Level 3 Diploma in Dental Nursing (5234-01/91)

October 2018 Version 2.4

**City&
Guilds**

Qualification at a glance

Subject area	Dental Nursing
City & Guilds number	5234
Age group approved	16+
Assessment	Portfolio / multiple-choice
Fast track	Available for centres offering 4234
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 3 Diploma in Dental Nursing	292	480	5234-01/91	601/2434/9

Version and date	Amendments	Section
2.4 October 2018	Additional information added to re-sit attempts Suggested learning resources added	Assessment
2.3 April 2018	Amendment to re-sit attempts	Assessment
2.2 August 2017	Added GLH & TQT details	Qualification at a glance and Introduction
2.1 September 2016	Agreed changes in V2.0 set to live	Units / Sections 1-4
2.0 June 2016 **NB Changes to come in to effect from 1st September 2016**	Included evidence requirements	Units
	Amends to front matter sections	Sections 1-4
1.1 February 2015	Unit 313 – *Anticonvulsant* added to range for 'Main classes of drugs'	LO5 AC 5.1
	Unit 313 – *Shock* and *choking* added to range for 'Medical emergencies'	LO5 AC 6.3
	Unit 314 – *Dental pantomographs (DPT)* added to Orthopantomographs (OPG) in range for 'extra oral radiographs'	LO2 AC 2.1b

	Unit 314 – *Direct* and *indirect* added to Digital in range for 'Methods'	LO3 AC 3.1
	Unit 315 – Spelling correction 'Intraligamentary'	LO3 AC 3.8

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	The qualification has been developed for learners who wish to become dental nurses.
What does the qualification cover?	The qualification focuses on the technical skills and knowledge required to be a professional dental nurse. Units of study include direct chairside work and support during a range of dental treatments, organisational and legal requirements which underpin high quality dental care, and the role of the dental nurse in meeting patients' needs.
Is the qualification part of a framework or initiative?	The qualification has been informed by Skills for Health (SfH) National Occupational Standards (NOS). It has been developed to meet the requirements of the General Dental Council (GDC).
Who did we develop the qualification with?	The qualification has been developed by a team of occupational experts who have an in depth understanding of the role and responsibilities of a dental nurse.
What opportunities for progression are there?	On completion of this qualification learners may progress into employment or to pursue opportunities for on-going professional development or further or higher education. Opportunities for consideration may include but are not limited to: • specialist dental nursing roles • dental hygiene or therapy • dental technology • dental decontamination • teaching or mentoring • practice management in a dental setting. Dental nurses who wish to progress into dentistry will be required to complete an access course if they do not possess the requisite grades at Advanced Level.

Structure

To achieve the **Level 3 Diploma in Dental Nursing**, learners must achieve **48** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
Mandatory				
D/504/6101	Unit 268	First aid essentials	1	2
M/505/7247	Unit 301	Reducing the risk to health and safety in the dental setting	2	2
M/505/8107	Unit 302	The role and responsibilities of a dental nurse	5	3
T/505/8108	Unit 304	Prepare and maintain environments, instruments, and equipment for clinical dental procedures	2	2
L/505/3528	Unit 305	Principles of infection control in the dental environment	5	3
A/505/8109	Unit 306	Provide chairside support for the assessment of patients' oral health	2	2
K/505/8185	Unit 307	Contribute to the production of dental images	3	3
A/505/8112	Unit 308	Provide chairside support for the prevention and control of periodontal disease and caries and the restoration of cavities	2	3
H/505/8184	Unit 309	Provide chairside support for the provision of fixed and removable prostheses	3	3
T/505/8111	Unit 310	Provide chairside support for non-surgical endodontic treatment	2	2

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level
Y/505/8151	Unit 311	Provide chairside support for the extraction of teeth and minor oral surgery	3	3
F/505/8144	Unit 312	Provide information and support to individuals on the protection of their oral health	4	3
L/505/8146	Unit 313	Assessment of oral health and treatment planning	5	3
Y/505/8439	Unit 314	Dental radiography	4	3
R/505/8150	Unit 315	Management of oral health diseases and dental procedures	5	3

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Diploma in Dental Nursing	292	480

Skills for Health National Occupational Standards (NOS)
The tables below contains the mapping of the NOS to the Level 3 Diploma in Dental Nursing (5234)

OH1.2012 Prepare and maintain environments, instruments and equipment for clinical dental procedures		
Unit	Knowledge and understanding (K)	Performance criteria (P)
301	20, 22, 25, 28, 34, 36	2, 3, 9, 11, 12, 15
302		18
304	7, 16, 17, 18, 26	1, 5, 6, 8, 10, 13, 14, 15, 16, 17, 19
305	1, 2, 3, 4, 5, 6, 8, 9, 27	
308	23	7
309	23	7
310	23	7
311	23	7

OH2.2012 Offer information and support to individuals about dental services and the protection of oral health		
Unit	Knowledge and understanding (K)	Performance criteria (P)
302	12, 13, 14, 15, 16, 18, 20	
308	9	3
312	4, 5, 6, 7, 10, 11	2, 4, 5, 6, 7, 8, 9
313	3, 8, 17, 19	1
315	1, 2, 10	

OH3.2012 Provide chairside support during the assessment of a patients' oral heath		
Unit	Knowledge and understanding (K)	Performance criteria (P)
301	13, 28	6
302	24, 25, 27, 30, 31, 32	4
304	12	3, 9, 10, 11, 12
306	1, 2, 4, 14, 19, 20	1, 2, 5, 8
311		7
313	3, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 26, 29	
315	21, 22, 23	

OH4.2012 Contribute to the production of dental images		
Unit	Knowledge and understanding (K)	Performance criteria (P)
301	4, 18, 19	
302	31, 32	
304	17	1,3
307	21, 28	2, 4, 5, 6, 7, 8, 9, 10, 11
314	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	

OH5.2012 Provide chairside support during the prevention and control of periodontal disease and caries and the restoration of cavities

Unit	Knowledge and understanding (K)	Performance criteria (P)
301	27, 28	
302	13, 32, 33, 34, 36	
304	25	2
308	10, 11, 14, 15	1, 4, 5, 6, 7, 9
310		8
312	7	
313	1, 2, 7, 11, 29, 30, 34, 35	10
315	3, 4, 5, 6, 12, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 8, 9, 31	3

OH6.2012 Provide chairside support during the provision of fixed and removable prostheses

Unit	Knowledge and understanding (K)	Performance criteria (P)
301	36	
302	32, 43	10, 17
304	37,38	1,2,14
306	41	
309	11, 16, 26, 27, 28, 30, 31	2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 15
311		8
312	6, 39, 40	16
313	1, 2, 35, 42, 43	
315	3, 4, 5, 8, 9, 10, 12, 13, 15, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 30, 31, 34	

OH7.2012 Provide chairside support during non-surgical endodontic treatment

Unit	Knowledge and understanding (K)	Performance criteria (P)
301		1
302	18, 19, 21, 25, 26, 29	15
304		1, 14
306	27	
308	15	12
309	17	
310	11, 12, 13, 19,	2, 4, 5, 6, 7, 8, 10, 11
311	20	3
313	1, 2	
315	3, 5, 6, 7, 8, 9, 10, 12, 16	

OH8.2012 Provide chairside support during the extraction of teeth and minor oral surgery

Unit	Knowledge and understanding (K)	Performance criteria (P)
301	13,	
302	7, 17, 18, 23, 27, 30,16	
304	22	3, 9
305	14, 15	
306	28	
308	5, 8, 9, 10	
309	19	
311	3, 20, 21	1, 2, 4, 5, 6, 7, 8, 10, 11, 12
313	1, 2, 24, 29, 7	
315	3, 4, 5, 6, 8, 9, 10, 11, 16, 18, 20, 21, 22	

2   Centre requirements

Approval

If your Centre is approved to offer the Level 3 Diploma in Dental Nursing (4234-31) you can apply for the new Level 3 Diploma in Dental Nursing (5234-01) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:
- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

To offer the Level 3 Diploma in Dental Nursing (5234-01), new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Tutors

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:
- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be current and to the same level as the training being delivered
- hold a qualification recognised by the General Dental Council for registration and demonstrate on-going occupational competence
- have recent relevant experience in the specific area they will be assessing and up to date knowledge of the legislation pertaining to decontamination within the relevant sector.

Centre staff may undertake more than one role, for example tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Assessors and Internal Quality Assurer

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying these qualifications, and/or meet the requirements for assessors and internal quality assurers outlined by the General Dental Council.

Assessors who do not hold the relevant Assessor/TAQA qualification, but have the occupational competence and experience required for delivering the Diploma in Dental Nursing, can be supported by a qualified assessor whilst they work towards an assessor qualification.

The qualified assessor who supports this assessor does not need to have occupational expertise or experience to meet all learning outcomes. The supporting assessor must have a relevant occupational background and current occupational competence/knowledge across some of the competences within the qualification.

Co-ordinating assessors

In order that the requirements for occupational competence of assessors and expert witnesses can be met while allowing flexibility of delivery, learners may have more than one assessor or expert witness involved in the assessment process.

Where more than one assessor or expert witness is involved, there must be a named assessor who is responsible for the overall co-ordination of the assessment for each learner.

Co-ordinating assessors will be responsible for integrating, planning and directing assessment for the whole qualification. Co-ordinating assessors must ensure that the best use is made of all available evidence and will make the final judgement of competence in each unit where other assessors or expert witnesses have been involved.

The co-ordinating assessor must be a qualified assessor, who is occupationally competent, registered with the General Dental Council, occupationally experienced and experienced in the assessment of work based learning.

It is expected that co-ordinating assessors will work closely with internal quality assurers to ensure standardised practice and judgements within the assessment process.

Assessor requirements

Assessors should be one of the following:
- a dentist who holds a qualification recognised by the GDC for registration
- a dental nurse who holds a qualification recognised by the GDC for registration and who can demonstrate on-going occupational competence

- a Dental Care Professional (DCP) who is competent in the area of practice and holds a qualification recognised by the GDC for enrolment or statutory registration

All assessors must be registered dental (care) professionals.
All assessors must have current registration status with the General Dental Council. This is a mandatory requirement.

