



LEARNER & EMPLOYER APPRENTICESHIP HANDBOOK

Level 3 Diploma in Dental Nursing (intergrated)

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National Examining Board For Dental Nurses

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GENERAL INFORMATION



About Dentrain Professionals Ltd

At Dentrain Professionals Ltd, we are an established independent training provider who deliver the apprenticeship and post qualifications for Dental Nurses. We have been delivering high quality training for qualifications for over 30 years and have accreditation with the National Examining Board for Dental Nurses (NEBDN)

Our team consists of dedicated and highly qualified individuals, who continuously keep their knowledge and skills up to date, this reflects in the passion, support and mentoring they provide to Learners throughout their learning journey. As a result, we are able to provide a variety of up-to-date resources to meet the needs of individual learning styles and needs. This, along with a high level of support, reflects in our continuously high success rates.

Our centre is based in Bolton town centre with easy access to transport links. The building consists of three floors and comprises of office space and a large classroom suite which is openly available for use for our Learners.

About the National Examining Board for Dental Nurses (NEBDN)

The National Examining Board for Dental Nurses (NEBDN) is a leading provider of qualifications for dental nurses in the UK, delivering awards in both pre-registration and post-registration areas. As a registered charity, they have been examining and awarding dental nursing qualifications for over 80 years, and ensure that Learners' knowledge, understanding, and practical skills are assessed by highly experienced practitioners.

They utilise a network of GDC registered subject matter experts and examiners ensuring that their qualifications and assessments are up-to-date and designed to meet the needs of organisations and the patients for whom they care for.

About the National Examining Board for Dental Nurses (NEBDN)

This specification provides key information employers and learners need to know in order to effectively support their apprentices through the apprenticeship. It is an essential document that all employers must familiarise themselves with and adhere to.

Section 1 of this document provides all the qualification-specific information regarding the delivery of the apprenticeship and qualification, along with the full topics / units which relate to various aspects of the dental nursing apprenticeship standard. Each unit specifies the knowledge, skills, and behaviours the Learner must demonstrate in order to pass the assessments and achieve the qualification. These are set out in the form of Learning Outcomes (LO) and Assessment Criteria (AC).

GUIDE TO THE QUALIFICATION & APPRENTICESHIP DELIVERY



Introduction

The NEBDN Level 3 Diploma in Dental Nursing (Integrated Apprenticeship) (RQF (Regulated Qualifications Framework)) has been developed and is awarded by the National Examining Board for Dental Nurses (NEBDN). It is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF).

Title and level	NEBDN Level 3 Diploma in Dental Nursing (Integrated Apprenticeship) (RQF)				
Qualification Number	TBC	Total Qualification Time (TQT)	567	Guided Learning Hours (GLH)	368

Qualification summary

Age group	16+
Qualification purpose	<p>This qualification had been designed as the integrated qualification for the Dental Nurse apprenticeship in England. It is suitable for Learners currently undertaking the Dental Nurse apprenticeship and has been structured to meet the requirements of the Dental Nurse Apprenticeship standard ST0113 and the Assessment Plan AP05 published on 1 July 2022.</p> <p>This qualification includes assessments that meet both the on-programme qualification and End-Point Assessment requirements. All assessments must be successfully passed in order to achieve the full qualification.</p>
Qualification content	<p>The qualification and apprenticeship have been developed in consultation with a team of experts with occupational experience within the dental nursing industry to ensure it is relevant, accurate and has a clear benefit to Learners achieving it and to the wider industry.</p> <p>The qualification has been designed to cover all the knowledge, skills, and behaviours (KSBs) of the Dental Nurse apprenticeship standard, as well as meeting all the General Dental Council's (GDC) Learning Outcomes for dental nurses.</p> <p>It features topics / units on the professional roles and responsibilities of a dental nurse, infection control, health, and safety, responding to medical emergencies, anatomy, chairside skills, oral disease, health promotion, radiography, treatment planning and restorative and minor oral surgery procedures.</p> <p>A full mapping of the both the KSBs and GDC's Learning Outcomes can be found in Appendix 1.</p>



Initial assessment	Prior to enrolment / sign up all Learners will carry out an English and maths initial assessment.
Functional Skills	Apprentices without Level 2 English and maths will need to achieve this Level of Functional Skills prior to taking part in the End Point Assessment (EPA). For those with an education, health and care plan or a legacy statement, the apprenticeships English and maths minimum requirement is Entry Level 3. Where Functional Skills is required, Learners will receive an online learning tool as well as minimum monthly online 1-2-1 teaching and learning sessions with our dedicated Functional Skills Tutor.
Additional Learning Needs (ALN)	All Learner will carry out an initial assessment using a neurological assessment tool called CogNassist. If a Learner triggers in any area, additional support sessions will be provided on a minimum of once per month. These sessions will take place online with our dedicated ALN Tutor. Target dates for the apprenticeship will be amended to allow time to meet the Learner's need in line with the initial assessment strategy.
Regulation and support	<p>The qualification is regulated by Ofqual and sits on the Regulated Qualification Framework.</p> <p>The General Dental Council (GDC) has approved the qualification as meeting their requirements for professional registration as a dental nurse via the apprenticeship route.</p>
Assessment methods	<p>The apprenticeship is assessed by:</p> <p>Pre-Gateway:</p> <ul style="list-style-type: none">• Knowledge Test consisting of 60 multiple-choice questions (MCQ) and 40 extending matching questions (EMQ)• Portfolio of Evidence. <p>Post-Gateway:</p> <ul style="list-style-type: none">• End-point assessment (in the form of a Structured Clinical Assessment) <p>Learners will be awarded the full qualification and achieve completion of the apprenticeship upon successfully passing ALL assessments.</p>
Grading	<p>All assessments are graded pass/fail.</p> <p>The overall qualification and overall apprenticeship are both graded pass/fail. To achieve a pass overall for both the qualification and apprenticeship, the Learner must achieve a passing grade in each individual assessment.</p>



Materials available	The following supporting and learning materials will be made available: <ul style="list-style-type: none">• Individualised Scheme of Work (SOW)• Individual learning plan• Learning material including:<ul style="list-style-type: none">○ Evidence based learning module○ Power points○ Pre-recorded tutorials with power points○ Leaflets / handouts
20% off the job training	<p>Off-the-job training is defined as learning which is undertaken outside of the day to day working duties and leads towards the achievement of the apprenticeship. This training takes place within the apprentices normal (contracted) working hours.</p> <p>The minimum off-the-job training for a full-time apprentice is an average of 6 hours per week. The off-the-job training provides the time to focus and develop the required knowledge, skills, and behaviours to achieve the apprenticeship. There are lots of activities that can contribute to off-the-job training such as: shadowing, mentoring, team meetings, teaching and learning sessions with the Trainer, CPD (Continuous Professional Development), completion of coursework etc. The key thing to remember is that it must be relevant to the apprenticeship.</p> <p>Employers will be provided with a log to record the off-the-job training as this is mandatory to meet the Education and Skills Funding Agency (ESFA) funding rules.</p>
Career education, information advice & guidance (CEIAG)	<p>Learners achieving this apprenticeship may wish to continue their progression and professional development in the future through completion of one of the following specialist post-registration qualifications:</p> <ul style="list-style-type: none">• NEBDN Certificate in Dental Implant Nursing• NEBDN Certificate in Dental Radiography• NEBDN Certificate in Dental Sedation Nursing• NEBDN Certificate in Oral Health Education• NEBDN Certificate in Orthodontic Dental Nursing• NEBDN Certificate in Special Care Dental Nursing• NEBDN Certificate in Fluoride Varnish Application <p>Careers information, advice and guidance will be provided to the learner throughout their studies on how different topics they are learning could help support varied career progression routes. We also have a dedicated Career Education, Information, Advice & Guidance Officer to help support learners with any guidance they may require.</p>



Support

Trainers & Tutors will deliver all teaching and learning sessions and reviews remotely on teams at pre-arranged times. We take into consideration the busy schedules in practices as well as the barriers practices come across such as staffing levels. Trainers and Tutors will be as flexible as possible when delivering the apprenticeship whilst ensuring learners receive the support they need to achieve and whilst meeting the Education & Skills Funding agency rules.

There is no day release for this apprenticeship.





Entry Requirements/recommendations

The apprenticeship is suitable for Learners aged 16+ who are enrolled on the Dental Nurse Apprenticeship with NEBDN and employed in suitable a dental nursing role working 30+ hours per week. It is delivered and assessed in English. Learners must be sufficiently fluent in both written and spoken English to communicate effectively with patients, their relatives, the dental team, and other healthcare professionals in the UK in order to enrol on this qualification.

Admission to the qualification is at the discretion of Dentrain Professionals Ltd following an initial assessment of recognised prior learning. Dentrain Professionals Ltd will conduct an application process, which requires Learners to demonstrate that they have the required skills, knowledge and understanding to embark on this qualification. This initial assessment can also be used to identify any training and support needs and relevant prior achievements or experience to assist in tailoring their individual learning plan to their needs.

All enrolment processes should follow the Dentrain Professionals Ltd Access and Recruitment Policy, in accordance with the Education & Skills Funding Agency (ESFA) and NEBDN's requirements, to ensure equality and diversity in recruitment for this qualification.

Costings

The apprenticeship for Dental Nursing is fully funded by the Education and Skills Funding Agency (ESFA) for 16–18-year-olds.

For apprentices aged 19 year and above the employer is required to make a contribution of £300. This amount will be invoiced during the enrolment process.

For 16–18-year-olds the employer will be entitled to a £1000 incentive payment payable with the first instalment after 90 days of the start date of the apprenticeship, then a further £500 after 365 from the start date of the apprenticeship.

As per Exam & EPA policy, the first Knowledge Test resit fee is payable by Dentrain Professionals Ltd. Further resit fees for the Knowledge Test will be invoiced to the employer with a resit fee of £35 per Knowledge test. In line with the General Dental Council requirements, the Learner will only be allowed 3 resits of the Knowledge Test in total.

The initial costing of the Structured Clinical Assessment is payable by Dentrain Professionals Ltd. If a resit is required for the Structured Clinical Assessment this will be invoiced and payable by the employer with a fee of £600.

Please note: In line with the ESFA funding rules 145 "The provider or the employer must not ask the apprentice to contribute financially to the eligible costs of training, on-programme or end-point assessment. This includes both where the individual has completed the apprenticeship successfully or has left the programme early."

EMPLOYER SAFEGUARDING RESPONSIBILITIES FOR LEARNERS



Why do employers have to safeguard apprentices?

Any organisation educating young people under the age of 18 has a statutory responsibility under current legislation such as “keeping children safe in education”.

Apprentices need to be safeguarded against the same range of risks and dangers as their peers in schools and colleges. Due to their relative inexperience in the workplace apprentices may be particularly vulnerable to anxiety or struggled to cope with transition. Systems can help staff recognise this and offer suitable support to those who need it. Organisations offering any kind of apprenticeship two young people need to put processes in place to protect their learners.

How to safeguard apprentices

Employers should familiarise themselves with relevance government legislation and take appropriate steps to understand what safeguarding means in their organisation, in the context of the responsibilities they have for the people they employ.

