CAVITY
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City & Guilds Level 3 Apprenticeship In Dental Nursing

Prospectus

City & Guilds

0118 207 8696
learn@cavitytraining.co.uk

Qualification Details

Area	Description
Who is the qualification for?	This qualification has been designed specifically for dental nurse apprentices in England. The qualification meets therequirements of the Dental Nurse apprenticeship standard ST0113 and Assessment Plan AP05 published on the 1 July2022. This qualification includes content and assessments which will meet the needs of the on-programme AND the EndPoint Assessment requirements within the qualification. This means that apprentices will NOT be awarded the full qualification until both the on-programme AND the End-Point Assessment have been achieved.
What does the qualification cover?	This qualification allows candidates to learn, develop and practise the skills required for employment and/or career progression in Dental Nursing. The content covers and is mapped to the Knowledge, Skills and Behaviours (KSBs) within the ST0113 Dental Nurse apprenticeship standard. The qualification content also meets the requirements of the General Dental Council (GDC) Learning Outcomes and is approved by the GDC.

Qualification Details

Area	Description
What opportunities for progression are there?	This qualification allows candidates to make an application to enter the General Dental Council professional register as a Dental Nurse. After being accepted onto the register, the candidate is then recognised as a qualified and competent dental nurse. On gaining further experience as a dental nurse, candidate s may then progress onto various post registration qualifications or career opportunities, such as:

- Dental Implant Nursing
- Dental Radiography
- Dental Sedation Nursing
- Fluoride Varnish Application
- Oral Health Education
- Orthodontic Nursing
- Special Care Dental Nursing
- Practice Management
- Locum dental nursing

Area	Description
Who did we develop the qualification with?	This qualification was developed with a group of dental nursing experts from a number of different organisations includingEmployers, FE Colleges, and Private Training Providers. The qualification has been approved by the General Dental Council as meeting GDC Learning Outcomes and is recognised as meeting the qualification requirements for applicants to join the GDC professional register for dental nurses. This qualification has been approved by Skills for Health.
Is it part of an apprenticeship Standard or initiative?	Yes - Dental Nurse ST0113 AP05

Structure

This qualification has been designed specifically for three purposes:

- To provide a structured programme to meet the Knowledge, Skills and Behaviours (KSBs) of the Dental Nurse apprenticeship standard ST0113
- To reflect the assessment requirements of the Dental Nurse assessment plan AP05, which requires the End Point Assessment to be part of the qualification
- To provide a qualification which meets the requirements of the GDC Learning Outcomes for Dental Nurses, so that the GDC approve the City & Guilds Level 3 Extended Diploma in Dental Nursing as meeting the qualification requirement which supports application to the Dental Nurse professional register. To achieve the City & Guilds Level 3 Extended Diploma in Dental Nursing, learners must achieve both the on-programme assessments, successfully pass through the apprenticeship Gateway AND achieve the End Point Assessment.

On-programme phase

During the on-programme phase of the qualification, the candidate must provide evidence which meets all of the Evidence Requirements in every unit. This evidence will be presented in an E portfolio. There must be evidence of a minimum of five observations of practice in the workplace, which can be holistic in nature and cover a number of units across the qualification. These will be carried out by your dedicated assessor. All of the Knowledge, Skills and Behaviours must be delivered to the candidate. Evidence must be generated for all of the Learning Outcomes and Assessment Criteria prior to Gateway. Where specific Learning Outcomes and Assessment Criteria are linked to the End Point Assessment Test, candidates must provide evidence in their portfolio which shows that they have met this knowledge. This portfolio may also provide a useful revision resource for candidates as they prepare for their End Point Assessment Test.

Our course is delivered via live weekly training webinars with specialist dental nursing tutors.
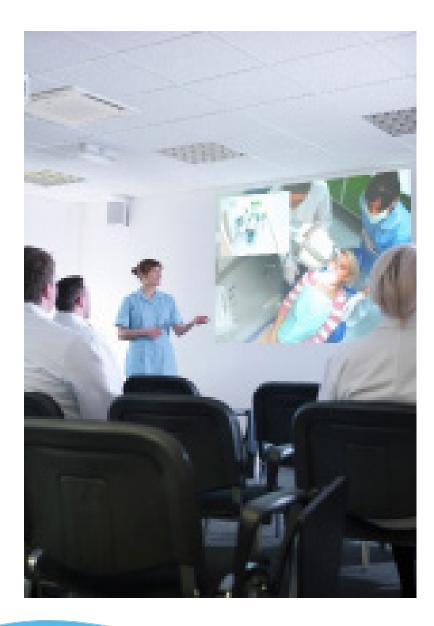
Gateway

