

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Technical Occupational
Entry in the Principles and Practice of Dental
Nursing (Diploma)
QN: 610/3982/2**

Qualification summary

Qualification title	NCFE CACHE Level 3 Technical Occupational Entry in the Principles and Practice of Dental Nursing (Diploma)		
Ofqual qualification number (QN)	610/3982/2	Aim reference	61039822
Guided learning hours (GLH)	365	Total qualification time (TQT)	550
Credit value	55		
Minimum age	19		
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 includes both knowledge and skills criteria to ensure that learners meet the GDC preparing for practice learning outcomes in full as well as being aligned to the knowledge, skills and behaviours (KSBs) within the Dental Nurse (Integrated) occupational standard.</p> <p>This qualification is approved by the GDC (TBC) and upon completion, it will enable learners to apply for registration with the GDC.</p>		
Rules of combination	<p>Learners must achieve 55 credits from the 12 mandatory units, in addition to this, learners must achieve a pass, merit or distinction in each of the 2 external synoptic multiple-choice question (MCQ) tests covering the underpinning knowledge across units.</p> <p>There is no compensation between units, tests or observations.</p>		
Assessment method	<p>This qualification is both internally and externally assessed. The assessment consists of 2 components:</p> <ul style="list-style-type: none"> • an internally assessed portfolio of evidence for all units, which is assessed by the centre and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual) • 2 externally set and externally marked synoptic MCQ tests covering the underpinning knowledge across units – the tests are externally set and externally marked; the assessments will be online and on-demand 		
Grading	<p>This qualification is graded pass/merit/distinction (P/M/D).</p> <p>Learners must be successful in both the internal and external assessments to gain the Level 3 Technical Occupational Entry in the Principles and Practice of Dental Nursing (Diploma). The learners' overall qualification grade will be determined by the results of each test paper.</p>		

<p>Work/industry placement experience</p>	<p>This qualification requires learners to complete a mandatory work/industry placement experience throughout the duration of the qualification, before certification.</p> <p>It is recommended that a minimum of 16 hours per week is spent in the workplace.</p> <p>Please refer to policy 7; workplace stipulations located within the appendices, policies and statements document on our website for additional guidance on work placements.</p>
<p>Additional assessment requirements</p>	<p>Units CORE DN 1-11 must be assessed in line with our assessment principles.</p> <p>Unit CORE DN 12 must be assessed in line with Skills for health assessment principles.</p>
<p>Occupational standard</p>	<p>This qualification is mapped against the following occupational standard:</p> <p>ST0113: Dental Nurse (Integrated) Level 3 Version 1.3</p> <p>A mapping document is available on the qualification's page on the NCFE website.</p>
<p>Apprenticeship standard</p>	<p>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) (610/3113/6).</p>
<p>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 610/3982/2.</p>
<p>Funding</p>	<p>This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.</p>

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Section 1: introduction

Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

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

Aims and objectives

This qualification is a competence-based qualification that aims to provide learners with the knowledge, skills and behaviours (KSBs) 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.

Occupational entry – this qualification aligns to KSBs in the Dental Nurse (integrated) occupational standard. The aim of this qualification is to enable entry to the associated occupation, providing entry competence. Further learning may be required in the workplace to reach full occupational competence.

General Dental Council (GDC) and preparing for practice learning outcomes (LOs)

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

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

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

This qualification is approved by the GDC (TBC) and upon completion, it will enable learners to apply for registration with the GDC.

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

Our value statement

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

The learner will put the individual first by:

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

Supporting documents and resources

The following documents will be essential for any centre involved in the delivery, assessment and administration of this qualification and should be used alongside this qualification specification. They can be found 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 optional assessment tasks covering all knowledge LOs and providing the underpinning knowledge linked to the skills LOs)
- 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 (comprehensive set of templates to support with delivery and assessment, these are not mandatory and established centres are likely to already have the appropriate processes in place and may wish to use their own)

Guidance for entry and registration

This qualification is designed for learners aged 19+ who wish to qualify as a dental nurse.

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

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

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

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 55 credits from the 12 mandatory units, in addition to this, learners must achieve a pass, merit or distinction in each of the 2 external synoptic multiple-choice question (MCQ) tests covering the underpinning knowledge across units. There is no compensation between units, tests or observations.

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

Progression

Learners who achieve this qualification could progress to the following:

- employment:
 - dental nurse
- 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

Progression to higher level studies

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

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

Staffing requirements

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

	Tutor	Assessor	Internal quality assurer	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 internal quality assurers 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.

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.

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 LOs and/or units in a way that teaches the underpinning knowledge to learners first, to ensure that they – and their patients – are safe. This will ensure that the learner has been assessed as being safe to practise and can enter the clinical area. An induction checklist can be found in appendix B to support with this (located within the appendices, policies and statements document on our website).

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

Range

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

Where possible it is recommended that performance evidence is cross-referenced to cover range (for example, direct observation or reflective account). However, it is recognised that due to the nature of some range, some will be better met through knowledge evidence.

Centres have an obligation to support learners in being exposed to a wide practice of dental nursing in order to meet all unit LOs, assessment criteria (AC) and range. Where learners do not have access to all elements (for example, not all practices will have extra-oral X-ray machines), learners can attend additional dental nursing placements outside their day-to-day practice. It is not envisaged that the learner

will always undertake the task at the alternative practice placement but shadow another dental nurse. An arrangement such as this would provide the learner with the opportunity to observe wider practice than they might routinely see, and also give them the chance to gather evidence for unit CORE DN 3: Reflect on and develop own practice as a dental nurse. It is acknowledged that not all learners will get such an opportunity to visit an alternative practice placement. Therefore, assessors can also use the accompanying direct questioning to help their assessment of a learner's knowledge.

Additional assessment requirements

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

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

- clinical experience monthly record (appendix I) (located within the appendices, policies and statements document on our website)

Special waste

As of the 2005 'Hazardous Waste Regulations', the term 'special waste' has been substituted for 'hazardous waste'. Please see Part 11 of the below document:
www.legislation.gov.uk/ukxi/2005/894/made

The term 'special waste' is still used in Scotland – this is also made clear in HTM07-01: Safe Management of Healthcare Waste. As this is a qualification that applies across the UK, all learners must be aware of the variations between England, Scotland, Wales and Northern Ireland.

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

Skills-based outcomes are clearly identified in the 'evidence record' column within each unit. Learners must be assessed in practice throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 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 LO/AC.

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

Expert witness testimony (EWT)

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

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

Expert witness evidence

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

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

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

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

Pro forma expert witness statements have been provided in the assessment specification, which can be found on our website.

Simulation and real work environment

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 located within the appendices, policies and statements document on our website for additional guidance on work placements.

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

A learner’s portfolio of evidence may only include simulation of skills where simulation is allowed for that specific unit. In this qualification, simulation is permitted against some criteria in units CORE DN 4, CORE DN 9 and CORE DN 12; see the units for more details. If simulation takes place outside of the

workplace, it is essential that the environment reflects a real work setting and replicates key characteristics of the workplace in which the skill to be assessed is normally employed.

Approval and external quality assurance (EQA) requirements

There are additional requirements set by the GDC for this qualification at approval stage and for external quality assurance (EQA) visits.

Once you have shortlisted this qualification for approval, you will be allocated a dedicated external quality assurer 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).

How the qualification is assessed and graded

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

This qualification is internally and externally assessed and externally quality assured by NCFE.

The assessment consists of 2 components:

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

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

Units CORE DN1-11 must be assessed in line with our assessment principles and unit CORE DN 12 assessed in line with Skills for Health's assessment principles.

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

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

An occupational standard as identified in the qualification summary table at the beginning of this specification requires learners to demonstrate the skills and knowledge required to work in a specific industry. A CBQ must be assessed in the workplace or in a RWE in accordance with the relevant assessment principles. Please refer to assessment principles within this specification for further information.

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

Internal assessment

We have created a comprehensive suite of sample tasks and marking guidance for the internally assessed units that can be found within the 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 LOs 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 LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are 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, LOs or AC
- 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.

Please refer to our assessment principles at the end of this document for further information.

External assessment

Each learner is required to undertake 2 external assessments. Learners must achieve a pass, merit or distinction in each of the 2 external synoptic MCQ tests covering the underpinning knowledge across units.

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

The external assessment consists solely of:

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

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

For further information, centres should refer to the regulations for the conduct of external assessment, and qualifications specific instructions for delivery documents available on the NCFE website.

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

Types of external assessment

Each learner is required to undertake 2 externally set MCQ test papers.

Multiple-choice question (MCQ) tests

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

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

Learners must achieve a pass, merit or distinction in each of the 2 external synoptic MCQ tests.

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

Online assessment

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

For instructions on conducting online external assessments, please refer to our regulations for the conduct of external assessments, and qualifications specific instructions for delivery documents, available on the NCFE website.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our enquiries and appeals about results and assessment decisions policy, which is available on the NCFE website.

Not yet achieved grade

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

Improving the grade for the external assessment (upgrade the result) (only for DfE quals)

Learners are permitted to resit each MCQ test twice more either because they failed or to improve their grade. This may be chargeable. This means that learners can have a total of 3 attempts at each external assessment.

For further information on assessment, please refer to the user guide to the external quality assurance review report.

