

NCFE

CACHE

Internal Assessment Tasks

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

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Section 1: introduction

About this document

The purpose of this document is to assist centres, learners, assessors, tutors and employers in their understanding of each of the units that must be achieved in order to gain this qualification. It is a companion document and should be read in conjunction with the NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing (610/3114/8) Qualification Specification and Assessment Specification. The Assessment Specification provides mark schemes and marking guidance for the internal assessment tasks provided in this document.

Optional assessment tasks

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

Centres can use the optional tasks either wholly or in part, and in combination with the recommended range of assessment methods. Descriptors of these assessment methods and unit assessment task marking guidelines can be found in the Assessment Specification on the secure website.

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

Observations

These sample assessment tasks cover 100% of knowledge outcomes. Skills-based outcomes must be assessed via direct observation wherever possible. We have created a separate Skills-Based Outcomes Observation Tracker to support assessors in identifying skills LOs and assessment criteria (AC) within the members area of the website. All observations must be fully achieved. More information is available in the Qualification Specification.

Supervision of learners

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own, and the learner must declare that the work is their own.

Supporting learners


Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

Section 2: unit achievement log and tasks

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.

Mandatory units

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



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

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

Assessment task – CORE DN 1
<p>Task 1</p> <p>Learning outcome (LO) and assessment criteria (AC) mapping</p> <p>LO1, AC1.1 to AC1.4</p> <p>Task instructions</p> <p>1. You must research the current legal and regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing, including any differences in England, Wales, Scotland and Northern Ireland.</p> <p>You must outline each of the following and explain the guidelines a dental nurse has to follow:</p> <ul style="list-style-type: none"> • General Data Protection Regulation (UK GDPR) • Department of Health and Social Care (DHSC) guidelines and regulations • social media • Health and Social Care Act 2008 • Care Quality Commission (CQC) • Standards for the Dental Team – principles, patient expectations, standards and guidance • The Safe Practitioner: Dental Nurse (superseding Preparing for practice) • Scope of Practice • fitness to practice guidance • direct impact of Direct Access on each registrant group • duty of candour • equality, diversity and inclusion (EDI) • discrimination • rights • principles of information governance <p>2. You must explain the professional expectations, potential impact and consequences of using social media as a communication tool.</p> <p>Evidence type could include:</p> <ul style="list-style-type: none"> • report • assignment
<p>Task 2</p> <p>LO and AC mapping</p> <p>LO1, AC1.2 LO4, AC4.1</p> <p>(Underpinning knowledge for skills AC4.1)</p>

Assessment task – CORE DN 1

Task instructions

1. You must define continuing professional development (CPD).
2. You must explain the main features of the General Dental Council's (GDC) enhanced CPD requirements and codes of practice (Standards for the Dental Team) for dental professionals in the UK.
3. You must create a learning resource for a new member of the dental team who has little knowledge of dental nursing, which explains the following three documents:
 - The Safe Practitioner: Dental Nurse (superseding Preparing for practice)
 - Scope of Practice
 - fitness to practise guidance

You must cover the following:

- key points from each document
- how the document applies to a trainee dental nurse

Evidence type could include:

- assignment
- learning resource

Task 3

LO and AC mapping

LO2, AC2.1 to AC2.4

Task instructions

1. You must research what it would take to manage a dental practice. You must provide **10** examples of legal requirements and **4** examples from the remaining areas:
 - legal requirements (legislation) (GDPR, CQC, DHSC and social media **must** be covered)
 - financial requirements
 - ethical requirements
2. You must explain the importance of maintaining your practice's network of dental professionals and other stakeholders involved in the care and support of individuals.
3. You must describe the difference between management and leadership.
4. You must explain the importance of having indemnity arrangements in place.

Evidence type could include:

Assessment task – CORE DN 1
<ul style="list-style-type: none"> • report • assignment
<p>Task 4</p> <p>LO and AC mapping</p> <p>LO3, AC3.1 to AC3.4</p> <p>Task instructions</p> <p>1. You must describe six signs and symptoms of each category of abuse:</p> <ul style="list-style-type: none"> • physical abuse • emotional trauma • sexual abuse • neglect <p>2. You must describe why it is important to have a Safeguarding Policy and a Whistleblowing Policy in place at a practice.</p> <p>3. You must explain national and local safeguarding systems and policies that safeguard the welfare of children, young people and adults.</p> <p>4. Using correct protocols, you must describe how to raise safeguarding and whistleblowing concerns?</p> <p>5. You must explain the need to ensure that those who raise safeguarding concerns are protected from discrimination or detrimental effects.</p> <p>Evidence type could include:</p> <ul style="list-style-type: none"> • assignment • professional discussion (a digital recording must be available for sampling)
<p>Task 5</p> <p>LO and AC mapping</p> <p>LO4, AC4.1</p> <p>Task instructions</p> <p>1. For this task you must explain the responsibilities of a dental care professional in relation to:</p> <ul style="list-style-type: none"> • EDI • discrimination • rights • GDC ethical and professional guidance • information governance

Assessment task – CORE DN 1

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Task 6

LO and AC mapping

LO5, AC5.3, AC5.4, AC5.7

Task instructions

Active support

This is a term used in care. It is about working alongside people to help themselves. So, in this section, you must think about the support that you give in that moment to help someone complete a task or activity. It is the things you do to provide those people with the support they need. What do you do to actively support a patient to complete a procedure?

Feedback

This can be something that is given in the moment, but it is often after an event. It can be formal or informal. It is often about explaining what went well and what may need to be improved. There are many ways of giving feedback, both formal and informal. When giving feedback, think about how what you say and how you say it links with the GDC's Standards for the Dental Team. Consider how confidentiality plays a part in giving feedback. Feedback to patients will be different compared with feedback to colleagues as you would not be judging a patient's performance, more giving them feedback on the situation or explaining procedures.

1. Providing active support and feedback for individuals and key people within the team will become an important part of your own job role. You must complete **Table 1** below.

2. You must explain procedures for handling complaints. Include at least **six** points. Refer to Standards for the Dental Team, Principle 5.

Evidence type could include:

- assignment

Table 1 task 6.1 key people

Key people	How to provide active support	How to provide feedback
Patients		
Carers		
Team members		
Management		
Others with whom the individual has a supportive relationship, for example, technicians, consultants and engineers		

Assessment task – CORE DN 1

Task 7

LO and AC mapping

LO4, AC4.1

LO5, AC5.1, AC5.2, AC5.5, AC5.6

Task instructions

1. Using the following points, you must write a descriptive piece showing your understanding of the dental and the wider healthcare professional team:

- own dental team
- dental professionals
- dental care professionals
- specialist dental professionals

You must reflect on your own working relationship with your practice management.

You must also reflect on how you are supported and on your most recent appraisal, adding a signed and completed copy.

2. When registered with the GDC after completing this qualification, it is expected that dental care professionals abide by GDC ethical and professional guidance (for example, Standards for the Dental Team – principles, patient expectations, standards and guidance).

You must prepare a presentation to your peers on the ethical and professional guidance and how it relates to:

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

Evidence type could include:

- assignment
- presentation

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

Assessment task – CORE DN 2

Task 1

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to AC1.4

Task instructions

1. You must identify **four** types of health and safety legislation in relation to infection control and explain what policies and procedures are in place at your practice to comply with infection control.
2. You must describe the following methods of preventing cross-infection and explain how they link to the principles of standard infection control procedures:
 - standard precautions
 - HTM 01-05
 - cleaning, disinfection, inspection, sterilisation
 - handwashing
 - personal, protective equipment (PPE)
3. You must write a reflection on how to prepare your clinical area to control cross-infection. You may wish to use the template given in CORE DN 3. Reflection should be based on a model such as Gibbs or Johns and include the following:
 - Gibbs:
 - description
 - feelings
 - evaluation
 - analysis
 - conclusion
 - action plan
 - Johns:
 - description
 - reflection
 - influencing factors
 - could I have dealt with it better?
 - what have I learnt?

The guide in Appendix B: a guide to writing a reflective account may be useful when writing your reflection.

Assessment task – CORE DN 2**Evidence type could include:**

- report
- assignment
- reflective account

Task 2**LO and AC mapping**

LO2, AC2.1 to 2.4

Task instructions

1. You must describe the causes of cross-infection and explain the routes of transmission for micro-organisms.
2. You must complete **Table 2** below, explaining what each term stands for, whether they are infectious/non-infectious and giving an example of each.

Evidence type could include:

- professional discussion (a digital recording must be available for sampling)
- presentation
- assignment

Table 2 task 2.2 infectious and non-infectious micro-organisms

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

Assessment task – CORE DN 2

Task 3

LO and AC mapping

LO3, AC3.1 to AC3.5

Task instructions

1. You must identify diseases against which dental personnel should be immunised.
2. You must explain the reason why dental personnel need to be immunised against certain diseases.
3. You must summarise the required timeline for completing immunisations before starting clinical work, and explain the reasons for these requirements?
4. You must describe in detail infectious conditions that affect individuals in the dental setting and how they affect the body systems. Include routes of transmission, immunisation and precautions. You must describe **one** of the following conditions:
 - hepatitis
 - tuberculosis
 - human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS)
5. You must complete **Table 3** in relation to infectious diseases.

Evidence type could include:

- presentation
- report
- assignment

Table 3: task 3.5 how infectious diseases can be spread and the action to prevent spreading

Infectious disease	How it is spread	Action taken to stop infection spreading
Hepatitis B		
HIV		
Herpes simplex type 1		

Assessment task – CORE DN 2

Task 4

LO and AC mapping

Task instructions

LO4, AC4.1 to AC4.3

1. You must identify the chemical names of **four** of the decontaminants used in your surgery. Evaluate the use of these decontaminants and what type of micro-organisms they are effective against.

