments and hand pieces</b> .	Obs	

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

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

<b>Additional information about the unit:</b>	
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.





## DN 5: Promote oral health for individuals

**Unit reference** F/505/8340                      **Unit level** 3

**Credit value** 3                                      **GL** 21

**Unit aim** This unit focuses upon the knowledge and skills required to support the promotion of oral health for individuals.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
<b>Learning Outcomes 1 and 2 must be assessed in a real work environment.</b>			
<b>All unit range must be covered.</b>			
1. Be able to communicate with individuals.	1.1. Provide information to <b>individuals</b> ensuring that it is accurate and consistent with organisational guidelines.	Obs	
	1.2. Give <b>individuals</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	1.5. Analyse methods of effective communication to maximise understanding, confidence and motivation.		
	1.6. Respect <b>individuals' personal beliefs and preferences.</b>	Obs	
	1.7. Explain the systems for internal referrals.		
<b>Range – LO1</b>	<b>Individuals</b> a) adults b) children and young people c) older people d) those with special needs.  <b>Personal beliefs and preferences</b> a) social b) ethnic c) religious d) health		
2. Be able to provide oral hygiene advice.	2.1. Provide <b>individualised</b> oral health <b>information.</b>	Obs	
	2.2. Use <b>oral health information aids.</b>	Obs	
	2.3. Advise <b>individuals</b> on suitable <b>oral hygiene techniques.</b>	Obs	
	2.4. Demonstrate methods of caring for dentures.	Obs	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> 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	
<b>Range – LO2</b>	<p><b>Individuals</b></p> <ul style="list-style-type: none"> <li>a) adults</li> <li>b) children and young people</li> <li>c) older people</li> <li>d) those with special needs</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>a) gum disease</li> <li>b) caries</li> <li>c) diet</li> <li>d) current oral health routine</li> </ul> <p><b>Oral health information aids</b></p> <ul style="list-style-type: none"> <li>a) models</li> <li>b) visual aids</li> <li>c) leaflets.</li> </ul> <p><b>Oral hygiene techniques</b></p> <ul style="list-style-type: none"> <li>a) cleaning teeth and the mouth</li> <li>b) the use of interdental aids</li> <li>c) mouthwash rinses</li> <li>d) disclosing agents.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> 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"> <li>• social</li> <li>• cultural</li> <li>• psychological</li> <li>• environmental.</li> </ul>		
	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"> <li>• demographic and social trends</li> <li>• UK and international oral health trends</li> <li>• determinants of health</li> <li>• inequalities in health.</li> </ul>		
	4.2 Describe the relevance of evidence based prevention to improve oral health by evaluating <b>Dental and wider healthcare systems.</b>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	4.3 Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain.		
<b>Range – LO4</b>	<b>Dental and wider healthcare systems</b> <ul style="list-style-type: none"> <li>a) CQC</li> <li>b) Department of Health</li> <li>c) The National Institute for Health and Care Excellence (NICE)</li> <li>d) British Association for the Study of Community Dentistry.</li> </ul>		

<b>Additional information about the unit:</b>	
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.

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

**Unit reference** L/505/8342                      **Unit level** 3  
**Credit value** 2                                      **GL** 18

**Unit aim** This unit focuses on the knowledge and skills required to assist the operator during the assessment of individuals' oral health.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
<b>Range – LO1</b>	<b>Equipment, instruments, materials and medicaments</b> <ul style="list-style-type: none"> <li>a) observing hard and soft tissues</li> <li>b) measuring and making a record of the teeth and gingivae</li> <li>c) assessing the function of the dentition (orthodontic assessment).</li> </ul>		
2. Be able to record a range of oral health assessments.	2.1. Identify the different types and functions of <b>dental records and charts</b> .		
	2.2. Select the <b>individual's charts, records and images</b> prior to assessment.	Obs	
	2.3. Record medical conditions that can affect an individual's dental treatment.	Obs	
	2.4 Record <b>dental assessments</b> 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	



