NCFE CACHE

CACHE

Qualification Specification

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

Qualification summary

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

Ofqual qualification number (QN)	610/3114/8	**Aim reference**	61031148
Guided learning hours (GLH)	365	**Total qualification time (TQT)**	550

Credit value	55
Minimum age	16
Qualification purpose	This qualification is designed for those who want to register with the General Dental Council (GDC) and qualify as a dental nurse. It can be taken as either stand-alone or as part of an apprenticeship. It is a mandatory element within the Dental Nurse (GDC 2023) occupational standard and the end-point assessment (EPA) is integrated into this qualification. To meet the GDC's outcomes, this qualification reflects the knowledge, skills, attitudes and behaviours a dental nurse must have to practise safely, effectively and professionally. The qualification fully meets The Safe Practitioner: Dental Nurse (superseding the GDC's Preparing for practice outcomes) and also meets the knowledge, skills and behaviours (KSBs) within the Dental Nurse (GDC 2023) occupational standard. Units include underpinning ethics, professionalism, teamwork and communication, as well as practical dental principles and techniques. This qualification is currently provisionally approved (awaiting full approval) by the GDC and, upon completion, it will enable learners to apply for registration with the GDC.
Rules of combination	Learners/apprentices must achieve 55 credits from the 12 mandatory units and a pass, merit or distinction in each of the two external, synoptic, multiple-choice question (MCQ) tests covering the underpinning knowledge across units. There is no compensation between units, tests or observations in practice.
Occupational standard	This qualification can be taken as part of an apprenticeship and is the mandatory element within the Dental Nurse (GDC 2023) occupational standard for Dental Nurses (England) (ST1431 v1.0). This apprenticeship has a statutory, integrated EPA.
Grading	This qualification is graded pass/merit/distinction. Learners/apprentices must be successful in both the internal and external assessments to gain the Level 3 Diploma in the Principles and Practice of Dental Nursing. The learners' overall qualification grade will be determined by the results of each test paper. For apprentices, on achievement of this qualification, and the completion of a successful Gateway audit they may begin the EPA period.

End-point assessment (EPA)	The EPA takes place after the apprentice has completed all the requirements on-programme, for the Level 3 Diploma in the Principles and Practice of Dental Nursing, and their workplace agrees they are competent. The independent external quality assurers (IEQAs) will review claimed qualification certificates to ensure that apprentices have met all the requirements of the Dental Nurse apprenticeship. Please see the EPA support page on the NCFE website for more information.
Assessment method	This qualification is both internally and externally assessed. The assessment consists of two components: • an internally assessed portfolio of evidence for all units, which is assessed by the centre and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual) • two externally set and externally marked, synoptic, MCQ tests covering the underpinning knowledge across units – the assessments will be online and on demand
Work/industry placement experience	This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification, before certification. It is recommended that a minimum of 16 hours per week is spent in the workplace. If this qualification is being taken as part of an apprenticeship, apprentices will need to be working with a full-time employment contract in place and enrolled on the Dental Nurse apprenticeship to be able to show competence in the relevant KSBs and complete this qualification. Apprentices should be employed for a minimum of 30 hours per week, completing the minimum required off-the-job training in line with Department for Education (DfE) funding rules. Please refer to policy 7: workplace stipulations for additional guidance on work placements, located within the Appendices, Policies and Statements document on the qualification's page on the NCFE website.
Additional assessment requirements	Units CORE DN 1 to 11 must be assessed in line with NCFE assessment principles. Unit CORE DN 12 must be assessed in line with Skills for Health's assessment principles.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/3114/8.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Contents

Summary of changes

This table summarises the changes to this Qualification Specification.

Version	Publication date	Summary of amendments
v1.1	October 2024	Updated wording to the following: CORE DN 1 AC3.1 and AC3.2 CORE DN 3 AC4.1
v1.2	July 2025	Updated the following: Amended IRMER to IR(ME)R throughout all units CORE DN 5 Added skills-based outcome to AC4.7 and AC4.8

Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of dental nursing
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objective of this qualification is to:

- build knowledge and skills to work as a dental nurse
- focus on direct chairside work and support during a range of dental treatments
- encompass the underpinning ethics, professionalism, teamwork and communication required to work as a dental nurse

General Dental Council (GDC) and The Safe Practitioner: Dental Nurse

The General Dental Council (GDC) is the UK-wide statutory regulator of the dental team. Its primary purpose is to protect patient safety and maintain public confidence in dental services. To achieve this, it registers qualified dental professionals, sets standards for the dental team, investigates complaints about dental professionals' fitness to practise and works to ensure the quality of dental education.

The GDC's standards for the dental team underpin the statement of values for trainee dental nurses working towards this qualification and must be adhered to at all times. In addition, the learning outcomes (LOs) in the GDC's The Safe Practitioner: Dental Nurse (superseding Preparing for practice) describes the outcomes that an individual must be able to demonstrate by the end of their training, in order to register with the GDC as a dental professional and member of the dental team.

These LOs reflect the knowledge, skills, attitudes and behaviours a dental nurse must have to practise safely, effectively and professionally. A mapping document has been provided in appendix B to identify where these LOs have been fully met and mapped to the qualification.

This qualification is currently provisionally approved (awaiting full approval) by the GDC and upon completion, it will enable learners to apply for registration with the GDC.

Centres should be aware that as part of the GDC inspection process, the GDC may at any time request to inspect and quality assure any aspect of the delivery and assessment of this qualification undertaken by the centre. All inspections will be in line with guidance which can be found at www.gdc-uk.org.

Our value statement

The following statement of values should underpin delivery of the Level 3 Diploma in the Principles and Practice of Dental Nursing and every aspect of the assessment.

The learner will put the individual first by:

- providing individualised care
- ensuring the individual's welfare and safety
- showing compassion and sensitivity
- upholding the individual's rights and dignity
- never using abusive language or physical violence
- respecting the wishes, needs and preferences of the individual and their family
- honouring the confidentiality of information relating to the individual and their family
- respecting the contribution and expertise of the staff in the care and education field, and other professionals with whom they may be involved
- upholding our equality and diversity statement
- acting in a manner consistent with the GDC standards for the dental team, which include communication, professionalism, teamwork and clinical skills
- acting in a non-discriminatory manner respecting diversity and upholding the rights, dignity and autonomy of others

Supporting documents and resources

The following documents will be essential for any centre involved in the delivery, assessment and administration of this qualification and should be used alongside this Qualification Specification. They can be found on the qualification's page on the NCFE website:

- Support Handbook (this Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website – this contains additional supporting information to help with planning, delivery and assessment; this Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook)
- Internal Assessment Tasks (comprehensive set of optional assessment tasks covering all knowledge LOs and providing the underpinning knowledge linked to the skills LOs)
- Assessment Specification (marking guidance for the Internal Assessment Tasks)
- Qualification Approval and External Quality Assurance Reviews (guidance on our external quality assurance and approval requirements)
- Appendices, Policies and Statements (comprehensive set of templates to support with delivery and assessment, these are not mandatory and established centres are likely to already have the appropriate processes in place and may wish to use their own)
- Knowledge, Skills and Behaviours (KSBs) Mapping document (this document outlines where the Level 3 Diploma in the Principles and Practice of Dental Nursing maps to the KSB statements within the occupational standard, showing which units, LOs and assessment criteria (AC) within the qualification content covers each KSB statement)
- Sample Assessment Materials (SAMs) (includes question papers and answer keys; these will support learners with preparation for the two external assessment, multiple-choice question (MCQ) tests that cover the underpinning knowledge across units)

Guidance for entry and registration

This qualification is designed for learners aged 16 or over who wish to qualify as a dental nurse.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the LOs and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 55 credits from the 12 mandatory units and a pass, merit or distinction in each of the two external, synoptic MCQ tests covering the underpinning knowledge across units. There is no compensation between units, tests or observations in practice.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Apprenticeship and end-point assessment (EPA) requirements

Please see the EPA support page on the NCFE website for more information.

Please see the End-point assessment plan for Dental Nurse apprenticeship standard for Dental Nurse (GDC 2023) for more information www.instituteforapprenticeships.org/apprenticeship-standards.

Please refer to the Knowledge, Skills and Behaviours (KSBs) Mapping document on the qualifications page on the NCFE website for information of where KSBs from the Dental Nurse (GDC 2023) occupational standard are mapped to the Level 3 Diploma in the Principles and Practice of Dental Nursing.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  o dental nurse
- further training:
  o orthodontic dental nursing
  o dental radiography
  o assisting in dental sedation
  o implant dental nursing
  o impression taking
  o topical fluoride application
- further education:
  o orthodontic therapy
  o dental practice management
  o oral health practitioner

- o   dental technician
- o   dental hygienist
- o   dental therapist

Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Staffing requirements

- **tutors** are responsible for the delivery of the underpinning knowledge and understanding in line with the qualification requirements
- **assessors** are responsible for assessing knowledge and practical skills/competence through observation using a range of specified assessment methods to ensure learners are meeting the requisite standards to be able to practice as a dental nurse
- **internal quality assurers (IQAs)** are responsible for ensuring that the procedure for the quality of assessment is robust and applied consistently across the qualification by each assessor
- **workplace mentors/supervisors** are responsible for providing direct supervision of the learner – this supervision may be delegated to other GDC registrants; however, the named registrant will continue to be accountable overall for the learner throughout their qualification journey; the GDC registrant undertaking the supervision/mentorship of the learner must be adequately indemnified to do so
- **employers** are responsible for providing an occupationally competent and knowledgeable workplace mentor/supervisor who is accountable for the learner and providing a clinical environment/workplace that is safe and appropriate; employers must ensure that the learner has exposure to the breadth of patients/procedures necessary, and the ability to undertake each activity for the development of the skills and competency relevant to achieving the requirements of the GDC LOs

	Tutor	Assessor	Internal quality assurer (IQA)	Workplace mentor	Employer
Assesses knowledge	Y	Y	Y (of assessors)	N	N
Assesses competence	N*	Y	Y (of assessors)	N	N
Mentors and supports learners	Y	Y	N	Y	Y

Occupationally competent	Y	Y	Y	Y	Y
Occupationally knowledgeable	Y	Y	Y	Y	Y
GDC registrant	Y*	Y	Y**	Y	Y

*If tutors are assessing the learner, they must be registered with the GDC, in line with GDC requirements. There could be an exception where some tutors who, depending on the topic they are teaching, would be subject specialists but not necessarily dental registrants (for example, infection control). In addition, some tutors may assess competence of the learner; it is the centre's responsibility to ensure that the tutor is qualified to undertake this role.

**For IQAs who are not GDC registrants, a vocational dental qualification must be held and continuing professional development (CPD) relevant to dental nursing (for example, ethics and professionalism) must be undertaken and maintained. Evidence of current CPD records must be available upon qualification approval and subsequent external quality assurance reviews.

Real work environment (RWE)

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

To assist in the delivery of this qualification, centres should have somewhere to recreate the dental environment where dental materials and equipment can be made available to learners, including having access to anatomical models (for example, teeth, skulls, model of the heart).

It is also suggested that centres should have an area to cover the following:

*   the set-up of a dental surgery – how equipment is stored, tray lay-ups, decontamination rooms, X-ray rooms (this does not mean that centres need these actual rooms, but somewhere that is not a classroom where equipment can be displayed and learners can handle equipment, and use personal protective equipment (PPE), for example, goggles, masks, apron, gloves)
*   how equipment needs to be sterilised
*   somewhere to learn about charting
*   somewhere to mix materials
*   somewhere to view anatomical models/phantom heads

This is not an exhaustive list, and each centre will need to decide on how much they wish to invest in.

Simulation

Learners will need to be working or on practical placement to be able to show competence in both knowledge and skills. It is recommended that a minimum of 16 hours per week is spent in the workplace.

Please refer to policy 7: workplace stipulations for additional guidance on work placements, located within the Appendices, Policies and Statements document on the qualification's page on the NCFE website.

Please speak to your external quality assurer (EQA) for more information on requirements for learners in specialist practices (for example, orthodontics).

A learner's portfolio of evidence may only include simulation of skills where simulation is allowed for that specific unit. In this qualification, simulation is permitted against some criteria in units CORE DN 4, CORE DN 9 and CORE DN 12; see the units for more details. If simulation takes place outside of the workplace, it is essential that the environment reflects a real work setting and replicates key characteristics of the workplace in which the skill to be assessed is normally employed.

Order of delivery and assessment

To ensure learners are adequately prepared to embark on a qualification leading to professional registration, and in order to meet the GDC's requirements, particularly in relation to patient safety, the underpinning knowledge must be delivered and assessed before skills criteria and observations in practice are assessed. This includes core areas such as health and safety, infection control, ethics and professionalism, and dental anatomy. It is paramount that centres structure the delivery and assessment of certain specified LOs and/or units in a way that teaches the underpinning knowledge to learners first, to ensure that they – and their patients – are safe. This will ensure that the learner has been assessed as being safe to practise and can enter the clinical area. An induction checklist can be found in appendix B to support with this, located within the Appendices, Policies and Statements document on the qualification's page on the NCFE website.

Please note that unit CORE DN 3 Reflect on and develop own practice as a dental nurse, ensures continual reflective practice throughout the qualification (recommended assessment method), lending itself to the future requirements of ongoing reflective practice as a GDC registrant. Centres should note that this unit should be referenced throughout the whole qualification, and therefore should be signed off last.

Range

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

Where possible it is recommended that performance evidence is cross-referenced to cover range (for example, 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 LOs, AC and range. Where learners do not have access to all elements (for example, not all practices will have extra-oral X-ray machines), learners can attend additional dental nursing placements 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 arrangement such as this would provide the learner with the opportunity to observe wider practice than they might routinely see, and also give them the chance to gather evidence for unit CORE DN 3 Reflect on 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 learner's knowledge.

Additional assessment requirements

Unit CORE DN 12 First aid essentials must be assessed in line with Skills for Health's assessment principles. Please refer to www.skillsforhealth.org.uk for the current version.

