

NCFE

CACHE

Sample assessment tasks

**NCFE CACHE Level 3 Diploma in the Principles
and Practice of Dental Nursing (Integrated
Apprenticeship)
QN: 610/1340/7**

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Section 1 General introduction

About this document

The purpose of this document is to assist centres, apprentices, Assessors, Tutors and employers in their understanding of each of the units that must be achieved in order to gain this qualification. It is a companion document and should be read in conjunction with the Dental Nursing (Integrated Apprenticeship) Qualification Specification and Assessment Specification. The Assessment Specification provides mark schemes and marking guidance for the sample assessment tasks provided in this document.

Optional assessment tasks

We have provided a range of optional tasks that Tutors and Assessors can use. These have been written for 2 main purposes: firstly, to support apprentices with meeting the knowledge learning outcomes; secondly, to support apprentices by providing the underpinning knowledge linked to the skills learning outcomes. The tasks include written and pictorial information, table completion, results of research, written questions, personal development plans and reports. These methods can aid in assessing the coherence of the apprentice's thinking, how they link ideas and their ability to logically structure their work.

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

To support apprentices with the external multiple choice question paper, which will take place during the end-point assessment, we highly recommend using assessment tasks DNI 12–16.

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

Observations

All observations must be fully achieved. Observation trackers can be found in the Assessment Specification on the secure website. Where applicable (units DNI 5, 9 and 10), expert witness statements/declaration templates have also been provided should this method of assessment be selected.

Signing off units

The Assessment Specification contains tables for each unit which have a column to record whether the criteria have been met (M) or not met (NM).

Evidence record column

Where knowledge is required, this has been left blank as any of the recommended assessment methods (see page 8) can be used to gather evidence of apprentice achievement.

Where an observation is required, this has been noted against each relevant criterion as 'Observation'. Where applicable (units DNI 5, 9 and 10), 'Expert witness testimony' has also been added in the method column as this may also be used.

Assessor column

The Assessor can initial and date the assessment criteria when they have been successfully achieved.

Once all knowledge and skills criteria have been successfully achieved, the Assessor can sign off the unit as complete. There is a sign off box for each unit after the unit details.

External assessment tests

In addition to apprentices achieving all the learning outcomes and assessment criteria in the 17 internally assessed units, apprentices must also achieve their end-point assessment. More information about this can be found in the Qualification Specification or in the Assessment Plan for Dental Nurse Apprentices: www.instituteforapprenticeships.org/apprenticeship-standards/.

Unit 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, the range for 'individuals'.

This range covers the categories of patients that apprentices are expected to have worked with in order to meet the General Dental Council (GDC) requirements. This range will be met across various units in which it features. Apprentices must have supported these individuals at least once throughout the lifespan of the qualification.

Cross-referencing range and additional placements

Where possible it is recommended that performance evidence is cross-referenced to cover range (eg 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 apprentices in being exposed to a wide practice of dental nursing in order to meet all unit learning outcomes, assessment criteria and range. Where apprentices do not have access to all elements (for example, not all practices will have extra-oral X-ray machines), apprentices can attend additional dental nursing placements outside their day-to-day practice. It is not envisaged that the apprentice will always undertake the task at the alternative practice placement but instead shadow another Dental Nurse. An arrangement such as this would provide the apprentice with the opportunity to observe wider practice that they do not routinely see, providing the chance to also gather evidence for unit DNI 3 Reflect on and develop own practice as a Dental Nurse. It is acknowledged that not all apprentices 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 apprentice's knowledge.

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 apprentices must be aware of the variations between England, Scotland, Wales and Northern Ireland.

Section 2 Optional assessment tasks

Unit achievement log

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit. The internal reference 'DNI' refers to 'Dental Nurse Integrated.' The regulated unit number is indicated in brackets for each unit (eg M/100/7116).

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

Unit number	Regulated unit number	Unit title	Unit type	Level	GLH
DNI 1	Y/618/4908	Contribute to health and safety in the dental environment	Knowledge/Skills	3	14
DNI 2	D/618/4909	Work within regulatory requirements in relation to the role of a Dental Nurse	Skills	3	10
DNI 3	R/618/4910	Reflect on and develop own practice as a Dental Nurse	Knowledge/Skills	3	13
DNI 4	Y/618/4911	Prepare and maintain environments, instruments and equipment for clinical dental procedures	Knowledge/Skills	3	22
DNI 5	D/618/4912	Promote oral health for individuals	Knowledge/Skills	3	21
DNI 6	H/618/4913	Provide support during the assessment of individuals' oral health	Skills	3	18

Unit number	Regulated unit number	Unit title	Unit type	Level	GLH
DNI 7	K/618/4914	Contribute to the production of dental images	Skills	3	16
DNI 8	M/618/4915	Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities	Knowledge/Skills	3	22
DNI 9	T/618/4916	Provide support during the provision of fixed and removable prostheses	Skills	3	35
DNI 10	A/618/4917	Provide support during non-surgical endodontic treatment	Skills	3	12
DNI 11	F/618/4918	Provide support during the extraction of teeth and minor oral surgery procedures	Skills	3	19
☆ DNI 12	J/618/4919	Principles of infection control in the dental environment	Knowledge	3	29
☆ DNI 13	A/618/4920	Dental anatomy and assessment of oral health	Knowledge	3	29
☆ DNI 14	F/618/4921	Principles and techniques of dental radiography	Knowledge	3	31
☆ DNI 15	J/618/4922	Principles of managing oral disease and dental procedures	Knowledge	3	50
☆ DNI 16	L/618/4923	Understand ethics and professionalism in dental nursing	Knowledge	3	15



Unit number	Regulated unit number	Unit title	Unit type	Level	GLH
UFAEI	R/618/4924	First aid essentials	Knowledge/Skills	2	10
EPA 01	Y/618/4925	Knowledge test	EPA	3	2
EPA 02	D/618/4926	Observation of practice	EPA	3	2
EPA 03	H/618/4927	Interview	EPA	3	1

Assessment task – DNI 1: Contribute to health and safety in the dental environment (Y/618/4908)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2 and 1.3)

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

1. Obtain sample policies and procedures from your place of work that cover current health and safety legislation. Briefly describe each procedure and the role of the Dental Nurse and the employer in these procedures/policies.
2. Look at the following workplace procedures and describe how they are relevant to health and safety and why it is important to follow the procedures.

Table 1

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

3. For the following items, obtain example manufacturer instructions and identify within the manufacturer’s instructions **THREE** aspects that are relevant to the Dental Nurse role. Describe why it is important to adhere to those aspects of the manufacturer’s instructions as a Dental Nurse.

- Endodontic files
- Single-use equipment
- Alginate
- Latex/Nitrile gloves
- Light curer

Task 2 (learning outcome 2, assessment criteria 2.1 and 2.2)

Identifying hazards is a crucial part of a risk assessment. A risk assessment is simply a careful examination of what, in the workplace, could cause harm to people and how to reduce the risk of the person getting harmed. All employers must conduct risk assessments. If they have 5 or more employees, this must be recorded.

1. Identify hazards in your surgery including dangerous substances, instruments, machinery and equipment.
2. Describe **FOUR** working practices that could result in harm. These must be different from those identified in task 2 part1.

Task 3 (learning outcome 3, assessment criteria 3.2–3.6)

1. Describe **FIVE** sets of guidelines in place in your surgery for environmentally friendly working practices.
2. Describe how you maintain **FIVE** of these guidelines in line with health and safety procedures to protect yourself and others.
3. The following are all hazards. Explain how you would deal with them in the workplace and whom you would report to (see table 1a)
4. The following are all hazards. You have identified the responsible person in your workplace. In the table below, detail in the second column how you would minimise this risk in the dental practice, within your scope of practice (see table 1a).

Table 1a

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

5. List working practices within your role and suggest ways to improve this working method to meet best practice.
6. List **FIVE** ways that effective team working can help to make patient care safer and more effective.

Apprentice declaration of authenticity: DNI 1

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

Apprentice signature:

Date:

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

Assessor comments/feedback/action plan

Assessment task – DNI 2: Work within regulatory requirements in relation to the role of a Dental Nurse (D/618/4909)

Evidence produced for the unit may be cross-referenced to DNI 16.

Task 1 (learning outcomes 1 and 2, assessment criteria 1.1, 2.1, 2.4 and 2.5)

1. Research the current legal and regulatory requirements, professional codes of practice and organisational policy and procedure in relation to dental nursing, including any differences in England, Wales, Scotland and Northern Ireland. Outline each of the following and explain the guidelines a Dental Nurse has to follow:
 - General Data Protection Regulation (UK GDPR)
 - Department of Health and Social Care Guidelines and Regulations
 - social media
 - Health and Social Care Act
 - Care Quality Commission (CQC)
 - direct impact of Direct Access on each registrant groups
 - duty of candour
 - equality and diversity
 - discrimination
 - rights of individuals
 - information governance.
2. When registered with the General Dental Council (GDC) after completing this qualification, it is expected that dental care professionals (DCPs) abide by GDC ethical and professional guidance (Standards for the Dental Team – Principles, Patient expectations, Standards and Guidance). Prepare a presentation to your peers on the ethical and professional guidance and how it relates to:
 - competent, effective and safe practice
 - working as part of the team
 - working in a patient-centred way
 - enhanced continuing professional development.