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	2.7. Store records and relevant documents securely following an oral assessment.	Obs	
<b>Range – LO2</b>	<p><b>Dental records and charts</b></p> <ul style="list-style-type: none"> <li>a) dental charts</li> <li>b) radiographs</li> <li>c) photographs</li> <li>d) study models</li> <li>e) personal details</li> <li>f) orthodontic measurements.</li> </ul> <p><b>Individual's charts, records and images</b></p> <ul style="list-style-type: none"> <li>a) baseline dental charting</li> <li>b) medical history</li> <li>c) periodontal charting</li> <li>d) orthodontic classifications and charts</li> <li>e) radiographs.</li> </ul> <p><b>Dental assessment</b></p> <ul style="list-style-type: none"> <li>a) baseline dental charting</li> <li>b) BPE</li> <li>c) periodontal.</li> </ul>		
3. Be able to assist with monitoring and supporting the individual.	3.1. Describe methods of monitoring the physical characteristics of an <b>individual</b> .		
	3.2. Monitor the <b>individual</b> throughout the assessment.	Obs	
	3.3. Support the <b>individual</b> throughout the assessment.	Obs	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	3.4. Explain the indicators of a potential medical emergency.		
<b>Range – LO3</b>	<b>Individuals</b> 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 <b>individual</b> referral to other team members.		
	4.4. Explain how a referral to other team members is communicated.		
	4.5. Describe how communication can support <b>individuals</b> who present signs of distress.		
<b>Range – LO4</b>	<b>Individuals</b> a) adults b) children and young people c) older people d) those with special needs		

<b>Additional information about the unit:</b>	
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.



## DN 7: Contribute to the production of dental images

**Unit reference** R/505/8343                      **Unit level** 3

**Credit value** 2                                      **GL** 16

**Unit aim** This unit focuses on the knowledge and skills required when assisting the operator throughout the dental imaging process.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> Mark, Initial and date
	1.6. Explain the concerns that individuals may have regarding dental imaging.		
	1.7. Offer <b>individuals</b> support during a radiographic process .	Obs	
	1.8. Refer any questions which are beyond own role to an appropriate member of the team.	Obs	
<b>Range – LO1</b>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>a) holders</li> <li>b) film</li> <li>c) receptors</li> <li>d) mounting sheet</li> <li>e) software</li> </ul> <p><b>Imaging equipment</b></p> <ul style="list-style-type: none"> <li>a) intra-oral x-ray machine</li> <li>b) extra-oral x-ray machine</li> <li>c) computer programme</li> <li>d) developer</li> <li>e) image receptors.</li> </ul> <p><b>Individuals</b></p> <ul style="list-style-type: none"> <li>a) adults</li> <li>b) children and young people</li> <li>c) older people</li> <li>d) those with special needs.</li> </ul>		
2. Be able to process dental images.	2.1. Process dental images.	Obs	
	2.2. Maintain quality of the image during processing.	Obs	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> 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	

<b>Additional information about the unit:</b>	
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	OH4 K 16,18,21,24,29,30,PER 2,3,4,5,6,7,8,9,10,12,13 NHS KSF HWB6 2  OH7 K19, PER 9 HS KSF HWB7 2  OH8 K23 NHS KSF HWB7 2

<b>Assessor sign off of completed unit: DN 7</b>	
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.





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

<b>Unit reference</b>	Y/505/8344	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	22
<b>Unit aim</b>	This unit focuses upon the knowledge and skills required to support the operator and individual throughout treatment.		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> Mark, Initial and date
<b>Learning Outcome 2 must be assessed in a real work environment.</b>			
<b>All unit range must be covered.</b>			
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 <b>fluoride</b> .		
<b>Range – LO1</b>	<b>Fluoride</b> a) systematic b) topical		

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

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

<b>Additional information about the unit:</b>	
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>

<b>Assessor sign off of completed unit: DN 8</b>	
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.