- Ensure that any staff working with apprentices in a position of trust are appropriate for the role and do not present any danger or threat.
- Ensure that any people working with young or vulnerable people have had appropriate checks completed with the disclosure and barring service.
- Ensure a safeguarding lead is appointed within the practice.
- Straight a commitment to the principles that underpin the prevent duty. Seek specialist support if any concerns are raised.
- Demonstrates a commitment to British values.
- Adhere to the requirements of the Equality Act 2010.
- Ensure apprentices are made aware of your organization's policies on using the Internet and technology in the workplace.
- Understand the dangers apprentices may face using technology in the workplace and act to minimise risks.

The CQC (Care Quality Commission) sets out the minimum training requirements: Level 1: for all non-clinical staff (for example receptionists and practice managers) and Level 2: for all dentists and dental care professionals. Safeguarding training should be refreshed every 3 years.

[Dental mythbuster 29: Safeguarding children and young people at risk - Care Quality Commission \(cqc.org.uk\)](https://www.cqc.org.uk)



Suggested Safeguarding training courses for apprentice employers

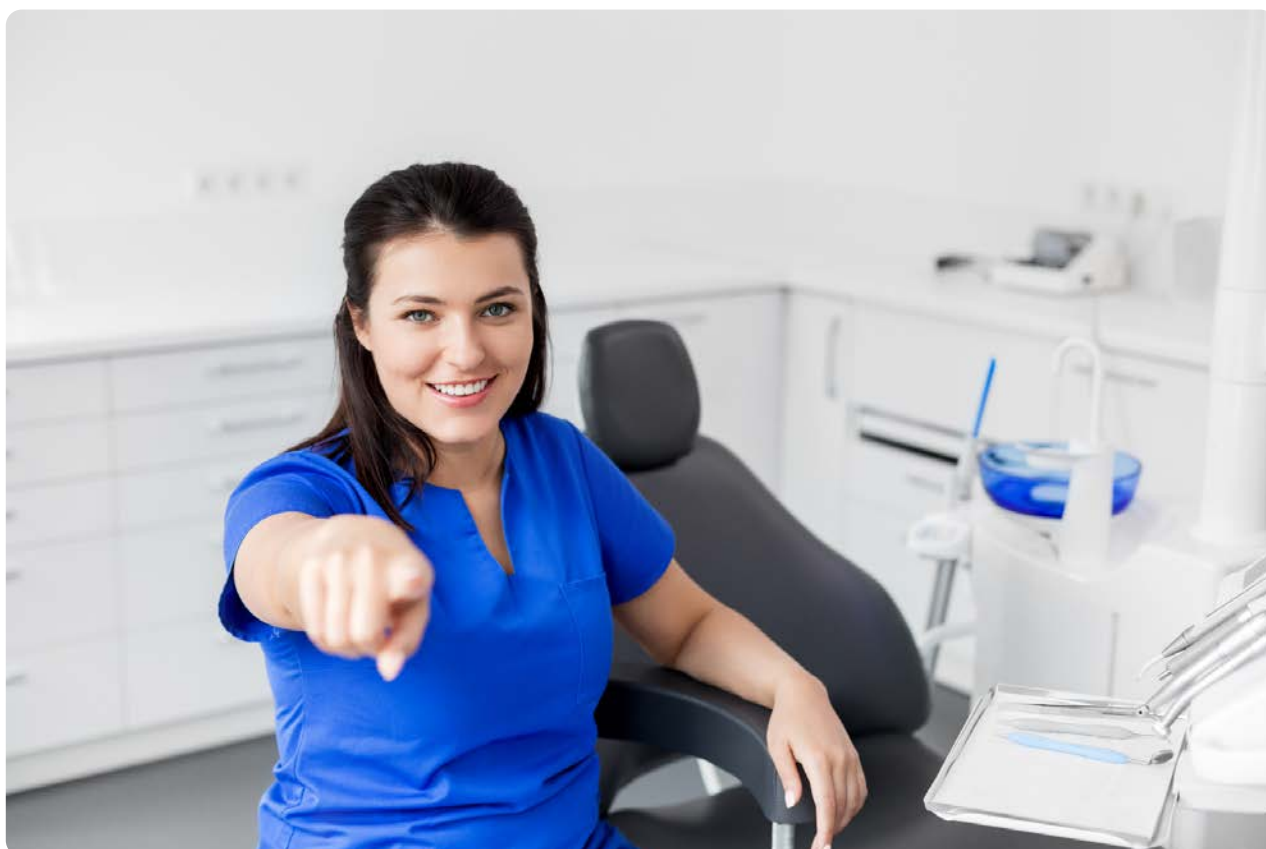
Prevent duty training:

Learn how to support vulnerable people vulnerable to radicalisation

[Prevent duty training: Learn how to support people vulnerable to radicalisation | Prevent duty training\(support-people-vulnerable-to-radicalisation.service.gov.uk\)](https://www.prevent.duty.training/support-people-vulnerable-to-radicalisation.service.gov.uk)

Safeguarding Level 2

[Agilio iLearn \(isopharm.co.uk\)](https://www.isopharm.co.uk)



INDUCTION



Induction

Detrain Professionals Ltd will provide Learners with an appropriate induction to ensure the Learner fully understands the requirements and responsibilities of the programme and has developed key areas of knowledge relevant to the role of the dental nurse before progressing further. It contains elements such as:

- Raising concerns and whistleblowing
- Patient care and safety, patient consent and duty of candour
- Safeguarding and Prevent
- Health and safety and PPE
- Professionalism
- Confidentiality and data protection
- Learner identification
- Equality, diversity, and inclusion
- Plagiarism and collusion

The Induction must be completed within the first 6 weeks of training and signed off by the Learner Development Officer, the Learner, and Employer. This will then be retained for review during External Quality Assurance monitoring activities by NEBDN.

The NEBDN also requires the Employer to carry out an induction to the workplace with the Learner (and retain it for External Quality Assurance purposes), covering the following topics:

- Safeguarding Level 2 and Prevent (CQC Requirement)
- Autism and Learning Disability training (CQC Requirement)
- Plans for CPR training (CQC & GDC Requirement)
- Immunisation protocols
- Health and safety, COSHH, waste disposal, PPE, RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations), fire procedures
- Infection control, handwashing, decontamination / sterilisation, sharps injury protocol
- Medical emergency protocols, including CPR and Defibrillation
- Radiation Protection
- Professionalism, patient consent, duty of candour, learner identification
- Confidentiality and data protection
- Equality, Diversity, and Inclusion



Learner identification

Learners who are training to become qualified Dental Nurses must be always clearly identifiable within the practice / clinical workplace. For example, name badges could be worn confirming the Learner's name and trainee status.

Qualification-specific requirements/resources for Providers

Learners must be able to access IT hardware and meet the software requirements, as advised by NEBDN, in order to undertake any mandatory online assessments. Current guidance can be found on the NEBDN website.

Dentrain Professionals Ltd will ensure Learners have access to all the equipment and materials they need in order to meet the requirements of the Portfolio of Evidence assessment.

Learners must be able to meet all the work-based clinical requirements of the Portfolio of Evidence, the full details of which are set out both in this document.

Delivery time / Target dates

The Learner Development Officer will carry out an initial assessment taking into consideration the initial assessment English and maths result, previous work experience, prior learning such as GCSE's or further education and any other recognised prior learning. From this initial assessment target dates will be set for completion of the apprenticeship together with individual target dates for completion of topics. These target dates will continuously be reviewed monthly, for example a learner who is exceeding their target dates will have these dates reduced, a learner who may be struggling to achieve their target dates due to additional supported being required, will have their target dates extended.

Learners target dates are set as follows in accordance with the initial assessment strategy:

Initial assessment result	Assessment target dates	Main aim (Portfolio of evidence & Exam) target date	Completion of the apprenticeship (End Point Assessment - Structured clinical assessment)	Reviews
Independent learner	2 weeks	15 months	18 months	Every 11 weeks
Facilitated learner	2.5 weeks	17 months	20 months	Every 11 weekly
Support learner	3 weeks	20 months	24 months	Every 8 weeks

DELIVERY OF THE APPRENTICESHIP



On Programme delivery

During the on-programme delivery phase, the Learner will complete a Portfolio of Evidence covering all apprenticeship criteria (Knowledge, Skills, and Behaviours). This will be carried out across all topic units and meets the apprenticeship standard. Teaching and learning sessions will take place remotely, on teams with the LDO which will then be followed up by a varied assessment method. This Portfolio of Evidence is assessed and will form part of the Learners overall assessment to achieve the qualification and to pass the apprenticeship. The Portfolio of Evidence must be completed and achieved before any other assessment and may subsequently be useful as revision material for the Knowledge Test and Structured Clinical Assessment.

After completing the Portfolio of Evidence successfully, the Learner will undertake the Knowledge Test and must pass this assessment prior to passing through “Gateway” and completing the remaining assessment, the Structured Clinical Assessment.

Gateway

In order for the Learner to pass through “Gateway” and be permitted to undertake the final assessment (Structured Clinical Assessment), Learners must:

- Be deemed by the employer and LDO to be working at the right level and consistently meeting the Knowledge, Skills, and Behaviours (KSB's) as set out in the apprenticeship standard.
- Have successfully passed the following assessments

Portfolio of Evidence

Knowledge Test

- Be able to evidence achievement of English and maths at Level 2 or equivalent

Assessment summary and guidance

There are three assessments for this apprenticeship which take place as follows:

Pre-Gateway:

- Portfolio of evidence covering all Assessment Criteria in the units below. The portfolio is assessed and internally quality assured by suitably qualified quality assurance staff. The NEBDN will conduct external quality assurance engagements in relation to the portfolio.

The Portfolio of Evidence is completed electronically via the online portfolio platform PebblePad. The Portfolio of Evidence is collated while the Learner is on programme and must be assessed and passed prior to the Learner sitting the remaining two assessments.

The portfolio is graded pass or fail.



Knowledge Test - Included in pre gateway

The Knowledge Test consists of 100 marks in total: 60 marks relating to Multiple Choice Questions (MCQs) and 40 for Extended Matching Questions (EMQs). It is carried out online, has a duration of two hours and is graded pass or fail. This can either be sat remotely online or there is an option to sit at Dentrain Professionals Ltd centre if preferred.

Post-Gateway:

End-point assessment (in the form of a Structured Clinical Assessment). This will consist of discussion questions designed to test knowledge and understanding and its practical application across the breadth of the apprenticeship standard knowledge, skills, and behaviours.

Learners will be assessed by an NEBDN Assessor via video call. The Structured Clinical Assessment is conducted at Dentrain Professionals Ltd centre or remotely online and is invigilated and marked by the NEBDN. It is graded pass or fail.

The qualification overall is graded a pass or fail. All three assessments must be passed in order for the Learner to achieve an overall passing grade for both the qualification and the apprenticeship.

Post-Gateway (End-Point Assessment) Unit 13: Assessment Unit (Structured Clinical Assessment)

This unit consists of a Structured Clinical Assessment with a duration of 85 minutes. This is made up of 30 minutes reading time and 55 minutes of assessment time to enable Learners to prepare. This is a moderated assessment, conducted and marked by the NEBDN. It is graded pass / fail.