Task 2 (learning outcome 2, assessment criteria 2.2, 2.3, 2.6 and 2.7)

1. Providing active support and feedback for individuals and key people within the team will become an important part of your own job role. Complete the table on the next page.

Active support

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

Feedback

This can be something that is given in the moment, but it is often after an event. It can be formal or informal. It is often about explaining what went well and what may need to be improved. There are many ways of giving feedback, both formal and informal. When giving feedback, think about how what you say

and how you say it links with the GDC’s Standards for the Dental Team. Consider how confidentiality plays a part in giving feedback. Feedback to patients will be different compared with feedback to colleagues as you would not be judging a patient's performance, more giving them feedback on the situation or explaining procedures.

Table 2

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

2. Describe procedures for handling complaints. Include at least **SIX** points. Refer to Standards for the Dental Team, principle 5.

Task 3 (learning outcome 3, assessment criteria 3.3, 3.5 and 3.6)

Using the following points, write a descriptive piece showing your understanding of the Dental Team:

- own Dental team
- dental professionals (DPs)
- DCPs.

Reflect on your own working relationship with your practice management.

Reflect on how you are supported and on your most recent appraisal, adding a signed and completed copy.

<p>Apprentice declaration of authenticity: DNI 2 I declare that the work presented for this unit/task is entirely my own work.</p> <p>Apprentice signature: _____ Date: _____</p>	
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Assessor comments/feedback/action plan

Assessment task – DNI 3: Reflect on and develop own practice as a Dental Nurse (R/618/4910)

These tasks may be completed throughout your qualification.

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5)

1. Write a reflection on your own role as a trainee Dental Nurse. How do you fit into the Dental and wider Healthcare team? Use the template below to ensure you reflect as deeply as possible.

Reflective Learning Template

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

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

Reflective Learning Template
<p>6) Action plan: How can you work better with your team?</p>
<p>7) How can you use this reflection to help others to learn and develop?</p>

Apprentice name..... Apprentice signature.....

Keep your notes safely in your portfolio.

In addition, apprentices are encouraged to keep a **reflective diary or log** of their daily work and learning environment (these will not be marked). A guide to the components of a reflective diary/reflective account is provided in:

Section 3: Appendices:

- Appendix A: Continuing professional development reflective diary and log templates
- Appendix B: A guide to writing a reflective account

2. Research **ONE** new technique/guideline and **ONE** new technology/material in practice and reflect on their impact on clinical practice. How will these change the way you work?
3. Give **FOUR** examples of the different kinds of supervision and support that could be used to help you develop.

Table 3

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

4. Explain **SIX** characteristics of good constructive feedback. Explain **THREE** reasons why it is important to give feedback and how can it be used to develop your practice. Provide examples of verbal, written and electronic feedback you have received and explain how it has helped you improve.

5. Explain the principles of an evidence-based approach to learning and give an example.

Task 2 (learning outcomes 2 and 3, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 3.1)

1. When developing a personal development plan, explain the purpose and benefits of:
 - an appraisal
 - training
 - review of own performance
 - feedback from colleagues.

2. The General Dental Council (GDC) requires every dental care professional to complete a personal development plan (PDP) to promote reflective practice and focus on time management and their own educational needs. Develop your own PDP, including the following:
 - current CV
 - SWOT (strengths, weaknesses, opportunities and threats) analysis – identify any concerns – prioritise
 - CPD
 - development opportunities (courses, training) – how will you implement this?
 - a record of training, with reflection on each course
 - learning methods (visual, auditory and kinaesthetic (VAKs) assessment)
 - available resources (mentoring, coaching)
 - personal goals/progression routes
 - SMART (specific, measurable, achievable, realistic and timebound) targets
 - skills scan.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2 and 3.3)

1. Keep a personal development log (PDL). This can be a reflective diary or record of practice activities. Analyse and reflect what happened and set SMART targets for improvement. What have you learnt, and how has it changed the way you work?
2. After writing the first draft of your PDP, revisit it at regular intervals, reflecting on your own practice*.

* By using a PDL

3. To demonstrate your knowledge of the wider Dental team, complete the table below giving the main roles of Dental team members (include at least **TWO** duties for each role).

Table 4

Team member	Role	Duties (at least TWO)
Dentist		
Dental Therapist		

Team member	Role	Duties (at least TWO)
Dental Hygienist		
Orthodontic Therapist		
Clinical Dental Technician		
Dental Technician		

Task 4 (learning outcome 4, assessment criterion 4.1)

1. What is a patient advocate?
2. Provide examples of how you might act as a patient advocate in the following situations:
 - providing further information to support a patient in determining treatment options
 - raising concerns if a patient is at risk.

Apprentice declaration of authenticity: DNI 3
 I declare that the work presented for this unit/task is entirely my own work.

Apprentice signature: _____ Date: _____

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

Assessor comments/feedback/action plan

Assessment task – DNI 4: Prepare and maintain environments, instruments and equipment for clinical dental procedures (Y/618/4911)

Task 1 (learning outcome 2, assessment criteria 2.2, 2.3, 2.4 and 2.5)

1. Explain what environmental factors are and give **FOUR** examples of why these factors may need to be adjusted during treatment.
2. Describe the process of, and explain the reasons for, maintaining the equipment below in line with the manufacturer’s instructions:
 - the aspirator
 - waterlines
 - water storage equipment.

Task 2 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5)

Table 5

Equipment	What checks/methods of testing used	Action if equipment failure	Report to	What records should be kept on servicing	How long service records kept
Dental chair					
Aspirator					
Hand pieces					
Ultrasonic scaler					
X-ray machine					
X-ray processing equipment					

Autoclave					
Instrument washer					
Ultrasonic bath					

1. Complete the table above, explaining the checks on equipment, what to do if equipment fails and what service records need to be kept in relation to the servicing of equipment and how long they should be kept.
2. Explain why records must be kept in relation to the servicing of equipment.
3. Give **FOUR** examples of how you would ensure that equipment, materials, medicaments, sharps and waste are stored safely and securely on the completion of each procedure.

Task 3 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.8)

1. Draw a diagram of your decontamination room.
 - Label the location of equipment (washers, autoclaves and ultrasonic baths) in relation to zoning and air flow.
 - Identify where instruments are stored and describe the storage conditions needed to meet HTM 01-05.
 - Draw a flow diagram to explain the progression through the sterilisation procedure.
 - Explain how instruments are transported, as described by HTM 01-05.
2. Explain the reason for pre-cleaning instruments prior to sterilisation. What are the risks of not decontaminating equipment and instruments? What is the correct action if a damaged instrument is found during this process? What is the long-term effect of using damaged or pre-used sterile goods?
3. Explain what records of sterilisation procedures are required to be kept, and provide examples of completed log books/sheets.
4. How should non-surgical and surgical instruments and hand pieces be prepared for sterilisation?

Task 4 (learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4)

1. Investigate the different types of waste in your surgery and give examples of hazardous waste and non-hazardous waste (see table 7 below).

Use the following link and refer to pages 21 and 22.

[//assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/167976/HTM_07-01_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/167976/HTM_07-01_Final.pdf)

2. Detail the remaining waste from the table, not discussed in question 1, that could be used and disposed of in the dental practice and explain how they would be disposed of.

(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 apprentices must be aware of the variations between England, Scotland, Wales and Northern Ireland).

Table 7

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

3. Create a flow chart to explain how the different wastes are disposed of.

- a) What are the potential dangers if waste is not disposed of correctly?
- b) What records do surgeries have to keep and what policies/procedures should be in place, and why?

4. Explain the action to take in response to the following spillages:

- mercury spillage from an amalgam capsule
- body fluids from a patient who was sick in the surgery after impressions
- chemical spillage when diluting ultrasonic bath cleaning solution
- water spillage.

Task 5 (learning outcome 6, assessment criteria 6.1)

1. Explain reporting procedures in case of:

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

Apprentice declaration of authenticity: DNI 4

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

Apprentice signature:

Date:

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

Assessor comments/feedback/action plan

Assessment task – DNI 5: Promote oral health for individuals (D/618/4912)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7)

1. Look at the following individuals:

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

Analyse **ONE** method of communication for each that can be used to promote oral health to maximise understanding, confidence and motivation, and ensure sensitivity where required. Identify what resources are needed.

