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Level 3

Apprenticeship in Dental Nursing

City&
Guilds

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FAQs

Q: Who is the qualification for?

A: This qualification has been designed specifically for dental nurse apprentices in England. The qualification meets the requirements of the Dental Nurse apprenticeship standard ST1431 and aligns to the GDC Safe Practitioner Framework. This qualification includes content and assessments which will meet the needs of the on-programme AND the End Point 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.

Q: Is it part of an apprenticeship Standard or initiative?

A: This qualification has been approved by Skills for Health.

Q: What does the qualification cover?

A: 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 ST1431 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.

Q: Who did we develop the qualification with?

A: This qualification was developed with a group of dental nursing experts from a number of different organisations including Employers, 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.

Q: What opportunities for progression are there?

A: 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, candidates 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

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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 ST1431

- The qualification aligns with the GDC Safe Practitioner Framework

- To reflect the assessment requirements of the Dental Nurse assessment plan, 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 throughthe 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 three observations of practice in the workplace, which can be holistic in nature and cover a number of units across the qualification with a final hour summative observation. These will be carried out by your dedicated assessor. There are 2 on program 45 min MCQ exams which must be passed prior to gateway. You will learn all of the Knowledge, Skills and Behaviours as part of the course. Evidence must be generated for all the Learning Outcomes and Assessment Criteria prior to Gateway.

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:

- All KSBs met

- Employer/Training Provider satisfied re consistency

- Maths and English as per funding rules

- A qualification approved by the GDC to enable professional registration as a dental nurse.

EPA

- No additional assessment Quality Assurance scrutiny that Gateway has been achieved

- Direct liaison with GDC

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Course Units & Guided Learning Hours

Course Units & Guided Learning Hours		
Unit	**Unit Title**	**Learning Hours**
301	Preparing for professional practice in dental nursing	44
302	Health and safety 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	41
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	29
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	25
311	Scientific and practical information to support the patient's oral and physical health	51

Assessment units: Portfolio of evidence

(Portfolio meeting all evidence requirements of units 301-311)

Mapping to the National Occupational Standards, the Knowledge, Skills and Behaviours and the General Dental Council Learning Outcomes

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Unit 301 | Preparing for professional practice in dental nursing

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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 Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Understand how a Personal Development Plan (PDP) is used to continuously improve professional knowledge, skills and behaviours and to create a PDP for on-going improvement. • Understand how a Personal Development Plan (PDP) is used to continuously improve professional knowledge, skills and behaviours.	• The role and purpose of different tools to assess current capabilities/limitations to aid personal development to ensure high- quality patient care. • The ways that different tools can be used to support personal development. • The approach used to support continual professional and personal development. • The reasons different evidence-based approaches are used to support continual professional development. • The importance and use of different types of feedback and how it supports personal professional practice, to ensure high quality safe and effective patient care. • The role and benefits of reflective practice, and the different reflective models to aid reflection. • Career pathways available within the dental sector. • The importance of and requirement for commitment to lifelong learning. • Use of tools to review, reflection and consider own working practices as a dental nurse.

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Unit 301 | Preparing for professional practice in dental nursing

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Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*

• Understand the roles and responsibilities of a dental nurse.	• The role of governing bodies and regulators and regulators in the dental sector and how they maintain quality standards.
	
	• The core roles and responsibilities of a dental nurse.
	
	• The scope of factors that influence the work of dental nurses, and how practise must account for key requirements:
	
	   • Safe working practices
	
	   • 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 (e.g. expiry dates, stock rotation).
	
	• Impacts of failing to meet regulatory and professional practices
	
	• How the role of the dental nurse is influenced by each of the principles in the GDC Standards for the Dental Team.
	
	• The roles of other team members in line with the GDC's scope of practice.
	
	• The principles of direct access
	
	• The contribution that team members and effective team working makes to the delivery of safe and effective high-quality care.
	
	• The importance of collaboration between different roles within the dental and wider health care team.