The Structured Clinical Assessment will consist of 11 scenario-based assessment tasks (known as 'stations') in the format of a video call with an NEBDN Associate Assessor. The 'stations' are formatted as questions which require Learners to draw on and apply relevant Knowledge, Skills, and Behaviours as appropriate.

Each of the 11 stations will each assess the Learner in relation to one of the 11 Duties and their associated KSBs set out in the Dental Nurse Apprenticeship Standard. The 11 Duties are indicative of the role of the Dental Nurse and in line with the Scope of Practice set out by the GDC.

The Structured Clinical Assessment is designed to evaluate the 'Dental Nurse' as a safe practitioner and ensure occupational competence, hence the alignment to the Duties selected by the employers consulted in the trailblazer group. This is the final assessment and acts as the End-Point Assessment for apprenticeship purposes.

It must only be taken after the Portfolio of Evidence and Knowledge Test have been successfully passed and the Learner has passed through Gateway. The qualification cannot be awarded without the successful completion of this assessment unit.



Resits and Retakes Learners are permitted the following resits and retakes:

Knowledge Test: Three additional resits are permitted (A total of 4 sittings) **Failure to pass on a 4th attempt will result in the end of the Apprenticeship and an overall fail.**

Structured Clinical Assessment: Three additional resits are permitted and one retake.

A retake is where it is deemed that additional learning is needed prior to the Learner being entered back into the assessment. The NEBDN expects evidence of additional learning to be provided prior to the Learner being entered in for a retake opportunity. Resits and retakes cannot be taken to improve a Learner's grade or score (other than in the case of a fail being awarded).

Resit Fees

Knowledge test:

If in the unfortunate event the Learner fails the knowledge test, Dentrain Professionals Ltd will pay for the first resit. If a further resit is required, the employer will be invoiced as highlighted on the Training Plan and Exam & EPA policy. **The resit fee for the Knowledge test is £35.**

Structured Clinical Assessment:

If in the unfortunate event the Learner fails the Structured Clinical Assessment the resit fee will be invoiced to the employer with **a fee of £600.**

PLEASE NOTE:

We are not able to invoice an apprentice directly and this needs to be invoiced and payable by the employer as per Education and Skills Funding Agency (ESFA) rule as stated:

145 "The provider or the employer must not ask the apprentice to contribute financially to the eligible costs of training, on-programme, or End Point Assessment. This includes both where the individual has completed the apprenticeship successfully or has left the programme early."

Grading of the Apprenticeship

As stipulated in the Assessment Plan, the apprenticeship will be graded pass/fail. Learners who achieve a passing grade in all three assessments, set out above, achieving the qualification will also be awarded a passing grade for the apprenticeship. A pass indicates the Learner has met the standards for dental nurses set out in Preparing for Practice Learning Outcomes for registration (2015 revised edition) (GDC 2015).



Plagiarism

All work submitted to NEBDN by Learners must be their own. Work copied from other sources is not permitted. Where instances of plagiarism are identified, the work will not be accepted, and Learners may be subject to their Dentrain Professionals Ltd or NEBDN's disciplinary procedures. NEBDN will be notified of any cases of plagiarism identified by Dentrain Professionals Ltd.

Conduct, Fitness to Practise and Raising Concerns

Learners undertaking this qualification are expected to maintain a high standard of professionalism and conduct themselves in line with the GDC's Standards for the Dental Team. If Dentrain Professionals Ltd as a provider or NEBDN, as the Awarding Organisation, identify a failure to meet the appropriate standards of professionalism, there may be an obligation to report the incident to the GDC, which could affect current or future registration as a dental professional.

Dentrain Professionals Ltd staffing requirements for delivery, assessment, and quality assurance

Dentrain Professionals Ltd have suitably qualified personnel in place to ensure the effective delivery, assessment, and quality assurance of this apprenticeship. The same person may take on more than one role if suitably qualified e.g., Trainer and Internal Quality Assurer; however, they will not carry out quality assurance relating to any Learners for which they were involved in the assessment.

Dentrain Professionals Ltd ensure that all staff have the appropriate indemnity cover in line with the requirements of the General Dental Council.

Mentor & Reviews

As per **General Dental Council requirements**, the employer must ensure that Learners are supported by a workplace Mentor, whose role is to provide guidance, advice, feedback, and support to the learner, as well as acting as a professional role model to support the Learner throughout their learning journey. Please also ensure you read the **CQC Regulation 18** information which is sent on a separate information sheet.

This mentor form part of the completion of mandatory quarterly progress reviews together with the Learner and LDO. The review process will take place every 8-12 weeks. They must be completed in liaison with the LDO and Learner and will form a review of the personal development plan completed by the learner and a review of progress made to date. This will include reviewing all areas of the apprenticeship standard. Setting of targets and hot topic discussions will also take place during this review process.

The mentor must attend the review process in line with the **Education and Skills Funding Agency rules**.



Trainers

Trainers are responsible for delivering underpinning knowledge and understanding, in line with the requirements set out in the apprenticeship standard.

Trainers at Dentrain Professionals Ltd all:

- Have sufficient recent knowledge and occupational competence in the area in which they are delivering training
- Hold a qualification which is recognised by the GDC for registration as either a dentist, dental nurse, or other Dental Care Professional (DCP) with competence in the relevant areas of practice and hold current registration on the appropriate GDC register
- Are able to demonstrate ongoing occupational competence
- Have previous demonstrable experience of delivering training or a suitable regulated qualification in teaching / training.

Trainers are responsible for assessing Learners using a range of assessment methods, as specified for the Portfolio of Evidence. Trainers ensure Learners are meeting the required minimum standards to be able to practice as a dental nurse.

Trainers:

- Have sufficient knowledge and occupational competence in the area in which they are assessing
- Hold a qualification which is recognised by the GDC for registration as either a dentist, dental nurse, or other Dental Care Professional (DCP) with competence in the relevant areas of practice and hold current registration on the appropriate GDC register
- Are able to demonstrate ongoing occupational competence
- Hold or be working towards a recognised assessor qualification, such as:
- Level 3 Award in Assessing Competence in the Work Environment (RQF)
- Level 3 Certificate in Assessing Vocational Achievement (RQF)
- A1 or D32/D33.

Expert Witnesses

Expert Witness testimony will be used as evidence to support the assessment of elements of the portfolio, where specified as appropriate. The role of the Witness is to observe the Learner in the workplace and provide testimony as to their competence in meeting the relevant Learning Outcomes and Assessment Criteria.

Expert Witnesses must:

- Have sufficient knowledge and occupational competence in the area in which they are witnessing
- Hold a qualification which is recognised by the General Dental Council (GDC) for registration as either a dentist, dental nurse, or other Dental Care Professional (DCP) with competence in the relevant areas of practice and hold current registration on the appropriate GDC register
- Be able to demonstrate ongoing occupational competence in the area in which they are witnessing.

STRUCTURE OF DELIVERY OF THE MAIN AIM (QUALIFICATION) - SCHEME OF WORK



To achieve the Level 3 Dental Nurse Integrated Apprenticeship Learners must achieve all units listed in the grid below which all relate to the apprenticeship standard.

Learners must achieve all units from this group.

Unit	Title	Guided Learning Hours (GLH)
1	Professional knowledge and professional and ethical practice in dental nursing	39
2	Health and safety within the dental setting	25
3	Infection control within the dental setting	27
4	Principles and practice of supporting the management of medical emergencies within the dental setting	25
5	General and dental anatomy	18
6	Chairside support and the provision of pain control	18
7	Oral disease prevention and the promotion of oral health	55
8	Supporting with dental radiography and image processing	32
9	Supporting with patient assessment and treatment planning	32
10	Supporting with restorative and endodontic procedures	41
11	Supporting with prosthetic treatments	40
12	Supporting with extraction and minor oral surgery procedures	17
13	EPA: Structured Clinical Assessment	1

TOPIC / UNIT CONTENT



Topic / Unit Guidance

Throughout the portfolio of evidence, a range of assessment methods will be used to assess the learner's development of knowledge, skills, and behaviours. These assessment methods will include:

Witness Evidence Records (WERs) in the portfolio system, which require the Learner to be witnessed demonstrating competence against the criteria by an appropriately qualified member of the dental team in practice. The witness will be expected to tick where competency has been gained and provide feedback.

There is no training required for witnesses. All Witnesses supporting learners completing the NEBDN (National Examining Board for Dental Nurses) Level 3 Diploma in Dental Nursing integrated apprenticeship must meet all the following requirements:

- Understand their role within the Learner's training programme
- Be occupationally competent in the area of expertise
- Must be registered with the General Dental Council (GDC)

It is important to note that the Witness is not required to hold an assessor qualification. The learner can ask a variety of dental professionals to act as a witness so long as they meet the above listed requirements.

The witness will be required to complete a witness checklist detailing their GDC number, position and or grade and confirm the clinical setting. They will be expected to use their professional judgement against the assessment criteria within each witness evidence record for a specific unit topic to confirm if the learner has completed the required competencies safely and to an acceptable professional standard.

It is important to note that the registration of any witness is at risk if they knowingly make a false declaration within the portfolio of evidence.

Performance Evidence require appropriate evidence to be uploaded into the Portfolio system for assessment of acceptability by the Trainer. This performance evidence must meet the requirements set out by NEBDN. This may include performance evidence such as case studies or self-reflective accounts.

Simulation is permitted in the Portfolio of Evidence only where indicated. Simulation cannot be used to replace any other activities or mandatory WERs.

NEBDN devised workbooks Learners will be able to demonstrate their knowledge and understanding by completing a series of written tasks and activities. Each workbook activity will map to a specific learning outcome and may cover more than one. This will be detailed in the relevant



section of the workbook within the Portfolio. Workbook activities will include tasks such as completing tables, writing explanations and descriptions, and labelling and explaining diagrams, as appropriate to the activity.

Workbook activities are 'open book' activities and Learners may refer to notes and reference sources, however, their responses should be produced in their own words and not copied from websites, class notes, textbooks, or other source materials.

Patient types

Learners should be exposed to the breadth of patient types while on programme. During the Portfolio of Evidence assessment, Learners will be required to be assessed in practice via Unit 1 Professionalism WER (Witness Expert Record) with at least one of each of the following patient types:

- Children
- Adults
- Older adults
- Special requirements (i.e., anyone who requires adjustments or adaptations)

Role of Expert witness & Trainers

Expert Witnesses are required to witness Learners in practice against the WERs and confirm the Learner's competence is meeting all the criteria contained within that meet the skills set out within the Dental Nurse Apprenticeship Standard.

Trainers are required to review all evidence generated by all methods stated above for the Portfolio of Evidence and make judgements on whether the evidence provided meets the requirements of the Assessment Criteria and Range meeting the knowledge, skills and behaviours of the Dental Nurse Apprenticeship. This includes confirming WER evidence is acceptable, assessing workbooks or alternate Provider-devised tasks, and reviewing the acceptability of any Performance Evidence uploads.