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

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Section 2: unit content and assessment guidance

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

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

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

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

Unit summary				
This unit focuses on underpinning skills which contribute to the practice of the dental care professional (DCP).				
Mandatory	Achieved/not yet achieved	Level 3	5 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand responsibilities of the dental nurse in relation to current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure	1.1 Identify current legislation that governs the dental profession	
	1.2 Explain current legal and regulatory requirements, professional codes of practice and organisational policy and procedure including the role of the dental nurse within them: <ul style="list-style-type: none"> • equality, diversity and inclusion • discrimination • rights • General Dental Council (GDC) ethical and professional guidance • principles of information governance 	
	1.3 Describe the impact of direct access on each registrant group’s scope of practice and its effect on dental team working	
Range – LO1	1.2 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) 1.2 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 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
2. Understand the legal, financial and ethical issues associated with managing a dental practice	2.1 Describe the legal, financial and ethical issues associated with managing a dental practice	
	2.2 Explain the importance of maintaining your practices network of dental professionals and other stakeholders involved in the care and support of patients	
3. Understand safeguarding policy	3.1 Describe the signs and symptoms of abuse	
	3.2 Describe national and local safeguarding systems	
Range – LO3	3.3 Concerns: <ul style="list-style-type: none"> • safeguarding • whistleblowing 	
4. Be able to comply with current legislation, regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing	4.1 Work within the following current legal and regulatory requirements, professional codes of practice and organisational policy and procedure at all times: <ul style="list-style-type: none"> • equality, diversity and inclusion • discrimination • rights • GDC ethical and professional guidance • principles of information governance 	(Skills-based outcome)
Range – LO4	4.1 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) • direct impact of Direct Access on each registrant groups • duty of candour 4.1 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 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • enhanced continuing professional development • chaperoning procedures 	
5. Be able to identify the requirements of own job role	5.1 Identify the requirements of competent, effective and safe practice	
	5.2 Provide active support for individuals and key people within the team	(Skills-based outcome)
	5.3 Provide feedback for individuals and key people within the team	(Skills-based outcome)
	5.4 Work as part of a team	(Skills-based outcome)
	5.5 Work in a patient-centred way	(Skills-based outcome)
	5.6 Describe procedures for handling complaints	
	5.7 Follow procedures for handling complaints	(Skills-based outcome)
Range – LO5	<p>5.2 Key people:</p> <ul style="list-style-type: none"> • patients, team members • carers • others with whom the individual has a supportive relationship • management <p>5.4 Team:</p> <ul style="list-style-type: none"> • dental care professionals (DCPs) • dental professionals (DPs) • own dental team <p>5.6 Procedures for handling complaints:</p> <ul style="list-style-type: none"> • standards for the dental team, principle 5 • private complaints • NHS complaints 	

Delivery and assessment guidance
<p>Evidence requirements</p> <p>Skills-based outcomes must be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.</p> <p>Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.</p>

Delivery and assessment guidance

Approved assessment methods for knowledge and understanding outcomes include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see sample assessment tasks document)
- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

LO1–LO3 assessed via approved methods for knowledge and understanding.

LO4 and LO5 assessed via approved methods for skills-based outcomes.

LO4 and LO5 must be assessed in the workplace.

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand current health and safety legislation in relation to infection control	1.1 Explain health and safety legislation and practice policies in relation to infection control	
	1.2 Explain the principles of standard infection control precautions	
	1.3 Describe methods of preventing cross-infection	
	1.4 Explain the preparation of a clinical area to control cross-infection	
Range – LO1	<p>1.1 Health and safety 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 • 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 <p>1.3 Methods:</p> <ul style="list-style-type: none"> • transmission of infection • measures for preventing cross-infection (for example, single-use items) 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • social cleanliness (for example, social cleaning plan) • barrier techniques including zoning • importance of record keeping in relation to cross-infection • use of personal protective equipment (PPE) • clinical/non-clinical waste • sharps disposal • management of sharps injury – clean and contaminated sharps 	
2. Understand micro-organisms	2.1 Describe the causes of cross-infection	
	2.2 Explain the terms: <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	2.3 Micro-organisms: <ul style="list-style-type: none"> • bacteria • viruses • fungi • spores • prions 	
3. Understand the management of infectious conditions within the dental environment	3.1 Describe infectious conditions that affect individuals in the dental setting	
	3.2 Describe how infectious conditions relevant to dentistry affect body systems	
	3.3 Describe action to take to prevent the spread of infectious diseases	
	3.4 Summarise the immunisation schedule for the dental team before exposure to clinical work	
	3.5 Explain the reasons for immunisation of dental personnel	
Range – LO3	3.1 Individuals: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
4. Know the methods of decontamination	4.1 Explain the chemical names and uses for decontaminants against types of micro-organism	
	4.2 Describe the principles and methods of: <ul style="list-style-type: none"> • disinfection • clinical sterilisation • industrial sterilisation 	
	4.3 Explain the procedures used to decontaminate a clinical environment after use	
Range – LO4	4.2 Clinical and industrial sterilisation: <ul style="list-style-type: none"> • manual cleaning • ultrasonic bath • washer disinfectant • vacuum autoclaves • non-vacuum autoclaves • gamma radiation 4.2 Disinfection: <ul style="list-style-type: none"> • difference between asepsis, sterilisation and disinfection • different types of disinfectants and their uses in clinical environments 	
5. Be able to work in accordance with current health and safety legislation	5.1 Identify current health and safety legislation	
	5.2 Describe workplace procedures relevant to health and safety	
	5.3 Describe the purpose of and reasons for guidance, legislation and adhering to manufacturers' instructions	
	5.4 Work in accordance with: <ul style="list-style-type: none"> • workplace legislation • manufacturers' instructions 	(Skills-based outcome)
Range – LO5	5.2 Workplace: <ul style="list-style-type: none"> • single or multiple areas in which you carry out your work 5.2 Workplace procedures: <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 • mercury spillage 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	5.4 Workplace legislation: <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 • Health and Safety (First-Aid) Regulations 1981 	
6. Know hazards in the workplace	6.1 Identify hazards within the workplace 6.2 Describe working practices that could result in harm	
7. Be able to reduce the risks to health and safety in the workplace	7.1 Work in a way that does not endanger the health and safety of: <ul style="list-style-type: none"> • personnel • materials 7.2 Contribute to health and safety improvements within own workplace 7.3 Follow guidelines for environmentally friendly working practices 7.4 Maintain personal presentation to protect self and others in line with health and safety 7.5 Manage hazards in the workplace 7.6 Report hazards to the identified responsible person	(Skills-based outcome) (Skills-based outcome) (Skills-based outcome) (Skills-based outcome) (Skills-based outcome) (Skills-based outcome: knowledge evidence permitted)
Range – LO7	7.2 Improvements: <ul style="list-style-type: none"> • working towards best practice • risk assessment 7.2 Workplace: <ul style="list-style-type: none"> • single or multiple areas in which you carry out your work 7.3 Working practices: <ul style="list-style-type: none"> • activities • procedures 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • use of materials or equipment and working techniques used in carrying out your job <p>7.4 Personal presentation:</p> <ul style="list-style-type: none"> • personal hygiene • use of PPE • clothing and accessories suitable to the workplace <p>7.5 Hazards:</p> <ul style="list-style-type: none"> • mercury spillage • radiation • cross-infection • environmental factors • spillages (water, chemical, bodily fluids) • waste disposal • sharps <p>7.6 Responsible person:</p> <ul style="list-style-type: none"> • your manager • supervisor • section leader or the health and safety person in your workplace 	
8. Be able to apply standard precautions for infection control	8.1 Maintain personal hygiene	(Skills-based outcome)
	8.2 Select personal protective equipment (PPE) <ul style="list-style-type: none"> • don the correct PPE • doff the correct PPE 	(Skills-based outcome)
	8.3 Maintain a clean and tidy working environment during treatments	(Skills-based outcome)
	8.4 Use cleaning equipment and materials in a safe manner	(Skills-based outcome)
Range – LO8	<p>8.1 Personal hygiene:</p> <ul style="list-style-type: none"> • hair • nails • jewellery • footwear • uniform • social • hand hygiene <p>8.2 Personal protective equipment (PPE):</p> <ul style="list-style-type: none"> • surgical gloves • face mask • goggles and/or visor • heavy-duty gloves • apron 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	8.4 Cleaning equipment: <ul style="list-style-type: none"> • general cleaning equipment 	
9. Be able to prepare the dental environment	9.1 Maintain stock supplies for clinical procedures	(Skills-based outcome)
	9.2 Adjust environmental factors to meet the needs of the individual and the procedure	(Skills-based outcome)
	9.3 Explain the purpose of adjusting environmental factors	
	9.4 Describe the process and reasons for maintaining the aspirator, water lines and water storage equipment as per manufacturer's instructions	
Range – LO9	9.2 Environmental factors: <ul style="list-style-type: none"> • heating • lighting • ventilation and humidity 	
10. Be able to apply health and safety measures for the use of equipment and materials	10.1 Check equipment is functioning prior to use	(Skills-based outcome)
	10.2 Explain the methods of testing autoclaves	
	10.3 Demonstrate safe and secure storage of equipment, instruments and materials when not in use	(Skills-based outcome)
	10.4 Explain action to take in response to equipment failure	
	10.5 Explain why records must be kept in relation to the maintenance and servicing of equipment	
Range – LO10	10.1 Equipment: <ul style="list-style-type: none"> • dental chair • aspirator • hand pieces • ultrasonic scaler • X-ray machine • X-ray processing equipment • autoclave • instrument washer (disinfector) • ultrasonic bath 	
11. Be able to apply methods of sterilisation for dental instruments and equipment	11.1 Explain the potential risks of not decontaminating equipment and instruments	
	11.2 Explain the reasons for pre-cleaning instruments prior to sterilisation	
	11.3 Explain the reasons for placing instruments in the correct location relevant to the different stages of sterilisation	
	11.4 Explain the potential long-term effects of using damaged or pre-used sterile goods	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	11.5 Prepare instruments and hand pieces for sterilisation	(Skills-based outcome)
	11.6 Carry out sterilisation procedures	(Skills-based outcome)
	11.7 Store sterilised instruments and hand pieces	(Skills-based outcome)
	11.8 Maintain records of sterilisation procedures	(Skills-based outcome)
Range – LO11	11.5 Instruments and hand pieces: <ul style="list-style-type: none"> • non-surgical • surgical 	
12. Be able to manage hazardous and non-hazardous waste	12.1 Identify different types of waste	
	12.2 Dispose of: <ul style="list-style-type: none"> • hazardous waste • non-hazardous waste • special waste 	(Skills-based outcome)
	12.3 Explain the dangers of not disposing of waste correctly and promptly	
Range – LO12	12.1 Waste: <ul style="list-style-type: none"> • hazardous • non-hazardous • special waste 12.2 Hazardous waste: <ul style="list-style-type: none"> • used gloves • face masks • tissues • cotton wool rolls • gauze • napkins • alcohol wipes • mouthwash beakers 12.2 Special waste: <ul style="list-style-type: none"> • lead foil disposal • sharps • amalgam (including when in extracted teeth) • medicinal • damaged instruments 	
13. Understand reporting procedures	13.1 Explain reporting procedures in case of: <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 	

Delivery and assessment guidance

Evidence requirements

Skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.

Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

Approved assessment methods for knowledge and understanding include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see sample assessment tasks document)
- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

LO1–LO4, LO6 and LO13 assessed via approved methods for knowledge and understanding.

LO5 and LO7–LO12 assessed via approved methods for skills-based outcomes.

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

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Be able to reflect upon performance	1.1 Reflect on own role as part of the dental and wider healthcare team	
	1.2 Reflect on the impact of new techniques and technologies on clinical practice	
	1.3 Identify sources of supervision and support	
	1.4 Provide and use constructive feedback from individuals and key people within the development team	
	1.5 Understand the principles of an evidence-based approach to learning, clinical and professional practice and decision making	
	1.6 Explain the contribution that team members and effective team working make to the delivery of safe and effective high-quality care	
Range – LO1	<p>1.3 Supervision and support:</p> <ul style="list-style-type: none"> • formal • informal • provided from within your organisation • provided from outside your organisation <p>1.4 Feedback:</p> <ul style="list-style-type: none"> • verbal • written • electronic <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>1.5 Evidence-based approach:</p> <ul style="list-style-type: none"> • critical thinking • problem solving skills 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
2. Be able to agree own personal development plan (PDP)	2.1 Explain the purpose and benefits of: <ul style="list-style-type: none"> • an appraisal • training • review of own performance • feedback from colleagues • PDP 	
	2.2 Create and revisit a PDP including a SWOT analysis showing progression throughout the qualification	
	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	
Range – LO2	2.2 SWOT: <ul style="list-style-type: none"> • strengths • weaknesses • opportunities • threats 2.4 SMART: <ul style="list-style-type: none"> • specific • measurable • achievable and agreed • relevant • time-framed 2.5 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 (PDP)	3.1 Identify development opportunities	
	3.2 Reflect on own practice following identification of the PDP	
	3.3 Review the impact of the development plan on own practice	
Range – LO3	3.1 Development opportunities: <ul style="list-style-type: none"> • training • educational programmes • coaching • personal and professional support 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
4. Understand when it is appropriate for a General Dental Council (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 	

Delivery and assessment guidance
<p>Evidence requirements</p> <p>Skills-based outcomes must be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.</p> <p>Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.</p> <p>Approved assessment methods for knowledge and understanding include:</p> <ul style="list-style-type: none"> • 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 • external synoptic multiple-choice question (MCQ) tests set by NCFE <p>LO1–LO3 assessed via approved methods for skills-based outcomes.</p> <p>LO4 assessed via approved methods for knowledge and understanding.</p> <p>LO1–LO3 must be assessed in the workplace.</p> <p>This should be the last unit for sign off, as it should be observed throughout the qualification.</p>

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand the common oral diseases	1.1 Describe types of oral diseases	
	1.2 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	1.1 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	2.1 Oral health techniques: <ul style="list-style-type: none"> • fluoride supplements • disclosing tablets • toothbrushing • interdental aids • mouthwashes • dental health messages 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<p>2.2 Oral disease:</p> <ul style="list-style-type: none"> • caries • gingivitis • periodontal disease • erosion • abrasion • attrition <p>2.2 Diet:</p> <ul style="list-style-type: none"> • sugar <ul style="list-style-type: none"> ○ types ○ content and frequency • carbonated and non-carbonated acidic drinks <p>2.2 Social factors:</p> <ul style="list-style-type: none"> • family background • cultural • environmental <p>2.4 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>2.5 Communicating:</p> <ul style="list-style-type: none"> • verbal • non-verbal methods 	
3. Be able to communicate with individuals	3.1 Provide information to individuals ensuring that it is accurate and consistent with organisational guidelines	(Skills-based outcome: simulation permitted)
	3.2 Give individuals the opportunity to discuss and seek clarification	(Skills-based outcome: simulation permitted)
	3.3 Answer questions clearly	(Skills-based outcome: simulation permitted)
	3.4 Refer any questions beyond own role to an identified member of the team	(Skills-based outcome: simulation permitted)
	3.5 Analyse methods of effective communication to maximise understanding, confidence and motivation	
	3.6 Respect individuals' personal beliefs and preferences	(Skills-based outcome: simulation permitted)
	3.7 Explain the systems for internal and external referrals	
Range – LO3	<p>3.1 Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • older adults • those with additional needs <p>3.6 Personal beliefs and preferences:</p> <ul style="list-style-type: none"> • social • ethnic group • religion • health 	
4. Be able to provide oral hygiene advice	4.1 Provide individualised oral health information	(Skills-based outcome: simulation permitted)
	4.2 Use oral health information aids	(Skills-based outcome: simulation permitted)
	4.3 Advise individuals on suitable oral hygiene techniques	(Skills-based outcome: simulation permitted)
	4.4 Demonstrate methods of caring for dentures	(Skills-based outcome: simulation permitted)
	4.5 Advise individuals on maintaining orthodontic appliances	(Skills-based outcome: simulation permitted)
	4.6 Provide practical advice for caring for implant-supported restorations	(Skills-based outcome: simulation permitted)
Range – LO4	<p>4.1 Oral health information:</p> <ul style="list-style-type: none"> • gingivitis • caries • diet • current oral health routine • smoking, alcohol and substance misuse/recreational/illegal drugs <p>4.2 Oral health information aids:</p> <ul style="list-style-type: none"> • models • visual aids • leaflets • media educational tools <p>4.3 Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs <p>4.3 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) 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
5. Understand how to plan oral health promotion	5.1 Explain factors that contribute to health and illness: <ul style="list-style-type: none"> • social • cultural • psychological • environmental 	
	5.2 Describe methods of how oral health care can be planned and delivered	
6. Understand the basic principles of population-based health and care	6.1 Describe the basic principles of a population health approach, how these are measured and current patterns for: <ul style="list-style-type: none"> • demographic and social trends • UK and international oral health trends • determinants of health • inequalities in health 	
	6.2 Describe the relevance of evidence-based prevention to improve oral health by evaluating dental and wider healthcare systems	
	6.3 Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain	
Range – LO6	6.2 Dental and wider healthcare systems: <ul style="list-style-type: none"> • Care Quality Commission (CQC) • Department of Health and Social Care • National Institute for Health and Care Excellence (NICE) • British Association for the Study of Community Dentistry (BASCD) 	

Delivery and assessment guidance
<p>Evidence requirements</p> <p>Skills-based outcomes must be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.</p> <p>Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.</p>

Delivery and assessment guidance

Approved assessment methods for knowledge and understanding include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see sample assessment tasks document)
- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

LO1, LO2, LO5 and LO6 assessed via approved methods for knowledge and understanding.

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

LO3 and LO4 must be assessed in the workplace. Where this is not possible, simulation is permitted for some AC within this unit.

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Be able to prepare the dental environment	1.1 Prepare the equipment, instruments, materials and medicaments required for a full dental clinical assessment	(Skills-based outcome)
	1.2 Handle equipment, instruments, materials and medicaments in a manner that minimises the possibility of injury, damage and cross-infection	(Skills-based outcome)
Range – LO1	1.1 Equipment, instruments, materials and medicaments: <ul style="list-style-type: none"> • mouth mirror • right angled probe • tweezers • Briault probe • basic periodontal examination (BPE) • World Health Organisation (WHO) probe • Williams probe • vitality testing materials (cold stimulus/hot stimulus or electric pulp tester) • manual inspection (palpation and visual) 	
2. Be able to record a range of oral health assessments	2.1 Identify the importance of obtaining valid patient consent and 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 a full medical history to include medications, past and present medical conditions, and alcohol and smoking habits	(Skills-based outcome)
	2.5 Record and complete contemporaneous dental assessments spoken by the clinician, to include all relevant records and documentation during an oral assessment	(Skills-based outcome)
	2.6 Discuss each component of the patient assessment process	
	2.7 Store records and relevant documents securely following an oral assessment	(Skills-based outcome)
Range – LO2	2.2 Dental records and charts: <ul style="list-style-type: none"> • dental charts 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • radiographs • photographs • study models • personal details • orthodontic measurements <p>2.3 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>2.5 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 of an individual and the possible outcomes linked to these physical characteristics	
	3.2 Monitor the individual throughout the assessment	(Skills-based outcome)
	3.3 Support the individual throughout the assessment	(Skills-based outcome)
	3.4 Explain the indicators of a potential medical emergency	
Range – LO3	<p>3.1 Methods of monitoring:</p> <ul style="list-style-type: none"> • visual • verbal <p>3.1 Individual:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs <p>3.1 Outcomes:</p> <ul style="list-style-type: none"> • patient anxiety • past experience • treatment expectations 	
4. Be able to communicate with individuals, carers and team members	4.1 Communicate the reasons for further assessment or treatment	(Skills-based outcome: knowledge evidence permitted)
	4.2 Arrange for further assessment or treatment	(Skills-based outcome)
	4.3 Describe the reasons for individual referral to other team members	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	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	4.3 Individual: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

Delivery and assessment guidance

Evidence requirements

Skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.

Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

Approved assessment methods for knowledge and understanding include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see sample assessment tasks document)
- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

LO1–LO4 assessed via approved methods for skills-based outcomes.

