



# **National Examining Board for Dental Nurses (NEBDN)**

## **Qualification Specification**

# **NEBDN Level 3 Diploma in Dental Nursing (RQF)**

**Qualification Number: 610/5579/7**

## Change Control Sheet

NEBDN will continuously review all support material to ensure its accuracy. All amendments will be recorded in the change control table below:

Version Number	Date Revised	Description of Revision	Page Affected
Version 1			

# Contents

<b>1. Introduction .....</b>	<b>5</b>
Specification .....	5
Qualification Summary .....	6
Qualification Structure .....	7
Summary of Units .....	7
Total Qualification Time and Guided Learning Hours .....	8
<b>2. Provider Requirements.....</b>	<b>9</b>
Provider Accreditation .....	9
Entry Requirements .....	9
Role of the Provider and the Provider Agreement .....	9
Website/TheHub.....	9
Equality, Diversity, and Inclusion .....	10
Qualification - Specific requirements/Provider Resources .....	10
Provider Staffing Requirements for Delivery, Assessment and Quality Assurance .....	11
<b>3. Delivering the Qualification .....</b>	<b>12</b>
Delivery Guidance.....	12
Conduct, fitness to practise and raising concerns.....	12
Recognition of Prior Learning.....	12
Provider Staff Requirements for delivery, assessment and quality assurance .....	13
Tutor Requirements .....	13
Assessor Requirements.....	13
Witnesses .....	14
Internal Quality Assurance (IQA) Requirements.....	14
External Quality Assurance (EQA).....	15
Complaints .....	15
<b>4. Assessment.....</b>	<b>16</b>
Assessment Guidance .....	16
Qualification Grading.....	17
Resits .....	17
Appeals .....	17
<b>5. Units.....</b>	<b>18</b>
Professional Practice within the Dental Setting .....	18

Leading, Managing and Team Working within the Dental Setting .....	22
Communication in the Dental Setting.....	25
Inclusive Practice.....	28
Clinical and Technical Practice - Assessment and Diagnosis of Patients.....	30
Clinical and Technical Practice - Treatment Planning and Onward Referring .....	34
Promoting Oral Health .....	37
Health and Well-being - Own and Others in the Team .....	42
Continued Professional Development .....	42
Respond to Risks and Medical Emergencies .....	47

# 1. Introduction

## Specification

This qualification specification provides all the key information the Provider will need to know to deliver the qualification effectively. It is an essential document that any staff involved in the delivery, assessment, or quality assurance of the qualification must familiarise themselves with and adhere to. It also sets out what is required of the Learner to achieve the qualification.

Providers must be accredited with NEBDN and approved to offer this qualification.

The specification provides general information, such as the Provider Accreditation Process, guidance on our website and our CRM system - TheHub, used by providers to manage their learners and information on and definitions of key terms used in the specification and unit grids.

Qualification-specific information needed to deliver the qualification is detailed, including the full units. Each unit specifies the knowledge, skills and behaviours the Learner must demonstrate to pass the assessments and achieve the qualification.

N.B. qualification units are only available in the full version of the specification, which can be downloaded by the Accredited Provider via the Provider Document area in TheHub.

## Qualification Summary

A summary of the qualification is set out below:

Entry requirements	Currently working as a trainee Dental Nurse and registered with an NEBDN Provider.
Age group	16+
Aims and objectives of the qualification	This qualification is designed to prepare trainee Dental Nurses in the foundations of dental nursing so they can demonstrate the required standards in terms of knowledge, skills and behaviours. Upon achievement of the qualification, they can apply to register with the General Dental Council (GDC). This qualification is available across the United Kingdom.
Qualification content	The qualification has been designed to cover all the knowledge, skills and behaviours of the Dental Nurse, as well as meeting all the GDC Learning Outcomes for Dental Nurses.
Regulation and support	The Diploma in Dental Nursing is recognised by the GDC as meeting their Standards for Education and appropriately preparing Learners for professional practice. This means that those who achieve NEBDN's Diploma can apply to join the GDC register as a Dental Nurse.
Assessment requirements	The qualification is assessed by: <ul style="list-style-type: none"> <li>• Portfolio of Evidence</li> <li>• Knowledge Test</li> <li>• Professional Discussion</li> </ul>
Grading	The grading for the qualification is Pass or Fail.
Materials available	The following supporting materials are available: IQA and Assessor Guides
Progression routes	Learners achieving this qualification may wish to continue onto one of the following specialist Post- Registration qualifications: <ul style="list-style-type: none"> <li>• NEBDN Certificate in Dental Implant Nursing</li> <li>• NEBDN Certificate in Dental Radiography</li> <li>• NEBDN Certificate in Dental Sedation Nursing</li> <li>• NEBDN Certificate in Oral Health Education</li> <li>• NEBDN Certificate in Orthodontic Dental Nursing</li> <li>• NEBDN Certificate in Special Care Dental Nursing</li> <li>• NEBDN Certificate in Fluoride Varnish Application</li> </ul> <p>This qualification attracts UCAS points for those wishing to progress to higher education.</p>

