



Skills-Based Outcomes Observation Tracker

**NCFE CACHE Level 3 Diploma in the Principles
and Practice of Dental Nursing
QN: 610/3114/8**

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Section 1: introduction

This tracking document has been created to support assessors in identifying the skills-based learning outcomes (LOs) and assessment criteria (AC) within the Level 3 Diploma in the Principles and Practice of Dental Nursing. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect three direct observations of practice spread across the course duration of the qualification. Expert Witness Testimony Statements have been provided for units CORE DN 4, 8 and 9.

This document:

- provides an overview of each unit
- identifies the AC that will be assessed as skills/competency in relation to the learner's own practical experience
- enables planning for next steps and tracking in relation to assessment

To ensure that you are using the most up-to-date version of this document, please check the version number and date in the page footer against those of the version on the NCFE website.

Rules of use

If you choose to use this tracking document, it **must** be used alongside the Qualification Specification to ensure all AC are appropriately met.

Further guidance

Your external quality assurer (EQA) will be able to support you with the use of this document.

We have provided this guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

Reproduction of this document

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Assessment of observation

Most units require mandatory observations to be undertaken to achieve a number of LO/AC. Learners must have exposure to an appropriate breadth of procedures and patients (for example, adults, children and young people, older adults and those with additional needs such as hearing and visual impairments or mobility issues). Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills LO/AC. Gratings 'partial competence' and 'not competent' indicate that more experience or training is required.

Learners must be assessed in practice throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect three direct observations of practice which are spread across the course duration.

It is the **centre's/assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that learners have **fully** met each of the relevant skills. All skills criteria within the qualification must be achieved.

Observation tracker template

This document tracks the observations undertaken for each unit. There is one template for each unit. Each template provides the criteria learners need to achieve. The key at the top of the document gives the grades that can be awarded for the criteria. These are:

- C = competent (learner meets the criteria satisfactorily)
- PC = partial competence (learner meets some of the criteria, but not all)
- NC = not competent (learner meets none of the criteria)

If a learner receives either a 'partial competence' or 'not competent' grade, the assessor must give formative feedback to learners to help them know how to improve. In addition, a second tracker template will need to be completed for those criteria that require additional observations for satisfactory completion.

Once the assessor is assured that the learner has **fully** achieved a skills assessment, they can sign off the criteria as achieved.

It is recognised that each learner may not have the opportunity to work with all types of patients or the full range of LOs. Should this be the case, the assessor will need to ensure they have observed learners satisfactorily undertaking the procedure on as broad a range of patients and for as broad a range of LOs as possible. Internal quality assurance from the centre will be able to advise the assessor on whether the breadth of patient type is sufficient for learner achievement of specific units. The centre may contact NCFE for guidance where satisfactory completion provides challenges.

Section 2: mandatory units

CORE DN 1 Work within regulatory requirements in relation to the role of a dental nurse (M/650/8103)

Outcome Key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
4. Be able to comply with current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing	4.1 Work within the following current legal and regulatory requirements, professional codes of practice and organisational policy and procedure at all times: <ul style="list-style-type: none"> • equality, diversity and inclusion • discrimination • rights • General Dental Council (GDC) ethical and 					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	professional guidance <ul style="list-style-type: none"> principles of information governance 					

Range

4. Be able to comply with current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing

4.1 Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure:

- General Data Protection Regulation (UK GDPR)
- Department of Health and Social Care (DHSC) guidelines and regulations
- social media
- Care Quality Commission (CQC)
- direct impact of Direct Access on each registrant group
- duty of candour

4.1 GDC ethical and professional guidance:

- Standards for the Dental Team – principles, patient expectations, standards and guidance
- The Safe Practitioner: Dental Nurse (superseding Preparing for practice)
- Scope of Practice
- fitness to practise guidance
- enhanced continuing professional development (CPD)
- chaperoning procedures

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
5. Be able to identify the requirements of own job role	5.3 Provide active support for individuals and key people within the team					
	5.4 Provide feedback for individuals and key people within the team					
	5.5 Work as part of a team					
	5.6 Work in a patient-centred way					
	5.8 Follow procedures for handling complaints					

Range

5.3 Individuals:

- adults
- children and young people
- older adults
- those with additional needs

5.3 Key people:

- carers
- team members

Range

- others with whom the individual has a supportive relationship
- management

5.5 Team:

- dental care professionals
- dental professionals
- own dental team

Assessor comments/feedback/action plan:

CORE DN 2 Contribute to health and safety in the dental environment (R/650/8104)

Outcome Key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
5. Be able to work in accordance with current health and safety legislation	5.4 Work in accordance with: <ul style="list-style-type: none"> • workplace legislation • manufacturers' instructions 					

Range
5. Be able to work in accordance with current health and safety legislation
5.4 Workplace legislation: <ul style="list-style-type: none"> • Health and Safety at Work etc. Act 1974 • The Control of Substances Hazardous to Health Regulations 2002 (COSHH) • Environmental Protection Act 1990 • The Ionising Radiation (Medical Exposure) Regulations 2017 (including local rules) (IR(ME)R) • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) • The Special Waste Regulations 1996 and Hazardous Waste (England and Wales) Regulations 2005 • The Fire Precautions (Workplace) (Amendment) Regulations 1999 • The Health and Safety (First Aid) Regulations 1981