Centres must check the qualification and registration status of assessors prior to employment and ensure that registration is maintained.

Centres must also ensure they have the correct level of professional indemnity cover for staff, in line with current standards.

Please review the requirements for registration and indemnity cover on the GDC website for clarification **www.gdc-uk.org**

Expert Witnesses

The expert witness must have:
- the same vocational expertise as assessors
- a working knowledge of the competences on which their expertise is based
- current expertise and occupational competence ie. within the last two years, either as a dental nurse, dental practitioner or oral health manager or a healthcare professional with expertise in decontaminating instruments and devices in a health setting. This experience should be credible and clearly demonstrable through continuing learning and development.

The role of the expert witness is to provide testimony to the competence of the learner in meeting the learning outcomes in any given unit. This testimony must directly relate to learner performance in the work place which has been seen by the expert witness.

Expert witnesses must be inducted by the centre to familiarise them with the requirements of the qualification and the principles for writing an expert witness testimony.

It is not necessary for expert witnesses to hold assessor qualifications as a qualified assessor must decide upon the acceptability of all evidence sources, including Expert Witness Testimony.

Expert witness testimony may be used where it is not possible for an assessor to observe an activity in the workplace. Expert witnesses testimonies have parity with assessor observations but must NOT be used as a routine substitute for assessor observation

Assessor observation remains the prime source of evidence across the qualification

Internal Quality Assurance Staff

Those staff carrying out internal quality assurance roles must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments. In addition assessors and IQAs must be able to evidence CPD activities which allow them to keep up to date with current practice and legislation in dental nursing.

Learner entry requirements

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is not approved for use by learners under the age of 16, and City & Guilds cannot accept any registrations for learners in this age group.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- meets the needs and capabilities of their learners
- satisfies the requirements of the qualification
- meets the learning outcomes and the 'Standards for Education' developed by the General Dental Council (GDC)

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking skills
- personal and social development
- employability

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

City & Guilds recommends as best practice learners may need to have experience in and possibly be assessed in another dental practice in order that they are experienced in the variety of patient care and needs. It is the centres responsibility to ensure that every effort is made to keep student experience as consistent possible across all delivery sites. In order to meet the range of patient care needs specified in the qualification this

may mean that a learner in a small practice may need to be facilitated in gaining experience and assessment in other practices.

The requirements of the General Dental Council for the delivery and quality assurance of the Level 3 Diploma in Dental Nursing

The General Dental Council (GDC) is responsible for the regulation of the dental workforce (Dental Care Professionals) throughout the United Kingdom. Part of this role involves the maintenance of a register of practitioner's who are deemed appropriately qualified and competent to carry out the role of a dental care professional. Dental nurses are required to register with the GDC in order to practice. In order to gain entry to the register, the dental nurse must possess a recognised qualification, such as the City & Guilds Level 3 Diploma in Dental Nursing.

City & Guilds has undertaken an approval process with the GDC. The continued approval of the qualification as an entry qualification for the professional register is dependent on City & Guilds and its assessment centres proving that they continue to meet the GDC requirements based on the evidence that was submitted and in any subsequent inspections.

The approval is based on the GDC document *Standards for Education – standards and requirements for providers*, which can be found on the GDC website.

The Standards for Education are based on four areas:
- Standard 1 - Protecting patients
- Standard 2 - Quality evaluation and review of the programme
- Standard 3 - Student assessment
- Standard 4 - Equality and diversity

City & Guilds has provided evidence to support the achievement of these standards based on our requirements for centre approval and the contents of the qualification handbook. There are additional requirements relating to GDC approvals, including those outlined below.

Centres offering the City & Guilds Level 3 Diploma in Dental Nursing will need to be able to demonstrate they comply with Standard 1 – Protecting patients at:
- the approval stage (centre and scheme)
- regular external quality assurance monitoring activities
- inspections carried out by the quality assurance team from GDC

Specific requirements to meet Standard 1 – Protecting patients
Centres are required to have a written agreement with the learner's employers. This agreement outlines the responsibilities of the employer in the learning and assessment processes. To meet GDC requirements, this agreement must contain:
- reference to a process/written agreement in which there is a decision stating the learner has developed sufficient knowledge and skills to work directly with patients in a safe manner. An exemplar learner induction checklist may be found in **Appendix 1**

- a requirement that trainee dental nurses working in the surgery are identified to ensure that patients are aware and have been advised on what they need to do if they are concerned in any way about this- to be recorded in learner induction checklist-see Appendix 1
- a stipulation that learners work under the direct supervision of a registered dental care professional until they become qualified as a dental nurse.

Raising concerns

Where either the centre or student have concerns regarding patients' safety and treatment, this needs to be raised with the IQA or EQA either verbally or in writing. The IQA or EQA must act upon this knowledge following City & Guilds quality assurance procedures.

In addition to the written agreement with the learner's employers, centres must be able to evidence their commitment to delivering training which will equip the dental nurse with the core skills required to work safely in a dental setting. Core skills will include health and safety, infection control and aspects of the role and responsibilities of the dental nurse (including patient care). The core skills should feature in the first four months of a learning programme.

Centres must have a 'Fitness to Practise' policy based on the GDC document Student Fitness to Practise which can be located on the GDC website **www.gdc-uk.org**

Implementation of professionalism and codes of conduct are imperative and underlie the basic principles of dental nursing. For this reason centres are to ensure that measures are in place to identify, report and act upon concerns raised relating to a student's and staffs behaviour, attitude and conduct whilst in training. Centres are expected to record all concerns and have transparent procedures in place. It is expected that Fitness to Practice policies will run alongside centre procedures when raising concerns. All records must be made available at each activity completed by External Quality Assurers. In event of escalated concerns, centres must contact their allocated External Quality Assurer for advice and guidance.

Centres must also ensure that students have information provided to help guide and inform on actions to take if concerns are identified whilst in training.

Student identification

Centres must ensure that all trainee dental nurses are clearly identifiable to members of the public and other Dental Care Professionals within the dental workplace. An appropriate name badge confirming learners' name and trainee status is to be clear at all times within the clinical workplace. This is a mandatory requirement and it is a centres responsibility to ensure adherence at all times. Each centre is to endure that employers and each clinical workplace are aware of the requirements.

4   Assessment

Learners must:

- successfully complete four e-volve multiple choice tests covering units 305, 313-315
- produce a completed portfolio of evidence for units 268, 301, 302, 304, 306-312 containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies.

Unit	Title	Assessment method	Where to obtain assessment materials
268	First aid essentials	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and expert witness testimonies. Simulation is allowed.	
301	Reducing the risk to health and safety in a dental setting	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies	
302	The role and responsibilities of a dental nurse	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is not allowed**	

Unit	Title	Assessment method	Where to obtain assessment materials
304	Prepare and maintain environments, instruments, and equipment for clinical dental procedures	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is not allowed**	
305	Principles of infection control in the dental environment	An e-volve multiple-choice test	www.cityandguilds.com
306	Provide chairside support for the assessment of patients' oral health	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is not allowed**	
307	Contribute to the production of dental images	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is not allowed**	
308	Provide chairside support for the prevention and control of periodontal disease and caries and the restoration of cavities	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is not allowed**	

Unit	Title	Assessment method	Where to obtain assessment materials
309	Provide chairside support during the provision of fixed and removable prostheses	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is not allowed**	
310	Provide chairside support for non-surgical endodontic treatment	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is not allowed**	
311	Provide chairside support for the extraction of teeth and minor oral surgery	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is not allowed**	
312	Provide information and support to individuals on the protection of their oral health	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies **Simulation is allowed for this unit**	
313	Assessment of oral health and treatment planning	An e-volve multiple-choice test	www.cityandguilds.com
314	Dental radiography	An e-volve multiple-choice test	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
315	Management of oral health diseases and dental procedures	An e-volve multiple-choice test	www.cityandguilds.com

Grading and marking

Grading of the examinations for this qualification is pass or fail.

Evidence Requirements

Observation

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation.

Other sources of competence evidence:

Some competence criterion may be difficult to evidence by observation because they may refer to infrequently occurring activities. In the event of this occurring alternative methods of assessment may be used to support the evidence required the examples are:

- **Work Products:** These are non-confidential records made, or contributed to, by the learner, eg incident records, maintenance reports. They can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.

- **Confidential Records:** These may be used as evidence but must not be placed in the learner's portfolio. They must remain in their usual location and be referred to in the assessor records in the learner's portfolio eg Copies of risk assessments the learner has contributed to.

- **Questioning:** Questions may be oral or written. In each case the question and the learner's answer will need to be recorded eg what are your workplace procedures for dealing with risks which you are not able to handle yourself? Questions are asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing a learners practice. They may ask questions to confirm understanding and/or cover any outstanding areas.

- **Professional Discussion:** This should be in the form of a structured review of the learner's practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that

the learner can critically evaluate their application eg Describe your responsibilities for health and safety in your workplace.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. The learner's assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice eg City & Guilds Certificate in Health and Safety at Work. It is advised that copies of certificates be used and centres should authenticate the originals. Certificates can be used as supporting evidence but will not be taken as a replacement for evidence derived by the assessor eg simulation.

- **Projects / Assignments:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of the learner's qualification and occasionally because an event happens rarely or may be difficult to observe. Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used.

- **Reflective Accounts:** describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected, the learner may be able to use a reflective account to provide some of the performance evidence for this unit eg an account of an occasion when you reported on a high risk hazard. Reflective accounts also provide evidence that learners are able to evaluate their knowledge and practice across the activities embedded in this qualification

- **Case Studies:** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

  NB Confidential records must **not** be included in learners' portfolios but must be referred to in the assessment records.

- **Witness Testimony:** Colleagues, allied professionals and individuals with whom the learner works with may be able to provide testimony of their performance. The learner's assessor will help him/her to identify the appropriate use of witnesses.

Expert Witnesses: may observe a learner's practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe the learner she/he will identify an expert witness in the workplace, who will provide testimony of the learners work based performance.