Unit Requirements

WER's = Witness Evidence Records

PER = Performance Evidence Record

T&L = Teaching and Learning session with the Trainer

Unit 1	Teaching & Learning session Resources NEBDN Workbook	Embedded with other units (WER's) Performance evidence to be gathered in practice: <ul style="list-style-type: none"> ○ Appraisal ○ Self-reflective account ○ Copy of Safeguarding Level 2 Certificate ○ Practice meeting minutes ○ Radiography audit ○ Auditing testing of decontamination equipment ○ Patient feedback form (set by LDO) ○ Oral health motivation (picture of leaflets / noticeboard)
Unit 2	Teaching & Learning session Resources NEBDN Workbook	Embedded with other units (WER's) Performance evidence to be gathered during a T&L session and or in practice: <ul style="list-style-type: none"> ○ Video evidence checking equipment is safe for use Upload of Opening and closing the surgery checklist ○ Upload of Risk assessment ○ Video of manual handling
Unit 3	Teaching & Learning session Resources NEBDN Workbook	Embedded with other units (WER's) Performance evidence: <ul style="list-style-type: none"> ○ Video of decontamination procedure to include Transporting instruments, preparing instruments for sterilisation, inspecting instruments, validation tests, sterilising instruments, storage of instruments, maintaining zoning, <p>In surgery</p> <ul style="list-style-type: none"> ○ Video evidence of decontamination procedures and maintaining zoning, waterlines, zoning, barrier techniques, ○ Hand washing ○ Disposing of waste (clinical and non-clinical) ○ PPE <p>(T&L session)</p>



Unit 4	Teaching & Learning session Resources NEBDN Workbook	Performance evidence: <ul style="list-style-type: none"> ○ CPR certificate – Must include children & AED (Automatic External Defibrillator) on cert ○ Simulated activity for choking, including for pregnant – Certified by Dentrain Professionals Ltd
Unit 5	Teaching & Learning session Resources NEBDN Workbook	NA
Unit 6	Teaching & Learning session Resources NEBDN Workbook	Embedded with other units (WER's) Performance evidence: <ul style="list-style-type: none"> ○ Video evidence of Infiltration and Nerve Block tray set ups (T&L session)
Unit 7	Teaching & Learning session Resources NEBDN Workbook	WER's: <ul style="list-style-type: none"> ○ Scale and polish Performance evidence: <ul style="list-style-type: none"> ○ Recorded Professional discussion setting up for Scale and Polish, Fluoride Varnish and Fissure Sealant tray set ups ○ Oral health scenario: Adult periodontal disease & Child with caries (simulation)
Unit 8	Teaching & Learning session Resources NEBDN Workbook	WER's: <ul style="list-style-type: none"> ○ 2 x radiographs Performance evidence: <ul style="list-style-type: none"> ○ Recorded session setting up for PA & Bitewing (T&L session)
Unit 9	Teaching & Learning session Resources NEBDN Workbook	WER's <ul style="list-style-type: none"> ○ New patient clinical assessment ○ Existing patient clinical assessment. (a treatment plan should either be present or created for at least one of the above). Performance criteria: <ul style="list-style-type: none"> ○ Recorded discussion and evidence of setting up for new patient and existing patient clinical assessment (T&L session) Charting simulation for adult and child



<p>Unit 10</p>	<p>Teaching & Learning session Resources NEBDN Workbook</p>	<p>WER's two occasions for two of the following (the same procedure cannot be repeated twice):</p> <ul style="list-style-type: none"> ○ Amalgam ○ Glass ionomer ○ Composite. <p>Must have one WER:</p> <ul style="list-style-type: none"> ○ Pulpectomy (RCT) <p>Performance evidence:</p> <ul style="list-style-type: none"> ○ Case study / reflective account for treatment not completed as a WER (T&L session) ○ Recordings for setting up for Amalgam, composite & glass ionomer (T&L session) ○ Recordings for setting up for pulpectomy (RCT) (T&L session)
<p>Unit 11</p>	<p>Teaching & Learning session Resources NEBDN Workbook</p>	<p>WER's</p> <ul style="list-style-type: none"> ○ Crown prep ○ Crown fit <p>one of the below stages for any removable prosthetic procedure (full denture/partial denture/immediate denture) via WER on one occasion:</p> <ul style="list-style-type: none"> ○ Bite registration (including shade taking) ○ Try-in ○ Fit (including adjustment). <p>Performance evidence:</p> <ul style="list-style-type: none"> ○ Setting up, mixing, loading impression trays, disinfecting impression, complete lab ticket – Elastomer & alginate. One simulated activity for crown prep, one simulated activity for denture stage. (T&L session) ○ Recording for setting up for Crown / bridge / veneer prep ○ Recording for setting up for: <ul style="list-style-type: none"> - bite registration (inc. shade taking), - try-in and - fit (including adjustment) stage tray set ups (T&L session)
<p>Unit 12</p>	<p>Teaching & Learning session Resources NEBDN Workbook</p>	<p>WER</p> <ul style="list-style-type: none"> ○ Extraction <p>Performance evidence:</p> <ul style="list-style-type: none"> ○ Recorded evidence of extraction set up ○ Recorded evidence of surgical extraction set up ○ Recorded evidence of post operative instructions (T&L session)



Unit 1: Professional knowledge and professional and ethical practice in dental nursing

Summary

This topic covers the roles and professional responsibilities required of a dental nurse, including the knowledge of, and importance of adhering to professional, ethical, legislative, and local policies relevant to working within the dental setting; effective communication within the dental setting; professional development; and key skills and knowledge required in the dental nursing role.

Unit 1: Professional knowledge and professional and ethical practice in dental nursing	
Unit number: TBC	GLH: 39
Learning outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
<p>Knowledge: Delivery 1.1 / 1.2 / 1.3 / 1.5 / 1.7 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner <u>be</u> required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook.</p>	
<p>Skills & Behaviours: Delivery: 1.4 / 1.6 / 1.8 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads. This topic will be embedded in other practical procedures.</p>	

<p>1.1 Understand key legislation, regulations, guidance, and requirements relating to the dental profession.</p>	<p>1.1.1 Describe the roles and legal and ethical responsibilities associated with organisations working in the dental profession</p> <p>1.1.2 Explain how the requirements of current equality and human rights legislation apply to patients, staff, and the practice/employer</p> <p>1.1.3 Describe the types of finance associated with treatment provision in dental practices</p> <p>1.1.4 Define the types of information held within the dental practice</p> <p>1.1.5 Describe the current legal and ethical requirements for protecting confidential data and data storage in relation to the personal information of patients and staff</p> <p>1.1.6 Identify the key requirements of relevant legislation, regulations, and guidance in relation to accessing patient records</p> <p>1.1.7 Explain the purpose of audit and quality improvement processes in the dental setting</p> <p>1.1.8 Identify the circumstances in which it may be appropriate to raise a concern to:</p> <ul style="list-style-type: none"> • Your manager/Employer • The General Dental Council. <p>1.1.9 Explain how to raise concerns as described in the current General Dental Council guidance</p> <p>1.1.10 Explain the process for handling a complaint in line with the General Dental Council's Standards for the Dental Team and organisational procedures</p> <p>1.1.11 Describe evidence-based practice</p>
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<p>1.2 Understand how the General Dental Council's (GDC) Scope of Practice and Standards for the Dental Team relate to the role of the dental nurse, the wider dental team and team working practices</p>	<p>1.2.1 Describe how the Principles in the Standards for the Dental Team relate to the role of the dental nurse</p> <p>1.2.2 Describe the Scope of Practice of the role of the dental nurse</p> <p>1.2.3 Describe the roles and Scopes of Practice of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team</p> <p>1.2.4 Explain the impact of Direct Access for dental registrants</p> <p>1.2.5 Describe how to work effectively with colleagues in a way that is in patients' best interests in line with the Standards for the Dental Team</p> <p>1.2.6 Explain when it is appropriate to refer a patient to another team member</p> <p>1.2.7 Explain how to maintain a network of dental professionals and <u>other</u> stakeholders involved in the care and support of patients and why this is important</p>
<p>1.3 Understand how professional attitudes, responsibilities and requirements affect care provision in dental nursing</p>	<p>1.3.1 Describe the attributes of a holistic, patient-centred approach</p> <p>1.3.2 Explain the professional attitudes and standards of personal and professional behaviour required of a dental nurse</p> <p>1.3.3 Identify the potential consequences of not adhering to the appropriate standards of behaviour and professionalism</p> <p>1.3.4 Explain what is meant by 'duty of care' and what a dental nurse's 'duty of care' is towards patients</p> <p>1.3.5 Explain safeguarding and your safeguarding responsibilities</p> <p>1.3.6 Explain the term 'safeguarding' and what a dental nurse's safeguarding responsibilities are in the dental practice</p> <p>1.3.7 Identify signs that may indicate a possible safeguarding concern</p> <p>1.3.8 Describe the purpose and importance of obtaining 'valid consent' from a patient and the role of the dental nurse in this process</p> <p>1.3.9 Explain the principles of 'valid consent'</p> <p>1.3.10 Explain when and how it is appropriate to act as an advocate for patients' needs</p>
<p>1.4 Be able to demonstrate appropriate professional practices as a dental nurse in line with relevant legislation, regulations, codes of practice, policy, and organisational procedure</p>	<p>1.4.1 Carry out activities in line with professionally relevant legislation, regulations and professional and ethical codes of practice and guidance</p> <p>1.4.2 Act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients</p> <p>1.4.3 Demonstrate compliance with best practice guidelines during relevant dental nursing activities</p> <p>1.4.4 Work with integrity, taking responsibility for own actions</p> <p>1.4.5 Act within the limits of own competence and experience</p> <p>1.4.6 Seek advice from supervisors and colleagues where appropriate</p> <p>1.4.7 Take a person-centred approach when working with patients</p> <p>1.4.8 Work efficiently, managing own time and resources effectively</p> <p>1.4.9 Respect patients' dignity, autonomy, and choices</p> <p>1.4.10 Act in a non-discriminatory manner, respecting the diversity of service users</p> <p>1.4.11 Check that valid consent has been obtained from the patient for all treatments prior to proceeding</p> <p>1.4.12 Demonstrate effective knowledge, clinical skills and clinical decision making appropriate to the patient's condition during procedures.</p> <p>1.4.13 Demonstrate effective teamwork in the delivery of patient care</p>



<p>1.5 Understand how to communicate effectively, sensitively, and appropriately within the dental setting</p>	<p>1.5.1 Explain how different skills contribute to effective and sensitive communication with patients and colleagues</p> <p>1.5.2 Describe the professional standards for communication using different Methods</p> <p>1.5.3 Explain how to modify information and communication methods when dealing with patients and colleagues to overcome barriers to effective communication</p> <p>1.5.4 Explain how to modify information and communication methods when dealing with patients of different age groups</p> <p>1.5.5 Explain the importance of effective communication with colleagues and other healthcare professionals in maintaining a high standard of patient care</p>
<p>1.6 Be able to communicate effectively, sensitively, and appropriately with a range of patients and colleagues</p>	<p>1.6.1 Communicate effectively and sensitively with a range of different patients to maximise their understanding and confidence</p> <p>1.6.2 Support the clinician to answer patients' questions clearly, concisely, and accurately</p> <p>1.6.3 Demonstrate effective listening skills</p> <p>1.6.4 Communicate effectively and sensitively with colleagues in relation to the direct care of individual patients</p> <p>1.6.5 Use written and electronic methods of communication effectively, sensitively, and appropriately</p>
<p>1.7 Understand how to develop and maintain professional knowledge and competence and support the professional development of others</p>	<p>1.7.1 Explain how different activities contribute to effective ongoing professional development</p> <p>1.7.2 Describe how to give and receive feedback to assist with professional development of self and others</p> <p>1.7.3 Explain the importance of taking responsibility for your own professional development and of contributing to the development of team members</p>
<p>1.8 Be able to take responsibility for own professional development and contribute to the professional development of others</p>	<p>1.8.1 Assess own capabilities and limitations in the interest of high-quality patient care using a SWOT analysis</p> <p>1.8.2 Create a personal development plan and update and maintain it throughout the study programme</p> <p>1.8.3 Participate in appraisal and ongoing review processes</p> <p>1.8.4 Take part in continuous professional development activities</p> <p>1.8.5 Use reflection to consider how practice can be improved</p> <p>1.8.6 Utilise feedback effectively in the professional development of self and others</p> <p>1.8.7 Reflect on the impact of changes, new techniques, and new technologies in the dental profession and how they may affect personal development planning</p> <p>1.8.8 Participate in quality improvement activities</p>



Unit 2: Health and safety within the dental setting

Summary

This topic covers the knowledge and application of health and safety legislation, policy, procedures, and best practice in the dental setting, including safe working practices, identifying, and managing hazards and the maintenance of equipment.