The gateway requirements for End-Point Assessment (EPA) are summarised below:

EPA Portfolio

- EPA The Portfolio must be uploaded. This must contain 8 pieces of evidence as described in detail in City & Guilds Level 3 End-point Assessment for ST0113/ AP05 EPA Pack for Provider & Employers.

Course Units & Guided Learning Hours

- 301 Preparing for professional practice in dental nursing **36**
- 302 The impact of health and safety legislation on working practices in the dental setting **35**
- 303 Prevention and control of infection in the dental setting **44**
- 304 Dental and regional anatomy, oral health assessments and treatment planning **40**
- 305 Recognising and supporting actions during first aid and medical emergencies **28**
- 306 The safe use of ionising radiation to produce quality radiographic images **32**
- 307 Provide support for the control of periodontal disease and caries, and the restoration of cavities **28**
- 308 Provide support during the stages of prosthetic treatments **28**
- 309 Provide support during the stages of endodontic procedures **24**
- 310 Provide support during extractions and minor oral surgery **24**
- 311 Scientific and practical information to support the patient's oral and physical health **48**

Assessment units:
033 Portfolio of evidence

(portfolio meeting all evidence requirements of units 301-311)
Mapping to the National Occupational Standards, the Knowledge, Skills and Behavioursand the General Dental Council Learning Outcomes

Unit 301 Preparing for professional practice in dental nursing

Unit Aim:

This unit will introduce the roles and responsibilities of a dental nurse, and the essential attributes and behaviours required to work within the legislative framework in this professional role. Additionally, it will enable the dental nurse to develop reflective practice, communication and patient-centred care, skills that are required throughout their career.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Be able to reflect on own current professional practice and identify areas for ongoing improvement using a Personal Development Plan (PDP).	• Assess own current capabilities and limitations using a SWOT/SWOB or similar type of analysis tool. • Create a PDP. • Develop and maintain the PDP throughout the programme of study.
Understand how a Personal Development Plan (PDP) is used to continuously improve professional knowledge, skills and behaviours.	• Explain how effective feedback helps to develop reflective practice, putting patients interests first. • Explain the benefits of reflecting on own performance.Explain the purpose of a PDP. • Explain how the PDP will be used with appraisals to reflect on performance and set targets for continuous improvement. • Explain how the PDP will be used after qualification to identify CPD opportunities.

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Unit 301 Preparing for professional practice in dental nursing

Learning Outcome	Assessment Criteria	
The learner will...	**The learner can...**	

Understand the roles and responsibilities of a dental nurse.	• State the role of governing bodies and regulators.
	• Summarise the scope of practice for a dental nurse.
	• Summarise how the role of the dental nurse is influenced by each of the principles in the GDC Standards for the Dental Team.
	• Describe the roles of other team members in the practice.
	• Explain the potential consequences of unprofessional behaviour.
	• Describe the process for whistleblowing.
	• Explain how patient anxieties over barriers to treatment could be alleviated.
	• Describe how the following factors influence the role of a dental nurse:
	  • Safe working practices
	  • Treating patients and colleagues with dignity, integrity and respect
	  • Acting professionally and ethically
		• Being aware of professional boundaries (eg appropriate use of social media)
		• Attitudes and behaviours within and outside of the workplace
		• Responsibility for own actions (eg negligence)- Chaperoning procedures
		• Duty of candour
		• Fitness to practise
		• Annual retention fee
		• Duty of care
		• Professional Indemnity
		• Current Equality legislation
		• Workplace policies
		• Networking and collaborating with other dental professionals
		• Stock maintenance (eg expiry dates, stock rotation). Describe Direct Access for dental registrants