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

<b>Unit reference</b>	D/505/8345	<b>Unit level</b>	3
<b>Credit value</b>	5	<b>GL</b>	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.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	d) 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"> <li>• <b>impression material</b></li> <li>• impression trays.</li> </ul>	Obs/EW	
	2.2. Prepare the quantity of <b>impression material</b> : <ul style="list-style-type: none"> <li>• to the required consistency</li> <li>• within the handling and setting time relative to the material and ambient temperature.</li> </ul>	Obs/EW	
	2.3. Load <b>impression materials</b> 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	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	2.8. Attach laboratory tickets securely to the packaging.	Obs/EW	
<b>Range – LO2</b>	<b>Impression materials</b> a) alginate b) putty/elastomer.  <b>Individuals</b> 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 <b>equipment, instruments and materials</b> for: <ul style="list-style-type: none"> <li>• a preparation of temporary / permanent crowns and bridges</li> <li>• fitting temporary / permanent crowns and bridges</li> <li>• adjustment of temporary / permanent crowns and bridges.</li> </ul>	Obs/EW	
	3.2. Prepare adhesive material for the fitting of <b>fixed prostheses</b> : <ul style="list-style-type: none"> <li>• to the required consistency</li> <li>• using a technique appropriate to the material</li> <li>• at a time required by the operator.</li> </ul>	Obs/EW	



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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	<b>Stages of fixed and removable orthodontic</b> a) fitting b) monitoring c) adjusting.		

<b>Additional information about the unit:</b>	
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	OH1 PC7 NHS KSF EF2 2  OH2 K 11 NHS KSF HWB1 2  OH5 K 8,29 PER 8 NHS KSF HWB7 2  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  OH7 K 15,17,19 PER 2 HS KSF HWB7 2  OH8 K 19, 23 PER 1 NHS KSF HWB7 2

<b>Assessor sign off of completed unit: DN 9</b>	
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.



## DN 10: Provide support during non-surgical endodontic treatment

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

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	<p><b>treatment.</b></p> <p>1.5. List the equipment and instruments that may be required for the isolation of a tooth for <b>non-surgical endodontic treatment.</b></p> <p>1.6. Explain the <b>equipment, instruments, materials and medicaments</b> that may be required during each type of <b>non-surgical endodontic treatment.</b></p>		
<p><b>Range – LO1</b></p>	<p><b>Individual</b></p> <ul style="list-style-type: none"> <li>a) adults</li> <li>b) children and young people</li> <li>c) older people</li> <li>d) those with special needs.</li> </ul> <p><b>Individuals' charts, records and images</b></p> <ul style="list-style-type: none"> <li>a) UK/FDI systems</li> <li>b) medical history</li> <li>c) periodontal charting</li> <li>d) radiographs</li> <li>e) photographs.</li> </ul> <p><b>Treatment</b></p> <ul style="list-style-type: none"> <li>a) permanent</li> <li>b) deciduous.</li> </ul> <p><b>Equipment, instruments, materials and medicaments</b></p> <ul style="list-style-type: none"> <li>a) for Identifying, locating, filling and measuring the roots</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	of teeth b) rubber dam.  <b>Non-surgical endodontic treatment</b> 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 <b>equipment and medicaments</b> 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"> <li>• temporary placement in canals</li> <li>• permanent placement in canals</li> <li>• restoration of the tooth.</li> </ul>	Obs/EW	
	2.7. Provide post-operative instructions on the care of the mouth to the individual.	Obs/EW	

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

<b>Additional information about the unit:</b>	
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

<b>Assessor sign off of completed unit: DN 10</b>	
I confirm that the learner has met the requirements for all knowledge and skills learning outcomes and assessment criteria for this unit.	
Assessor name:	Date:
Signature:	Date:

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



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

<b>Unit reference</b>	K/505/8347	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>GL</b>	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.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	<ul style="list-style-type: none"> <li>• when extracting erupted <b>teeth</b></li> <li>• during <b>minor oral surgery</b>.</li> </ul>		
	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	
<b>Range – LO1</b>	<p><b>Individual's charts, records and images</b></p> <ul style="list-style-type: none"> <li>a) UK/FDI systems</li> <li>b) medical history</li> <li>c) periodontal charting</li> <li>d) radiographs.</li> </ul> <p><b>Equipment, instruments, materials and medicaments</b></p> <ul style="list-style-type: none"> <li>a) topical anaesthetic</li> <li>b) local anaesthetic</li> <li>c) local anaesthetic syringes and needles</li> <li>d) Luxators and/or elevators e.g. Couplands, Warwick James, Cryers,</li> <li>e) Extraction Forceps</li> <li>f) scalpel</li> <li>g) periosteal elevator,</li> <li>h) cheek retractor,</li> <li>i) Spencer Wells,</li> <li>j) suture,</li> <li>k) suture holder</li> <li>l) dissecting forceps,</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	m) scissors n) surgical suction tip, o) surgical hand piece o) and burs p) irrigation syringe/needle/solution (e.g. saline) q) haemostatic medicaments e.g. gelatine sponges, oxidised cellulose.  <b>Teeth</b> a) deciduous b) permanent.		
	<b>Minor oral surgery procedures</b> 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:	Obs	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	<ul style="list-style-type: none"> <li>• preparation of packs</li> <li>• placing of sutures.</li> </ul>		
	2.4. Monitor the individual.	Obs	
	2.5. Respond to any risks and <b>complications</b> .	Obs	
	2.6. Complete records and charts following the procedure.	Obs	
<b>Range – LO2</b>	<b>Individuals</b> <ul style="list-style-type: none"> <li>a) adults</li> <li>b) children and young people</li> <li>c) older people</li> <li>d) those with special needs.</li> </ul> <b>Complications</b> <ul style="list-style-type: none"> <li>a) nerve damage</li> <li>b) haemorrhage</li> <li>c) oral antral fistula</li> <li>d) equipment failure</li> <li>e) collapse.</li> </ul>		
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"> <li>• extraction of erupted <b>teeth</b></li> <li>• minor oral surgery.</li> </ul>	Obs	
	3.2. Explain requirements of confirming with the operator that the <b>individual</b> is fit to leave the surgery.	Obs	
<b>Range – LO3</b>	<b>Individuals</b> <ul style="list-style-type: none"> <li>a) adults</li> <li>b) children and young people.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
	c) older people d) those with special needs.  <b>Teeth</b> a) deciduous b) permanent.		

<b>Additional information about the unit:</b>	
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	OH1 PER 7 NHS KSF EF2 2  OH5 K 29, 31 PER 3,8,10 NHS KSF HWB7 2  OH6 K35, PER 8 NHS KSF HWB7 2  OH7 K 15, 19 PER 2, 3,11,15 HS KSF HWB7 2  OH8 K 3,4,5,12,24,25 PER 1,2,4,5,6,7,8,10,11,12 NHS KSF HWB7 2

**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.



## DN 12: Principles of infection control in the dental environment

<b>Unit reference</b>	M/505/8348	<b>Unit level</b>	3
<b>Credit value</b>	4	<b>GL</b>	29

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

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
<b>All unit range must be covered.</b>			
1. Understand current health and safety legislation in relation to infection control.	1.1. Identify <b>health and safety legislation</b> 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 <b>methods</b> of preventing cross-infection.		
	1.5. Explain the preparation of a clinical area to control cross-infection.		

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



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
	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.		
	2.2. Explain the terms: <ul style="list-style-type: none"> <li>• pathogen</li> <li>• non-pathogen.</li> </ul>		
	2.3. Identify <b>micro-organisms</b> in: <ul style="list-style-type: none"> <li>• infectious conditions</li> <li>• non-infectious conditions.</li> </ul>		
	2.4. Explain the routes of transmission of <b>micro-organisms</b> .		
<b>Range – LO2</b>	<b>Micro-organisms</b> <ul style="list-style-type: none"> <li>a) bacteria</li> <li>b) viruses</li> <li>c) fungi</li> <li>d) spores.</li> </ul>		
3. Understand the management of infectious conditions within the dental	3.1. Describe infectious conditions which affect <b>individuals</b> in the dental setting.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
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.		
<b>Range – LO3</b>	<b>Individuals</b> 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.		
	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"> <li>• <b>clinical sterilisation</b></li> <li>• <b>industrial sterilisation</b></li> <li>• <b>disinfection.</b></li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
	4.4. Explain the procedures used to decontaminate a clinical environment after use.		
<b>Range – LO4</b>	<p><b>Clinical and industrial sterilisation</b></p> <ul style="list-style-type: none"> <li>a) clinical equipment used in preparing items for sterilisation, e.g. washers, disinfectors, ultrasonic</li> <li>b) cleaners</li> <li>c) sterilisation equipment and methods, e.g. vacuum and non-vacuum autoclaves, gamma</li> <li>d) radiation, measures for checking sterility, decontamination areas.</li> </ul> <p><b>Disinfection</b></p> <ul style="list-style-type: none"> <li>a) difference between asepsis, sterilisation and disinfection</li> <li>b) different types of disinfectants and their uses in clinical environments.</li> </ul>		