## Qualification Structure

The NEBDN Level 3 Diploma in Dental Nursing (RQF) has been developed and is awarded by the National Examining Board for Dental Nurses (NEBDN).

<b>Title and level</b>	NEBDN Level 3 Diploma in Dental Nursing (RQF)		
<b>Qualification Number</b>	610/5579/7	<b>Total Qualification Time (TQT)</b>	457
<b>Credits</b>	43	<b>Guided Learning Hours (GLH)</b>	340

Learners must achieve all units in this qualification which are listed in the table below:

## Summary of Units

Learners must achieve all units from this group.

Unit	Unit number	Title	Level	Guided Learning Hours (GLH)
1	Y/651/5794	Professional Practice within the Dental Setting	3	70
2	A/651/5795	Leading, Managing and Team Working within the Dental Setting	3	40
3	D/651/5796	Communication in the Dental Setting	3	25
4	F/651/5797	Inclusive Practice	3	10
5	H/651/5798	Clinical and Technical Practice - Assessment and Diagnosis of Patients	2	75
6	J/651/5799	Clinical and Technical Practice - Treatment Planning and Onward Referring	2	50
7	T/651/5800	Promoting Oral Health	2	20
8	Y/651/5801	Health and Well-being - Own and Others in the Team	2	15
9	A/651/5802	Continued Professional Development	4	20
10	D/651/5803	Respond to Risks and Medical Emergencies	3	15

## Total Qualification Time and Guided Learning Hours

The qualification has been assigned a Total Qualification Time (TQT) of 457 hours, and of this, it is recommended that 340 hours be completed as Guided Learning Hours (GLH).

Total Learning Time (TLT) has been estimated for each unit.

TQT encompasses both GLH and TLT. TQT, TLT and GLH figures are estimates and are assigned to the qualification as guidance.

GLH is a guide as individual Learners may take more or less time to complete the programme of learning and demonstrate the level of attainment needed to achieve the qualification. GLH is an estimate of the number of hours the average Learner would typically be expected to spend completing learning, study and/or assessment while under supervision of a Tutor or Assessor.

TQT is a term used to provide users of qualifications with an indication of the minimum length of time it would take the average Learner to complete their qualification.



## 2.Provider Requirements

### Provider Accreditation

To offer the NEBDN Level 3 Diploma in Dental Nursing (RQF), the Provider must first be accredited by NEBDN in line with the current NEBDN Accreditation Standards. These standards outline the criteria that the Provider is required to meet to become accredited.

The Standards for NEBDN's accredited Providers align with the expectation of our Regulators.

For more information, or to order an accreditation enquiry pack, please complete the [Provider Contact Form](#) on the NEBDN website and return to [accreditation@nebdn.org](mailto:accreditation@nebdn.org).

### Entry Requirements

The qualification is suitable for Learners aged 16+ who are currently employed as a trainee Dental Nurse and are registered with an NEBDN Provider. It is delivered and assessed in English. Learners must be sufficiently fluent in written and spoken English to communicate effectively with patients, their relatives, the dental team, and other healthcare professionals in the UK. (GDC Standards for the Dental Team, 2.1.2)

Learners must also be able to meet the work-based clinical requirements of the Portfolio of Evidence (PoE) by being employed as trainee Dental Nurses.

### Role of the Provider and the Provider Agreement

Each Provider is required to work in partnership with NEBDN to ensure that all Learners have the best possible experience while taking this qualification and are treated fairly. Our commitment to this is supported by our Provider Agreement, which will be available upon accreditation.

### Website/TheHub

The NEBDN website address is [www.nebdn.org](http://www.nebdn.org). Information on this qualification, including the qualification specification, can be found on the website.

Approved Providers will be given access to TheHub, where they will be able to manage bookings and registrations for their Learners.