Unit 301 | Preparing for professional practice in dental nursing

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Understand the principles and importance of consent, information governance and safeguarding of patients.	• The purpose of gaining valid consent. • The requirements that must be considered by the clinician to obtain valid consent. • Key areas of information governance within dental settings. • Key principles in relation to data and records held within dental settings. • The importance of patient confidentiality. • How to access and process patient information in a manner that maintains their confidentiality. • The legal aspects for patients to access their dental records. • Legislative requirements of holding and protecting confidential data relation to patients and treatments in dental settings. • The importance of maintaining contemporaneous, complete, and accurate patient records. • Key principles of safeguarding and how they apply in a dental setting. • The areas of safeguarding concern for dental nurses, and indicators of a potential safeguarding concern. • The responsibilities of a dental nurse in safeguarding patients.

Unit 301 | Preparing for professional practice in dental nursing

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Learning Outcomes	Assessment Criteria
The Learner Will:	**The Learner Can:**
• Understand the importance of appropriate communication in healthcare and be able to communicate appropriately, effectively and sensitively at all times and through all media.	• Types of communication method and how they are used to effectively and sensitively communicate with patients. • How different methods of communication can be interpreted by the patient. • How different methods of communication can be adapted to meet the patient's needs. • The potential barriers to communication that may exist when supporting different individuals within the dental setting. • Advantages and disadvantages of different communication methods. • How effective communication within the dental team contributes to the delivery of safe high-quality care. • How to recognise patient anxieties and barriers to treatment. • Examples of how patients' anxieties over barriers to treatment could be managed • Explain the importance of maintaining contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice. • The current available options for funding of dental healthcare provision for individuals.
• Understand the procedures for the handling of complaints in the workplace.	• Principles and procedures for good complaints handling in the dental setting. • How patients' right to complain are respected.
• Understand the importance of promoting and maintaining physical and mental wellbeing.	• The systems and personal strategies which promote and maintain physical and mental wellbeing. • Strategies to identify and manage personal and emotional challenges. • When and how to take action if wellbeing is compromised to a point of affecting an individual's role or professional relationships.

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Unit 302 | Health and safety practices in the dental setting

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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 Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*

• Understand health and safety theory.	• The purpose of health and safety:
	  • Legislation
	  • Policies
	  • Compliance.
	• Key terminology and how each relates to supporting safe practices in dental settings:
	  • Hazard
	  • Risk
	  • Control measure
	• The process for reporting hazards relating to Health & safety within the dental setting.
	• The roles of governing bodies and regulators in reducing risks to health and safety in the dental setting:
	  • CQC
	  • HSE

Unit 302 | Health and safety practices in the dental setting

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Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Understanding safe working practices in the dental setting.	• The purpose of risk assessment and the stages of the risk assessment process. • The stages of a risk assessment process. • Ergonomics within a dental practice. • Safe working practices and processes and the importance of their use to support Health & Safety: • Hazardous substances • Spillages • Fire safety • Maintenance and testing • Infection control • Actions and behaviours
• Understand organisational and legal requirements for health and safety within the dental setting.	• The purpose of different legal requirements that must be or are recommended to be followed and how they support health and safety in a dental setting. • The consequences if health and safety guidance is not followed. • The signs and symptoms of disease and the recommended vaccinations for dental nurses.
• Be able to work safely to protect self, team, and patients.	• Manage hazards by completing a risk assessment. • Work is carried out in line with organisational and legal requirements, guidance and protocols. • 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

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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 Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Understand the significance of micro-organisms. • The body's reaction to infection. • Infectious conditions caused by micro-organisms and their effect on the body.	• Types of micro-organisms and prions and the diseases caused by each. • Difference of different types of micro-organism and prions • The terms pathogen and non-pathogen. • Factors that impact the host's susceptibility to infection. • The body's reaction to inflammation / infection. • How infectious conditions affect the body-signs and symptoms of the disease or condition, methods of transmission, the effect on oral health, the effect on treatment in the surgery and any precautions required.
• Understand the management and processes if infection control	• The principles of the 'chain of infection'. • The routes of transmission of infectious diseases in the dental setting • The principles of standard (universal) infection control precautions and how these reduce disease transmission. • The different types of personal protective equipment (PPE) used in the dental setting, the situations each type is used for and the importance in using each. • Explain the routes of transmission of infectious diseases in the dental setting.