Simulation

Simulation is only allowed for Unit 268 First aid essentials and Unit 312 Offer information and support to individuals on the protection of their oral health. Simulations should only be undertaken in the minority of cases, where the learner is unable to complete the standards because of the lack of opportunity within their practice ie.

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that the learner would act appropriately - for example (i) where there is a high risk of harm or abuse to the individuals, key people in their lives and others, (ii) where events such as medical emergencies (such as cardiac arrest) occur and competence is vital to ensure best practice and results (iii) where cash is being handled when this does not happen routinely in the workplace.
- where performance is critical, happens frequently but where there is risk of harm to the learner or service user in a real situation, for example, dealing with aggressive or abusive situations (although evidence from direct observation should be used where possible).

Where simulations are used they must replicate working activities in realistic (but not necessarily actual) workplace environments

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronic report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Test specifications

Multiple choice tests have been developed for units 305, 313, 314 and 315. Tests will include questions which refer to the regulatory and legislative framework for England. The syllabus developed for learners in Wales and Northern Ireland should include the regulatory and legislative framework for the respective countries however this information will not be included in the tests.

Tests can be booked via City & Guilds Walled Garden for any given date/time and can be scheduled on the same day that the test is taken (up to 30 minutes before).

Re-sit attempts

From 01 August 2019, candidates are permitted a maximum of four opportunities to sit each of the e-volve tests (305, 313, 314, 315) within this qualification. These opportunities will be classified as an initial attempt at each test, with a maximum of three re-sit attempts. Each re-sit opportunity will be conducted using a different version of the test to that/those which the candidate has previously attempted.

Centres should review the test score report for each candidate that has failed following their first attempt at the test. This information should be used to provide further development to the candidate or to encourage further revision of particularly difficult areas. Evidence of further teaching and development will be required between test attempts. Centres should only re-submit candidates for another test attempt when they are confident that sufficient further development has been provided. It is recommended that candidates should wait a minimum of 7 days before their next attempt to allow for the further development/revision. Centres should seek advice from their EQA in any situation where a candidate has failed any of the four exams following two attempts.

In any case where a candidate has failed any of the four tests following a maximum of four attempts, then the centre will be unable to book further test attempts on Walled Garden from 01 August 2019. This subsequently means that the candidate will fail to achieve the full qualification. Please note, where a candidate has taken any tests prior to 1st August 2019 and failed any number of times, then these sittings will be included retrospectively in the total number of permitted opportunities from 01 August 2019.

Please note that these restrictions have been implemented following guidance from the General Dental Council as part of their regulatory audit process. **City & Guilds and the General Dental Council have agreed that a defined number of resit opportunities is an integral requirement of the qualification in order to uphold professional quality standards within the sector.**

More information about this can found using the FAQ document, available on the City & Guilds website. **www.cityandguilds.com**

Test 1: Unit 305 Principles of infection control in the dental environment
Duration: 40 minutes
Pass mark: **76%**

Unit number	Outcome	No. of questions	%
5234-305	**1** understand the process of infection control	4	16
	2 understand the significance of micro-organisms	3	12
	3 understand the management of infectious conditions affecting dental patients	4	16
	4 know the various methods of decontamination and sterilisation	9	36
	5 understand relevant health & safety legislation, policies and guidelines	5	20

	Total	25	100%

Test 2:   Unit 313 Assessment of oral health and treatment planning

Duration: 40 minutes

Pass mark: **76%**

Unit number	Outcome	No. of questions	%
5234-313	**1** understand the organisational and legal requirements which apply to the assessment of oral health and treatment planning	3	12
	2 understand methods of oral health assessment	6	24
	3 know the structure and function of oral and dental anatomy in relation to patient assessment	4	16
	4 understand how medical conditions and oral diseases inform treatment planning	5	20
	5 know the classifications of drugs referred to in treatment planning	2	8
	6 know how to respond to medical emergencies which may occur during assessment and treatment planning	5	20
	Total	**25**	**100%**

Test 3:   Unit 314 Dental radiography
Duration: 40 minutes
Pass mark: **76%**

Unit number	Outcome	No. of questions	%
5234-314	**1** know the regulations and hazards associated with ionising radiation	5	20
	2 understand the different radiographic films and their uses	4	16
	3 understand the imaging process and the management of chemicals used for processing radiographs	8	32
	4 understand the importance of stock control, mounting and quality assurance in dental radiography	8	32
	Total	**25**	**100%**

Test 4:   Unit 315 Management of oral health diseases and dental procedures
Duration: 40 minutes
Pass mark: **76%**

Unit number	Outcome	No. of questions	%
5234-315	**1** know the types and causes of oral disease	3	12
	2 understand prevention and management of oral diseases	3	12
	3 know the procedures, equipment, instruments and materials for restorative treatment	7	28
	4 know the procedures, equipment, instruments and materials for fixed and removable prostheses	6	24
	5 know the process, equipment, instruments and materials for orthodontics	2	8
	6 know the process, equipment, instruments and materials for non surgical endodontic treatment	2	8
	7 know the process, equipment, instruments and materials for extractions and minor oral surgery	2	8
	Total	**25**	**100%**

Recording forms

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of recording forms including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by learners and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific.

Suggested learning resources

Basic guide to dental instruments
Carmen Scheller- Sheridan

Basic Guide to Oral Health Education & Promotion
Alison Chapman & Simon Felton

Basic Guide to Dental Procedures
Carole Hollins

Basic Guide to Dental Radiography
Tim Reynolds

Basic Guide to Infection Prevention and Control in Dentistry
Caroline L. Pankhurst & Wilson A. Coulter

Basic Guide to Medical Emergencies in Dental Practice
Phillip Jevon

Basic Guide to Anatomy and Physiology for Dental Care Professionals
Carole Hollins

Scientific Basis of Oral Health Education
Ronnie Levine & Catherine Stillman-Lowe
BDA books

Levison's Textbook for Dental Nurses
Carole Hollins

5 Units

Availability of units

The following units can also be obtained from the Register of Regulated Qualifications: **http://register.ofqual.gov.uk/Unit**

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 268   First aid essentials

UAN:	**D/504/6101**
Level:	2
Credit value:	1
GLH:	10
Assessment	Portfolio containing examples of observed practice. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and expert witness testimonies. Simulation is allowed for this unit.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Aim:	The aim of this unit is for learners to demonstrate the practical administration of safe, prompt, effective first aid in emergency situations with an understanding of the role of the first aider including equipment, record keeping and basic hygiene.

Learning outcome
The learner will:
1. understand the role and responsibilities of a first aider
Assessment criteria
The learner can:
1.1 identify the role and responsibilities of a first aider
1.2 identify how to minimise the risk of infection to self and others
1.3 identify the need for establishing consent to provide first aid
1.4 identify the first aid equipment that should be available
1.5 describe the safe use of first aid equipment.

Learning outcome
The learner will:
2. be able to assess an incident
Assessment criteria
The learner can:
2.1 conduct a scene survey
2.2 conduct a primary survey of a casualty

2.3 give examples of when to call for help.

Learning outcome
The learner will: 3.   be able to manage an unresponsive casualty who is breathing   normally
Assessment criteria
The learner can: 3.1 assess a casualty's level of consciousness 3.2 open a casualty's airway and check breathing 3.3 identify when to place an unconscious casualty into the recovery   position 3.4 place an unresponsive casualty in the recovery position 3.5 manage a casualty who is in seizure.

Learning outcome
The learner will: 4.   be able to manage an unresponsive casualty who is not breathing   normally
Assessment criteria
The learner can: 4.1 recognise the need to commence Cardio Pulmonary Resuscitation 4.2 demonstrate Cardio Pulmonary Resuscitation using a manikin 4.3 identify the accepted modifications to Cardio Pulmonary   Resuscitation for children.

Learning outcome
The learner will: 5.   be able to recognise and assist a casualty who is choking
Assessment criteria

The learner can:
5.1 describe how to identify a casualty with a
           a.   partially blocked airway
           b.   completely blocked airway
5.2 administer first aid to a casualty who is choking.

Learning outcome
The learner will: 6.   be able to manage a casualty with external bleeding
Assessment criteria
The learner can: 6.1 identify the types of external bleeding 6.2 control external bleeding.

Learning outcome
The learner will:
7. be able to manage a casualty who is in shock
Assessment criteria
The learner can:
7.1 recognise shock
7.2 administer first aid to a casualty who is in shock.

Learning outcome
The learner will:
8. be able to manage a casualty with a minor injury
Assessment criteria
The learner can:
8.1 administer first aid to a casualty with small cuts, grazes and bruises
8.2 administer first aid to a casualty with minor burns and scalds
8.3 administer first aid to a casualty with small splinters.

Unit 268   First aid essentials

Supporting information

Assessors, Expert witnesses and IQAs must comply with Skills for Health assessment principles for First Aid- see Appendix three.

Evidence requirements

Minimum requirement of one observation. Supporting evidence of learner understanding must be completed and provided in order to support performance evidence. Simulation is allowed for this unit.

Guidance

Hazard

Something with potential to cause harm

Others

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, patients.

Unit 301 Reducing risks to health and safety in the dental setting

UAN:	M/505/7247
Level:	2
Credit value:	2
GLH:	8
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	This unit is about health and safety in a dental nurse's day to day work. This includes identifying and dealing with risks and hazards in the workplace.

Learning outcome
The learner will:
1. know the hazards in the dental setting
Assessment criteria
The learner can:
1.1 define the terms hazard and risk
1.2 identify **working practices** which could harm self or others
1.3 identify aspects of the dental setting which could harm self or others.

Range
Workplace practices:
a) safe working methods and equipment
b) safe use of hazardous substances, smoking, eating, drinking and drugs
c) what to do in the event of an emergency, personal presentation, moving and handling
Dental setting: single or multiple areas in which you carry out your work.

Learning outcome
The learner will:
2. understand organisational and legal requirements for health and safety within the dental setting
Assessment criteria
The learner can:
2.1 identify **organisational and legal requirements** for health and safety in a dental setting
2.2 describe the **process for reporting risks** to health and safety within the dental setting.

