

NCFE

CACHE

Qualification specification

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

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Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
v13.1	January 2022	Paragraph added in regarding external quality assurance for graded qualifications .

This section outlines the content and assessment changes as of Version 13.0 September 2021.

DN 1	AC 1.3 reworded Range for 'workplace procedures' reworded Range added for 'improvements' in LO3
DN 2	Range added for 'improvements' in LO1 Range added to GDC ethical and professional guidance Range added for 'improvements' in LO2
DN 3	AC 1.2 reworded New AC 1.5 added
DN 4	No changes
DN 5	Simulation is allowed for some assessment criteria within this unit. This includes AC 1.1, 1.2, 1.3 and 1.6. AC 2.1–2.6 Range added for 'improvements' in LO1 and LO2
DN 6	AC 2.1 reworded AC 2.2 added AC 2.5 reworded AC 2.7 reworded AC 3.1 reworded Range added for 'improvements' in LO3 Evidence record AC 4.1 Knowledge and Observation LO4 range reworded
DN 7	Evidence record AC 1.8 Knowledge and Observation LO1 range reworded
DN 8	With regards to the observation of treatments in LO2, 1 preventative and 2 restorative treatments must be observed Evidence record AC 2.8 Knowledge and Observation Range added for 'improvements' in LO2
DN 9	LO1 range reworded LO2 range reworded AC 3.1 reworded AC 4.1 reworded
DN 10	Simulation is allowed for AC 2.7 within this unit Range added for 'improvements' in LO1 LO2 range reworded
DN 11	Evidence record AC 1.5 Knowledge and Observation LO2 range reworded LO3 range reworded
DN 12	Range added for 'improvements' in LO1 Range added for 'improvements' in LO2 Range added for 'improvements' in LO4

DN 13	Range added for 'improvements' in LO5 and LO6
DN 14	No changes
DN 15	Changes to wording and numbering from AC 4.1–4.8 Removal of AC 4.4 Removal of some range content in LO4
DN 16	Range added for 'improvements' in LO4
UFAE	Clarity added on where simulation is allowed
Appendices I and J	Appendix I updated, appendix J removed.
MCQs	Pass mark removed – this is now calculated through Angoff.

Version	Publication date	Summary of amendments
v13.2	June 2022	<p>Further information added to the order and delivery of assessment section to confirm that 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.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the supporting documents section about how to access support handbooks.</p> <p>EU GDPR updated to UK GDPR.</p>
v13.3	June 2023	Information added on UCAS points to Qualification Summary.

Qualification summary

Qualification title	NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing		
Ofqual qualification number (QN)	601/2251/1	Aim reference	60122511
Guided learning hours (GLH)	366	Total qualification time (TQT)	490
Minimum age	16		
Qualification purpose	<p>This qualification is designed for those who want to register with the General Dental Council (GDC) and qualify as a dental nurse.</p> <p>This qualification is approved by the GDC and covers all of the GDC learning outcomes. Upon completion, it will enable learners to apply for registration with the GDC.</p>		
Grading	This qualification is graded pass/merit/distinction (P/M/D).		
Assessment method	Units DN 1 to 11 and unit UFAE are internally assessed via a portfolio of evidence, and units DN 12 to 16 are both internally and externally assessed. The external assessment consists of 2 multiple choice question papers.		
Apprenticeship standard	This qualification is not suitable for learners who are studying an apprenticeship. Apprenticeship learners should register onto the NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing (Integrated Apprenticeship) (603/6671/0).		
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		
Rules of combination	Learners must achieve 49 credits from the 17 mandatory units. Learners must achieve a pass, merit or distinction in the 2 external assessment tests (part 1 and part 2) covering the underpinning knowledge across units DN 12 to 16. There is no compensation between units, or between observations and unit tasks within a unit.		

Section 1: introduction

Aims and objectives

This qualification is a competence-based qualification that aims to provide learners with the knowledge, skills and behaviours they will need to qualify as a dental nurse.

The objective of this qualification is to focus on direct chairside work and support during a range of dental treatments. It also encompasses the underpinning ethics, professionalism, teamwork and communication required to work as a dental nurse.

Entry guidance

This qualification is designed for learners aged 16+ 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 learning outcomes 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.

Progression

Learners who achieve this qualification could progress to the following:

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

Recommended resource requirements

To assist in the delivery of this qualification, centres should have somewhere to re-create 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.

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 in the member's area of our 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)
- sample assessment tasks (comprehensive set of assessment tasks covering all knowledge outcomes)
- assessment specification (marking guidance for the sample tasks)
- qualification approval and EQA reviews (guidance on our external quality assurance and approval requirements)
- appendices, policies and statements

Workplace requirements

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 (appendices, policies and statements) for additional guidance on work placements.

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

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 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 learning outcomes 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 (appendices, policies and statements).

Please note that unit DN 3: Reflect on and develop own practice as a dental nurse ensures continual reflective practice throughout the qualification (mandatory 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.

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

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

General Dental Council (GDC)

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.

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.

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 learning outcomes, assessment criteria and range. Where learners do not have access to all elements (for example, not all practices will have extra-oral X-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 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 UFAE must be assessed in line with Skills for Health's first aid assessment principles'. These are listed at the end of this document.

The following form (which can be found in the appendices, policies and statements document) is mandatory for tracking clinical and technical experiences:

- clinical experience monthly record (appendix I)

Observations and skills-based learning 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, Q and A, 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 3 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 special 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 learning outcomes/assessment criteria.

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

See part 2G of the assessment specification for more information about EWT.

Simulation and real work environment

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 DN 5, DN 10 and UF AE; 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.

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 visits.

Once you have shortlisted this qualification for approval, you will be allocated a dedicated external quality assurer (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 our website, explain our approval and quality assurance processes and provide templates for newer centres to use:

- qualification approval and EQA 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).

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 learning outcomes

	Tutor	Assessor	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. This will 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 visits.

How the qualification is assessed

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

This qualification is both internally and externally assessed.

The assessment consists of 2 components:

- an internally assessed portfolio of evidence covering units DN 1 to 16 and UF AE, which is assessed by the centre and externally quality assured by NCFE
- 2 multiple choice question papers. MCQ part 1 covers the units DN 12 to 14 and MCQ part 2 covers the units DN 15 and 16.

This qualification must be assessed in line with our assessment principles (as outlined in the Assessment Specification).

All learning outcomes, assessment criteria and all elements within the range must be achieved.

The Level 3 Diploma in the Principles and Practice for Dental Nursing is a competence-based qualification.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification that requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner for each learning outcome.

This qualification is graded pass/merit/distinction across 2 external assessment tests. The tests are externally set and externally marked. The assessments will be online and on-demand.

Learners are permitted to re-sit each MCQ assessment 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 3 attempts at each external assessment.

The grade boundaries will be set via Angoff by a team of subject matter experts.

100% of the learner's grade will come from the MCQ assessments.

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 sample assessment tasks and assessment specification documents in the members area of our 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 learning outcomes for the units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes 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.

A centre may choose to create their own internal assessment tasks. There are 4 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, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario

- including sufficient opportunities for stretch and challenge for higher attainers - please see the guidance document for creation of internal assessment tasks on our website.

External assessment

Each learner is required to undertake two externally set multiple-choice question papers; MCQ part 1 covers units DN 12, 13 and 14 and MCQ part 2 covers units DN 15 and 16.

Multiple-choice question (MCQ) paper

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

Sample assessment materials are available to download in the centre secure area of our website.

Online assessment

For centres using our online assessment service, assessments can be carried out without any notice, and without notifying NCFE. Learner results will be available on the portal 2 working days after the examination. For more information about how to get started with online assessment, please go to the delivery and learner support page on QualHub.

Enquiries about results

If a centre believes a learner's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with our enquiries and appeals about results and assessment decisions policy, which is available on the policies & documents page on QualHub.

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.

External assessment conditions

For more information on external assessment conditions, please see the regulations for the conduct of external assessments and qualification specific instructions for delivery on the policies & documents page on QualHub.

Please also see the instructions for conducting examinations document on the Joint Council for Qualifications' (JCQ) website: www.jcq.org.uk.

For information on reasonable adjustments, please refer to our access arrangements and reasonable adjustments policy and process.

External quality assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your external quality assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.


Section 2: unit content and assessment guidance


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

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

Units

To make cross-referencing assessment and quality assurance easier, 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.

Unit number	Regulated unit number	Unit title	Level	GLH
DN 1	F/505/8337	Contribute to health and safety in the dental environment	3	14
DN 2	J/505/8338	Work within regulatory requirements in relation to the role of a dental nurse	3	10
DN 3	L/505/8339	Reflect on and develop own practice as a dental nurse	3	13
DN 4	J/505/8341	Prepare and maintain environments, instruments and equipment for clinical dental procedures	3	22
DN 5	F/505/8340	Promote oral health for individuals	3	21
DN 6	L/505/8342	Provide support during the assessment of individuals' oral health	3	18
DN 7	R/505/8343	Contribute to the production of dental images	3	16
DN 8	Y/505/8344	Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities	3	22
DN 9	D/505/8345	Provide support during the provision of fixed and removable prostheses	3	35
DN 10	H/505/8346	Provide support during non-surgical endodontic treatment	3	12
DN 11	K/505/8347	Provide support during the extraction of teeth and minor oral surgery procedures	3	19
 DN 12	M/505/8348	Principles of infection control in the dental environment	3	29



Unit number	Regulated unit number	Unit title	Level	GLH
DN 13	K/505/8350	Dental anatomy and assessment of oral health	3	29
DN 14	M/505/8351	Principles and techniques of dental radiography	3	31
DN 15	T/505/8352	Principles of managing oral disease and dental procedures	3	50
DN 16	A/505/8353	Understand ethics and professionalism in dental nursing	3	15
UFAE	D/504/6101	First aid essentials	2	10

Unit DN 1: Contribute to health and safety in the dental environment (F/505/8337)**Unit summary**

This unit focuses on the knowledge and skills required to minimise hazards and risks in the workplace.