<b>Additional information about the unit:</b>	
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	OH1; K1,2,3,4,5,6,7,9,10,11,12,13,15, 20, 36 NHS KSF EF2 2  OH3 K 12,28 NHS KSF HWB6 2  OH4 K 4,11,17 NHS KSF HWB6 2  OH5 K 25,27 NHS KSF HWB7 2  OH6 K 18,36,37 NHS KSF HWB7 2  OH7 K 22,23 HS KSF HWB7 2  OH8 K 13,14,15 NHS KSF HWB7 2
<b>Guidance for developing assessment arrangements for the unit:</b>	
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.

## DN 13: Dental anatomy and assessment of oral health

**Unit reference** K/505/8350                      **Unit level** 3

**Credit value** 4                                      **GL** 29

**Unit aim** This unit focuses on knowledge of dental anatomy and oral health with regard to assessment and treatment planning.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
	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 <b>methods</b> of assessing and recording soft and hard tissue conditions.		
	2.4. Explain the <b>methods</b> of assessing and recording periodontal conditions using <b>periodontal charts</b> .		
	2.5. Evaluate the <b>methods</b> of measuring pulp vitality.		
	2.6. Describe <b>materials</b> used in dental assessment.		
	2.7. Explain the relevance of obtaining written informed consent prior to any treatment being undertaken.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
<b>Range – LO2</b>	<b>Methods</b> Different methods of clinical assessment, e.g. <ul style="list-style-type: none"> <li>a) use of dental probes and mouth mirrors</li> <li>b) Palmer notation/FDI charting</li> <li>c) visual and manual inspection</li> <li>d) dyes</li> <li>e) transillumination</li> <li>f) vitality testing</li> <li>g) study models, radiographs</li> <li>h) and photographs.</li> </ul> <b>Periodontal charts</b> <ul style="list-style-type: none"> <li>a) BPE</li> <li>b) full perio charting.</li> </ul> <b>Materials</b> <ul style="list-style-type: none"> <li>a) impression materials</li> <li>b) aids to assessing occlusion e.g. articulating paper.</li> </ul>		
3. Know the clinical assessments and instructions associated with orthodontics.	3.1. Describe the classifications of malocclusion.		
	3.2. Describe the types of <b>orthodontic appliances</b> in relation to treatment.		
	3.3. Explain pre and post-operative instructions for <b>orthodontic procedures</b> .		
	3.4. Explain the role of the Dental Nurse in providing <b>support</b> during orthodontic assessment and		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
	treatment.		
<b>Range – LO3</b>	<p><b>Orthodontic appliances</b></p> <ul style="list-style-type: none"> <li>a) function and uses of removable appliances, e.g. retainers/functional</li> <li>b) function and uses of fixed appliances.</li> </ul> <p><b>Orthodontic procedures</b>                      Care and maintenance of both removable and fixed appliances.</p> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>a) advice to patients on stages and duration of orthodontic treatments</li> <li>b) oral health instruction.</li> </ul>		
4. Understand the changes that may occur in the oral tissues.	4.1. Explain <b>diseases</b> of the oral mucosa.		
	4.2. Describe the effects of ageing on the soft tissue.		
	4.3. Identify <b>medical conditions</b> that may affect the oral tissues.		
<b>Range – LO4</b>	<p><b>Diseases</b>                      Including both malignant and potentially malignant lesions.</p> <p><b>Medical conditions</b></p> <ul style="list-style-type: none"> <li>a) oral cancer</li> <li>b) herpes</li> <li>c) HIV</li> <li>d) hepatitis</li> </ul>		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
	e) diabetes f) epilepsy g) eating or digestive disorders.		
5. Understand the management of oral health.	5.1. Explain the methods of diagnosis, prevention and management of: <ul style="list-style-type: none"> <li>• malignant lesions</li> <li>• potentially malignant lesions.</li> </ul>		
	5.2. Describe the diagnosis and management of <b>disorders</b> of: <ul style="list-style-type: none"> <li>• the oral mucosa</li> <li>• soft tissue</li> <li>• facial pain</li> <li>• facial bones</li> <li>• facial joints.</li> </ul>		
	5.3. List the classes of <b>drugs</b> that are used in dentistry.		
	5.4. Explain the role of <b>drugs</b> used in dentistry.		
<b>Range – LO5</b>	<b>Disorders</b> <ul style="list-style-type: none"> <li>a) oral cancer</li> <li>b) lichen planus</li> <li>c) oral candidiasis</li> <li>d) herpes</li> <li>e) glossitis</li> <li>f) osteoporosis</li> <li>g) salivary gland disorders.</li> </ul> <b>Drugs</b> <ul style="list-style-type: none"> <li>a) analgesics</li> <li>b) antibiotics</li> <li>c) tranquillisers/</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
	hypnotics d) emergency drugs.		
6. Know the medical emergencies that may occur in the dental environment.	6.1. Identify potential <b>medical emergencies</b> .		
	6.2. Explain action to take in response to <b>medical emergencies</b> .		
<b>Range – LO6</b>	<b>Medical emergencies</b> a) fainting b) diabetic coma c) asthma attack d) angina/myocardial infarction e) epileptic seizure f) respiratory arrest g) cardiac arrest.		