Range
Organisational and legal requirements:
a) Health & Safety at Work Act 1974
b) Control of Substances Hazardous to Health (COSHH)
c) Environmental Protection Act 1990
d) Ionising Radiation (Medical Exposures) Regulations (including local rules)
e) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
Process for reporting risks:
a) Organisational procedures
b) Reporting differences between work practices and organisational legal requirements and manufactures instructions.

Learning outcome
The learner will:
3. be able to act upon hazards in the dental setting
Assessment criteria
The learner can:
3.1 report hazards to the identified **responsible person**
3.2 deal with **hazards** in the **dental setting** in accordance with organisational and legal requirements.

Range
Responsible person:
a) manager
b) supervisor
c) section leader or health and safety representative
Hazards:
a) mercury spillage
b) radiation
c) cross infection
d) environmental factors
e) spillages

f)	waste disposal
g)	sharps

Dental setting:

a)	single or multiple areas in which you carry out your work

Learning outcome
The learner will:
4.   be able to reduce the risks to health and safety in the dental setting
Assessment criteria
The learner can:
4.1   carry out your work in accordance with **organisational and legal requirements** and manufacturer's instructions
4.2   control health and safety risks within own capability and responsibilities
4.3   behave in a way that does not endanger the health and safety of self and others in the dental setting
4.4   use equipment, materials and products in line with organisational and legal requirements
4.5   contribute to health and safety improvements within the dental setting
4.6   ensure **personal presentation** protects the health and safety of self or others within the dental setting.

Range
Organisational and legal requirements:

a)	Health & Safety at Work Act 1974
b)	Control of Substances Hazardous to Health (COSHH)
c)	Environmental Protection Act 1990
d)	Ionising Radiation (Medical Exposures) Regulations (including local rules)
e)	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)

Personal Presentation:

a)	personal hygiene
b)	use of personal protective equipment
c)	clothing and accessories suitable to the workplace.

Unit 301 Reducing risks to health and safety in the dental setting

Supporting information

Evidence requirements

A minimum requirement of two observations to cover a range of chairside activities on two different occasions.

Learners must include knowledge evidence to reflect understanding of current Health & Safety legislations and own role in implementing workplace policies. Suggested methods are verbal and written questions, assignments and/or professional discussions.

Unit 302 The role and responsibilities of a dental nurse

UAN:	M/505/8107
Level:	3
Credit value:	5
GLH:	37
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is not allowed.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	This unit introduces learners to the role and responsibilities of a dental nurse and the essential attributes and behaviours required to work in a professional manner. Opportunity has been provided to enable learners to reflect on their own professional practice and identify opportunities for improvement.

Learning outcome
The learner will:
1. understand the role and responsibilities of a dental nurse
Assessment criteria
The learner can:
1.1 explain the **role and responsibilities** of a dental nurse
1.2 explain the essential **attributes** of a dental nurse
1.3 summarise the **professional standards** for dental care professionals
1.4 summarise the organisational and legal requirements which apply to the role of a dental nurse
1.5 explain how a dental nurse should work within professional boundaries
1.6 explain the responsibilities of a dental nurse to **safeguard** patients from harm
1.7 explain the potential consequences of unprofessional behaviour on: a. the professional status of a dental nurse

b. the public

c. the reputation of employer

1.8 explain the procedure for raising concerns and whistleblowing in the workplace.

Range
Role and responsibilities
a) Communicate with patients, carers, colleagues, visitors and other healthcare professionals (referring to a range of methods including use of technology)
b) Maintain records (accurate, clear, dated, legible, non judgemental, in line with Data Protection Act)
c) Ensure adequate supplies of stock are available for procedures
d) Work with others (team, external agencies)
e) Take responsibility for own actions
f) Maintain confidentiality
g) Apply safe working practices
h) Treat patients and colleagues with dignity and respect
i) Maintain and record occupational competency through continuing professional development
Attributes:
a) Behaviour
b) Appearance
c) Attitude to work
Professional standards:
a) General Dental Council Standards for the dental team/Scope of Practice or equivalent professional standards in Wales, Northern Ireland and Scotland
Safeguard:
a) recognise and respond to potential signs of abuse
b) reflect on action taken

Learning outcome
The learner will:
2. understand the role of the team and management in dental practice
Assessment criteria
The learner can:
2.1 summarise the **staffing model** within a dental practice
2.2 explain the types of **funding** for dental practices
2.3 explain the legal and ethical issues associated with managing a dental practice
2.4 explain the **ergonomics** within a dental practice
2.5 explain the role of the dental team
2.6 explain how safe, high quality care can be achieved by:
a. the contribution of team members

b. team work
c. observing the operator.

Range
Staffing model
a)   team (management)
Funding
a)   public
b)   private
Ergonomics
a)   seating
b)   positioning of patient and team
c)   instrument passing
d)   suction tip placement

Learning outcome
The learner will:
3.   be able to reflect on own professional practice and identify areas for improvement

Assessment criteria
The learner can:
3.1   explain the purpose of reflective practice in dental nursing
3.2   assess own **capabilities and limitations** using **reflective practice**
3.3   participate in professional development to improve knowledge or skills
3.4   evaluate the outcomes of professional development undertaken
3.5   state the importance of maintaining occupational currency in dental nursing
3.6   explain the principles of research as part of an evidence based approach to practice.

Range
Capabilities and limitations:
a)   working with others
b)   problem solving (lessons learned from even the simplest problem or dealing with a difficult situation)
c)   inclusive practice, which promotes equality and diversity
Reflective practice
a)   self reflective
b)   feedback through appraisal
c)   internal feedback
d)   external feedback

Learning outcome
The learner will:
4. understand the needs of patients accessing dental care
Assessment criteria
The learner can:
4.1 explain **barriers** patients may experience when accessing dental care and treatment
4.2 describe factors which may cause **patient anxiety**
4.3 explain how barriers and anxieties can affect a patient's treatment plan.

Range
Barriers
a)   financial
b)   access to dental services
c)   work and family commitments
d)   expectation of treatment options
e)   general health and well-being
f)   pain
Patient anxiety:
a)   past experience
b)   fear
c)   pre-existing mental health issues
d)   risks associated with dental radiography.

Learning outcome
The learner will:
5. be able to perform the role of a dental nurse in a professional manner
Assessment criteria
The learner can:
5.1 work with others to deliver effective patient care
5.2 assist patients using a **patient centred approach**
5.3 treat patients, colleagues and members of the general public with equality, dignity and respect
5.4 manage time and resources in line with organisational requirements
5.5 comply with organisational and legal requirements and professional standards at all times
5.6 use a range of methods to **communicate** effectively with patients and colleagues.

Range
Patient centred approach
a)   put patient interests first
b)   reassure patients (anxiety)

c)　　　act on patient behalf (advocacy) **Communication:** a)　　　listen b)　　　adapt communication to meet the needs of others c)　　　give feedback

Unit 302 The role and responsibilities of a dental nurse

Supporting information

The assessment for this unit will begin following the learners induction into the Level 3 Diploma in Dental nursing and continue throughout the programme. Learners will not achieve completion of this unit until all units have been achieved, then assessors can confirm overall competency.

In order to achieve this unit, a dental nurse must show they understand GDC Standards for the Dental Team.

Evidence requirements

Outcome five **must** be observed on a minimum of three occasions across a range of duties and chairside activities.

Learners must complete research on the GDC principles and their own responsibilities relating to safeguarding. The outcomes of this will be used to support evidence for LO1.

Evidence of sufficient learner self-reflective practice must be used to support evidence for LO3.

Evidence for LO4 should show how learners understand patient's fear and anxiety, and how to alleviate their concerns

Unit 304 Prepare and maintain environment, instruments and equipment for clinical dental procedures

UAN:	T/505/8108
Level:	2
Credit value:	2
GLH:	14
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is not allowed.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	This unit focuses on the methods of infection control within the general dental environment and the application of health and safety measures for clinical dental procedures, the sterilisation of dental instruments and equipment including the safe disposal of waste.

Learning outcome
The learner will:
1. understand how to apply standard precautions of infection control for clinical dental procedures
Assessment criteria
The learner can:
1.1 present themselves in the dental setting with the **required standard of personal hygiene**
1.2 select and use correct hand washing methods for the clinical dental procedures
1.3 wear **personal protective equipment** for clinical dental procedures
1.4 maintain a clean and tidy working environment for clinical dental procedures
1.5 use **cleaning equipment** and materials in a safe manner

1.6	adjust **environmental factors** to meet the needs of the patient and the clinical dental procedure
1.7	explain the reasons for adjusting **environmental factors**
1.8	explain the decontaminants which are effective against different types of micro organisms.

Range
Required standard of personal hygiene
a) hair
b) nails
c) jewellery
d) footwear
e) uniform
Personal protective equipment
a) surgical gloves
b) face mask
c) goggles and/or visor
d) heavy duty gloves
Cleaning equipment
a) general cleaning equipment
b) sterilisation equipment
Environmental factors
a) heating
b) lighting
c) ventilation and humidity

Learning outcome
The learner will:
2. understand how to apply health and safety measures for clinical dental procedures
Assessment criteria
The learner can:
2.1 validate dental **equipment** and instruments in line with manufacturers' guidelines, organisational and legal requirements
2.2 record the outcomes of the validation of dental equipment and instruments
2.3 maintain aspiration equipment
2.4 explain the action taken when:
a. equipment fails or is not working properly
b. a **spillage** occurs
2.5 explain the reporting procedures for **hazards**.

Range
Equipment
a) dental chair

b) aspirator
c) hand pieces
d) ultrasonic scaler
e) x-ray machine
f) x-ray processing equipment
g) autoclave
h) washer dryer
i) ultrasonic bath

Spillage
a) water spillage
b) mercury spillage
c) body fluids
d) chemical spillage

Guidance: refers also to **spillage** which may have occurred through surgical investigation

Hazards
a) Hepatitis B
b) HIV
c) Herpes simplex
d) damaged instruments
e) sharps injury

Learning outcome
The learner will:
3. be able to apply methods of sterilisation for dental instruments and equipment
Assessment criteria
The learner can:
3.1 carry out sterilisation procedures in line with organisational and **legal requirements**
3.2 explain the methods for testing that autoclaves are functioning correctly
3.3 explain the importance of placing **equipment** and instruments in the correct location for the **stages of sterilisation**
3.4 prepare **instruments and hand pieces** for sterilisation
3.5 explain reason for pre cleaning instruments prior to sterilisation
3.6 store sterilised instruments and hand pieces according to organisational and legal requirements
3.7 maintain accurate and legible records of the decontamination and sterilisation process
3.8 explain how the maintenance of equipment and instruments is recorded
3.9 explain the potential risks of failing to decontaminate equipment and instruments
3.10 explain the potential long term effects of using damaged or pre-used sterile goods.