Unit 303 | Prevention and control of infection in the dental setting

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Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Hand hygiene	• How correct levels of hand hygiene can be achieved following HTM01-05 • Factors that influence hand hygiene • Practice policies and audit records • Staff induction policies
• Infection control policies and procedures.	The relevance of the following documents for quality management of infection controlling 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

• The decontamination processes	• Types of decontamination processes used in dental setting:
	  • Disinfection
	  • Sterilisation
	  • Asepsis
	• When disinfection is the appropriate method of decontamination.
	• The reason for pre-cleaning and dismantling instruments and equipment prior to sterilisation.

• The decontamination cycle	• The decontamination cycle in line with legal requirements and organisational procedures.

Unit 303 | Prevention and control of infection in the dental setting

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Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• The maintenance of re-processing equipment	• The types of re-processing equipment to be maintained in the dental setting. • Validation checks and stages and how they are used to support the maintenance of re-processing equipment in dental settings. • The actions taken if validation is unsuccessful-further validation, withdrawal, disposal and replacement. • The importance of documenting validation and maintenance equipment.
• Re-processing dental instruments and equipment.	• Safely transport instruments into the decontamination area. • Prepare instruments and hand pieces for sterilisation. • 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 legal requirements.

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

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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 Outcomes	Assessment Criteria	
The Learner Will:	**The Learner Can:**	

• Understand dental and regional anatomy.	• The features of permanent teeth:
	  • a) Tooth morphology: Incisor, Canine, Premolar, Molar
	  • b) Usual number of roots
	• The features of deciduous teeth.
	• The features of the tooth structure: Tooth structure and surrounding tissues: Enamel, Ameldodentinal junction, Primary dentine, Secondary dentine, Odontoblasts, Pulp, Pulp chamber, Pulp / root canal, Apical foramen, Cementum, Periodontal ligament, Gingival crevice / gingival sulcus, Furcation.
	• The surfaces of the teeth.
	• The diversity and relevance of anatomy across the patient population.
	• Head and neck anatomy: Facial and jaw bones
		• 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, Mucocele, 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

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Learning Outcomes	Assessment Criteria	
The Learner Will:	*The Learner Can:*	
• Oral Health Assessments	• The reasons and methods for carrying out extra-oral and intra-oral of assessment • The dental probes use din intra-oral assessments. • The types of charting used to record oral health assessments. • National Institute for Health & Care Excellence (NICE) guidelines for recall intervals.	• 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 / traumaticulcer • glossitis / fissured / geographic tongue • frictional keratosis- pregnancy epulis
• Record keeping components in relation to oral health assessments	• The importance of and reasons for recording contemporaneous patient history.	
• Conditions affecting the oral mucosa	• Explain how medical conditions may affect oral tissues and influence treatment planning. • Explain why various antibiotics are prescribed in dentistry.	
• Orthodontic terminology and assessment	• Terms that may be used in an orthodontic assessment. • The Index of Orthodontic Treatment Needs (IOTN)rating system.	

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

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Orthodontic Treatment	• The purpose of using orthodontic appliances and how they are used. • The function of an orthodontic retainer.
• Record keeping	• Provide and update clinical records • Record a permanent dental chart as spoken by the clinician when conducting an oral examination. • Contribute to an orthodontic assessment.
• Equipment and instruments	Select equipment and instruments for the clinician to carry out and the following oral health assessment: • examine intra-oral soft tissues • complete a dental charting of teeth • complete a gingival periodontal scan/pocket depth.
• Palmer notation charting	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

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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 Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Human respiratory and circulatory systems	• The function and structure of the human respiratory and circulatory systems. • Changes in human respiratory and circulatory systems which may indicate a medical emergency.
• Safe working practices	• The role and limitations of a qualified first aider. • Key principles of first aid • Methods to minimise the risk of infection to self and others during first aid and Cardiopulmonary Resuscitation (CPR) procedures. • Methods used to establish consent to provide first aid and CPR situation. • Examples of when to call for help in a first aid situation. • Safe working practices.
• First aid and emergency drugs kit	Recommended contents of: • First Aid Kit • Emergency Drugs Kit

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

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Scene survey	• Undertake scene survey to identify potential hazards to others in a choking emergency.
• Primary Survey	• Undertake initial assessment of a casually in choking position.
• Choking	• Assist a casualty who is choking.
• First aid for an unresponsive casualty	• Undertake first aid for an unresponsive casualty. • Open a casualty's airway and check breathing. • Assess the casualty for any other injuries. • Demonstrate placing an unresponsive casualty in the recovery position
• Cardio-Pulmonary Resuscitation (CPR)	• Adapt (CPR) using a manikin for and adult and a child. • Safely prepare the casualty for Automatic External Defibrillator (AED). • The current accepted CPR requirements for children and adults as specified by the Resuscitation Council UK.
• Management of medical emergencies in the dental setting	• The signs and symptoms of a range of conditions that contribute to medical emergencies in a dental setting. • Actions taken and the use of emergency drugs in the event of medical emergencies that may occur in the dental setting.