<b>Additional information about the unit:</b>	
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	OH2 K 1,2,3,4 NHS KSF HWB1 2  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  OH5 K 1,2 NHS KSF HWB7 2  OH6 K 1,2 NHS KSF HWB7 2  OH7 K 1,2 HS KSF HWB7 2  OH8 K 1,2,7

	NHS KSF HWB7 2
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by us	Morphology refers to shape and form.

<b>Assessor sign off of completed unit: DN 13</b>	
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.



## DN 14: Principles and techniques of dental radiography

**Unit reference**      M/505/8351                      **Unit level**                      3

**Credit value**              4                                      **GL**                                      31

**Unit aim**                      This unit focuses upon knowledge of regulatory principles and techniques when taking and processing radiographs.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
<b>All unit range must be covered.</b>			
1. Know the regulations and hazards associated with ionising radiation.	1.1. State the principles of the current <b>IRMER regulations</b> .		
	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 <b>dental personnel</b> when using ionising radiation.		
	1.5. Explain current <b>practices and policies</b> relating to ionising radiation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
<b>Range – LO1</b>	<p><b>IRMER regulations</b></p> <ul style="list-style-type: none"> <li>a) ionising radiation regulations 2017</li> <li>b) ionising radiation (medical exposure) regulations 2018</li> <li>c) ALARP.</li> </ul> <p><b>Dental personnel</b></p> <ul style="list-style-type: none"> <li>a) referrer</li> <li>b) practitioner</li> <li>c) operator</li> <li>d) radiation protection supervisor</li> <li>e) radiation protection advisor</li> <li>f) Medical Physics Expert</li> <li>g) employer.</li> </ul> <p><b>Practices and policies</b></p> <ul style="list-style-type: none"> <li>a) local rules</li> <li>b) quality control systems</li> <li>c) staff training records</li> <li>d) personal monitoring systems.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
2. Know the different radiographic films and their uses.	2.1. Explain the uses of different <b>intra-oral radiographs</b> .		
	2.2. Explain the uses of different <b>extra-oral radiographs</b> .		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
	2.3. Explain the purpose of intensifying screens in dental radiography.		
<b>Range – LO2</b>	<p><b>Intra-oral radiographs</b>                      The function and purpose of bitewing, periapical, occlusal radiographs.</p> <p><b>Extra-oral radiographs</b>                      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 <b>faults</b> that may occur during the taking and processing of radiographs.		
	3.3. Explain how processing chemicals are: <ul style="list-style-type: none"> <li>• handled</li> <li>• stored</li> <li>• disposed of.</li> </ul>		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
	3.4. Explain how to manage a spillage of processing chemicals.  3.5. Explain action to take in response to <b>imaging equipment</b> 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.		
<b>Range – LO3</b>	<b>Faults</b> <ul style="list-style-type: none"> <li>a) operator and relevant corrective action needed</li> <li>b) processing and relevant corrective action needed.</li> </ul> <b>Imaging equipment</b> <ul style="list-style-type: none"> <li>a) intra-oral x-ray machine</li> <li>b) extra-oral x-ray machine</li> <li>c) computer programme</li> <li>d) developer</li> <li>e) image receptors.</li> </ul>		
4. Understand stock control and storage of	4.1. Explain the reasons for rotating film stock.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> Mark, Initial and date
radiographic films.	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.		
	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.