Mandatory	Ungraded	Level 3	14 GLH
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Learning outcomes 1 and 3 must be assessed in the workplace.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Be able to work in accordance with current health and safety legislation	1.1 Identify current health and safety legislation	
	1.2 Describe workplace procedures relevant to health and safety	
	1.3 Describe the purpose of and reasons for guidance, legislation and adhering to manufacturers' instructions	
	1.4 Work in accordance with: <ul style="list-style-type: none"> • workplace legislation • manufacturers' instructions 	(Skills-based outcome)
Range – LO1	<p>Workplace:</p> <ul style="list-style-type: none"> • single or multiple areas in which you carry out your work <p>Workplace procedures:</p> <ul style="list-style-type: none"> • safe working methods and equipment • safe use of hazardous substances • smoking • eating • drinking and drugs • what to do in the event of an emergency • personal presentation • moving and handling <p>Workplace legislation:</p> <ul style="list-style-type: none"> • Health and Safety at Work etc Act 1974 • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Environmental Protection Act 1990 • Ionising Radiation (Medical Exposure) Regulations (IRMER) 2017 (including local rules) • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Special Waste Regulations 1996 and Hazardous Waste (England and Wales) Regulations 2005 • The Fire Precautions (Workplace) (Amendment) Regulations 1999 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	<ul style="list-style-type: none"> • Health and Safety (First-Aid) Regulations 1981 	
2. Know hazards in the workplace	2.1 Identify hazards within the workplace	
	2.2 Describe working practices which could result in harm	
3. Be able to reduce the risks to health and safety in the workplace	3.1 Work in a way that does not endanger the health and safety of: <ul style="list-style-type: none"> • personnel • materials 	(Skills-based outcome)
	3.2 Contribute to health and safety improvements within own workplace	(Skills-based outcome)
	3.3 Follow guidelines for environmentally friendly working practices	(Skills-based outcome)
	3.4 Maintain personal presentation to protect self and others in line with health and safety	(Skills-based outcome)
	3.5 Manage hazards in the workplace	(Skills-based outcome)
	3.6 Report hazards to the identified responsible person	(Skills-based outcome: knowledge evidence permitted)
Range – LO3	<p>Improvements:</p> <ul style="list-style-type: none"> • working towards best practice • risk assessment <p>Workplace:</p> <ul style="list-style-type: none"> • single or multiple areas in which you carry out your work <p>Working practices:</p> <ul style="list-style-type: none"> • activities • procedures • use of materials or equipment and working techniques used in carrying out your job <p>Personal presentation:</p> <ul style="list-style-type: none"> • personal hygiene • use of personal protective equipment (PPE) • clothing and accessories suitable to the workplace <p>Hazards:</p> <ul style="list-style-type: none"> • mercury spillage • radiation • cross-infection • environmental factors • spillages • waste disposal • sharps 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	Responsible person: <ul style="list-style-type: none"> • your manager • supervisor • section leader or the health and safety person in your workplace 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 1

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

Assessor name:

Signature:

Date:

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

Unit DN 2: Work within regulatory requirements in relation to the role of a dental nurse (J/505/8338)

Unit summary			
This unit focuses on underpinning skills which contribute to the practice of the dental care professional (DCP).			
Mandatory	Ungraded	Level 3	10 GLH

Learning outcomes 1 and 2 must be assessed in the workplace.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Be able to comply with current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing	1.1 Work within the following current legal and regulatory requirements, professional codes of practice and organisational policy and procedure at all times: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance 	(Skills-based outcome)
Range – LO1	<p>Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure:</p> <ul style="list-style-type: none"> • General Data Protection Regulation (UK GDPR) • Department of Health and Social Care Guidelines and Regulations • social media • Care Quality Commission (CQC) • direct impact of Direct Access on each registrant groups • duty of candour <p>GDC ethical and professional guidance:</p> <ul style="list-style-type: none"> • standards for the dental team – principles, patient expectations, standards and guidance • preparing for practice • scope of practice • fitness to practise guidance • enhanced continuing professional development 	
2. Be able to identify the requirements of own job role	2.1 Identify the requirements of competent, effective and safe practice	
	2.2 Provide active support for individuals and key people within the team	(Skills-based outcome)
	2.3 Provide feedback for individuals and key people within the team	(Skills-based outcome)
	2.4 Work as part of a team	(Skills-based outcome)
	2.5 Work in a patient-centred way	(Skills-based outcome)

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	2.6 Describe procedures for handling complaints	
	2.7 Follow procedures for handling complaints	(Skills-based outcome)
Range – LO2	<p>Key people:</p> <ul style="list-style-type: none"> • patients, team members • carers • others with whom the individual has a supportive relationship • management <p>Team:</p> <ul style="list-style-type: none"> • dental care professionals (DCPs) • dental professionals (DPs) • own dental team <p>Procedures for handling complaints:</p> <ul style="list-style-type: none"> • standards for the dental team, principle 5 • private complaints • NHS complaints 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 2

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

Assessor name:

Signature:

Date:

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

Unit DN 3: Reflect on and develop own practice as a dental nurse (L/505/8339)

Unit summary			
This unit focuses on the knowledge and skills required to reflect on own practice as well as to agree, implement and evaluate a personal development plan.			
Mandatory	Ungraded	Level 3	13 GLH

Learning outcomes 1, 2 and 3 must be assessed in the workplace.

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

Learning outcomes The learner will:	Assessment criteria 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 Reflect on the impact of new techniques and technologies on clinical practice	
	1.3 Identify sources of supervision and support	
	1.4 Use constructive feedback to develop practice	
	1.5 Understand the principles of an evidence-based approach to learning, clinical and professional practice and decision making	
Range – LO1	<p>Supervision and support:</p> <ul style="list-style-type: none"> • formal • informal • provided from within your organisation • provided from outside your organisation <p>Feedback:</p> <ul style="list-style-type: none"> • verbal • in written form • electronic 	
2. Be able to agree own personal development plan	2.1 Explain the purpose and benefits of: <ul style="list-style-type: none"> • an appraisal • training • review of own performance • feedback from colleagues 	
	2.2 Identify actions required to develop own practice	
	2.3 Prioritise aspects of own practice for development	
	2.4 Agree SMART targets	
	2.5 Identify development opportunities available	
	2.6 Maintain records of own personal and professional development	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO2	SMART: <ul style="list-style-type: none"> • specific • measurable • achievable and agreed • relevant to • time framed Development opportunities: <ul style="list-style-type: none"> • training • educational programmes • coaching • personal and professional support 	
3. Be able to evaluate effectiveness of own personal development plan	3.1 Identify development opportunities 3.2 Reflect on own practice following identification of the development plan 3.3 Review the impact of the development plan on own practice	
Range – LO3	Development opportunities: <ul style="list-style-type: none"> • training • educational programmes • coaching • personal and professional support 	
4. Understand when it is appropriate for a GDC registrant to act as an advocate for patient needs	4.1 Identify when it is appropriate for a GDC registrant to act as an advocate for patient needs to: <ul style="list-style-type: none"> • provide further information to support a patient in making treatment decisions • raise concerns when patients are at risk 	

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: DN 3
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

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

Unit DN 4: Prepare and maintain environments, instruments and equipment for clinical dental procedures (J/505/8341)

Unit summary			
This unit focuses on knowledge and skills in relation to infection control and applying the appropriate health and safety measures.			
Mandatory	Ungraded	Level 3	22 GLH