The following form is mandatory for tracking clinical and technical experiences:

• Clinical Experience Monthly Record (appendix I), located within the Appendices, Policies and Statements document on the qualification's page on the NCFE website

Special waste

As of the 2005 the term 'special waste' has been substituted for 'hazardous waste'. Please see part 11 of The Hazardous Waste (England and Wales) Regulations 2005.

The term 'special waste' is still used in Scotland – this is also made clear in HTM 07-01: Safe and sustainable management of healthcare waste. As this is a qualification that applies across the UK, all learners must be aware of the variations between England, Scotland, Wales and Northern Ireland.

Observations and skills-based outcomes

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, with agreement from the EQA. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion) but only as supplementary evidence alongside an EWT or direct observation.

Skills-based outcomes are clearly identified in the 'evidence record' column within each unit. 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.

For units that require observations to be undertaken, learners must have exposure to an appropriate breadth of procedures and patients (for example, adults, children and young people, older people and those with additional needs such as hearing and visual impairments, learning disabilities, 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.

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

Expert witness testimony (EWT)

EWT must be used with professional discretion, and only selected when observation is not possible or is not appropriate. Those providing an EWT must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an EWT include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

Expert witness evidence

This is a signed supporting statement by an expert witness, such as a registered professional (for example, dentist, dental nurse or dental hygienist), who has the opportunity to see the learner working in their workplace situations. Expert witnesses will often be the learner's clinical supervisor.

The expert witness will confirm competencies demonstrated by the learner through written examples of observed practice noted against the AC listed on the expert witness evidence statement. The learner will also be required to provide a supporting statement; this allows further detail to be included by the learner, which may provide an opportunity for the learner to demonstrate underpinning knowledge and understanding. This maintains the gathering of witnessed performance evidence where it would not be possible for an assessor to directly observe the learner's practice. The expert witness will have been approved by the centre, but the evidence provided by the expert witness will be judged against the units' AC by an assessor who is a GDC registrant and meets our assessment principles.

The expert witness will also be required to sign a declaration:

- confirming that they will undertake witnessing of the learner activities in a fair, honest and reliable way
- stating that the learner will be witnessed as safe to practice in relation to the skills outlined in the LO and related ranges (where applicable) within the specified units

Pro forma expert witness statements have been provided in the Assessment Specification, which can be found on the qualification's page on the NCFE website.

Approval and external quality assurance requirements

There are additional requirements set by the GDC for this qualification at approval stage and for external quality assurance reviews.

Once you have shortlisted this qualification for approval, you will be allocated a dedicated EQA who will support you through a smooth approval process with us and arrange your mandatory approval visit.

The following documents, which can be found on the qualification's page on the NCFE website, explain our approval and quality assurance processes and provide templates for newer centres to use:

- Qualification Approval and External Quality Assurance Reviews
- Appendices, Policies and Statements

These templates are not mandatory and established centres are likely to already have the appropriate processes in place and may wish to use their own.

Please note that this qualification is **not** eligible for direct claims status (DCS).

How the qualification is assessed and graded

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally and externally assessed and externally quality assured by NCFE. The assessment consists of two components:

- an internally assessed portfolio of evidence for all units, which is assessed by the centre and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)
- two externally set and externally marked, synoptic, MCQ tests covering the underpinning knowledge across units – the assessments will be online and on demand

Learners must be successful in both components to gain the Level 3 Diploma in the Principles and Practice of Dental Nursing. The learners' overall qualification grade will be determined by the results of each test paper.

Units CORE DN 1 to 11 must be assessed in line with NCFE assessment principles and unit CORE DN 12 assessed in line with Skills for Health's assessment principles.

All LOs, AC and all elements within the range must be achieved.

The Level 3 Diploma in the Principles and Practice of Dental Nursing is a competence-based qualification (CBQ).

A CBQ must be assessed in the workplace or in an RWE in accordance with the relevant assessment principles. Please refer to the assessment principles within this specification for further information.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

We have created a comprehensive suite of sample tasks and marking guidance for the internally assessed units that can be found within the Internal Assessment Tasks and Assessment Specification documents on the qualification's page of the NCFE website. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all knowledge LOs for the units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes

- appropriate coverage of the content, LOs or AC
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please refer to the assessment principles within this specification for further information.

External assessment

Each learner is required to undertake two external assessments. Learners must achieve a pass, merit or distinction in each of the two external, synoptic, MCQ tests covering the underpinning knowledge across units.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills based on the underpinning knowledge across all mandatory units of this qualification. Centres must not assess or internally quality assure external assessments or provide any feedback to the learner about their performance in the external assessments.

The external assessments consist solely of:

- on demand (invigilated) – the centre schedules the assessment date and time when making the bookings

The external assessments are administered under specified assessment conditions and each test will last for 90 minutes.

For further information, centres should refer to the Regulations for the Conduct of External Assessment, and Qualifications Specific Instructions for Delivery (QSID) documents, available on the NCFE website.

Where qualifications have external assessment, centres must have booked learners onto the assessment using the Portal.

Types of external assessment

Each learner is required to undertake two externally set, MCQ test papers.

Multiple-choice question (MCQ) tests

Centres are free to choose the date, time and location of assessment. The assessment for the qualification is available through our online assessment service.

Internal Assessment Tasks are available on the qualification's page on the NCFE website.

Learners must achieve a pass, merit or distinction in each of the two external, synoptic, MCQ tests.

Subject matter experts (SMEs) will use an Angoff method to determine the grade boundaries for pass, merit and distinctions for each test paper. The learners' overall qualification grade will be determined by the results of each test paper.

Online assessment

For centres using our online assessment service, assessments should be booked directly on the online assessment platform and can be carried out without any notice, and without notifying NCFE. MCQ online assessment results will be available 2 working days after the assessment has been sat. For more information about how to get started with online assessment, please go to the NCFE website.

For instructions on conducting online external assessments, please refer to our Regulations for the Conduct of External Assessments and QSID documents, available on the NCFE website.

Remote invigilation is also available for this qualification, please refer to remote invigilation support on the NCFE website.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our Enquiries about Results and Assessment Decisions Policy, which is available on the NCFE website.

Not yet achieved grade

A result that does not achieve a pass grade will be graded as a not yet achieved grade. Learners may have the opportunity to resit.

Improving the grade for the external assessment (upgrade the result)

Learners are permitted to resit each MCQ test twice more either because they failed or to improve their grade. This may be chargeable. This means that learners can have a total of three attempts at each external assessment.

For further information on assessment, please refer to the User Guide to the External Quality Assurance Report.

NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

Records of grades achieved for the NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing (610/3114/8)

Grades achieved				Distinction		Merit		Pass		
Unit no.	Unit title	Hours per unit	No. of increments	Grade value	Points	Grade value	Points	Grade value	Points	Points per unit
MCQ1/3114/8	MCQ Paper 1	N/A	1	5	5	3	3	1	1	
MCQ2/3114/8	MCQ Paper 2	N/A	1	5	5	3	3	1	1	
									Total points	

No. of increments x grade value = points for each assessment.

To achieve the Level 3 Diploma in the Principles and Practice of Dental Nursing, learners must obtain a minimum of a pass in each of the MCQ assessments.

Overall boundary points

For example, if you achieve a pass on one assessment and a merit on the other, this is 1 point for the pass and 3 points for the merit, which gives a total points score of 4 and an overall qualification grade of a merit.

Grade	Point score*
Distinction	8 to 10
Merit	4 to 7
Pass	2 to 3

* not all values in the point score range can be calculated.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

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

Unit summary				
This unit focuses on underpinning knowledge, skills and behaviours that contribute to the practice of the dental care professional.				
Mandatory	Achieved/not yet achieved	Level 3	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand responsibilities of the dental nurse in relation to current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure	1.1 Identify current **legislation** that governs the dental profession	
	1.2 Explain **current legal and regulatory requirements, professional codes of practice and organisational policy and procedure**, including the role of the dental nurse within them: • equality, diversity and inclusion • discrimination • rights • **General Dental Council (GDC) ethical and professional guidance** • principles of information governance	
	1.3 Describe the impact of direct access on each registrant group's scope of practice and its effect on dental team working	
	1.4 Explain the professional expectations, potential impact and consequence of using social media as a communication tool	
Range – LO1	**1.1 Legislation:** • noting that this legislation may differ in England, Scotland, Wales and Northern Ireland **1.2 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)	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	1.2 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	
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	
	2.2 Explain the importance of maintaining your practice's network of dental professionals and other stakeholders involved in the care and support of **individuals**	
	2.3 Describe the difference between management and leadership	
	2.4 Explain the importance of having indemnity arrangements in place	
Range – LO2	**2.2 Individuals:** • adults • children and young people • older adults • those with additional needs	
3. Understand safeguarding policy	3.1 Describe the signs and symptoms of abuse, neglect and emotional trauma	
	3.2 Explain national and local safeguarding systems and policies that safeguard the welfare of children, young people and adults	
	3.3 Describe how to raise **concerns** and act accordingly	
	3.4 Explain the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects	
Range – LO3	**3.3 Concerns:** • safeguarding • whistleblowing	
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: • equality, diversity and inclusion • discrimination • rights • **GDC ethical and professional guidance** • principles of information governance	(Skills-based outcome)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
Range – LO4	**4.1 Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure:** • GDPR • DHSC Guidelines and Regulations • social media • 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	
5. Be able to identify the requirements of own job role	5.1 Identify the requirements of competent, effective and safe practice	
	5.2 Describe the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team	
	5.3 Provide active support for **individuals** and **key people** within the team	(Skills-based outcome)
	5.4 Provide feedback for individuals and key people within the team	(Skills-based outcome)
	5.5 Work as part of a **team**	(Skills-based outcome)
	5.6 Work in a patient-centred way	(Skills-based outcome)
	5.7 Explain **procedures for handling complaints**	
	5.8 Follow procedures for handling complaints	(Skills-based outcome)
Range – LO5	**5.3 Individuals:** • adults • children and young people • older adults • those with additional needs **5.3 Key people:** • carers • team members	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• others with whom the individual has a supportive relationship • management **5.5 Team:** • dental care professionals • dental professionals • own dental team **5.7 Procedures for handling complaints:** • Standards for the Dental Team, principle 5 • private complaints • NHS complaints	

Delivery and assessment guidance
Evidence requirements 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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification. Approved assessment methods for knowledge and understanding outcomes 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 LO1 to LO3 must be assessed via approved methods for knowledge and understanding. LO4 and LO5 must be assessed via approved methods for skills-based outcomes. LO4 and LO5 must be assessed in the workplace.