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
7. Be able to reduce the risks to health and safety in the workplace	7.1 Work in a way that does not endanger the health and safety of: <ul style="list-style-type: none"> • personnel • materials 					
	7.2 Contribute to health and safety improvements within own workplace					
	7.3 Follow guidelines for environmentally friendly working practices					
	7.4 Maintain personal presentation to protect self and others in line with health and safety					
	7.5 Manage hazards in the workplace					
	7.6 Report hazards to the identified responsible person (knowledge evidence permitted)					

Range
7. Be able to reduce the risks to health and safety in the workplace
7.2 Improvements: <ul style="list-style-type: none">• working towards best practice• risk assessment
7.2 Workplace: <ul style="list-style-type: none">• single or multiple areas in which you carry out your work
7.3 Working practices: <ul style="list-style-type: none">• activities• procedures• use of materials or equipment and working techniques used in carrying out your job
7.4 Personal presentation: <ul style="list-style-type: none">• personal hygiene• use of personal protective equipment (PPE)• clothing and accessories suitable to the workplace
7.5 Hazards: <ul style="list-style-type: none">• radiation• cross-infection• environmental factors• spillages (water, chemical, bodily fluids)• waste disposal• sharps

Range
7.6 Responsible person: <ul style="list-style-type: none"> • manager • supervisor • section leader • the health and safety person in your workplace

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
8. Be able to apply standard precautions for infection control	8.1 Maintain personal hygiene					
	8.2 Select personal protective equipment (PPE) <ul style="list-style-type: none"> • don the correct PPE • doff the correct PPE 					
	8.3 Maintain a clean and tidy working environment during treatments					
	8.4 Use cleaning equipment and materials in a safe manner					

Range
8. Be able to apply standard precautions for infection control
8.1 Personal hygiene: <ul style="list-style-type: none">• hair• nails• jewellery• footwear• uniform• social• hand hygiene
8.2 Personal protective equipment (PPE): <ul style="list-style-type: none">• surgical gloves• face mask• goggles and/or visor• heavy-duty gloves• apron
8.4 Cleaning equipment: <ul style="list-style-type: none">• general cleaning equipment

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
9. Be able to prepare the dental environment	9.1 Maintain stock supplies for clinical procedures					
	9.2 Adjust environmental factors to meet the needs of the individual and the procedure					

Range
9. Be able to prepare the dental environment
9.2 Environmental factors: <ul style="list-style-type: none"> • heating • lighting • ventilation and humidity

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
10. Be able to apply health and safety measures for the use of equipment and materials	10.1 Check equipment is functioning prior to use					
	10.3 Demonstrate safe and secure storage of equipment, instruments and materials when not in use					

Range
10. Be able to apply health and safety measures for the use of equipment and materials
10.1 Equipment: <ul style="list-style-type: none"> • dental chair • aspirator • hand pieces • ultrasonic scaler • X-ray machine • X-ray processing equipment • autoclave • instrument-washer (disinfector) • ultrasonic bath

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
11. Be able to apply methods of sterilisation for dental instruments and equipment	11.5 Prepare instruments and hand pieces for sterilisation					
	11.6 Carry out sterilisation procedures					
	11.7 Store sterilised instruments and hand pieces					
	11.8 Maintain records of sterilisation procedures					

Range

11. Be able to apply methods of sterilisation for dental instruments and equipment

11.5 Instruments and hand pieces:

- non-surgical
- surgical

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
12. Be able to manage hazardous and non-hazardous waste	12.2 Dispose of: <ul style="list-style-type: none"> • hazardous waste • non-hazardous waste • special waste 					

Range

12. Be able to manage hazardous and non-hazardous waste

12.2 Hazardous waste:

- used gloves
- face masks
- tissues
- cotton wool rolls
- gauze
- napkins
- alcohol wipes
- mouthwash beakers

12.2 Special waste:

- lead foil disposal
- sharps
- amalgam (including when in extracted teeth)
- medicinal
- damaged instruments

Assessor comments/feedback/action plan:

CORE DN 3 Reflect on and develop own practice as a dental nurse (T/650/8105)

Outcome Key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
1. Be able to reflect upon performance	1.8 Identify and address discriminatory language, behaviour and microaggressions from key people (knowledge evidence permitted)					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
5. Understand adaptability, wellbeing and personal growth within own role	5.4 Recognise personal assumptions, biases and prejudices, and manage the impact of these on individual care and professional behaviour with					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	colleagues, individuals and wider society (knowledge evidence permitted)					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
6. Be able to identify wellbeing and insight	6.1 Demonstrate engagement with systems and personal strategies that promote and maintain physical and mental wellbeing					
	6.2 Recognise when and how to take action if wellbeing is compromised to the point of affecting own role or professional relationships (knowledge evidence permitted)					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	6.5 Recognise the impact of contextual factors on the healthcare environment and individual safety and manage this professionally (knowledge evidence permitted)					

Assessor comments/feedback/action plan:

CORE DN 4 Promote oral health for individuals (Y/650/8106)

Outcome key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
3. Be able to communicate with individuals	3.1 Provide information to individuals , ensuring that it is accurate and consistent with organisational guidelines (simulation permitted)					
	3.2 Give individuals the opportunity to discuss and seek clarification (simulation permitted)					
	3.3 Answer questions clearly (simulation permitted)					
	3.4 Refer any questions beyond own role to					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	an identified member of the team (simulation permitted)					
	3.7 Respect individuals' personal beliefs and preferences (simulation permitted)					
	3.9 Use appropriate methods to provide accurate, clear and comprehensive information when referring individuals to other dental and healthcare professionals (simulation permitted)					