Learning outcomes 1, 2, 3, 4 and 5 must be assessed in the workplace.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Be able to apply standard precautions for infection control	1.1 Maintain personal hygiene	(Skills-based outcome)
	1.2 Select personal protective equipment (PPE)	(Skills-based outcome)
	1.3 Maintain a clean and tidy working environment during treatments	(Skills-based outcome)
	1.4 Use cleaning equipment and materials in a safe manner	(Skills-based outcome)
Range – LO1	<p>Personal hygiene:</p> <ul style="list-style-type: none"> • hair • nails • jewellery • footwear • uniform • social • clinical and aseptic handwashing procedures <p>Personal protective equipment (PPE):</p> <ul style="list-style-type: none"> • surgical gloves • face mask • goggles and/or visor • heavy-duty gloves <p>Cleaning equipment:</p> <ul style="list-style-type: none"> • general cleaning equipment • sterilisation equipment 	
2. Be able to prepare the dental environment	2.1 Maintain stock supplies for clinical procedures	(Skills-based outcome)
	2.2 Adjust environmental factors to meet the needs of the individual and the procedure	(Skills-based outcome)
	2.3 Explain the purpose of adjusting environmental factors	
	2.4 Describe the process for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions	
	2.5 Explain the reasons for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO2	Environmental factors: <ul style="list-style-type: none"> • heating • lighting • ventilation and humidity 	
3. Be able to apply health and safety measures for the use of equipment and materials	3.1 Check equipment is functioning prior to use	(Skills-based outcome)
	3.2 Explain the methods of testing autoclaves	
	3.3 Demonstrate safe and secure storage of equipment, instruments and materials when not in use	(Skills-based outcome)
	3.4 Explain action to take in response to equipment failure	
	3.5 Explain why records must be kept in relation to the servicing of equipment	
Range – LO3	Equipment: <ul style="list-style-type: none"> • dental chair • aspirator • hand pieces • ultrasonic scaler • X-ray machine • X-ray processing equipment • autoclave • instrument washer • ultrasonic bath 	
4. Be able to apply methods of sterilisation for dental instruments and equipment	4.1 Explain the potential risks of not decontaminating equipment and instruments	
	4.2 Explain the reasons for pre-cleaning instruments prior to sterilisation	
	4.3 Explain the reasons for placing instruments in the correct location relevant to the different stages of sterilisation	
	4.4 Explain the potential long-term effects of using damaged or pre-used sterile goods	
	4.5 Prepare instruments and hand pieces for sterilisation	(Skills-based outcome)
	4.6 Carry out sterilisation procedures	(Skills-based outcome)
	4.7 Store sterilised instruments and hand pieces	(Skills-based outcome)
	4.8 Maintain records of sterilisation procedures	(Skills-based outcome)
Range – LO4	Instruments and hand pieces: <ul style="list-style-type: none"> • non-surgical • surgical 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
5. Be able to manage hazardous and non-hazardous waste	5.1 Identify different types of waste	
	5.2 Dispose of: <ul style="list-style-type: none"> • hazardous waste • non-hazardous waste • special waste 	(Skills-based outcome)
	5.3 Explain action to take in response to spillages	
	5.4 Explain the dangers of not disposing of waste correctly and promptly	
Range – LO5	<p>Waste:</p> <ul style="list-style-type: none"> • hazardous • non-hazardous • special waste <p>Hazardous waste:</p> <ul style="list-style-type: none"> • used gloves • face masks • tissues • cotton wool rolls • gauze • napkins • alcohol wipes • mouthwash beakers <p>Special waste:</p> <ul style="list-style-type: none"> • lead foil disposal • sharps • amalgam (including when in extracted teeth) • medicinal • damaged instruments <p>Spillages:</p> <ul style="list-style-type: none"> • water spillage • mercury spillage • body fluids • chemical spillage 	
6. Understand reporting procedures	6.1 Explain reporting procedures in case of: <ul style="list-style-type: none"> • sharps injury • damaged instruments • accidents or injuries • contaminated materials or equipment • damaged sterilised supplies • evidence of potentially infectious diseases 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 4

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

Assessor name:

Signature:

Date:

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

Unit DN 5: Promote oral health for individuals (F/505/8340)

Unit summary			
This unit focuses on the knowledge and skills required to support the promotion of oral health for individuals.			
Mandatory	Ungraded	Level 3	21 GLH

Learning outcomes 1 and 2 must be assessed in the workplace. Where this is not possible, simulation is permitted for some assessment criteria within this unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Be able to communicate with individuals	1.1 Provide information to individuals ensuring that it is accurate and consistent with organisational guidelines	(Skills-based outcome: simulation permitted)
	1.2 Give individuals the opportunity to discuss and seek clarification	(Skills-based outcome: simulation permitted)
	1.3 Answer questions clearly	(Skills-based outcome: simulation permitted)
	1.4 Refer any questions beyond own role to an identified member of the team	(Skills-based outcome: simulation permitted)
	1.5 Analyse methods of effective communication to maximise understanding, confidence and motivation	
	1.6 Respect individuals' personal beliefs and preferences	(Skills-based outcome: simulation permitted)
	1.7 Explain the systems for internal referrals	
Range – LO1	<p>Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs <p>Personal beliefs and preferences:</p> <ul style="list-style-type: none"> • social • ethnic • religious • health 	
2. Be able to provide oral hygiene advice	2.1 Provide individualised oral health information	(Skills-based outcome: simulation permitted)
	2.2 Use oral health information aids	(Skills-based outcome: simulation permitted)
	2.3 Advise individuals on suitable oral hygiene techniques	(Skills-based outcome: simulation permitted)
	2.4 Demonstrate methods of caring for dentures	(Skills-based outcome: simulation permitted)
	2.5 Advise individuals on maintaining orthodontic appliances	(Skills-based outcome: simulation permitted)
	2.6 Provide practical advice for caring for implant-supported restorations	(Skills-based outcome: simulation permitted)

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO2	<p>Information:</p> <ul style="list-style-type: none"> • gum disease • caries • diet • current oral health routine • smoking, alcohol and substance misuse <p>Oral health information aids:</p> <ul style="list-style-type: none"> • models • visual aids • leaflets <p>Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs <p>Oral hygiene techniques:</p> <ul style="list-style-type: none"> • cleaning teeth and the mouth • the use of interdental aids • mouthwash rinses • disclosing agents • patient awareness of oral abnormalities (oral cancer, inflammation) 	
3. Understand how to plan oral health promotion	3.1 Explain factors which contribute to health and illness: <ul style="list-style-type: none"> • social • cultural • psychological • environmental 	
4. Understand the basic principles of population based health and care	<p>3.2 Describe methods of how oral health care can be planned and delivered</p> <p>4.1 Describe the basic principles of a population health approach, how these are measured and current patterns for:</p> <ul style="list-style-type: none"> • demographic and social trends • UK and international oral health trends • determinants of health • inequalities in health <p>4.2 Describe the relevance of evidence-based prevention to improve oral health by evaluating dental and wider healthcare systems</p> <p>4.3 Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain</p>	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO4	Dental and wider healthcare systems: <ul style="list-style-type: none"> • CQC • Department of Health and Social Care • National Institute for Health and Care Excellence (NICE) • British Association for the Study of Community Dentistry (BASCD) 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 5

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

Assessor name:

Signature:

Date:

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

Unit DN 6: Provide support during the assessment of individuals' oral health (L/505/8342)

Unit summary			
This unit focuses on the knowledge and skills required to assist the operator during the assessment of individuals' oral health.			
Mandatory	Ungraded	Level 3	18 GLH

Learning outcomes 1, 2, 3 and 4 must be assessed in the workplace.

Learning outcomes The learner will:	Assessment criteria 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	Equipment, instruments, materials and medicaments: <ul style="list-style-type: none"> • observing hard and soft tissues • measuring and making a record of the teeth and gingivae • assessing the function of the dentition (orthodontic assessment) 	
2. Be able to record a range of oral health assessments	2.1 Identify the importance of obtaining valid patient consent and protecting patient information	
	2.2 Identify the different types and functions of dental records and charts	
	2.3 Select the individual's charts, records and images prior to assessment	(Skills-based outcome)
	2.4 Record medical conditions that can affect an individual's dental treatment	(Skills-based outcome)
	2.5 Record contemporaneous dental assessments spoken by dental team members	(Skills-based outcome)
	2.6 Discuss each component of the patient assessment process	
	2.7 Complete contemporaneous records and relevant documents during an oral assessment	(Skills-based outcome)
	2.8 Store records and relevant documents securely following an oral assessment	(Skills-based outcome)
Range – LO2	Dental records and charts: <ul style="list-style-type: none"> • dental charts • radiographs • photographs • study models • personal details 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	<ul style="list-style-type: none"> • orthodontic measurements <p>Individual's charts, records and images:</p> <ul style="list-style-type: none"> • baseline dental charting • medical history • periodontal charting • orthodontic classifications and charts • radiographs <p>Dental assessments:</p> <ul style="list-style-type: none"> • baseline dental charting • basic periodontal examination (BPE) 	
3. Be able to assist with monitoring and supporting the individual	3.1 Describe methods of monitoring the physical characteristics and expectations of an individual	
	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	<p>Methods of monitoring:</p> <ul style="list-style-type: none"> • patient anxiety • past experience • treatment expectations <p>Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	
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	
Range – LO4	<p>Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 6

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

Assessor name:

Signature:

Date:

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

Unit DN 7: Contribute to the production of dental images (R/505/8343)

Unit summary			
This unit focuses on the knowledge and skills required when assisting the operator throughout the dental imaging process.			
Mandatory	Ungraded	Level 3	16 GLH

Learning outcomes 1, 2 and 3 must be assessed in the workplace.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Be able to assist during the taking of dental images	1.1 Maintain health and safety throughout imaging procedures	(Skills-based outcome)
	1.2 Prepare the resources for the production of a dental image	(Skills-based outcome)
	1.3 Confirm that imaging equipment is fully functioning and ready for use	(Skills-based outcome)
	1.4 Identify the different intra-oral and extra-oral radiographs	(Skills-based outcome)
	1.5 Ask individuals to remove items which may interfere with the radiographic image	(Skills-based outcome)
	1.6 Explain the concerns that individuals may have regarding dental imaging	
	1.7 Offer individuals support during a radiographic process	(Skills-based outcome)
	1.8 Refer any questions which are beyond own role to an appropriate member of the team	(Skills-based outcome: knowledge evidence permitted)
Range – LO1	<p>Resources:</p> <ul style="list-style-type: none"> • holders • film • receptors • mounting sheet • software <p>Imaging equipment:</p> <ul style="list-style-type: none"> • intra-oral X-ray machine • extra-oral X-ray machine • computer programme • developer • image receptors <p>Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
2. Be able to process dental images	2.1 Process dental images	(Skills-based outcome)
	2.2 Maintain quality of the image during processing	(Skills-based outcome)
	2.3 Describe the chemicals used in dental processing	
3. Be able to contribute to the quality assurance process of dental images	3.1 Store images produced according to organisational procedure	(Skills-based outcome)
	3.2 Maintain records of quality assurance checks	(Skills-based outcome)

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 7

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

Assessor name:

Signature:

Date:

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

Unit DN 8: Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities (Y/505/8344)

Unit summary			
This unit focuses on the knowledge and skills required to support the operator and individual throughout treatment.			
Mandatory	Ungraded	Level 3	22 GLH

Learning outcome 2 must be assessed in the workplace. Observation of treatments (LO2) must include 1 preventative and 2 restorative.