Full versions of the qualification specification, and any additional documentation and information available to support the delivery and assessment of the qualification, are also available to download from the Document section of TheHub.

The most up to date information about the qualification, including the qualification specification, can be found on the website. An accredited Provider will have access to TheHub, where they will also be able to manage their Learners.

The website and TheHub are continually maintained and NEBDN strongly recommend that the Provider regularly checks for any changes to ensure they have the most up to date information and the most recent versions of documents.

**NEBDN also make available the following Policies and Procedures:**

- Appeals Policy
- Conflicts of Interest Policy
- Equality & Diversity Policy
- Extenuating Circumstances Policy
- Fair Access and Reasonable Adjustment Policy
- Fees and Invoicing Policy
- Learner Conduct Policy
- Malpractice and Maladministration Policy
- Safeguarding Policy
- Sanctions Policy
- Social Media Policy
- Recognition of Prior Learning Policy

## Equality, Diversity, and Inclusion

NEBDN is committed to actively opposing all forms of discrimination and promoting Equality, Diversity, and Inclusion, and to giving everyone who wishes to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation.

Similarly, we expect the Provider to commit to promoting Equality, Diversity and Inclusion and have an appropriate process in place to enable Learners to have equal access to training and assessment for our qualifications without discrimination.

Full details of our expectations for the Provider can be found in our Equality, Diversity, and Inclusion Policy.

## Qualification - Specific requirements/Provider Resources

Learners will be expected to be able to access IT software in order to undertake online assessments and to complete the Portfolio of Evidence. Current guidance can be found on the NEBDN website.

Providers must ensure Learners have access to all the equipment and materials they need to meet the requirements of the PoE.

Learners must be able to meet all the work-based clinical requirements of the qualification. Learners must be able to meet the skills assessment criteria requirements detailed in the qualification specification.

As best practice, it is recommended that arrangements are made (if required) to allow Learners to gain experience in other practices/clinical environments to ensure they are able to gain the full range of experience across procedures and patient types. This may particularly apply to small practices where the Learner experience may be more limited.

Providers must ensure any placements, sites etc., where the Learner is undertaking learning and assessment, meet appropriate health and safety and quality assurance checks.

## Staffing Requirements

Providers must have suitably qualified personnel in place to ensure effective delivery, and quality assurance of this qualification. The same person may take on more than one role if suitably qualified e.g. Tutor and Assessor or Tutor and Quality Assurer; however, they must not carry out quality assurance relating to any Learners where a potential Conflict of Interest exists, for example, where they were involved in the assessment either as an Assessor or Witness.

**Please note:** Providers have a responsibility to ensure that Assessors and Internal Quality Assurers do **not** carry out assessment or quality assurance for any Learners where there is a personal interest in the outcome of the assessment.

Providers must ensure that all staff have the appropriate indemnity cover in line with the requirements of the GDC. Providers must also ensure they can provide evidence of Tutor, Assessor, Witness and Internal Quality Assurer competence and experience, showing how they meet the requirements above, if requested as part of External Quality Assurance monitoring.

## 3. Delivering the Qualification

### Delivery Guidance

The Provider must ensure they have in place a structured programme to deliver the units of the qualification and adequately prepare the Learner to undertake their assessments.

The Provider should structure delivery of the qualification units to ensure that underpinning knowledge is delivered in key areas before the Learner engages in practical procedures or observations relating to that area. This is important for meeting GDC's requirements, particularly in relation to patient safety.

### 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 and NEBDN's Learner Conduct Policy. If 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.

Provider must have a 'Student Fitness to Practise' Policy in place in line with GDC requirements and apply it appropriately. They must ensure there are transparent procedures in place to ensure that concerns relating to Learner and staff behaviour/conduct are identified, reported and acted upon promptly. Concerns that are escalated to the GDC must also be notified to NEBDN via the External Quality Assurance team.

### Recognition of Prior Learning

As per NEBDN's Recognition of Prior Learning policy, recognition of prior learning is not permitted. Learners must complete and achieve all assessments as set out in this specification in order to gain the full qualification. The Recognition of Prior Learning Policy is available on the NEBDN website.

**For further information, please see the Recognition of Prior Learning Policy available on NEBDN's website.**

### Reasonable Adjustments

Reasonable Adjustments are permitted for this qualification in line with NEBDN's Fair Access and Reasonable Adjustments Policy. The policy is available on NEBDN's website.