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

Unit summary				
This unit focuses on the knowledge, skills and behaviours required to minimise hazards and risks in the workplace.				
Mandatory	Achieved/not yet achieved	Level 3	9 credits	60 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand current health and safety legislation in relation to infection control	1.1 Explain **health and safety legislation** and practice policies in relation to infection control	
	1.2 Explain the principles of standard infection control precautions	
	1.3 Describe **methods** of preventing cross-infection	
	1.4 Explain the preparation of a clinical area to control cross-infection	
Range – LO1	**1.1 Health and safety legislation:** • Health and Safety at Work etc. Act 1974 • The Control of Substances Hazardous to Health Regulations 2002 (COSHH) • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) • The Special Waste Regulations 1996 and The Hazardous Waste (England and Wales) Regulations 2005 • The Ionising Radiation Regulations 2017 (IRR) • The Ionising Radiation (Medical Exposure) Regulations 2017 (IR(ME)R) • Department of Health and Social Care (DHSC) guidelines and regulations (for example, Decontamination in primary care dental practices (HTM 01-05)) • working practice policy • best practice • The Health and Safety (Young Persons) Regulations 1997 • The Management of Health and Safety at Work Regulations 1999 • Environmental Protection Act 1990 **1.3 Methods:** • decreasing the transmission of infection	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• measures for preventing cross-infection (for example, single-use items) • social cleanliness (for example, social cleaning plan) • barrier techniques, including zoning • importance of record keeping in relation to cross-infection • use of personal protective equipment (PPE) • clinical/non-clinical waste • sharps disposal • 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: • pathogen • non-pathogen	
	2.3 Identify **micro-organisms** in: • infectious conditions • non-infectious conditions	
	2.4 Explain the routes of transmission of micro-organisms	
Range – LO2	**2.3 Micro-organisms:** • bacteria • viruses • fungi • spores • prions	
3. Understand the management of infectious conditions within the dental environment	3.1 Describe infectious conditions that affect **individuals** in the dental setting	
	3.2 Describe how infectious conditions relevant to dentistry affect body systems	
	3.3 Describe action to take to prevent the spread of infectious diseases	
	3.4 Summarise the immunisation schedule for the dental team before exposure to clinical work	
	3.5 Explain the reasons for immunisation of dental personnel	
Range – LO3	**3.1 Individuals:** • adults • children and young people • older adults • those with additional needs	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
4. Know the methods of decontamination	4.1 Explain the chemical names and uses for decontaminants against types of micro-organism	
	4.2 Describe the principles and methods of: • **disinfection** • **clinical and industrial sterilisation**	
	4.3 Explain the procedures used to decontaminate a clinical environment after use	
Range – LO4	**4.2 Disinfection:** • difference between asepsis, sterilisation and disinfection • different types of disinfectants and their uses in clinical environments **4.2 Clinical and industrial sterilisation:** • manual cleaning • ultrasonic bath • washer-disinfector • vacuum autoclaves • non-vacuum autoclaves • gamma radiation	
5. Be able to work in accordance with current health and safety legislation	5.1 Identify current health and safety legislation	
	5.2 Describe **workplace procedures** relevant to health and safety	
	5.3 Describe the purpose of and reasons for guidance, legislation and adhering to manufacturers' instructions	
	5.4 Work in accordance with: • **workplace legislation** • manufacturers' instructions	(Skills-based outcome)
Range – LO5	**5.2 Workplace:** • single or multiple areas in which you carry out your work **5.2 Workplace procedures/policies:** • safe working methods and equipment • safe use of hazardous substances • smoking • eating • Drinking and Drugs Policy • what to do in the event of an emergency • personal presentation • moving and handling • mercury spillage	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	5.4 Workplace legislation: • 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	
6. Know hazards in the workplace	6.1 Identify hazards within the workplace	
	6.2 Describe working practices that could result in harm	
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: • personnel • materials	(Skills-based outcome)
	7.2 Contribute to health and safety **improvements** within own **workplace**	(Skills-based outcome)
	7.3 Follow guidelines for environmentally friendly **working practices**	(Skills-based outcome)
	7.4 Maintain **personal presentation** to protect self and others in line with health and safety	(Skills-based outcome)
	7.5 Manage **hazards** in the workplace	(Skills-based outcome)
	7.6 Report hazards to the identified **responsible person**	(Skills-based outcome: **knowledge evidence permitted**)
Range – LO7	**7.2 Improvements:** • working towards best practice • risk assessment **7.2 Workplace:** • single or multiple areas in which you carry out your work **7.3 Working practices:** • activities • procedures	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• use of materials or equipment and working techniques used in carrying out your job **7.4 Personal presentation:** • personal hygiene • use of PPE • clothing and accessories suitable to the workplace **7.5 Hazards:** • radiation • cross-infection • environmental factors • spillages (water, chemical, bodily fluids) • waste disposal • sharps **7.6 Responsible person:** • manager • supervisor • section leader • the health and safety person in your workplace	
8. Be able to apply standard precautions for infection control	8.1 Maintain **personal hygiene**	(Skills-based outcome)
	8.2 Select **personal protective equipment (PPE)** • don the correct PPE • doff the correct PPE	(Skills-based outcome)
	8.3 Maintain a clean and tidy working environment during treatments	(Skills-based outcome)
	8.4 Use **cleaning equipment** and materials in a safe manner	(Skills-based outcome)
Range – LO8	**8.1 Personal hygiene:** • hair • nails • jewellery • footwear • uniform • social • hand hygiene **8.2 Personal protective equipment (PPE):** • surgical gloves • face mask • goggles and/or visor • heavy-duty gloves	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• apron **8.4 Cleaning equipment:** • general cleaning equipment	
9. Be able to prepare the dental environment	9.1 Maintain stock supplies for clinical procedures	(Skills-based outcome)
	9.2 Adjust **environmental factors** to meet the needs of the individual and the procedure	(Skills-based outcome)
	9.3 Explain the purpose of adjusting environmental factors	
	9.4 Describe the process and reasons for maintaining the aspirator, water lines and water storage equipment, as per manufacturer's instructions	
Range – LO9	**9.2 Environmental factors:** • heating • lighting • ventilation and humidity	
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	(Skills-based outcome)
	10.2 Explain the methods of testing autoclaves	
	10.3 Demonstrate safe and secure storage of equipment, instruments and materials when not in use	(Skills-based outcome)
	10.4 Explain action to take in response to equipment failure	
	10.5 Explain why records must be kept in relation to the maintenance and servicing of equipment	
Range – LO10	**10.1 Equipment:** • dental chair • aspirator • hand pieces • ultrasonic scaler • X-ray machine • X-ray processing equipment • autoclave • instrument washer (disinfector) • ultrasonic bath	
11. Be able to apply methods of sterilisation for dental instruments and equipment	11.1 Explain the potential risks of not decontaminating equipment and instruments	
	11.2 Explain the reasons for pre-cleaning instruments prior to sterilisation	
	11.3 Explain the reasons for placing instruments in the correct location relevant to the different stages of sterilisation	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	11.4 Explain the potential long-term effects of using damaged or pre-used sterile goods	
	11.5 Prepare **instruments and hand pieces** for sterilisation	(Skills-based outcome)
	11.6 Carry out sterilisation procedures	(Skills-based outcome)
	11.7 Store sterilised instruments and hand pieces	(Skills-based outcome)
	11.8 Maintain records of sterilisation procedures	(Skills-based outcome)
Range – LO11	**11.5 Instruments and hand pieces:** • non-surgical • surgical	
12. Be able to manage hazardous and non-hazardous waste	12.1 Identify different types of **waste**	
	12.2 Dispose of: • **hazardous waste** • non-hazardous waste • **special waste**	(Skills-based outcome)
	12.3 Explain the dangers of not disposing of waste correctly and promptly	
Range – LO12	**12.1 Waste:** • hazardous • non-hazardous • special 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	
13. Understand reporting procedures	13.1 Explain reporting procedures in case of: • sharps injury • damaged instruments • accidents or injuries • contaminated materials or equipment • damaged sterilised supplies	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• evidence of potentially infectious diseases	

Delivery and assessment guidance
Evidence requirements

Evidence requirements

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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

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

LO1 to LO4, LO6 and LO13 must be assessed via approved methods for knowledge and understanding.

LO5 and LO7 to LO12 must be assessed via approved methods for skills-based outcomes.

LO5 and LO7 to LO12 must be assessed in the workplace.

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

Unit summary				
This unit focuses on the knowledge, skills and behaviours required to reflect on own practice, as well as to agree, implement and evaluate a personal development plan.				
Mandatory	Achieved/not yet achieved	Level 3	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Be able to reflect upon performance	1.1 Reflect on own role as part of the dental and wider healthcare team	
	1.2 Evaluate the impact of new techniques and technologies on clinical practice to improve, manage or mitigate risks	
	1.3 Identify sources of **supervision and support**	
	1.4 Provide and use constructive **feedback** from **individuals** and **key people** within the development team	
	1.5 Understand the principles of an **evidence-based approach** to learning, clinical and professional practice and decision making	
	1.6 Explain the contribution that a diverse team, and effective team working, make to the delivery of safe and effective high-quality diverse, individual care	
	1.7 Explain the responsibilities and limitations of delegating to other members of the dental team	
	1.8 Identify and address discriminatory language, behaviour and microaggressions from key people	(Skills-based outcome: **knowledge evidence permitted**)
	1.9 Reflect on when to take the lead, manage and take professional responsibility for the actions of colleagues relevant to individual care	
Range – LO1	**1.3 Supervision and support:** • formal • informal • provided from within your organisation • provided from outside your organisation **1.4 Feedback:** • verbal • written • electronic	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	1.4 Individuals: • adults • children and young people • older adults • those with additional needs **1.4 Key people:** • team members • carers • others with whom the individual has a supportive relationship • management **1.5 Evidence-based approach:** • critical thinking • problem solving skills	
2. Be able to agree own personal development plan (PDP)	2.1 Explain the purpose and benefits of: • an appraisal • training • review of own performance • feedback from colleagues • PDP	
	2.2 Create and revisit a PDP, including strengths, weaknesses, opportunities, and threats (SWOT) analysis showing progression throughout the qualification	
	2.3 Prioritise aspects of own practice for development	
	2.4 Agree specific, measurable, achievable and agreed, relevant, time bound (SMART) targets	
	2.5 Identify **development opportunities** that are available	
	2.6 Maintain records of own personal and professional development	
	2.7 Explain the importance of and requirement for commitment to lifelong learning	
Range – LO2	**2.5 Development opportunities:** • training • educational programmes • coaching • personal and professional support	
3. Be able to evaluate effectiveness of own personal development plan (PDP)	3.1 Identify **development opportunities**	
	3.2 Reflect on own practice following identification of the PDP	
	3.3 Review the impact of the PDP on own practice	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	3.4 Describe a method of self-reflection and how it can be used to inform personal development, viewpoint, preconceptions, bias and behaviour	
Range – LO3	**3.1 Development opportunities:** • training • educational programmes • coaching • personal and professional support	
4. Understand when it is appropriate for a General Dental Council (GDC) registrant to act as an advocate for individual needs	4.1 Identify when it is appropriate for a GDC registrant to act as an advocate for individual needs: • provide further information to support a patient in making treatment decisions • raise concerns when patients are at risk	
5. Understand adaptability, wellbeing and personal growth within own role	5.1 Describe methods of self-monitoring, self-care and where to seek advice from to support own wellbeing	
	5.2 Describe strategies to identify and manage personal and emotional challenges of work, teamwork, workload and any related uncertainty and change associated with the challenges	
	5.3 Explain the role of **coping strategies** for practice	
	5.4 Recognise personal assumptions, biases and prejudices, and manage the impact of these on individual care and professional behaviour with colleagues, individuals and wider society	
Range – LO5	**5.3 Coping strategies:** • reflection • self-acceptance • debriefing • handover to a colleague • peer support • asking for help in responding to challenges and setbacks	
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	(Skills-based outcome)
	6.2 Recognise when and how to take action if wellbeing is compromised to the point of affecting own role or professional relationships	(Skills-based outcome: **knowledge evidence permitted**)
	6.3 Explain what is meant by the term insight in the context of professional practice	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	6.4 Explain why insight is important in ensuring safe and effective individual care and to personal development	
	6.5 Recognise the impact of contextual factors on the healthcare environment and individual safety and manage this professionally	(Skills-based outcome: **knowledge evidence permitted**)

Delivery and assessment guidance

Evidence requirements

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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

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

LO1 to LO3 must be assessed via approved methods for knowledge and understanding or skills-based outcomes.

LO4 and LO5 must be assessed via approved methods for knowledge and understanding.

LO6 must be assessed in the workplace.

This should be the last unit for sign off, as it should be observed throughout the qualification.

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

Unit summary				
This unit focuses on the knowledge, skills and behaviours required to support the promotion of oral health for individuals.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**20 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand the common oral diseases	1.1 Describe types of **oral diseases**	
	1.2 Explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to **individual** management	
	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	
	1.8 Explain the variance in disease presentation across diverse cultural and social groups, and those with protected characteristics, and how it impacts on diagnosis, prevention and treatment	
	1.9 Explain the principles underpinning the diagnosis, prevention and treatment of oral disease	
	1.10 Evaluate the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health, include appropriate advice and where support can be found including signposting or referral	
Range – LO1	**1.1 Oral diseases:** • caries • gingivitis • periodontal disease • erosion • abrasion • attrition **1.2 Individual:** • adults • children and young people • older adults • those with additional needs	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
2. Understand the methods for the prevention and management of oral diseases	2.1 Explain **oral health techniques** used to prevent **oral disease**	
	2.2 Describe the effects on oral health of: • **sugar in the diet** • acid content of the diet • smoking • alcohol • substance misuse • **social factors**	
	2.3 Explain the different forms of fluoride and its optimal level	
	2.4 Evaluate the **uses of fluoride**	
	2.5 Explain methods and the importance of **communicating** information about the prevention of **oral diseases**	
Range – LO2	**2.1 Oral health techniques:** • fluoride supplements • disclosing tablets • toothbrushing • interdental aids • mouthwashes • dental health messages **2.1 Oral disease:** • caries • gingivitis • periodontal disease • erosion • abrasion • attrition **2.2 Sugar in the diet:** • types • content and frequency • carbonated and non-carbonated acidic drinks **2.2 Social factors:** • family background • cultural • environmental **2.4 Uses of fluoride:** • methods of delivering fluoride both systemically and topically, including advantages and disadvantages • effects of excessive fluoride – fluorosis	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	2.5 Communicating: • verbal • non-verbal methods • difficult discussions, for example breaking bad news, or discussing issues such as alcohol consumption, smoking or diet	
3. Be able to communicate with individuals	3.1 Provide information to **individuals**, ensuring that it is accurate and consistent with organisational guidelines	(Skills-based outcome: **simulation permitted**)
	3.2 Give individuals the opportunity to discuss and seek clarification	(Skills-based outcome: **simulation permitted**)
	3.3 Answer questions clearly	(Skills-based outcome: **simulation permitted**)
	3.4 Refer any questions beyond own role to an identified member of the team	(Skills-based outcome: **simulation permitted**)
	3.5 Analyse methods of effective communication to maximise understanding, confidence and motivation	
	3.6 Describe the importance of non-verbal communication, including listening skills, and the barriers to effective communication	
	3.7 Respect individuals' **personal beliefs and preferences**	(Skills-based outcome: **simulation permitted**)
	3.8 Explain the systems for internal and external referrals	
	3.9 Use appropriate methods to provide accurate, clear and comprehensive information when referring individuals to other dental and healthcare professionals	(Skills-based outcome: **simulation permitted**)
Range – LO3	**3.1 Individuals:** • adults • children and young people • older adults • those with additional needs **3.7 Personal beliefs and preferences:** • social • ethnic group • religion • health	
4. Be able to provide oral hygiene advice	4.1 Provide individualised **oral health information**	(Skills-based outcome: **simulation permitted**)
	4.2 Use **oral health information aids**	(Skills-based outcome: **simulation permitted**)
	4.3 Advise **individuals** on suitable **oral hygiene techniques**	(Skills-based outcome: **simulation permitted**)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	4.4 Demonstrate methods of caring for dentures	(Skills-based outcome: **simulation permitted**)
	4.5 Advise individuals on maintaining orthodontic appliances	(Skills-based outcome: **simulation permitted**)
	4.6 Provide practical advice for caring for implant-supported restorations	(Skills-based outcome: **simulation permitted**)
	4.7 Contribute positively to the healthcare communities of which you are a part	(Skills-based outcome: **simulation permitted**)
Range – LO4	**4.1 Oral health information:** • gingivitus • caries • diet • current oral health routine • smoking, alcohol and substance misuse/recreational drugs/illegal drugs **4.2 Oral health information aids:** • models • visual aids • leaflets • media educational tools **4.3 Individuals:** • adults • children and young people • older adults • those with additional needs **4.3 Oral hygiene techniques:** • cleaning teeth and the mouth • the use of interdental aids • mouthwash rinses • disclosing agents • individuals' awareness of oral abnormalities (for example, oral cancer, inflammation)	
5. Understand how to plan oral health promotion	5.1 Explain factors that contribute to health and illness: • social • cultural • psychological • environmental	
	5.2 Describe methods of how oral health care can be planned and delivered	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
6. Understand the basic principles of population-based health and care	6.1 Describe the basic principles of a population health approach, how these are measured and current patterns for: • demographic and social trends • UK and international oral health trends • determinants of health • inequalities in health	
	6.2 Explain the principles of an evidence-based approach to prevention and improvement of oral health by evaluating **dental and wider healthcare systems**	
	6.3 Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain	
Range – LO6	**6.2 Dental and wider healthcare systems:** • Care Quality Commission (CQC) • Department of Health and Social Care (DHSC) • National Institute for Health and Care Excellence (NICE) • British Association for the Study of Community Dentistry (BASCD)	
7. Understand social accountability in oral health and individual care	7.1 Explain the principles of planning oral health care for communities to meet needs and demands	
	7.2 Describe the principles and limitations of the options currently available for funding of dental healthcare provision for individuals	
	7.3 Explain the ethical challenges associated with providing individual care within the current dental healthcare systems	
	7.4 Describe the considerations of the management of resources in provision of care decisions including appropriate use of primary and secondary care networks	
	7.5 Describe the importance of collaboration across the health and social care sector for the benefit of communities and individual patients	
	7.6 Describe and, where appropriate, support individuals to negotiate the barriers and challenges that prevent sections of the population accessing oral healthcare, including individuals from marginalised populations and individuals with protected characteristics	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	7.7 Describe the main principles relating to sustainable oral health care, and the challenges/barriers to implementing a sustainable approach	
	7.8 Evaluate and apply the evidence base in relation to the environmental impacts of common treatment methods and common approaches to the delivery of care	

Delivery and assessment guidance

Evidence requirements

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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

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

LO1, LO2, LO5 to LO7 must be assessed via approved methods for knowledge and understanding.