Learning outcomes The learner will:	Assessment criteria 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 sources of fluoride	
Range – LO1	Fluoride: <ul style="list-style-type: none"> • systematic • topical 	
2. Be able to provide support to the individual and operator before, during and after treatment	2.1 Select the individuals' charts, records and images	(Skills-based outcome)
	2.2 Identify the planned treatment	(Skills-based outcome)
	2.3 Select the equipment, instruments, materials and medicaments for dental treatments	(Skills-based outcome)
	2.4 Identify the varying methods of aspirating during treatment	
	2.5 Demonstrate appropriate aspiration techniques	(Skills-based outcome)
	2.6 Retract soft tissues to facilitate a clear view of the treatment area	(Skills-based outcome)
	2.7 Select for the operator: <ul style="list-style-type: none"> • a suitable matrix system to aid the placement of restorations • the correct quantity of the mixed restorative material • any materials or equipment required for finishing the restoration 	(Skills-based outcome)
	2.8 Dispose of amalgam safely	(Skills-based outcome: knowledge evidence permitted)
	2.9 Explain the reasons for finishing restorations	
	2.10 Evaluate methods of working when assisting the operator	
Range – LO2	Individuals' charts, records and images: <ul style="list-style-type: none"> • UK/FDI World Dental Federation systems • medical history • periodontal charting 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	<ul style="list-style-type: none"> • radiographs <p>Treatment:</p> <ul style="list-style-type: none"> • temporary restorations • amalgam restorations • composite restorations • glass ionomer restorations • fissure sealants • fluoride treatments • scaling and polishing • debridement <p>Methods of aspirating:</p> <ul style="list-style-type: none"> • saliva ejector • surgical aspirator • wide bore aspirator <p>Methods of working:</p> <ul style="list-style-type: none"> • seating • positioning of patient and team • instrument passing • suction tip placement • monitoring the operator and patient • four-handed dentistry 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 8

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

Assessor name:

Signature:

Date:

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

Unit DN 9: Provide support during the provision of fixed and removable prostheses (D/505/8345)

Unit summary			
This unit focuses on the knowledge and skills required to support the individual and operator during the provision of fixed and removable prostheses.			
Mandatory	Ungraded	Level 3	35 GLH

Learning outcomes 1, 2, 3 and 4 must be assessed in the workplace.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Be able to support the individual and operator with fixed and removable prosthetic procedures	1.1 Select individuals' charts, records and images	(Skills-based outcome)
	1.2 Provide equipment required for the taking of shades	(Skills-based outcome)
	1.3 Support the operator throughout the procedure of taking shades	(Skills-based outcome)
	1.4 Provide the necessary equipment and materials for taking occlusal registrations	(Skills-based outcome)
	1.5 Assist the operator to: <ul style="list-style-type: none"> • protect soft tissues during treatment • retract soft tissues during treatment 	(Skills-based outcome)
	1.6 Provide aftercare advice to individuals on the care of new removable prosthesis and immediate dentures	(Skills-based outcome)
Range – LO1	<p>Individuals' charts, records and images:</p> <ul style="list-style-type: none"> • UK/FDI systems • medical history • periodontal charting • orthodontic records and charts • radiographs • laboratory tickets • photographs • study models <p>Procedure:</p> <ul style="list-style-type: none"> • fixed prostheses • removable prostheses <p>Equipment and materials:</p> <ul style="list-style-type: none"> • wax occlusal rims • pink wax • heat source • markers • shade guides • mould guides • occlusal registration material • articulating paper • hand mirror <p>Individuals:</p> <ul style="list-style-type: none"> • adults 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	<ul style="list-style-type: none"> • children and young people • older adults • those with additional needs 	
2. Be able to select and prepare impression materials for fixed and removable prostheses	2.1 Select the following for taking impressions for fixed and removable prostheses: <ul style="list-style-type: none"> • impression material • impression trays 	(Skills-based outcome)
	2.2 Prepare the quantity of impression material : <ul style="list-style-type: none"> • to the required consistency • within the handling and setting time relative to the material and ambient temperature 	(Skills-based outcome)
	2.3 Load impression materials on the impression tray	(Skills-based outcome)
	2.4 Provide support whilst monitoring the individual when impressions are in the mouth	(Skills-based outcome)
	2.5 Disinfect impressions on removal from the individual's mouth	(Skills-based outcome)
	2.6 Store impressions so accuracy is maintained	(Skills-based outcome)
	2.7 Complete laboratory tickets	(Skills-based outcome)
	2.8 Attach laboratory tickets securely to the packaging	(Skills-based outcome)
Range – LO2	Impression materials: <ul style="list-style-type: none"> • alginate • putty/elastomer Individuals: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	
3. Be able to prepare equipment, instruments and materials for fixed prostheses	3.1 Select the equipment, instruments and materials for preparation, fitting and adjustment of temporary crowns and bridges	(Skills-based outcome)
	3.2 Prepare adhesive material for the fitting of fixed prostheses : <ul style="list-style-type: none"> • to the required consistency • using a technique appropriate to the material • at a time required by the operator 	(Skills-based outcome)
	3.3 Provide the instruments required for trimming, cleaning and checking the final adjustment of fixed prostheses	(Skills-based outcome)
	3.4 Provide advice and instruction to individuals on caring for fixed prostheses	(Skills-based outcome)

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO3	<p>Equipment, instruments and materials:</p> <ul style="list-style-type: none"> • 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 • Millers forceps <p>Fixed prostheses:</p> <ul style="list-style-type: none"> • crowns • inlays • veneers • permanent bridges • adhesive bridges • temporary bridges • temporary crowns • implants 	<p>Implants (within the range for AC 3.3) can be covered with knowledge evidence, where observation has not been possible.</p>
4. Be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances	4.1 Provide the equipment, instruments and materials required for: <ul style="list-style-type: none"> • try-in stage of removable prostheses • fitting stage of removable prostheses 	(Skills-based outcome)
	4.2 Explain the range of orthodontic treatments available	
	4.3 Explain the equipment, instruments and materials which are used in the stages of fixed and removable orthodontic treatments	
Range – LO4	<p>Equipment, instruments and materials:</p> <ul style="list-style-type: none"> • heat source • shade guides • wax knife • LeCron carver • sheet wax • mirrors • hand piece • polymeric stones • polymeric trimming burs • pressure relief paste • articulating paper 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	Prostheses: <ul style="list-style-type: none"> • metal • acrylic • immediate Stages of fixed and removable orthodontic treatments: <ul style="list-style-type: none"> • fitting • monitoring • adjusting 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 9

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

Assessor name:

Signature:

Date:

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

Unit DN 10: Provide support during non-surgical endodontic treatment (H/505/8346)

Unit summary			
This unit focuses on the knowledge and skills required to provide support during non-surgical endodontic treatment.			
Mandatory	Ungraded	Level 3	12 GLH

**Learning outcomes 1 and 2 must be assessed in the workplace.
Simulation is allowed for AC 2.7 within this unit.**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Be able to prepare the clinical environment for non-surgical endodontic treatment	1.1 Select the individual's charts, records and images	(Skills-based outcome)
	1.2 Identify the planned treatment	(Skills-based outcome)
	1.3 Select the equipment, instruments, materials and medicaments for the different stages of non-surgical endodontic treatment	(Skills-based outcome)
	1.4 List the different equipment, instruments, materials and medicaments that may be required at each stage of non-surgical endodontic treatment	
	1.5 List the equipment and instruments that may be required for the isolation of a tooth for non-surgical endodontic treatment	
	1.6 Explain the equipment, instruments, materials and medicaments that may be required during each type of non-surgical endodontic treatment	
Range – LO1	<p>Individuals' charts, records and images:</p> <ul style="list-style-type: none"> • UK/FDI systems • medical history • periodontal charting • radiographs • photographs <p>Treatment:</p> <ul style="list-style-type: none"> • permanent • deciduous <p>Equipment, instruments, materials and medicaments:</p> <ul style="list-style-type: none"> • identifying and locating • filing and measuring <p>Non-surgical endodontic treatment:</p> <ul style="list-style-type: none"> • pulp capping • pulpotomy • pulpectomy 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
2. Be able to assist the operator during non-surgical endodontic procedures	2.1 Assist to monitor and support the individual during treatment	(Skills-based outcome)
	2.2 Assist the operator during isolation of the tooth	(Skills-based outcome)
	2.3 Aspirate the treatment area to maintain a clear field of operation	(Skills-based outcome)
	2.4 Provide equipment and medicaments required for irrigating root canals	(Skills-based outcome)
	2.5 Assist the operator in the measurement and recording of the root canal length	(Skills-based outcome)
	2.6 Prepare materials and medicaments for: <ul style="list-style-type: none"> • temporary placement in canals • permanent placement in canals • restoration of the tooth 	(Skills-based outcome)
	2.7 Provide post-operative instructions on the care of the mouth to the individual	(Skills-based outcome: simulation permitted)
Range – LO2	Individuals: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs Equipment and medicaments: <ul style="list-style-type: none"> • syringes • needles • irrigation solution • paper points 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 10

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

Assessor name:

Signature:

Date:

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

Unit DN 11: Provide support during the extraction of teeth and minor oral surgery procedures (K/505/8347)

Unit summary			
This unit focuses on the knowledge and skills required when providing support during the extraction of teeth and minor oral surgery procedures.			
Mandatory	Ungraded	Level 3	19 GLH

Learning outcomes 1, 2 and 3 must be assessed in the workplace.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Be able to prepare the individual and dental environment for the treatment of extractions and minor oral surgery	1.1 Select the individual's charts, records and images	(Skills-based outcome)
	1.2 Prepare the equipment, instruments, materials and medicaments which may be required: <ul style="list-style-type: none"> • when extracting erupted teeth • during minor oral surgery 	(Skills-based outcome)
	1.3 Explain the purpose of equipment, instruments, materials and medicaments that may be required: <ul style="list-style-type: none"> • when extracting erupted teeth • during minor oral surgery 	
	1.4 Confirm with the individual that they have followed the prescribed pre-treatment instructions	(Skills-based outcome)
	1.5 Report non-compliance to prescribed pre-treatment instructions to the appropriate member of the team	(Skills-based outcome: knowledge evidence permitted)
Range – LO1	Individual's charts, records and images: <ul style="list-style-type: none"> • UK/FDI systems • medical history • periodontal charting • radiographs Equipment, instruments, materials and medicaments: <ul style="list-style-type: none"> • topical anaesthetic • local anaesthetic • local anaesthetic syringes and needles • Luxators and/or elevators (for example, Couplands, Warwick James, Cryers) • extraction forceps • scalpel • periosteal elevator • cheek retractor • Spencer Wells • suture • suture holder 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	<ul style="list-style-type: none"> • dissecting forceps • scissors • surgical suction tip • surgical hand piece and burs • irrigation syringe/needle/solution (for example, saline) • haemostatic medicaments (for example, gelatine sponges, oxidised cellulose) <p>Teeth:</p> <ul style="list-style-type: none"> • deciduous • permanent <p>Minor oral surgery procedures:</p> <ul style="list-style-type: none"> • implants • apicectomy • fraenectomy • biopsy • removal of impacted teeth • removal of buried roots • removal of erupted teeth • removal of unerupted teeth and roots 	
2. Be able to support the operator and the individual during extractions and minor oral surgery procedures	2.1 Support the individual during the administration of local or regional anaesthesia	(Skills-based outcome)
	2.2 Aspirate, irrigate and protect the individual's soft tissues	(Skills-based outcome)
	2.3 Assist the operator in the: <ul style="list-style-type: none"> • preparation of packs • placing of sutures 	(Skills-based outcome)
	2.4 Monitor the individual	(Skills-based outcome)
	2.5 Respond to any risks and complications	(Skills-based outcome)
	2.6 Complete records and charts following the procedure	(Skills-based outcome)
Range – LO2	<p>Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs <p>Complications:</p> <ul style="list-style-type: none"> • nerve damage • haemorrhage • oral antral fistula • equipment failure • collapse 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
3. Be able to provide support for the operator and the individual following extraction and minor oral surgery	3.1 Provide the individual with post-operative instructions following: <ul style="list-style-type: none"> • extraction of erupted teeth • minor oral surgery 3.2 Explain requirements of confirming with the operator that the individual is fit to leave the surgery	(Skills-based outcome)
Range – LO3	Teeth: <ul style="list-style-type: none"> • deciduous • permanent Individuals: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 11

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

Assessor name:

Signature:

Date:

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

Unit DN 12: Principles of infection control in the dental environment (M/505/8348)**Unit summary**

This unit focuses on knowledge in relation to infectious conditions, routes of transmission and methods of preventing cross-infection.

Mandatory	P/M/D	Level 3	29 GLH
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This unit is both internally and externally assessed. The external assessment is a multiple choice question paper.

Please note: decontaminants refers to disinfectants.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Understand current health and safety legislation in relation to infection control	1.1 Identify health and safety legislation in relation to infection control	
	1.2 Explain the principles of Standard Infection Control Precautions	
	1.3 Explain the health and safety policies and procedures in relation to infection control	
	1.4 Describe methods of preventing cross-infection	
	1.5 Explain the preparation of a clinical area to control cross-infection	
Range – LO1	Health and safety legislation: <ul style="list-style-type: none"> • Health and Safety at Work etc Act 1974 • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Special Waste Regulations 1996 and Hazardous Waste (England and Wales) Regulations 2005 • Ionising Radiation Regulations (IRR) 2017 • Ionising Radiation (Medical Exposure) Regulations (IRMER) 2017 • Department of Health and Social Care guidelines and regulations (for example, Decontamination in primary care dental practices (HTM01-05)) • Working Practice Policy • best practice • Health and Safety (Young Persons) Regulations 1997 • Management of Health and Safety at Work Regulations 1999 • Environmental Protection Act 1990 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	Methods: <ul style="list-style-type: none"> • transmission of infection • measures for preventing cross-infection (for example, single-use items) • management of blood and body fluid spillages • social cleanliness (for example, social cleaning plan) • clinical and aseptic hand hygiene procedures • barrier techniques including zoning • importance of record keeping in relation to cross-infection • 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: <ul style="list-style-type: none"> • pathogen • non-pathogen 	
	2.3 Identify micro-organisms in: <ul style="list-style-type: none"> • infectious conditions • non-infectious conditions 	
	2.4 Explain the routes of transmission of micro-organisms	
Range – LO2	Micro-organisms: <ul style="list-style-type: none"> • bacteria • viruses • fungi • spores • prion 	
3. Understand the management of infectious conditions within the dental environment	3.1 Describe infectious conditions which 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	Individuals: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
4. Know the methods of decontamination	4.1 Identify the chemical names for decontaminants	
	4.2 Evaluate the use of decontaminants against types of micro-organism	
	4.3 Describe the principles and methods of: <ul style="list-style-type: none"> • clinical sterilisation • industrial sterilisation • disinfection 	
	4.4 Explain the procedures used to decontaminate a clinical environment after use	
Range – LO4	<p>Clinical and industrial sterilisation:</p> <ul style="list-style-type: none"> • manual cleaning • ultrasonic bath • washer disinfectant • vacuum autoclaves • non-vacuum autoclaves • gamma radiation <p>Disinfection:</p> <ul style="list-style-type: none"> • difference between asepsis, sterilisation and disinfection • different types of disinfectants and their uses in clinical environments 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 12

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

Assessor name:

Signature:

Date:

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

Unit DN 13: Dental anatomy and assessment of oral health (K/505/8350)



Unit summary			
This unit focuses on knowledge of dental anatomy and oral health with regard to assessment and treatment planning.			
Mandatory	P/M/D	Level 3	29 GLH

This unit is both internally and externally assessed. The external assessment is a multiple choice question paper.

Please note: morphology refers to shape and form.

Learning outcomes The learner will:	Assessment criteria 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: <ul style="list-style-type: none"> • primary dentition • secondary dentition 	
	1.2 Describe the structure and function of: <ul style="list-style-type: none"> • gingivae • supporting tissue 	
	1.3 Describe the position and function of the: <ul style="list-style-type: none"> • salivary glands • muscles of mastication 	
	1.4 Describe the structure of the: <ul style="list-style-type: none"> • maxilla • mandible 	
	1.5 Describe the movements of the temporomandibular joint	
	1.6 Describe the nerve and blood supply to the teeth and supporting structures	
2. Understand the methods of dental assessment	2.1 Explain the main purpose of oral health assessment	
	2.2 Explain the reasons for taking radiographs and photographs during assessment and treatment planning	
	2.3 Describe the methods of assessing and recording soft and hard tissue conditions	
	2.4 Explain the methods of assessing and recording periodontal conditions using periodontal charts	
	2.5 Evaluate the methods of measuring pulp vitality	
	2.6 Describe materials used in dental assessment	
	2.7 Explain the relevance of obtaining valid written informed consent prior to any treatment being undertaken	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO2	<p>Methods: Different methods of clinical assessment, for example:</p> <ul style="list-style-type: none"> • use of dental probes and mouth mirrors • Palmer notation/FDI charting • visual and manual inspection • dyes • transillumination • vitality testing • study models • radiographs • photographs <p>Periodontal charts:</p> <ul style="list-style-type: none"> • BPE • full periodontal charting <p>Materials:</p> <ul style="list-style-type: none"> • impression materials • aids to assessing occlusion (for example, articulating paper) 	
3. Know the clinical assessments and instructions associated with orthodontics	3.1 Describe the classifications of malocclusion	
	3.2 Describe the types of orthodontic appliances in relation to treatment	
	3.3 Explain pre- and post-operative instructions for orthodontic procedures	
	3.4 Explain the role of the dental nurse in providing support during orthodontic assessment and treatment	
Range – LO3	<p>Orthodontic appliances:</p> <ul style="list-style-type: none"> • function and uses of removable appliances, (for example, retainers/functional) • function and uses of fixed appliances <p>Orthodontic procedures: Care and maintenance of both removable and fixed appliances</p> <p>Support:</p> <ul style="list-style-type: none"> • advice to patients on stages and duration of orthodontic treatments • oral health instruction 	
4. Understand the changes that may occur in the oral tissues	4.1 Explain diseases of the oral mucosa	
	4.2 Describe the effects of ageing on the soft tissue	
	4.3 Identify medical conditions that may affect the oral tissues	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO4	Diseases: Including both malignant and potentially malignant lesions Medical conditions: <ul style="list-style-type: none"> • oral cancer • herpes • HIV • hepatitis • diabetes • epilepsy • eating or digestive disorders 	
5. Understand the management of oral health	5.1 Explain the methods of diagnosis, prevention and management of: <ul style="list-style-type: none"> • malignant lesions • potentially malignant lesions 	
	5.2 Describe the diagnosis and management of disorders of: <ul style="list-style-type: none"> • the oral mucosa • soft tissue • facial pain • facial bones • facial joints 	
	5.3 List the classes of drugs that are used in dentistry	
	5.4 Explain the role of drugs used in dentistry	
Range – LO5	Disorders: <ul style="list-style-type: none"> • oral cancer • lichen planus • oral candidiasis • herpes • glossitis • osteoporosis • salivary gland disorders • xerostomia Drugs: <ul style="list-style-type: none"> • analgesics • antibiotics • anti-viral • anti-fungal • tranquillisers/hypnotics • emergency drugs 	
6. Know the medical emergencies that may occur in the dental environment	6.1 Identify potential medical emergencies	
	6.2 Explain action to take in response to medical emergencies	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO6	Medical emergencies: <ul style="list-style-type: none"> • fainting • diabetic coma (hypoglycaemia) • asthma attack • angina/myocardial infarction • epileptic seizure • respiratory arrest • cardiac arrest • choking • anaphylaxis 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 13