2. You must describe the following and give examples of the different methods used:

- disinfection:
 - difference between asepsis, sterilisation and disinfection
 - different types of disinfectants and their uses in clinical environments
- clinical and industrial sterilisation:
 - manual cleaning
 - ultrasonic bath
 - washer-disinfector
 - vacuum autoclaves
 - non-vacuum autoclaves
 - gamma radiation

3. You must write a reflection explaining the procedures used to decontaminate the clinical environment after use. You may wish to use the template given in CORE DN 3. Marks will be awarded for the content and quality of your reflection. Please see Reflective account marking guide within the Assessment Specification.

Evidence type:

- report
- assignment
- reflective account

Task 5

LO and AC mapping

LO1, AC1.1

LO5, AC5.1 to AC5.4

Task instructions

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

1. You must obtain sample policies and procedures from your place of work that cover current health and safety legislation.

Assessment task – CORE DN 2
<p>2. You must briefly describe each procedure/policy and the role of the dental nurse and the employer in these procedures/policies.</p> <p>3. You must look at the workplace procedures within Table 4 below and describe how they are relevant to health and safety and why it is important to follow the procedures.</p> <p>4. You must obtain example manufacturer instructions and identify within the manufacturer's instructions three aspects that are relevant to the dental nurse role. You must describe why it is important to adhere to those aspects of the manufacturer's instructions as a dental nurse for the following items:</p> <ul style="list-style-type: none"> • endodontic files • single-use equipment • alginate • latex/nitrile gloves • light curer <p>Evidence type could include:</p> <ul style="list-style-type: none"> • report • assignment

Table 4: task 5.3 procedures for health and safety and relative importance

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

Assessment task – CORE DN 2

Task 6

LO and AC mapping

LO6, AC6.1 and AC6.2

Task instructions

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

1. You must identify hazards in your surgery including:

- dangerous substances
- instruments
- machinery
- equipment

2. You must describe **four** working practices that could result in harm. These must be different from those identified in part 1 of this task.

Evidence type could include:

- report
- assignment
- risk assessment

Task 7

LO and AC mapping

LO7, AC7.1 to AC7.3, AC7.5 and AC7.6

Task instructions

1. You must describe **five** sets of guidelines in place in your surgery for environmentally friendly working practices.

2. You must describe how you maintain **five** of these guidelines in line with health and safety procedures to protect yourself and others.

Assessment task – CORE DN 2

3. You must explain the action to take in response to the following spillages:
- mercury spillage from an amalgam capsule
 - body fluids from a patient who was sick in the surgery after impressions
 - chemical spillage when diluting ultrasonic bath cleaning solution
 - water spillage
4. You must look at **Table 5** and explain how you would deal with the hazards in the workplace and whom you would report.
5. You must also detail how you would minimise this risk in the dental practice, within your scope of practice.
6. You should list working practices within your role and suggest ways to improve this working method to meet best practice.
7. You must list **five** ways that effective team working can help to make patient care safer and more effective.
- Evidence type could include:**
- report
 - assignment

Table 5: tasks 7.4 and 7.5 managing hazards

Hazard	How would you manage this hazard and reduce the risk in the workplace?	Report hazards to identified responsible person
Mercury spillage		
Radiation		
Cross-infection		
Environmental factors		
Spillages		
Waste disposal		
Sharps		

Assessment task – CORE DN 2

Task 8

LO and AC mapping

LO9, AC9.2 to AC9.4

Task instructions

1. You must explain what environmental factors are and give **four** examples of why these factors may need to be adjusted during treatment.

2. You must describe the process of, and explain the reasons for, maintaining the equipment below in line with the manufacturer's instructions:

- the aspirator
- waterlines
- water storage equipment

Evidence type could include:

- report
- assignment

Task 9

LO and AC mapping

LO10, AC10.1 to AC10.5

Task instructions

1. You must complete **Table 6** below, you must explain:

- what checks/methods of testing have been used on equipment
- action to take in response to equipment failure
- why service records must be kept in relation to the maintenance and servicing of equipment and how long service records should be kept

2. You must give **four** examples of how you would ensure that equipment, materials, medicaments, sharps and waste are stored safely and securely on the completion of each procedure.

Evidence type could include:

- assignment
- report
- professional discussion (a digital recording must be available for sampling)

Table 6: task 9.1 maintaining equipment in line with the manufacturer's instructions

Equipment	What checks/methods of testing have been used	Action to take in response to equipment failure	What maintenance and servicing records should be kept	How long service records should be kept
Dental chair				
Aspirator				
Hand pieces				
Ultrasonic scaler				
X-ray machine				
X-ray processing equipment				
Autoclave				
Instrument washer				
Ultrasonic bath				

Assessment task – CORE DN 2

Task 10

LO and AC mapping

LO11, AC11.1, AC11.4, AC11.5, AC11.8

Task instructions

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

You must list the daily, weekly, quarterly and yearly checks for:

- steriliser
- washer-disinfector
- ultrasonic cleaners

6. You must explain how non-surgical/surgical instruments and hand pieces are prepared for sterilisation.

Evidence type could include:

- diagram of decontamination room
- flow diagram
- leaflet
- report
- assignment

Assessment task – CORE DN 2

Task 11

LO and AC mapping

LO12, AC12.1, AC12.3

Task instructions

1. Using **Table 7** below, you must investigate the different types of waste in your surgery and give examples of:

- hazardous waste
- non-hazardous waste
- special waste

Use the following link to access [HTM 07-01](#).

2. You must create a flow chart to explain how the different wastes are disposed of.

3. You must explain the dangers of not disposing of waste correctly and promptly.

Evidence type could include:

- assignment
- report
- flow chart

Table 7: task 11.1 different types of waste

Hazardous waste (infectious, clinical)	Non-hazardous waste (non-infectious, chemical)	Special waste
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.		5.
6.		
7.		
8.		
9.		
10.		
11.		

Assessment task – CORE DN 2

Task 12

LO and AC mapping

LO13, AC13.1

Task instructions

For this task you must explain reporting procedures in case of:

- sharps injury
- damaged instruments
- accidents or injuries
- contaminated materials or equipment
- damaged sterilised supplies
- evidence of potentially infectious diseases

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

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

Assessment task – CORE DN 3

Task 1

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to AC1.9
LO3, AC3.4

Task instructions

1. You must write a reflection on your own role as a trainee dental nurse. How do you fit into the dental and wider healthcare team? Use the template below to ensure you reflect as deeply as possible.
2. You must research **one** new technique/guideline and **one** new technology/material in practice and reflect on their impact on clinical practice. How will these improve, manage or mitigate risk to the way you work?
3. Using **Table 8** below, you must give **four** examples of the different kinds of supervision and support that could be used to help you develop.
4. You must explain **six** characteristics of good constructive feedback.
5. You must explain **three** reasons why it is important to give feedback and how it can be used to develop your practice.
6. You must provide examples of verbal, written and electronic feedback you have received and explain how it has helped you to improve.
7. You must explain the principles of an evidence-based approach to learning and give an example.
8. You must explain the contribution that a diverse team, and effective team working, make to the delivery of safe and effective high-quality diverse, individual care.
9. Using the General Dental Council (GDC) Standards for the Dental Team 9 Principles, and referring to Principle 6, you must explain the responsibilities and limitations of delegating to other members of the dental team.
10. You must identify and address discriminatory language, behaviours and microaggressions from key people.
11. You must reflect on when to take the lead, manage and take professional responsibility for the actions of a colleague relevant to individual care.

Assessment task – CORE DN 3

Evidence type could include:

- assignment
- reflective account
- professional discussion (a digital recording must be available for sampling)

Reflective account template

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

Reflective account template
<p>1) Description: Briefly describe your role.</p>
<p>2) Feelings: Why do you want to be a dental nurse?</p> <p>Is the role what you expected it to be? Think about the preconceptions of the role, bias and behaviour. If yes, why? If no, why?</p>
<p>3) Evaluation: What are your strengths and weaknesses?</p> <p>What skills does a dental nurse need?</p>
<p>4) Analysis: How does your role contribute to the dental team and the wider healthcare team?</p> <p>If you can, ask others for their thoughts and views. This could be colleagues – both senior and junior.</p>
<p>5) Conclusions: What can you bring to the team?</p>

Reflective account template
6) Action plan: How can you work better with your team?
7) How can you use this reflection to help others to learn and develop?

Learner name: Learner signature:

Keep your notes safely in your portfolio.