2. When communicating with individuals, how can their personal beliefs and preferences be respected? Give **FOUR** examples.
3. When treatment/oral health planning, what should be taken into account from patients from social and ethnic backgrounds? Give **THREE** examples.
4. Research your internal practice referral system. Outline the procedure and give examples of the forms and communication given from the referrer. (This can be linked to DNI 6, learning outcome 4, assessment criterion 4.4.)
5. It is important that individuals understand the information that is being given to them. What is the way to:
 - provide information that is accurate and consistent with organisational guidelines?
 - give the individuals the opportunity to discuss and seek clarification?
 - answer their questions clearly?
 - refer any questions beyond your own role to an identified member of the team?

Task 2 (learning outcome 2, assessment criteria 2.2, 2.3, 2.4, 2.5 and 2.6)

1. Identify **THREE** different oral health instruction aids.
2. Explain how to use **THREE** important and appropriate oral health instruction aids in the following:
 - caring for dentures
 - maintaining orthodontic appliances
 - caring for implant-supported restorations
 - caring for prosthetics such as crowns and bridges.
3. Explain the importance of the below oral hygiene techniques in preventative dental care:
 - cleaning teeth and the mouth
 - the use of interdental aids
 - mouthwash rinses
 - disclosing agents

- patient awareness of oral abnormalities (oral cancer, inflammation).
4. Explain how you would demonstrate and give advice on:
- cleaning the teeth and mouth
 - use of interdental aids
 - mouthwashes
 - disclosing agents.

Task 3 (learning outcome 3, assessment criteria 3.1 and 3.2)

1. Research social, cultural, psychological and environmental factors which may contribute to health and illness. Explain how this would affect oral health promotion planning.
2. Identify **THREE** activities that you could devise to help promote oral health to younger children or teenagers. Determine the age range you are considering, and offer examples of methods of how oral healthcare can be planned and delivered. Present this information to the rest of your group. They will peer assess you and give feedback.

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2 and 4.3)

1. Describe the basic principles of a population health approach, how these are measured and current patterns, for:
 - demographic and social trends
 - UK and international oral health trends
 - determinants of health
 - inequalities in health.
2. Describe the relevance of evidence-based prevention to improve oral health by evaluating the dental and wider healthcare systems.
3. Describe and evaluate the role of health promotion in terms of the changing environment and community and individual behaviours in delivering health gain.

Apprentice declaration of authenticity: DNI 5

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

Apprentice signature:

Date:

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


Assessor comments/feedback/action plan

Assessment task – DNI 6: Provide support during the assessment of individuals’ oral health (H/618/4913)

Task 1 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6)

1. What is meant by ‘valid patient consent’ and why is it important?
2. Using the table below, complete the identification of dental records and charts and identify **ONE** reason why they are used as part of assessment.

Table 8

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

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

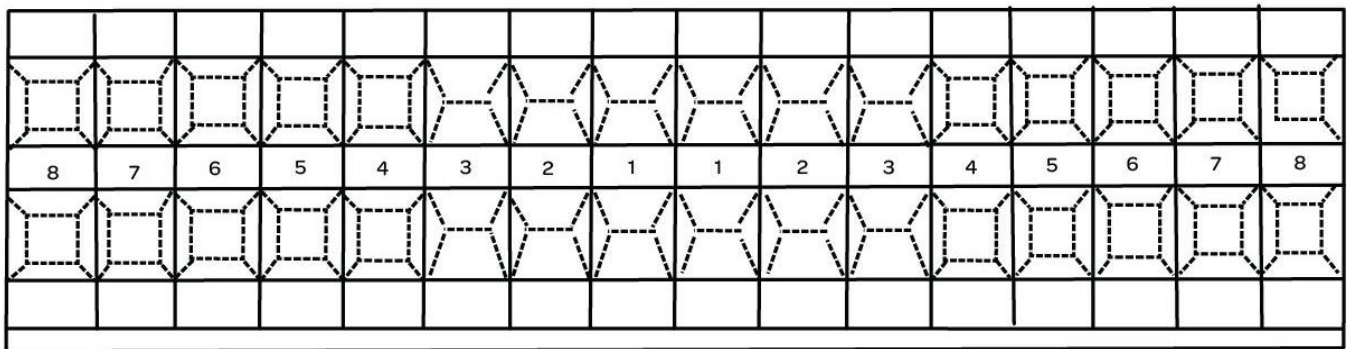
Dental records and charts	Insert example	Identify why we use them
Orthodontic measurements		
Soft tissue assessment		

3. Complete a forensic charting assessment, as spoken by your Assessor.

Record the following information on the chart, using standard and accepted symbols:

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

Forensic chart 1



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5. Give **THREE** reasons why the individual's charts, records and images should be selected prior to an assessment.
6. Reflect on a patient assessment process in your dental practice and explain how you assess patients.

7. In the table below, detail how you would support, motivate and encourage each individual in the dental practice and the approach you would take to monitor them in the dental environment.

Table 9

Patient type	How would you monitor the individual?	How would you support and motivate them?
Adults		
Children/young people		
Older people		
Those with additional needs		

7. Why is it important to record medical conditions? Choose **THREE** medical conditions that could affect an individual's dental treatment and explain why.
8. Explain the importance of completing contemporaneous records and relevant documents and storing records after an oral assessment.

Task 2 (learning outcome 3, assessment criteria 3.1 and 3.4)

1. Describe methods of monitoring the physical characteristics and expectations of an individual.
2. Explain how you would alert the clinician should there be any sign of a potential medical emergency.
3. What is the correct way to support a patient throughout an oral assessment?

Task 3 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5)

1. Explain your internal practice referral system and give **THREE** examples of the forms and communication given from the referrer. (This can be linked to DNI 5, learning outcome 1, assessment criterion 1.7.)
2. Give **FOUR** reasons why some patients may need to be referred to other team members.
3. Give **THREE** reasons why some patients may need to be referred externally and explain the records and notes each of these team members may need.
4. Describe **THREE** ways to use communication to support the individuals in table A who present signs of distress.
5. Explain how to communicate the reasons for further assessment or treatment. Why is this important?
6. What is your surgery's procedure for arranging further treatment or assessment?

Apprentice declaration of authenticity: DNI 6

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Assessor comments/feedback/action plan

Assessment task – DNI 7: Contribute to the production of dental images (K/618/4914)

Please also see assessment tasks for DNI 14: Principles and techniques of dental radiography.

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8)

1. What is the correct way to check that the imaging equipment is fully functioning and ready for use? How often should imaging equipment be checked?
2. What **FOUR** items could interfere with the radiographic image? How should individuals be asked to remove them?
3. Radiography does not come without its risks. Explain what concerns individuals (adults, children and young people, older people, those with additional needs) may have regarding dental imaging. If you could not allay their concerns, who would you refer the questions to?

Task 2 (learning outcomes 2 and 3, assessment criteria 2.1, 2.2 and 2.3)

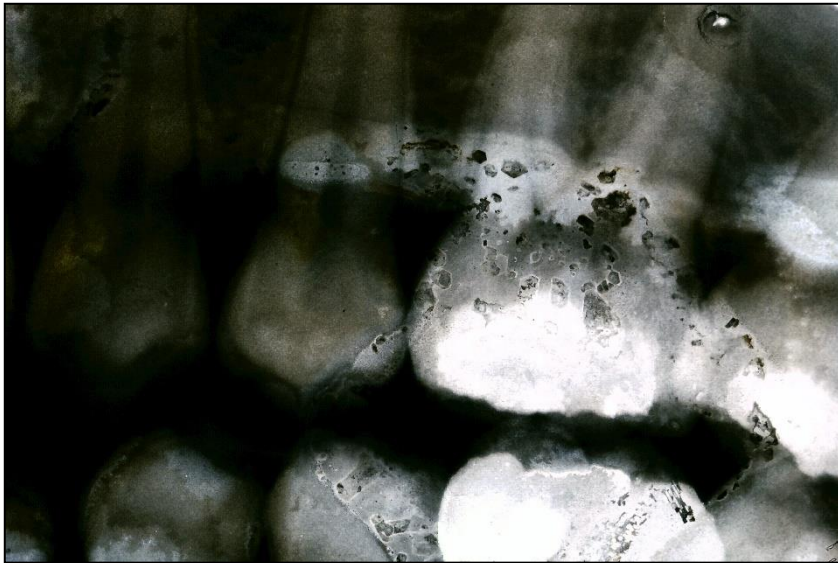
1. Describe the chemicals used in developing a radiograph and what they contain.
2. Explain what is wrong with the following radiographs and give them a quality assurance grade 1, 2 or 3.



Fault:

Grade:

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Fault:

Grade:

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Fault:

Grade:

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Task 3 (learning outcome 3, assessment criteria 3.1 and 3.2)

1. Explain the procedure at your surgery for producing dental images. **(NB: only one type of procedure should be given.)**
2. How do you ensure that the quality of the image is maintained throughout the procedure?
3. What is your surgery's procedure for the storage of images?