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

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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 develop skills on processing method used in their clinical environment.

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Legal requirements for using ionising radiation within the dental setting	• The legal requirements for ionising radiation within a dental setting.
• Hazards associated with ionising radiation	• Hazards and methods to reduce the hazards of ionising radiation.
• The Controlled area	• The requirements of the controlled area.
• Diagnostic value of radiographic images	• The structures visible on, and conditions diagnosed, using different types of intra-oral images. • The use of specialist investigations and diagnostic procedures.
• Radiographic techniques	• Advantages and disadvantages of digital & non-digital radiographic techniques
• Understand the different methods of processing radiographs	• Methods for processing radiographs
• Reasons of visible faults on a radiographic image	• Reasons for visible faults for manual, digital and automatic procedure

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

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Quality control systems	• Quality grading system used (according to current radiographic legislation) and how they support dental radiography. • Quality control systems used. • The use of quality control to support the principle of ALARP.
• Methods of mounting radiographic images	• Methods of mounting radiographic images.
• Be able to provide support and resources for taking radiographic image.	• Apply safe working practices throughout radiographic imaging procedures. • Prepare and provide the correct resources to the operator • Correctly process radiographic images. • Maintain the quality of the radiographic image during processing- correct handling, no light intrusion. • Store the radiographic image permanently and securely in line with current data protection legislation.

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

Unit Aim:

This unit introduces the learner to the theory of causes, progression, management of oral diseases. The unit will also 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 Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Periodontal Disease	• The composition and development of plaque. • Types of oral diseases, their causes (aetiology) and signs of how the disease progresses. • The signs and symptoms of gingival inflammation. • Epidemiological trends of oral diseases and their application to patient management.
• Periodontium	• Summarise the differences between gingivitis and periodontitis.
• Dental caries	• The causes of dental caries. • The Stephan Curve and how it supports the avoidance of caries. • The progression, signs and symptoms of dental caries from demineralisation to a pulpal exposure. • How the following influence dental caries:pits and fissures, proximal surfaces, smooth surfaces • Types and location of different cavities on the tooth surface- Black's classification of Cavities. • Epidemiology trends of dental diseases and their application to patient management.

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

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*

• Non-carious tooth surface loss/wear	• The types and causes of non-carious tooth surface loss/wear.
	• Describe the equipment, instruments and materials used for removing:
	   • supra-gingival calculus
	   • sub-gingival calculus and infected cementum.

• The preparation of cavities	• The purpose of equipment and instruments used in the preparation of cavities. • The use of matrix systems and the materials they are used with. • Advantages, disadvantages and restrictions associated with restorative biomaterials materials and lining biomaterials materials used. • Reasons for the use of dental biomaterials and equipment: etchant, bonding agent, curing light, dental amalgamator. • The purpose for placing a fissure sealant-prevention of caries, protection of fissures, improved oral hygiene. • Explain the importance of effective moisture control during restorative treatments-patient comfort, visibility, prevention of contamination of the biomaterials.
• Periodontal treatments	• The clinical reasons for and importance of removing supra-gingival and sub-gingival calculus. • The terms 'plaque trap' and 'stagnation area' and the areas of the mouth at risk.

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

CAVITY TRAINING.

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Equipment, instruments and materials	• The purpose of the equipment, instruments and materials used for the removing supra-gingival and sub-gingival calculus, and staining.
• Record keeping	• Provide patient's records.
• Equipment, instruments and materials for periodontal treatments and restoration of cavities	• Select the equipment, instruments and materials for the planned treatment. • Treatment • Aspirate during the treatment, maintaining a clear field of operation. • Provide the clinician with the correct instruments, equipment materials and four handed dentistry.
• Patient and clinical support	• Provide patient-centred support during the treatment.