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

Assessor name:

Signature:

Date:

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

Unit DN 14: Principles and techniques of dental radiography (M/505/8351)



Unit summary			
This unit focuses on knowledge of regulatory principles and techniques when taking and processing radiographs.			
Mandatory	P/M/D	Level 3	31 GLH

This unit is both internally and externally assessed. The external assessment is a multiple choice question paper.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Know the regulations and hazards associated with ionising radiation	1.1 State the principles of the current IRMER regulations	
	1.2 Explain the safe use of X-ray equipment	
	1.3 Identify the hazards associated with ionising radiation	
	1.4 Explain the role of dental personnel when using ionising radiation	
	1.5 Explain current practices and policies relating to ionising radiation	
Range – LO1	<p>IRMER regulations:</p> <ul style="list-style-type: none"> • Ionising Radiation ((Medical Exposure) Regulations 2017 • Ionising Radiation Regulations 2017 • Ionising Radiation (Medical Exposure) (Amendment) Regulations 2018 • As low as reasonably practicable (ALARP) <p>Dental personnel:</p> <ul style="list-style-type: none"> • referrer • practitioner • operator • radiation protection supervisor • radiation protection advisor • medical physics expert (MPE) • employer <p>Practices and policies:</p> <ul style="list-style-type: none"> • 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	
	2.3 Explain the purpose of intensifying screens in dental radiography	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
Range – LO2	<p>Intra-oral radiographs: The function and purpose of bitewing, periapical, occlusal radiographs</p> <p>Extra-oral radiographs: The function and purpose of lateral oblique, cephalostats, orthopantomographs, radiographs</p>	
3. Understand the imaging process	<p>3.1 Explain the manual, automatic and digital (both direct and indirect) processing of radiographs</p> <p>3.2 Describe faults that may occur during the taking and processing of radiographs</p> <p>3.3 Explain how processing chemicals are:</p> <ul style="list-style-type: none"> • handled • stored • disposed of <p>3.4 Explain how to manage a spillage of processing chemicals</p> <p>3.5 Explain action to take in response to imaging equipment failure</p> <p>3.6 Explain the reasons for protecting the processing environment from accidental intrusion</p> <p>3.7 Explain how to protect the processing environment from accidental intrusion</p> <p>3.8 Explain how to handle different films to maintain quality</p>	
Range – LO3	<p>Faults:</p> <ul style="list-style-type: none"> • operator and relevant corrective action needed • processing and relevant corrective action needed <p>Imaging equipment:</p> <ul style="list-style-type: none"> • intra-oral X-ray machine • extra-oral X-ray machine • computer programme • developer • image receptors 	
4. Understand stock control and storage of radiographic films	<p>4.1 Explain the reasons for rotating film stock</p> <p>4.2 Describe how to store radiographs</p> <p>4.3 Explain the reasons why films should be stored away from ionising radiation</p> <p>4.4 Explain why film stock that has deteriorated should not be used</p>	
5. Understand quality assurance processes of dental images	<p>5.1 Explain the purpose of quality assuring dental radiographs</p> <p>5.2 Describe quality control recording systems</p>	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	5.3 Identify the methods of mounting radiographs	
	5.4 Explain the consequences of not mounting radiographs correctly	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 14

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

Assessor name:

Signature:

Date:

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

Unit DN 15: Principles of managing oral disease and dental procedures (T/505/8352)



Unit summary

This unit focuses on knowledge in relation to the aetiology and progression and prevention of oral disease, dental procedures and restoration of the dentition.

Mandatory	P/M/D	Level 3	50 GLH
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This unit is both internally and externally assessed. The external assessment is a multiple choice question paper.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Understand the common oral diseases	1.1 Describe types of oral diseases	
	1.2 Describe the aetiology of oral diseases	
	1.3 Describe the progression of dental caries	
	1.4 Describe the progression of periodontal disease	
	1.5 Explain the development of plaque and its composition	
	1.6 Describe the inflammatory process	
	1.7 Describe the effects of the disease process	
Range – LO1	Oral diseases: <ul style="list-style-type: none"> • caries • gingivitis • periodontal disease • erosion • abrasion • attrition 	
2. Understand the methods for the prevention and management of oral diseases	2.1 Explain oral health techniques used to prevent oral disease	
	2.2 Describe the effects on oral health of: <ul style="list-style-type: none"> • sugar in the diet • acid content of the diet • smoking • alcohol • substance misuse • social factors 	
	2.3 Explain the different forms of fluoride and its optimal level	
	2.4 Evaluate the uses of fluoride	
	2.5 Explain methods of communicating information about the prevention of oral diseases	
Range – LO2	Oral health techniques: <ul style="list-style-type: none"> • fluoride supplements • disclosing tablets • tooth brushing • interdental aids • mouthwashes 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	<ul style="list-style-type: none"> • dental health messages <p>Oral disease:</p> <ul style="list-style-type: none"> • caries • gingivitis • periodontal disease • erosion • abrasion • attrition <p>Diet:</p> <ul style="list-style-type: none"> • sugar – types – content and frequency • carbonated and non-carbonated acidic drinks <p>Social factors:</p> <ul style="list-style-type: none"> • family background • cultural • environmental <p>Fluoride:</p> <ul style="list-style-type: none"> • methods of delivering fluoride both systemically and topically including advantages and disadvantages • effects of excessive fluoride – fluorosis <p>Communicating: Verbal and non-verbal methods</p>	
3. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures	3.1 State the functions of different equipment, instruments and materials/medicaments used in: <ul style="list-style-type: none"> • prevention of dental caries • preparation, restoration and finishing of cavities • periodontal therapy • different stages of endodontic treatment • crowns, bridges and veneers • complete, partial and immediate dentures • different stages of orthodontic treatment 	
	3.2 Evaluate the use of: <ul style="list-style-type: none"> • preventative materials • restorative materials • lining materials • different types of etchants • different types of bonding agents • curing lights 	
	3.3 Explain matrix systems	
	3.4 Explain the use, manipulation, disinfection and storage of different impression materials	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	3.5 Explain why disinfection is necessary prior to the attachment of a lab prescription 3.6 Explain the hazards associated with amalgam 3.7 Describe how to manage a mercury spillage 3.8 Describe the equipment used in the administration of local anaesthesia	
Range – LO3	Preventative materials: <ul style="list-style-type: none"> • fissure sealant • application of topical fluorides Restorative materials: <ul style="list-style-type: none"> • composites • glass ionomer • amalgam • temporary restorative materials Local anaesthesia: <ul style="list-style-type: none"> • topical • intrapulpal • intraosseous • intraligamentary • local infiltration • nerve block 	
4. Understand the purpose and stages of different dental procedures	4.1 Explain different methods of cavity preparation 4.2 Explain the purpose of: <ul style="list-style-type: none"> • permanent crowns • temporary crowns • bridges • veneer techniques • implants 4.3 Explain the stages of making a removable prosthesis 4.4 List the benefits of the prosthetic treatments available for replacing missing teeth 4.5 Analyse methods of taking occlusal registrations 4.6 Explain the purpose of: <ul style="list-style-type: none"> • pre-prosthetic surgery • tooth preparation prior to partial denture construction • using obturators • tissue conditioners • using spoon dentures 4.7 Describe the role of the dental nurse in the oral health care team	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	4.8 Describe the purpose of close liaison between dental staff and laboratory in relation to: <ul style="list-style-type: none"> • laboratory prescription • materials • dental appointments 	
Range – LO4	Stages: <ul style="list-style-type: none"> • impressions • bite • try-in • fit • adjustment relines • obturators • tissue conditioners • additions Prosthetic treatments: <ul style="list-style-type: none"> • implants • bridges • dentures 	
5. Understand the purpose and procedures of non-surgical endodontic treatment	5.1 Identify different types of non-surgical endodontic treatment	
	5.2 Explain the risks during and after non-surgical endodontic treatment	
	5.3 Explain the potential complications during and after non-surgical endodontic treatment	
	5.4 Evaluate non-surgical endodontic treatment	
	5.5 Explain the relationship between non-surgical endodontic treatment and other forms of dental treatment	
Range – LO5	Non-surgical endodontic treatment: <ul style="list-style-type: none"> • pulpotomy • pulpectomy • pulp capping 	
6. Understand the purpose and procedures for extractions and minor oral surgery	6.1 Explain why it may be necessary to extract: <ul style="list-style-type: none"> • teeth • roots • unerupted teeth 	
	6.2 Explain the role of the dental nurse during the removal of: <ul style="list-style-type: none"> • teeth • roots • unerupted teeth 	
	6.3 Explain the reasons for raising mucoperiosteal flaps	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
	6.4 Explain the role of the dental nurse during the procedure of raising mucoperiosteal flaps	
	6.5 Explain the reasons for: <ul style="list-style-type: none"> • tooth sectioning • bone removal 	
	6.6 Explain the role of the dental nurse in relation to: <ul style="list-style-type: none"> • tooth sectioning • bone removal 	
7. Know how to manage patients before, during and after dental treatment	7.1 Explain the pre- and post-operative instructions given to a patient for dental procedures	
	7.2 Explain the reasons for giving pre- and post-operative instructions to patients	
	7.3 Explain the role of the dental nurse in clinically monitoring a patient	
Range – LO7	Dental procedures: <ul style="list-style-type: none"> • preventative • restorative • extractions and minor oral surgery Clinical monitoring: <ul style="list-style-type: none"> • skin tone • breathing • body language 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 15