Unit 2: Health and safety within the dental setting	
Unit number: TBC	GLH: 25
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
<p>Knowledge: Delivery 2.1 / 2.2 / 2.3 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner <u>be</u> required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook.</p>	
<p>Skills & Behaviours: Delivery: 2.4 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads. This topic will be embedded in other practical procedures.</p>	
2.1 Understand current health and safety legislation, regulations, policy, and requirements and how they relate to the dental setting	2.1.1 Explain the purpose of current health and safety legislation, regulations, and guidance as applicable to the dental setting 2.1.2 2.1.2 Outline the potential consequences of failing to adhere to health and safety legislation, regulations, policy, and manufacturers' instructions 2.1.3 2.1.3 Explain the relevance of regulators and governing bodies to health and safety within the dental practice
2.2 Understand the safe working procedures and practices that contribute to reducing the risk of harm to patients and staff in the dental practice	2.2.1 Identify what is meant by key health and safety terms 2.2.2 Identify the potential risks presented by common hazards within the dental setting 2.2.3 2.2.3 Explain COSHH (Control of Substances Hazardous to Health) warning symbols in relation to hazardous substances commonly used in dentistry 2.2.4 Explain the procedures for the safe storage, handling and use of hazardous substances commonly used in dentistry 2.2.5 Describe how to safely handle a mercury spillage 2.2.6 Outline considerations around ergonomics that reduce the risk of injury to the dental team 2.2.7 Describe safe practices and procedures in line with organisational and legal requirements in relation to: <ul style="list-style-type: none"> • Pressure vessels • Radiation • Medical gases • Instruments and equipment • Dental Unit Water Lines • Fire safety/Emergencies. 2.2.8 Describe the principles of safe moving and handling 2.2.9 Explain how to reduce the risk of allergic reactions to materials and substances within the dental setting 2.2.10 Describe the process and requirements for recording and reporting accidents, incidents, and hazards to the appropriate person/authority 2.2.11 Outline the process for dealing with needle stick injuries in line with practice policy and legal requirements



<p>2.4 Be able to carry out duties safely and in accordance with relevant health and safety legislation, regulations, policy, and organisational procedures</p>	<p>2.4.1 Carry out activities in the clinical setting in line with safe working practices, organisational requirements, legal requirements, and manufacturers' instructions</p> <p>2.4.2 Check relevant equipment is safe, functioning correctly and ready for use when preparing the surgery and keep appropriate records of checks</p> <p>2.4.3 Check relevant equipment is safe, functioning correctly and prepared for the next clinical session when closing the surgery and keep appropriate records of checks</p> <p>2.4.4 Handle equipment, instruments and materials in a manner that minimises the possibility of injury, damage, and cross-infection</p> <p>2.4.5 Demonstrate safe and secure storage of hazardous substances, dental materials, equipment and instruments after use</p> <p>2.4.6 Demonstrate ability to complete risk assessments</p> <p>2.4.7 Demonstrate safe manual handling of objects</p>
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Unit 3: Infection control within the dental setting

Summary

This topic covers infection control within the dental setting, including understanding potential routes of transmission, decontamination, sterilisation, how infection control is managed and the application of appropriate infection control, decontamination, and sterilisation procedures in the workplace in line with current relevant Health Technical Memorandum guidance.

Unit 3: Infection control within the dental setting	
Unit number: TBC	GLH: 27
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
Knowledge: Delivery: 3.1 / 3.2 / 3.4 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook .	
Skills & Behaviours: Delivery: 3.3 / 3.5 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads . This topic will be embedded in other practical procedures.	
3.1 Understand infectious agents and their potential routes of transmission in the dental setting	3.1.1 Identify the differences between, and characteristics of, different microorganisms 3.1.2 Define the meaning of the terms pathogenic and non-pathogenic 3.1.3 Describe how different factors may make an individual more susceptible to infection 3.1.4 Identify the key features of infectious conditions and diseases 3.1.5 Explain how infection passes from one individual to another and how this chain of infection can be broken 3.1.6 Describe the routes of transmission of infectious agents in the dental setting



<p>3.2 Understand how infection control is managed in the dental setting</p>	<p>3.2.1 Identify the required and recommended immunisations for dental staff and their importance</p> <p>3.2.2 Define the terms used within infection control relating to cleanliness</p> <p>3.2.3 Identify the different levels of cleanliness that relate to the dental setting and equipment within it</p> <p>3.2.4 Describe the appropriate use of different cleaning agents and disinfectants within the dental practice</p> <p>3.2.5 Explain the consequences of not ensuring the correct levels of cleanliness, disinfection and sterilisation are achieved</p> <p>3.2.6 Describe the safe management of spillages within the dental practice</p> <p>3.2.7 Explain the difference between hazardous and non-hazardous waste within the dental setting</p> <p>3.2.8 Describe procedures for safely disposing of waste in line with relevant legislation and regulations</p> <p>3.2.9 Summarise the standard precautions and quality standards of infection prevention and control and how these are applied in the dental setting</p> <p>3.2.10 Identify the measures used to prevent the spread of respiratory infections in the dental setting</p> <p>3.2.11 Identify when hand hygiene should be performed in the dental setting</p> <p>3.2.12 Explain how the different levels of hand hygiene can be achieved</p> <p>3.2.13 Describe the appropriate levels of personal presentation within the dental setting</p> <p>3.2.14 Explain the purpose of the different types of personal protective equipment (PPE) used by the dental team and patients</p> <p>3.2.15 Describe the correct sequence of donning and doffing PPE</p> <p>3.2.16 Explain the reporting requirements that relate to infectious conditions and diseases</p> <p>3.2.17 Explain the potential risks of using damaged or unsterilised equipment, instruments, and handpieces</p> <p>3.2.18 Explain the impact heating, lighting and ventilation can have on infection and cross infection</p> <p>3.2.19 Explain the items within the dental practice that are single use and aid in the prevention of infection</p> <p>3.2.20 Explain the positives and negatives of single use instruments in the dental practice</p>
<p>3.3 Be able to apply effective infection control and maintain standards of cleanliness within the dental setting</p>	<p>3.3.1 Decontaminate areas and sterilise and disinfect equipment in line with organisational procedures before, during and after clinical activities in the dental setting</p> <p>3.3.2 Apply infection control procedures effectively during activities within the clinical setting</p> <p>3.3.3 Apply infection control procedures effectively during activities within the decontamination area</p> <p>3.3.4 Maintain an appropriate standard of personal hygiene and personal presentation</p> <p>3.3.5 Don, use and doff the correct PPE effectively according to the clinical procedure</p> <p>3.3.6 Provide the patient with the correct PPE and ensure it is applied correctly</p> <p>3.3.7 Dispose of waste promptly and in compliance with relevant legislation and regulations</p>



<p>3.4 Understand procedures and principles for carrying out decontamination and sterilisation in line with legislative and organisational requirements</p>	<p>3.4.1 Describe the set up and workflow of appropriate decontamination and clinical areas in line with organisational requirements and relevant guidelines</p> <p>3.4.2 Explain the importance of dismantling, pre-cleaning, disinfecting, and inspecting instruments and handpieces prior to sterilisation</p> <p>3.4.3 Describe methods of handling items safely before and after sterilisation and during transportation to and from the decontamination area</p> <p>3.4.4 Describe the effective use of methods and equipment in the decontamination process</p> <p>3.4.5 Describe the process of decontaminating, disinfecting and sterilising different types of equipment and instruments</p> <p>3.4.6 Describe how sterilisation is achieved using the different types of sterilisers, including using the correct sequence and duration</p> <p>3.4.7 Describe how to maintain and validate decontamination equipment/methods to ensure effective functioning</p> <p>3.4.8 Describe the appropriate actions to take when decontamination equipment is not working correctly</p> <p>3.4.9 Describe how wrapped and non-wrapped sterilised instruments and handpieces should be stored in clinical and non-clinical areas, including timescales for storage</p>
<p>3.5 Be able to correctly and safely perform effective decontamination and sterilisation procedures for dental instruments and handpieces</p>	<p>3.5.1 Transport instruments and handpieces safely to and from the decontamination area</p> <p>3.5.2 Use appropriate cleaning and disinfecting methods when preparing instruments and handpieces for sterilisation</p> <p>3.5.3 Inspect instruments and handpieces prior to sterilisation to ensure they are in a suitable state for sterilisation</p> <p>3.5.4 Maintain the correct workflow throughout the decontamination process</p> <p>3.5.5 Carry out a validation test of autoclave equipment within the decontamination area to confirm it is functioning correctly</p> <p>3.5.6 Carry out a validation test of all appropriate cleaning and disinfection equipment within the decontamination area to ensure validity of the infection control process</p> <p>3.5.8 Demonstrate correct loading, setting, and monitoring of the autoclave to achieve sterilisation Store sterilised instruments and handpieces correctly in line with legal and organisational requirements</p> <p>3.5.9 Keep accurate records of sterilisation procedures and automatic control tests undertaken</p>



Unit 4: Principles and practice of supporting the management of medical emergencies within the dental setting

Summary

This topic covers the knowledge and skills required to effectively recognise and support /provide effective first aid in response to accidents, incidents, and medical emergencies, including understanding the principles of first aid, knowing how to assess incidents and manage common medical emergencies that may occur in the workplace and being able to manage a casualty and provide CPR.