Unit 301 Preparing for professional practice in dental nursing

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the principles and importance of consent, information governance and safeguarding of patients.	• Explain the purpose of gaining valid consent. • Explain the requirements that must be considered by the clinician to obtain valid consent. • Explain the principles of information governance within the workplace. • Define the term 'confidentiality' in the dental setting. • Describe the current legal requirements for protecting confidential data relating to patients and their treatment.Describe how patient confidentiality is maintained in the dental setting. • Define the term 'safeguarding' in the dental setting.Describe the indicators of a potential safeguarding concern. • Explain the responsibilities of a dental nurse in safeguarding patients.
Understand the importance of appropriate communication in healthcare at all times and through all media.	• Explain methods for communicating effectively and sensitively with all patients. • Explain how effective communication within the dental team contributes to the delivery of safe high-quality care. • Describe how communication methods can be adapted to overcome barriers when dealing with patients and colleagues. • Explain the importance of maintaining contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice.

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Unit 301 Preparing for professional practice in dental nursing

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the procedures for the handling of complaints in the workplace.	
Be able to communicate appropriately, effectively and sensitively all times and through all media.	• Be able to communicate effectively and sensitively with all service users using a range of communication methods and technologies. • Communicate using a patient centred approach, being sensitive to patients needs and values.

Unit 302 The impact of health and safety legislation on working practices in the dental setting

Unit Aim:

This unit introduces learners to the health and safety legislation relevant to the dental setting. This includes the understanding of policies and procedures, and the application of safe working practices in the workplace.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand health and safety theory.	• Explain the purpose of health and safety: - Legislation - Policies - Compliance. • Define the terms: - Hazard - Risk - Control measure - Reasonably practicable - Near miss - Incident. • Explain the purpose of risk assessments in practice. • Explain the roles of governing bodies and regulators in reducing risks to health and safety in the dental practice.

Unit 302 The impact of health and safety legislation on working practices in the dental setting

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Contribute to safe working practices in the dental setting.	• Manage hazards by completing a risk assessment document. • Explain safe manual handling. • Participate in an activity that demonstrates understanding of manual handling. • Explain the ergonomics within a dental practice. • Describe the different types of personal protective equipment (PPE) used in the dental setting. • Summarise working practices that could harm self or others and identify safe working methods that have been put in place to meet current guidelines. • Describe how a mercury spillage is managed in the dental setting. • State the importance of using latex-free materials in the dental setting. • Explain how maintenance and auditing is carried out to ensure safe working environments. • Describe the process for reporting hazards to health and safety within the dental setting, and to whom. • Reflect on how professional actions and behaviours can reduce risks to health and safety.

Unit 302 The impact of health and safety legislation on working practices in the dental setting

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand organisational and legal requirements for health and safety within the dental setting.	• Summarise the purpose of different legal requirements for health and safety in a dental setting. • Identify the required vaccinations for dental nurses and their importance. • Explain the consequences if health and safety guidance is not followed.
Be able to work safely to protect self, team, and patients.	• Carry out work in accordance with organisational and legal requirements and manufacturer's instructions. • Behave in a way that does not endanger the health and safety of self and others in the dental setting. • Ensure personal presentation and PPE protects the health and safety of self and others within the dental setting. • Dispose of waste in a safe manner according to legal and regulatory requirements.

Unit 303 Prevention and control of infection in the dental setting

Unit Aim:

The aim of this unit is for learners to develop an understanding of the principles of infection control within a dental setting.The unit considers infectious diseases, signs and symptoms,and their routes of transmission. The importance of appropriate levels of decontamination and ways to achieve this in the dental setting.Learners will develop the practical skills to create and maintain a hygienic and safe clinical environment.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the significance of micro-organisms.	• Describe the structure of micro-organisms and prions. • Explain the terms pathogen and non-pathogen. • Describe factors that impact the host's susceptibility to infection. • Summarise the body's reaction to inflammation / infection. • Summarise how infectious conditions affect the body. • Describe the principles of the 'chain of infection'. • Explain the importance of immunisation for dental personnel.

Unit 303 Prevention and control of infection in the dental setting

Learning Outcome	Assessment Criteria	
The learner will...	**The learner can...**	

Understand the management and processes of infection control.	• Explain the routes of transmission of infectious diseases in the dental setting.
	• Explain the principles of standard (universal) infection control precautions.
	• Identify the actions to take to prevent cross-contamination of infectious diseases.
	• Explain how correct levels of hand hygiene can be achieved.
	• Describe factors that influence hand hygiene.
	• Explain how blood and body fluid spillages are managed.
		• Describe the relevance of the following documents for quality management of infection control in a dental setting:
		  • The current Health Technical Memoranda (HTM 01-05) on Decontamination in primary care dental practices
		  • The current Health Technical Memoranda (HTM 07-01) on Management and disposal of healthcare waste
		  • Practice policies and audit records
		  • Staff induction policy.