LO3 and LO4 must be assessed via approved methods for skills-based outcomes.

LO3 and LO4 must be assessed in the workplace. Where this is not possible, simulation is permitted for some ACs within this unit, this is indicated in the LO/AC table (in the evidence record column).

CORE DN 5 Provide support during the assessment of individuals' oral health (A/650/8107)

Unit summary				
This unit focuses on the knowledge, skills and behaviours required to assist the clinician during the assessment of individuals' oral health.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Be able to prepare the dental environment	1.1 Prepare the **equipment, instruments, materials and medicaments** required for a full dental clinical assessment	(Skills-based outcome)
	1.2 Handle equipment, instruments, materials and medicaments in a manner that minimises the possibility of injury, damage and cross-infection	(Skills-based outcome)
Range – LO1	**1.1 Equipment, instruments, materials and medicaments:** • 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)	
2. Be able to record a range of oral health assessments	2.1 Identify the importance of obtaining valid patient consent and the legal responsibilities of maintaining and protecting patient information	
	2.2 Identify the different types and functions of **dental records and charts**	
	2.3 Explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice	
	2.4 Select the **individual's charts, records and images** prior to assessment	(Skills-based outcome)
	2.5 Record a full medical history, to include medications, past and present medical conditions, and alcohol and smoking habits	(Skills-based outcome)
	2.6 Record and complete contemporaneous **dental assessments** spoken by the clinician, to include all relevant records and documentation during an oral assessment	(Skills-based outcome)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	2.7 Discuss each component of the patient assessment process	
	2.8 Store records and relevant documents securely following an oral assessment	(Skills-based outcome)
	2.9 Contribute to relevant special **investigation and diagnostic procedures** used at assessment	(Skills-based outcome)
Range – LO2	**2.2 Dental records and charts:** • radiographs • photographs • study models • personal details • orthodontic measurements **2.4 Individual's charts, records and images:** • baseline dental charting • medical history • periodontal charting • orthodontic classifications and charts • radiographs **2.6 Dental assessments:** • baseline dental charting • BPE **2.9 Investigation and diagnostic procedures:** • soft tissue • hard tissue • biopsy • vitality testing	
3. Be able to assist with monitoring and supporting the individual	3.1 Describe **methods of monitoring** the physical characteristics of an **individual** and the possible **outcomes** linked to these physical characteristics	
	3.2 Monitor the individual throughout the assessment	(Skills-based outcome)
	3.3 Support the individual throughout the assessment	(Skills-based outcome)
	3.4 Explain the indicators of a potential medical emergency	
Range – LO3	**3.1 Methods of monitoring:** • visual • verbal **3.1 Individual:** • adults • children and young people	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• older adults • those with additional needs **3.1 Outcomes:** • patient anxiety • past dental experiences • treatment expectations	
4. Be able to communicate with individuals, carers and team members	4.1 Communicate the reasons for further assessment or treatment	(Skills-based outcome: **knowledge evidence permitted**)
	4.2 Arrange for further assessment or treatment	(Skills-based outcome)
	4.3 Describe the reasons for **individual** referral to other **team members**	
	4.4 Explain how a referral to other team members is communicated	
	4.5 Describe how communication can support individuals who present signs of distress	
	4.6 Explain the importance of candour and effective communication with individuals when things go wrong or when dealing with a complaint	
	4.7 Communicate **effectively and sensitively**, in relation to: • 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 consumption, smoking or diet	(Skills-based outcome)
	4.8 Communicate effectively by spoken, written and electronic means with colleagues from dental and other healthcare professions in relation to: • the direct care of individuals • oral health promotion • raising concerns when problems arise, including where individuals cause distress to staff	(Skills-based outcome)
Range – LO4	**4.3 Individual:** • adults • children and young people • older adults • those with additional needs **4.3 Team members:** • dental team • healthcare professionals	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	4.7 Effectively and sensitively: Tailoring to context, by spoken, written and/or electronic means with all individuals, including individuals whose first language is not English (using representatives or interpreters where necessary)	

Delivery and assessment guidance
Evidence requirements

Evidence requirements

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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

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

LO1 to LO4 must be assessed via approved methods for skills-based outcomes.

LO1 to LO4 must be assessed in the workplace.

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

Unit summary				
This unit focuses on the knowledge and skills required when assisting the clinician throughout the dental imaging process.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**5 credits**	**35 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know the regulations and hazards associated with ionising radiation	1.1 State the principles of the current **IR(ME)R regulations**	
	1.2 Explain the safe use of X-ray equipment	
	1.3 Identify the hazards associated with ionising radiation	
	1.4 Explain the role of **dental personnel** when using ionising radiation	
	1.5 Explain current **practices and policies** relating to ionising radiation	
Range – LO1	**1.1 IR(ME)R regulations:** • The Ionising Radiation (Medical Exposure) Regulations 2017 (IR(ME)R) • The Ionising Radiation Regulations 2017 (IRR) • The Ionising Radiation (Medical Exposure) (Amendment) Regulations 2018 • as low as reasonably practicable (ALARP) **1.4 Dental personnel:** • referrer • practitioner • clinician • radiation protection supervisor • radiation protection advisor • medical physics expert (MPE) • employer **1.5 Practices and policies:** • local rules • quality control systems • staff training records • personal monitoring systems	
2. Know the different radiographic films and their uses	2.1 Explain the uses of different **intra-oral radiographs**	
	2.2 Explain the uses of different **extra-oral radiographs**	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	2.3 Explain the purpose of intensifying screens in dental radiography	
Range – LO2	**2.1 Intra-oral radiographs:** The function and purpose of the following radiographs: • bitewing • periapical • occlusal **2.2 Extra-oral radiographs:** The function and purpose of the following radiographs: • lateral oblique • cephalostats • orthopantomographs	
3. Understand the imaging process	3.1 Explain the automatic and digital (both direct and indirect) processing of radiographs	
	3.2 Describe **faults** that may occur during the taking and processing of radiographs	
	3.3 Explain how processing chemicals are: • handled • stored • disposed of	
	3.4 Explain action to take in response to **imaging equipment** failure	
	3.5 Explain how to handle different films to maintain quality	
Range – LO3	**3.2 Faults:** • clinician and relevant corrective action needed • processing and relevant corrective action needed **3.4 Imaging equipment:** • intra-oral X-ray machine • extra-oral X-ray machine • computer programme • automatic film processor • image receptors	
4. Understand stock control and storage of radiographic films	4.1 Explain the reasons for rotating film stock	
	4.2 Describe how to store radiographs	
	4.3 Explain the reasons why films should be stored away from ionising radiation	
	4.4 Explain why film stock that has deteriorated should not be used	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
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	
6. Be able to assist during the taking of dental images	6.1 Maintain health and safety throughout imaging procedures	(Skills-based outcome)
	6.2 Prepare the **resources** for the production of a dental image	(Skills-based outcome)
	6.3 Confirm that **imaging equipment** is fully functioning and ready for use	(Skills-based outcome)
	6.4 Identify the different intra-oral and extra-oral radiographs	(Skills-based outcome)
	6.5 Ask **individuals** to remove items that may interfere with the radiographic image	(Skills-based outcome)
	6.6 Explain the concerns that individuals may have regarding dental imaging	
	6.7 Offer individuals support during a radiographic process	(Skills-based outcome)
	6.8 Refer any questions that are beyond own role to an appropriate member of the team	(Skills-based outcome: **knowledge evidence permitted**)
Range – LO6	**6.2 Resources:** • holders • film • receptors • mounting sheet • software **6.3 Imaging equipment:** • intra-oral X-ray machine • extra-oral X-ray machine • computer programme • automatic film processor • image receptors **6.5 Individuals:** • adults • children and young people • older adults • those with additional needs	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
7. Be able to process dental images	7.1 Process dental images	(Skills-based outcome)
	7.2 Maintain quality of the image during processing	(Skills-based outcome)
	7.3 Describe the chemicals used in dental processing	
8. Be able to contribute to the quality assurance process of dental images	8.1 Store images produced according to organisational procedure	(Skills-based outcome)
	8.2 Maintain records of quality assurance checks	(Skills-based outcome)

Delivery and assessment guidance

Evidence requirements

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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

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

LO1 to LO5 must be assessed via approved methods for knowledge and understanding.

LO6 to LO8 must be assessed via approved methods for skills-based outcomes.

LO6 to LO8 must be assessed in the workplace.

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

Unit summary				
This unit focuses on the knowledge and skills required to support the clinician and individual throughout treatment.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
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 and evaluate sources of **fluoride**	
Range – LO1	**1.4 Fluoride:** • systematic • topical	
2. Understand the purpose and stages of different dental procedures	2.1 Explain different methods of cavity preparation	
3. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures	3.1 State the functions of different **equipment**, instruments, materials and medicaments used in: • prevention of dental caries • preparation, restoration and finishing of cavities • periodontal therapy	
	3.2 Evaluate the scientific principles underpinning the use of materials and biomaterials, their limitations and selection, with emphasis on those used in dentistry: • **preventive materials** • **restorative materials** • lining materials • different types of etchants • different types of bonding agents • curing lights	
	3.3 Explain matrix systems	
	3.4 Explain the hazards associated with amalgam	
	3.5 Describe the administration of **local anaesthesia**	
Range – LO3	**3.1 Equipment:** • mouth mirror • probe	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• excavators • tweezers • amalgam plugger • burnisher • flat plastic • high/slow speed hand pieces • latch grip/friction grip burs **3.2 Preventive materials:** • fissure sealant • application of fluoride varnish **3.2 Restorative materials:** • composites • glass ionomer • amalgam • temporary restorative materials **3.5 Local anaesthesia:** • topical • intrapulpal • intraosseous • intraligamentary • local infiltration • nerve block • local anaesthetic cartridge • syringe • needle	
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**	(Skills-based outcome)
	4.2 Identify the planned **treatment**	(Skills-based outcome)
	4.3 Select the equipment, instruments, materials and medicaments for dental treatments	(Skills-based outcome)
	4.4 Identify the different **methods of aspirating** during treatment	
	4.5 Demonstrate appropriate aspiration techniques	(Skills-based outcome)
	4.6 Retract soft tissues to facilitate a clear view of the treatment area	(Skills-based outcome)
	4.7 Select for the clinician: • 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	(Skills-based outcome)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	4.8 Dispose of amalgam safely	(Skills-based outcome: **knowledge evidence permitted**)
	4.9 Explain the reasons for finishing restorations	
	4.10 Evaluate the **ergonomics** when assisting the clinician	
Range – LO4	**4.1 Individuals' charts, records and images:** • dental history/pending treatment charting • medical history • periodontal charting • radiographs • consent **4.2 Treatment:** • temporary restorations • amalgam restorations • composite restorations • glass ionomer restorations • fissure sealants • fluoride treatments • scaling and polishing • debridement **4.4 Methods of aspirating:** • saliva ejector • surgical aspirator • wide bore aspirator **4.10 Ergonomics:** • seating • positioning of patient and team • instrument passing • suction tip placement • monitoring the clinician and patient • four-handed dentistry	

Delivery and assessment guidance
Evidence requirements

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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.

Delivery and assessment guidance
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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.
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
LO1 to LO3 must be assessed via approved methods for knowledge and understanding. Observation of treatments (LO3) must include one preventive and two restorative.
LO4 must be assessed via approved methods for skills-based outcomes.
LO4 must be assessed in the workplace.