Apprentice declaration of authenticity: DNI 7

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Assessor comments/feedback/action plan

Assessment task – DNI 8: Provide support during the prevention and control of periodontal disease, caries and the restoration of cavities (M/618/4915)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4)

1. Identify methods available for controlling plaque.
2. List **FOUR** treatments available for the following:
 - controlling caries
 - controlling periodontal disease.

Table 10

Controlling caries	Controlling periodontal disease

3. Research and identify **THREE** different sources of fluoride.

Task 2 (learning outcome 2, assessment criteria, 2.4, 2.9 and 2.10)

1. Identify the varying methods of aspirating during the following treatments:

Table 11

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

2. Explain the reasons for finishing restorations.

3. Identify and evaluate the following methods of working when assisting the operator. Explain why they are important when working on restoration procedures:
- seating
 - positioning of the patient and team and providing a clear field of view of the treatment area (retracting)
 - instrument passing
 - aspiration and suction tip placement
 - monitoring the operator and patient
 - four handed dentistry.
4. Outline the equipment, instruments and materials for **TWO** of the following restorative treatments and **TWO** others, and what they are used for. Explain suitable matrix systems and mixing of different materials*:
- restorative treatments:
 - temporary restorations
 - amalgam restorations
 - composite restorations
 - glass ionomer restorations
 - others:
 - fissure sealants
 - fluoride treatment
 - scaling
 - polishing
 - debridement.

***please note that in order to cover the entire range for this assessment criterion, remaining range will need to be observed, or all treatments will need to be covered here.**

Apprentice declaration of authenticity: DNI 8

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Assessor comments/feedback/action plan

Assessment task – DNI 9: Provide support during the provision of fixed and removable prostheses (T/618/4916)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6)

1. What would the aftercare advice be for **TWO** of the following individuals for the care of new removable prosthesis and immediate dentures? Include maintenance, and what to expect when getting used to new dentures*.

- Adults
- Children and young people
- Older people
- Those with additional needs

***please note that in order to cover the entire range for this assessment criterion, remaining range will need to be observed, or all 4 groups of individuals will need to be covered here.**

2. Explain how it would differ for **EACH** of the different individuals.

3. Outline the procedure for supporting the individual patient and operator with removable prosthetic procedures. Include the following stages:

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

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8)

1. Outline the procedure for selecting and preparing impression materials for fixed and removable prostheses. Include the following stages:

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

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4)

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

- preparation of a temporary/permanent crown and bridge
 - fitting of a temporary/permanent crown and bridge
 - adjustment of a temporary/permanent crown and bridge.
2. Include the following stages:
- selecting the equipment, materials and instruments (explain what the instruments are and what they are used for)
 - what is the way to prepare adhesive material for the fixing of a fixed prosthesis?
 - when would the adhesive material be mixed?
 - how should it be mixed?
 - what consistency should it be?
3. What instruments should be provided for the trimming, cleaning and checking on the final adjustment of a fixed prosthesis?
4. What aftercare advice should be given for **FOUR** of the following fixed prostheses?
- Crowns
 - Inlays
 - Veneers
 - Permanent bridges
 - Adhesive bridges
 - Temporary bridges
 - Temporary crowns
 - Implants

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2 and 4.3)

1. For the following removable prostheses:
- metal – partial denture
 - acrylic – full denture
 - immediate denture
- complete the following:
- outline each stage
 - outline the procedure for the preparation of equipment, instruments and materials for removable prostheses
 - list instruments, equipment and materials for each stage (explain what each one is used for).
2. Explain the range of orthodontic treatments available for individuals with malocclusions.
3. Explain the instruments, equipment and materials which are used in the following stages of fixed and removable orthodontic treatments:
- fitting
 - monitoring
 - adjusting.

4. Research, and explain your understanding of, digital impression-taking. Include positives and negatives of this impression method.

Apprentice declaration of authenticity: DNI 9

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Assessor comments/feedback/action plan

Assessment task – DNI 10: Provide support during non-surgical endodontic treatment (A/618/4917)

Task 1 (learning outcomes 1 and 2, assessment criteria 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 and 2.6)

1. List **FIVE** items of equipment, instruments, materials and medicaments, and reasons for use or their function for the different stages for non-surgical endodontic treatment. (Use the template provided below.) Please use one template per stage:
 - access
 - isolation
 - preparation
 - measurement
 - obturation
 - restoration
 - temporary placement in canals
 - permanent placement in canals.

2. Describe the different forms of endodontic treatment:
 - pulp capping
 - pulpotomy
 - pulpectomy.

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

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

Task 2 (learning outcome 2, assessment criteria 2.1, 2.4, 2.5, 2.6 and 2.7)

1. List **THREE** items of equipment and medicaments you would prepare for irrigation and give reasons.
2. Explain the process of the measurement and recording of the root canal length, and the role of the Dental Nurse during the procedure.
3. Design a leaflet with post-operative care instructions following a non-endodontic procedure for different individuals.

Apprentice declaration of authenticity: DNI 10

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Assessor comments/feedback/action plan

Assessment task – DNI 11: Provide support during the extraction of teeth and minor oral surgery procedures (F/618/4918)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5)

1. What charts, records and images would you need to set up for the extraction of teeth and minor oral surgery procedures?
2. Explain what equipment, instruments, material and medicaments would be prepared and their purpose during the following procedures (use one template for each procedure):
 - when extracting deciduous teeth
 - when extracting permanent teeth
 - implants
 - apicectomy
 - frenectomy
 - biopsy
 - removal of impacted teeth
 - removal of buried roots/unerupted teeth and roots.

3. Give **THREE** pre-operative instructions that a patient would need to have been given before treatment. Who should the Dental Nurse report it to if it was found that the patient had not complied with the prescribed instructions?

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6)

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

Task 3 (learning outcome 3, assessment criteria 3.1 and 3.2)

1. Design a leaflet informing the individuals with post-operative instructions following:
 - extraction of erupted permanent and deciduous teeth
 - implants
 - apicectomy
 - frenectomy
 - biopsy
 - removal of impacted teeth
 - removal of buried roots/unerupted teeth and roots.
2. Explain how the operator confirms that the individual is fit to leave the surgery after an oral surgery procedure, and why this is important.

Apprentice declaration of authenticity: DNI 11

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Assessor comments/feedback/action plan

Assessment task – DNI 12: Principles of infection control in the dental environment (J/618/4919)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5)

1. Identify types of health and safety legislation in relation to infection control and explain what policies and procedures are in place at your practice to comply with infection control.
 - 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) 1995
 - Special Waste Regulations 1996
 - Hazardous Waste (England and Wales) Regulations 2005
 - Ionising Radiation Regulations (IRR) 2017
 - Ionising Radiation (Medical Exposure) Regulations (IRMER) 2018
 - Department of Health guidelines and regulations, eg 'Decontamination in primary care dental practices' (HTM 01-05).
2. Explain the following methods of preventing cross-infection and explain how they link to the principles of standard infection control procedures:
 - standard precautions
 - HTM 01-05
 - cleaning, disinfection, inspection, sterilisation
 - handwashing
 - PPE.
3. Write a reflection on how to prepare your clinical area to control cross-infection. You may wish to use the template given in DNI 3. Reflection should be based on a model such as Gibbs or Johns and include the following (the guide in Appendix B: A guide to writing a reflective account may be useful when writing your reflection):
 - **Gibbs:**
 - description
 - feelings
 - evaluation
 - analysis
 - conclusion
 - action plan
 - **Johns:**
 - description
 - reflection
 - influencing factors
 - could I have dealt with it better?
 - what have I learnt?
4. Describe the action to take in the event of a blood spillage.
5. Describe the action to take in the event of an sharps injury.
6. What records should be kept in relation to cross infection, how long should these be kept?

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4)

1. Describe the causes of cross-infection and explain the routes of transmission for micro-organisms.
2. Complete the table below, explaining what each term stands for, whether they are infectious/non-infectious and give an example of each.

Table 16

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

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5)

1. Explain the reason why dental personnel need to be immunised against certain diseases.
2. Identify diseases against which dental personnel should be immunised.
3. What is the timescale in relation to immunisations and being able to start clinical work? Give reasons.
4. Describe in detail **ONE** of the following infectious conditions which affect individuals in the dental setting and how they affect the body systems. Include routes of transmission, immunisation and precautions.
 - Hepatitis
 - Tuberculosis
 - HIV/AIDS

5. Complete the following table in relation to infectious diseases:

Table 17

Infectious disease	How it is spread	Action taken to stop infection spreading
Hepatitis B		
Human immunodeficiency virus (HIV)		
Herpes simplex type 1		

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4)

1. Identify the chemical names of **FOUR** of the decontaminants used in your surgery. Evaluate the use of these decontaminants and what type of micro-organisms they are effective against.
2. Describe the following and give examples of the different methods used:
 - clinical sterilisation
 - industrial sterilisation
 - disinfection.
3. Write a reflection explaining the procedures used to decontaminate the clinical environment after use. You may wish to use the template given in DNI 3. Marks will be awarded for the content and quality of your reflection.