Know the various methods of decontamination and sterilisation.	• Define disinfection and when it is appropriate to use disinfectants. • Define the terms asepsis and sterilisation. • Explain the reason for pre-cleaning and dismantling instruments and equipment prior to sterilisation. • Explain the procedures, layout and equipment used to decontaminate instruments and	handpieces in line with legal requirements and organisational procedures. • Explain how an autoclave should be loaded to achieve sterilisation. • Describe how sterilisation is achieved. • Explain the potential risks of failing to decontaminate equipment and instruments effectively.

Unit 303 Prevention and control of infection in the dental setting

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the maintenance and validation required on dental instrument reprocessing equipment in line with manufactures guidelines, organisational and legal requirements.	• Describe how equipment is successfully validated. • Explain the actions to be taken if validation is unsuccessful. • Describe how equipment is checked and routinely maintained. • Explain the importance of documenting validation and maintenance of equipment.
Be able to apply standard precautions of infection control for clinical procedures.	• Present themselves in the dental setting with the required standard of personal hygiene. • Select and don the appropriate PPE for the clinical procedure. • Apply the correct management of infection control procedures throughout the dental setting. • Provide the correct patient PPE. • Follow current guidelines to reduce risks of exposure when doffing PPE. • Deal with waste produced from clinical areas appropriately.
Be able to carry out correct protocols for maintenance and validation of dental equipment, in line with manufacturers' guidelines, organisational and legal requirements.	• Follow appropriate cleaning and disinfecting protocols prior to and on completion of work activities in the dental setting. • Use disinfectants in a safe manner in line with current legislation. • Ensure that equipment is validated, maintained and functioning in line with practice policies and legal requirements. • Complete a cleaning schedule and use a surgery checklist, to demonstrate that the surgery has been prepared in line with organisational policy.

Unit 303 Prevention and control of infection in the dental setting

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Be able to safely carry out correct decontamination and sterilisation processes for dental instruments.	• Safely transport instruments into the decontamination area. • Prepare instruments and handpieces for sterilisation. • Demonstrate the application of correct decontamination workflow and stages in line with organisational and legal requirements. • Load instruments safely and correctly into the autoclave. • Select the correct autoclave cycle to achieve sterilisation. • Complete a validation test on the autoclave in line with organisational and legal requirements and document the evidence. • Store re-processed dental instruments in accordance with organisational and legalrequirements.

Unit 304 Dental and regional anatomy, oral health assessments and treatment planning

Unit Aim:

This unit introduces learners to dental and regional anatomy. The unit then focuses on preparing the dental environment and supporting the operator during an oral health assessment.Learners will develop understanding of how medical conditions inform treatment planning, and the ability to complete dental charts and maintain contemporaneous records.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**

Understand dental and regional anatomy.	• Describe the following features of permanent teeth:
	    • a) Tooth morphology: Incisor, Canine, Premolar, Molar
	    • b) Usual number of roots
	    • c) Tooth structure and surrounding tissues: Enamel, Amelodentinal junction, Primary dentine, Secondary dentine, Odontoblasts, Pulp, Pulp chamber, Pulp / root canal, Apical foramen, Cementum, Periodontal ligament, Gingival crevice / gingival sulcus, Furcation.
	    • d) Surfaces of anterior and posterior teeth.
	• Compare the morphology of permanent and deciduous teeth.
	• Describe head and neck anatomy.
	
	• Describe the anatomy of the temporomandibular joint.
	• Explain temporomandibular joint movement and dysfunction.
	• Identify the position and function of the Maxillary and Mandibular divisions of the Trigeminal nerve.
	• Identify the position and function of salivary glands: Parotid, Submandibular, Sublingual.
	• Describe the composition and function of saliva.
	• Describe the effects of the following on the salivary glands: Ageing, Mumps, Mucocoele, Salivary stone.
	• Identify the position and function of the following muscles: Masseter, Temporalis, Buccinator, Orbicularis oris.