Unit 4: Principles and practice of supporting the management of medical emergencies within the <u>dental</u> setting	
Unit number: TBC	GLH: 25
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
Knowledge: Delivery: 4.1 / 4.2 / 4.3 / 4.4 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook .	
Skills & behaviours: Delivery: 4.5 The learner will gain practical skills whilst working in practice as well as attending the practice in house CPR training course. Evidence of CPR training certification will be used as the supporting assessment method for this topic as well as appropriate performance evidence and or witness statement with a simulated activity where appropriate.	
4.1 Understand how medical emergency and first aid training impacts a dental nurse's capabilities and limitations in dealing with medical emergencies	4.1.1 Describe the role and responsibilities of all registrants in relation to medical emergencies 4.1.2 Identify the requirements around medical emergency training for all dental care professionals 4.1.3 Explain factors to consider when assessing own competence and limitations in dealing with a medical emergency
4.2 Understand the emergency equipment and medication kept in the dental setting	4.1.2 Identify the contents of a first aid box 4.2.2 Describe the purpose and appropriate use of the different emergency drugs and equipment kept in dental practices 4.2.3 Describe how to administer the different emergency drugs/equipment that may be used when responding to first aid incidents and medical emergencies in the dental setting



<p>4.3 Understand how to identify common medical emergencies</p>	<p>4.3.1 Explain the physical signs that should be monitored on a casualty where a medical emergency is suspected 4.3.2 Identify the signs and symptoms of medical emergencies</p>
<p>4.4 Understand how to support the management medical emergencies within the dental setting</p>	<p>4.4.1 Explain how to establish consent for the provision of first aid and Cardiopulmonary Resuscitation (CPR) when dealing with both conscious and unconscious casualties 4.4.2 Explain the process for carrying out Cardiopulmonary Resuscitation (CPR) on an adult casualty and which modifications are required for children and babies 4.4.3 Describe patient decision making in relation to CPR and the impact of this on CPR provision 4.4.4 Describe how to support the provision of first aid for minor accidents and conditions 4.4.5 Describe how to effectively manage a medical emergency situation 4.4.6 Describe the support required for a casualty experiencing a medical emergency 4.4.7 Describe the requirements for how first aid incidents and emergencies should be recorded and reported</p>
<p>4.5 Be able to support the management of medical emergencies</p>	<p>4.5.1 Demonstrate competency in providing Cardiopulmonary Resuscitation for adults and children 4.5.2 Demonstrate competency in supporting the management of a casualty who is choking 4.5.3 Carry out audits of emergency equipment</p>





Unit 5: General and dental anatomy

Summary

This topic covers knowledge of general anatomy, the anatomy of the head and neck (including dental anatomy).

Unit 5: General and dental anatomy	
Unit number: TBC	GLH: 18
Learning Outcome	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>Knowledge: Delivery: 5.1 / 5.2</p> <p>A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study.</p> <p>This will be followed up by an assessment being set in the form of a workbook.</p>	
5.1 Understand the major systems of the human body	5.1.1 Describe the properties and functions of the components of blood 5.1.2 Explain the structure and functions of the heart 5.1.3 Explain the structures and functions of the respiratory system 5.1.4 Explain the structures and functions of the circulatory system 5.1.5 Describe the basic composition and function of the systems of the human body 5.1.6 Explain how and why vital signs are monitored in relation to body systems
5.2 Understand dental and regional anatomy	5.2.1 Outline the function and appearance of the different tooth types 5.2.2 Identify the characteristics of primary and secondary dentition 5.2.3 Describe the anatomy of the tooth and its supporting structures 5.2.4 Describe the formation and histology of the tooth and its supporting structures 5.2.5 Describe the anatomy of the head and neck 5.2.6 Describe the anatomy of the oral cavity 5.2.7 Identify the function and position of the different major salivary glands and ducts 5.2.8 Describe the composition and function of saliva 5.2.9 Identify the function and position of muscles of mastication and facial expression 5.2.10 Explain how dental and oral anatomy may affect patient management 5.2.11 Explain the effects of ageing upon the oral tissues and how this impacts the needs of the older adult dental patient
5.3 Understand the nerves in the oral cavity	5.3.1 Explain the sensory and motor nerve supply to the oral cavity, muscles of mastication and muscles of facial expression 5.3.2 Identify the sensory nerves to anaesthetise based on the location of the procedure being carried out in the mouth



Unit 6: Chairside support and the provision of pain control

Summary

This topic covers the knowledge of effective techniques, methods, and ways of working during clinical procedures and well as knowledge of and demonstration of ability to support with the provision of pain control during procedures where this is required.

Unit 6: Chairside support and the provision of pain control	
Unit number: TBC	GLH: 18
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
<p>Knowledge: Delivery: 6.1 / 6.2 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook.</p>	
<p>Skills & behaviours: Delivery: The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads. The skills will be assessed alongside other topics including professionalism, health and safety and infection control and assisting with all treatments.</p>	
6.1 Understand effective methods, techniques, and ways of working during clinical procedures	6.1.1 Describe methods for, and the importance of, correctly facilitating a clear view of the treatment area for the clinician during clinical procedures 6.1.2 Describe methods of protecting and retracting soft tissues during clinical procedures 6.1.3 Identify when different methods of aspiration should be used during clinical procedures 6.1.4 Explain how a dental nurse can support, observe, and anticipate the clinician during dental procedures 6.1.5 Explain the importance of effective moisture control during clinical procedures 6.1.6 Explain how to monitor and support patients throughout treatment
6.2 Understand the provision of pain control	6.2.1 Describe the appropriate application of different forms of pain control available in dentistry 6.2.2 Describe the equipment and materials needed for the different injection techniques used to provide local anaesthesia 6.2.3 Explain the appropriate use of topical anaesthetic considering the patient's needs 6.2.4 Explain the contraindications associated with the administration of local and regional anaesthesia
6.3 Be able to support the clinician and patient during the administration of local anaesthetic	6.3.1 Prepare the correct equipment, instruments and materials needed for the administration of local anaesthetic effectively 6.3.2 Monitor the patient during the administration of local anaesthetic 6.3.3 Support the patient during the administration of local anaesthetic according to their treatment needs 6.3.4 Manage the disposal of sharps waste in line with relevant regulations and organisational procedures



Unit 7: Oral disease prevention and the promotion of oral health

Summary

This topic covers knowledge of the population healthcare approach; factors which may impact on oral and general health; the principles of preventative dentistry and the ability to support the clinician in the provision of preventative treatments; and the ability to provide appropriate evidence-based oral health maintenance / preventative information to support patients.

Unit 7: Oral disease prevention and the promotion of oral health	
Unit number: TBC	GLH: 55
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
Knowledge: Delivery: 7.1 / 7.2 / 7.3 / 7.4 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook .	
Skills & behaviours: Delivery: 7.5 / 7.6 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads and be demonstrated via performance evidence relating to two simulated activities involving the planning and provision of oral health advice/information to one adult and one child patient.	

7.1 Understand the principles of a population healthcare approach	7.1.1 Explain the role of organisations that form part of dental and wider healthcare systems 7.1.2 Explain the role of health promotion in ensuring equity within dental and wider healthcare systems 7.1.3 Explain how different factors influence planning oral health care for communities to meet needs and demands 7.1.4 Explain how different factors influence evidence-based prevention strategies at local, national, and global levels and how resulting health gains are evaluated 7.1.5 Explain how national oral health campaigns and evidence-based advice can be implemented within the dental and wider healthcare setting 7.1.6 Explain how oral health messages can be tailored to different target groups
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7.2 Understand contributing factors that can impact on oral and general health	7.2.1 Explain how diet can impact on oral and general health 7.2.2 Explain how medical and dental history can impact on oral health 7.2.3 Explain how social, cultural and lifestyle factors can impact on oral health 7.2.4 Explain the importance of the individual's right to make choices relating to their oral health 7.2.5 Identify different reasons people may not choose to prioritise their oral health
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<p>7.3 Understand the principles of oral health and oral disease</p>	<p>7.3.1 Describe the characteristics of healthy gingivae 7.3.2 Explain the role of saliva in maintaining oral health 7.3.3 Outline the signs of malignant and potentially malignant lesions in the oral cavity 7.3.4 Explain the importance of referring malignant and potentially malignant lesions 7.3.5 Describe the composition and development of dental plaque 7.3.6 Explain the appearance, signs and symptoms of oral health conditions and disorders 7.3.7 Identify key microorganisms that cause dentally related diseases 7.3.8 Describe the causes, processes, and progression of caries 7.3.9 Describe the causes, processes, and progression of periodontal disease 7.3.10 Explain how oral health conditions and disorders are managed 7.3.11 Describe the causes and prevention of non-cariou tooth surface loss 7.3.12 Identify the features, signs and symptoms of diseases or conditions which may affect facial and jaw movements 7.3.13 Describe how diseases or conditions which may affect facial and jaw movements are managed and, where relevant, prevented 7.3.14 Explain the relevance of body systems and systemic diseases to oral disease and treatment</p>
<p>7.4 Understand the principles of preventative dentistry</p>	<p>7.4.1 Describe the importance of preventative care in dentistry 7.4.2 Explain the effective use of oral hygiene techniques and dental aids in preventing and minimising caries and oral disease 7.4.3 Explain the role of fluoride in dental health 7.4.4 Describe the purpose and effect of different preventative treatments</p>
<p>7.5 Be able to support the clinician and patient during preventative treatments</p>	<p>7.5.1 Provide the correct patient charts, records, and radiographs/images to the clinician in preparation for the procedure 7.5.2 Prepare the correct equipment, instruments and materials needed for preventative treatments effectively 7.5.3 Provide competent chairside support to the clinician during preventative treatments 7.5.4 Aspirate, protect and retract the patient's soft tissues as needed, maintaining a clear field of view for the clinician 7.5.5 Monitor the patient throughout the procedure 7.5.6 Support the patient during the procedure according to their needs</p>
<p>7.6 Be able to deliver appropriate and current evidence-based oral health and preventative advice to patients to promote oral health</p>	<p>7.6.1 Demonstrate the planning and delivery of accurate, evidence-based oral health maintenance/preventative advice suitable to the individual patient's needs and treatment plan 7.6.2 Use a range of resources to deliver oral health maintenance/preventative advice according to the patient's needs 7.6.3 Demonstrate oral hygiene technique/aids to patients in line with the patient's treatment plan and evidence-based advice 7.6.4 Demonstrate the application of clinical guidelines in the delivery of oral health care 7.6.5 Communicate appropriately, effectively, and sensitively with patients and/or their representatives to maximise understanding and encourage self-care and motivation 7.6.6 Give patients the opportunity to discuss, ask questions and seek further clarification when providing advice/information</p>



Unit 8: Supporting with dental radiography and image processing

Summary

This topic covers the principles of medical ionising radiation; relevant legislation, regulations, guidance, and policies; different types of radiographic image and how they are processed and quality assured; the maintenance of and testing of radiographic equipment; supporting the operator in taking a radiographic image; maintaining the safety of patients during radiographic procedures; and processing radiographic images.