LO1–LO4 must be assessed in the workplace.

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know the regulations and hazards associated with ionising radiation	1.1 State the principles of the current 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>1.1 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>1.4 Dental personnel:</p> <ul style="list-style-type: none"> • referrer • practitioner • clinician • radiation protection supervisor • radiation protection advisor • medical physics expert (MPE) • employer <p>1.5 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 (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
Range – LO2	2.1 Intra-oral radiographs: The function and purpose of the following radiographs: <ul style="list-style-type: none"> • bitewing • periapical • occlusal 2.2 Extra-oral radiographs: The function and purpose of the following radiographs: <ul style="list-style-type: none"> • lateral oblique • cephalostats • orthopantomographs 	
3. Understand the imaging process	3.1 Explain the automatic and digital (both direct and indirect) processing of radiographs	
	3.2 Describe faults that may occur during the taking and processing of radiographs	
	3.3 Explain how processing chemicals are: <ul style="list-style-type: none"> • handled • stored • disposed of 	
	3.4 Explain action to take in response to imaging equipment failure	
	3.5 Explain how to handle different films to maintain quality	
Range – LO3	3.2 Faults: <ul style="list-style-type: none"> • clinician and relevant corrective action needed • processing and relevant corrective action needed 3.4 Imaging equipment: <ul style="list-style-type: none"> • intra-oral X-ray machine • extra-oral X-ray machine • computer programme • automatic film processor • image receptors 	
4. Understand stock control and storage of radiographic films	4.1 Explain the reasons for rotating film stock	
	4.2 Describe how to store radiographs	
	4.3 Explain the reasons why films should be stored away from ionising radiation	
	4.4 Explain why film stock that has deteriorated should not be used	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
5. Understand quality assurance processes of dental images	5.1 Explain the purpose of quality assuring dental radiographs	
	5.2 Describe quality control recording systems	
	5.3 Identify the methods of mounting radiographs	
	5.4 Explain the consequences of not mounting radiographs correctly	
6. Be able to assist during the taking of dental images	6.1 Maintain health and safety throughout imaging procedures	(Skills-based outcome)
	6.2 Prepare the resources for the production of a dental image	(Skills-based outcome)
	6.3 Confirm that imaging equipment is fully functioning and ready for use	(Skills-based outcome)
	6.4 Identify the different intra-oral and extra-oral radiographs	(Skills-based outcome)
	6.5 Ask individuals to remove items that may interfere with the radiographic image	(Skills-based outcome)
	6.6 Explain the concerns that individuals may have regarding dental imaging	
	6.7 Offer individuals support during a radiographic process	(Skills-based outcome)
	6.8 Refer any questions that are beyond own role to an appropriate member of the team	(Skills-based outcome: knowledge evidence permitted)
Range – LO6	<p>6.2 Resources:</p> <ul style="list-style-type: none"> • holders • film • receptors • mounting sheet • software <p>6.3 Imaging equipment:</p> <ul style="list-style-type: none"> • intra-oral X-ray machine • extra-oral X-ray machine • computer programme • automatic film processor • image receptors <p>6.5 Individuals:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

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

Delivery and assessment guidance

Evidence requirements

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- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

LO1–LO5 assessed via approved methods for knowledge and understanding.

LO6–LO8 assessed via approved methods for skills-based outcomes.

LO6–LO8 must be assessed in the workplace.

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know the methods of prevention of oral disease	1.1 Identify the methods of controlling plaque	
	1.2 List the treatments available for controlling caries	
	1.3 List the treatments available for controlling periodontal disease	
	1.4 Identify and evaluate sources of fluoride	
Range – LO1	1.4 Fluoride: <ul style="list-style-type: none"> • systematic • topical 	
2. Understand the purpose and stages of different dental procedures	2.1 Explain different methods of cavity preparation	
3. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures	3.1 State the functions of different equipment , instruments and materials/medicaments used in: <ul style="list-style-type: none"> • prevention of dental caries • preparation, restoration and finishing of cavities • periodontal therapy 	
	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 hazards associated with amalgam	
	3.5 Describe the administration of local anaesthesia	
Range – LO3	3.1 Equipment: <ul style="list-style-type: none"> • mouth mirror • probe • excavators • tweezers • amalgam plugger • burnisher 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • flat plastic • high/slow speed hand pieces • latch grip/friction grip burs <p>3.2 Preventative materials:</p> <ul style="list-style-type: none"> • fissure sealant • application of fluoride varnish <p>3.2 Restorative materials:</p> <ul style="list-style-type: none"> • composites • glass ionomer • amalgam • temporary restorative materials <p>3.5 Local anaesthesia:</p> <ul style="list-style-type: none"> • topical • intrapulpal • intraosseous • intraligamentary • local infiltration • nerve block • local anaesthetic cartridge • syringe • needle 	
4. Be able to provide support to the individual and clinician before, during and after treatment	4.1 Select the individual’s charts, records and images	(Skills-based outcome)
	4.2 Identify the planned treatment	(Skills-based outcome)
	4.3 Select the equipment, instruments, materials and medicaments for dental treatments	(Skills-based outcome)
	4.4 Identify the different methods of aspirating during treatment	
	4.5 Demonstrate appropriate aspiration techniques	(Skills-based outcome)
	4.6 Retract soft tissues to facilitate a clear view of the treatment area	(Skills-based outcome)
	4.7 Select for the clinician: <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)
	4.8 Dispose of amalgam safely	(Skills-based outcome: knowledge evidence permitted)
	4.9 Explain the reasons for finishing restorations	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	4.10 Evaluate the ergonomics when assisting the clinician	
Range – LO4	<p>4.1 Individuals’ charts, records and images:</p> <ul style="list-style-type: none"> • UK/FDI World Dental Federation systems • medical history • periodontal charting • radiographs • consent <p>4.2 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>4.4 Methods of aspirating:</p> <ul style="list-style-type: none"> • saliva ejector • surgical aspirator • wide bore aspirator <p>4.10 Ergonomics:</p> <ul style="list-style-type: none"> • seating • positioning of patient and team • instrument passing • suction tip placement • monitoring the clinician and patient • four-handed dentistry 	

Delivery and assessment guidance
<p>Evidence requirements</p> <p>Skills-based outcomes must be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.</p> <p>Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.</p>

Delivery and assessment guidance

Approved assessment methods for knowledge and understanding include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see sample assessment tasks document)
- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

LO1–LO3 assessed via approved methods for knowledge and understanding. Observation of treatments (LO3) must include 1 preventative and 2 restorative.

LO4 assessed via approved methods for skills-based outcomes.

LO4 must be assessed in the workplace.

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures	1.1 State the functions of different equipment, instruments and materials/medicaments used in: <ul style="list-style-type: none"> • crowns, bridges and veneers • complete, partial and immediate dentures 	
2. Understand the purpose and stages of different dental procedures	2.1 Explain the purpose of: <ul style="list-style-type: none"> • permanent crowns • temporary crowns • bridges • veneer techniques • implants 	
	2.2 Explain the stages of making a removable prosthesis	
	2.3 List the benefits of the prosthetic treatments available for replacing missing teeth	
	2.4 Analyse methods of taking occlusal registrations	
	2.5 Explain the purpose of: <ul style="list-style-type: none"> • pre-prosthetic surgery • tooth preparation prior to partial denture construction • using obturators • tissue conditioners • using spoon dentures 	
	2.6 Describe the role of the dental nurse in the oral health care team	
	2.7 Describe the purpose of close liaison between dental staff and laboratory in relation to: <ul style="list-style-type: none"> • laboratory prescription • materials • dental appointments 	
Range – LO2	2.2 Stages: <ul style="list-style-type: none"> • impressions • bite • try-in • fit 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • adjustment relines • obturators • tissue conditioners • additions <p>2.3 Prosthetic treatments:</p> <ul style="list-style-type: none"> • implants • bridges • dentures 	
3. Be able to support the individual and clinician with fixed and removable prosthetic procedures	3.1 Select patient charts, records and images	(Skills-based outcome)
	3.2 Provide equipment required for the taking of shades	(Skills-based outcome)
	3.3 Support the clinician throughout the procedure of taking shades	(Skills-based outcome)
	3.4 Provide the necessary equipment and materials for taking occlusal registrations	(Skills-based outcome)
	3.5 Assist the clinician to: <ul style="list-style-type: none"> • protect soft tissues during treatment • retract soft tissues during treatment 	(Skills-based outcome)
	3.6 Provide individuals aftercare advice on the care of new removable prosthesis and immediate dentures	(Skills-based outcome)
Range – LO3	<p>3.1 Patient 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 • consent <p>3.3 Procedure:</p> <ul style="list-style-type: none"> • fixed prostheses • removable prostheses <p>3.4 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 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	3.6 Individuals: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	
4. Be able to select and prepare impression materials for fixed and removable prostheses	4.1 Select the following for taking impressions for fixed and removable prostheses: <ul style="list-style-type: none"> • impression material • impression trays 	(Skills-based outcome)
	4.2 Prepare the quantity of impression materials: <ul style="list-style-type: none"> • to the required consistency • within the handling and setting time relative to the material and ambient temperature 	(Skills-based outcome)
	4.3 Load impression materials on the impression tray	(Skills-based outcome)
	4.4 Provide support whilst monitoring the individual when impressions are in the mouth	(Skills-based outcome)
	4.5 Disinfect impressions on removal from the individual's mouth	(Skills-based outcome)
	4.6 Store impressions so accuracy is maintained	(Skills-based outcome)
	4.7 Complete laboratory prescription	(Skills-based outcome)
	4.8 Attach laboratory prescription securely to the packaging	(Skills-based outcome)
	4.9 Explain the manipulation, disinfection, storage of impression materials and why this is important prior to attaching the laboratory prescription	
Range – LO4	4.2 Impression materials: <ul style="list-style-type: none"> • alginate • putty/elastomer 4.4 Individual: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	
5. Be able to prepare equipment, instruments and materials for fixed prostheses	5.1 Select the equipment, instruments and materials for preparation, fitting and adjustment of temporary crowns and bridges	(Skills-based outcome)
	5.2 Prepare adhesive material for the fitting of fixed prostheses : <ul style="list-style-type: none"> • to the required consistency 	(Skills-based outcome)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • using a technique appropriate to the material • at a time required by the clinician 	
	5.3 Provide the instruments required for trimming, cleaning and checking the final adjustment of fixed prostheses	(Skills-based outcome)
	5.4 Provide advice and instruction to individuals on caring for fixed prostheses	(Skills-based outcome)
Range – LO5	5.1 Equipment, instruments and materials: <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 5.2 Fixed prostheses: <ul style="list-style-type: none"> • crowns • inlays • veneers • permanent bridges • adhesive bridges • temporary bridges • temporary crowns • implants 	
6. Be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances	6.1 Provide the equipment, instruments and materials required for: <ul style="list-style-type: none"> • bite registration of removable prostheses • try-in stage of removable prostheses • fitting stage of removable prostheses 	(Skills-based outcome)
	6.2 Explain the equipment, instruments and materials that are used in the stages of fixed and removable orthodontic treatments	
Range – LO6	6.1 Equipment, instruments and materials for prostheses: <ul style="list-style-type: none"> • heat source • shade guides • wax knife • Le-Cron carver 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • sheet wax • mirrors • hand piece • polymeric stones • polymeric trimming burs • pressure relief paste • articulating paper <p>6.1 Prostheses:</p> <ul style="list-style-type: none"> • metal • acrylic • immediate <p>6.2 Equipment, instruments and materials for orthodontics:</p> <ul style="list-style-type: none"> • archwire • orthodontic elastics and holder • end cutters • bands • brackets • bracket holder • buccal tube • bracket/band removers • band cement • bracket bonding materials • Adams pliers <p>6.3 Stages of fixed and removable orthodontic treatments:</p> <ul style="list-style-type: none"> • fitting • monitoring • adjusting 	