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

Unit summary				
This unit focuses on the knowledge, skills and behaviours required to support the individual and clinician during the provision of fixed and removable prostheses.				
Mandatory	Achieved/not yet achieved	Level 3	6 credits	35 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures	1.1 State the functions of different equipment, instruments, materials and medicaments used in: • crowns, bridges and veneers • complete, partial and immediate dentures	
2. Understand the purpose and stages of different dental procedures	2.1 Explain the purpose of: • permanent crowns • temporary crowns • bridges • veneer techniques • implants	
	2.2 Explain the **stages** of making a removable prosthesis	
	2.3 List the benefits of the **prosthetic treatments** available for replacing missing teeth	
	2.4 Analyse methods of taking occlusal registrations	
	2.5 Explain the purpose of: • pre-prosthetic surgery • tooth preparation prior to partial denture construction • using obturators • tissue conditioners • using spoon dentures	
	2.6 Describe the role of the dental nurse in the oral health care team	
	2.7 Describe the purpose of close liaison between dental staff and laboratory in relation to: • laboratory prescription • materials • dental appointments	
Range – LO2	2.2 **Stages:** • impressions • bite	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• try-in • fit • adjustment relines • obturators • tissue conditioners • additions **2.3 Prosthetic treatments:** • implants • bridges • dentures	
3. Be able to support the individual and clinician with fixed and removable prosthetic procedures	3.1 Select **patient charts, records and images**	(Skills-based outcome)
	3.2 Provide equipment required for the taking of shades	(Skills-based outcome)
	3.3 Support the clinician throughout the **procedure** of taking shades	(Skills-based outcome)
	3.4 Provide the necessary **equipment and materials** for taking occlusal registrations	(Skills-based outcome)
	3.5 Assist the clinician to: • protect soft tissues during treatment • retract soft tissues during treatment	(Skills-based outcome)
	3.6 Provide aftercare advice to **individuals** on the care of new removable prostheses and immediate dentures	(Skills-based outcome)
Range – LO3	**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 **3.4 Equipment and materials:** • wax occlusal rims • pink wax • heat source • markers • shade guides • mould guides	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• occlusal registration material • articulating paper • hand mirror **3.6 Individuals:** • adults • children and young people • older adults • those with additional needs	
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: • **impression material** • impression trays	(Skills-based outcome)
	4.2 Prepare the quantity of impression materials: • to the required consistency • within the handling and setting time relative to the material and ambient temperature	(Skills-based outcome)
	4.3 Load impression materials on the impression tray	(Skills-based outcome)
	4.4 Provide support while monitoring the **individual** when impressions are in the mouth	(Skills-based outcome)
	4.5 Disinfect impressions on removal from the individual's mouth	(Skills-based outcome)
	4.6 Store impressions so accuracy is maintained	(Skills-based outcome)
	4.7 Complete laboratory prescription	(Skills-based outcome)
	4.8 Attach laboratory prescription securely to the packaging	(Skills-based outcome)
	4.9 Explain the manipulation, disinfection, storage of impression materials and why this is important prior to attaching the laboratory prescription	
Range – LO4	**4.1 Impression materials:** • alginate • putty/elastomer **4.4 Individual:** • adults • children and young people • older adults • those with additional needs	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
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	(Skills-based outcome)
	5.2 Prepare adhesive material for the fitting of **fixed prostheses**: • to the required consistency • using a technique appropriate to the material • at a time required by the clinician	(Skills-based outcome)
	5.3 Provide the instruments required for trimming, cleaning and checking the final adjustment of fixed prostheses	(Skills-based outcome)
	5.4 Provide advice and instruction to individuals on caring for fixed prostheses	(Skills-based outcome)
Range – LO5	**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	
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: • bite registration of removable **prostheses** • try-in stage of removable prostheses • fitting stage of removable prostheses	(Skills-based outcome)
	6.2 Explain the **equipment, instruments and materials** that are used in the **stages of fixed and removable orthodontic treatments**	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
Range – LO6	**6.1 Equipment, instruments and materials** for prostheses: • heat source • shade guides • wax knife • Lecron carver • sheet wax • mirrors • hand piece • polymeric trimming burs • pressure relief paste • articulating paper **6.1 Prostheses:** • metal • acrylic • immediate **6.2 Equipment, instruments and materials** for orthodontics: • archwire • orthodontic elastics and holder • end cutters • bands • brackets • bracket holder • buccal tube • bracket/band removers • band cement • bracket bonding materials • Adams pliers **6.2 Stages of fixed and removable orthodontic treatments:** • fitting • monitoring • adjusting	

Delivery and assessment guidance
Evidence requirements 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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and

Delivery and assessment guidance
records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification. 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 LO1 and LO2 must be assessed via approved methods for knowledge and understanding. LO3 to LO6 must be assessed via approved methods for skills-based outcomes. LO3 to LO6 must be assessed in the workplace.

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

Unit summary				
This unit focuses on the knowledge, skills and behaviours required to provide support during non-surgical endodontic treatment.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand the purpose and procedures of non-surgical endodontic treatment	1.1 Identify different types of **non-surgical endodontic treatment**	
	1.2 Explain the risks during and after non-surgical endodontic treatment	
	1.3 Explain the potential complications during and after non-surgical endodontic treatment	
	1.4 Evaluate non-surgical endodontic treatment	
	1.5 Explain the relationship between non-surgical endodontic treatment and other forms of dental treatment	
Range – LO1	**1.1 Non-surgical endodontic treatment:** • pulpotomy • pulpectomy • pulp capping	
2. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures	2.1 State the functions of different equipment, instruments, materials and medicaments used in different stages of endodontic treatment	
3. Be able to prepare the clinical environment for non-surgical endodontic treatment	3.1 Select the **individual's charts, records and images**	(Skills-based outcome)
	3.2 Identify the planned **treatment**	(Skills-based outcome)
	3.3 Select the **equipment, instruments, materials and medicaments** for the different stages of **non-surgical endodontic treatment**	(Skills-based outcome)
	3.4 Identify and explain the function of the different equipment, instruments, materials and medicaments that may be required at each stage of non-surgical endodontic treatment	
	3.5 List the equipment and instruments that may be required for the isolation of a tooth for non-surgical endodontic treatment	
Range – LO3	**3.1 Individual's charts, records and images:** • dental history/pending treatment charting	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• medical history • periodontal charting • radiographs • consent **3.2 Treatment:** • permanent • deciduous **3.3 Equipment, instruments, materials and medicaments:** • identifying and locating • filing and measuring • irrigation syringe • solution **3.3 Non-surgical endodontic treatment:** • pulp capping • pulpotomy • pulpectomy	
4. Be able to assist the clinician during non-surgical endodontic procedures	4.1 Assist to monitor and support the **individual** during treatment	(Skills-based outcome)
	4.2 Assist the clinician during isolation of the tooth	(Skills-based outcome)
	4.3 Aspirate the treatment area to maintain a clear field of operation	(Skills-based outcome)
	4.4 Provide **equipment and medicaments** required for irrigating root canals	(Skills-based outcome)
	4.5 Assist the clinician in the measurement and recording of the root canal length	(Skills-based outcome)
	4.6 Prepare materials and medicaments for: • temporary placement in canals • permanent placement in canals • restoration of the tooth	(Skills-based outcome)
	4.7 Provide post-operative instructions on the care of the mouth to the individual	(Skills-based outcome: **simulation permitted**)
Range – LO4	**4.1 Individual:** • adults • children and young people • older adults • those with additional needs **4.4 Equipment and medicaments:** • irrigation syringe • irrigation solution • paper points • identifying and locating • filling and measuring	

Delivery and assessment guidance

Evidence requirements

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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

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

LO1 and LO2 must be assessed via approved methods for knowledge and understanding.

LO3 and LO4 must be assessed via approved methods for skills-based outcomes.

LO3 and LO4 must be assessed in the workplace. Simulation is allowed for AC4.7 within this unit.

CORE DN 10 Provide support during the extraction of teeth and minor oral surgery procedures (M/650/8112)

Unit summary				
This unit focuses on the knowledge, skills and behaviours required when providing support during the extraction of teeth and minor oral surgery procedures.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand the purpose and procedures for extractions and minor oral surgery	1.1 Explain why it may be necessary to extract: • teeth • roots • unerupted teeth	
	1.2 Explain the role of the dental nurse during the removal of: • teeth • roots • unerupted teeth	
	1.3 Explain the reasons for raising mucoperiosteal flaps	
	1.4 Explain the role of the dental nurse during the procedure of raising mucoperiosteal flaps	
	1.5 Explain the reasons for: • tooth sectioning • bone removal	
	1.6 Explain the role of the dental nurse in relation to: • tooth sectioning • bone removal	
2. Know how to manage individuals before, during and after dental treatment	2.1 Explain the pre- and post-operative instructions given to an individual for **dental procedures**	
	2.2 Explain the reasons for giving pre- and post-operative instructions to individuals	
	2.3 Describe the common conditions and complications associated following dental implant therapy	
	2.4 Explain the role of the dental nurse in **clinically monitoring** an **individual**	
Range – LO2	2.1 **Dental procedures:** • preventive • restorative • extractions and minor oral surgery 2.4 **Clinically monitoring:** • skin tone • breathing	

Learning outcomes (**LOs**) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• body language **2.4 Individual:** • adults • children and young people • older adults • those with additional needs	
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**	(Skills-based outcome)
	3.2 Prepare the **equipment, instruments, materials and medicaments** that may be required: • when extracting erupted **teeth** • during **minor oral surgery**	(Skills-based outcome)
	3.3 Explain the function of equipment, instruments, materials and medicaments that may be required: • when extracting erupted teeth • during minor oral surgery	
	3.4 Confirm with the individual that they have followed the prescribed pre-treatment instructions	(Skills-based outcome)
	3.5 Report non-compliance to prescribed pre-treatment instructions to the appropriate member of the team	(Skills-based outcome: **knowledge evidence permitted**)
Range – LO3	**3.1 Charts, records and images:** • dental history/pending treatment charting • medical history • periodontal charting • radiographs • consent **3.2 Equipment, instruments, materials and medicaments:** • topical anaesthetic • local anaesthetic • local anaesthetic syringes and needles • luxators and/or elevators (for example, Couplands, Warwick James, Cryer) • extraction forceps • scalpel • periosteal elevator • cheek retractor • Spencer Wells forceps • suture pack • suture holder • dissecting forceps	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• 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	
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	(Skills-based outcome)
	4.2 Aspirate, irrigate and protect the individual's soft tissues	(Skills-based outcome)
	4.3 Assist the clinician in the: • preparation of packs • placing of sutures	(Skills-based outcome)
	4.4 Monitor the individual	(Skills-based outcome)
	4.5 Respond to any risks and **complications**	Skills-based outcome: **knowledge evidence permitted**)
	4.6 Complete records and charts following the procedure	(Skills-based outcome)
Range – LO4	**4.1 Individual:** • adults • children and young people • older adults • those with additional needs **4.5 Complications:** • nerve damage • haemorrhage • oral antral fistula • equipment failure • collapse	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
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: • extraction of erupted **teeth** • minor oral surgery	(Skills-based outcome)
	5.2 Explain requirements of confirming with the clinician that the individual is fit to leave the surgery	
Range – LO5	**5.1 Individual:** • adults • children and young people • older adults • those with additional needs **5.1 Teeth:** • deciduous • permanent	

Delivery and assessment guidance
Evidence requirements 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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification. 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 LO1 and LO2 must be assessed via approved methods for knowledge and understanding. LO3 to LO5 must be assessed via approved methods for skills-based outcomes. LO3 to LO5 must be assessed in the workplace.

CORE DN 11 Dental anatomy and assessment of oral health (R/650/8113)

Unit summary				
This unit focuses on knowledge, skills and behaviours of dental anatomy and oral health with regard to assessment and treatment planning.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**6 credits**	**40 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know the basic structure and function of oral and dental anatomy	1.1 Describe the **morphology**, eruption dates and function of the: • primary dentition • secondary dentition	
	1.2 Describe the structure and function of: • gingivae • supporting tissue	
	1.3 Describe the position and function of the: • salivary glands • muscles of mastication	
	1.4 Describe the structure of the: • maxilla • mandible	
	1.5 Describe the movements of the temporo-mandibular joint	
	1.6 Describe the nerve and blood supply to the teeth and supporting structures	
	1.7 Describe the anatomy of the skull	
	1.8 Identify any differences in dental, oral, craniofacial and general anatomy across our diverse population and explain the relevance to patient management	
Range – LO1	**1.1 Morphology:** Refers to shape and form.	
2. Understand the methods of dental assessment	2.1 Explain the main purpose of oral health assessment	
	2.2 Describe **materials** used in dental assessment	
	2.3 Explain the reasons for taking radiographs and photographs during assessment and treatment planning	
	2.4 Describe the **methods** of assessing and recording soft and hard tissue conditions	
	2.5 Explain the methods of assessing and recording periodontal conditions using **periodontal charts**	
	2.6 Evaluate the methods of measuring pulp vitality	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	2.7 Explain the relevance of obtaining valid, written, informed consent prior to any treatment being undertaken, taking into account the legal requirements and, where appropriate, scope of practice	
Range – LO2	**2.2 Materials:** • impression materials • aids to assessing occlusion (for example, articulating paper) **2.4 Methods:** Different methods of clinical assessment, for example: • use of dental probes and mouth mirrors • Palmer notation/dental history/pending treatment charting • visual and manual inspection • dyes • transillumination • vitality testing • study models • radiographs • photographs **2.5 Periodontal charts:** • basic periodontal examination (BPE) • full periodontal charting	
3. Know the clinical assessments and instructions associated with orthodontics	3.1 Describe the classifications of malocclusion	
	3.2 Describe the types of **orthodontic appliances** in relation to treatment	
	3.3 Explain pre- and post-operative instructions for **orthodontic procedures**	
	3.4 Explain the role of the dental nurse in providing **support** during orthodontic assessment and treatment	
Range – LO3	**3.2 Orthodontic appliances:** • function and uses of removable orthodontic appliances (for example, removable retainers and functional appliances) • function and uses of fixed orthodontic appliances and fixed retainers **3.3 Orthodontic procedures:** • care and maintenance of both removable and fixed appliances	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	3.4 Support: • advice to individuals on stages and duration of orthodontic treatments • oral health instruction	
4. Understand the general, systemic and psychological diseases relevant to oral health	4.1 Explain **diseases** of the oral mucosa	
	4.2 Describe the effects of ageing on the soft tissue	
	4.3 Explain the general and systematic **diseases** and their relevance and impact on clinical treatment, patient compliance, self-care and outcomes	
	4.4 Describe the common signs and symptoms of oral cancer and explain the importance of raising a concern and early referral	
	4.5 Explain psychological conditions and their relevance and impact on clinical treatment, patient compliance, self-care, and outcomes	
	4.6 Describe psychological and sociological concepts and theoretical frameworks of health, illness, behavioural changes and disease and how these are applied to clinical practice	
Range – LO4	**4.1 Diseases:** • malignant • potentially malignant lesions **4.3 Diseases:** • oral cancer • herpes • HIV • hepatitis • diabetes • epilepsy • eating or digestive disorders	
5. Understand the management of oral health	5.1 Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance	
	5.2 Explain the methods of diagnosis, prevention and management of: • malignant lesions • potentially malignant lesions	
	5.3 Describe the diagnosis and management of **disorders** of: • the oral mucosa • soft tissue • facial pain	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	• facial bones • facial joints	
	5.4 List and explain the classes and role of **drugs** that are used in dentistry	
Range – LO5	**5.3 Disorders:** • oral cancer • lichen planus • oral candidiasis (oral thrush) • herpes • glossitis • osteoporosis • salivary gland disorders • xerostomia **5.4 Drugs:** • analgesics • antibiotics • anti-viral • anti-fungal • tranquillisers/hypnotics • emergency drugs	
6. Understand the structures and functions of the major organ systems of the human body	6.1 Describe the structures and functions of the major organ systems of the human body with particular reference to oral disease and treatment: • respiratory system • heart and circulatory system • digestive system • nervous system	

Delivery and assessment guidance
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 LO1 to LO6 must be assessed via approved methods for knowledge and understanding.