Unit 308 | Provide support during the stages of prosthetic treatments

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Unit Aim:

The aim of this unit is for the learner develop the knowledge and skills to understand the range of fixed and removable appliances, 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-centred care.

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Construction of fixed and removable prostheses	• The difference between fixed and removable prostheses, and why they are used in dentistry. • The different types of impression materials and the advantages and disadvantages of the impression material: alginate and elastomer. • The terms 'working arch' and 'opposing arch'. • The purpose of the laboratory prescription when making a custom-made device. • The importance and process of taking an accurate shade for prostheses. • Methods of storage.
• Infection control and storage of impressions	• Infection control applied when construction fixed and removable prostheses.
• Permanent fixed prostheses	• Difference between permanent fixed prostheses: Implants/bridges • Reasons why permanent fixed prostheses may be provided to a patient.

Unit 308 | Provide support during the stages of prosthetic treatments

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Learning Outcomes	Assessment Criteria
The Learner Will:	**The Learner Can:**
• Equipment, instruments, and materials (preparation)	• The purpose of equipment, instruments, burs, and materials used during the preparation of a permanent fixed prostheses. • The computer-aided design and computer-aided manufacturing (CAD/CAM) process including data capture and production in the preparation of permanent fixed prostheses.
• Temporary fixed prostheses	• The purpose of temporary fixed prostheses. • Materials used in the cementation of temporary fixed prostheses.
• Post operative advice	• The post operative advice that should be provided to patients.
• Equipment's, instruments and materials (fit)	• The purpose of the equipment, instruments, burs, and materials used in the fitting of a permanent fixed prostheses.
• Record keeping	• Provide patient's records.
• Equipment, instruments, and materials	• Select equipment, instruments and materials for preparation of a permanent fixed prosthesis to include fittingand adjustment of the temporary fixed prosthesis.
• Patient and clinician support	• Aspirate during the treatment, maintaining a clear field of operation. • Provide and support the clinician with correct instruments, equipment, materials and four handed dentistry. • Provide support to the patient during the treatment. • Prepare impression materials to the correct ratio, consistency, and quality, within handling and setting times relative to the material: alginate and elastomer. • Load impression materials on the impression tray.

Unit 308 | Provide support during the stages of prosthetic treatments

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Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Infection control procedures	• 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.

• Removable prostheses materials and design	• The types of removable prostheses available:
	  a. Partial: Acrylic; Cobalt-chrome
	  b. Full
	  c. Immediate
	  d. Advantages and disadvantages of chrome over acrylic dentures.
	• The stages of construction and the purpose of equipment, instruments, and materials used at each stage.
	• The difference in stages when constructing a partial cobalt-chrome or immediate prosthesis.

• Record keeping	• Provide patient's records.
• Equipment, instruments, and materials	• Select the equipment, instruments and materials for removable prosthesis.
• Patient and clinician support	• Provide and support the clinician with correct instruments, equipment, materials and four handed dentistry. • Provide patient-centred support during the treatment. • Prepare impression materials to the correct ratio, consistency, and quality, within handling and setting times relative to the material: alginate and elastomer. • Load impression materials on the impression tray.

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Unit 308 | Provide support during the stages of prosthetic treatments

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Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Be able to select, prepare and mix materials for fixed and removable prostheses	• 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.
• Infection control procedures	• 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.

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Unit 309 | Provide support during the stages of endodontic treatments

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-centred care.

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Endodontic treatments	• The reasons for performing different types endodontic treatment: Pulp capping, Pulpectomy, Pulpotomy and Apicectomy. • Procedures undertaken when performing endodontic treatment.
• Equipment, instruments and materials	• The purpose of equipment, instruments and materials used in endodontic treatments
• Complications and consequences	• The possible complications, consequences of those complications and the actions that should be taken should they arise during endodontic procedures.
• Record keeping	• Provide patient's records
• Equipment, instruments and materials	• Prepare and provide the clinician with equipment, instruments and materials used during pulpectomy treatment.
• Patient and clinician support	• Aspirate during the treatment, maintaining a clear field of operation. • Provide and support the clinician with correct instruments, equipment, materials and four handed dentistry. • Provide patient-centred support during the treatment.