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Assessor comments/feedback/action plan

Assessment task – DNI 13: Dental anatomy and assessment of oral health (A/618/4920)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6)

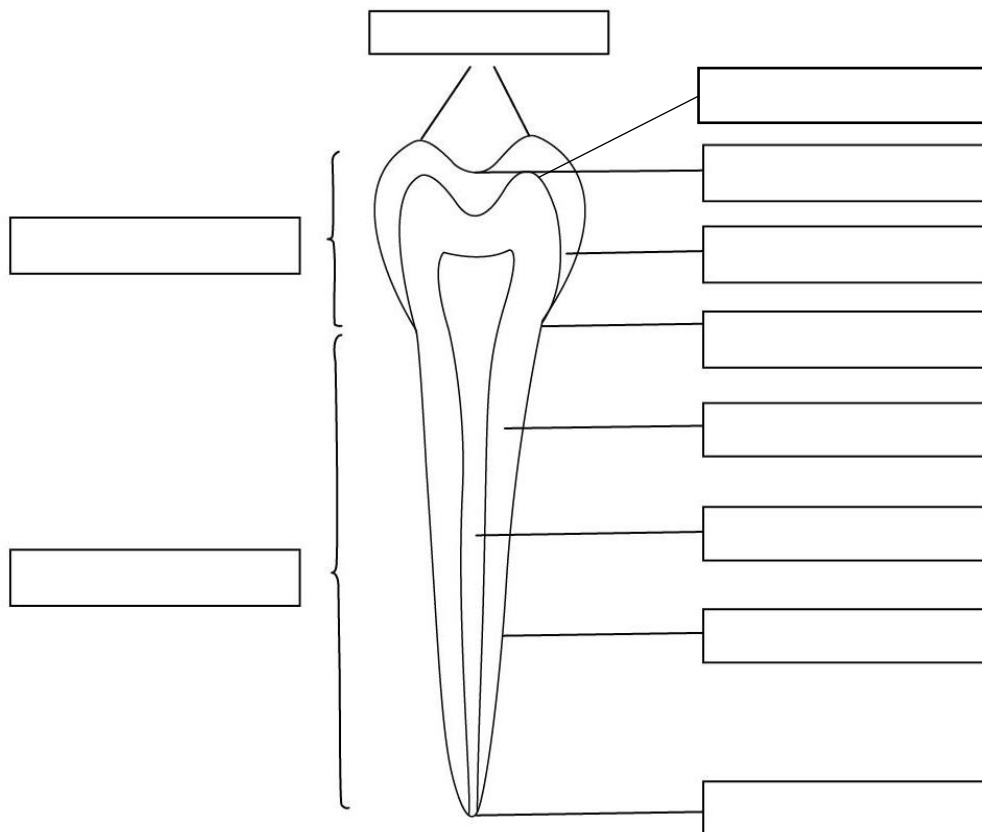
1. Draw a table of deciduous (primary) and permanent (secondary) dentitions. Include:
 - the function of each tooth
 - the average age it erupts
 - how many roots and cusps it has.

Table 18

Deciduous/ Permanent	Upper	Roots/Cusps	Lower	Roots/Cusps	Function

2. Name the **SIX** stages of tooth formation.
3. Label the following diagram of a tooth:

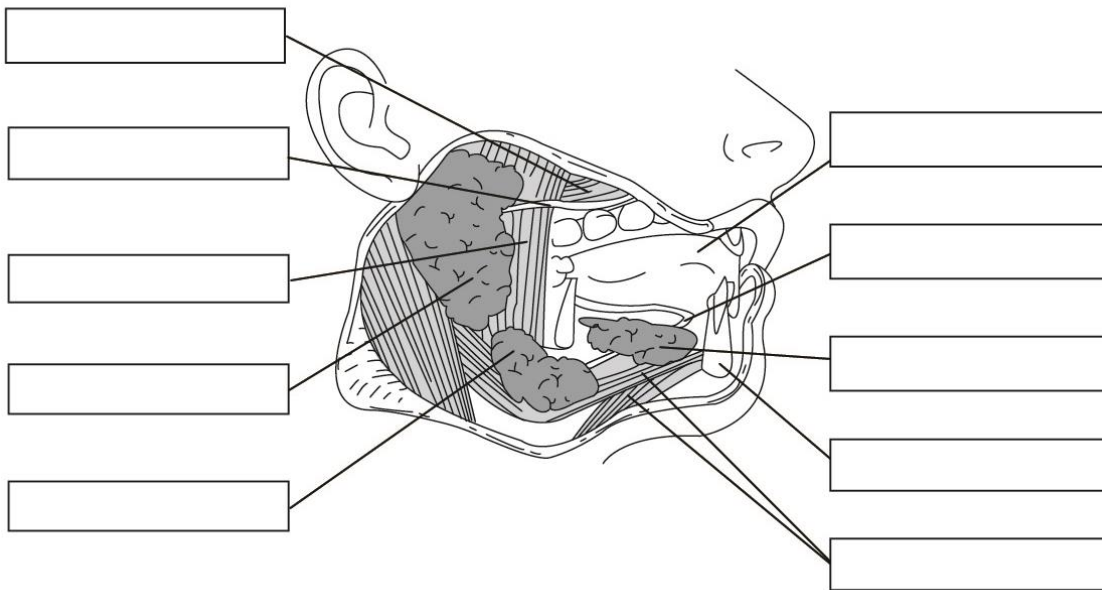
Diagram 4



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- 4. Describe the types and functions of the mineralised tissues and supporting tissues of the tooth.
- 5. Label the muscles/salivary glands and ducts on the following diagram:

Diagram 5

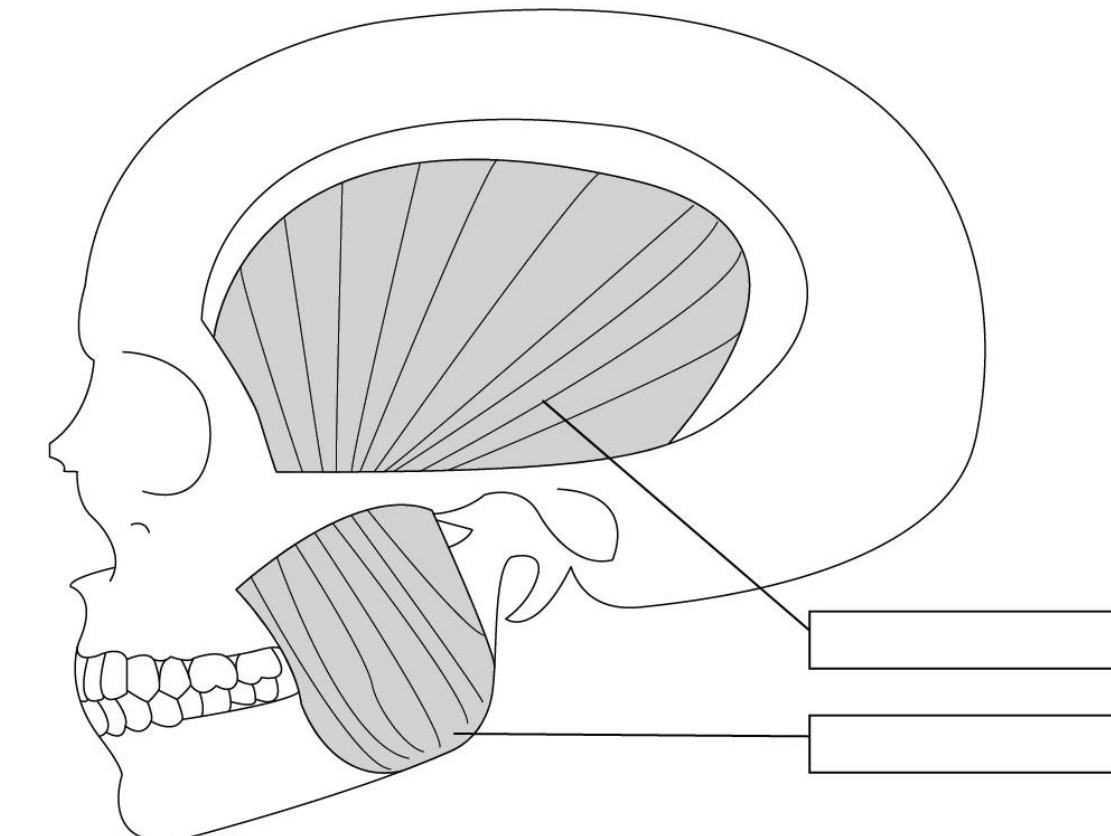


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- 6. Describe the function of salivary glands and state **THREE** reasons why they are important.