## DN 15: Principles of managing oral disease and dental procedures

<b>Unit reference</b>	T/505/8352	<b>Unit level</b>	3
<b>Credit value</b>	6	<b>GL</b>	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.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
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**All unit range must be covered.**

1. Understand the common oral diseases.	1.1. Describe types of <b>oral diseases</b> .		
	1.2. Describe the aetiology of <b>oral diseases</b> .		
	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.		

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> 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"> <li>• prevention of dental caries</li> <li>• preparation, restoration and finishing of cavities</li> <li>• periodontal therapy</li> <li>• different stages of endodontic treatment</li> <li>• crowns, bridges and veneers</li> <li>• complete, partial and immediate dentures</li> <li>• different stages of orthodontic treatment.</li> </ul>		
	3.2. Evaluate the use of: <ul style="list-style-type: none"> <li>• <b>preventative materials</b></li> <li>• <b>restorative materials</b></li> <li>• lining materials</li> <li>• different types of etchants</li> <li>• different types of bonding agents</li> <li>• curing lights.</li> </ul>		
	3.3. Explain matrix systems.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> 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 <b>local anaesthesia</b> .		
<b>Range – LO3</b>	<p><b>Preventative materials</b></p> <ul style="list-style-type: none"> <li>a) fissure sealant</li> <li>b) application of topical fluorides.</li> </ul> <p><b>Restorative materials</b></p> <ul style="list-style-type: none"> <li>a) composites</li> <li>b) glass ionomer</li> <li>c) amalgam</li> <li>d) temporary restorative materials.</li> </ul> <p><b>Local anaesthesia</b></p> <ul style="list-style-type: none"> <li>a) topical</li> <li>b) intrapulpal</li> <li>c) intraosseous</li> <li>d) intraligamentary</li> <li>e) local infiltration</li> <li>f) nerve block.</li> </ul>		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
	4.7. Explain the purpose of: <ul style="list-style-type: none"> <li>• pre-prosthetic surgery</li> <li>• tooth preparation prior to partial denture construction</li> <li>• using obturators</li> <li>• tissue conditioners</li> <li>• using spoon dentures.</li> </ul>		
	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"> <li>• laboratory prescription</li> <li>• materials</li> <li>• dental appointments.</li> </ul>		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
<b>Range – LO5</b>	<b>Non-surgical endodontic treatment</b> 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"> <li>• teeth</li> <li>• roots</li> <li>• unerupted teeth.</li> </ul>		
	6.2 Explain the role of the Dental Nurse during the removal of: <ul style="list-style-type: none"> <li>• teeth</li> <li>• roots</li> <li>• unerupted teeth.</li> </ul>		
	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"> <li>• tooth sectioning</li> <li>• bone removal.</li> </ul>		
	6.6. Explain the role of the Dental Nurse in relation to: <ul style="list-style-type: none"> <li>• tooth sectioning</li> <li>• bone removal.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> 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 <b>dental procedures</b> .		
	7.2. Explain the reasons for giving prep and post-operative instructions to patients.		
	7.3. Explain the role of the Dental Nurse in <b>clinically monitoring</b> a patient.		
<b>Range – LO7</b>	<b>Dental procedures</b> a) preventive b) restorative c) extractions and minor oral surgery.  <b>Clinical monitoring</b> a) skin tone b) breathing c) body language.		
<b>Additional information about the unit:</b>			
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
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**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.