Unit 304 Dental and regional anatomy, oral health assessments and treatment planning

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**

Understand the recording and processing of oral health assessments.	• Describe the reasons for carrying out extra-oral and intra-oral methods of assessment and diagnosis.
	• Explain the reasons for recording contemporaneous clinical information.
	• Explain how to process and store dental records, charts, and images in a manner that maintains their confidentiality.
	• Summarise the legal requirement for patients to access their dental records.
	• Explain types of charting used to record oral health assessments.
	• Describe why triaging is necessary.
	• Identify the questions a patient should be asked when making an appointment for an oral health assessment.
	• Explain how medical conditions may affect oral tissues and influence treatment planning.
	• Explain why various antibiotics are prescribed in dentistry.
	
	• Describe the main side effects of antibiotics.
	• Explain the security measures that should be in place when providing the patient with a prescription.
	• Describe National Institute for Health & Care Excellence (NICE) guidelines for recall intervals between oral health assessment reviews / examinations.
	• Describe the signs, symptoms and management of conditions of the oral mucosa that could be identified during a clinical assessment:
	  • acute abscess
	  • denture stomatitis
	  • angular cheilitis
	  • aphthous ulcer / traumatic ulcer
	  • glossitis / fissured / geographic tongue
	  • frictional keratosis- pregnancy epulis

Unit 304 Dental and regional anatomy, oral health assessments and treatment planning

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the information required in an orthodontic assessment.	• Define the terms that may be used in an orthodontic assessment. • Describe the Index of Orthodontic Treatment Needs (IOTN) rating system. • Describe the purpose of using orthodontic appliances. • Describe the function of an orthodontic retainer.

Be able to assist during an oral examination and complete dental charts.	• Provide clinical notes to assist the clinician when conducting an oral examination.
	• Prepare equipment and instruments for the clinician to:
	  • examine intra-oral soft tissues
	  • complete a dental charting of teeth
	  • complete a gingival periodontal scan/pocket depths.
	• Record a permanent dental chart as spoken by the clinician when conducting an oral examination.
	• Update patient records as directed by the clinician (eg social, medical and dental history) and ensure they are stored securely in line with legislation.

Be able to complete hand-written Palmer Notation dental charts.	• Produce a hand-written Palmer Notation chart of:
	  • an adult patient showing common restorative and prosthetic treatments along with decayed, missing and filled anterior and posterior teeth
	  • a child in the mixed dentition stage showing decayed, missing and filled deciduous teeth, and permanent teeth with fissure sealants.

Unit 305 Recognising and supporting actions during first aid and medical emergencies

Unit Aim:

The aim of this unit is for learners to demonstrate underpinning knowledge and skills to enable the recognition of medical emergencies and to support effective first aid and treatment of medical emergencies. Learners will develop an understanding of the role of trained responders including the administration of emergency drugs, use of emergency equipment, record keeping and infection control.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the human respiratory and circulatory systems and potential impacts in a medical emergency.	- Describe the function of the human respiratory and circulatory systems. - Describe the components of blood. - Identify changes in human respiratory and circulatory systems which may indicate a medical emergency.
Understand the role and responsibilities of a first aider.	- Summarise the role and responsibilities of a qualified first aider. - Describe methods to minimise the risk of infection to self and others during first aid and Cardiopulmonary Resuscitation (CPR) procedures. - Describe how to establish consent to provide first aid and CPR. - Identify the contents of the first aid kit. - Describe the safe working practices for first aid and medical emergencies in line with organisational and legal requirements.

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Unit 305 Recognising and supporting actions during first aid and medical emergencies

Learning Outcome	Assessment Criteria
The learner will…	**The learner can…**
Be able to assess an incident.	- Conduct a scene survey. - Conduct a primary survey of a casualty. - Give examples of when to call for help.
Be able to manage an unresponsive casualty who is breathing normally.	- Assess a casualty's level of consciousness. - Open a casualty's airway and check breathing. - Assess the casualty for any other injuries. - Demonstrate placing an unresponsive casualty in the recovery position.
Be able to manage an unresponsive casualty who is not breathing normally.	- Demonstrate Cardio-Pulmonary Resuscitation (CPR) using a manikin. - Identify the accepted CPR requirements for children and adults as specified by the Resuscitation Council UK. - Demonstrate how to safely prepare the casualty for Automatic External Defibrillator (AED).
Understand the management of medical emergencies in the dental setting.	- Explain the signs and symptoms of medical emergencies. - Identify the uses of emergency drugs to treat medical emergencies. - Describe the hazard associated with treating a patient in the supine position with an unprotected airway. - Describe how to assist a patient who is choking.