7. Name the following muscles of mastication:

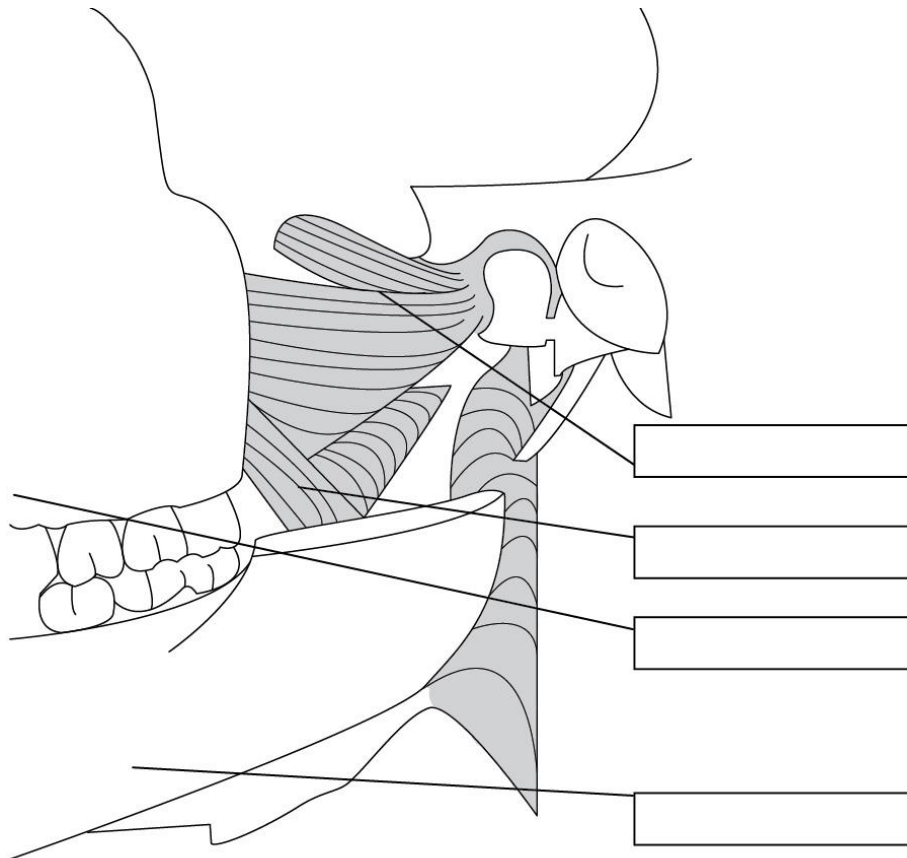
Diagram 6



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8. Name the following muscles of mastication:

Diagram 7

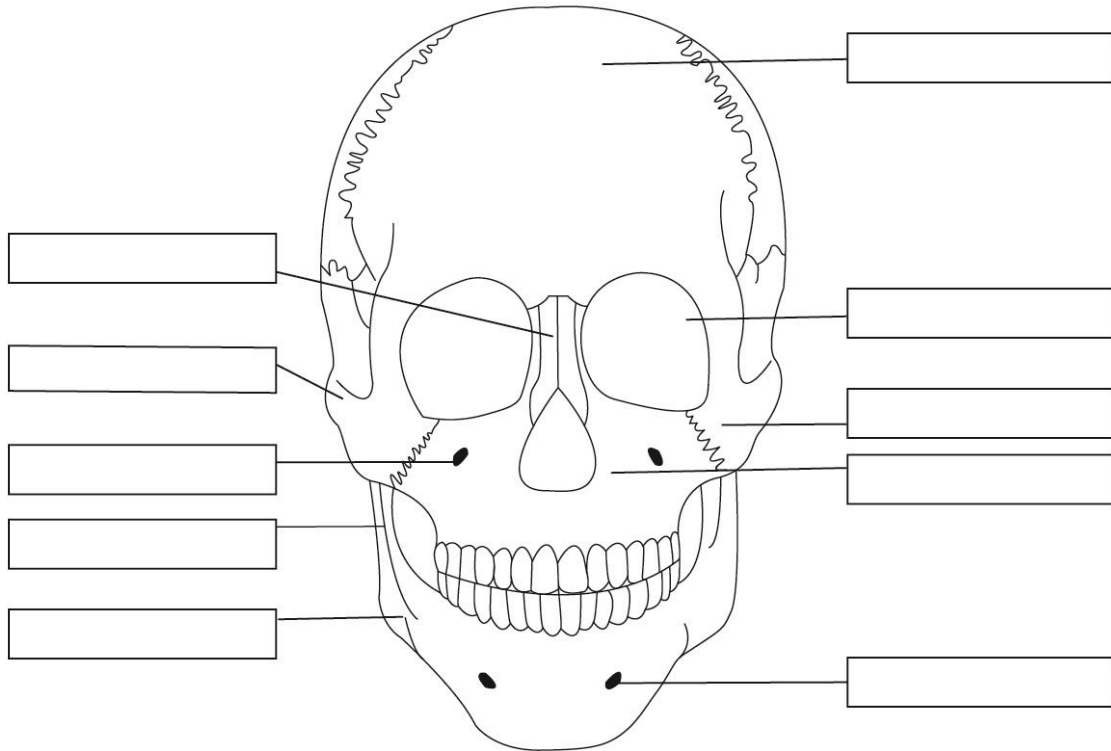


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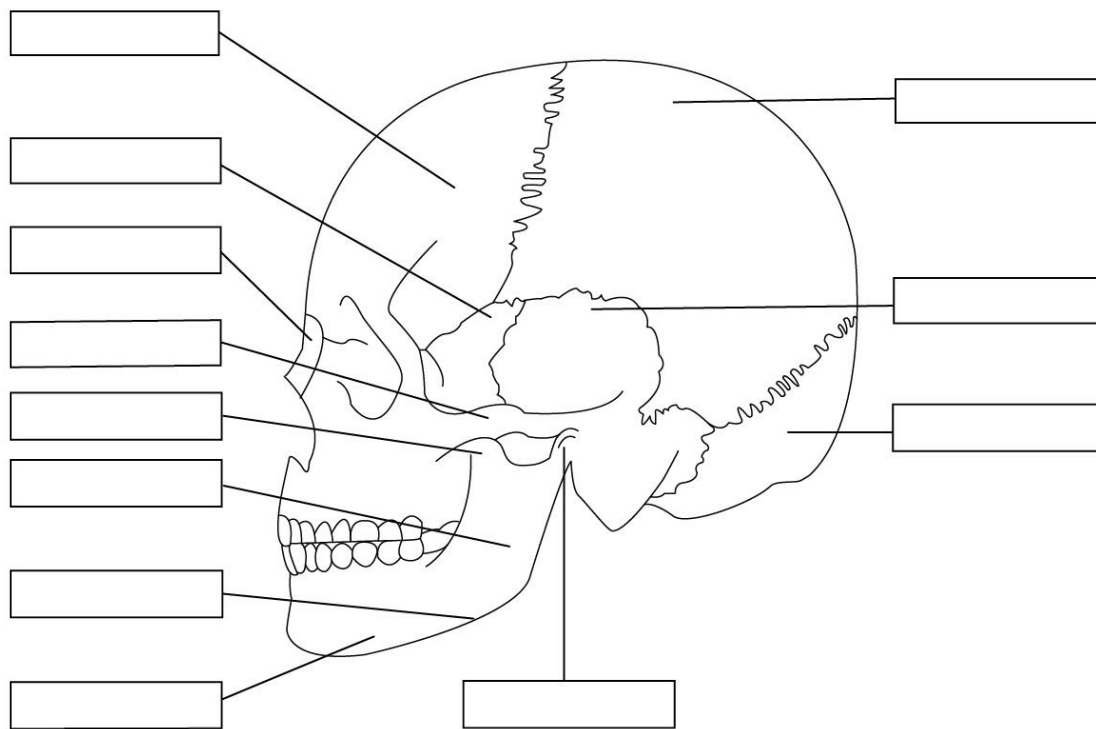
9. Draw a table containing the **FOUR** muscles of mastication and their position on the skull, ie point of insertion and point of origin and action.