<p>In addition, learners are encouraged to keep a reflective diary or log of their daily work and learning environment (these will not be marked). A guide to the components of a reflective diary/reflective account is provided in:</p> <p>Section 3: appendices:</p> <ul style="list-style-type: none"> • Appendix A: continuing professional development (CPD) reflective diary and log templates • Appendix B: a guide to writing a reflective account
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Table 8: task 1.3 different kinds of supervision and support for personal development

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

Assessment task – CORE DN 3

Task 2

LO and AC mapping

LO2, AC2.1 to AC2.7

LO3, AC3.1

Task instructions

1. You must explain the purpose and benefits of:

- an appraisal
- training
- review of own performance
- feedback from colleagues
- personal development plan (PDP)

2. The GDC requires every dental care professional to create and revisit a PDP to promote reflective practice and focus on time management and their own educational needs. You must develop your own PDP, including the following:

- current CV
- strengths, weaknesses, opportunities and threats (SWOT) analysis – identify any concerns – prioritise
- continuing professional development (CPD)
- development opportunities (courses, training) – how will you implement this?
- a record of training, with reflection on each course
- learning methods (visual, auditory and kinaesthetic (VAKs) assessment)
- available resources (mentoring, coaching)
- personal goals/progression routes
- specific, measurable, achievable, realistic and timebound (SMART) targets
- skills scan

3. You must explain the importance of and requirement for commitment to lifelong learning.

Evidence type could include:

- assignment
- PDP

Assessment task – CORE DN 3
<p>Task 3</p> <p>LO and AC mapping</p> <p>LO3, AC3.2 and AC3.3</p> <p>Task instructions</p> <p>1. You must keep a personal development log (PDL). This can be a reflective diary or record of practice activities. You must analyse and reflect on what happened and set SMART targets for improvement. What have you learnt, and how has it changed the way you work?</p> <p>2. After writing the first draft of your PDP, you must revisit it at regular intervals, reflecting on your own practice using a PDL.</p> <p>Evidence type could include:</p> <ul style="list-style-type: none"> • PDL • reflective diary
<p>Task 4</p> <p>LO and AC mapping</p> <p>LO4, AC4.1</p> <p>Task instructions</p> <p>1. You must identify what a patient advocate is.</p> <p>2. You must provide examples of how you might act as a patient advocate in the following situations:</p> <ul style="list-style-type: none"> • providing further information to support a patient in determining treatment options • raising concerns if a patient is at risk <p>Evidence type could include:</p> <ul style="list-style-type: none"> • assignment • professional discussion (a digital recording must be available for sampling)

Assessment task – CORE DN 3

Task 5

LO and AC mapping

LO5, AC5.1 to AC5.4

Task instructions

1. You must describe methods of self-monitoring, self-care and where to seek advice from to support own wellbeing.
2. You must describe strategies and coping strategies to manage personal and emotional challenges of work, teamwork, workload and any related uncertainty and change associated with the challenges.
3. You must recognise personal assumptions, biases and prejudices and manage the impact of these on individual care and professional behaviour with colleagues, individuals and wider society.

Evidence type could include:

- assignment

Task 6

LO and AC mapping

LO6, AC6.3 and AC6.4

Task instructions

1. You must explain what is meant by the term **insight** in the context of professional practice and why it is important in ensuring safe and effective patient care, and to personal development.

Evidence type could include:

- assignment
- presentation
- professional discussion (a digital recording must be available for sampling)

CORE DN 4 Promote oral health for individuals (Y/650/8106)**Assessment task – CORE DN 4****Task 1****Learning outcome (LO) and assessment criteria (AC) mapping**

LO1, AC1.1 to AC1.10

Task instructions

1. You must describe types of oral diseases.
2. You must explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to individual management.
3. You must describe in detail the following:
 - the progression of dental caries
 - the progression of periodontal disease
 - the inflammatory process
 - the effects of the disease process

and explain the development of plaque and its composition.
4. You must explain the variance in disease presentation across diverse cultural and social groups, and those with protected characteristics, and how it impacts on diagnosis, prevention and treatment.
5. You must explain the principles underpinning diagnosis, prevention and treatment of oral disease.
6. You must evaluate the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health. Include appropriate advice and where support can be found, including signposting or referral.

Evidence type could include:

- assignment
- presentation

Task 2**LO and AC mapping**

LO2, AC2.1 to AC2.5
LO3, AC3.6

Task instructions

1. You must complete **Table 9** on oral health techniques.

Assessment task – CORE DN 4

2. You must design a leaflet or poster describing the effects of the following on oral health:

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

3. You must describe how social factors can affect oral health.

4. You must identify **two** forms of fluoride and how they can be used in oral health care. Evaluate the uses of fluoride.

5. You must explain the importance of difficult conversations and verbal and non-verbal communication. Give examples of methods used in communicating information on the prevention of oral diseases.

Evidence type could include:

- assignment
- leaflet
- professional discussion (a digital recording must be available for sampling)

Table 9: task 2.1 oral health techniques

Oral health technique	How does this technique prevent oral disease?
Fluoride supplements	
Disclosing tablets/solutions	
Toothbrushing	
Interdental aids	
Mouthwashes	
Dental health messages	

Assessment task – CORE DN 4

Task 3

LO and AC mapping

LO3, AC3.1 to AC3.8

Task instructions

1. Look at the following individuals:

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

You must analyse **one** method of communication for each that can be used to promote oral health to maximise understanding, confidence and motivation, ensuring sensitivity where required. Identify what resources are needed.

2. You must describe the importance of non-verbal communication, including listening skills, and the barriers to effective communication.

3. You must explain how individuals' personal beliefs and preferences can be respected when communicating with them. You must give **four** examples.

4. When treatment/oral health planning, you must explain what should be considered for patients from social and ethnic group backgrounds. You must give **three** examples.

5. You must research your internal practice and external referral systems. You must outline the procedure and give examples of the forms and communication provided by the referrer.

(This can be linked to CORE DN 5, LO4, AC4.4.)

6. It is important that individuals understand the information that is being given to them. You must explain the way to:

- provide information that is accurate and consistent with organisational guidelines
- give the individuals the opportunity to discuss and seek clarification
- answer their questions clearly
- refer any questions beyond your own role to an identified member of the team

Evidence type could include:

- assignment
- report
- professional discussion (a digital recording must be available for sampling)

Assessment task – CORE DN 4

Task 4

LO and AC mapping

LO2, AC2.1
LO4, AC4.2 and AC4.3

Task instructions

1. You must identify **three** different oral health instruction aids.
2. You must explain the importance of the below oral hygiene techniques in preventative dental care:
 - cleaning teeth and the mouth
 - the use of interdental aids
 - mouthwash rinses
 - disclosing agents
 - individuals' awareness of oral abnormalities (oral cancer, inflammation)

Evidence type could include:

- assignment
- leaflet
- professional discussion (a digital recording must be available for sampling)

Task 5

LO and AC mapping

LO5, AC5.1 to AC5.2

Task instructions

1. You must research social, cultural, psychological and environmental factors that may contribute to health and illness. You must explain how this would affect oral health promotion planning.
2. You must identify **three** activities that you could devise to help promote oral health to younger children or teenagers. You must determine the age range you are considering and offer examples of methods of how oral health care can be planned and delivered. You must present this information to the rest of your group. They will peer assess you and give feedback.

Evidence type could include:

- assignment
- report
- presentation

Assessment task – CORE DN 4

Task 6

LO and AC mapping

LO6, AC6.1 to AC6.3

Task instructions

1. You must describe the basic principles of a population health approach, how these are measured and current patterns for:

- demographic and social trends
- UK and international oral health trends
- determinants of health
- inequalities in health

2. You must explain the principles of an evidence-based approach to prevention and improvement of oral health by evaluating dental and wider healthcare systems. You must include:

- Care Quality Commission (CQC)
- Department of Health and Social Care (DHSC)
- National Institute for Health and Care Excellence (NICE)
- British Association for the Study of Community Dentistry (BASCD)

3. You must describe and evaluate the role of health promotion in terms of the changing environment and community and individual behaviours in delivering health gain.

Evidence type could include:

- assignment

Task 7

LO and AC mapping

LO7, AC7.1 to AC7.8

Task instructions

1. You must explain the principles of planning oral health care for communities to meet needs and demands.

2. You must describe the principles and limitations of the options currently available for funding of dental healthcare provision for individuals.

3. You must explain the ethical challenges associated with providing individual care within the current dental healthcare systems.

4. You must describe the considerations of the management of resources in provision of care decisions including appropriate use of primary and secondary care networks.

Assessment task – CORE DN 4

5. You must describe the importance of collaboration across the health and social care sector for the benefit of communities and individual patients.
6. You must describe and, where appropriate, support individuals to negotiate the barriers and challenges that prevent sections of the population accessing oral health care, including individuals from marginalised populations and individuals with protected characteristics.
7. You must describe the main principles relating to sustainable oral health care, and the challenges/ barriers to implementing a sustainable approach.
8. You must evaluate and apply your knowledge in relation to the environmental impacts of common treatment methods and common approaches to the delivery of care.

Evidence type could include:

- assignment

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

Assessment task – CORE DN 5

Task 1

Learning outcome (LO) and assessment criteria (AC) mapping

LO2, AC2.1 to AC2.4, AC2.6 and AC2.7

Task instructions

1. You must identify what is meant by 'valid patient consent' and the legal responsibilities of maintaining and protecting patient information and why this is important.
2. Using **Table 10** below, you must complete the identification of dental records and charts and identify **one** reason why they are used as part of assessment.
3. You must explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice.
4. You must give **three** reasons why the individual's charts, records and images should be selected prior to an assessment.
5. You must complete a forensic charting assessment, as spoken by your assessor.

You must record the following information on **Forensic Chart 1** below, using standard and accepted symbols:


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

6. You must reflect on a patient assessment process in your dental practice and explain how you assess patients.

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)
- forensic chart

































Table 10: task 1.2 dental records and charts

Dental records and charts	Insert example	Identify why we use them
Dental charts		
Radiographs (example answer)	 <p>© NCFE CACHE 2014</p> <p>Bitewing X-ray</p>	<p>We use bitewing X-rays to check the interproximal surfaces of the teeth for caries.</p> <p>Can be used also to determine both the presence or absence of various structures or pathology, also bone levels.</p>
Photographs		

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

Dental records and charts	Insert example	Identify why we use them
Orthodontic measurements		
Soft tissue assessment		

Forensic Chart 1: task 1.5

															
8	7	6	5	4	3	2	1	1	2	3	4	5	6	7	8
															

Assessment task – CORE DN 5

Task 2

LO and AC mapping

LO3, AC3.1 to AC3.4

Task instructions

1. You must describe methods of monitoring the physical characteristics of an individual and the possible outcomes linked to these physical characteristics.
2. You must explain how you would alert the clinician should there be any sign of a potential medical emergency.
3. You must explain the correct way to support a patient throughout an oral assessment.