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

Unit summary				
The purpose of this unit is to assess the knowledge, skills and behaviours required to deal with the range of emergencies requiring first aid in the workplace.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know the medical emergencies that may occur in the dental environment	1.1 Identify potential **medical emergencies**	
	1.2 Explain action to take in response to medical emergencies	
Range – LO1	**1.1 Medical emergencies:** • fainting • diabetic coma (hypoglycaemia, hyperglycaemia)) • asthma attack • angina/myocardial infarction • epileptic seizure • respiratory arrest • cardiac arrest • choking • anaphylaxis	
2. Understand the role and responsibilities of a first aider	2.1 Identify the role and responsibilities of a first aider	
	2.2 Identify how to minimise the risk of infection to self and others	
	2.3 Identify the need for establishing consent to provide first aid	
	2.4 Identify the first aid equipment that should be available	
	2.5 Describe the safe use of first aid equipment	
	2.6 Explain the safe **working practices** for first aid and medical emergencies in line with organisational and legal requirements	
Range – LO2	**2.6 Working practices:** • training • accident record keeping • storage and auditing of emergency drugs	
3. Be able to assess an incident	3.1 Conduct a scene survey	(Skills-based outcome: **simulation permitted**)
	3.2 Conduct a primary survey of a casualty	(Skills-based outcome: **simulation permitted**)
	3.3 Give examples of when to call for help	(Skills-based outcome: **simulation permitted**)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
4. Be able to manage an unresponsive casualty who is breathing normally	4.1 Assess a casualty's level of consciousness	(Skills-based outcome: **simulation permitted**)
	4.2 Open a casualty's airway and check breathing	(Skills-based outcome: **simulation permitted**)
	4.3 Identify when to place an unconscious casualty into the recovery position	(Skills-based outcome: **simulation permitted**)
	4.4 Place an unresponsive casualty in the recovery position	(Skills-based outcome: **simulation permitted**)
	4.5 Manage a casualty who is in seizure	(Skills-based outcome: **simulation permitted**)
5. Be able to manage an unresponsive casualty who is not breathing normally	5.1 Recognise the need to commence cardiopulmonary resuscitation	(Skills-based outcome: **simulation permitted**)
	5.2 Demonstrate cardiopulmonary resuscitation using a manikin	(Skills-based outcome: **simulation permitted**)
	5.3 Identify the accepted modifications to cardiopulmonary resuscitation for children	(Skills-based outcome: **simulation permitted**)
6. Be able to recognise and assist a casualty who is choking	6.1 Describe how to identify a casualty with a: • partially blocked airway • completely blocked airway	(Skills-based outcome: **simulation permitted**)
	6.2 Administer first aid to a casualty who is choking	(Skills-based outcome: **simulation permitted**)
7. Be able to manage a casualty with external bleeding	7.1 Identify the types of external bleeding	(Skills-based outcome: **simulation permitted**)
	7.2 Control external bleeding	(Skills-based outcome: **simulation permitted**)
8. Be able to manage a casualty who is in shock	8.1 Recognise shock	(Skills-based outcome: **simulation permitted**)
	8.2 Administer first aid to a casualty who is in shock	(Skills-based outcome: **simulation permitted**)
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	(Skills-based outcome: **simulation permitted**)
	9.2 Administer first aid to a casualty with minor burns and scalds	(Skills-based outcome: **simulation permitted**)
	9.3 Administer first aid to a casualty with small splinters	(Skills-based outcome: **simulation permitted**)

Delivery and assessment guidance
Evidence requirements   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 (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) 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

Delivery and assessment guidance

specific number of observations for any of the units, but as a minimum we expect three direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

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

LO1 and LO2 must be assessed via approved methods for knowledge and understanding.

LO3 to LO8 must be assessed via approved methods for skills-based outcomes.

LO3 to LO8 must be assessed in the workplace. Where this is not possible, simulation is permitted for some ACs within this unit, this is indicated in the LO/AC table (in the evidence record column).

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, which are 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

NCFE assessment principles for adult care, childcare and health qualifications

1. Introduction

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment that require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

Assessing knowledge, skills and competence

Learners will need to meet all of the AC for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

2. Assessment principles

2.1 Assessment decisions for competence/skills-based LOs must relate to experience gained in a real work environment (RWE).

2.2 Assessment decisions for competence/skills-based LOs must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence/skills-based LOs where this is specified in the assessment requirements (for example, CORE DN 4, 9 and 12).

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an EWT as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work

unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also section 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based LOs may take place in or outside of an RWE.

2.7 Assessment decisions for knowledge-based LOs must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner MUST be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

3. Internal quality assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally

knowledgeable in the area they are assuring and be qualified to make quality assurance decisions. It is also desirable that internal quality assurers (IQAs) are registered* with the GDC.

* For IQAs who are not GDC registrants, a vocational dental qualification must be held and continuing professional development (CPD) relevant to dental nursing (for example, ethics and professionalism) must be undertaken and maintained. Evidence of current CPD records must be available upon qualification approval and subsequent external quality assurance reviews.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

4. Definitions

4.1 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching and Lifelong Learning Sector (DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their EQA in the first instance.

4.4 Qualified to make quality assurance decisions:
NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based AC
- role of the assessor for skills/competence-based AC
- role of the IQA

4.5 Expert witness:
Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role that involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate CPD relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Skills for Health assessment principles

In reference to unit CORE DN 12 First aid essentials, please refer to www.skillsforhealth.org.uk for the latest assessment principles.

Section 3: explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (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 sequential 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 judgement based on reasons.
Estimate	Form an approximate opinion or judgement 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.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
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.
Test	Complete a series of checks utilising a set procedure.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet
- Internal Assessment Tasks
- Assessment Specification
- Qualification Approval and External Quality Assurance Reviews
- Appendices, Policies and Statements
- Knowledge, Skills and Behaviours (KSBs) Mapping
- Sample Assessment Materials (SAMs) - question papers and answer keys

Useful websites

Centres may find the following website helpful for information, materials and resources to assist with the delivery of this qualification:

- www.gdc-uk.org

This link is provided as a source of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse this website or any learning resources available on this website. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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Information in this Qualification Specification is correct at the time of publishing but may be subject to change.

*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CORE DN 1	M/650/8103	Work within regulatory requirements in relation to the role of a dental nurse	3	5	30	
CORE DN 2	R/650/8104	Contribute to health and safety in the dental environment	3	9	60	
CORE DN 3	T/650/8105	Reflect on and develop own practice as a dental nurse	3	2	15	
CORE DN 4	Y/650/8106	Promote oral health for individuals	3	3	20	
CORE DN 5	A/650/8107	Provide support during the assessment of individuals' oral health	3	4	25	
CORE DN 6	D/650/8108	Contribute to the production of dental images	3	5	35	
CORE DN 7	F/650/8109	Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities	3	4	30	
CORE DN 8	K/650/8110	Provide support during the provision of fixed and removable prostheses	3	6	35	
CORE DN 9	L/650/8111	Provide support during non-surgical endodontic treatment	3	4	25	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CORE DN 10	M/650/8112	Provide support during the extraction of teeth and minor oral surgery procedures	3	4	25	
CORE DN 11	R/650/8113	Dental anatomy and assessment of oral health	3	6	40	
CORE DN 12	T/650/8114	First aid essentials	3	3	25	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Appendix B: mapping to the General Dental Council's (GDC's) The Safe Practitioner: Dental Nurse

This qualification has been mapped to the General Dental Council's (GDC's) The Safe Practitioner: Dental Nurse document

Safe Practitioner domains

Domain	Sub domain
Clinical Knowledge and Skills	• Clinical knowledge and its application to patient management • Clinical/technical skills
Interpersonal Skills	• Effective communication • Teamwork and wellbeing of others
Professionalism	• Ethics and integrity • Leadership • Social accountability
Self-management	• Insight • Reflection, continued and self-directed learning • Adaptability, wellbeing and personal growth • Organisation and time management

Explanatory notes on this framework[1]

1. This is the framework for all UK education and training programmes that lead to registration with the General Dental Council (GDC) as a dental professional. The descriptions under the four domains in the framework together summarise the GDC's expectations for new dental professionals, or 'safe practitioners'.

2. The learning outcomes and behaviours within this framework have been designed to allow education providers flexibility to use their expertise to develop programme curricula and to amend these to reflect changes in practice over time.

3. Where a learning outcome sets an expectation for knowledge or skills in a certain area (for example diseases or medicines) the role of the education provider is to determine the right areas to teach and assess within the remit of that professional group at the level expected to be a safe practitioner.

4. Overlap of content in particular areas of practice, for example content covered in both knowledge and skills in the clinical domain, is deliberate to separate out and clearly define the purpose of each outcome and what is required to be assessed. There are some outcomes and behaviours which have aspects that apply across two or more domains. Providers should consider all aspects of the outcome/behaviour and not limit the teaching and assessment/monitoring to only those aspects that fall within the domain listed.

5. The behaviours and learning outcomes are not structurally dependant on each other. Content in some areas is replicated across outcomes and behaviours. Determining whether content is a behaviour or an outcome (or a behaviour in addition to an outcome) is based on how it should be assessed and/or monitored by the provider.

6. All expected behaviours are common across the dental professional groups. Many of the learning outcomes are also shared across all groups. Where the learning outcome number has an '*' against it, this means that this outcome is a variant of an outcome shared with other groups, or it is specific to this group. Differences and gaps in the numbering reflect that professional groups are required to have demonstrated only those learning outcomes relevant to their profession.

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[1] The Safe Practitioner: Dental Nurse, page 2, November 2023

Domain: Clinical knowledge and skills			
Description	Possesses the skills and underpinning knowledge to undertake routine clinical and technical procedures and tasks. This includes the ability to apply that knowledge and those skills to specific contexts and situations, patients, and stages of treatment including, where relevant, assessment, diagnosis, treatment planning and onward referral		
Sub domain	**GDC criteria**	**GDC learning outcomes**	**Mapping to units**
Clinical knowledge and its application to patient management	C 1.1	Explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management	CORE DN 4 LO1 AC1.1 to AC1.7, specifically AC1.2
	C 1.2*	Describe and identify the clinical presentations of oral and dental diseases relevant to the role of a dental nurse and explain the principles underpinning their diagnosis, prevention, and treatment	CORE DN 4 LO1, AC1.9, LO2 CORE DN 7 LO1 AC1.3
	C 1.3	Explain the variance in disease presentation across diverse cultural and social groups, and those with protected characteristics and how this impacts diagnosis, prevention, and treatment	CORE DN 4 LO1 AC1.8
	C 1.4*	Explain general and systemic diseases and psychological conditions and their relevance to oral health and impact on clinical treatment, patient compliance, self-care, and outcomes	CORE DN 11 LO4 AC4.3, LO5
	C 1.5	Identify relevant and appropriate dental, oral, craniofacial, and general anatomy (recognising the diversity of anatomy across the patient population) and explain their relevance to patient management	CORE DN 11 LO1 AC1.8
	C 1.6	Describe relevant physiology and discuss its application to patient management	CORE DN 11 LO1 all ACs, LO5 AC5.1, AC5.2, AC5.3
	C 1.7*	Describe psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease, and how these can be applied in clinical practice	CORE DN 11 LO1 all ACs, LO5 AC5.1, AC5.2, AC5.3

	C 1.8	Explain the potential routes of transmission of infectious agents in dental practice, mechanisms for the prevention of infection, the scientific principles of decontamination and disinfection and their relevance to health and safety	CORE DN 2 LO1 all ACs, LO2 all ACs, LO3 all ACs, LO4 all ACs, LO5 AC5.1 to AC5.3
	C 1.9	Explain the need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling, and use of materials	CORE DN 2 LO9, LO10
	C 1.13	Evaluate the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health and how to provide appropriate advice and support including signposting or referral	CORE DN 4 LO1, AC1.10
	C 1.14	Describe the scientific principles underpinning the use of materials and biomaterials and evaluate their limitations and selection, with emphasis on those used in dentistry	CORE DN 7 LO3 AC3.1, AC3.2, AC3.4
	C 1.15	Explain the scientific principles of medical ionizing radiation and statutory regulations, and how these are applied to clinical practice	CORE DN 6 LO1 all ACs
	C 1.16	Explain the principles of obtaining valid patient consent	CORE DN 11 LO2 AC2.7 CORE DN 12 LO2 AC2.3
	C 1.17	Discuss the importance of each component of the patient assessment process	CORE DN 5 LO2 AC2.7
	C 1.23	Identify the signs of abuse, neglect or emotional trauma, explain local and national systems that safeguard the welfare of children and adults and understand how to raise concerns and act accordingly	CORE DN 1 LO3 all ACs