10. Label the following diagrams of the skull:

Diagram 8



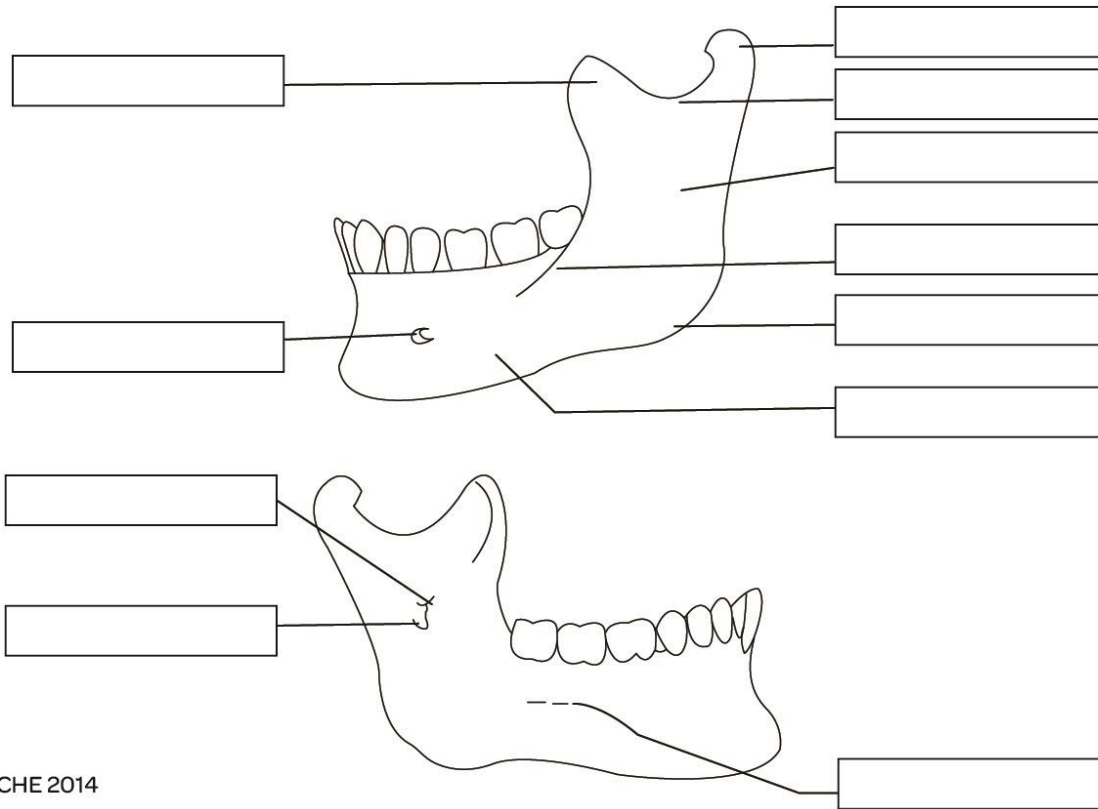
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11. Identify and label the diagram below:

Diagram 9



12. Describe the movements of the temporomandibular joint.

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

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7)

1. Describe the methods associated with **TWO** of the following and evaluate:

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

2. Oral assessment is a routine procedure performed in the dental surgery. Explain **TWO** of the following:

- the main purpose of an oral health assessment
- the reasons for taking photographs and radiographs when diagnosing and treatment planning
- what materials are used during an oral health assessment and why.

3. Research the General Dental Council (GDC) principle of consent and explain how and why informed/valid consent should be obtained before any treatment is undertaken.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4)

1. Explain the different classifications of malocclusion.
2. List **FOUR** different types of orthodontic appliances used, and briefly explain their role in treatments.
3. Design a leaflet for a patient due to start orthodontic work. Explain:
 - cleaning and care of removable and fixed appliances
 - what to expect (pain, other)
 - oral hygiene advice and advice about check-ups, etc.
4. Explain the Dental Nurse's role when providing support during the different stages of orthodontic assessment and treatment.

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2 and 4.3)

1. Explain **FOUR** of the following conditions:
 - oral cancer
 - lichen planus
 - oral candidiasis
 - herpes simplex type 1
 - glossitis
 - osteoporosis
 - salivary gland disorders (xerostomia)
2. Research and write a short report on how ageing can affect the soft and hard tissues of the mouth.
3. Briefly report on how **FOUR** of the following medical conditions can affect the oral tissues:
 - oral cancer
 - herpes simplex type 1
 - HIV
 - hepatitis B
 - diabetes type 2
 - epilepsy
 - eating and digestive disorders.

Task 5 (learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4)

1. Complete the table below describing the diagnosis, prevention and management of malignant/potentially malignant lesions:

Table 20

	Methods of diagnosis	Prevention	Management
Malignant lesions			
Potentially malignant lesions			

2. Complete the table below giving examples of the named drugs/medications and their use in dentistry.

Table 21

Drugs/medications	Examples	Use in dentistry
Analgesics		
Antibiotics		
Anti-viral		
Anti-fungal		
Tranquilisers/hypnotics		
Emergency drugs		

3. For **THREE** of the following areas, give **TWO** examples of disease and describe their diagnosis and how they are managed:

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

Task 6 (learning outcome 6, assessment criterion 6.1 and 6.2)

1. Identify **FOUR** potential medical emergencies that could take place in the surgery.
2. Explain action to take in response to medical emergencies.

For further tasks on medical emergencies and meeting assessment criteria 6.2, please refer to those in unit UFAEI: First aid essentials, which can be cross-referenced.

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Assessor comments/feedback/action plan

Assessment task – DNI 14: Principles and techniques of dental radiography (F/618/4921)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5)

1. State the principles of the IRMER regulations:

- Ionising Radiation (Medical Exposure) Regulations 2017
- Ionising Radiation Regulations 2017
- Ionising Radiation (Medical Exposures) (Amendment) Regulations 2018
- ALARP (as low as reasonably practicable).

2. Ionising radiation is hazardous. Research the procedures in place at your surgery for the following:

- safe use of X-ray equipment
- hazards associated with ionising radiation
- dental personnel role when using ionising radiation.

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2 and 2.3)

1. Complete the following table:

Table 22

Radiograph	Intra-oral or extra-oral	What area is seen	Purpose of taking the radiograph
Bitewing			
Periapical			
Occlusal			
Lateral oblique			
Cephalostat			
Orthopantomograph			

2. Explain why intensifying screens are used in extra-oral dental radiography.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8)

1. Explain how to manually process a radiograph. Include:

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

2. Explain and describe the chemicals used in developing a radiograph and what they contain.
3. What precautions should you take when handling the chemicals?
4. Explain how to develop a radiograph using an automatic processor. Include:
 - **FOUR** faults that could occur during processing
 - how to handle, store and dispose of the chemicals
 - how to manage a chemical spillage
 - what action would be taken in the event of equipment failure
 - how to protect the processing environment from accidental intrusion and why it is important
 - how to handle different films to maintain quality.
5. Explain how to develop a digital radiograph. Include:
 - the faults that could occur when radiographs are taken using direct and indirect imaging
 - what action would be taken in the event of equipment failure.

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4)

1. It is important when using radiographic films that they are stored appropriately. Explain the following:
 - the reasons to rotate stock
 - how to store radiographic films to avoid damage (including why films should be stored away from ionising radiation)
 - why deteriorated films should not be used.

Task 5 (learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4)

1. Identify the methods of mounting radiographs and explain:
 - the correct method of mounting radiographs
 - what could happen if a radiograph is incorrectly mounted.
2. Describe a quality assurance control system for radiographs and explain why it is necessary.
3. As part of clinical governance, a quality assurance scoring system should be used to grade radiographs to achieve ALARP/ALARA (as low as reasonably achievable). State what each score stands for:

Grade 1	
Grade 2	
Grade 3	

Apprentice declaration of authenticity: DNI 14

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Apprentice signature:

Date:

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

Assessor comments/feedback/action plan

Assessment task – DNI 15: Principles of managing oral disease and dental procedures (J/618/4922)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7)

1. Describe the aetiology of dental caries and periodontal disease.
2. Describe in detail **THREE** of the following:
 - the progression of dental caries
 - the progression of periodontal disease
 - the development and composition of plaque
 - the inflammatory process
 - the effects of the disease process.
3. Explain how the following occur:
 - attrition
 - erosion
 - abrasion.

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5)

1. Complete the following table on oral health techniques:

Table 23

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

2. Design a leaflet describing the effects of **ONE** of the following to oral health:
 - sugar in diet
 - acid content in diet
 - smoking
 - alcohol
 - substance misuse.

3. Design a poster choosing a **DIFFERENT** topic from the list in task 2 part 2 above, describing the effects.
4. Describe how social factors can affect oral health.
5. Explain the differences between verbal and non-verbal communication. Give examples of methods used in communicating information of the prevention of oral diseases.
6. Identify **TWO** forms of fluoride and how they can be used in oral health care. Briefly evaluate the uses of fluoride.