Range
3. Be able to communicate with individuals
3.1 Individuals:
<ul style="list-style-type: none">• adults• children and young people• older adults• those with additional needs
3.7 Personal beliefs and preferences:
<ul style="list-style-type: none">• social• ethnic group• religion• health

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
4. Be able to provide oral hygiene advice	4.1 Provide individualised oral health information (simulation permitted)					
	4.2 Use oral health information aids (simulation permitted)					
	4.3 Advise individuals on suitable oral hygiene techniques (simulation permitted)					
	4.4 Demonstrate methods of caring for dentures (simulation permitted)					
	4.5 Advise individuals on maintaining orthodontic appliances (simulation permitted)					
	4.6 Provide practical advice for caring for implant-supported restorations					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	(simulation permitted)					
	4.7 Contribute positively to the healthcare communities of which you are a part (simulation permitted)					

Range
4. Be able to provide oral hygiene advice
4.1 Oral health information:
<ul style="list-style-type: none">• gingivitis• caries• diet• current oral health routine• smoking, alcohol and substance misuse/recreational drugs/illegal drugs
4.2 Oral health information aids:
<ul style="list-style-type: none">• models• visual aids• leaflets• media educational tools
4.3 Individuals:
<ul style="list-style-type: none">• adults• children and young people• older adults• those with additional needs
4.3 Oral hygiene techniques:
<ul style="list-style-type: none">• cleaning teeth and the mouth• the use of interdental aids• mouthwash rinses• disclosing agents• individuals' awareness of oral abnormalities (for example, oral cancer, inflammation)

Assessor comments/feedback/action plan:

Expert witness evidence statement**Expert witness name:****Expert witness GDC number:****Learner name:****CORE DN 4: Promote oral health for individuals****Learning outcome (LO):****3. Be able to communicate with individuals**

Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a real work environment (RWE)): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
3.1 Provide information to individuals ensuring that it is accurate and consistent with organisational guidelines Range Individuals: <ul style="list-style-type: none"> adults children and young people older adults those with additional needs 	
3.2 Give individuals the opportunity to discuss and seek clarification	
3.3 Answer questions clearly	
3.4 Refer any questions beyond own role to an identified member of the team	

CORE DN 4: Promote oral health for individuals Learning outcome (LO): 3. Be able to communicate with individuals	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a real work environment (RWE)): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
3.7 Respect individuals' personal beliefs and preferences Range Personal beliefs and preferences: <ul style="list-style-type: none"> • social • ethnic group • religion • health 	
3.9 Use appropriate methods to provide accurate, clear and comprehensive information when referring individuals to other dental and healthcare professionals	

Expert witness signature:

Date:

Assessor signature:

Date:

Expert witness evidence statement**Expert witness name:****Expert witness GDC number:****Learner name:****CORE DN 4: Promote oral health for individuals****Learning outcome (LO):****4. Be able to provide oral hygiene advice****Assessment criteria (AC)**

Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE):
 (if AC has not been observed – please leave blank)
 (if any range is not covered – please cross out)

4.1 Provide individualised **oral health information**

Range**Oral health information:**

- gingivitis
- caries
- diet
- current oral health routine
- smoking, alcohol and substance misuse/recreational drugs/illegal drugs

4.2 Use oral health information aids

Range**Oral health information aids:**

- models
- visual aids
- leaflets
- media educational needs

CORE DN 4: Promote oral health for individuals Learning outcome (LO): 4. Be able to provide oral hygiene advice	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
4.3 Advise individuals on suitable oral hygiene techniques Range Individuals: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs Oral hygiene techniques: <ul style="list-style-type: none"> • cleaning teeth and the mouth • the use of interdental aids • mouthwash rinses • disclosing agents • individuals' awareness of or+al abnormalities (for example, oral cancer, inflammation) 	
4.4 Demonstrate methods of caring for dentures	
4.5 Advise individuals on maintaining orthodontic appliances	
4.6 Provide practical advice for caring for implant-supported restorations	
4.7 Contribute positively to the healthcare communities of which you are a part	

Expert witness signature:

Date:

Assessor signature:

Date:

Learner supporting statement – CORE DN 4: Promote oral health for individuals



Learner signature:

Date:

Expert witness signature:

Date:

Assessor signature:

Date:

CORE DN 5 Provide support during the assessment of individuals' oral health (A/650/8107)**Outcome Key:** Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
1. Be able to prepare the dental environment	1.1 Prepare the equipment, instruments, materials and medicaments required for a full dental clinical assessment					
	1.2 Handle equipment, instruments, materials and medicaments in a manner that minimises the possibility of injury, damage and cross-infection					

Range
1. Be able to prepare the dental environment
1.1 Equipment, instruments, materials and medicaments: <ul style="list-style-type: none"> • mouth mirror • right angled probe • tweezers • Briault probe • World Health Organization (WHO) probe basic periodontal examination (BPE) • Williams probe • vitality testing materials (cold stimulus/hot stimulus or electric pulp tester) • manual inspection (palpation and visual)