Delivery and assessment guidance
<p>Evidence requirements</p> <p>Skills-based outcomes must be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.</p> <p>Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations</p>

Delivery and assessment guidance

of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

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- question and answer
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LO1 and LO2 assessed via approved methods for knowledge and understanding.

LO3–LO6 assessed via approved methods for skills-based outcomes.

LO3–LO6 must be assessed in the workplace.

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand the purpose and procedures of non-surgical endodontic treatment	1.1 Identify different types of non-surgical endodontic treatment	
	1.2 Explain the risks during and after non-surgical endodontic treatment	
	1.3 Explain the potential complications during and after non-surgical endodontic treatment	
	1.4 Evaluate non-surgical endodontic treatment	
	1.5 Explain the relationship between non-surgical endodontic treatment and other forms of dental treatment	
Range – LO1	1.1 Non-surgical endodontic treatment: <ul style="list-style-type: none"> • pulpotomy • pulpectomy • pulp capping 	
2. Know how to manage and handle equipment, instruments, materials and medicaments during dental procedures	2.1 State the functions of different equipment, instruments and materials/medicaments used in different stages of endodontic treatment	
3. Be able to prepare the clinical environment for non-surgical endodontic treatment	3.1 Select the individual's charts, records and images	(Skills-based outcome)
	3.2 Identify the planned treatment	(Skills-based outcome)
	3.3 Select the equipment, instruments, materials and medicaments for the different stages of non-surgical endodontic treatment	(Skills-based outcome)
	3.4 Identify and explain the function of the different equipment, instruments, materials and medicaments that may be required at each stage of non-surgical endodontic treatment	
	3.5 List the equipment and instruments that may be required for the isolation of a tooth for non-surgical endodontic treatment	
Range – LO3	3.1 Individual's charts, records and images: <ul style="list-style-type: none"> • UK/FDI systems • medical history • periodontal charting 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • radiographs • consent <p>3.2 Treatment:</p> <ul style="list-style-type: none"> • permanent • deciduous <p>3.3 Equipment, instruments, materials and medicaments:</p> <ul style="list-style-type: none"> • identifying and locating • filing and measuring • irrigation syringe • solution <p>3.3 Different stages:</p> <ul style="list-style-type: none"> • identifying and locating • filing and measuring • irrigation syringe • solution <p>3.3 Non-surgical endodontic treatment:</p> <ul style="list-style-type: none"> • pulp capping • pulpotomy • pulpectomy 	
4. Be able to assist the clinician during non-surgical endodontic procedures	4.1 Assist to monitor and support the individual during treatment	(Skills-based outcome)
	4.2 Assist the clinician during isolation of the tooth	(Skills-based outcome)
	4.3 Aspirate the treatment area to maintain a clear field of operation	(Skills-based outcome)
	4.4 Provide equipment and medicaments required for irrigating root canals	(Skills-based outcome)
	4.5 Assist the clinician in the measurement and recording of the root canal length	(Skills-based outcome)
	4.6 Prepare materials and medicaments for: <ul style="list-style-type: none"> • temporary placement in canals • permanent placement in canals • restoration of the tooth 	(Skills-based outcome)
	4.7 Provide post-operative instructions on the care of the mouth to the individual	(Skills-based outcome: simulation permitted)
Range – LO4	<p>4.1 Individual:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	4.4 Equipment and medicaments: <ul style="list-style-type: none"> • irrigation syringe • irrigation solution • paper points • identifying and locating • filling and measuring 	

Delivery and assessment guidance

Evidence requirements

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- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

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

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

LO3 and LO4 must be assessed in the workplace.

Simulation is allowed for AC 3.7 within this unit.

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

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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Understand the purpose and procedures for extractions and minor oral surgery	1.1 Explain why it may be necessary to extract: <ul style="list-style-type: none"> teeth roots unerupted teeth 	
	1.2 Explain the role of the dental nurse during the removal of: <ul style="list-style-type: none"> teeth roots unerupted teeth 	
	1.3 Explain the reasons for raising mucoperiosteal flaps	
	1.4 Explain the role of the dental nurse during the procedure of raising mucoperiosteal flaps	
	1.5 Explain the reasons for: <ul style="list-style-type: none"> tooth sectioning bone removal 	
	1.6 Explain the role of the dental nurse in relation to: <ul style="list-style-type: none"> tooth sectioning bone removal 	
2. Know how to manage patients before, during and after dental treatment	2.1 Explain the pre- and post-operative instructions given to a patient for dental procedures	
	2.2 Explain the reasons for giving pre- and post-operative instructions to patients	
	2.3 Explain the role of the dental nurse in clinically monitoring a patient	
Range – LO2	2.1 Dental procedures: <ul style="list-style-type: none"> preventative restorative extractions and minor oral surgery 2.3 Clinically monitoring: <ul style="list-style-type: none"> skin tone breathing body language 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
3. Be able to prepare the individual and dental environment for the treatment of extractions and minor oral surgery	3.1 Select the individual’s charts, records and images	(Skills-based outcome)
	3.2 Prepare the equipment, instruments, materials and medicaments that may be required: <ul style="list-style-type: none"> • when extracting erupted teeth • during minor oral surgery 	(Skills-based outcome)
	3.3 Explain the function of equipment, instruments, materials and medicaments that may be required: <ul style="list-style-type: none"> • when extracting erupted teeth • during minor oral surgery 	
	3.4 Confirm with the individual that they have followed the prescribed pre-treatment instructions	(Skills-based outcome)
	3.5 Report non-compliance to prescribed pre-treatment instructions to the appropriate member of the team	(Skills-based outcome: knowledge evidence permitted)
Range – LO3	3.1 Individual’s charts, records and images: <ul style="list-style-type: none"> • UK/FDI systems • medical history • periodontal charting • radiographs • consent 3.2 Equipment, instruments, materials and medicaments: <ul style="list-style-type: none"> • topical anaesthetic • local anaesthetic • local anaesthetic syringes and needles • Luxators and/or elevators (for example, Couplands, Warwick James, Cryers) • extraction forceps • scalpel • periosteal elevator • cheek retractor • Spencer Wells • suture pack • suture holder • dissecting forceps • suture scissors • surgical suction tip • surgical hand piece and burs • irrigation syringe/needle/solution (for example, saline) • haemostatic medicaments (for example, gelatine sponges, oxidised cellulose) 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<p>3.2 Teeth:</p> <ul style="list-style-type: none"> • deciduous • permanent <p>3.2 Minor oral surgery:</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 	
4. Be able to support the clinician and the individual during extractions and minor oral surgery procedures	4.1 Support the individual during the administration of local or regional anaesthesia	(Skills-based outcome)
	4.2 Aspirate, irrigate and protect the individual's soft tissues	(Skills-based outcome)
	4.3 Assist the clinician in the: <ul style="list-style-type: none"> • preparation of packs • placing of sutures 	(Skills-based outcome)
	4.4 Monitor the individual	(Skills-based outcome)
	4.5 Respond to any risks and complications	(Skills-based outcome)
	4.6 Complete records and charts following the procedure	(Skills-based outcome)
Range – LO4	<p>4.1 Individual:</p> <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs <p>4.5 Complications:</p> <ul style="list-style-type: none"> • nerve damage • haemorrhage • oral antral fistula • equipment failure • collapse 	
5. Be able to provide support for the clinician and the individual following extraction and minor oral surgery	5.1 Provide the individual with post-operative instructions following: <ul style="list-style-type: none"> • extraction of erupted teeth • minor oral surgery 	(Skills-based outcome)
	5.2 Explain requirements of confirming with the clinician that the individual is fit to leave the surgery	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
Range – LO5	5.1 Individual: <ul style="list-style-type: none"> • adults • children and young people • older adults • those with additional needs 5.1 Teeth: <ul style="list-style-type: none"> • deciduous • permanent 	

Delivery and assessment guidance

Evidence requirements

Skills-based outcomes **must** be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.

Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

Approved assessment methods for knowledge and understanding include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see sample assessment tasks document)
- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

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

LO3–LO5 assessed via approved methods for skills-based outcomes.

LO3–LO5 must be assessed in the workplace.

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



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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know the basic structure and function of oral and dental anatomy	1.1 Describe the morphology, eruption dates and function of the: <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 temporo-mandibular joint	
	1.6 Describe the nerve and blood supply to the teeth and supporting structures	
	1.7 Describe the anatomy of the skull	
2. Understand the methods of dental assessment	2.1 Explain the main purpose of oral health assessment	
	2.2 Describe materials used in dental assessment	
	2.3 Explain the reasons for taking radiographs and photographs during assessment and treatment planning	
	2.4 Describe the methods of assessing and recording soft and hard tissue conditions	
	2.5 Explain the methods of assessing and recording periodontal conditions using periodontal charts	
	2.6 Evaluate the methods of measuring pulp vitality	
	2.7 Explain the relevance of obtaining valid, written, informed consent prior to any treatment being undertaken	
Range – LO2	2.2 Materials: <ul style="list-style-type: none"> • impression materials 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
	<ul style="list-style-type: none"> • aids to assessing occlusion (for example, articulating paper) <p>2.4 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>2.5 Periodontal charts:</p> <ul style="list-style-type: none"> • basic periodontal examination (BPE) • full periodontal charting 	
3. Know the clinical assessments and instructions associated with orthodontics	3.1 Describe the classifications of malocclusion	
	3.2 Describe the types of orthodontic appliances in relation to treatment	
	3.3 Explain pre- and post-operative instructions for orthodontic procedures	
	3.4 Explain the role of the dental nurse in providing support during orthodontic assessment and treatment	
Range – LO3	<p>3.2 Orthodontic appliances:</p> <ul style="list-style-type: none"> • function and uses of removable orthodontic appliances (for example, removable retainers and functional appliances) • function and uses of fixed orthodontic appliances and fixed retainers <p>3.3 Orthodontic procedures:</p> <ul style="list-style-type: none"> • care and maintenance of both removable and fixed appliances <p>3.4 Support:</p> <ul style="list-style-type: none"> • advice to patients on stages and duration of orthodontic treatments • oral health instruction 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
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	
Range – LO4	4.1 Diseases: Including both malignant and potentially malignant lesions 4.3 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 and explain the classes and role of drugs that are used in dentistry	
Range – LO5	5.2 Disorders: <ul style="list-style-type: none"> • oral cancer • lichen planus • oral candidiasis • herpes • glossitis • osteoporosis • salivary gland disorders • xerostomia 5.3 Drugs: <ul style="list-style-type: none"> • analgesics • antibiotics • anti-viral • anti-fungal • tranquillisers/hypnotics • emergency drugs 	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
6. Understand the structures and functions of the major organ systems of the human body	6.1 Describe the structures and functions of the major organ systems of the human body with particular reference to oral disease and treatment: <ul style="list-style-type: none"> • respiratory system • heart and circulatory system • digestive system • nervous system 	

Delivery and assessment guidance
<p>Approved assessment methods for knowledge and understanding include:</p> <ul style="list-style-type: none"> • 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 • external synoptic multiple-choice question (MCQ) tests set by NCFE <p>LO1–LO6 assessed via approved methods for knowledge and understanding.</p> <p>Please note: morphology refers to shape and form.</p>

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

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	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
1. Know the medical emergencies that may occur in the dental environment	1.1 Identify potential medical emergencies	
	1.2 Explain action to take in response to medical emergencies	
Range – LO1	1.1 Medical emergencies: <ul style="list-style-type: none"> • fainting • diabetic coma (hypoglycaemia) • asthma attack • angina/myocardial infarction • epileptic seizure • respiratory arrest • cardiac arrest • choking • anaphylaxis 	
2. Understand the role and responsibilities of a first aider	2.1 Identify the role and responsibilities of a first aider	
	2.2 Identify how to minimise the risk of infection to self and others	
	2.3 Identify the need for establishing consent to provide first aid	
	2.4 Identify the first aid equipment that should be available	
	2.5 Describe the safe use of first aid equipment	
	2.6 Explain the safe working practices for first aid and medical emergencies in line with organisational and legal requirements	
Range – LO2	2.6 Working practices: <ul style="list-style-type: none"> • training • accident record keeping • storage and auditing of emergency drugs 	
3. Be able to assess an incident	3.1 Conduct a scene survey	(Skills-based outcome: simulation permitted)
	3.2 Conduct a primary survey of a casualty	(Skills-based outcome: simulation permitted)
	3.3 Give examples of when to call for help	(Skills-based outcome: simulation permitted)

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:	Evidence record
4. Be able to manage an unresponsive casualty who is breathing normally	4.1 Assess a casualty's level of consciousness	(Skills-based outcome: simulation permitted)
	4.2 Open a casualty's airway and check breathing	(Skills-based outcome: simulation permitted)
	4.3 Identify when to place an unconscious casualty into the recovery position	(Skills-based outcome: simulation permitted)
	4.4 Place an unresponsive casualty in the recovery position	(Skills-based outcome: simulation permitted)
	4.5 Manage a casualty who is in seizure	(Skills-based outcome: simulation permitted)
5. Be able to manage an unresponsive casualty who is not breathing normally	5.1 Recognise the need to commence cardiopulmonary resuscitation	(Skills-based outcome: simulation permitted)
	5.2 Demonstrate cardiopulmonary resuscitation using a manikin	(Skills-based outcome: simulation permitted)
	5.3 Identify the accepted modifications to cardiopulmonary resuscitation for children	(Skills-based outcome: simulation permitted)
6. Be able to recognise and assist a casualty who is choking	6.1 Describe how to identify a casualty with a: <ul style="list-style-type: none"> • partially blocked airway • completely blocked airway 	(Skills-based outcome: simulation permitted)
	6.2 Administer first aid to a casualty who is choking	(Skills-based outcome: simulation permitted)
7. Be able to manage a casualty with external bleeding	7.1 Identify the types of external bleeding	(Skills-based outcome: simulation permitted)
	7.2 Control external bleeding	(Skills-based outcome: simulation permitted)
8. Be able to manage a casualty who is in shock	8.1 Recognise shock	(Skills-based outcome: simulation permitted)
	8.2 Administer first aid to a casualty who is in shock	(Skills-based outcome: simulation permitted)
9. Be able to manage a casualty with a minor injury	9.1 Administer first aid to a casualty with small cuts, grazes and bruises	(Skills-based outcome: simulation permitted)
	9.2 Administer first aid to a casualty with minor burns and scalds	(Skills-based outcome: simulation permitted)
	9.3 Administer first aid to a casualty with small splinters	(Skills-based outcome: simulation permitted)

Delivery and assessment criteria
<p>Evidence requirements</p> <p>Skills-based outcomes must be assessed via direct observation in the workplace. If this is not possible or appropriate, an expert witness testimony (EWT) may be provided. Other methods of assessment may be used as evidence against skills-based outcomes (for example, reflective accounts, question and answer, professional discussion, work products, such as policies, reports and records that can be used to underpin or move a professional discussion forward) but only as supplementary evidence alongside an EWT or direct observation to triangulate the evidence.</p> <p>Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a</p>

Delivery and assessment criteria

specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread throughout the duration of the qualification, ideally at the beginning, middle and end of the qualification.

Approved assessment methods for knowledge and understanding include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see sample assessment tasks document)
- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

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

LO3–LO8 assessed via approved methods for skills-based outcomes.

LO3–LO8 must be assessed in the workplace. Simulation is permitted for this unit.

Recommended assessment methods

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

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

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

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

Skills-based outcomes are typically achieved throughout the duration of the programme of study to allow for increasing confidence and competence in practice. There are no requirements relating to a specific number of observations for any of the units, but as a minimum we expect 3 direct observations of practice, which are spread across the course duration.

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

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

Approved assessment methods for knowledge and understanding include:

- professional discussion
- reflective accounts, learner log or reflective diary
- written and pictorial information
- optional tasks set by NCFE (see sample assessment tasks document)
- question and answer
- external synoptic multiple-choice question (MCQ) tests set by NCFE

Assessment principles relevant to this qualification

NCFE assessment principles for adult care, childcare and health qualifications

1. Introduction

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

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

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

Assessing knowledge, skills and competence

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

Practical skills competence

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

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

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

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

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

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

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

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

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

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

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

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

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

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

Remote technology

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

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

3. Internal quality assurance (IQA)

3.1 Internal quality assurance (IQA) is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out IQA must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions. It is also desirable that internal quality assurers are registered* with the GDC.

* For internal quality assurers who are not GDC registrants, a vocational dental qualification must be held and continuing professional development (CPD) relevant to dental nursing (eg 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.

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

4. Definitions

4.1 Occupationally competent:

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

4.2 Occupationally knowledgeable:

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

4.3 Qualified to make assessment decisions:

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

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

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

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

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

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

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

4.5 Expert witness:

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

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

Skills for health assessment principles

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

Section 3: explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 4: support

Support materials

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

- qualification factsheet
- sample assessment tasks
- assessment specification
- 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 does not explicitly endorse this website or any learning resources available on this website. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

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

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


Appendix A: units

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

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

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CORE DN 1	M/650/8103	Work within regulatory requirements in relation to the role of a dental nurse	3	5	30	
CORE DN 2	R/650/8104	Contribute to health and safety in the dental environment	3	9	60	
CORE DN 3	T/650/8105	Reflect on and develop own practice as a dental nurse	3	2	15	
CORE DN 4	Y/650/8106	Promote oral health for individuals	3	3	20	
CORE DN 5	A/650/8107	Provide support during the assessment of individuals' oral health	3	4	25	
CORE DN 6	D/650/8108	Contribute to the production of dental images	3	5	35	
CORE DN 7	F/650/8109	Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities	3	4	30	
CORE DN 8	K/650/8110	Provide support during the provision of fixed and removable prostheses	3	6	35	
CORE DN 9	L/650/8111	Provide support during non-surgical endodontic treatment	3	4	25	
CORE DN 10	M/650/8112	Provide support during the extraction of teeth and minor oral surgery procedures	3	4	25	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CORE DN 11	R/650/8113	Dental anatomy and assessment of oral health	3	6	40	
CORE DN 12	T/650/8114	First aid essentials	3	3	25	

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

Appendix B: mapping to General Dental Council (GDC) preparing for practice learning outcomes (LOs)

This qualification has been mapped to the GDC's preparing for practice (2015 revised edition) document.