	C 1.24*	Explain the principles of preventive care	CORE DN 4 LO2 all ACs, LO4, AC4.1, LO5 all ACs
	C 1.25	Underpin all patient care with a preventive approach that takes account of patient compliance and self-care, to contribute to the patient's long-term oral and general health	CORE DN 4 all LOs and all ACs
	C 1.27	Explain how diet and nutritional status can influence oral and general health and how to provide appropriate advice and support	CORE DN 4 LO2 AC2.1, AC2.2, LO4 AC4.1
	C 1.31*	Describe the common signs and symptoms of oral cancer and explain the importance of raising a concern and early referral	CORE DN 11 LO4 AC4.4
	C 1.32	Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance	CORE DN 11 LO1 AC1.1, LO5 AC5.1, AC5.2, AC5.3
	C 1.38	Explain the roles and organisation of various referral networks, clinical guidelines and policies and local variation	CORE DN 4 LO3 AC3.8 CORE DN 5 LO4 AC4.3, AC4.4
	C 1.40	Explain the responsibilities of the dental team as an access point to and from wider healthcare	CORE DN 4 LO6 AC6.2
	C 1.43*	Describe the common conditions and complications that may arise following dental implant therapy	CORE DN 10 LO2 AC2.3
	C 1.44*	Explain the importance and components of a comprehensive and contemporaneous patient history	CORE DN 5 LO2 AC2.4, AC2.5, CORE DN 11 LO2 AC2.3, AC2.5, AC2.6
	GDC criteria	**Behaviours**	**Mapping to unit/s**
	C (B)1	Adopt an evidence-based approach to clinical practice	CORE DN 4 LO6 all ACs
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
Assessment, Diagnosis and Treatment Planning	C 2.1.3	Assess patients' levels of anxiety, experience, and expectations in respect of dental care and oral health	CORE DN 5 LO3 all ACs, LO4 all ACs
	C 2.1.5*	Contribute to relevant special investigations and diagnostic procedures	CORE DN 5 LO2 AC2.9
	C 2.1.6	Undertake an orthodontic assessment	CORE DN 5 all LOs and all ACs

	GDC criteria	GDC learning outcomes	Mapping to unit/s
	C 2.1.10*	Obtain valid consent from patients explaining all the relevant factors and taking into account the legal requirements where appropriate within scope of practice	CORE DN 5 LO1 all ACs CORE DN 7 LO4 all ACs CORE DN 8 LO3 AC3.4, LO4 AC4.2, LO5 AC5.1, AC5.2 CORE DN 9 LO3 AC3.3, LO4 AC4.4, AC4.6 CORE DN 10 LO3 AC3.2
	C 2.1.12*	Record an accurate and contemporaneous patient history	CORE DN 5 LO2 AC2.5
	C 2.1.13*	Accurately record an oral health assessment	CORE DN 5 LO2 AC2.5
	C 2.1.14*	Accurately record dental charting as carried out by other appropriate registrants	CORE DN 5 LO2 AC2.5
	C 2.1.15*	Prepare records, images, equipment and materials for clinical assessment	CORE DN 5 LO1, LO2 AC2.2, AC2.4
	C 2.1.16*	Process and manage dental radiographs and images	CORE DN 6 LO7 all ACs, LO8 all ACs
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
Patient Management	C 2.2.2*	Manage patient anxiety appropriately, effectively, and safely	CORE DN 5 LO3 all ACs
	C 2.2.6*	Monitor, support and reassure patients through effective communication and behavioural techniques	CORE DN 5 LO3 AC3.2, AC3.3 CORE DN 8 LO4 AC4.4 CORE DN 9 LO4 AC4.1 CORE DN 10 LO2 AC2.4, LO4 AC4.4
	C 2.2.7*	Identify changes in the patient's reported oral health status and take appropriate action	CORE DN 5 LO2 AC2.4, AC2.5, AC2.6 CORE DN 11 LO4, LO5 AC5.1, AC5.2, AC5.3
	C 2.2.8*	Make arrangements for follow-up care as prescribed by the operator	CORE DN 5 LO4 AC4.1, AC4.2
	C 2.2.9*	Provide chairside support to the operator during treatment	CORE DN 7 LO4 all ACs CORE DN 8 LO3 all ACs, LO4 all ACs, LO5 all ACs, LO6 all ACs CORE DN 9 LO4 all ACs

			CORE DN 10 LO4 all ACs, LO5 all ACs
	C 2.2.10*	Prepare, mix and handle dental materials	CORE DN 5 LO1 all ACs CORE DN 7 LO4 all ACs CORE DN 8 LO3 AC3.4, LO4 AC4.2, LO5 AC5.1, AC5.2 CORE DN 9 LO3 AC3.3, LO4 AC4.4, AC4.6 CORE DN 10 LO3 AC3.2
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
Safe Clinical Environment	C 2.3.1	Identify and explain the risks within and around the clinical environment and manage these in a safe and effective manner	CORE DN 1 LO1 all ACs CORE DN 2 LO6 all ACs, LO7 all ACs, LO8 all ACs
	C 2.3.2	Implement, perform and manage effective decontamination and infection control procedures according to current guidelines	CORE DN 2 LO5 all ACs, LO7 all ACs, LO8 all ACs, LO9 all ACs, LO10 all ACs, LO11 all ACs, LO12 all ACs
	C 2.3.3*	Prepare and maintain the clinical environment including the instruments and equipment	CORE DN 2 LO9 all ACs CORE DN 5 LO1 all ACs CORE DN 6 LO6 all ACs CORE DN 7 LO4 all ACs CORE DN 8 LO3 all ACs, LO4 all ACs, LO5 all ACs CORE DN 9 LO3 all ACs CORE DN 10 LO3 all ACs, LO4 all ACs
Acute Conditions	C 2.4.1	Identify, assess and manage medical emergencies	CORE DN12 LO1 all ACs, LO3 all ACs, LO4 all ACs, LO5 all ACs, LO6 all ACs, LO7 all ACs, LO8 all ACs
	C 2.4.2*	Support the management of patients with acute oral conditions ensuring involvement of appropriate dental team members	CORE DN 4 LO3 all ACs, LO4 all ACs CORE DN 7 LO4 all ACs CORE DN 11 LO4 all ACs, AC4.1, LO5, AC5.3

Oral Health/Prevention	C 2.5.1	Provide patients/carers with comprehensive, personalised preventive advice, instruction and intervention in a manner which is accessible, promotes self-care and motivates patients/carers to comply with advice and take responsibility to maintain and improve oral health	CORE DN 4 LO4 all ACs CORE DN 5 LO4 all ACs
Domain: Interpersonal skills			
Description	Uses interpersonal skills and emotional awareness to enable effective communication with all patients and colleagues which is underpinned by behaving in a caring, compassionate, empathic, and respectful way. Demonstrates effective team working and helps foster wellbeing of others.		
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Effective Communication	I (B)1	Communicate with care, compassion, empathy and respect in all professional interactions with patients, their representatives, the public and colleagues	CORE DN 4 LO3 all ACs, LO4 all ACs CORE DN 5 LO3 all ACs, LO4 all ACs CORE DN 8 LO3 AC3.6 CORE DN 9 LO4 AC4.7 CORE DN 10 LO3 AC3.4, AC3.5, LO4 AC4.1, LO5 all ACs
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
	I 1.1	Describe the use of a range of communication methods and technologies and their appropriate application in support of clinical practice	CORE DN 3 LO1 AC1.2 CORE DN 4 LO3 AC3.5
	I 1.2	Describe the importance of non-verbal communication, including listening skills, and the barriers to effective communication	CORE DN 4 LO3 AC3.6
	I 1.3	Communicate effectively and sensitively, tailoring to context, by spoken, written and/or electronic means with all patients, including patients whose first language is not English (using representatives or interpreters where necessary), in relation to:	CORE DN 4 LO2 AC2.5, LO3 all ACs CORE DN 5 LO4 AC4.6
		• patients with anxious or challenging behaviour or special considerations such as emotional trauma	CORE DN 5 LO4 AC4.7

		• difficult circumstances, such as breaking bad news or discussing issues such as alcohol consumption, smoking or diet	CORE DN 5 LO4 AC4.7
	I 1.4	Communicate effectively and sensitively by spoken, written and electronic means with the public	CORE DN 5 LO4 AC4.7
	I 1.5	Communicate effectively by spoken, written and electronic means with colleagues from dental and other healthcare professions in relation to:	CORE DN 5 LO4 AC4.8
		• the direct care of individual patients	CORE DN 5 LO4 AC4.8
		• oral health promotion	CORE DN 5 LO4 AC4.8
		• raising concerns when problems arise, including where patients cause distress to staff	CORE DN 5 LO4 AC4.8
	I 1.6	Use appropriate methods to provide accurate, clear and comprehensive information when referring patients to other dental and healthcare professionals.	CORE DN 4 LO3, AC3.9
	I 1.7	Communicate appropriately and effectively in professional discussions and transactions	CORE DN 3 LO1 AC1.4, AC1.7, LO2 all ACs
	I 1.8	Give feedback effectively to other members of the team	CORE DN 3 LO1 AC1.4
	I 1.9	Explain the professional expectations, potential impact and consequence of using social media as a communication tool	CORE DN 1 LO1 AC1.4
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Teamwork and Wellbeing of Others	I (B)2	Respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team	CORE DN 1 LO5 all ACs
	I (B)3	Demonstrate effective team working	CORE DN 1 LO5 all ACs
	I (B)4	Contribute to your team in providing dental care for patients	CORE DN 1 LO5 all ACs
	I (B)5	Take a patient-centred approach to working with the dental and wider healthcare team	CORE DN 1 LO5 all ACs

	I (B)6	Where appropriate manage and refer/delegate work according to the scope of practice of members of the dental team, in line with competence and professional practice	CORE DN 1 LO1 AC1.3 CORE DN 4 LO3 AC3.4, AC3.8 CORE DN 5 LO4 AC4.3, AC4.4
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
	I 2.1	Explain the responsibilities and limitations of delegating to other members of the dental team	CORE DN 3 LO1 AC1.7
	I 2.2	Explain the role and professional responsibilities associated with appraisal; training and review of colleagues; provision of and receipt of effective feedback in the context of developing members of the dental team	CORE DN 3 all LOs and all ACs
	I 2.3	Describe the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team	CORE DN 1 LO5 AC5.4
	I 2.4	Explain the contribution that team members and effective team working makes to the delivery of safe and effective high-quality care, including the benefits of working in culturally diverse teams	CORE DN 3 LO1 AC1.6
	I 2.5	Describe the team working guidance provided by the GDC and other relevant bodies	CORE DN 1 LO1 AC1.2, LO4 AC4.1, LO5 AC5.7
	I 2.6	Describe the impact of Direct Access on each registrant group and the impact on the application of each group's scope of practice	CORE DN 1 LO1 AC1.3
	I 2.7	Describe the scope of practice of each member of the dental team and how the roles interact for effective teamwork and patient care	CORE DN 1 LO1 AC1.2, LO4 AC4.1, LO5 AC5.7
	I 2.8	Explain the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects	CORE DN 1 LO3 AC3.4

Domain: Professionalism			
Description	Demonstrates professionalism and integrity by behaving ethically, shows leadership and social accountability. Is committed to advocating for oral health, promoting good oral health and understands the importance of sustainable service provision in the population and across communities, and addressing priority health needs for the communities.		
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Ethics and Integrity	P (B)1	Treat your patients, members of the public and your colleagues with dignity and respect and without discrimination	CORE DN 1 LO1 all ACs, LO4 all ACs CORE DN 4 LO3 AC3.7 Evidence gathered from all units that cover procedures will also contribute to evidence for this criteria
	P (B)2	Support patients to make informed decisions about their care, making their interests your first concern	CORE DN 3 LO4 all ACs CORE DN 4 LO3 all ACs, LO4 all ACs CORE DN 11 LO2 AC2.7 CORE DN 12 LO2 AC2.3
	P (B)3	Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues	CORE DN 3 LO1 AC1.6 CORE DN 4 LO1 AC1.8 CORE DN 11 LO1 AC1.8
	P (B)4	Provide the best possible outcome for your patients by using your knowledge and skills, acting as an advocate for their needs where appropriate	CORE DN 1 all LOs and all ACs CORE DN 2 all LOs and all ACs CORE DN 4 all LOs and all ACs CORE DN 5 all LOs and all ACs CORE DN 6 all LOs and all ACs CORE DN 7 all LOs and all ACs CORE DN 8 all LOs and all ACs CORE DN 9 all LOs and all ACs CORE DN 10 all LOs and all ACs CORE DN 12 all LOs and all ACs Advocacy mapped specifically to CORE DN 3 LO4 all ACs
	P (B)5	Speak up to protect others from harm	CORE DN 1 LO1 all ACs, LO3 AC3.3, AC3.4 CORE DN 3 LO1 AC1.9, LO4 all ACs

	P (B)6	Raise concerns where appropriate about your own or others' health, behaviour or professional performance	CORE DN 1 LO3 AC3.3 CORE DN 3 LO1 AC1.1, AC1.4, LO2 AC2.1, AC2.2, AC2.5
	P (B)7	Comply with systems and processes to support safe patient care	CORE DN 2 all LOs and all ACs
	P (B)8	Act in accordance with current best practice guidelines	CORE DN 1 all LOs CORE DN 2 all LOs
	P (B)9	Act in accordance with national and local clinical governance and health and safety requirements	CORE DN 2 LO1 AC1.1, LO5 all ACs
	P (B)10	Act within the legal frameworks which inform personal behaviour, the delivery of healthcare and the protection and promotion of the health of individual patients	CORE DN 1 LO3 all ACs, LO4 all ACs, LO5 AC5.1
	P (B)11	Maintain contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice	CORE DN 5 LO2 AC2.6 CORE DN 11 LO2 AC2.3, AC2.4, AC2.5, AC2.7
	P (B)12	Act with integrity and ensure your actions maintain the trust of colleagues, patients and the public in you, your team, and the profession across all environments and media	CORE DN 1 LO4 all ACs, LO5 all ACs CORE DN 2 all LOs CORE DN 4 LO3 all ACs, LO4 all ACs
	P (B)13	Proactively address discriminatory language, behaviour and microaggressions from colleagues, patients and other professionals	CORE DN 3 LO1, AC1.8
	P (B)14	Demonstrate personal accountability to patients, the regulator, the team and wider community	CORE DN 1 LO1 AC1.2, AC1.3, LO4 AC4.1
	P (B)15	Work in partnership with colleagues to develop and maintain an effective and supportive environment which promotes the safety and wellbeing of the patient and dental team	CORE DN 3 LO1 AC1.1 CORE DN 4 LO3 AC3.4, AC3.7 CORE DN 5 LO4 AC4.3, AC4.4
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
	P 1.1	Explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice	CORE DN 5 LO2 AC2.3