Unit 310 | Provide support during extractions and minor oral surgery

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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- centred care.

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Extraction of erupted teeth and minor oral surgery	• The reasons for performing extractions and minoral surgery: Extraction of erupted, impacted/unerupted teeth, frenectomy, retained or buried roots, operculectomy and implants. • The use of specialist investigations and diagnostic procedures: biopsies • The purpose of raising a mucoperiosteal flap and bone removal duringoral surgery. • Common complications which may arise from dental implant therapy.
• Equipment, instruments and materials	• The purpose of the equipment, instruments and materials required for extraction and minor oral surgery procedures.
• Pre- and post-operative instructions	• The types of pre-operative instructions that need to be provided. • The purpose for giving post-operative guidance and instructions to patients following treatment.
• Complications and actions taken	• The complications and risks that may occur during extraction or minor oral surgery procedures and reasons why. • Methods and actions to take to mitigate complications and risks occurring during an extraction or oral surgery procedures.

Unit 310 | Provide support during extractions and minor oral surgery

CAVITY TRAINING.

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Record keeping	• Provide the patient's records.
• Equipment, instruments and materials	• Prepare and provide the clinician with equipment, instruments and materials used during the extraction of erupted teeth.
• Patient and clinician support	• Aspirate during the treatment, maintaining a clear filed of operation. • Provide and support the clinician with the correct instruments, equipment and four handed dentistry. • Provide patient-centred support during the treatment. • Assist the clinician during the procedure • Provide the patient with appropriate post-operative instructions. • Confirm with the clinician that the patientis fit to leave the surgery followingthe procedure.

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

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Unit Aim:

This unit develops knowledge of providing patients with oral hygiene information and looks at how national campaigns and communication 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 Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Providing patients with evidence-based oral health information.	• Reasons for providing patients with evidence-based oral health information. • Recognise national oral health campaigns and describe how they can be implemented to a target audience. • How national oral health campaigns and describe how they can be implemented, measured, and reviewed locally within a dental setting to deliver health gains. • Application- the impact on provision of oral health on patient management.
• Communication method	• The methods used to deliver oral health messages in line with ethical responsibilities.
• Preventative oral care	• The principles and types of preventative oral care and treatment that will combat: caries, periodontal disease, non-carious tooth surface loss. • Types of food and drink that can negatively impact oral health. • The impact of diet on oral health.

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

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Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Health factors	• How general and systemic diseases, and psychological conditions can affect a patient's oral health. • The impact of health factors on patient compliance, clinical treatment and outcomes.
• Social history	• How social history affects a patient's oral health. • The risks associated with using and misusing: prescribed medication, non-prescription drugs and recreational drugs.
• Physical health	• How physical health can be affected.
• Pre-malignant and malignant lesions	• The appearance, location and types of lesions in the oral cavity and when they should be of concern. • How pre-malignant and malignant lesions are diagnosed. • How patients are supported when pre-malignant and malignant lesions are diagnosed through referral and support.
• Oral hygiene techniques	• Oral hygiene techniques and aids used to preventoral disease.
• Fluoride	• Methods of administering fluoride both systemically and topically. • The advantages and disadvantages of using fluoride (topically / systemically). • Considerations when administering fluoride, both systematically and topically.

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

Learning Outcomes	Assessment Criteria
The Learner Will:	*The Learner Can:*
• Oral hygiene advice for prostheses, orthodontic appliances, and an immediate denture.	• How to clean and care for prostheses-cleaning aids, interdental aids and solutions for disinfecting: dentures, Bridges and implants. • How to clean and care for a fixed or removable orthodontic appliance. • Considerations when fitting an immediate denture.
• Antibiotics	• Reasons for prescribing different antibiotics: Penicillin, Erythromycin, Clarithromycin and Metronidazole. • The main side effect and contraindications of antibiotics according to the British National Formulary.
• Oral Health Information	• Undertake an oral health consultation with a patient to support them to develop their skills, knowledge and behaviours for the prevention of oral disease. • Give the patient the opportunity to discuss their oral health problems and ask questions. • Interact with and encourage the patient according to their needs.
• Resources for providing oral health information	• Use a range of resources to assist with the delivery of the oral health information.