Reasonable Adjustment requests can be submitted to NEBDN following the process detailed in our Policies. Reasonable Adjustments must be approved by NEBDN prior to the Learner undertaking the assessments.

## Extenuating Circumstances

Extenuating Circumstances are permitted for special consideration in line with NEBDN's Fair Access and Extenuating Circumstances Policy. The policy is available on NEBDN's website.

Extenuating Circumstances requests can be submitted to NEBDN for special consideration following the process detailed in our Policies.

## Provider Staff Requirements for delivery, assessment and quality assurance

### Mentor

NEBDN recommends that Learners are supported by a workplace Mentor, whose role is to provide guidance, advice, feedback and support to the mentee, as well as acting as a professional role model to support the Learner throughout their learning journey.

The Mentor can also provide feedback to the Employer regarding clinical competency that will support the Employer's contribution to the progress reviews.

The mentor must hold current registration on the GDC register.

### Tutor Requirements

Tutors are responsible for delivering underpinning knowledge and understanding in line with the requirements set out in the units of the qualification.

Tutors for this qualification are required to:

- 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 a Dental Care Professional (DCP) with competence in the relevant areas of practice **and** hold current registration on the GDC register
- Be able to demonstrate ongoing occupational competence
- Hold or be working towards a recognised adult teaching qualification, at Level 3 or above such as:
  - Level 3 Award in Education and Training (AET) or equivalent.
  - Level 3 Certificate in Education and Training (CET) or equivalent.
  - Level 5 Diploma in Education and Training (DET) or equivalent.

### Assessor Requirements

Assessors are responsible for assessing the knowledge and competence of Learners using a range of assessment methods as specified for the portfolio of evidence. Assessors must ensure Learners are meeting the required standards to be able to practice as a Dental Nurse.

Assessors for this qualification are required to:

- 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 a 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
- 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

## Witnesses

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

Witnesses must:

- Have sufficient knowledge and occupational competence in the area in which they are witnessing
- Hold a qualification which is recognised by the GDC for registration as either a Dentist, Dental Nurse or other 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 which they are witnessing.

Witnesses should also have previous experience of working with the Learner they are witnessing. It is recommended for Witnesses to have worked with the Learner on two prior occasions.

## Internal Quality Assurance (IQA) Requirements

Internal Quality Assurers are responsible for ensuring that assessment processes are robust, of high quality, and are consistently applied by assessors both by the individual assessor across the qualification and across different assessors of the qualification within the organisation (where applicable).

Internal Quality Assurers for this qualification are required to:

- Have sufficient knowledge and occupational competence in the area in which they are quality assuring
- Hold a qualification which is recognised by the GDC for registration as either a Dentist, Dental Nurse or other 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
- Hold or be working towards a recognised internal quality assurance qualification, such as:
  - Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice (RQF)
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
  - V1 or D34

## Countersigning

Assessors and Quality Assurers who meet all other criteria, but do not yet hold recognised assessor or quality assurance qualifications can be supported by a Qualified Assessor or Quality Assurer while they work towards a formal qualification. In this instance, they must have their decisions countersigned by a qualified assessor or Internal Quality Assurer who meets the requirements set out above in full.

## External Quality Assurance (EQA)

NEBDN will conduct External Quality Assurance monitoring activities, to determine a Provider's level of compliance against the NEBDN Standards. During the monitoring activity, the External Quality Assurer (EQA) will sample selected portfolios within a Provider's cohort, this is also known as moderation. They may also observe activity within the Provider, interview stakeholders and audit documentation, policies and processes. Areas of improvement and areas of good practice identified during the monitoring and moderation activity will be fed back to the Provider.

External Quality Assurance ensures assessment outcomes are fair, valid, and reliable, and that assessment criteria have been applied in a consistent manner.

## Malpractice and Maladministration

NEBDN's Malpractice and Maladministration policy outlines the steps to follow when reporting alleged cases of malpractice/maladministration and the procedural steps NEBDN will follow when reviewing the case.

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 Provider or NEBDN's Malpractice and Maladministration policy. NEBDN must be notified of any cases of plagiarism identified by the Provider.

## Complaints

NEBDN try to ensure its processes, procedures and ways of working are fit for purpose, however we know that on occasions we may not always get it right. In these instances, we make every effort to communicate effectively and resolve any issues as they arise. Formal complaints can be submitted using the processes in our Complaints Policy, available on NEBDN's website.