Range
Instruments and hand pieces
a)   non-surgical
b)   surgical
Legal requirements
a)   Health Technical Memorandum 01-05 Decontamination in Primary Care Practices and subsequent updates or equivalent legal requirements in Northern Ireland, Wales or Scotland
Equipment
a)   washers
b)   ultrasonic cleaners
Stages of sterilisation
a)   storage
b)   transportation

Learning outcome
The learner will:
4.   be able to safely dispose of hazardous waste and non-hazardous waste

Assessment criteria
The learner can:
4.1   list types of **waste** routinely found in a dental setting
4.2   explain how types of waste should be disposed of
4.3   dispose of **hazardous waste** in a safe manner according to legal and regulatory requirements and practice policy
4.4   explain the dangers of failing to dispose of waste correctly and promptly.

Range
Waste
a)   hazardous
b)   non-hazardous
Hazardous waste
a)   used gloves
b)   face masks
c)   tissues
d)   cotton wool rolls
e)   gauze
f)   napkins
g)   alcohol wipes
h)   mouthwash beakers
i)   lead foil
j)   needles

k)	waste amalgam
l)	LA cartridges
m)	processing solutions
n)	medicines
o)	damaged sterile pre-packed items

Unit 304 Prepare and maintain environment, instruments and equipment for clinical dental procedures

Supporting information

Assessment decisions for this unit will clearly reflect the learner's competence in preparing and maintaining the clinical dental environment for a variety of general dental procedures using the correct cross infection control measures throughout.

Evidence requirements

Minimum two observations to cover both chairside activities and decontamination procedures.

Knowledge evidence in the form of questioning and/ or assignments are required in order to support learner performance. Evidence should focus on current legislation, guidance and good practice.

Unit 305   Principles of infection control in the dental environment

UAN:	L/505/3528
Level:	3
Credit value:	5
GLH:	20
Assessment method	e-volve multiple choice test
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim	The aim of this unit is to describe infectious diseases, their routes of transmission and methods of preventing cross infection.

Learning outcome
The learner will:
1. understand the process of infection control
Assessment criteria
The learner can:
1.1   describe the causes of cross infection
1.2   describe the methods for preventing cross infection
1.3   explain the principles of Standard (Universal) **infection control precautions.**

Range
Infection control precautions:
a)   transmission of infection
b)   measures for preventing cross infection
c)   management of blood and body fluid spillages
d)   social, clinical and aseptic hand hygiene procedures
e)   barrier techniques including zoning
f)   importance of record keeping in relation to cross infection
g)   waste segregation
h)   disposal of waste
i)   maintenance and testing of equipment
j)   maintenance of water lines
k)   PPE
l)   personal hygiene

Learning outcome
The learner will:
2. understand the significance of micro-organisms
Assessment criteria
The learner can:
2.1 describe the main **micro-organisms** in potentially infectious conditions
2.2 explain the **routes** of transmission of micro-organisms
2.3 explain the significance of the terms pathogens and non-pathogens.

Range
Micro-organisms:
a. groups of micro organisms present in the oral cavity eg bacteria, viruses, fungi and spores
b. organisms capable of producing disease
Routes
a. routes of entry
b. direct/indirect contact.

Learning outcome
The learner will:
3. understand the management of infectious conditions affecting dental patients
Assessment criteria
The learner can:
3.1 describe infectious conditions which affect individuals within the dental environment
3.2 describe what actions to take to prevent the spread of **infectious diseases** in the dental environment
3.3 explain the importance of immunisation of **dental personnel**
3.4 describe how the potentially infectious conditions affect the body systems.

Range
Infectious diseases:
a. Hepatitis B
b. HIV
c. Herpes Simplex
d. Creutzfeldt-Jakob disease
Dental personnel:
a. Dentist
b. DCP personnel

c.	Policies and records, eg control of infection policy, staff induction policy, staff immunisation records, relevance of staff and patient medical histories

Learning outcome
The learner will:
4. know the various methods of decontamination and sterilisation
Assessment criteria
The learner can:
4.1 describe the principles and methods of **clinical and industrial sterilisation**
4.2 describe the types of sterilisation equipment used in the dental environment
4.3 describe the principles and methods of **disinfection**
4.4 explain the **preparation of a clinical area** to control cross infection
4.5 explain the procedures used to decontaminate a clinical environment after use
4.6 state the chemical names for decontaminants and where they are used.

Range
Clinical and industrial sterilisation:
a. Clinical equipment used in preparing items for sterilisation eg washers, disinfectors, ultrasonic cleaners
b. Sterilisation equipment and methods eg vacuum- and non-vacuum autoclaves, gamma radiation, measures for checking sterility, cycles, decontamination areas, storage of instruments
Disinfection:
a. Difference between asepsis, sterilisation and disinfection
b. Different types of disinfectants and their uses in clinical environments.
Preparation of a clinical area:
Different methods used in maintaining the cleanliness of clinical surfaces, equipment, hand pieces, instruments and hand hygiene.

Learning outcome
The learner will:
5. understand relevant health and safety legislation, policies and guidelines
Assessment criteria
The learner can:
5.1 identify **health and safety policies and guidelines** in relation to infection control
5.2 describe how to deal with a **sharps injury**
5.3 explain the use of personal protective equipment in the dental environment

5.4	describe ways of dealing with clinical and non-clinical waste.

Range
Health and safety policies and guidelines:
a.   Health & Safety at work Act
b.   Control of Substances Hazardous to Health regulations (COSHH)
c.   Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
d.   Special Waste and Hazardous Waste Regulations
e.   Department of Health guidelines and regulations eg Decontamination in primary care dental practices, Care Quality Commission, Health & Safety Executive guidelines, best practice guidelines GDC Scope of Practice
Sharps injury:
a.   protocols for sharps disposal
b.   clean sharps injuries
c.   contaminated sharps injuries

Unit 305   Principles of infection control in the dental environment

Supporting information

Guidance

The term 'standard (Universal) infection control precautions' may also be referred to as 'standard precautions' in dental settings.

Within the tutor's scheme of work emphasis should be placed on infection prevention and control.

Unit 306   Provide chairside support for the assessment of patients' oral health

UAN:	A/505/8109
Level:	2
Credit value:	2
GLH:	12
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is not allowed.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	This unit focuses on preparing the dental environment and supporting the operator during an oral health assessment. Learners will need to demonstrate an understanding of current legislation relating to confidentiality and the maintenance of records to facilitate recording and processing oral health assessments.

Learning outcome
The learner will:
1. be able to prepare for oral health assessment
Assessment criteria
The learner can:
1.1 Provide patients' **records, charts and images** for oral health assessment
1.2 Prepare equipment, instruments and materials for:
a. observing hard and soft tissues
b. making a record of teeth and measuring gingivae
c. assessing the function of the occlusion and malocclusion

Range
Records, charts, images
a)   dental charts UK/FDI systems/periodontal
b)   radiographs

c)	photographs
d)	study models
e)	personal details
f)	medical history
g)	orthodontic measurements/classifications
h)	consent

Learning outcome
The learner will:
2. be able to record and process oral health assessments
Assessment criteria
The learner can:
2.1 record assessments spoken by team members on dental charts
2.2 process and store dental **records, charts, and images** in a manner which maintains their confidentiality
2.3 make arrangements for follow up appointments as prescribed by the operator.

Range
Records, charts, images
a) dental charts UK /FDI systems
b) periodontal BPE
c) radiographs
d) photographs
e) study models
f) personal details
g) medical history
h) orthodontic measurements/classifications

Unit 306 Provide chairside support for the assessment of patients' oral health

Supporting information

Assessment decisions must clearly reflect learner understanding of current legislative requirements pertaining to the recording process, maintenance and storage of records.

Evidence requirements

Minimum of two observations to include a UK chart and a periodontal or BPE.

Evidence is required for manual charting, which can be as a result of either an observation in the workplace or a simulated activity.

Unit 307 Contribute to the production of dental images

UAN:	K/505/8185
Level:	3
Credit value:	3
GLH:	18
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is not allowed.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim	This unit has been developed to enable the learner to prove their competence in providing support and resources for taking dental images, processing images and maintaining quality in accordance with relevant legislation and workplace policies.

Learning outcome
The learner will:
1. be able to provide support and resources for taking dental images
Assessment criteria
The learner can:
1.1 maintain safe working practices throughout imaging procedures
1.2 provide the **resources** required by the operator for taking dental images
1.3 explain how patients' **accessories** and prostheses affect the quality of dental images
1.4 communicate to patients the need to remove accessories and prosthesis before the dental image is taken
1.5 respond to patients' questions or concerns regarding the taking of dental images
1.6 offer patients support whilst dental images are taken
1.7 refer questions to a member of the team which are beyond the role of the dental nurse to answer.

Range
Resources
a)   holders
b)   sensor/phosphor plate
c)   films (intra oral and extra oral radiographs)
Accessories
a)   jewellery
b)   glasses
c)   removable prosthesis

Learning outcome
The learner will:
2.   understand how to process dental images

Assessment criteria
The learner can:
2.1   explain methods for processing dental images taken with digital, automatic and manual imaging equipment
2.2   process dental images
2.3   ensure the quality of the image is maintained during processing
2.4   describe chemicals used in dental processing for manual and automatic processing equipment.

Learning outcome
The learner will:
3.   understand the purpose of quality assuring dental images

Assessment criteria
The learner can:
3.1   explain **organisational and legal requirements** for taking dental images in line with best practice
3.2   explain the reasons for implementing quality assurance processes
3.3   maintain current records of quality assurance
3.4   store or save images produced according to organisational guidelines.