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
2. Be able to record a range of oral health assessments	2.4 Select the individual's charts, records and images prior to assessment					
	2.5 Record a full medical history, to include medications, past and present medical conditions, and alcohol and smoking habits					
	2.6 Record and complete contemporaneous dental assessments					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	spoken by the clinician, to include all relevant records and documentation during an oral assessment					
	2.8 Store records and relevant documents securely following an oral assessment					
	2.9 Contribute to relevant special investigation and diagnostic procedures used at assessment					

Range
2. Be able to record a range of oral health assessments
2.4 Individual's charts, records and images: <ul style="list-style-type: none"> • baseline dental charting • medical history • periodontal charting • orthodontic classifications and charts • radiographs
2.6 Dental assessments: <ul style="list-style-type: none"> • baseline dental charting • BPE

Range
2.9 Investigation and diagnostic procedures: <ul style="list-style-type: none"> • soft tissue • hard tissue • biopsy • vitality testing

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
3. Be able to assist with monitoring and supporting the individual	3.2 Monitor the individual throughout the assessment					
	3.3 Support the individual throughout the assessment					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
4. Be able to communicate with individuals, carers and team members	4.1 Communicate the reasons for further assessment or treatment (knowledge evidence permitted)					
	4.2 Arrange for further assessment or treatment					
	4.7 Communicate effectively and sensitively , in relation to: <ul style="list-style-type: none"> individuals with anxious or challenging behaviour or special considerations such as emotional trauma difficult circumstances, such as breaking bad news or discussing issues such as alcohol 					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	consumption, smoking or diet (knowledge evidence permitted)					
	4.8 Communicate effectively by spoken, written and electronic means with colleagues from dental and other healthcare professions in relation to: <ul style="list-style-type: none"> the direct care of individuals oral health promotion raising concerns when problems arise, including where individuals cause distress to staff (knowledge evidence permitted)					

Assessor comments/feedback/action plan:

CORE DN 6 Contribute to the production of dental images (D/650/8108)

Outcome Key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
6. Be able to assist during the taking of dental images	6.1 Maintain health and safety throughout imaging procedures					
	6.2 Prepare the resources for the production of a dental image					
	6.3 Confirm that imaging equipment is fully functioning and ready for use					
	6.4 Identify the different intraoral and extraoral radiographs					
	6.5 Ask individuals to remove items that may interfere with the radiographic image					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	6.7 Offer individuals support during a radiographic process					
	6.8 Refer any questions that are beyond own role to an appropriate member of the team (knowledge evidence permitted)					

Range
6. Be able to assist during the taking of dental images
6.2 Resources: <ul style="list-style-type: none">• holders• film• receptors• mounting sheet• software
6.3 Imaging equipment: <ul style="list-style-type: none">• intraoral X-ray machine• extraoral X-ray machine• computer programme• automatic film processor• image receptors
6.5 Individuals: <ul style="list-style-type: none">• adults• children and young people• older adults• those with additional needs

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
7. Be able to process dental images	7.1 Process dental images					
	7.2 Maintain quality of the image during processing					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
8. Be able to contribute to the quality assurance process of dental images	8.1 Store images produced according to organisational procedure					
	8.2 Maintain records of quality assurance checks					

Assessor comments/feedback/action plan:

CORE DN 7 Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities (F/650/8109)

Outcome Key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
4. Be able to provide support to the individual and clinician before, during and after treatment	4.1 Select the individual's charts, records and images					
	4.2 Identify the planned treatment					
	4.3 Select the equipment, instruments, materials and medicaments for dental treatments					
	4.5 Demonstrate appropriate aspiration techniques					
	4.6 Retract soft tissues to facilitate a clear view of the treatment area					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	4.7 Select for the clinician: <ul style="list-style-type: none"> • a suitable matrix system to aid the placement of restorations • the correct quantity of the mixed restorative material • any materials or equipment required for finishing the restoration 					
	4.8 Dispose of amalgam safely (knowledge evidence permitted)					

Range
4. Be able to provide support to the individual and clinician before, during and after treatment
4.1 Individuals' charts, records and images: <ul style="list-style-type: none">• dental history/pending treatment charting• medical history• periodontal charting• radiographs• consent
4.2 Treatment: <ul style="list-style-type: none">• temporary restorations• amalgam restorations• composite restorations• glass ionomer restorations• fissure sealants• fluoride treatments• scaling and polishing• debridement

Assessor comments/feedback/action plan:

CORE DN 8 Provide support during the provision of fixed and removable prostheses (K/650/8110)

Outcome Key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
3. Be able to support the individual and clinician with fixed and removable prosthetic procedures	3.1 Select patient charts, records and images					
	3.2 Provide equipment required for the taking of shades					
	3.3 Support the clinician throughout the procedure of taking shades					
	3.4 Provide the necessary equipment and materials for taking occlusal registrations					
	3.5 Assist the clinician to: <ul style="list-style-type: none"> protect soft tissues during treatment 					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	<ul style="list-style-type: none"> retract soft tissues during treatment 					
	3.6 Provide aftercare advice to individuals on the care of new removable prostheses and immediate dentures					

Range

3. Be able to support the individual and clinician with fixed and removable prosthetic procedures

3.1 Patient charts, records and images:

- dental history/pending treatment charting
- medical history
- periodontal charting
- orthodontic records and charts
- radiographs
- laboratory tickets
- photographs
- study models
- consent