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Task 3

LO and AC mapping:

LO4, AC4.1 to AC4.6

Task instructions

1. You must explain how to communicate the reasons for further assessment or treatment. Why is this important?
2. You must explain your surgery's procedure for arranging further treatment or assessment.
3. You must give **four** reasons why some individuals may need to be referred to other team members.
4. You must explain your internal practice and external referral systems and give **three** examples of the forms and communication provided by the referrer.
(This can be linked to CORE DN 4, AC3.9.)
5. You must describe **three** ways communication can support individuals who present signs of distress.
6. You must explain candour and the effective communication with individuals when things go wrong or when dealing with a complaint.

Assessment task – CORE DN 5

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

CORE DN 6 Contribute to the production of dental images (D/650/8108)**Assessment task – CORE DN 6****Task 1****Learning outcome (LO) and assessment criteria (AC) mapping**

LO1, AC1.1 to AC1.5

Task instructions

1. You must state the principles of the current IR(ME)R regulations:

- The Ionising Radiation (Medical Exposure) Regulations 2017 (IR(ME)R)
- The Ionising Radiation Regulations 2017 (IRR)
- The Ionising Radiation (Medical Exposures) (Amendment) Regulations 2018
- as low as reasonably practicable (ALARP)

2. Ionising radiation is hazardous. You must research the current practices, policies and procedures in place at your surgery for the following:

- safe use of X-ray equipment
- hazards associated with ionising radiation
- dental personnel role when using ionising radiation
- local rules
- quality control systems
- staff training records
- personal monitoring systems

Evidence type could include:

- assignment
- report

Task 2

LO2, AC2.1 to AC2.3

LO6, AC6.4

Task instructions

1. You must complete **Table 11** below.
2. You must explain why intensifying screens are used in extraoral dental radiography.

Evidence type could include:

- professional discussion (a digital recording must be available for sampling)

Table 11: task 2.1 radiographs

Radiograph	Intraoral or extraoral	What area is seen	Explain the use/purpose of taking the radiograph
Bitewing			
Periapical			
Occlusal			
Lateral oblique			
Cephalostat			
Orthopantomograph			

Assessment task – CORE DN 6

Task 3

LO and AC mapping

LO3, AC3.1 to AC3.5
LO7, AC7.3

Task instructions

1. You must explain how to develop a radiograph using an automatic processor. You must include:

- **four** faults that could occur during processing
- how to handle, store and dispose of the chemicals
- how to manage a chemical spillage
- what action would be taken in the event of equipment failure
- how to protect the processing environment from accidental intrusion and why it is important
- how to handle different films to maintain quality

2. You must explain how to process a digital radiograph. Include:

- the faults that could occur when radiographs are taken using direct and indirect imaging
- what action would be taken in the event of equipment failure

3. You must explain and describe the chemicals used in developing a radiograph and what they contain.

4. You must explain what precautions you should take when handling the chemicals.

Assessment task – CORE DN 6
<p>Evidence type could include:</p> <ul style="list-style-type: none"> • assignment • report • professional discussion (a digital recording must be available for sampling)
<p>Task 4</p> <p>LO and AC mapping</p> <p>LO4, AC4.1 to AC4.4</p> <p>Task instructions</p> <p>1. It is important when using radiographic films that they are stored appropriately. You must explain the following:</p> <ul style="list-style-type: none"> • the reasons to rotate stock • how to store radiographic films to avoid damage (including why films should be stored away from ionising radiation) • why deteriorated films should not be used <p>Evidence type could include:</p> <ul style="list-style-type: none"> • assignment • professional discussion (a digital recording must be available for sampling)
<p>Task 5</p> <p>LO and AC mapping</p> <p>LO5, AC5.1 to AC5.4</p> <p>Task instructions</p> <p>1. You should describe a quality assurance control system for radiographs and explain why it is necessary.</p> <p>2. As part of clinical governance, a quality assurance scoring system should be used to grade radiographs to achieve ALARP/ALARA (as low as reasonably achievable). You must state what each score stands for in Table 12 below.</p> <p>3. You must identify the methods of mounting radiographs and explain:</p> <ul style="list-style-type: none"> • the correct method of mounting radiographs • what could happen if a radiograph is incorrectly mounted

Assessment task – CORE DN 6
Evidence type could include: <ul style="list-style-type: none"> • assignment • professional discussion (a digital recording must be available for sampling)

Table 12: task 5.2

A	
N	

Assessment task – CORE DN 6
<p>Task 6</p> <p>LO and AC mapping</p> <p>LO6, AC6.3, AC6.5, AC6.6 and AC6.8</p> <p>Task instructions</p> <p>1. You must explain the correct way to check that the imaging equipment is fully functioning and ready for use. How often should imaging equipment be checked?</p> <p>2. You must list four items which could interfere with the radiographic image. How should individuals be asked to remove them?</p> <p>3. Radiography does not come without its risks. You must explain what concerns individuals (adults, children and young people, older people, those with additional needs) may have regarding dental imaging and offer support during a radiographic process. If you could not allay their concerns, who would you refer the questions to?</p> <p>Evidence type could include:</p> <ul style="list-style-type: none"> • assignment • report • professional discussion (a digital recording must be available for sampling)

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

Assessment task – CORE DN 7
<p>Task 1</p> <p>Learning outcome (LO) and assessment criteria (AC) mapping:</p> <p>LO1, AC1.1 to AC1.4</p> <p>Task instructions</p> <ol style="list-style-type: none"> 1. You must identify methods available for controlling plaque. 2. You must list four treatments that are available for the following in Table 13: <ul style="list-style-type: none"> controlling caries controlling periodontal disease 3. You must research and identify three different sources of fluoride (include systemic and topical). <p>Evidence type could include:</p> <ul style="list-style-type: none"> report assignment
<p>Task 2</p> <p>LO and AC mapping</p> <p>LO2, AC2.1</p> <p>Task instructions</p> <ol style="list-style-type: none"> 1. You must explain the different methods of cavity preparation following Black's Classification and how each material is retained in the cavity. <p>Evidence type could include:</p> <ul style="list-style-type: none"> professional discussion (a digital recording must be available for sampling)

Table 13: task 1.2 treatments for controlling caries and periodontal disease

Controlling caries	Controlling periodontal disease

Assessment task – CORE DN 7

Task 3

LO and AC mapping

LO3, AC3.1 to AC3.5

Task instructions

1. You must state the functions of different equipment, instruments, materials and medicaments used in:
 - prevention of dental caries
 - preparation, restoration and finishing of cavities
 - periodontal therapy
2. Using **Table 14** below, you must give examples of and evaluate the advantages and disadvantages of **three** of the following different types of:
 - preventative materials
 - restorative materials
 - lining materials
 - different types of etchants
 - different types of bonding agents
 - curing lights
3. You must explain **two** different types of matrix system that are used in restorative procedures.
4. You must design an information sheet for a new colleague explaining the hazards associated with amalgam.
5. You must identify the equipment and medicaments used for the administration of local anaesthetics by **three** of the following methods:
 - topical
 - intrapulpal
 - intraosseous
 - intraligamentary
 - local infiltration
 - nerve block
 - local anaesthetic cartridge
 - syringe
 - needle

Evidence type could include:

- assignment
- guide/information sheet

Table 14: task 3.2 advantages and disadvantages of various materials and equipment

Materials/ equipment	Example	Advantages	Disadvantages
Preventative materials		•	•
Restorative materials		•	•
Lining materials		•	•
Different types of etchants		•	•
Different types of bonding agents		•	•
Curing lights		•	•

Assessment task – CORE DN 7

Task 4

LO and AC mapping

LO4, AC4.2, AC4.4, AC4.9 and AC4.10

Task instructions

1. You must identify the varying methods of aspirating during the treatments listed in **Table 15** below.
2. You must explain the reasons for finishing restorations.
3. You must identify and evaluate the ergonomics of working when assisting the clinician. You must explain why the following are important when working on restoration procedures:
 - seating
 - positioning of the patient and team and providing a clear field of view of the treatment area (retracting)
 - instrument passing
 - aspiration and suction tip placement
 - monitoring the operator and patient
 - four-handed dentistry
4. You must outline the equipment, instruments and materials for **two** of the following restorative treatments and **two** others, and what they are used for. You must explain suitable matrix systems and mixing of different materials:
 - restorative treatments:
 - temporary restorations
 - amalgam restorations
 - composite restorations
 - glass ionomer restorations
 - others:
 - fissure sealants
 - fluoride treatment
 - scaling
 - polishing
 - debridement

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Table 15: task 4.1 varying methods of aspirating

Treatment	Method of aspiration
Restorations	
Fissure sealants	
Fluoride treatment	
Scaling	
Polishing	
Debridement	

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

Assessment task – CORE DN 8
<p>Task 1</p> <p>Learning outcome (LO) and assessment criteria (AC) mapping</p> <p>LO1, AC1.1</p> <p>Task instructions</p> <p>1. You must list the different equipment, instruments, materials and medicaments used in the following procedures and state their functions:</p> <ul style="list-style-type: none"> • crowns, bridges and veneers • complete, partial and immediate dentures <p>Evidence type could include:</p> <ul style="list-style-type: none"> • assignment • professional discussion (a digital recording must be available for sampling)
<p>Task 2</p> <p>LO and AC mapping</p> <p>LO2, AC2.1 to AC2.7</p> <p>Task instructions</p> <p>1. You must complete Table 16 below on prostheses.</p> <p>2. You must describe the role of the dental nurse in the oral healthcare team when supporting the clinician with fixed and removable prostheses.</p> <p>3. You must describe why there should be close liaison between dental staff and the laboratory team in relation to:</p> <ul style="list-style-type: none"> • laboratory prescription • materials • dental appointments <p>4. You must explain what happens at the following stages of a complete and partial removable prosthesis:</p> <ul style="list-style-type: none"> • impressions • secondary impressions and bite registration • try-in • fit