Task 3 (learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8)

1. List the different equipment, instruments, materials and medicaments used in the following procedures and state their functions:
 - periodontal therapy
 - prevention of dental caries
 - preparation, restoration and finishing of cavities
 - each stage of endodontic treatments
 - crowns, bridges and veneers
 - each stage of fixed and removable orthodontic appliances.
2. Give examples of and evaluate the advantages and disadvantages of **THREE** of the following different types of:
 - preventative materials
 - composite materials
 - lining materials
 - etchants
 - bonding agents
 - curing lights.
3. Explain **TWO** different types of matrix system that are used in restorative procedures.
4. Explain how the following impressions materials are used, manipulated/mixed, disinfected and stored:
 - alginate
 - putty.
5. Design an information sheet for a new colleague explaining the hazards of amalgam and describing how to manage a mercury spillage.
6. Identify the equipment and medicaments used for the administration of local anaesthetics by **THREE** of the following methods:
 - topical
 - intrapulpal
 - intraosseous

- intraligamentary
- local infiltration
- nerve block.

Task 4 (learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)

1. Explain the different methods of cavity preparation following Black’s Classification and how each material is retained in the cavity.
2. Complete the following table on prostheses:

Table 26

Prostheses	Purpose of this prosthesis	Advantages	Disadvantages
Permanent crowns/bridges			
Temporary crowns/bridges			
Veneer techniques			
Implants			
Dentures			

3. Explain what happens at the following stages of a complete and partial removable prosthesis:
 - impressions
 - bite
 - try-in
 - fit.
4. Explain why the following are used and the procedures for how they are made:
 - direct adjustment relines OR indirect adjustment relines
 - obturators
 - tissue conditioners
 - additions.
5. Explain the purpose of the following:
 - pre-prosthetic surgery
 - tooth preparation prior to partial denture construction
 - using spoon dentures.

6. Analyse the methods of taking occlusal registrations and explain the advantages and disadvantages of each one.
7. Describe the importance of the Dental Technician in the making of prostheses. Why is it important to liaise closely in relation to:
 - requirements on the laboratory prescription
 - materials
 - dental appointments.

Task 5 (learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5)

1. Explain the procedure for **TWO** of the following non-surgical endodontic treatments:
 - pulpotomy
 - pulpectomy
 - pulp capping.
2. For **ONE** of the above procedures, explain:
 - the risks during and after the procedure
 - the advantages and disadvantages of the procedure
 - when the procedure is done in relation to other forms of dental treatment.

Task 6 (learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6)

1. Complete the following table on minor oral surgical procedures:

Table 27

Procedure	Why do we do these procedures?	What is the Dental Nurse's role during this procedure?
Extracting teeth		
Extracting roots		
Extracting unerupted teeth		
Mucoperiosteal flap		
Tooth sectioning		
Bone removal		

Task 7 (learning outcome 7, assessment criteria 7.1, 7.2 and 7.3)

1. Explain the role of the Dental Nurse in the clinical monitoring of a patient during treatment to include:
 - skin tone
 - breathing
 - body language.
2. Explain reasons to give pre/post-operative instructions to patients undergoing procedures such as minor oral surgery.
3. Design an information sheet giving pre/post-operative instruction for **ONE** of the following procedures:
 - preventative procedures
 - restorative procedures
 - extractions and minor oral surgery.

Apprentice declaration of authenticity: DNI 15

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

Apprentice signature:

Date:

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Assessor comments/feedback/action plan

Assessment task – DNI 16: Understand ethics and professionalism in dental nursing (L/618/4923)

Evidence here can also be used for DNI 2.

Task 1 (learning outcome 1, assessment criteria 1.1 and 1.2)

1. Define continuing professional development (CPD).
2. Explain the main features of the GDC's CPD requirements and codes of practice (Standards for the Dental Team) for dental professionals in the UK.
3. Create a learning resource for a new member of the Dental team which explains the following three documents: Preparing for Practice, Scope of Practice and Fitness to Practise.
 - Consider the following:
 - key points from each document
 - how the document applies to a trainee Dental Nurse
 - you are making this for someone who has little knowledge of Dental Nursing.

Task 2 (learning outcome 2, assessment criterion 2.1)

1. Research what it would take to manage a dental practice. Provide **TEN** examples of legal requirements and **FOUR** examples from the remaining areas:
 - legal requirements (legislation) (UK GDPR, CQC, Department of Health and social media **must** be covered)
 - financial requirements
 - ethical requirements.

Task 3 (learning outcome 3, assessment criterion 3.1)

1. Explain the responsibilities of a dental care professional in relation to:
 - equality and diversity
 - discrimination
 - rights of individuals
 - GDC ethical and professional guidance
 - information governance.

Task 4 (learning outcome 3, assessment criterion 3.1 and learning outcome 4, assessment criteria 4.1, 4.2 and 4.3)

1. Describe why it is important to have a safeguarding policy and a whistleblowing policy in place at a practice.
2. Identify national and your local safeguarding systems and policies.
3. Describe **SIX** signs and symptoms of each category of abuse:
 - physical
 - emotional

- sexual
 - neglect.
4. How can safeguarding and whistleblowing concerns be raised by the Dental Nurse?
 5. How is a referral made?
 6. Identify the National Institute for Health and Care Excellence (NICE) guidelines for undertaking dental assessment (including recall guidance).

Apprentice declaration of authenticity: DNI 16

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Date:

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Assessor comments/feedback/action plan

Assessment task – UFAEI: First aid essentials (R/618/4924)

Task 1 (learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5)

1. Research the following policies and procedures from information at your surgery:

- who your first aider is and their role during a first aid emergency
- how you would minimise the risk of infection, to yourself and the patient, when performing first aid
- how you would obtain consent to perform first aid
- identify and list your first aid equipment and emergency drugs and explain what each one is used for
- describe the safe use of first aid equipment.

Task 2 (learning outcome 2, assessment criteria 2.1, 2.2 and 2.3 and learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5) (can also be cross-referenced to DNI 13, learning outcome 6, assessment criterion 6.2)

1. Design a first aid booklet for the staff at your practice. Use diagrams and make it attractive. It should include the following:

- how to conduct a scene survey
- how to conduct a primary survey
- when and how to call for help
- how to assess consciousness
- how to assess and open an airway
- identifying and treating blocked airways
- when and how to place the patient into the recovery position
- how to manage a seizure
- when and how to do CPR on an adult, child and baby
- dealing with external bleeding
- recognising the symptoms of and treating shock
- treating small cuts, grazes and bruises
- treating minor burns and scalds
- treating small splinters.

Task 3 (all learning outcomes).

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

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

- Equipment needed:
 - child/adult manikin
 - volunteer to do the recovery position.

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

Apprentice declaration of authenticity: UFAEI

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

Apprentice signature:

Date:

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Assessor comments/feedback/action plan

Section 3 Appendices

Appendix A: Continuing professional development reflective diary and log templates

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

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

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

Apprentice name..... Apprentice signature.....

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

Keep your notes safely in your portfolio.

Personal development log: Guidance notes

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

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

Prior to completing the PDL you should:

- complete a skills analysis activity such as skill scan to determine your learning and development targets (may be indicated on your personal development plan (PDP))
- undertake a SWOT analysis to identify development objectives to meet those targets (may be indicated on your PDP)
- set SMART targets for achieving those targets
- reflect on the learning process.

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

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

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

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

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

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

The following log could be used.

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

SMART stands for:

- **Specific:** clearly state what is to be achieved, eg learning muscles of mastication
- **Measurable:** how will you know that you have achieved your need, the desired outcome, eg testing by Tutor or peers
- **Agreed:** you have discussed this with Tutor/mentor and agreed an aim
- **Realistic:** the target is possible given the resources available
- **Timed:** eg the target will be met by 15/09/22

Appendix B: A guide to writing a reflective account

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

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

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

Description	Describe a role, an incident or an event that you have decided to reflect upon. Think about the context and who else was involved. Note – it does not have to be a negative event; perhaps a patient or colleague complimented you on your professionalism or performance.
Feelings	Describe how the incident/event made you feel. Try not to use reflection to blame others – only consider your behaviour/actions/attitude.
Other	If you can, ask others for their thoughts and views. This could be colleagues – both senior and junior.
Evaluation	What was good or bad about the experience? Sometimes bad incidents have good bits and vice versa. Try to pick out the good and the bad.
Analysis	What sense can you make of the situation – what does it mean? Explore the details more closely and try to think about what challenged you and why you did what you did.
Conclusion	What have you learnt as a result of the incident/event or thing? What else could you have done to achieve a different outcome?
Action plan	What will you do next? How will you work towards avoiding repeating something bad or building on something good? Will you need help in order to do this? Note: This action plan could form part of your PDP and become a development goal.
Review	What was the outcome of your action? Did your action plan work; if not, why not? Could you have done more to aid achievement? Did you lose interest? If so, why?
Now what	<ol style="list-style-type: none"> 1. Keep this record of reflection in the appropriate section in your PDP. This is clear evidence of you thinking and developing as a professional. 2. What is your next plan of action or project?

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