List of overarching outcomes

There are seven overarching outcomes which should be demonstrated throughout education and training. These form the key principles of effective and professional practice, running through all the domains (clinical, communication, professionalism, management and leadership), and apply to all of the registration categories. Upon registration with the General Dental Council (GDC) the registrant will be able to:

GDC overarching outcomes		Mapping to units:
Practise safely and effectively, making the high quality long term care of patients the first concern		CORE DN 1 LO1, LO4, LO5 CORE DN 2
Recognise the role and responsibility of being a registrant and demonstrate professionalism through their education, training and practice in accordance with GDC guidance		CORE DN1 CORE DN3
Demonstrate effective clinical decision making		CORE DN 1 CORE DN 5 CORE DN 6 CORE DN 7 CORE DN 8 CORE DN 9 CORE DN 10
Describe the principles of good research, how to access research and interpret it for use as part of an evidence based approach to practice		CORE DN 4 LO6
Apply an evidence-based approach to learning, practice, clinical judgment and decision making and utilise critical thinking and problem solving skills		CORE DN 3 LO1, AC1.5
Accurately assess their own capabilities and limitations, demonstrating reflective practice, in the interest of high quality patient care and act within these boundaries		CORE DN 3
Recognise the importance of lifelong learning and apply it to practice		CORE DN 1 LO4 CORE DN 3
Clinical domain		
The range of skills required to deliver direct care, where registrants interact with patients, and also the essential technical skills, carried out in the absence of patients which support their care, for example, by dental technicians.		
Reference	Outcome	Mapping to unit/s
1 1.1	Individual patient care Foundations of practice The registrant will be able to apply to the practice of dental nursing principles that derive from the biomedical and behavioural sciences. The registrant will recognise and take account of the needs of different patient groups including children, adults, older people, and those with special care requirements throughout the patient care process.	

1.1.1	Describe the principles of an evidence-based approach to learning, clinical and professional practice and decision making	CORE DN 3 LO1, AC1.5
1.1.2	Recognise the range of normal human structures and functions with particular reference to oral disease and treatment	CORE DN 11 LO1, LO4 AC4.1, 4.2, 4.3, LO5 AC5.1, 5.3, LO6 AC6.1
1.1.3	Recognise abnormalities of the oral cavity and the rest of the patient and raise concerns where appropriate	CORE DN 4 LO2 AC2.1, 2.2, 2.5 CORE DN 11 LO5 AC5.1, 5.2
1.1.4	Explain the aetiology and pathogenesis of caries and periodontal disease	CORE DN 4 LO1 AC1.1–1.7
1.1.5	Describe relevant dental and oral anatomy and their application to patient management	CORE DN 4 LO2 CORE DN 11 LO1
1.1.6	Describe relevant and appropriate physiology and its application to patient management	CORE DN 11 LO1, LO5 AC5.1, 5.2
1.1.7	Explain the potential routes of transmission of infectious agents in dental practice, mechanisms for the prevention of infection, the scientific principles of decontamination and disinfection and their relevance to health and safety	CORE DN 2 LO1, LO2, LO3, LO4, LO5 CORE DN 8 LO4 AC4.9
1.1.8	Describe commonly used dental biomaterials and their application	CORE DN 7 LO3 AC3.1, 3.2, 3.4
1.1.9	Describe psychological and sociological aspects of health, illness, behavioural change and disease	CORE DN 4 LO1 AC1.1, 1.2, 1.7, LO2 AC2.2, LO5 CORE DN 11 LO4 AC4.2
1.2	1.2 Contribution to patient assessment	
1.2.1	Explain the need for and record an accurate and contemporaneous patient history	CORE DN 5 LO2 AC2.4, 2.5, 2.6 CORE DN 11 LO2 AC2.1, 2.2, 2.3, 2.4, 2.7
1.2.2	Accurately describe and record an oral health assessment	CORE DN 5 LO2 AC2.4, 2.5 CORE DN 11 LO2 AC2.1, 2.2, 2.3, 2.4, 2.7
1.2.3	Accurately record dental charting as carried out by other appropriate registrants	CORE DN 5 LO2 AC2.3, 2.4, 2.5, 2.7
1.2.4	Recognise the significance of changes in the patient's reported oral health status and take appropriate action	CORE DN 4 LO1, LO2, LO3 CORE DN 11 LO4, LO5 AC5.1, 5.2
1.2.5	Prepare records, images, equipment and materials for clinical assessment	CORE DN 5 LO1, LO2 AC2.2, 2.3 CORE LO 6 LO6 AC6.2 CORE DN 7 LO4 AC4.1, 4.3, 4.7 CORE DN 8 LO3 AC3.1, 3.2, 3.4. LO4 AC4.1, 4.2 CORE DN 9 LO3 AC3.1, 3.3. LO4 AC4.4, 4.6 CORE DN 11 LO2 AC2.2
1.2.6	Recognise and describe the varying levels of patient anxiety, experience and expectations in respect of dental care	CORE DN 5 LO3, LO4 AC4.5

1.2.7	Discuss the importance of each component of the patient assessment process	CORE DN 5 LO2 A 2.6, LO4 A 4.1
1.5	Responding to the treatment plan	
1.5.1	Explain the principles of obtaining valid patient consent	CORE DN 5 LO2 AC2.1
1.5.2	Discuss the role of the dental nurse and other members of the dental team in the treatment plan	CORE DN 3, LO1, AC1.1 CORE DN 5 LO4 AC4.3, 4.4 CORE DN 8 LO2 AC2.6. 2.7 CORE DN 11 LO3 AC3.4
1.7	Patient management	
1.7.1	Treat all patients with equality, respect and dignity	CORE DN 1 LO1, LO4 CORE DN 4 LO3 AC3.6
1.7.2	Explain the impact of medical and psychological conditions in the patient	CORE DN 4 LO2 AC2.2, LO5 AC5.1 CORE DN 11 LO4 AC4.3, LO5 AC5.2
1.7.3	Monitor, support and reassure patients through effective communication and behavioural techniques	CORE DN 4 LO3, LO4 CORE DN 5 LO3, LO4 CORE DN 5, LO6 AC6.6, 6.7, 6.8 CORE DN 8 LO4 AC4.4 CORE DN 9 LO4 AC4.1 CORE DN 10 LO2, LO4 AC4.1, 4.4, LO5 AC5.1, 5.2
1.7.4	Advise patients on oral health maintenance	CORE DN 4 LO3, LO4 CORE DN 8 LO3 AC3.6, LO5 AC5.4
1.7.5	Recognise the need for and make arrangements for follow up care as prescribed by the operator	CORE DN 5 LO4 AC4.1, 4.2, 4.3, 4.4
1.7.6	Describe the role of the dental nurse and other members of the dental team in the patient management process	CORE DN 5 LO4 AC4.3 CORE DN 6 LO1 AC1.4 CORE DN 8 LO2 AC2.6, 2.7, CORE DN 10 LO1 AC1.2, 1.4, 1.6, LO2 AC2.3
1.8	Patient and public safety	
1.8.1	Use the working and clinical environment in a safe and efficient manner	CORE DN 2 all learning outcomes CORE DN 6 LO6 AC6.1, 6.3, 6.5
1.8.2	Perform effective decontamination and infection control procedures	CORE DN 2 all learning outcomes CORE DN 8 LO4 AC4.5
1.8.3	Comply with current best practice guidelines	CORE DN 2 all learning outcomes CORE DN 6 LO8 AC8.2 CORE DN 7 LO4 AC4.8 CORE DN 9 LO3, LO4
1.8.4	Recognise and manage medical emergencies	CORE DN 5 LO3 AC3.4 CORE DN 12 all learning outcomes

1.8.5	Explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice	CORE DN 1 LO1, AC1.1, 1.2, LO4 AC4.1 CORE DN 5 LO2 AC2.5, 2.7, 2
1.8.6	Recognise the signs of abuse or neglect and describe local and national systems and raise concerns where appropriate	CORE DN 1 LO3
1.9	Treatment of acute oral conditions	
1.9.1	Recognise and manage patients with acute oral conditions ensuring involvement of appropriate dental team members	CORE DN 4 LO1, LO3, LO4 CORE DN 7 LO4 CORE DN 11 LO4 AC4.1, LO5 AC5.2
1.10	Health promotion and disease prevention	
1.10.1	Describe the principles of preventive care	CORE DN 4 LO2 AC2.1, 2.2, LO3 AC3.1. 3.2 CORE DN 7 LO1 AC1.1, 1.2, 1.3
1.10.2	Provide patients with accurate and effective preventive information in a manner which encourages self-care and motivation	CORE DN 4 LO2, LO4, LO5 CORE DN 10 LO2
1.10.3	Discuss the health risks of diet, drugs and substance misuse, and substances such as tobacco, alcohol and drugs on oral and general health	CORE DN 4 LO2 AC 2.1, 2.2
1.11	Contributing to treatment	
1.11.1	Prepare and maintain the clinical environment including the instruments and equipment	CORE DN 2 all learning outcomes CORE DN 5 LO1 CORE DN 6 LO6 AC6.2 CORE DN 7 LO4 CORE DN 8 LO2 AC2.2, 2.4, LO4, LO5, LO6 CORE DN 9 LO3 CORE DN 10 LO3
1.11.2	Provide chairside support to the operator during treatment	CORE DN 7 LO4 CORE DN 8 LO2 AC2.2, 2.4, LO3, LO5, LO6 CORE DN 9 LO4 CORE DN 10 LO4, LO5
1.11.3	Prepare, mix and handle dental materials	CORE DN 5 LO1, CORE DN 7 LO3, LO4 CORE DN 8 LO3, LO4, LO5, LO6 CORE DN 9 LO3, LO4 CORE DN 10 LO3
1.11.4	Process and manage dental radiographs	CORE DN 6 LO6, LO7, LO8
2	Population-based health and care	
2.1	Describe the basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, the ways in which these are measured and current patterns	CORE DN 4 LO5, LO6