3.3 Procedure:

- fixed prostheses
- removable prostheses

Range**3.4 Equipment and materials:**

- wax occlusal rims
- pink wax
- heat source
- markers
- shade guides
- mould guides
- occlusal registration material
- articulating paper
- hand mirror

3.6 Individuals:

- adults
- children and young people
- older adults
- those with additional needs

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
4. Be able to select and prepare impression materials for fixed and removable prostheses	4.1 Select the following for taking impressions for fixed and removable prostheses: <ul style="list-style-type: none"> • impression material • impression trays 					
	4.2 Prepare the quantity of impression materials: <ul style="list-style-type: none"> • to the required consistency • within the handling and setting time relative to the material and ambient temperature 					
	4.3 Load impression materials on the impression tray					
	4.4 Provide support while monitoring the individual when impressions are in the mouth					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	4.5 Disinfect impressions on removal from the individual's mouth					
	4.6 Store impressions so accuracy is maintained					
	4.7 Complete laboratory prescription					
	4.8 Attach laboratory prescription securely to the packaging					

Range

4. Be able to select and prepare impression materials for fixed and removable prostheses

4.1 Impression materials:

- alginate
- putty/elastomer

4.4 Individual:

- adults
- children and young people
- older adults
- those with additional needs

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
5. Be able to prepare equipment, instruments and materials for fixed prostheses	5.1 Select the equipment, instruments and materials for preparation, fitting and adjustment of temporary crowns and bridges					
	5.2 Prepare adhesive material for the fitting of fixed prostheses : <ul style="list-style-type: none"> to the required consistency using a technique appropriate to the material at a time required by the clinician 					
	5.3 Provide the instruments required for trimming, cleaning and checking the final adjustment of fixed prostheses					
	5.4 Provide advice and instruction to individuals on					

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	caring for fixed prostheses					

Range

5. Be able to prepare equipment, instruments and materials for fixed prostheses

5.1 Equipment, instruments and materials:

- local anaesthetic
- hand pieces and burs
- suction equipment
- equipment for protecting and retracting the soft tissues
- rubber dam
- gingival retraction cord
- temporary cements
- temporary crown and bridge materials
- permanent cements
- Beebee crown scissors
- Miller forceps

5.2 Fixed prostheses:

- crowns
- inlays
- veneers
- permanent bridges
- adhesive bridges
- temporary bridges
- temporary crowns
- implants

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
6. Be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances	6.1 Provide the equipment, instruments and materials required for: <ul style="list-style-type: none"> • bite registration of removable prostheses • try-in stage of removable prostheses • fitting stage of removable prostheses 					

Range

6. Be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances

6.1 Equipment, instruments and materials for prostheses:

- heat source
- shade guides
- wax knife
- Le Cron carver
- sheet wax
- mirrors
- hand piece
- polymeric trimming burs
- pressure relief paste
- articulating paper

Range
6.1 Prostheses: <ul style="list-style-type: none">• metal• acrylic• immediate

Assessor comments/feedback/action plan:

Expert witness evidence statement**Expert witness name:****Expert witness GDC registration no:****Trainee dental nurse name:****CORE DN 8: Provide support during the provision of fixed and removable prostheses****Learning outcome (LO):****3. Be able to support the individual and clinician with fixed and removable prosthetic procedures****Assessment criteria (AC)**

Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a real work environment (RWE)):
 (if AC has not been observed – please leave blank)
 (if any range is not covered – please cross out)

3.1 Select patient charts, records and images**Range****Patient charts, records, and images:**

- dental history/pending treatment charting
- medical history
- periodontal charting
- orthodontic records and charts
- radiographs
- laboratory tickets
- photographs
- study models
- consent

CORE DN 8: Provide support during the provision of fixed and removable prostheses Learning outcome (LO): 3. Be able to support the individual and clinician with fixed and removable prosthetic procedures	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a real work environment (RWE)): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
3.2 Provide equipment required for the taking of shades	
3.3 Support the clinician throughout the procedure of taking shades Range Procedure: <ul style="list-style-type: none"> • fixed prostheses • removable prostheses 	
3.4 Provide the necessary equipment and materials for taking occlusal registrations Range Equipment and materials: <ul style="list-style-type: none"> • wax occlusal rims • pink wax • heat source • markers • shade guides • mould guides • occlusal registration material • articulating paper • hand mirror 	
3.5 Assist the clinician to: <ul style="list-style-type: none"> • protect soft tissues during treatment • retract soft tissues during treatment 	

CORE DN 8: Provide support during the provision of fixed and removable prostheses	
Learning outcome (LO):	
3. Be able to support the individual and clinician with fixed and removable prosthetic procedures	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a real work environment (RWE)): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
3.6 Provide aftercare advice to individuals on the care of new removable prosthesis and immediate dentures Range Individuals: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

Expert witness signature:

Date:

Assessor signature:

Date:

Expert witness evidence statement**Expert witness name:****Expert witness GDC number:****Learner name:****CORE DN 8: Provide support during the provision of fixed and removable prostheses****Learning outcome (LO):****4. Be able to select and prepare impression materials for fixed and removable prostheses**

Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
4.1 Select the following for taking impressions for fixed and removable prostheses: <ul style="list-style-type: none"> • impression material • impression trays Range Impression materials: <ul style="list-style-type: none"> • alginate • putty/elastomer 	
4.2 Prepare the quantity of impression material : <ul style="list-style-type: none"> • to the required consistency • within the handling and setting time relative to the material and ambient temperature Range Impression material: <ul style="list-style-type: none"> • alginate • putty/elastomer 	