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Unit 306 The safe use of ionising radiation to produce quality radiographic images

Unit Aim:

The aim of the unit is to enable the learner to develop the knowledge and skills needed to carry out their duties relating to dental radiography. Learners will understand current legislation relating to radiography in addition to the principles and techniques of taking, processing, storing and quality assuring radiographs. Learners will also demonstrate the processing method used in their clinical environment.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the regulations and hazards associated with ionising radiation.	• Describe the legal requirements for ionising radiation within a dental setting. • Summarise the risks associated with ionising radiation. • State the purpose of the controlled area. • State the importance of an isolation switch. • State the purpose of lead foil in a traditional radiographic film. • State the purpose of an intensifying screen in an extra-oral cassette.
Understand the different radiographic images and their diagnostic value.	• Explain the diagnostic value of intra-oral radiographic images. • Explain the diagnostic value of extra-oral radiographic images. • Evaluate the advantages of using digital radiography in the dental setting.

Unit 306 The safe use of ionising radiation to produce quality radiographic images

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the processing methods and faults that can occur when processing radiographs.	• Explain methods for processing radiographs. • Describe the reasons for faults visible on radiographic images.
Understand the importance of quality assurance in dental radiography.	• Describe the quality control systems used in dental radiography. • Explain how quality control systems are carried out to comply with the principle of ALARP (radiation dose to be As Low As Reasonably Practicable). • Explain the methods of mounting radiographic images.
Be able to provide support and resources for taking radiographic images.	• Maintain safe working practices throughout radiographic imaging procedures. • Provide the correct resources required by the operator for taking radiographic images. • Decontaminate radiographic equipment after use.
Be able to process a radiographic image.	• Process a radiographic image. • Maintain the quality of the radiographic image during processing. • Store the radiographic image permanently and securely.

Unit 307 Provide support for the control of periodontal disease and caries, and the restoration of cavities

Unit Aim:

This unit will enable learners to gain the knowledge and skills required to prepare the clinical environment and assist with various periodontal and restorative procedures to provide appropriate patient care.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the range of procedures, materials, instruments and equipment available for periodontal treatments.	• Explain the importance of removing supra-gingival and sub-gingival calculus by a clinician. • Describe the equipment, instruments and materials used for removing: • supra-gingival calculus • sub-gingival calculus and infected cementum. • Explain using examples, the term 'plaque trap' / 'stagnation area'.
Understand the range of procedures, materials, instruments and equipment available for restorative treatments.	• Describe Black's classification of Cavities. • Describe the equipment and instruments used in the preparation of cavities.Describe the different types of matrix system and how they are used. • Explain the advantages, disadvantages and restrictions associated with restorative materials and lining materials. • Describe the reasons for the use of: etchant, bonding agent, curing light, dental amalgamator. • Describe the purpose and procedure for placing a fissure sealant. • Explain the importance of effective moisture control throughout restorative treatments.

Unit 307 Provide support for the control of periodontal disease and caries, and the restoration of cavities

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Be able to support the patient and clinician before, during and after periodontal treatment.	• Provide the clinician with the patient's records for the planned treatment. • Select the equipment, instruments and materials for the planned treatment. • Aspirate during the treatment, maintaining a clear field of operation.
Be able to support the patient and clinician before, during and after restorative treatment.	• Provide the clinician with the patient's records for the planned treatment. • Select the equipment, instruments and materials for the planned treatment. • Aspirate during the treatment, maintaining a clear field of operation. • Provide the clinician with the correct quantity and consistency of restorative material. • Support the patient by monitoring them through the procedure, putting their interests first and offering reassurance.