## 4. Assessment

### Assessment Guidance

To achieve the Level 3 Diploma in Dental Nursing Learners must pass the following Assessments:

- Portfolio of Evidence
- Knowledge Test
- Professional Discussion

### Portfolio of Evidence

The Portfolio of Evidence (PoE) will assess the skills assessment criteria and selected knowledge assessment criteria.

The PoE is internally assessed by the Provider and internally quality assured by suitably qualified Provider staff (Internal Quality). The assessor and internal quality assurer requirements are detailed further in the Provider staffing requirements section. NEBDN will conduct EQA monitoring activities in relation to the portfolio.

The portfolio of evidence is completed digitally via the online portfolio platform PebblePad. It is supported by an Assessor and Internal Quality Assurance Guide, which contains all the additional information Provider staff will need to know and is available to the Provider upon Accreditation.

The portfolio of evidence is completed while the Learner is on programme and must be assessed over a minimum of six months.

The portfolio is graded pass or fail.

The following forms of evidence are acceptable in the Portfolio:

- Work products (photographs, screenshots, documents, emails, reports) etc.
- Personal statement (written or audio description of work completed)
- Witness testimonies
- Assessor Observation
- Video of performance
- Training and appraisal records
- Feedback from colleagues or patients
- Mandatory Witness Testimony (for specified Assessment Criteria)

This list of evidence is not exhaustive.

N.B. No patient identifiable information, or images should be included in portfolios, unless the patient has given written consent for their details to be included.

**Evidence can be provided, and added to the Portfolio in written, video, audio or digital format.**



## Knowledge Test

The Knowledge Test consists of a 65 question, 90-minute Multiple Choice Question assessment, and is graded pass or fail.

This assessment must be taken before the final assessment, a Professional Discussion, is taken.

The Knowledge Test is designed to test the underpinning knowledge from across the qualification.

The test is carried out online through the MaxExam App and is set and externally marked by NEBDN. It is graded pass or fail.

## Professional Discussion

The Professional Discussion is an assessment, lasting 60 minutes, with 10 minutes reading time. The Professional Discussion will be based upon the nine duties of the Dental Nurse, indicative of the role of the Dental Nurse and in line with the Scope of Practice set out by the GDC. The Professional Discussion will be completed with an Assessor and is based on knowledge and practical activities completed in the workplace that are related to the nine duties of the Dental Nurse.

It is carried out online and is set and externally marked by NEBDN. It is graded pass or fail.

This is the final assessment and must only be taken after the Portfolio of Evidence and Knowledge Test have been successfully passed. The qualification cannot be awarded without the successful completion of the Professional Discussion.

## Qualification Grading

The overall grading for the qualification is pass or fail. To achieve a pass overall, the Learner must achieve a pass grade in all three assessments.

## Resits

Learners are permitted the following resits:

**Knowledge Test:** Three additional resits are permitted.

**Professional Discussion:** Three additional resits are permitted.

A resit is defined as being where the Learner takes the assessment again without a period of additional learning being necessary.

Resits cannot be taken to improve a Learner's grade or score (other than in the case of a fail being awarded).

## Appeals

A Provider or Learner may wish to appeal a decision. Appeals can be made against decisions made in relation to NEBDN's qualifications or quality assurance decisions. Appeals can be submitted using the processes in the Appeals Policy, which is available on NEBDN's website. All Providers should have an Appeals policy for any decisions made by them and the local appeals process must have been exhausted before raising it to NEBDN.

## 5. Units

Unit Title	1. Professional Practice within the Dental Setting
Unit Level	3
GLH	70
TQT	85
Credits	8
Unit Aim	This unit will introduce the roles and responsibilities of practicing as an autonomous professional Dental Nurse. The Dental Nurse must use judgment and integrity to stay within the scope of practice and the legal and ethical boundaries of the profession whilst being a committed advocate for oral health, promoting good oral health and sustainable service provision for communities across the population. The key areas of professionalism for a Dental Nurse are set around ethics and integrity, leadership and social accountability.