CORE DN 8: Provide support during the provision of fixed and removable prostheses Learning outcome (LO): 4. Be able to select and prepare impression materials for fixed and removable prostheses	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
4.3 Load impression materials on the impression tray Range Impression materials: <ul style="list-style-type: none"> • alginate • putty/elastomer 	
4.4 Provide support while monitoring the individual when impressions are in the mouth Range Individual: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	
4.5 Disinfect impressions on removal from the individual's mouth	
4.6 Store impressions so accuracy is maintained	
4.7 Complete laboratory prescription	
4.8 Attach laboratory prescription securely to the packaging	

Expert witness signature:

Date:

Assessor signature:

Date:

Expert witness evidence statement**Expert witness name:****Expert witness GDC number:****Learner name:****CORE DN 8: Provide support during the provision of fixed and removable prostheses****Learning outcome (LO):****5. Be able to prepare equipment, instruments and materials for fixed prostheses****Assessment criteria (AC)**

Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE):
 (if AC has not been observed – please leave blank)
 (if any range is not covered – please cross out)

5.1 Select the **equipment, instruments and materials** for preparation, fitting and adjustment of temporary crowns and bridges

Range**Equipment, instruments and materials:**

- local anaesthetic
- hand pieces and burs
- suction equipment
- equipment for protecting and retracting the soft tissues
- rubber dam
- gingival retraction cord
- temporary cements
- temporary crown and bridge materials
- permanent cements
- Beebee crown scissors
- Miller forceps

CORE DN 8: Provide support during the provision of fixed and removable prostheses Learning outcome (LO): 5. Be able to prepare equipment, instruments and materials for fixed prostheses	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
5.2 Prepare adhesive material for the fitting of fixed prostheses: <ul style="list-style-type: none"> • to the required consistency • using a technique appropriate to the material • at a time required by the clinician Range Fixed prostheses: <ul style="list-style-type: none"> • crowns • inlays • veneers • permanent bridges • adhesive bridges • temporary bridges • temporary crowns • implants 	
5.3 Provide the instruments required for trimming, cleaning and checking the final adjustment of fixed prostheses Range Fixed prostheses: <ul style="list-style-type: none"> • crowns • inlays • veneers • permanent bridges • adhesive bridges • temporary bridges • temporary crowns 	

CORE DN 8: Provide support during the provision of fixed and removable prostheses Learning outcome (LO): 5. Be able to prepare equipment, instruments and materials for fixed prostheses	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
<ul style="list-style-type: none"> • implants 	
5.4 Provide advice and instruction to individuals on caring for fixed prostheses Range Fixed prostheses: <ul style="list-style-type: none"> • crowns • inlays • veneers • permanent bridges • adhesive bridges • temporary bridges • temporary crowns • implants 	

Expert witness signature:

Date:

Assessor signature:

Date:

Expert witness evidence statement**Expert witness name:****Expert witness GDC number:****Learner name:****CORE DN8: Provide support during the provision of fixed and removable prostheses****Learning outcome (LO):****6. Be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances****Assessment criteria (AC)**

Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE):
 (if AC has not been observed – please leave blank)
 (if any range is not covered – please cross out)

6.1 Provide the **equipment, instruments and materials** for:

- bite registration of removable **prostheses**
- try-in stage of removable prostheses
- fitting stage of removable prostheses

Range

Equipment, instruments and materials for prostheses:

- heat source
- shade guides
- wax knife
- Le Cron carver
- sheet wax
- mirrors
- hand piece
- polymeric trimming burs
- pressure relief paste

CORE DN8: Provide support during the provision of fixed and removable prostheses Learning outcome (LO): 6. Be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
<ul style="list-style-type: none"> • articulating paper Prostheses: <ul style="list-style-type: none"> • metal • acrylic • immediate 	

Expert witness signature:

Date:

Assessor signature:

Date:

Learner supporting statement – CORE DN 8: Provide support during the provision of fixed and removable prostheses



Learner signature:

Date:

Expert witness signature:

Date:

Assessor signature:

Date

CORE DN 9 Provide support during non-surgical endodontic treatment (L/650/8111)

Outcome Key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
3. Be able to prepare the clinical environment for non-surgical endodontic treatment	3.1 Select the individual's charts, records and images					
	3.2 Identify the planned treatment					
	3.3 Select the equipment, instruments, materials and medicaments for the different stages of non-surgical endodontic treatment					

Range
3. Be able to prepare the clinical environment for non-surgical endodontic treatment
3.1 Individual's charts, records and images:
<ul style="list-style-type: none"> dental history/pending treatment charting

Range
<ul style="list-style-type: none">• medical history• periodontal charting• radiographs• consent <p>3.2 Treatment:</p> <ul style="list-style-type: none">• permanent• deciduous <p>3.3 Equipment, instruments, materials and medicaments:</p> <ul style="list-style-type: none">• identifying and locating• filing and measuring• irrigation syringe• solution <p>3.3 Non-surgical endodontic treatment:</p> <ul style="list-style-type: none">• pulp capping• pulpotomy• pulpectomy