	P 1.2	Describe the legal responsibilities of maintaining and protecting patients' information	CORE DN 1 LO1 AC1.2 CORE DN 5 LO2 AC2.1
	P 1.3	Describe diversity, equality, inclusion and discrimination and the underpinning legislation and explain how to apply these principles to manage patients with protected characteristics and work within the dental team (noting that this legislation may differ in England, Scotland, Wales and Northern Ireland)	CORE DN 1 LO1 AC1.2
	P 1.4	Explain cultural competence and its relevance in assessing the needs and planning care for patients from diverse backgrounds	CORE DN 3 LO1 AC1.6
	P 1.5	Describe the GDC's expectations and requirements as set out in regulations and guidance and other relevant laws, ethical guidance and systems (In addition to the above legal frameworks)	CORE DN 1 LO1 AC1.2, LO4 AC4.1
	P 1.6	Explain the importance of having appropriate indemnity arrangements in place for both the professional and patient	CORE DN 1 LO2 AC2.4
	P 1.7	Explain the importance of candour and effective communication with patients when things go wrong or when dealing with a complaint	CORE DN 5 LO4 AC4.6
	P 1.8	Explain how and where to report any patient safety issues which arise	CORE DN 1 LO1 AC1.1, AC1.2, LO3 AC3.3, AC3.4, LO5 AC5.7, AC5.8
	P 1.9	Explain the personal responsibility and the mechanisms for raising concerns about your own or others' health, behaviour or professional performance as described in GDC guidance	CORE DN 1 LO3 AC3.3
	P 1.10	Explain the attributes of professional attitudes and behaviour in all environments and media, including interaction with social media	CORE DN 1 LO1 AC1.2, AC1.4, LO4 AC4.1
	P 1.11	Explain the principles and procedures for good complaints handling	CORE DN 1 LO5 AC5.7, AC5.8

	P 1.12	Describe the responsibility that dental practices and individual practitioners have in compliance with legal and regulatory frameworks	CORE DN 1 LO1 AC1.1, AC1.2, AC1.3
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Leadership	P (B)16	Where appropriate lead, manage and take professional responsibility for the actions of colleagues and other members of the team involved in patient care	CORE DN 3 LO1 AC1.9
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
	P 2.1	Describe the differences between management and leadership	CORE DN 1 LO2 AC2.3
	P 2.2	Describe own management and leadership role and the range of skills and knowledge required to do this effectively	CORE DN 1 LO2 all ACs
	P 2.3	Describe how to take responsibility for the quality of services and devices provided to the patient as relevant to your scope of practice	CORE DN 1 LO1 AC1.2, AC1.3, LO4 AC4.1
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Social Accountability	P (B)17	Contribute positively to the healthcare communities of which you are a part	CORE DN 4 LO4 AC4.7
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
	P 3.1	Discuss the basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, and the ways in which these are measured and current patterns	CORE DN 4 LO6 AC6.1
	P 3.2	Describe the dental and wider healthcare systems dental professionals work within including local and national health policy and organisations, delivery of healthcare and equity	CORE DN 4 LO6 AC6.2
	P 3.3	Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain	CORE DN 4 LO6 AC6.3

	P 3.4*	Describe methods of evidence-based prevention at a community / population level and evaluate their effectiveness	CORE DN 4 LO6 AC6.2
	P 3.5	Explain the principles of planning oral health care for communities to meet needs and demands	CORE DN 4 LO7 AC7.1
	P 3.6	Describe the principles and limitations of the currently available options for funding of dental healthcare provision for individual patients	CORE DN 4 LO7 AC7.2
	P 3.7	Discuss the ethical challenges associated with providing patient care within the current dental healthcare systems	CORE DN 4 LO7 AC7.3
	P 3.8	Describe the considerations of the management of resources in provision of care decisions including appropriate use of primary and secondary care networks	CORE DN 4 LO7 AC7.4
	P 3.9	Describe the importance of collaboration across the health and social care sector for the benefit of communities and individual patients	CORE DN 4 LO7 AC7.5
	P 3.10	Describe and where appropriate support patients to negotiate the barriers and challenges which prevent sections of the population accessing oral healthcare, including patients from marginalised populations and patients with protected characteristics	CORE DN 4 LO7 AC7.6
	P 3.11	Describe the main principles relating to sustainable oral health care, both environmentally and in terms of patient compliance, and the factors that might affect implementing a sustainable approach	CORE DN 4 LO7 AC7.7
	P 3.12	Evaluate and apply the evidence base in relation to the environmental impacts of common treatment methods and approaches to the delivery of oral healthcare	CORE DN 4 LO7 AC7.8

Domain: Self-management			
Description		Can self-manage, adapt, and respond to different situations using insight and reflection. Plans and manages their time and keeps up to date with continued learning and development.	
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Insight	S (B)1	Accurately assess your own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate	CORE DN 3 LO2 all ACs, LO3 all ACs
	S (B)2	Recognise personal assumptions, biases and prejudices and manage the impact of these on patient care and professional behaviour with colleagues, patients and wider society	CORE DN 3 LO5 AC5.4
	S (B)3	Recognise the impact of contextual factors on the health care environment and patient safety and manage this professionally	CORE DN 3 LO6 AC6.5
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
	S 1.1	Explain what is meant by the term insight in the context of professional practice	CORE DN 3 LO6 AC6.3
	S 1.2	Explain why insight is important in ensuring safe and effective patient care and to personal development	CORE DN 3 LO6 AC6.4
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Reflection, Continued and Self-directed Learning	S (B)4	Demonstrate own professional responsibility in the development of self	CORE DN 3 LO1 all ACs, LO2 all ACs, LO3 all ACs, LO5 all ACs, LO6 all ACs Evidence gathered from all units that cover procedures will also contribute to evidence to demonstrate own professional responsibility

	S (B)5	Develop and maintain professional knowledge and competence	CORE DN 3 LO1 all ACs, LO2 all ACs, LO3 all ACs, LO5 all ACs, LO6 all ACs Evidence gathered from all units will also contribute to evidence to maintain professional knowledge and competence
	S (B)6	Demonstrate appropriate continuous improvement activities	CORE DN 3 LO1 all ACs, LO2 all ACs, LO3 all ACs, LO5 all ACs, LO6 all ACs Evidence gathered from all units will also contribute to evidence to demonstrate continuous improvement activities
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
	S 2.1	Explain the principles of an evidence-based approach and evaluate an evidence base	CORE DN 4 LO6 AC6.2
	S 2.3	Describe an appropriate model for self-reflection and how this process can be used to inform personal development, viewpoint, preconceptions, bias and behaviour	CORE DN 3 LO3 AC3.4
	S 2.4	Explain the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning	CORE DN 3 LO1 all ACs, LO2 all ACs, LO3 all ACs
	S 2.5	Explain the importance of and requirement for commitment to lifelong learning	CORE DN 3 LO2, AC2.7
	S 2.6	Utilise the receipt of effective feedback in the professional development of self	CORE DN 3 LO1 AC1.4
	S 2.7	Describe the principles of and demonstrate personal development planning, recording of evidence, and reflective practice	CORE DN 3 LO2 all ACs
	S 2.8*	Evaluate the impact of new techniques and technologies as they relate to dental nurse practice	CORE DN 3 LO1 AC1.2

	S 2.9	Describe opportunities for improvement of a clinical service or to manage / mitigate risks	CORE DN 3 LO1 AC1.2
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Adaptability, Wellbeing and Personal Growth	S (B)7	Demonstrate engagement with systems and personal strategies which promote and maintain physical and mental wellbeing	CORE DN 3 LO6 AC6.1
	S (B)8	Recognise when and how to take action if wellbeing is compromised to a point of affecting an individual's role or professional relationships	CORE DN 3 LO6 AC6.2
	GDC criteria	**GDC learning outcomes**	**Mapping to unit/s**
	S 3.1	Describe ways of self-monitoring, self-care and routes of seeking appropriate advice in terms of personal wellbeing	CORE DN 3 LO5 AC5.1
	S 3.2	Describe strategies to identify and manage the personal and emotional challenges of work, teamwork and workload	CORE DN 3 LO5 AC5.2
	S 3.3	Describe strategies to identify and manage the personal and emotional challenges of uncertainty and change	CORE DN 3 LO5 AC5.2
	S 3.4	Explain the role of coping strategies for practice, such as reflection, self-acceptance, debriefing, handing over to another colleague, peer support and asking for help in responding to challenges and setbacks	CORE DN 3 LO5 AC5.3
Sub domain	**GDC criteria**	**Behaviours**	**Mapping to unit/s**
Organisation and Time Management	S (B)9	Effectively manage your own time and resources	CORE DN 3 LO3 all ACs Evidence gathered from all units will also contribute to evidence linked to effectively prioritising, managing own time and resources

Appendix C: mapping to the National Occupational Standards (NOS)

The tables below show the mapping of relevant National Occupational Standards (NOS) to the content of the Level 3 Diploma in the Principles and Practice of Dental Nursing qualification.

Unit reference number	Unit title	NOS number and title
CORE DN 1	Work within regulatory requirements in relation to the role of a dental nurse	SCDHSC0024 Support the safeguarding of individuals SFHGEN36 Make use of supervision SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals
CORE DN 2	Contribute to health and safety in the dental environment	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC7 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection SFHIPC1 Minimise the risk of spreading infection by cleaning, disinfecting and maintaining environments SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHDEC3 Prepare, load and operate decontamination equipment SFHIPC4 Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment SFHIPC5 Minimise the risk of exposure to blood and body fluids while providing care SFHIPC6 Use personal protective equipment to prevent the spread of infection SFHIPC7 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection SFHOH1 Prepare and maintain environments, instruments, and equipment for clinical dental procedure
CORE DN 3	Reflect on and develop own practice as a dental nurse	CLDAL19 Manage personal development and reflect on current practice CLDAL10 Enable learners to identify, reflect and use their learning to enhance their future personal development SFHGEN1 Ensure personal fitness for work SFHGEN36 Make use of supervision

Unit reference number	Unit title	NOS number and title
CORE DN 4	Promote oral health for individuals	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHOH2 Offer information and support to individuals about dental services and the protection of oral health SFHIPC6 Use personal protective equipment to prevent the spread of infection SFHIPC7 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection SFHOH1 Prepare and maintain environments, instruments, and equipment for clinical dental procedures SFHOH3 Provide chairside support during the assessment of individuals oral health
CORE DN 5	Provide support during the assessment of individuals' oral health	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHIPC6 Use personal protective equipment to prevent the spread of infection SFHOH2 Offer information and support to individuals about dental services and the protection of oral health SFHOH3 Provide chairside support during the assessment of individuals' oral health
CORE DN 6	Contribute to the production of dental images	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHIPC6 Use personal protective equipment to prevent the spread of infection SFHOH1 Prepare and maintain environments, instruments, and equipment for clinical dental procedures SFHOH4 Contribute to the production of dental images

Unit reference number	Unit title	NOS number and title
CORE DN 7	Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHIPC6 Use personal protective equipment to prevent the spread of infection SFHOH1 Prepare and maintain environments, instruments, and equipment for clinical dental procedures SFHOH5 Provide chairside support during the prevention and control of periodontal disease and caries and the restoration of cavities SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHIPC6 Use personal protective equipment to prevent the spread of infection
CORE DN 8	Provide support during the provision of fixed and removable prostheses	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHIPC6 Use personal protective equipment to prevent the spread of infection SFHOH1 Prepare and maintain environments, instruments, and equipment for clinical dental procedures SFHOH6 Provide chairside support during the provision of fixed and removable prostheses SFHOH09 Take a direct oral impression of an individual to produce an analogue or cast
CORE DN 9	Provide support during non-surgical endodontic treatment	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHIPC6 Use personal protective equipment to prevent the spread of infection SFHOH1 Prepare and maintain environments, instruments, and equipment for clinical dental procedures SFHOH7 Provide chairside support during non-surgical endodontic treatment

Unit reference number	Unit title	NOS number and title
CORE DN 10	Provide support during the extraction of teeth and minor oral surgery procedures	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHOH1 Prepare and maintain environments, instruments, and equipment for clinical dental procedures SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHIPC5 Minimise the risk of exposure to blood and body fluids while providing care SFHIPC6 Use personal protective equipment to prevent the spread of infection SFHOH8 Provide chairside support during the extraction of teeth and minor oral surgery
CORE DN 11	Dental anatomy and assessment of oral health	SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHOH2 Offer information and support to individuals about dental services and the protection of oral health SFHOH3 Provide chairside support during the assessment of individuals' oral health
CORE DN 12	First aid essentials	SFHIPC5 Minimise the risk of exposure to blood and body fluids while providing care SFHCHS35 Provide first aid to an individual needing emergency assistance SFHGEN1 Ensure personal fitness for work SFHGEN2 Prepare and dress for work in healthcare settings SFHGEN22 Communicate effectively with individuals SFHIPC2 Perform hand hygiene to prevent the spread of infection SFHIPC6 Use personal protective equipment to prevent the spread of infection