Unit 8: Supporting with dental radiography and image processing	
Unit number: TBC	GLH: 32
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
Knowledge: Delivery: 8.1 / 8.2 / 8.3 / 8.5 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook .	
Skills & behaviours: Delivery: 8.4 / 8.6 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads . The skills will be assessed alongside other topics including professionalism, health and safety and infection control and assisting with all treatments.	
8.1 Understand the scientific principles of medical ionising radiation	8.1.1 Explain the function of ionising radiation 8.1.2 Describe the risks associated with the use of ionising radiation 8.1.3 Explain why the radiation dose should be as low as reasonably practicable/achievable
8.2 Understand the legislation, regulations, guidance, and policies relating to radiography in the dental setting	8.2.1 Describe the legislation and guidance relating to the use of ionising radiation and how it applies to your role as a dental nurse 8.2.2 Define the roles and responsibilities of different individuals/entities in contributing to radiation protection 8.2.3 Explain practical protective measures and how they minimise risks to patients, the dental team, and the public



<p>8.3 Understand the different types of radiographs used in dentistry and how they are processed, quality assured and stored</p>	<p>8.3.1 Identify the appropriate use of the different types and sizes of radiographs in diagnostics</p> <p>8.3.2 Identify the function of each part of the radiographic unit used in taking a radiographic dental image</p> <p>8.3.3 Describe how to store image receptors correctly</p> <p>8.3.4 Explain why deteriorated film stock should not be used</p> <p>8.3.5 Explain the purpose of using intensifying screens</p> <p>8.3.6 Describe the functions of the different chemicals used in the manual and automatic processing of films</p> <p>8.3.7 Describe the automatic and manual processing of radiographs</p> <p>8.3.8 Describe the digital processing of radiographs</p> <p>8.3.9 Describe the characteristics and causes of different image errors and defects when taking and processing digital and conventional (film) radiographs</p> <p>8.3.10 Explain the importance of mounting dental radiographs</p> <p>8.3.11 Describe the process for mounting different types of radiographs</p> <p>8.3.12 Explain the purpose of quality assuring dental radiographs</p> <p>8.3.13 Describe the process of quality assuring radiographs and relevant quality controls</p> <p>8.3.14 Explain the advantages and disadvantages of using cone beam computed tomography (CBCT) imaging</p>
<p>8.4 Be able to support the operator in taking radiographic images while maintaining the safety of patients, self, and others</p>	<p>8.4.1 Select and make available to the operator the correct resources for the taking of radiographic images</p> <p>8.4.2 Support the operator to maintain the quality of the image during the preparation and taking of radiographic images</p> <p>8.4.3 Take appropriate health and safety measures during the production of radiographic images</p> <p>8.4.4 Use standard precautions and quality standards of infection prevention and control, including personal protective equipment, during radiography procedures</p> <p>8.4.5 Ask patients to remove any items which may interfere with the radiographic image</p> <p>8.4.6 Monitor the patient during the radiographic procedure</p> <p>8.4.7 Support the patient during the taking of radiographic images according to their needs</p>
<p>8.5 Understand the importance of maintaining and testing radiography equipment</p>	<p>8.5.1 Describe the action to take in case of radiographic equipment failure</p> <p>8.5.2 Describe the importance of cleaning the different types of radiographic equipment and the potential risks if this is not completed</p> <p>8.5.3 Identify the importance of ensuring the correct functioning of radiographic equipment for the operator</p>
<p>8.6 Be able to process radiographs in line with local procedures and rules</p>	<p>8.6.1 Prepare equipment and materials needed for processing a radiographic image correctly</p> <p>8.6.2 Process dental radiographs correctly to give an acceptable image</p> <p>8.6.3 Follow appropriate quality assurance procedures in line with current best practice</p> <p>8.6.4 Contribute to maintaining accurate records of quality assurance checks of radiographs</p> <p>8.6.5 Store/save images produced according to organisational procedures and legal requirements</p>



Unit 9: Supporting with patient assessment and treatment planning

Summary

This topic covers the knowledge and understanding of the requirements around, and importance of, contemporaneous and accurate patient records; the principles of oral health assessments; the principles of treatment planning; understanding patient anxiety; and supporting the clinician with carrying out oral health assessment.

Unit 9: Patient assessment and treatment planning	
Unit number: TBC	GLH: 31
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
Knowledge: Delivery: 9.1 / 9.2 / 9.3 / 9.4 / 9.5 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook .	
Skills & behaviours: Delivery: 9.6 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads and simulated activity . The skills will be assessed alongside other topics including professionalism and health and safety and infection control.	

9.1 Understand the creation and maintenance of accurate and current patient records in accordance with legal and regulatory requirements	9.1.1 Outline the reason for recording a range of information to create and maintain an accurate patient history 9.1.2 State the purpose of the different types of clinical information and charts that form part of patients' records 9.1.3 Explain the importance of obtaining and maintaining contemporaneous, complete, and accurate patient records 9.1.4 Explain the effective maintenance of patient records to ensure they remain up to date and confidential
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<p>9.2 Understand the principles of oral health assessments</p>	<p>9.2.1 Identify the information needed when booking appointments 9.2.2 Describe the guidance on intervals between oral health reviews as set out in the National Institute for Health and Care Excellence (NICE) dental recall guidelines 9.2.3 Describe the purpose and necessity of triaging 9.2.4 Describe how patients presenting with acute oral conditions are recognised and managed, ensuring involvement of appropriate dental team members 9.2.5 Explain how to identify potential abnormalities regarding the patient's oral cavity or general state and raise concerns with the clinician 9.2.6 Identify terminology, charting notations and charting symbols used in manual charting techniques for both deciduous and permanent dentitions 9.2.7 Describe the appropriate use and interpretation of different screening tools, classifications, and indices in oral health assessment 9.2.8 Explain the methods and associated equipment used to diagnose the health of the oral cavity during assessments 9.2.9 Explain the advantages and disadvantages of different methods of measuring pulp vitality 9.2.10 Describe the uses of disclosing agents within clinical assessment 9.2.11 Explain the equipment and materials used in the taking of clinical photographs 9.2.12 Describe the properties and appropriate usage of different types of medications commonly prescribed in dentistry 9.2.13 Describe security measures around prescription provision</p>
<p>9.3 Understand the assessment and treatment of malocclusions</p>	<p>9.3.1 Describe the measurements and records taken to record any malocclusion 9.3.2 Define the classifications used in recording malocclusions 9.3.3 Identify the function of orthodontic appliances and orthodontic retainers 9.3.4 Identify the construction, materials, and components of the different types of orthodontic appliances and orthodontic retainers 9.3.5 Describe the effective cleaning and maintenance of the different types of orthodontic appliances and orthodontic retainers 9.3.6 Identify equipment used in fitting and adjusting orthodontic appliances 9.3.7 Explain how the Index of Orthodontic Treatment Needs (IOTN) determines eligibility for Orthodontic treatment on the NHS</p>
<p>9.4 Understand the principles of treatment planning</p>	<p>9.4.1 Explain the principles of planning oral health care for patients to meet their individual needs and demands 9.4.2 Describe how social, cultural, and environmental factors can affect patient management 9.4.3 Describe the impact medical and psychological conditions and their treatments may have on dental treatment 9.4.4 Explain the importance of discussing and recording different treatment options and their implications with the patient 9.4.5 Explain how to alleviate patient concerns over barriers to treatment 9.4.6 Describe the role of the dental nurse and other members of the dental team in the treatment plan and patient management process</p>
<p>9.5 Understand patient anxiety and its impact on treatment</p>	<p>9.5.1 Describe how a patient's experience and expectations may affect their dental visit 9.5.2 Explain how patient anxiety regarding treatment can be identified 9.5.3 Describe the methods used to support dental patients with anxiety control 9.5.4 Identify the equipment needed for conscious sedation methods</p>



9.6 Be able to support the clinician and patient during clinical assessments	<p>9.6.1 Provide the correct dental charts, records, and radiographs/images to the clinician in preparation for the clinical assessment</p> <p>9.6.2 Record an accurate and complete patient history under direction of the clinician</p> <p>9.6.3 Prepare the correct equipment and instruments needed for a full clinical assessment of hard and soft tissues</p> <p>9.6.4 Provide competent chairside support to the clinician during the clinical assessment</p> <p>9.6.5 Monitor the patient throughout the clinical assessment</p> <p>9.6.6 Support the patient during the clinical assessment according to their individual needs</p> <p>9.6.7 Record assessments spoken by other team members accurately and legibly using the correct notation on the correct dental charts</p> <p>9.6.8 Recognise changes in the patient's reported oral and general health status and record these accurately on the patient's notes</p> <p>9.6.9 Identify the need for and make suitable arrangements for appropriate follow-up care/assessment based on the clinician's findings and treatment plan</p> <p>9.6.10 Process and store dental charts, records, and images in line with legal and organisational requirements, ensuring confidentiality is maintained</p> <p>9.6.11 Produce accurate Palmer Notation and FDI (Fédération Dentaire Internationale) charts for an adult and child</p>
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Unit 10: Supporting with restorative and endodontic procedures

Summary

This topic covers the knowledge and demonstration of chairside support skills relating to:

- Cavity preparation and restoration
- Non-surgical endodontics

Unit 10: Supporting with restorative and endodontic procedures	
Unit number: TBC	GLH: 41
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
<p>Knowledge: Delivery: 10.1 / 10.3 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook.</p>	
<p>Skills & behaviours: Delivery: 10.2 / 10.4 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads (case study or reflective account) The skills will be assessed alongside other topics including professionalism and health and safety and infection control.</p>	

10.1 Understand the methods, instruments, equipment, and materials used in cavity restoration procedures	10.1.1 Describe the classifications of cavities according to Black's Classification of Dental Carious Lesions 10.1.2 Identify the functions of equipment, instruments and materials used in cavity preparation, restoration and finishing procedures for primary (deciduous) and permanent teeth 10.1.3 Explain the purpose of the different stages of restorative procedures 10.1.4 Describe the indications and contra-indications for the use of different dental biomaterials 10.1.5 Identify when and how etchants and bonding agents are used 10.1.6 Describe the purpose of a curing light 10.1.7 Explain the different types of matrix systems and their usage
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10.2 Be able to support the clinician and patient during cavity restoration procedures	10.2.1 Provide the correct patient charts, records, and radiographs/images to the clinician in preparation for the procedure 10.2.2 Prepare the correct equipment, instruments and materials needed for the planned procedure effectively 10.2.3 Provide the clinician with the appropriate restorative material, mixed to the correct consistency and in the correct quantity 10.2.4 Provide competent chairside support to the clinician during the procedure 10.2.5 Aspirate, protect and retract the patient's soft tissues as needed, maintaining a clear field of view for the clinician 10.2.6 Monitor the patient throughout the procedure 10.2.7 Support the patient during the procedure according to their treatment needs 10.2.8 Update patient records accurately as directed by the clinician
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<p>10.4 Be able to support the clinician and patient during pulpectomy procedures</p>	<p>10.4.1 Provide the correct patient charts, records, and radiographs/images to the clinician in preparation for the procedure</p> <p>10.4.2 Prepare the correct equipment, instruments and materials needed effectively for the following stages of the pulpectomy procedure:</p> <ul style="list-style-type: none">• Access• Isolation• Extirpation• Measurement• Preparation• Irrigation• Obturation• Restoration <p>10.4.3 Anticipate and provide the clinician with the appropriate equipment, instruments, and materials throughout all stages of the pulpectomy procedure</p> <p>10.4.4 Provide competent chairside support to the clinician during the procedure, including during isolation of the tooth</p> <p>10.4.5 Irrigate and aspirate the area being treated as directed by the clinician, maintaining a clear field of operation</p> <p>10.4.6 Retract and protect the patient's soft tissues using instruments and materials appropriate to the procedure</p> <p>10.4.7 Monitor the patient throughout the procedure</p> <p>10.4.8 Support the patient during the procedure according to their treatment needs</p> <p>10.4.9 Update patient records accurately as directed by the clinician</p>
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Unit 11: Supporting with prosthetic treatments