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
4. Be able to assist the clinician during non-surgical endodontic procedures	4.1 Assist to monitor and support the individual during treatment					
	4.2 Assist the clinician during isolation of the tooth					
	4.3 Aspirate the treatment area to maintain a clear field of operation					
	4.4 Provide equipment and medicaments required for irrigating root canals					
	4.5 Assist the clinician in the measurement and recording of the root canal length					
	4.6 Prepare materials and medicaments for: <ul style="list-style-type: none"> • temporary placement in canals • permanent placement in canals 					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	<ul style="list-style-type: none"> restoration of the tooth 					
	4.7 Provide post-operative instructions on the care of the mouth to the individual (simulation permitted)					

Range
4. Be able to assist the clinician during non-surgical endodontic procedures
4.1 Individual: <ul style="list-style-type: none"> adults children and young people older adults those with additional needs
4.4 Equipment and medicaments: <ul style="list-style-type: none"> irrigation syringe irrigation solution paper points identifying and locating filling and measuring

Assessor comments/feedback/action plan:

Expert witness evidence statement

Expert witness name: Expert witness GDC registration no: Learner name:

CORE DN 9: Provide support during non-surgical endodontic treatment Learning outcome (LO): 3. Be able to prepare the clinical environment for non-surgical endodontic treatment	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a real work environment (RWE)): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
3.1 Select the individual's charts, records and images Range Individuals' charts, records and Images: <ul style="list-style-type: none"> • dental history/pending treatment charting • medical history • periodontal charting • radiographs • consent 	
3.2 Identify the planned treatment Range Treatment: <ul style="list-style-type: none"> • permanent • deciduous 	

CORE DN 9: Provide support during non-surgical endodontic treatment Learning outcome (LO): 3. Be able to prepare the clinical environment for non-surgical endodontic treatment	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a real work environment (RWE)): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
3.3 Select the equipment, instruments, materials and medicaments for the different stages of non-surgical endodontic treatment Range Equipment, instruments, materials and medicaments: <ul style="list-style-type: none"> • identifying and locating • filing and measuring • irrigation syringe • solution Non-surgical endodontic treatment: <ul style="list-style-type: none"> • pulp capping • pulpotomy • pulpectomy 	

Expert witness signature:

Date:

Assessor signature:

Date:

Expert witness evidence statement**Expert witness name:****Expert witness GDC number:****Learner name:****CORE DN 9: Provide support during non-surgical endodontic treatment****Learning outcome (LO):****4. Be able to assist the clinician during non-surgical endodontic procedures**

Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
4.1 Assist to monitor and support the individual during treatment Range Individual: <ul style="list-style-type: none"> adults children and young people older adults those with additional needs 	
4.2 Assist the clinician during isolation of the tooth	
4.3 Aspirate the treatment area to maintain a clear field of operation	
4.4 Provide equipment and medicaments required for irrigating root canals Range Equipment and medicaments: <ul style="list-style-type: none"> irrigation syringe irrigation solution paper points 	

CORE DN 9: Provide support during non-surgical endodontic treatment Learning outcome (LO): 4. Be able to assist the clinician during non-surgical endodontic procedures	
Assessment criteria (AC)	Witness comments to acknowledge that the learner has demonstrated competence in the AC and is safe to practice (in a RWE): (if AC has not been observed – please leave blank) (if any range is not covered – please cross out)
<ul style="list-style-type: none"> identifying and locating filling and measuring 	
4.5 Assist the clinician in the measurement and recording of the root canal length	
4.6 Prepare materials and medicaments for: <ul style="list-style-type: none"> temporary placement in canals permanent placement in canals restoration of the tooth 	
4.7 Provide post-operative instructions on the care of the mouth to the individual	

Expert witness signature:

Date:

Assessor signature:

Date:

Learner supporting statement – CORE DN 9: Provide support during non-surgical endodontic treatment



Learner signature:

Date:

Expert witness signature:

Date:

Assessor signature:

Date:

CORE DN 10 Provide support during the extraction of teeth and minor oral surgery procedures (M/650/8112)**Outcome Key:** Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
3. Be able to prepare the individual and dental environment for the treatment of extractions and minor oral surgery	3.1 Select the individual's charts, records and images					
	3.2 Prepare the equipment, instruments, materials and medicaments that may be required: <ul style="list-style-type: none"> when extracting erupted teeth during minor oral surgery 					
	3.4 Confirm with the individual that they have followed the prescribed pre-treatment instructions					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	3.5 Report non-compliance to prescribed pre-treatment instructions to the appropriate member of the team (knowledge evidence permitted)					

Range
3. Be able to prepare the individual and dental environment for the treatment of extractions and minor oral surgery
3.1 Charts, records and images: <ul style="list-style-type: none"> • dental history/pending treatment charting • medical history • periodontal charting • radiographs • consent
3.2 Equipment, instruments, materials and medicaments: <ul style="list-style-type: none"> • topical anaesthetic • local anaesthetic • local anaesthetic syringes and needles • luxators and/or elevators (for example, Couplands, Warwick James, Cryer) • extraction forceps • scalpel • periosteal elevator

Range

- cheek retractor
- Spencer Wells forceps
- suture pack
- suture holder
- dissecting forceps
- suture scissors
- surgical suction tip
- surgical hand piece and burs
- irrigation syringe/needle/solution (for example, saline)
- haemostatic medicaments (for example, gelatine sponges, oxidised cellulose)