## DN 16: Understand ethics and professionalism in dental nursing

<b>Unit reference</b>	A/505/8353	<b>Unit level</b>	3
<b>Credit value</b>	2	<b>GL</b>	15

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

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
<b>All range must be covered.</b>			
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 <b>current legal and regulatory requirements, professional codes of practice and organisational policy and procedure</b> in relation to: <ul style="list-style-type: none"> <li>• equality and diversity</li> <li>• discrimination</li> <li>• rights</li> <li>• <b>GDC ethical and professional guidance</b></li> <li>• principles of information governance.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
<b>Range – LO1</b>	<p><b>Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure</b></p> <ul style="list-style-type: none"> <li>a) General Data Protection Regulation</li> <li>b) Department of Health Guidelines and Regulations</li> <li>c) social media</li> <li>d) Care Quality Commission (CQC).</li> </ul> <p><b>GDC ethical and professional guidance</b></p> <ul style="list-style-type: none"> <li>a) Standards for the Dental Team – Principles, Patient Expectations, Standards &amp; Guidance</li> <li>b) Preparing for Practice</li> <li>c) Scope of Practice</li> <li>d) Fitness to Practice guidance.</li> </ul>		
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 <b>current legislation, regulatory requirements,</b>	3.1. Explain responsibilities of the Dental Nurse in relation to: <ul style="list-style-type: none"> <li>• equality and diversity</li> <li>• discrimination</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
<b>professional codes of practice, organisational policy and procedure.</b>	<ul style="list-style-type: none"> <li>• rights</li> <li>• <b>GDC ethical and professional guidance</b></li> <li>• principles of information governance.</li> </ul>		
<b>Range - LO3</b>	<p><b>Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure</b></p> <ul style="list-style-type: none"> <li>a) General Data Protection Regulation</li> <li>b) Department of Health Guidelines and Regulations</li> <li>c) social media</li> <li>d) Care Quality Commission (CQC).</li> </ul> <p><b>GDC ethical and professional Guidance</b></p> <ul style="list-style-type: none"> <li>a) Standards for the Dental Team – Principles, Patient Expectations, Standards &amp; Guidance</li> <li>b) Preparing for Practice</li> <li>c) Scope of Practice</li> <li>d) Fitness to Practice guidance.</li> </ul>		
4. Understanding safeguarding policy.	4.1. Describe the signs and symptoms of abuse.		
	4.2. Describe national and local safeguarding		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b> (no obs.)	<b>Assessor judgement achieved</b> mark, Initial and date
	systems.		
	4.3. Describe how to raise safeguarding concerns.		

<b>Additional information about the unit:</b>	
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	OH2 K 15,16,18, 19, 20 NHS KSF HWB1 2  OH3 K 27,29, 30 NHS KSF HWB6 2  OH4 K 8 NHS KSF HWB6 2  OH5 K 7 NHS KSF HWB7 2  OH6 K 6,24 NHS KSF HWB7 2  OH7 K 11,21 HS KSF HWB7 2  OH8 K 6 NHS KSF HWB7 2

<b>Assessor sign off of completed unit: DN 16</b>	
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.





## UFAE: First aid essentials

<b>Unit reference</b>	D/504/6101	<b>Unit level</b>	2
<b>Credit value</b>	1	<b>GL</b>	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.

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> mark, Initial and date
<b>Simulation is allowed for this unit.</b>			
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	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> 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	



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Method</b>	<b>Assessor judgement achieved</b> 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"> <li>• partially blocked airway</li> <li>• completely blocked airway.</li> </ul>	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	

<b>Additional information about the unit:</b>	
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.

## **Section 4: Documents**

For a full list of documents relating to this qualification, please see the Dental Nursing Support Materials Summary Table on the qualification page of our website.



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