Assessment task – CORE DN 8
<p>5. You must analyse the methods of taking occlusal registrations and explain the advantages and disadvantages of each one.</p> <p>Evidence type could include:</p> <ul style="list-style-type: none"> • assignment • professional discussion (a digital recording must be available for sampling)

Table 16: task 2.1 prosthesis

Prostheses	Purpose of this prosthesis	Advantages/ benefits	Disadvantages
Permanent crowns/bridges			
Temporary crowns/bridges			
Veneer techniques			
Implants			
Dentures			
Pre-prosthetic surgery			
Tooth preparation prior to partial denture construction			
Using obturators			
Tissue conditioners			
Spoon dentures			

Assessment task – CORE DN 8

Task 3

LO and AC mapping

LO2, AC2.4

LO3, AC3.1 to AC3.6

Task instructions

1. You must explain the aftercare advice for the care of new removable prostheses and immediate dentures. You must include maintenance, and what to expect when getting used to new dentures. You must explain this for the following individuals:

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

2. You must explain how the aftercare would differ for **each** of the different individuals.

3. You must outline the procedure for supporting the individual patient and clinician with removable prosthetic procedures. Include the following stages:

- selecting individuals' records and charts for the procedure
- providing necessary equipment for the taking of shades and the dental nurse's role during the procedure
- providing the necessary equipment and materials for occlusal registration and the dental nurse's role during the procedure
- how the dental nurse should assist the clinician with protecting and retracting soft tissues during treatment

Evidence type could include:

- assignment
- leaflet/guide
- professional discussion (a digital recording must be available for sampling)

Assessment task – CORE DN 8

Task 4

LO and AC mapping

LO4, AC4.1 to AC4.9

Task instructions

1. You must outline the procedure for selecting and preparing impression materials for fixed and removable prostheses. You must include the following stages:

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

2. You must explain the manipulation, disinfection and storage of impression materials and why this is important prior to attaching to the laboratory prescription.

Evidence type could include:

- assignment
- leaflet/guide
- professional discussion (a digital recording must be available for sampling)

Assessment task – CORE DN 8

Task 5

LO and AC mapping

LO5, AC5.1 to AC5.4

Task instructions

1. You must outline the following procedures for the preparation of equipment, instruments and materials for fixed prostheses:

- preparation of a temporary/permanent crown and bridge
- fitting of a temporary/permanent crown and bridge
- adjustment of a temporary/permanent crown and bridge

Within your response for part 1 of this task, you must include the following stages:

- selecting the equipment, materials and instruments (explain what the instruments are and what they are used for)
- the way to prepare adhesive material for the fixing of a fixed prosthesis
- when the adhesive material would be mixed
- how it should be mixed
- what consistency it should be

2. You must identify what instruments should be provided for the trimming, cleaning and checking on the final adjustment of a fixed prosthesis.

3. You must explain what aftercare advice should be given for **four** of the following fixed prostheses:

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

Evidence type could include:

- assignment
- leaflet/guide
- professional discussion (a digital recording must be available for sampling)

Assessment task – CORE DN 8

Task 6

LO and AC mapping

LO4, AC4.1

LO6, AC6.1 and AC6.2

Task instructions

1. For the following removable prostheses:

- metal – partial denture
- acrylic – full denture
- immediate denture

you must complete the following:

- outline each stage
- outline the procedure for the preparation of equipment, instruments and materials for removable prostheses
- list equipment, instruments and materials for each stage (explain what each one is used for)

2. You must explain the equipment, instruments and materials that are used in the following stages of fixed and removable orthodontic treatments:

- fitting
- monitoring
- adjusting

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

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

Assessment task – CORE DN 9

Task 1

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to AC1.5

LO2, AC2.1

LO3, AC3.3 to AC3.5

1. You must identify different types of non-surgical endodontic treatment:

- pulpotomy
- pulpectomy
- pulp capping

For **one** of the above procedures, you must explain:

- the risks during and after the procedure
- the potential complications during and after non-surgical endodontic treatment

2. You must evaluate non-surgical endodontic treatment options.

3. You must explain the relationship between non-surgical endodontic treatment and other forms of dental treatment.

4. You must list **five** items of equipment, instruments, materials and medicaments, and reasons for use or their function for the different stages for non-surgical endodontic treatment.

You must use **Table 17** below and complete one template per stage:

- access
- isolation
- preparation
- measurement
- obturation
- restoration
- temporary placement in canals
- permanent placement in canals

Evidence type could include:

- assignment
- report
- professional discussion (a digital recording must be available for sampling)

Table 17: task 1.4 equipment, instruments, materials and medicaments, and reasons for use or their function for the different stages for non-surgical endodontic treatment

Learner name:	Date:
List everything that may be needed for a _____ procedure.	

Procedure	Equipment, instruments, materials and medicaments	Function/reason for use

Assessment task – CORE DN 9

Task 2

LO and AC mapping

LO4, AC4.4 and AC4.5, AC4.7

Task instructions

1. You must list **three** items of equipment/medicaments you would prepare for irrigation and give reasons.
2. You must explain the process of the measurement and recording of the root canal length, and the role of the dental nurse during the procedure.
3. You must design a leaflet with post-operative care instructions following a non-endodontic procedure for different individuals.

Evidence type could include:

- leaflet
- assignment
- professional discussion (a digital recording must be available for sampling)

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

Assessment task – CORE DN 10

Task 1

Learning outcome (LO) and assessment criteria (AC) mapping

LO1, AC1.1 to AC1.6

Task instructions

1. You must explain why it may be necessary to extract:

- teeth
- roots
- unerupted teeth

2. You must explain the role of a dental nurse during:

- the removal of teeth
- the removal of roots
- the removal of unerupted teeth
- tooth sectioning
- bone removal
- the raising of a mucoperiosteal flap

3. You must explain the reasons for:

- raising mucoperiosteal flaps
- bone removal
- tooth sectioning

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Assessment task – CORE DN 10

Task 2

LO and AC mapping

LO2, AC2.1 to AC2.3

LO3, AC3.1 to AC3.3, AC3.5

Task instructions

1. You must explain what charts, records and images you would need to set up for the extraction of teeth and minor oral surgery procedures.

2. Using **Table 18** below, you must explain what equipment, instruments, material and medicaments would be prepared for, and their function during, the following procedures:

- when extracting deciduous teeth
- when extracting permanent teeth
- implants
- apicectomy
- frenectomy
- biopsy
- removal of impacted teeth
- removal of buried roots/unerupted teeth and roots

You must use one table for each procedure.

3. You must give **three** pre-operative and **three** post-operative instructions that a patient would need to have been given before treatment.

You must explain who the dental nurse should report it to if it was found that the patient had not complied with the prescribed instructions.

4. You must explain why a patient is given pre- and post-operative instructions when having an extraction or minor oral surgery.

5. You must describe common conditions and complications that may occur following implant therapy.

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Table 18: task 2.2 equipment, instruments, materials and medicaments to be prepared per procedure and their function

Learner name:	Date:
List everything that may be needed for a _____ procedure.	

Procedure	Equipment, instruments, materials and medicaments	Function

Assessment task – CORE DN 10

Task 3

LO and AC mapping

LO2, AC2.4

LO4, AC4.2 and AC4.3, AC4.5 and AC4.6

Task instructions

1. You must explain how you would support and clinically monitor an individual during:
 - the administration of a local or regional anaesthesia
 - the oral surgery procedure
2. You must identify **five** different methods of aspirating, irrigating and protecting the patient's soft tissues during an oral surgery procedure.
3. You must explain how to assist the operator in the preparation of packs and the placing of sutures.
4. You must explain how to respond to the following complications:
 - nerve damage
 - haemorrhage (all types)
 - oral antral fistula
 - equipment failure
 - collapse
5. You must describe how to complete records and charts following the procedure. What important information should be recorded?

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Assessment task – CORE DN 10

Task 4

LO and AC mapping

LO5, AC5.1 and AC5.2

1. You must design a leaflet informing the individuals of post-operative instructions following:

- extraction of erupted permanent and deciduous teeth
- implants
- apicectomy
- frenectomy
- biopsy
- removal of impacted teeth
- removal of buried roots/unerupted teeth and roots

2. You must explain how the clinician confirms that the individual is fit to leave the surgery after an oral surgery procedure, and why this is important.

Evidence type could include:

- leaflet
- professional discussion (a digital recording must be available for sampling)

CORE DN 11: Dental anatomy and assessment of oral health (R/650/8113)**Assessment task – CORE DN 11****Task 1****Learning outcome (LO) and assessment criteria (AC) mapping**

LO1, AC1.1 to AC1.8
LO5, AC5.1

Task instructions

1. Using **Table 19**, you must draw a table of deciduous (primary) and permanent (secondary) dentitions. You must include:

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

2. You must name the **six** stages of tooth formation.

3. You must label **Diagram 1** below of a tooth.

4. You must describe the types and functions of the mineralised tissues and supporting tissues of the tooth.

5. You must describe the structure and function of the gingivae and supporting tissues of the tooth.

6. You must label the muscles/salivary glands and ducts on **Diagram 2**.

7. You must describe the function of salivary glands and state **three** reasons why they are important.

8. You must name the muscles of mastication on **Diagrams 3 and 4**.

9. You must draw a table containing the **four** muscles of mastication and their position on the skull, for example, point of insertion and point of origin and action.