Summary

This topic covers the knowledge and demonstration of chairside support skills relating to:

- Fixed prostheses
- Removable prostheses

Unit 11: Supporting with prosthetic treatments	
Unit number: TBC	GLH: 40
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
<p>Knowledge: Delivery: 11.1 / 11.2 / 11.3 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook.</p>	
<p>Skills & behaviours: Delivery: 11.4 / 11.5 / 11.6 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads. The skills will be assessed alongside other topics including professionalism and health and safety and infection control.</p>	

11.1 Understand the materials and process used in impression taking for fixed and removable prosthetics procedures	11.1.1 Describe the importance of study models and working casts of the opposing arch or tooth in prosthetics 11.1.2 Explain the different composition of impression materials and why they are used in the construction of prostheses 11.1.3 Describe the requirements for the preparation, application, storage, and after-care of impression materials to preserve the accuracy of the impression 11.1.4 Explain why impressions should be disinfected upon removal from the patient's mouth 11.1.5 Outline the purpose and use of a dental articulator, including the use of a facebow 11.1.6 Explain the process for taking accurate shades and why accurate shade taking is important 11.1.7 Explain the purpose and appropriate completion of laboratory prescriptions for prostheses
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11.2 Understand the methods, techniques, materials, and equipment used for fixed prosthetics procedures	11.2.1 Explain the difference between fixed and removable prostheses and the appropriate usage of each 11.2.2 Describe the fixed prosthetic treatments available and the appropriate usage of each 11.2.3 Describe the stages within fixed prosthetic treatments 11.2.4 Explain why occlusal registration is necessary 11.2.5 Explain what gingival retraction cord is and how it is used 11.2.6 Explain the purpose and appropriate use of temporary luting cement 11.2.7 Explain the mixing and bonding process for different types of luting cement 11.2.8 Explain advantages and disadvantages of different types of luting cement for cementing permanent fixed prostheses 11.2.9 Describe the purpose of a temporary fixed prosthesis 11.2.10 Identify the function of equipment, instruments, burs, and materials used for stages of fixed prosthetics procedures 11.2.11 Describe the support and advice to provide to patients in relation to: <ul style="list-style-type: none"> • having a temporary fixed prostheses in place • maintenance/cleaning/caring for new fixed prostheses 11.2.12 Outline the process as to how Computer-Aided Design and Computer-Aided Measurement [CAD/CAM] technology can be used to fabricate a fixed prosthetic
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<p>11.3 Understand the methods, techniques, materials, and equipment used for removable prosthetics procedures</p>	<p>11.3.1 Describe the appropriate use of different removable prostheses</p> <p>11.3.2 Describe the different stages in removable prosthetics procedures and the equipment, instruments and materials used during each stage</p> <p>11.3.3 Describe the purpose of:</p> <ul style="list-style-type: none">• pre-prosthetic surgery• tooth preparation prior to partial denture constructions• obturators• tissue conditioners• spoon dentures <p>11.3.4 Describe the support and advice to provide to patients in relation to maintaining, cleaning, and caring for removable prostheses</p> <p>11.3.5 Identify the advantages and disadvantages of:</p> <ul style="list-style-type: none">• chrome-cobalt prostheses• acrylic prostheses
<p>11.4 Be able to prepare impression materials for fixed and removable prosthetics procedures</p>	<p>11.4.1 Select and prepare the appropriate impression materials to the correct consistency, ratio, and quantity, adhering to the relevant handling and setting times</p> <p>11.4.2 Load impression materials correctly on to the impression tray using a method which allows a complete and accurate impression to be taken</p> <p>11.4.3 Disinfect impressions appropriately</p> <p>11.4.4 Record accurate, legible, and complete details on the laboratory prescription for impressions</p> <p>11.4.5 Prepare and package impressions for transportation to the laboratory in line with practice policy and relevant legal requirements</p>
<p>11.5 Be able to support the clinician and patient during fixed prosthetics procedures</p>	<p>11.5.1 Provide the correct patient charts, records, and radiographs/images to the clinician in preparation for the procedure</p> <p>11.5.2 Prepare the correct equipment, instruments and materials needed effectively for:</p> <ul style="list-style-type: none">• preparation of a permanent fixed prosthesis• fitting and adjustment of a temporary fixed prosthesis. <p>11.5.3 Provide support to the clinician during the impression taking</p> <p>11.5.4 Prepare the correct equipment, instruments and materials needed effectively for:</p> <ul style="list-style-type: none">• fitting and adjustment of a permanent fixed prosthesis <p>11.5.5 Decontaminate and disinfect the permanent fixed prosthesis correctly before it is fitted by the clinician</p> <p>11.5.6 Prepare the correct quantity and consistency of luting cement for the fit of temporary and permanent fixed prostheses using an appropriate method for the material</p> <p>11.5.7 Provide competent chairside support to the clinician during the procedure</p> <p>11.5.8 Aspirate, protect and retract the patient's soft tissues as needed, maintaining a clear field of view for the clinician</p> <p>11.5.9 Monitor the patient throughout the procedure</p> <p>11.5.10 Support the patient during the procedure according to their treatment needs</p> <p>11.5.11 Update patient records accurately as directed by the clinician</p>



11.6 Be able to support the clinician and patient during removable prosthetics procedures	<p>11.6.1 Provide the correct patient charts, records, and radiographs/images to the clinician in preparation for relevant stage of the procedure</p> <p>11.6.2 Decontaminate and disinfect the prosthetic work as appropriate for the stage of the procedure</p> <p>11.6.3 Prepare the correct equipment, instruments, and materials effectively for the relevant stage of the removable prosthetic procedure</p> <p>11.6.4 Provide competent chairside support to the clinician during the relevant stage of the procedure</p> <p>11.6.5 Monitor the patient during the relevant stage of the procedure</p> <p>11.6.6 Support the patient during the relevant stage of the procedure according to their treatment needs</p> <p>11.6.7 Support the clinician with managing the laboratory prescription for the prosthetic work</p> <p>Update patient records accurately as directed by the clinician</p>
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Unit 12: Supporting with extraction and minor oral surgery procedures

Summary

This topic unit covers the knowledge and demonstration of chairside support skills relating to extractions and minor oral surgery procedures.

Unit 12: Supporting with extraction and minor oral surgery procedures	
Unit number: TBC	GLH: 17
Learning Outcome <i>The Learner will:</i>	Assessment Criteria <i>The Learner can:</i>
Knowledge: Delivery: 12.1 A 1-2-1 teaching and learning session will take place with the LDO at a pre-arranged time online using teams. The learner will be required to attend this session prior to assessment taking place. The learner will be provided with an evidence-based module and additional resources for further self-study. This will be followed up by an assessment being set in the form of a workbook .	
Skills & behaviours: Delivery: 12.2 The learner will gain practical skills whilst working in practice whilst being mentored by a qualified member of the team. Mentoring will include shadowing and observing. Once the learner is competent an assessment method will take place in the form of: Witness Evidence Records (WERs) and performance evidence uploads including case study or reflective account . The skills will be assessed alongside other topics including professionalism and health and safety and infection control.	

12.1 Understand the principles and procedures of extractions and minor oral surgery procedures	12.1.1 Explain why it may be necessary to extract teeth 12.1.2 Explain the purposes of removing roots and unerupted teeth 12.1.3 Explain the purpose of different minor oral surgery procedures 12.1.4 Identify the stages of different minor oral surgery procedures 12.1.5 Explain how the removal of roots and unerupted teeth may impact other forms of dental treatment 12.1.6 Identify the equipment, instruments and materials used in minor oral surgery procedures and extractions 12.1.7 Explain the purpose of pre-operative and post-operative instructions for minor oral surgery procedures and extractions 12.1.8 Describe the pre-operative and post-operative instructions that should be provided to patients undergoing minor oral surgery and extractions, including in relation to anaesthesia 12.1.9 Describe the types of dental haemorrhage that can occur due to minor oral surgery and extractions 12.1.10 Describe the equipment, materials and methods used for assisting with haemostasis for the different types of dental haemorrhage 12.1.11 Explain how potential complications can arise during and after extractions and minor oral surgery procedures and how the dental team should respond to these 12.1.12 Explain why the patient should be confirmed as fit prior to leaving the surgery
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<p>12.2 Be able to provide appropriate support to the clinician and patient during simple and surgical extraction procedures</p>	<p>12.2.1 Provide the correct patient charts, records, and radiographs/images to the clinician in preparation for the procedure</p> <p>12.2.2 Check that the patient has followed the prescribed pre-treatment instructions and confirm compliance with the clinician</p> <p>12.2.3 Prepare the correct equipment, instruments and materials needed effectively for the procedure</p> <p>12.2.4 the procedure</p> <p>12.2.5 Provide competent chairside support to the clinician during the procedure, including during isolation of the tooth</p> <p>12.2.6 Irrigate and aspirate the area being treated as directed by the clinician, maintaining a clear field of operation</p> <p>12.2.7 Retract and protect the patient's soft tissues using instruments and materials appropriate to the procedure</p> <p>12.2.8 Monitor the patient throughout the procedure</p> <p>12.2.9 Support the patient during the procedure according to their treatment needs</p> <p>12.2.10 Support the provision of oral and written post-operative instructions, information, and resources to the patient</p> <p>12.2.11 Confirm with the clinician that the patient is fit to leave the surgery prior to them doing so</p> <p>Update patient records accurately as directed by the clinician</p>
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END POINT ASSESSMENT (EPA) STRUCTURED CLINICAL ASSESSMENT



Unit 13: Assessment Unit (Structured Clinical Assessment)

GLH: 1

This unit consists of a Structured Clinical Assessment with a duration of 85 minutes.

This is made up of 30 minutes reading time and 55 minutes of assessment time to enable Learners to prepare. This is a moderated assessment, conducted and marked by NEBDN.

It is graded pass/fail.

The Structured Clinical Assessment will consist of 11 scenario-based assessment tasks (known as 'stations') in the format of a videocall with an NEBDN Associate Assessor. The 'stations' are formatted as questions which require Learners to draw on and apply relevant Knowledge, Skills, and Behaviours as appropriate. Each of the 11 stations will each assess the Learner in relation to one of the 11 Duties and their associated KSBs set out in the Dental Nurse Apprenticeship Standard.

KEY CONTACTS



At Dentrain Professionals Ltd we have a range of key personell who are available for you support throughout the Apprenticeship. All staff are available to contact on the office number: 01204 528652 as well as their email as stated:

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