Range
Organisational and legal requirements:
a)   Local rules
b)   Ionising Radiation Regulations 1999
c)   Ionising Radiation (Medical Exposure) Regulations 2000

Unit 307   Contribute to the production of dental images

Supporting information

Learners are required to process dental images for assessment criteria 2.2 using their standard practice within their usual dental setting. Assessment decisions must clearly reflect learner's implementation of relevant health and safety legislative requirements throughout assessment of this unit.

Evidence requirements

Minimum one observation of processing dental images in their usual dental setting.

Knowledge evidence must be included to reflect learner understanding of current legislative requirements and good practice concerning the use and processing of dental films. Each learner must provide current understanding of workplace quality assurance procedures.

Unit 308	**Provide chairside support for the prevention and control of periodontal disease and caries and the restoration of cavities**

UAN:	A/505/8112
Level:	3
Credit value:	2
GLH:	11
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is not allowed.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	This unit is focused on preparing the dental environment and assisting the operator during a variety of preventative and restorative dental procedures. It is paramount that patient care is provided throughout all procedures.

Learning outcome
The learner will:
1. be able to provide support to the patient and operator before, during and after treatment
Assessment criteria
The learner can:
1.1 provide **patients' records, charts and images** for the planned **treatment**
1.2 select the equipment, instruments and materials for:
a. prevention and control of dental caries
b. prevention and control of periodontal disease
c. provision of amalgam restorations
d. provision of composite restorations
e. provision of glass ionomer restorations

1.3 aspirate the treatment area and maintain a clear field of operation

1.4 protect soft tissues using instruments and materials

1.5 provide the operator with:

    a. a matrix system to aid the placement of restorations

    b. the correct quantity of restorative material

    c. materials or equipment required for finishing the restoration

1.6 handle and dispose of amalgam in a safe manner.

Range

Patient's charts, records and images

a) paper based

b) electronic

c) radiographs

Treatment

a) temporary restorations

b) amalgam restorations

c) composite restorations

d) glass ionomer restorations

e) fissure sealants

f) fluoride treatments

g) scaling

h) polishing

i) debridement

Unit 308   Provide chairside support for the prevention and control of periodontal disease and caries and the restoration of cavities

Supporting information

Assessment decisions should consider patient support and care throughout preventative and restorative treatments.

Whilst it is acknowledged that specific restorative procedures may not be completed within each workplace, it is expected that learners are observed with the most routine restorative treatments.

Evidence requirements

Minimum of two observations of procedures involving different restorative materials.

Any restorative and preventive treatments that are not observed by the assessor during assessment activities should have performance based evidence.

Unit 309 Provide chairside support for the provision of fixed and removable prostheses

UAN:	**H/505/8184**
Level:	3
Credit value:	3
GLH:	17
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is not allowed.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	The aim of this unit is for the learner to provide support to the patient and the operator during the provision of fixed and removable prostheses and orthodontic appliances. Learners will need to apply their knowledge and understanding of clinical dental procedures to prepare the clinical dental environment.

Learning outcome
The learner will:
1. be able to select and prepare equipment, instruments and materials for fixed prostheses
Assessment criteria
The learner can:
1.1 provide charts and records required by the operator
1.2 prepare **equipment**, instruments and materials for:
a. preparation of **fixed prostheses**
b. fitting and adjustment of **temporary prostheses**
c. fitting and adjustment of fixed prostheses
1.3 maintain a clear field of operation by applying moisture control
1.4 protect soft tissues during the clinical procedure
1.5 describe methods for protecting and retracting soft tissues during treatment

1.6	prepare impression material to the correct consistency and quantity
1.7	prepare impression material within handling and setting times relative to the material and ambient temperature
1.8	select adhesive materials for fitting fixed prostheses
1.9	mix adhesive material required by the operator to the required amount and consistency
1.10	provide the operator with instruments and equipment for trimming and checking the final adjustment of fixed prostheses
1.11	monitor the patient during the clinical procedure
1.12	give post operative advice following patient treatment.

Range

Equipment
a)   syringe, needle, local anaesthetic equipment
b)   suction apparatus
c)   hand pieces and burs
d)   gingival retraction cord

Fixed prostheses
a)   crowns
b)   inlays/onlays
c)   veneers
d)   permanent bridges
e)   adhesive bridges

Temporary prostheses
f)   temporary bridges
g)   temporary crowns

Learning outcome

The learner will:
2.   be able to select and prepare equipment, instruments and materials for removable prostheses

Assessment criteria

The learner can:
2.1   provide charts and records required by the operator
2.2   prepare equipment, instruments and materials for the **stages** of constructing removable **prostheses**
2.3   anticipate and select the **impression material** required by the operator
2.4   prepare impression material to the correct consistency and quantity
2.5   prepare impression material within handling and setting times relative to the material and ambient temperature
2.6   load impression materials on the impression tray
2.7   monitor the patient and provide support during the clinical procedure
2.8   disinfect impressions on removal from the patient's mouth

2.9	store impressions to preserve their accuracy
2.10	explain the importance of accurate shade taking
2.11	record information on laboratory prescription
2.12	explain the purpose of the laboratory prescription for prostheses
2.13	give post operative advice following prostheses.

Range

Stages

a)   primary and secondary impressions

b)   bite

d)   try in

e)   fit

f)   review

Prosthesis

a)   metal

b)   acrylic

c)   immediate

Impression material

a)   alginate

b)   silicone

Learning outcome

The learner will:

3.   understand how to prepare equipment, instruments and materials for orthodontic appliances

Assessment criteria

The learner can:

3.1   describe the charts and records required by the operator for orthodontic treatment

3.2   describe the range of orthodontic treatments

3.3   explain equipment, instruments and materials required for the construction of **orthodontic appliances**

3.4   explain the nurse's role throughout **stages** of orthodontic treatment

Range

Orthodontic appliances

a)   removable

b)   fixed

c)   retainer

Stages

a)   fitting

b)   monitoring

c)   adjusting

Unit 309   Provide chairside support for the provision of fixed and removable prostheses

Supporting information

Assessment decisions should consider patient support and care throughout all stages of fixed and removable prostheses.

Evidence requirements

Minimum of two observations to include both a fixed and removable prostheses.

Where possible, performance evidence must be used for remaining treatments not observed by the assessor.

Unit 310   Provide chairside support for non-surgical endodontic treatment

UAN:	T/505/8111
Level:	2
Credit value:	2
GLH:	12
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is not allowed.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	The unit aims to reflect the learner's practical skills and understanding of how to prepare the clinical dental environment for non-surgical endodontic treatment. Learners will need to have an understanding of the possible complications associated with providing non-surgical endodontic treatment and the actions to take if these occur.

Learning outcome
The learner will:
1.   be able to prepare the clinical environment for non surgical endodontic procedures
Assessment criteria
The learner can:
1.1   provide **records, charts and images** to the operator for the planned **treatment**
1.2   select the correct **equipment, instruments and materials** for the **stages** of non surgical endodontic treatment.

Range
Charts, records and images
a)   paper based
b)   electronic

c)	radiographs/images

Treatment

a)   permanent

b)   deciduous

Equipment, instruments and materials

a)   for identifying, locating, filling and measuring the roots of teeth

b)   rubber dam

Stages

a)   access

b)   isolation

c)   preparation

d)   measurement

e)   obturation

f)   restoration

Learning outcome

The learner will:

2. be able to assist the operator and support the patient during non surgical endodontic procedures

Assessment criteria

The learner can:

2.1 provide the operator with **equipment, instruments and materials** for stages of **non-surgical endodontic treatment**

2.2 support the patient during the administration of local anaesthesia

2.3 support and monitor the patient during non-surgical endodontic treatment

2.4 explain the action to take if **complications** occur during treatment

2.5 aspirate the treatment area, maintaining a clear field of operation

2.6 assist the operator in the measurement and recording of root canal length

2.7 prepare materials for temporary or permanent filling of the canals.

Range

Equipment, instruments and materials for

a)   Identifying and locating root canals

b)   irrigating

c)   preparing and measuring the root canal

d)   rubber dam

Stages

a)   access

b)   isolation

c)   preparation

d)   measurement
e)   obturation
f)   restoration

Non-surgical endodontic treatment
a)   pulp capping
b)   pulpotomy
c)   pulpectomy

Complications
a)Inhalation
b)ingestion

Unit 310 Provide chairside support for non-surgical endodontic treatment

Supporting information

Assessment decisions should consider patient support and care throughout all stages of non surgical endodontic treatment.

Evidence requirements

Minimum requirement of one observation.

Knowledge evidence must be provided to reflect learner understanding of the types of endodontic treatments and their requirements at each stage.

Performance evidence to reflect patient care must also be provided.

Learners must provide explanation of complications if appropriate, and their own role throughout. (LO2)

Unit 311   Provide chairside support for the extraction of teeth and minor oral surgery

UAN:	Y/505/8151
Level:	3
Credit value:	3
GLH:	19
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is not allowed.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	The unit focuses on the requirement to prepare the patient and the dental environment for extractions and minor oral surgery and to provide support to the operator throughout all stages of treatment. The importance of providing patient care before, during and after treatment is a unit theme.

Learning outcome
The learner will:
1. be able to prepare the patient and the dental environment for extractions and minor oral surgery
Assessment criteria
The learner can:
1.1   provide **records, charts and images** to the operator for the planned **treatment**
1.2   select the correct **equipment, instruments** and **materials** required for:
a.   the extraction of erupted **teeth**
b.   **minor oral surgery**
1.3   confirm the patient has followed the prescribed pre operative treatment instructions and report non compliance promptly to the appropriate member of the team.