10. You must label **Diagrams 5 and 6** of the skull.

11. You must identify and label **Diagram 7**.

12. You must describe the movements of the temporomandibular joint.

13. You must source and label a diagram that describes the nerves and their branches and the blood supply to the teeth and supporting structures.

14. You must describe the structure of the maxilla and mandible.

15. You must identify differences in dental, oral, craniofacial and general anatomy across our diverse population and what the relevance is to patient management.

Assessment task – CORE DN 11

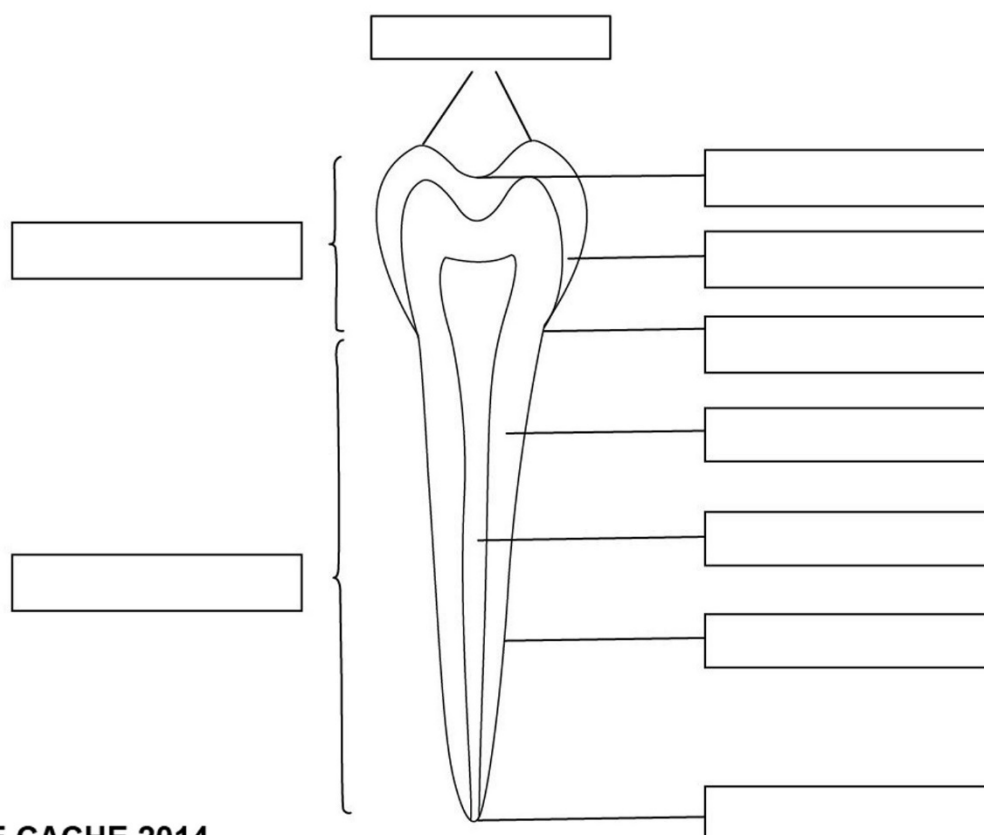
Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Table 19: task 1.1 table of deciduous and permanent dentition

Deciduous/ permanent	Upper	Roots/Cusps	Lower	Roots/cusps	Function

Diagram 1: task 1.3 diagram of a tooth



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Diagram 2: task 1.6 muscles/salivary glands and ducts