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

Assessor name:

Signature:

Date:

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

Unit DN 16: Understand ethics and professionalism in dental nursing (A/505/8353)

Unit summary			
This unit focuses on the underpinning knowledge which informs the practice of the dental care professional (DCP).			
Mandatory	P/M/D	Level 3	15 GLH

This unit is both internally and externally assessed. The external assessment is a multiple choice question paper.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Understand current legislation, regulatory requirements, professional codes of practice, 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 in relation to: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance 	
Range – LO1	Current legal and regulatory requirements, professional codes of practice and organisational policy and procedure: <ul style="list-style-type: none"> • General Data Protection Regulation (UK GDPR) • Department of Health and Social Care Guidelines and Regulations • social media • Care Quality Commission (CQC) GDC ethical and professional guidance: <ul style="list-style-type: none"> • standards for the dental team – principles, patient expectations, standards and guidance • 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	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
3. Understand the responsibilities of the dental nurse in relation to current legislation, regulatory requirements, professional codes of practice, organisational policy and procedure	3.1 Explain responsibilities of the dental nurse in relation to: <ul style="list-style-type: none"> • equality and diversity • discrimination • rights • GDC ethical and professional guidance • principles of information governance 	
Range – LO3	Current legislation, regulatory requirements, professional codes of practice, organisational policy and procedure: <ul style="list-style-type: none"> • General Data Protection Regulation (UK GDPR) • Department of Health and Social Care Guidelines and Regulations • social media • Care Quality Commission (CQC) GDC ethical and professional guidance: <ul style="list-style-type: none"> • standards for the dental team – principles, patient expectations, standards and guidance • preparing for practice • scope of practice • fitness to practise guidance 	
4. Understand safeguarding policy	4.1 Describe the signs and symptoms of abuse	
	4.2 Describe national and local safeguarding systems	
	4.3 Describe how to raise concerns	
Range – LO4	Concerns: <ul style="list-style-type: none"> • safeguarding • whistleblowing 	

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: DN 16

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

Assessor name:

Signature:

Date:

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

Unit UFAE: First aid essentials (D/504/6101)

Unit summary			
The purpose of this unit is to assess the knowledge, understanding and skills required to deal with the range of emergencies requiring first aid in the workplace.			
Mandatory	Ungraded	Level 2	10 GLH

Simulation is permitted for this unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
1. Understand the role and responsibilities of a first aider	1.1 Identify the role and responsibilities of a first aider	
	1.2 Identify how to minimise the risk of infection to self and others	
	1.3 Identify the need for establishing consent to provide first aid	
	1.4 Identify the first aid equipment that should be available	
	1.5 Describe the safe use of first aid equipment	
2. Be able to assess an incident	2.1 Conduct a scene survey	(Skills-based outcome: simulation permitted)
	2.2 Conduct a primary survey of a casualty	(Skills-based outcome: simulation permitted)
	2.3 Give examples of when to call for help	(Skills-based outcome: simulation permitted)
3. Be able to manage an unresponsive casualty who is breathing normally	3.1 Assess a casualty's level of consciousness	(Skills-based outcome: simulation permitted)
	3.2 Open a casualty's airway and check breathing	(Skills-based outcome: simulation permitted)
	3.3 Identify when to place an unconscious casualty into the recovery position	(Skills-based outcome: simulation permitted)
	3.4 Place an unresponsive casualty in the recovery position	(Skills-based outcome: simulation permitted)
	3.5 Manage a casualty who is in seizure	(Skills-based outcome: simulation permitted)
4. Be able to manage an unresponsive casualty who is not breathing normally	4.1 Recognise the need to commence cardiopulmonary resuscitation	(Skills-based outcome: simulation permitted)
	4.2 Demonstrate cardiopulmonary resuscitation using a manikin	(Skills-based outcome: simulation permitted)
	4.3 Identify the accepted modifications to cardiopulmonary resuscitation for children	(Skills-based outcome: simulation permitted)
5. Be able to recognise and assist a casualty who is choking	5.1 Describe how to identify a casualty with a: <ul style="list-style-type: none"> • partially blocked airway • completely blocked airway 	(Skills-based outcome: simulation permitted)
	5.2 Administer first aid to a casualty who is choking	(Skills-based outcome: simulation permitted)

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record
6. Be able to manage a casualty with external bleeding	6.1 Identify the types of external bleeding	(Skills-based outcome: simulation permitted)
	6.2 Control external bleeding	(Skills-based outcome: simulation permitted)
7. Be able to manage a casualty who is in shock	7.1 Recognise shock	(Skills-based outcome: simulation permitted)
	7.2 Administer first aid to a casualty who is in shock	(Skills-based outcome: simulation permitted)
8. Be able to manage a casualty with a minor injury	8.1 Administer first aid to a casualty with small cuts, grazes and bruises	(Skills-based outcome: simulation permitted)
	8.2 Administer first aid to a casualty with minor burns and scalds	(Skills-based outcome: simulation permitted)
	8.3 Administer first aid to a casualty with small splinters	(Skills-based outcome: simulation permitted)

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: UFAE

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

Assessor name:

Signature:

Date:

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

Approved assessment methods for knowledge and understanding

An approved range of assessment methods has been identified for assessing **knowledge and understanding**, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

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

Please note that any evidence submitted towards the end-point assessment must be 'clean' evidence and should not include signs of marking, mapping or feedback.

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 sample assessment tasks document)
- question and answer

Assessment strategies and principles relevant to this qualification

UFAE (First aid essentials) must be assessed in line with Skills for Health's assessment principles.

The key requirements are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

Skills for Health assessment principles

Knowledge learning outcomes

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

Competence/skills learning outcomes

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

Progression to higher level

Level 3 qualifications aim to facilitate 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 of 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

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.

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:

- sample assessment tasks
- assessment specification
- factsheet
- qualification approval and EQA reviews
- appendices, policies and statements

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 do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

Other support materials

Any 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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Appendix 1: mapping to GDC outcomes and Skills for Health NOS

Unit DN 1: Contribute to health and safety in the dental environment (F/505/8337)	
Relationship to GDC learning outcomes	1.8.1, 1.8.3, 6.1, 7.4, 7.5, 8.2, 8.3, 11.1, 11.5, 12.1, 12.2
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH1 K36, K37, PER14 NHS KSF EF2 2 OH3 K28 NHS KSF HWB6 2 OH4 K11 NHS KSF HWB6 2 OH5 K27, K28 NHS KSF HWB7 2 OH6 K36, K38 NHS KSF HWB7 2 OH7 K22, K24 HS KSF HWB7 2 OH8 K13, K22 NHS KSF HWB7 2
Unit DN 2: Work within regulatory requirements in relation to the role of a dental nurse (J/505/8338)	
Relationship to GDC learning outcomes	1.1.1, 1.7.1, 1.8.5, 3.1, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 9.2, 9.3, 10.1, 10.4, 10.6, 11.1, 11.2, 11.3, 11.4, 11.5, 12.3, 12.5
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH2 K19, K20 NHS KSF HWB1 2 OH3 K31, K32 NHS KSF HWB6 2 OH4 K33 NHS KSF HWB6 2 OH5 K14, K30, K35, K36 NHS KSF HWB7 2 OH6 K25, K32, K42, K43, PER17 NHS KSF HWB7 2 OH7 K18, K28, K29 HS KSF HWB7 2 OH8 K17, K18, K29, K30 NHS KSF HWB7 2

Unit DN 3: Reflect on and develop own practice as a dental nurse (L/505/8339)	
Relationship to GDC learning outcomes	4.2, 4.3, 8.1, 8.2, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.2, 10.3, 10.4, 10.5, 10.7, 11.2, 11.3
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH3 K29 NHS KSF HWB6 2

Unit DN 4: Prepare and maintain environments, instruments and equipment for clinical dental procedures (J/505/8341)	
Relationship to GDC learning outcomes	1.1.7, 1.8.1, 1.8.2, 1.8.3, 1.11.1, 6.1, 8.3, 10.1, 12.1, 12.2
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH1 K6, K8, K9, K14, K16, K17, K18, K19, K20, K21, K22, K24, K25, K26, K27, K28, K29, K30, K31, K32, K33, K34, K35, PER1, PER2, PER3, PER4, PER5, PER6, PER8, PER9, PER10, PER11, PER12, PER13, PER14, PER15, PER16, PER17, PER18, PER19 NHS KSF EF2 2 OH3 K12, PER3, PER9 NHS KSF HWB6 2 OH4 K4,19, PER1, PER11 NHS KSF HWB6 2 OH5 PER 2 NHS KSF HWB7 2 OH6 K37, PER1, PER14 NHS KSF HWB7 2 OH7 K23, PER1, PER14 HS KSF HWB7 2 OH8 K14, PER3, PER4, PER9 NHS KSF HWB7 2