Range
Charts, records and images a)   paper based b)   electronic c)   radiographs/images **Equipment, Instruments** a)   local anaesthetic syringes/needles b)   luxators and/or elevators eg Couplands, Warwick James, Cryers c)   extraction forceps d)   scalpel e)   periosteal elevator f)   cheek retractor g)   Spencer Wells, scissors h)   suture holder i)   surgical suction tip j)   surgical hand piece k)   burs **Materials** a)   topical anaesthetic b)   local anaesthetic c)   irrigation syringe/needle/solution (eg saline) d)   suture e)   haemostatic medicaments eg gelatine sponges, oxidised cellulose f)   gauze pack **Teeth** a)   deciduous b)   permanent **Minor Oral Surgery** a)   implants b)   apicectomy c)   fraenectomy d)   biopsy e)   removal of impacted teeth f)   removal of buried roots

Learning outcome
The learner will: 2. be able to assist the operator and support the patient during extractions and minor oral surgery
Assessment criteria
The learner can: 2.1   provide the operator with equipment, instruments and materials during extractions and minor oral surgery

2.2   support the **patient** during the administration of local anaesthesia

2.3   aspirate, irrigate and protect the patient's soft tissues and airway

2.4   monitor the patient during the clinical procedure

2.5   identify **complications** and take the necessary actions without delay

2.6   assist the operator during the:
      a.   extraction of erupted teeth
      b.   **minor oral surgery procedures**

2.7   assist the operator in placing of sutures

2.8   record sutures on patient's records.

Range

Patient

a)   adults

b)   children

Complications

a)   nerve damage

b)   haemorrhage

c)   oral antral fistula

d)   collapse

e)   equipment failure

Minor oral surgery procedures

a)   implants

b)   apicectomy

c)   fraenectomy

d)   biopsy

e)   removal of impacted teeth

f)   removal of buried roots

g)   removal of erupted teeth

h)   removal of un-erupted teeth and roots

i)   minor oral surgery (including raising a mucoperiosteal flap, bone removal, tooth sectioning).

Learning outcome

The learner will:

3.   be able to assist the operator and support the patient following extractions and minor oral surgery

Assessment criteria

The learner can:

3.1   provide the patient with appropriate **post operative instructions** following the extraction of erupted teeth and minor oral surgery

3.2   ensure the charts and records are completed accurately and legibly following the procedure

3.3   confirm with the operator the patient is fit to leave the surgery following the procedure.

Range
Post operative instructions Oral Written

Unit 311 Provide chairside support for the extraction of teeth and minor oral surgery

Supporting information

Assessment decisions should consider patient support and care throughout all stages of treatment.

Evidence requirements

Minimum requirement of one observation.

Knowledge evidence must be provided to reflect learner understanding of extractions and minor oral surgery. This will include the instruments and materials required and their uses.

Performance evidence to reflect patient care must also be provided.

Learners must provide explanation of complications if appropriate, and their own role throughout.

Unit 312   Provide information and support to patients on the protection of their oral health

UAN:	F/505/8144
Level:	3
Credit value:	4
GLH:	25
Assessment method	Portfolio containing examples of observed practice in the learner's workplace. Additional evidence to support practical competence may include: reflective accounts, assignments, assessor devised questions, outcomes of research based activities and witness testimonies. Simulation is allowed for this unit.
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	This unit focuses on providing patients with oral health information and advice which is tailored to respond to the patient's need.

Learning outcome
The learner will:
1. understand the reasons for providing patients with oral health information in response to promotional campaigns
Assessment criteria
The learner can:
1.1 explain the **reasons** for providing patients with oral heath information
1.2 analyse current promotional campaigns to improve health and oral care
1.3 explain how **national campaigns** can be **implemented** within the dental setting.

Range
Reasons
a) Demographic and social trends in oral health in the UK and internationally
b) Inequalities in health
c) Socio economic factors
d) Health policy

National campaigns

a) Department of Health campaigns

Implemented

a) Target audience – patients/dental and other healthcare professionals

Learning outcome
The learner will:
2. be able to communicate with patients
Assessment criteria
The learner can:
2.1 check the identity of the **patient** and gain valid consent
2.2 give patients the opportunity to discuss their treatment plan
2.3 provide information to patients which is accurate, consistent and in line with organisational guidelines
2.4 provide information which meets the **patients' needs and preferences**
2.5 communicate with patients in a manner which takes into account their needs and preferences
2.6 answer patients' questions clearly in a manner that minimises fear and anxiety
2.7 refer to the appropriate member of the team, questions or issues which are beyond the role of the dental nurse to answer
2.8 explain the system for internal and external referrals for advice, support or treatment.

Range
Patients
a) adults
b) children and young people
c) older people
d) those with special needs
Patient's needs and preferences
a) diet
b) lifestyle
c) personal choice/belief
d) habit
e) culture
f) medical history
g) socio economic group

Learning outcome
The learner will:
3. be able to provide oral hygiene advice to meet the needs of the patient
Assessment criteria

The learner can:

3.1 describe the principles of preventative care

3.2 explain how a patient's oral and physical health may be affected by:
    a. diet
    b. medication
    c. medical conditions
    d. psychological conditions
    e. alcohol and **substance use**

3.3 provide **patients** with oral health **information**

3.4 prepare and use **oral health education aids**

3.5 advise patients on suitable **oral hygiene techniques**

3.6 give patients advice on how to clean and care for dentures.

Range

Substance use

a) cigarettes

b) recreational drugs

Patients

a) adults

b) children and young people

c) older people

d) those with special needs

Information

a) diet

b) problems

c) current practice and skills

Oral health education aids

a) models

b) visual aids

c) leaflets

Oral hygiene techniques

a) cleaning teeth and the mouth

b) the use of interdental aids

c) mouthwash rinses

d) disclosing agents

e) cleaning and maintenance of dentures and orthodontic appliances

Unit 312 **Provide information and support to patients on the protection of their oral health**

Supporting information

Evidence requirements

Minimum of one observation either in the learner workplace or of a simulated activity.

Unit 313   Assessment of oral health and treatment planning

UAN:	L/505/8146
Level:	3
Credit value:	5
GLH:	30
Assessment method	e-volve multiple-choice test
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	The aim of this unit is for learners to understand the organisational and legal requirements which apply to the assessment of oral health and treatment planning, the types of assessment used, and a knowledge of dental anatomy referred to during the assessment process.

Learning outcome
The learner will:
1. understand the organisational and legal requirements which apply to the assessment of oral health and treatment planning
Assessment criteria
The learner can:
1.1 explain the **organisational and legal requirements** relating to patients' records and confidentiality
1.2 explain the importance of informed consent prior to any treatment undertaken
1.3 outline the policy and procedure for responding to patients' complaints.

Range
Organisational and legal requirements
a)   Data Protection Act
b)   Department of Heath guidelines and regulations.
c)   GDC Standards for Dental Professionals
d)   Learner's own dental practice policies and procedures

Learning outcome
The learner will:
2. understand methods of oral heath assessment
Assessment criteria
The learner can:
2.1 describe methods of oral health **assessment**
2.2 explain **types of charting** used to record oral health assessment
2.3 explain reasons for taking **dental images** during assessment and treatment planning
2.4 explain **materials** used for oral health assessment
2.5 describe methods of measuring pulp vitality and their advantages and disadvantages.

Range
Assessment
a) Visual, probes, dyes, transillumination, vitality testing, radiographs, study models
Types of charting
a) BPE
b) Full periodontal charting
c) FDI (Federation Dentaire International)
Dental images
a) Radiographs
b) Photographs
Materials
a) Impression materials eg Alginate, Silicone, Elastomer

Learning outcome
The learner will:
3. know the structure and function of oral and dental anatomy in relation to patient assessment
Assessment criteria
The learner can:
3.1 explain the **morphology** and structure of primary and secondary dentition
3.2 describe the structure and function of the periodontium
3.3 identify the position and function of:
a. salivary glands
b. muscles of mastication
3.4 describe the structure of the maxilla and mandible
3.5 explain the movements of the temporo-mandibular joint
3.6 describe the nerve and blood supply to teeth.

Range
Morphology a)   number of roots b)   anatomy of the tooth

Learning outcome
The learner will: 4. understand how medical conditions and oral diseases inform treatment planning
Assessment criteria

The learner can:
4.1 identify **medical conditions** that may affect oral tissues
4.2 describe the effects of ageing on oral tissues
4.3 explain how medical conditions may inform treatment planning
4.4 explain how common **oral diseases** may be:
      a. prevented
      b. diagnosed
      c. **managed**.

Range
Medical conditions a)   oral cancer b)   herpes simplex 1 c)   HIV d)   Hepatitis e)   Diabetes f)   Epilepsy g)   eating or digestive disorders h)   varicella zoster virus (chicken pox), herpes zoster virus (shingles) i)   mental illness j)   lichen planus k)   leukoplakia l)   erythroplakia m)   salivary gland disorders n)   osteoporosis o)   glossitis p)   oral candidiasis q)   xerostomia **Oral diseases** a)   malignant / potentially malignant lesions **Managed** Address concerns with patient and team

Learning outcome
The learner will:
5. know the classifications of drugs referred to in treatment planning
Assessment criteria
The learner can:
5.1 list the **main classes of drugs** which are used in dentistry and the reasons for their use
5.2 explain the procedure for storing drugs safely in the dental setting.

Range
Main classes of drugs
a) analgesics
b) antibiotics
c) anticonvulsant
d) sedatives/hypnotics
e) emergency drugs
f) drugs which reverse the action of other drugs

Learning outcome
The learner will:
6. know how to respond to medical emergencies which may occur during assessment and treatment planning
Assessment criteria
The learner can:
6.1 describe the function of human respiratory and circulatory systems
6.2 identify changes in human respiratory and circulatory systems which may indicate a potential medical emergency
6.3 explain the signs and symptoms of **medical emergencies**
6.4 explain how to respond to medical emergencies that may occur during assessment and treatment planning.

Range
Medical emergencies
a) fainting/syncope
b) hypoglycaemia/hyperglycaemia
c) asthma attack
d) angina/myocardial infarction
e) epileptic seizure
f) respiratory arrest
g) cardiac arrest
h) anaphylaxis
i) stroke
j) shock
k) choking

Unit 314　　Dental radiography

UAN:	Y/505/8439
Level:	3
Credit value:	4
GLH:	20
Assessment method	e-volve multiple choice test
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	The aim of this unit is to understand current legislation relating to radiography in addition to the principles and techniques of taking, processing and quality assuring radiographs.