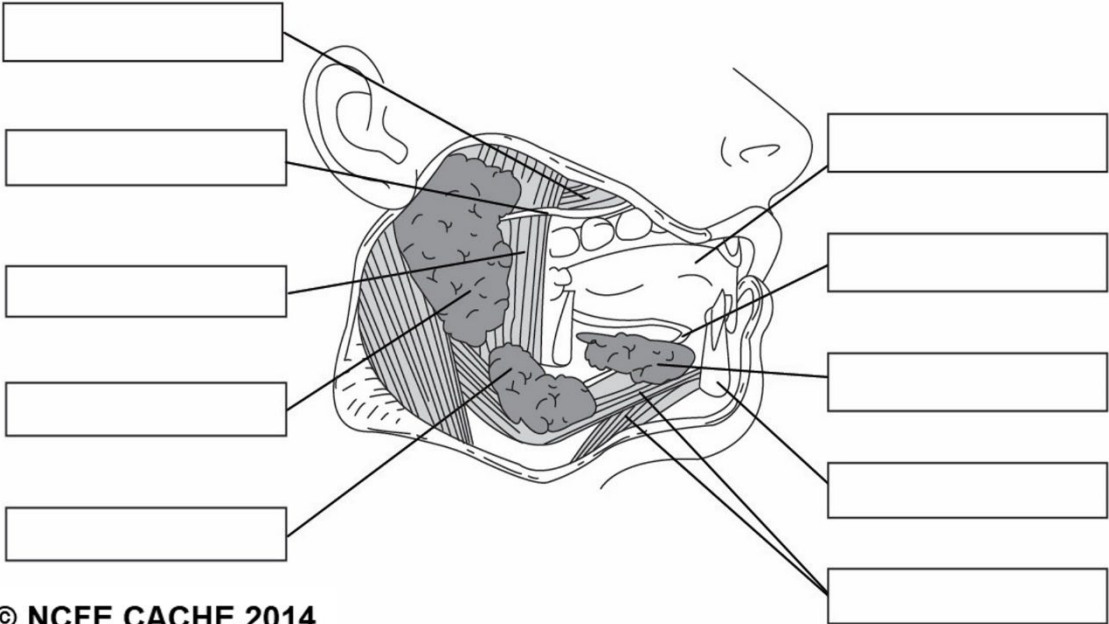


Diagram 3: task 1.8 muscles of mastication

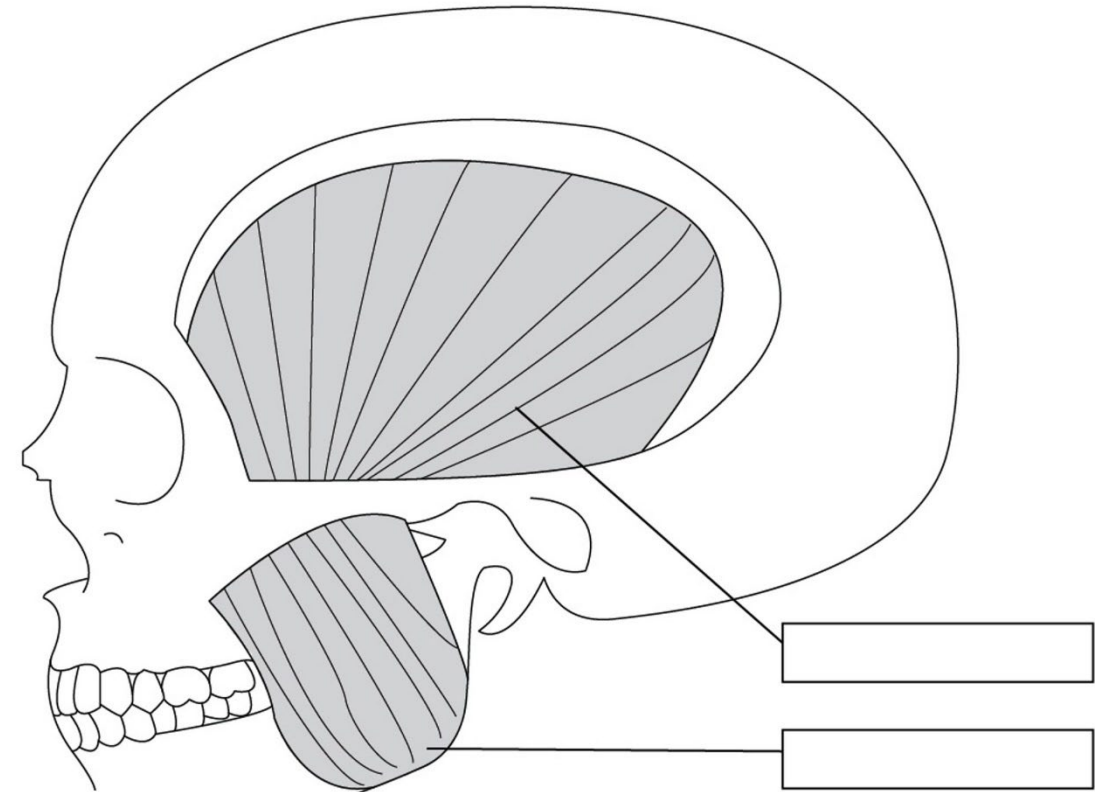
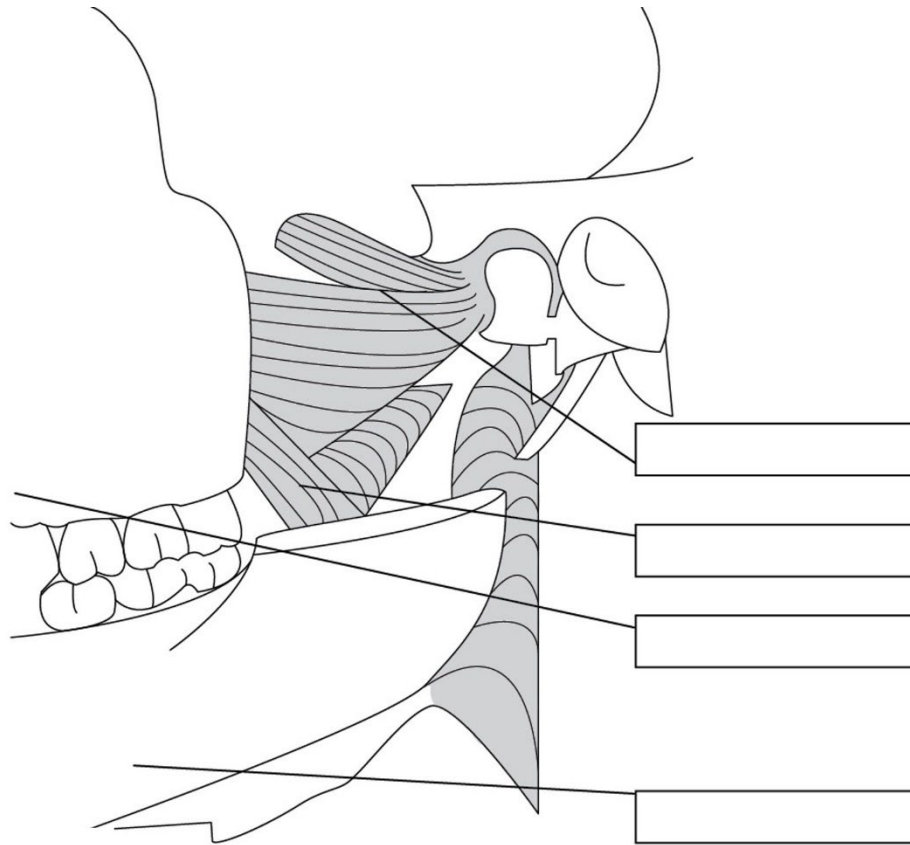
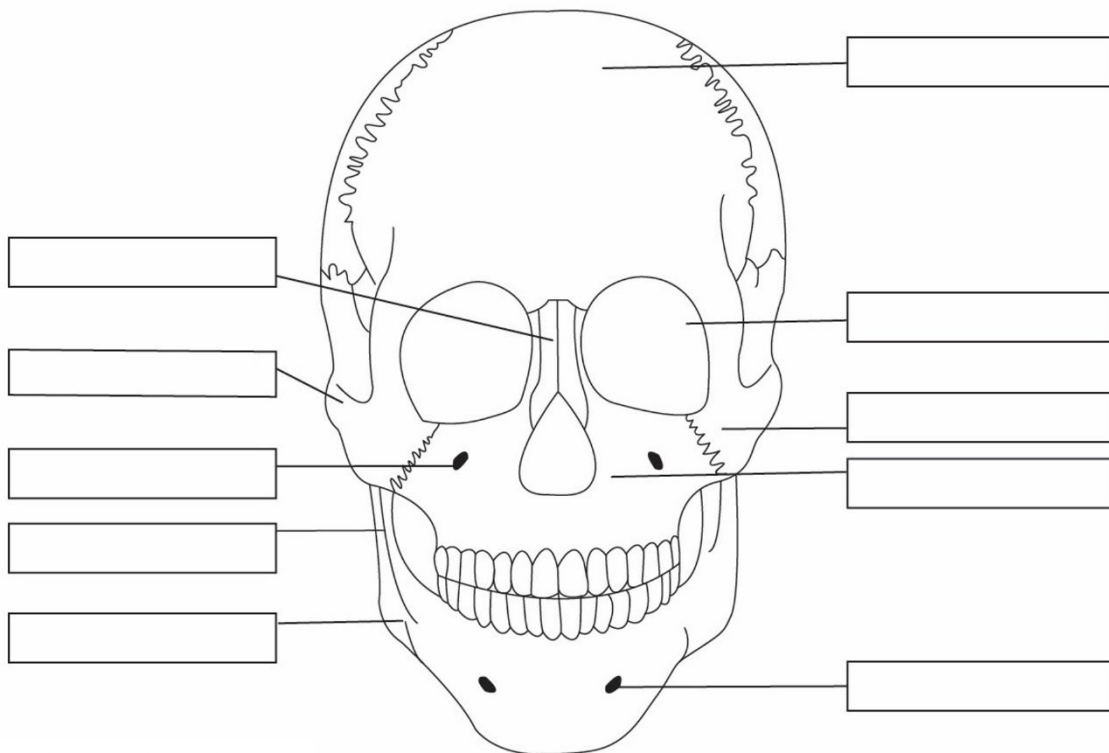


Diagram 4: task 1.8 muscles of mastication



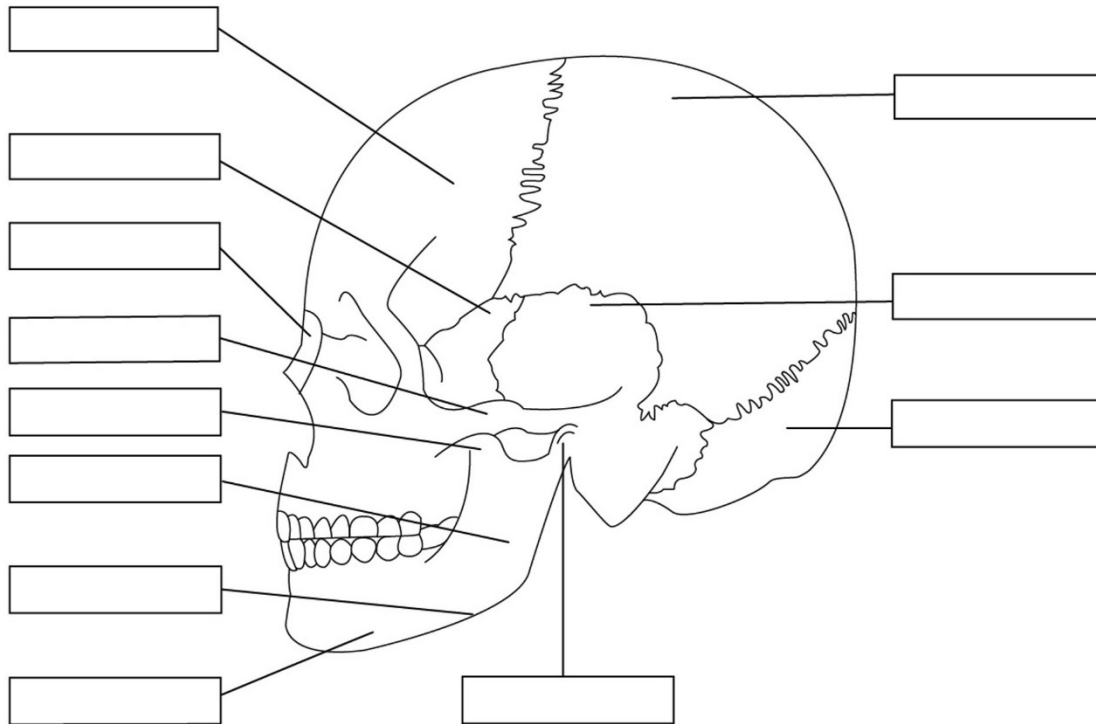
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Diagram 5: task 1.1 diagram of the skull



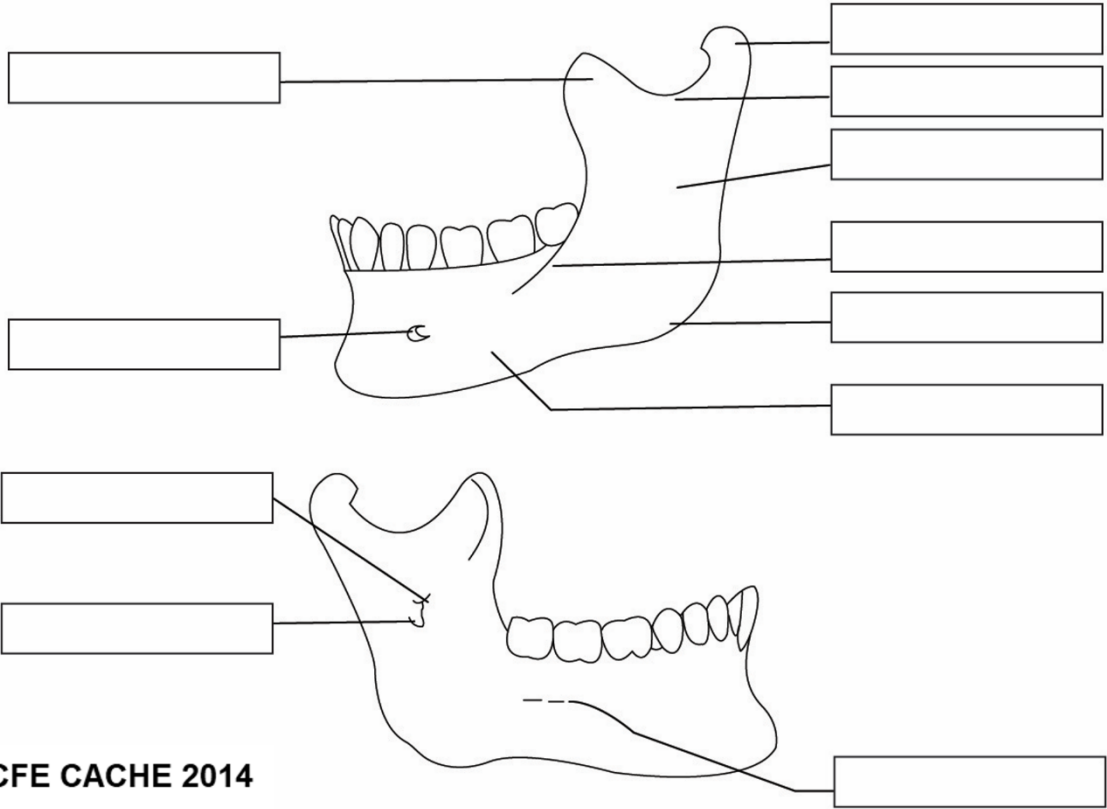
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Diagram 6: task 1.10 diagram of the skull



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Diagram 7: task 1.11 oral structures



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Assessment task – CORE DN 11

Task 2

LO and AC mapping

LO2, AC2.1 to AC2.7

Task instructions

1. You must describe and evaluate the methods associated with the following:

- assessing and recording soft and hard tissue
- assessing and recording of periodontal conditions
- measuring pulp vitality

2. Oral assessment is a routine procedure performed in the dental surgery. You must explain the following:

- the main purpose of an oral health assessment
- the reasons for taking radiographs and photographs when diagnosing and treatment planning
- what materials are used during an oral health assessment and why
- the relevance of obtaining valid, written, informed consent prior to treatment being undertaken, taking into account the legal requirements and, where appropriate, scope of practice

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Task 3

LO and AC mapping

LO3, AC3.1 to AC3.4

Task instructions

1. You must explain the different classifications of malocclusion.

2. You must list **four** different types of orthodontic appliances used and briefly explain their role in treatments.

3. You must design a leaflet for a patient due to start orthodontic work. Explain pre- and post-operative instructions:

- cleaning and care of removable and fixed appliances
- what to expect (pain, other)
- oral hygiene advice and advice about check-ups

4. You must explain the dental nurse's role when providing support during the different stages of orthodontic assessment and treatment.