Unit 308 Provide support during the stages of prosthetic treatments

Unit Aim:

The aim of this unit is for the learner develop the knowledge and skills to understand the range of fixed and removableappliances, when and how these are used in dentistry. This unit will also reflect the learner's practical skills and understanding of how to prepare the clinical environment for the stages of fixed and removable prostheses, and the appropriate support for patient-centered care.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Know the purpose of fixed prostheses used in dentistry and the equipment, instruments and materials used in their construction.	- Explain the difference between fixed and removable prostheses, and why they are used in dentistry. - Describe fixed prosthetic treatments available to replace missing teeth. - Describe why a clinician may choose to carry out a preparation for a permanent restorative fixed prostheses. - Explain the use of equipment, instruments, burs and materials during the preparation of a permanent restorative fixed prostheses. - Explain the purpose of a gingival retraction cord. - Describe the different types and purposes of temporary fixed prostheses. - Explain the equipment and materials used in the construction of a temporary fixed prostheses. - Explain the purpose of a temporary luting cement. - Outline the advice which should be given to a patient with a temporary fixed prostheses. - Explain the different types of permanent luting cements for cementation of permanent fixed prostheses. - Describe the equipment, instruments and materials used in the fitting of a permanent fixed prostheses. - Outline the CAD/CAM process used to produce a fixed prosthesis, including capturing the data and production of the prosthesis.

Unit 308 Provide support during the stages of prosthetic treatments

Learning Outcome	Assessment Criteria
The learner will…	**The learner can…**
Be able to select and prepare equipment, instruments and materials for fixed prostheses.	• Provide the clinician with the patient's records for the planned treatment. • Prepare equipment, instruments and materials for preparation of a permanent fixed prosthesis to include fitting and adjustment of the temporary fixed prosthesis. • Maintain a clear field of operation by applying moisture control and protect soft tissues during the clinical procedure. • Monitor the patient and provide support to the patient and clinician during the clinical procedure.
Know the purpose of removable prostheses used in dentistry and the equipment, instruments and materials used in their construction.	• Describe the types of removable prostheses available: 1. Partial: Acrylic; Cobalt-chrome 2. Full 3. Immediate • Explain the stages and the use of equipment, instruments and materials required when constructing a full acrylic denture. • Explain how the stages would differ when constructing a partial cobalt-chrome or immediate prosthesis. • Describe the benefits of a cobalt-chrome partial denture when compared with an acrylic partial denture. • Explain the additional information the patient will require when an immediate denture is fitted.

Unit 308 Provide support during the stages of prosthetic treatments

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Be able to select and prepare the equipment, instruments and materials for removable prostheses.	• Provide the clinician with the patient's records for the planned treatment. • Prepare equipment, instruments and materials for a stage in the construction of a removable prosthesis. • Monitor the patient and provide support to the patient and clinician during the clinical procedure.
Understand the materials and equipment used for fixed and removable prostheses.	• Define the terms 'working arch' and 'opposing arch'. • Explain why different impression materials are used in the fabrication of prostheses. • Summarise the use of an articulator. • Explain the purpose of the laboratory prescription for a prosthesis. • Explain the relevance of the term 'custom made device'. • Explain the importance and the process of taking an accurate shade for prostheses. • Explain the disinfection and storage requirements for impression materials.
Be able to select, prepare and mix materials for fixed and removable prostheses.	• Prepare impression materials to the correct ratio, consistency and quantity, within handling and setting times relative to the material. • Load impression materials on the impression tray. • Disinfect impressions upon removal from the patient's mouth and prepare for transportation to the laboratory, in line with current legal guidelines and practice policy. • Record appropriate and sufficient information on laboratory prescription. • Hand mix a powder/liquid permanent luting cement to the required consistency expected when fitting a crown.

Unit 309 Provide support during the stages of endodontic procedures

Unit Aim:

The unit aim is to is to understand the various types of endodontic treatment and their application. Learners will gain an understanding of the possible complications associated with providing endodontic treatment. This unit will also reflect the learner's practical skills and understanding of how to prepare the clinical dental environment for endodontic treatment and the appropriate support for patient-centered care.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand endodontic treatments.	• Explain the reasons for performing endodontic treatment. • Describe the procedures undertaken when performing endodontic treatment. • Describe the stages of pulpectomy treatment. • Describe the functions of equipment, instruments and materials used in pulpectomy treatment. • Explain the complications that could occur during pulpectomy treatment, safety measures and your actions. • Describe why moisture control is required in endodontic treatment. • Describe the potential consequences following endodontic treatment.
Be able to prepare the clinical environment for the assistance of the clinician and support of the patient during a pulpectomy procedure.	• Provide the clinician with the patient's records for the planned treatment. • Prepare and provide the clinician with equipment, instruments and materials for stages of a pulpectomy. • Monitor, support and reassure the patient throughout the treatment, ensuring patient centred care. • Aspirate during the treatment, maintaining a clear field of operation.