2.2	Describe the dental and wider healthcare systems dental professionals work within including health policy and organisation, delivery of healthcare and equity	CORE DN 4 LO5, LO6
2.3	Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain	CORE DN 4 LO6 AC6.3
2.4	Describe evidence-based prevention and apply appropriately	CORE DN 4 LO6 AC6.2
2.5	Describe the principles of planning oral health care for communities to meet needs and demands	CORE DN 4 LO6 AC6.3
Communication domain		
The skills involved in effectively interacting with patients, their representatives, the public and colleagues and recording appropriate information to inform patient care. The registrant must recognise the importance of appropriate communication in healthcare at all times and through all media.		
3.	Patients, their representatives and the public	
3.1	Communicate effectively and sensitively with and about patients, their representatives and the general public	CORE DN 4 LO3, LO4 CORE DN 5 LO4
3.2	Communicate effectively and sensitively to provide reassurance and information on oral hygiene to patients and their representatives	CORE DN 4 LO3, LO4 CORE DN 5 LO4
3.3	Explain the purpose and process of valid consent	CORE DN 5 LO2 AC2.1 CORE DN 11 LO2 AC2.7
4.	Team and the wider healthcare environment	
4.1	Communicate effectively with colleagues from dental and other healthcare professions in relation to the direct care of individual patients, including oral health promotion	CORE DN 4 LO3 AC3.4, 3.7 CORE DN 5 LO4 AC4.3, 4.4
4.2	Explain the role of appraisal, training and review of colleagues, and giving and receiving effective feedback	CORE DN 3 all learning outcomes
4.3	Give and receive feedback effectively to and from other members of the team	CORE DN 1 LO5 AC5.3 CORE DN 3 LO1 AC1.4
5.	Generic communication skills	
5.1	Communicate effectively and sensitively by spoken, written and electronic methods and maintain and develop these skills	CORE DN 1 LO5 AC5.3 CORE DN 3 LO1 AC1.4 CORE DN 4 LO3 CORE DN 5 LO4 AC4.1, 4.5 CORE DN 6 LO6 AC6.5, 6.6, 6.7, 6.8
5.2	Explain the importance of and maintain contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice	CORE DN 1 LO1, AC1.1, 1.2, LO4 AC4.1 CORE DN 5 LO2 AC2.5, 2.7
5.3	Recognise the use of a range of communication methods and technologies and their appropriate application in support of clinical practice	CORE DN 4 LO3, LO4
5.4	Recognise and act within the principles of information governance	CORE DN 1, LO1, LO2 CORE DN 4 LO4, LO5
Professionalism domain		
The knowledge, skills and attitudes/behaviours required to practise in an ethical and appropriate way, putting patients' needs first and promoting confidence in the dental team		
6.	Patients and the public	

6.1	Put patients' interests first and act to protect them	CORE DN 1 LO2 AC2.2 CORE DN 2 CORE DN 4 LO3, LO4
6.2	Be honest and act with integrity	CORE DN 1 CORE DN 2 CORE DN 4 LO3, LO4
6.3	Respect patients' dignity and choices	CORE DN 4 LO3, LO4 CORE DN 5 LO5 AC5.5
6.4	Maintain and protect patients' information	CORE DN 1 LO2 AC2.2 CORE DN 5 LO2 AC2.1
6.5	Recognise and respect the patient's perspective and expectations of dental care and the role of the dental team taking into account current equality and diversity legislation, noting that this may differ in England, Scotland, Wales and Northern Ireland	CORE DN 1 LO4
7.	Ethical and legal	
7.1	Be familiar with and act within the GDC's standards and within other professionally relevant laws, ethical guidance and systems	CORE DN 1 LO1, LO2, LO3, LO4
7.2	Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients	CORE DN 1 LO1, LO2, LO3, LO4
7.3	Act without discrimination and show respect for patients, colleagues and peers and the general public	CORE DN 1 LO1, LO2, LO3, LO4
7.4	Recognise the importance of candour and effective communication with patients when things go wrong, knowing how and where to report any patient safety issues which arise	CORE DN 1 LO3 AC3.2, 3.3 CORE DN 4 LO3 CORE DN 5 LO4
7.5	Take responsibility for and act to raise concerns about your own or others' health, behaviour or professional performance as described in Standards for the Dental Team, Principle 8 Raise concerns if patients are at risk	CORE DN 1 LO1, LO3 AC3.2, 3.3, LO4, LO5 AC5.6, 5.7
8.	Teamwork	
8.1	Describe and respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team	CORE DN 3 LO1 AC1.1, LO2 AC2.1 CORE DN 4 LO3 AC3.4, 3.7 CORE DN 5 LO4 AC4.3, 4.4 CORE DN 6 LO6 AC6.8
8.2	Ensure that any team you are involved in works together to provide appropriate dental care for patients	CORE DN 3 LO1 AC1.1 CORE DN 4 LO3 AC3.4, 3.7 CORE DN 5 LO4 AC4.3, 4.4 CORE DN 6 LO6 AC6.8
8.3	Explain the contribution that team members and effective team working makes to the delivery of safe and effective high-quality care	CORE DN 3 LO1 AC1.6
9	Development of self and others	
9.1	Recognise and demonstrate own professional responsibility in the development of self and the rest of the team	CORE DN 3
9.2	Utilise the provision and receipt of effective feedback in the professional development of self and others	CORE DN 3

9.3	Develop and maintain professional knowledge and competence and demonstrate commitment to lifelong learning	CORE DN 1 LO1 CORE DN 3 LO2 AC2.2, 2.3, 2.4, 2.5, 2.6 LO3
9.4	Recognise the impact of new techniques and technologies in clinical practice	CORE DN 3 LO1 AC1.2
9.5	Accurately assess own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate	CORE DN 3
9.6	Describe and demonstrate the attributes of professional attitudes and behaviour in all environments and media	CORE DN 3
Management and leadership domain		
The skills and knowledge required to work effectively as a dental team, manage their own time and resources and contribute to professional practices		
10.	Managing self	
10.1	Put patients' interests first and act to protect them	CORE DN 1 LO2 AC2.2, LO4 AC4.1, LO5 AC5.1 CORE DN 4 LO4, LO4, LO5
10.2	Effectively manage their own time and resources	CORE DN 3 LO1 AC1.1, LO3
10.3	Recognise the impact of personal behaviour and manage this professionally	CORE DN 3 LO1 AC1.1, 1.4, LO2 AC2.1, 2.2, 2.5
10.4	When appropriate act as an advocate for patient needs	CORE DN3 LO4 AC4.1
10.5	Take responsibility for personal development planning, recording of evidence, and reflective practice	CORE DN 3
10.6	Ensure that all aspects of practice comply with legal and regulatory requirements	CORE DN 1 LO4
10.7	Demonstrate appropriate continuous improvement activities	CORE DN 3 LO1 AC1.1, 1.4, LO2 AC2.2, 2.3, 2.4, 2.5, LO3 AC3.1
11.	Working with others	
11.1	Take a patient-centred approach to working with the dental and wider healthcare team	CORE DN 1 LO2 AC2.2, LO5 AC5.4, 5.5 CORE DN 2 LO5
11.2	Recognise and respect own and other team members' contribution to the dental and wider healthcare team and demonstrate effective team working	CORE DN 3 LO1 AC1.1, LO2 AC2.1 CORE DN 4 LO3 AC3.4, 3.7 CORE DN 5 LO4 AC4.3, 4.4 CORE DN 6 LO6 AC6.8
11.3	Recognise and comply with the team working requirements in the Scope of Practice and Standards for the Dental Team documents	CORE DN1 LO1 AC1.1, LO4 AC4.1
11.4	Describe the impact of Direct Access on each registrant group's scope of practice and its effect on dental team working	CORE DN 1 LO1 AC1.3
11.5	Recognise, take responsibility for and act to raise concerns about your own or others' health, behaviour or professional performance as described in Standards for the Dental Team, Principle 8 Raise concerns if patients are at risk	CORE DN 1 LO3 AC3.3, LO4 AC4.1, LO5 AC 5.1 CORE DN 3 LO4 AC4.1
12.	Managing the clinical and working environment	
12.1	Recognise and comply with systems and processes to support safe patient care	CORE DN 1 LO2 AC 2.2 CORE DN 2

		CORE DN 4 LO3, LO4
12.2	Recognise the need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling and use of materials	CORE DN 2 LO5, LO6, LO7, LO8, LO9, LO10, LO11, LO12, LO13
12.3	Recognise and demonstrate the procedures for handling of complaints as described in Standards for the Dental Team, Principle 5 Have a clear and effective complaints procedure	CORE DN 1 LO3 AC3.3, LO4 AC4.1, LO5 AC5.1, 5.6, 5.7 CORE DN 3 LO4 AC4.1
12.4	Describe the legal, financial and ethical issues associated with managing a dental practice	CORE DN 1 LO2 AC2.1
12.5	Recognise and comply with national and local clinical governance and health and safety requirements	CORE DN 2 LO5, LO6, LO7, LO8, LO9, LO10, LO11, LO12, LO13

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

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

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

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

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

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