Assessment task – CORE DN 11

Evidence type could include:

- leaflet
- assignment
- professional discussion (a digital recording must be available for sampling)

Task 4

LO and AC mapping

LO4, AC4.1 to AC4.3, AC4.5 and AC4.6
LO5, AC5.3

Task instructions

1. You must explain the following conditions:

- oral cancer
- lichen planus
- oral candidiasis
- herpes simplex type 1
- glossitis
- osteoporosis
- salivary gland disorders (xerostomia)
- human immunodeficiency virus (HIV)
- hepatitis
- diabetes
- epilepsy

2. You must research and write a short report on how ageing can affect the soft and hard tissues of the mouth.

3. You must report on how the following medical conditions can affect the oral tissues:

- oral cancer
- herpes
- HIV
- hepatitis
- diabetes
- epilepsy
- eating or digestive disorders

4. You must explain general and systemic diseases and their relevance to and impact on clinical treatment, patient compliance, self-care and outcomes.

5. You must explain psychological conditions and their relevance to and impact on clinical treatment, patient compliance, self-care and outcomes.

Assessment task – CORE DN 11

6. You must describe psychological and sociological concepts and theoretical frameworks of health, illness, behavioural changes and disease and how these are applied to clinical practice.

Evidence type could include:

- report
- assignment
- professional discussion (a digital recording must be available for sampling)

Task 5

LO and AC mapping

LO4, AC4.4

LO5, AC5.1 to AC5.4

Task instructions

1. You must complete **Table 20** below describing the diagnosis, prevention and management of:

- malignant lesions
- potentially malignant lesions

2. You must complete **Table 21** below giving examples of the named drugs/medications and their use in dentistry.

3. You must give **two** examples of disease and describe their diagnosis and how they are managed:

- the oral mucosa
- soft tissue
- facial pain
- facial bones
- facial joint
- salivary glands

4. You must identify dental development milestones and explain their significance.

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

Table 20: task 5.1 diagnosis, prevention and management of malignant/potentially malignant lesions

	Signs and symptoms	Methods of diagnosis	Prevention	Management
Malignant lesions				
Potentially malignant lesions				

Table 21: task 5.2 examples of drugs/medications and their use in dentistry

Drugs/medications	Examples	Use in dentistry
Analgesics		
Antibiotics		
Antivirals		
Anti-fungals		
Tranquilisers/hypnotics		
Emergency drugs		

Assessment task – CORE DN 11

Task 6

LO and AC mapping

LO6, AC6.1

Task instructions

1. You must describe the structures and function of the respiratory and circulatory systems.

Heart:

- ventricles
- atria
- valves
- coronary arteries
- pulmonary artery/vein

Lungs:

- trachea
- alveoli

Blood vessels:

- arteries
- capillaries

2. You must explain the changes in human respiratory and circulatory systems and state any disorders of the respiratory system that are relevant to the dental team:

- breathing/respiratory rate
- heart rate

3. You must describe what the nervous system is composed of.

4. You must describe the digestive system.

Evidence type could include:

- assignment
- professional discussion (a digital recording must be available for sampling)

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

Assessment task – CORE DN 12
<p>Task 1</p> <p>Learning outcome (LO) and assessment criteria (AC) mapping</p> <p>LO1, AC1.1 to AC1.2</p> <p>Task instructions</p> <ol style="list-style-type: none"> 1. You must identify potential medical emergencies that could take place in the surgery. 2. You must explain action to take in response to medical emergencies. <p>Evidence type could include:</p> <ul style="list-style-type: none"> • leaflet • poster • professional discussion (a digital recording must be available for sampling)
<p>Task 2</p> <p>LO and AC mapping</p> <p>LO2, AC2.1 to AC2.6</p> <p>Task instructions</p> <ol style="list-style-type: none"> 1. You must carry out research at your surgery to find out who the first aider is and what their role is during a first aid emergency. 2. You must explain how you would minimise the risk of infection, to yourself and the patient, when performing first aid. 3. You must explain how you would obtain consent to perform first aid. 4. You must identify and list first aid equipment and emergency drugs that should be available and explain what each one is used for. 5. You must describe the safe use of first aid equipment. 6. You must explain safe working practices for first aid and medical emergencies in line with organisational and legal requirements. <p>Evidence type could include:</p> <ul style="list-style-type: none"> • assignment • report • professional discussion (a digital recording must be available for sampling)

Assessment task – CORE DN 12

Task 3

LO and AC mapping

LO3, AC3.1 to AC3.3
 LO4, AC4.1 to AC4.5
 LO5, AC5.1 to AC5.3
 LO6, AC6.1 and AC6.2
 LO7, AC7.1 and AC7.2
 LO8, AC8.1 and AC8.2
 LO9, AC9.1 to AC9.3

1. You must design a first aid booklet for the staff at your practice. You must use diagrams and make it attractive. It must include the following:

- how to conduct a scene survey
- how to conduct a primary survey of a casualty
- when and how to call for help
- how to assess consciousness
- how to assess and open an airway
- when and how to place the patient into the recovery position
- how to manage a seizure
- when and how to do cardiopulmonary resuscitation (CPR)
- the accepted modifications to CPR for children
- identifying and treating partially and completely blocked airways
- how to administer first aid to a casualty who is choking
- the types of external bleeding
- dealing with external bleeding
- recognising the symptoms of and treating shock
- treating small cuts, grazes and bruises
- treating minor burns and scalds
- treating small splinters

Evidence type could include:

- first aid booklet

Assessment task – CORE DN 12

Task 4

LO mapping

LO3, LO4, LO5, LO6, LO7, LO8

Task instructions

1. Assessor to stage a **simulation** of a casualty who:

- has collapsed
- is unconscious but breathing
- is unconscious and not breathing
- is having a seizure
- is in shock

Resources required:

- child/adult manikin
- volunteer to do the recovery position

Please visit the Qualification Specification for information about which AC can be assessed using simulation.

Section 3: appendices

Appendix A: continuing professional development (CPD) reflective diary and log templates

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

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

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

Learner name..... Learner signature.....

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

Keep your notes safely in your portfolio.

Personal development log (PDL): guidance notes

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

- enhance performance in your current role
- address anticipated changes in your current role
- address career aspirations towards a future role

Prior to completing the PDL you should:

- complete a skills analysis activity such as skill scan to determine your learning and development targets (may be indicated on your personal development plan (PDP))
- undertake a strengths, weaknesses, opportunities, and threats (SWOT) analysis to identify development objectives to meet those targets (may be indicated on your PDP)
- set specific, measurable, achievable/agreed, relevant, timebound (SMART) targets for achieving those targets
- reflect on the learning process

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

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

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

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

Review date states when the progress will be reviewed in the PDL. It is recommended that the PDL is reviewed every month, thereby enabling you to:

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

The following log could be used.

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

SMART stands for:

- **Specific:** clearly state what is to be achieved (for example learning muscles of mastication)
- **Measurable:** how will you know that you have achieved your need, the desired outcome (for example testing by tutor or peers)
- **Agreed/achievable:** you have discussed this with tutor/mentor and agreed an aim
- **Realistic:** the target is possible given the resources available
- **Timebound:** for example the target will be met by DD/MM/YYYY

Appendix B: a guide to writing a reflective account

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

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

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

Description	Describe a role, an incident or an event that you have decided to reflect upon. Think about the context and who else was involved. Note: it does not have to be a negative event; perhaps a patient or colleague complimented you on your professionalism or performance.
Feelings	Describe how the incident/event made you feel. Try not to use reflection to blame others – only consider your behaviour/actions/attitude.
Other	If you can, ask others for their thoughts and views. This could be colleagues – both senior and junior.
Evaluation	What was good or bad about the experience? Sometimes bad incidents have good bits and vice versa. Try to pick out the good and the bad.
Analysis	What sense can you make of the situation – what does it mean? Explore the details more closely and try to think about what challenged you and why you did what you did.
Conclusion	What have you learnt as a result of the incident/event or thing? What else could you have done to achieve a different outcome?
Action plan	What will you do next? How will you work towards avoiding repeating something bad or building on something good? Will you need help in order to do this? Note: this action plan could form part of your personal development plan (PDP) and become a development goal.
Review	What was the outcome of your action? Did your action plan work; if not, why not? Could you have done more to aid achievement? Did you lose interest? If so, why?
Now what	1. Keep this record of reflection in the appropriate section in your PDP. This is clear evidence of you thinking and developing as a professional. 2. What is your next plan of action or project?

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