Unit 310 Provide support during extractions and minor oral surgery

Unit Aim:

The unit aim is to is to understand extractions and the various types of minor oral surgery including the possible complications associated with providing these treatments. This unit will also reflect the learner's practical skills and understanding of how to prepare the clinical dental environment for extractions and the appropriate support for patient-centered care.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Know the processes, equipment, instruments and materials for extractions and minor oral surgery.	• Explain the reasons for performing extractions and minor oral surgery. • Explain the purpose of raising a mucoperiosteal flap and bone removal during oral surgery. • Describe the functions of equipment, instruments and materials required for extraction and minor oral surgery. • Explain pre-operative instructions that may need to be followed by the patient prior to treatment. • Explain why post-operative instructions need to be followed by the patient after treatment. • Identify the causes of post-operative complications following extraction or minor oral surgery.

Unit 310 Provide support during extractions and minor oral surgery

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Prepare the clinical environment and support the patient and clinician during the extraction of a permanent tooth.	• Provide the clinician with the patient's records for the planned treatment. • Provide the equipment, instruments and materials required for the extraction. • Support the patient during the administration of local anaesthetic. • Monitor the patient during the procedure. • Assist the clinician during the procedure
Be able to assist the clinician and support the patient following extractions.	• Provide the patient with appropriate post-operative instructions following the procedure. • Check that the patient is fit to leave the surgery following the procedure.

Unit 311 Scientific and practical information to support the patient's oral and physical health

Unit Aim:

This unit focuses on the theory of causes, progression and management of oral disease, and how this knowledge can be applied to provide information to support patients. Learners will develop the knowledge and skills required to provide patients with health information and advice tailored to their needs.

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand the reasons for providing patients with oral health information in response to promotional campaigns.	• Explain the reasons for providing patients with oral health information. • Explain methods for delivering oral health messages in line with ethical responsibilities. • Identify recognised national oral health campaigns and describe how they can be implemented to a target audience.
Understand the scientific basis of oral health.	• Explain the composition and development of plaque. • Describe the structure and function of the periodontium. • Explain the causes and progression of oral disease. • Identify the signs and symptoms of gingival inflammation. • Summarise the differences between gingivitis and periodontitis. • Describe the terms 'false pocket' and 'true pocket'. • Describe the causes of dental caries. • Describe the progression, signs and symptoms of dental caries from demineralisation to a pulpal exposure. • Describe how the following influence dental caries: pits and fissures, proximal surfaces, smooth surfaces

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Unit 311 Scientific and practical information to support the patient's oral and physical health

Learning Outcome	Assessment Criteria
The learner will...	**The learner can...**
Understand factors that influence oral and general health.	• Describe the principles of preventative oral care when combating: caries, periodontal disease, non-carious tooth surface loss (erosion / abrasion / attrition). • Explain the impact of diet on oral health.Explain the impact of diet on physical health. • Explain how medical history affects a patient's oral health. • Explain how social history affects a patient's oral health. • Explain how lifestyle affects a patient's oral health. • Describe pre-malignant and malignant lesions. • Describe how pre-malignant and malignant lesions are: diagnosed, referred, managed.
Understand the prevention and management of oral diseases.	• Explain oral hygiene techniques and aids used to prevent oral disease. • Explain methods of administering fluoride both systemically and topically. • Explain the advantages and disadvantages of administering fluoride (topically / systemically including overdose / fluorosis.) • Describe enamel hypoplasia.Explain how to clean and care for prostheses. • Explain post-operative advice given to patients who have received a fixed or removable orthodontic appliance.
Be able to communicate with patients to deliver standardised oral health information.	• Plan to provide information to a patient on means of developing their skills, knowledge and behaviours for the prevention of oral disease. • Check the identity of the patient, introduce themselves and the purpose of the visit. • Provide information to the patient that is accurate, consistent, and in line with organisational/evidence-based guidelines, as set out in their treatment plan. • Use a range of resources to assist with the delivery of the oral health information. • Give the patient the opportunity to discuss their problems, treatment plan and ask questions.

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