3.2 Teeth:

- deciduous
- permanent

3.2 Minor oral surgery:

- implants
- apicectomy
- frenectomy
- biopsy
- removal of impacted teeth
- removal of buried roots
- removal of erupted teeth
- removal of unerupted teeth and roots

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
4. Be able to support the clinician and the individual during extractions and minor oral surgery procedures	4.1 Support the individual during the administration of local or regional anaesthesia					
	4.2 Aspirate, irrigate and protect the individual's soft tissues					
	4.3 Assist the clinician in the: <ul style="list-style-type: none"> • preparation of packs • placing of sutures 					
	4.4 Monitor the individual					
	4.5 Respond to any risks and complications (knowledge evidence permitted)					
	4.6 Complete records and charts following the procedure					

Range
4. Be able to support the clinician and the individual during extractions and minor oral surgery procedures
4.1 Individual: <ul style="list-style-type: none">• adults• children and young people• older adults• those with additional needs 4.5 Complications: <ul style="list-style-type: none">• nerve damage• haemorrhage• oral antral fistula• equipment failure• collapse

In addition to direct observation, it is recommended that **multiple methods of meeting skills criteria** are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.

Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
5. Be able to provide support for the clinician and the individual following extraction and minor oral surgery	5.1 Provide the individual with post-operative instructions following: <ul style="list-style-type: none"> • extraction of erupted teeth • minor oral surgery 					

Range

5. Be able to provide support for the clinician and the individual following extraction and minor oral surgery

5.1 Individual:

- adults
- children and young people
- older adults
- those with additional needs

5.1 Teeth:

- deciduous
- permanent

Assessor comments/feedback/action plan:

CORE DN 12 First aid essentials (T/650/8114)

Outcome Key: Competent (C) Partial competence (PC) Not Competent (NC)

Learners should undertake **each activity** relating to patient care on **sufficient occasions** to enable them to develop the skills and the level of competency required to achieve the relevant skills learning outcomes (LO)/assessment criteria (AC). 'Partial competence' and 'Not competent' indicate that more experience or training is required. It is the **centre's/Assessor's** responsibility to ensure that learners are **only** signed off as competent when they can be assured that the learner has **fully** met each of the relevant skills. All skills criteria must be achieved.

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
3. Be able to assess an incident	3.1 Conduct a scene survey (simulation permitted)					
	3.2 Conduct a primary survey of a casualty (simulation permitted)					
	3.3 Give examples of when to call for help (simulation permitted)					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
4. Be able to manage an unresponsive	4.1 Assess a casualty's level of consciousness					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
casualty who is breathing normally	(simulation permitted)					
	4.2 Open a casualty's airway and check breathing (knowledge evidence permitted)					
	4.3 Identify when to place an unconscious casualty into the recovery position (simulation permitted)					
	4.4 Place an unresponsive casualty in the recovery position (simulation permitted)					
	4.5 Manage a casualty who is in seizure (simulation permitted)					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
5. Be able to manage an unresponsive casualty who is not breathing normally	5.1 Recognise the need to commence cardiopulmonary resuscitation (simulation permitted)					
	5.2 Demonstrate cardiopulmonary resuscitation using a manikin (simulation permitted)					
	5.3 Identify the accepted modifications to cardiopulmonary resuscitation for children (simulation permitted)					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
6. Be able to recognise and assist a casualty who is choking	6.1 Describe how to identify a casualty with a: <ul style="list-style-type: none"> partially blocked airway 					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
	<ul style="list-style-type: none"> completely blocked airway (simulation permitted) 					
	6.2 Administer first aid to a casualty who is choking (simulation permitted)					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
7. Be able to manage a casualty with external bleeding	7.1 Identify the types of external bleeding (simulation permitted)					
	7.2 Control external bleeding (simulation permitted)					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
8. Be able to manage a casualty who is in shock	8.1 Recognise shock (simulation permitted)					
	8.2 Administer first aid to a casualty who is in shock (simulation permitted)					

In addition to direct observation, it is recommended that multiple methods of meeting skills criteria are recorded (for example, via reflective accounts/logs, professional discussion) to demonstrate consistency and competency.						
Learning outcome (LO)	Assessment criteria (AC)	Outcome	Date	Other evidence of meeting skill	Fully achieved	Date and sign-off
9. Be able to manage a casualty with a minor injury	9.1 Administer first aid to a casualty with small cuts, grazes and bruises (simulation permitted)					
	9.2 Administer first aid to a casualty with minor burns and scalds (simulation permitted)					
	9.3 Administer first aid to a casualty with small splinters (simulation permitted)					

Assessor comments/feedback/action plan:

Section 3: assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer (EQA) with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment methods that demonstrate achievement of all the learning outcomes (LOs), assessment criteria (AC) and **all range** associated with each unit (grades are not awarded).

Skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.

Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect three direct observations of practice spread across the course duration.

Approved assessment methods for competence/skills-based outcomes include:

- direct observation of learner in work placement/employment (it is essential to include observations)
- professional discussions
- reflective accounts
- EWTs (must be accompanied by professional discussion to triangulate the evidence)
- work products (for example, policies, reports and records that can be used to underpin or move a professional discussion forward)

Approved assessment methods for knowledge and understanding include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see Internal Assessment Tasks document)
- question and answer

Assessment principles relevant to this qualification

Please refer to the Qualification Specification on the NCFE website for the assessment principles.

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