Unit DN 5: Promote oral health for individuals (F/505/8340)	
Relationship to GDC learning outcomes	1.1.9, 1.2.4, 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.10.2, 1.10.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 5.1, 5.3, 6.3, 6.5, 7.3, 8.1, 8.2, 10.4
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH2 K3, K4, K5, K6, K7, K8, K11, K12, K13, K14, K15, K17, PER1, PER2, PER3, PER4, PER5, PER6, PER7, PER8, PER9 NHS KSF HWB1 2 OH3 K25 NHS KSF HWB6 2 OH4 K31, K32

Unit DN 5: Promote oral health for individuals (F/505/8340)	
	NHS KSF HWB6 2
	OH5 K32, K33 NHS KSF HWB7 2
	OH6 K39, K40 NHS KSF HWB7 2
	OH7 K25, K26 HS KSF HWB7 2
	OH8 K26, K27 NHS KSF HWB7 2

Unit DN 6: Provide support during the assessment of individuals' oral health (L/505/8342)	
Relationship to GDC learning outcomes	1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.2.6, 1.2.7, 1.5.2, 1.7.3, 1.7.5, 1.7.6, 1.8.2, 1.8.4, 1.8.5, 1.11.1, 1.11.2, 3.1, 3.2, 4.1, 5.2, 6.4, 8.1, 8.2, 12.1
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH1 K23, PER7 NHS KSF EF2 2
	OH3 K4, K13, K17, K22, K24, K26, K29, K30, PER1, PER2, PER3, PER4, PER5, PER6, PER7, PER8, PER10, PER11, PER12 NHS KSF HWB6 2
	OH5 K29, K31, K34, PER7, PER8, PER10 NHS KSF HWB7 2
	OH6 K35, K41, PER15, PER17 NHS KSF HWB7 2
	OH7 K19, K27, PER2, PER11, PER15 HS KSF HWB7 2
	OH8 K23, K24, K28, PER1, PER12 NHS KSF HWB7 2

Unit DN 7: Contribute to the production of dental images (R/505/8343)	
Relationship to GDC learning outcomes	1.7.3, 1.8.1, 1.8.3, 1.11.1, 1.11.2, 1.11.4, 5.1, 8.1, 12.1
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH4 K16, K18, K21, K24, K29, K30, PER2, PER3, PER4, PER5, PER6, PER7, PER8, PER9, PER10, PER12, PER13 NHS KSF HWB6 2
	OH7 K19, PER9 HS KSF HWB7 2
	OH8 K23

	NHS KSF HWB7 2
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Unit DN 8: Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities (Y/505/8344)	
Relationship to GDC learning outcomes	1.1.8, 1.8.3, 1.9.1, 1.10.1, 1.11.1, 1.11.2, 1.11.3
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH1 PER7 NHS KSF EF2 2 OH5 K9, K13, K14, K15, K22, K30, PER1, PER4, PER5, PER6, PER9 NHS KSF HWB7 2 OH6 K29, K31, K32, K33 NHS KSF HWB7 2 OH7 K13, K14, K15, K16, K18, K20, PER2 HS KSF HWB7 2 OH8 K16, K17, K18, K20, K23, PER1 NHS KSF HWB7 2

Unit DN 9: Provide support during the provision of fixed and removable prostheses (D/505/8345)	
Relationship to GDC learning outcomes	1.7.3, 1.7.4, 1.8.2, 1.11.1, 1.11.2, 1.11.3, 3.2
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH1 PC7 NHS KSF EF2 2 OH2 K11 NHS KSF HWB1 2 OH5 K8, K29, PER8 NHS KSF HWB7 2 OH6 K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K21, K22, K25, K26, K27, K28, K30, K35, PER2, PER3, PER4, PER5, PER6, PER7, PER8, PER9, PER10, PER11, PER12, PER13, PER15, PER16, PER17 NHS KSF HWB7 2 OH7 K15, K17, K19, PER2 HS KSF HWB7 2 OH8 K19, K23, PER1 NHS KSF HWB7 2

Unit DN 10: Provide support during non-surgical endodontic treatment (H/505/8346)	
Relationship to GDC learning outcomes	1.7.3, 1.8.2, 1.8.3, 1.11.1, 1.11.2, 1.11.3, 3.2
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH1 PER7 OH5 PER8 OH6 K35 OH7 K13, K14, K15, K16, K18, K22, PER35, PER37, PER38, PER39, PER40, PER41, PER43, PER45, PER46

Unit DN 11: Provide support during the extraction of teeth and minor oral surgery procedures (K/505/8347)	
Relationship to GDC learning outcomes	1.7.3, 1.11.1, 1.11.2, 1.11.3, 3.2, 12.1
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH1 PER7 NHS KSF EF2 2 OH5 K29, K31, PER3, PER8, PER10 NHS KSF HWB7 2 OH6 K35, PER8 NHS KSF HWB7 2 OH7 K15, K19, PER2, PER3, PER11, PER15 HS KSF HWB7 2 OH8 K3, K4, K5, K12, K24, K25, PER1, PER2, PER4, PER5, PER6, PER7, PER8, PER10, PER11, PER12 NHS KSF HWB7 2

Unit DN 12: Principles of infection control in the dental environment (M/505/8348)	
Relationship to GDC learning outcomes	1.1.7, 1.8.2, 1.8.3, 6.1, 8.3, 12.1
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH1 K1, K2, K3, K4, K5, K6, K7, K9, K10, K11, K12, K13, K15, K20, K36 NHS KSF EF2 2 OH3 K12, K28 NHS KSF HWB6 2 OH4 K4, K11, K17 NHS KSF HWB6 2 OH5 K25, K27 NHS KSF HWB7 2 OH6 K18, K36, K37 NHS KSF HWB7 2

Unit DN 12: Principles of infection control in the dental environment (M/505/8348)	
	OH7 K22, K23 HS KSF HWB7 2
	OH8 K13, K14, K15 NHS KSF HWB7 2

Unit DN 13: Dental anatomy and assessment of oral health (K/505/8350)	
Relationship to GDC learning outcomes	1.1.2, 1.1.3, 1.1.5, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.2.5, 1.5.1, 1.5.2, 1.7.2, 1.8.4, 1.9.1, 3.3, 8.1, 12.1
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH2 K1, K2, K3, K4 NHS KSF HWB1 2
	OH3 K1, K2, K3, K5, K6, K7, K8, K9, K10, K11, K14, K15, K16, K17, K18, K19, K20, K21, K23 NHS KSF HWB6 2
	OH5 K1, K2 NHS KSF HWB7 2
	OH6 K1, K2 NHS KSF HWB7 2
	OH7 K1, K2 HS KSF HWB7 2
	OH8 K1, K2, K7 NHS KSF HWB7 2

Unit DN 14: Principles and techniques of dental radiography (M/505/8351)	
Relationship to GDC learning outcomes	1.7.6, 1.11.4, 8.1, 12.1
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH4 K1, K2, K3, K5, K6, K7, K9, K10, K12, K13, K14, K15, K16, K20, K22, K23, K25, K26, K27, K28, K29, K30, K33 NHS KSF HWB6 2

Unit DN 15: Principles of managing oral disease and dental procedures (T/505/8352)	
Relationship to GDC learning outcomes	1.1.4, 1.1.8, 1.1.9, 1.2.4, 1.7.2, 1.7.3, 1.7.6, 1.9.1, 1.10.1, 1.10.3, 3.2, 5.1, 5.3, 8.1, 8.2
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH2 K9, K10 NHS KSF HWB1 2
	OH5 K3, K4, K5, K6, K10, K11, K12, K16, K17, K18, K19, K20, K21, K23, K24, K26 NHS KSF HWB7 2

Unit DN 15: Principles of managing oral disease and dental procedures (T/505/8352)	
	OH6 K3, K4, K5, K7, K8, K12, K13, K17, K18, K19, K20, K21, K22, K23, K24, K33, K34 NHS KSF HWB7 2
	OH7 K3, K4, K5, K6, K7, K9, K20 HS KSF HWB7 2
	OH8 K8, K9, K10, K11, K18, K21 NHS KSF HWB7 2

Unit DN 16: Understand ethics and professionalism in dental nursing (A/505/8353)	
Relationship to GDC learning outcomes	1.1.1, 1.7.1, 1.8.5, 1.8.6, 3.3, 5.2, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 9.3, 10.6, 11.2, 11.3, 11.5, 12.3, 12.4, 12.5
Relationship to Skills for Health national occupational standards (NOS) and NHS knowledge skills framework (KSF) provided with the unit	OH2 K15, K16, K18, K19, K20 NHS KSF HWB1 2 OH3 K27, K29, K30 NHS KSF HWB6 2 OH4 K8 NHS KSF HWB6 2 OH5 K7 NHS KSF HWB7 2 OH6 K6, K24 NHS KSF HWB7 2 OH7 K11, K21 HS KSF HWB7 2 OH8 K6 NHS KSF HWB7 2

Unit UFAE: First aid essentials (D/504/6101)	
Relationship to GDC learning outcomes	1.1.9, 1.8.4
Additional unit assessment requirements provided with the unit	To be assessed in line with Skills for Health first aid assessment principles