Learning outcome
The learner will:
1.　know the regulations and hazards associated with ionising radiation
Assessment criteria
The learner can:
1.1　outline the **legal requirements** for ionising radiation
1.2　explain the role of dental personnel when using ionising radiation in the dental environment
1.3　identify the hazards associated with ionising radiation
1.4　explain organisational **practices and policies** relating to ionising radiations and the taking of dental images.

Range
Legal requirements
a)　　Ionising Radiation Regulations 1999
b)　　Ionising Radiation (Medical Exposure) Regulations 2000
Practices and policies
a)　　local rules
b)　　quality control systems
c)　　staff training records

Learning outcome
The learner will:
2. understand the different radiographic films and their uses
Assessment criteria
The learner can:
2.1 explain the uses of
a. **intra oral radiographs**
b. **extra oral radiographs**
2.2 evaluate the reasons for using digital radiography
2.3 explain the purpose of intensifying screens in dental radiography.

Range
Intra oral radiographs
a)   bitewing
b)   periapical
c)   occlusal
Extra oral radiographs
a)   lateral oblique
b)   cephalostats
c)   dental pantomographs (DPT) (orthopantomographs (OPG))

Learning outcome
The learner will:
3. understand the imaging process and the management of chemicals used for processing radiographs
Assessment criteria
The learner can:
3.1 explain **methods** for processing radiographs
3.2 explain the purpose of using safelights during processing of radiographs
3.3 describe faults that may occur when taking and processing radiographs
3.4 give **reasons** for faults when taking and processing radiographs
3.5 explain how chemicals should be handled, stored and disposed of in a safe manner
3.6 explain how to manage a spillage of processing solutions
3.7 explain the procedure for managing **equipment** failure.

Range
Methods
a)   manual
b)   automatic
c)   digital
i.   direct
ii. indirect

Reasons

a)   operator error
b)   processing
c)   equipment
d)   storage of materials

Equipment

a)   x-ray machine
b)   automatic film processors

Learning outcome
The learner will:
4.   understand the importance of stock control, mounting and quality assurance in dental radiography
Assessment criteria
The learner can:
4.1   explain the importance of rotating x-ray film stock

4.2   explain the protocol for storing:
 	
        a.   x-ray films
        b.   digital images
        c.   processing solutions
        d.   radiographs

4.3   explain why film stock that has deteriorated should not be used
4.4   explain the methods of mounting radiographs
4.5   explain the consequences of incorrectly mounting radiographs
4.6   explain the purpose of quality assuring dental radiographs
4.7   explain the recording systems used as part of the quality assurance process.

Unit 315 **Management of oral health diseases and dental procedures**

UAN:	R/505/8150
Level:	3
Credit value:	5
GLH:	39
Assessment method	e-volve multiple choice test
Support by a sector or regulatory body:	This unit forms part of the qualification (5234) which is supported by Skills for Care and the General Dental Council
Unit aim:	The aim of this unit is to understand the aetiology and progression of oral disease, methods of prevention and the stages of general dental procedures completed during the management of oral disease.

Learning outcome
The learner will:
1. know the types and causes of oral disease
Assessment criteria
The learner can:
1.1 explain the causes of **oral disease**
1.2 describe the aetiology and progression of :
a. dental caries
b. periodontal disease
1.3 explain the development of plaque and its composition
1.4 identify signs and symptoms of inflammation.

Range
Oral disease
a)   caries
b)   gingivitis
c)   periodontal disease

Learning outcome
The learner will:
2. understand prevention and management of oral diseases
Assessment criteria
The learner can:
2.1 explain the impact of **social factors** and **diet** on general and oral health
2.2 explain methods for delivering oral health messages
2.3 explain **oral hygiene techniques** and **aids** used to prevent oral disease
2.4 explain methods of delivering fluoride both systemically and topically
2.5 give the advantages and disadvantages of delivering fluoride
2.6 identify the optimum levels of fluoride recommended for patient types.

Range
Social factors
a) family background
b) cultural
c) environmental
d) habits and lifestyle
Diet
a) sugar - types - content and frequency
b) carbonated/non carbonated acidic drinks
Oral hygiene techniques
a) tooth brushing
b) interdental cleaning
Aids
a) disclosing tablets
b) mouthwashes
c) interdental aids
d) toothbrushes

Learning outcome
The learner will:
3. know the procedures, equipment, instruments and materials for restorative treatment
Assessment criteria
The learner can:
3.1 state the functions of **equipment**, instruments and materials used for:
a. preparation, restoration and finishing of cavities
b. periodontal therapy

3.2 explain stages in cavity preparation for:
   a. permanent teeth
   b. deciduous teeth
3.3 describe the methods used for moisture control
3.4 explain the importance of moisture control
3.5 explain the advantages and disadvantages and hazards associated with:
   a. **restorative materials**
   b. lining materials
   c. different types of etchants
   d. different types of bonding agents
   e. curing lights
   f. amalgam
3.6 explain how to deal with a mercury spillage
3.7 explain the purpose of matrix systems
3.8 describe equipment used in the administration of **local anaesthesia**.

Range
Equipment
a) hand pieces and burs
b) hand instruments
Restorative materials
a) composites
b) glass ionomer
c) amalgam
d) temporary restorative materials
Local anaesthesia
a) topical
b) intrapupal
c) intraoesous
d) intraligamentary
e) infiltration
f) block

Learning outcome
The learner will:
4. know the procedures, equipment, instruments and materials for fixed and removable prostheses
Assessment criteria
The learner can:
4.1 explain **treatments** available for replacing missing teeth
4.2 explain the purpose of pre prosthetic treatment
4.3 describe **removable prostheses**
4.4 explain **stages** in making complete and partial prostheses
4.5 explain the purpose of:
a. permanent and temporary crowns

b. bridges
  c. veneers
4.6 explain the **preparation** for:
  a. permanent and temporary crowns
  b. bridges
  c. veneers
4.7 state equipment, instruments and materials used for:
  a. relines
  b. additions
4.8 explain disinfection and storage requirements for impression materials
4.9 explain post operative advice given to patients who have received a fixed or removable prosthesis

Range
Treatments
a) implants
b) bridges
c) dentures
d) tissue conditioners
Removable prostheses
a) full
b) partial
c) immediate
d) obturator
Stages
a) impressions
b) bite
c) try in
d) fit
Preparation
Select equipment / instruments / materials

Learning outcome
The learner will:
5. know the process, equipment, instruments and materials for orthodontics
Assessment criteria
The learner can:
5.1 describe classifications of malocclusion
5.2 explain the stages of orthodontic procedures
5.3 identify instruments and materials used during orthodontic procedures
5.4 explain the purpose of **orthodontic appliances**
5.5 explain pre and post operative **instructions** for orthodontic procedures.

Range
Orthodontic appliances
a)   removable appliances eg retainers/functional
b)   fixed appliances
Instructions
a)   care and maintenance of removable and fixed appliances

Learning outcome
The learner will:
6.   know the process, equipment, instruments and materials for non surgical endodontic treatment
Assessment criteria
The learner can:
6.1   explain the purpose and reasons for non-surgical endodontic treatment
6.2   describe the **types** of non-surgical endodontic treatment
6.3   explain the functions of equipment, instruments and materials at stages of non-surgical endodontic treatment
6.4   explain the potential risks and complications that may occur following non-surgical endodontic treatment
6.5   explain treatment options following non-surgical endodontic treatment.

Range
Types
a)   pulpotomy
b)   pulpectomy
c)   pulp capping

Learning outcome
The learner will:
7.   know the process, equipment, instruments and materials for extractions and minor oral surgery
Assessment criteria
The learner can:
7.1   explain the reasons for extractions and minor oral surgery
7.2   explain the reasons for removing roots and unerupted teeth
7.3   explain the purpose of raising mucoperiosteal flaps and bone removal during oral surgery
7.4   describe the functions of **equipment, instruments** and **materials** required at each stage of extraction and minor oral surgery.

Range
Equipment, Instruments
a) local anaesthetic syringes/needles
b) luxators and/or elevators eg Couplands, Warwick James, Cryers
c) extraction forceps
d) scalpel
e) periosteal elevator
f) cheek retractor
g) Spencer Wells, scissors
h) suture holder
i) surgical suction tip
j) surgical hand piece
k) burs
Materials
a) topical anaesthetic
b) local anaesthetic
c) irrigation syringe/needle/solution (eg saline)
d) suture
e) haemostatic medicaments eg gelatine sponges, oxidised cellulose
f) gauze pack

Appendix 1   Learner Induction Checklist

Name of Employer	
Name of learner	
Start date of Employment/Placement	

Please confirm that the learner has received the following training and information during the workplace induction period	Date of Completion	Signed by Employer/Workplace Supervisor/Mentor
Immunisation protocols		
Workplace health and safety policies and procedures.		
Workplace COSHH policies and procedures		
Waste disposal training including hazardous waste and disposal of sharps		
Cross infection control policy		
Personal Protective Equipment (PPE)		
Hand washing		
Decontamination/sterilisation workplace procedures and policies		
Sharps injury protocol		

Reporting of injuries, accidents, hazards and risks, and records required		
Fire procedure		
Radiation protection policy and procedures		
Patient care		
Professionalism		
Confidentiality/data protection		
Patient consent		
Student identification		

I confirm that the learner has an allocated workplace supervisor/mentor.

The supervisor/mentor will be ....

GDC Number..

All of the above listed activities and training have been completed during the workplace induction. I confirm that records of training completed during the induction process have been maintained and can be presented if requested and are available for external audit.

The above named learner is ready to provide chair side support during general dental procedures and provide support to the operator and patients during general dental procedures.

Signed by Employer/Workplace Supervisor/Mentor	GDC Number:	Date:
Signed by learner:		Date:
Centre Signature:	Position:	Date:

Appendix 2 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that learners completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring the learners meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 3 Certificate in Dental Decontamination

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 3   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual
This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:
- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements
This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:
- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on
- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

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www.cityandguilds.com

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 **E: business@cityandguilds.com**

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City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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