Learning Outcome The learner will:	Assessment Criteria The learner can:	GDC SPF Ref:
1. Understand the regulatory environment in which dental practices and individual practitioners operate	1.1 Describe the GDC's <b>expectations and requirements</b> as set out in regulations and guidance and other <b>relevant laws, ethical guidance and systems</b>	P1.5
	1.2 Explain <b>appropriate</b> indemnity and the importance of having this in place for both the practitioner and the patient	P1.6
	1.3 Explain the importance of candour and effective communication with patients when things go wrong or when dealing with a complaint	P1.7
	1.4 Detail how and where to report any patient safety issues which arise	P1.8
	1.5 Explain the <b>responsibilities</b> of, and <b>mechanisms</b> for raising concerns about their own or others' health, behaviour or professional performance	P1.9
	1.6 Explain the attributes of <b>professional attitudes and behaviour</b> in all environments and media, including interaction with social media	P1.10
	1.7 Detail the principles and procedures for good complaints handling	P1.11
	1.8 Describe the responsibility that dental practices and <b>individual practitioners</b> have in compliance with legal and regulatory frameworks	P1.12
	1.9 Describe how to raise safeguarding concerns for children and adults and act accordingly	C1.23
<b>Range and Delivery Guidance</b>  <b>Expectations and requirements</b> Must include: a) The role and legal and ethical responsibilities of the General Dental Council (GDC) b) GDC Scope of Practice		

- b) Principles in the Standards for the Dental Team
- c) Professional registration and Continuing Professional Development (CPD) requirements

### **Relevant laws, ethical guidance, and systems**

Must include:

- a) Equality Act 2010
- b) Human Rights Act 1998
- c) Data Protection Act 2018
- d) Access to Health Records Act 1990
- e) Public Interest Disclosure Act

### **Appropriate**

NHS/Crown indemnity

Professional indemnity relevant to the individual's role and scope of practice

### **Responsibilities and mechanisms**

As described in up-to-date GDC guidance regarding complaints and concerns

### **Professional attitudes and behaviour**

Must include:

- The Safe Practitioner Framework of behaviours - A framework of behaviours and outcomes for dental professional education
- Social media use
- Taking responsibility for one's actions
- Treating colleagues and patients with respect

### **Individual practitioners**

Must include:

- Dentist
- Dental Nurse
- Dental Therapist
- Dental Hygienist
- Orthodontic Therapist
- Clinical Dental Technician
- Dental Technician
- Specialists in the following areas:
  - Paediatric Dentistry
  - Periodontics
  - Prosthodontics
  - Restorative Dentistry
  - Oral Surgery
  - Endodontics
  - Orthodontics
  - Special Care Dentistry
  - Oral Medicine
  - Oral Microbiology
  - Oral and Maxillofacial Pathology
  - Dental and Maxillofacial Radiology
  - Dental Public Health

Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>2. Be able to work in compliance with the regulatory environments in which dental practices and practitioners operate</b>	2.1 Identify and raise concerns where appropriate about their own or others' health, behaviour or professional performance	P(B)6
	2.2 Comply with <b>systems and processes</b> to support safe patient care	P(B)7
	2.3 Conduct <b>tasks</b> following current best practice guidelines	P(B)8
	2.4 Conduct <b>tasks</b> following national and local clinical governance and health and safety requirements	P(B)9
	2.5 Complete <b>tasks</b> within the <b>legal frameworks</b> which inform personal behaviour, the delivery of healthcare, and the protection and promotion of the health of individual patients	P(B)10
	2.6 Complete <b>tasks</b> with integrity and confirm that actions maintain the trust of colleagues, patients, and the public in their team and the profession across all environments and media	P(B)12
	2.7 Confirm personal accountability to patients, the regulator, the team, and the wider community	P(B)14
	2.8 Work in partnership with colleagues to develop and maintain an effective and supportive environment that promotes the safety and well-being of the patient and dental team	P(B)15
	2.9 Complete <b>tasks</b> by managing and referring/delegating work according to the scope of practice of members of the dental team, in line with their competence and professional practice	I(B)6
	2.10 Identify the <b>signs of abuse, neglect or emotional trauma</b> and explain local and national systems that safeguard the welfare of children and adults	C1.23

### Range and Delivery Guidance

#### Systems and processes

Must include the individual Dental Practice policies for:

- PPE
- Confidentiality
- Consent
- Accident Reporting
- CQC (England)
- HIW (Wales)
- CI (Scotland)
- RQIA (Northern Ireland)

#### Tasks

Must include tasks relating to:

- The preparation of clinics
- Chairsides support
- Decontamination and infection control

for:

- Restorative
- Prosthetics
- Oral surgery
- Periodontology
- Paediatrics

**Legal frameworks**

Must include:

- GDC Scope of Practice
- The Health and Safety at Work Act 1974
- Dentist Act 1984
- GDC Enhanced CPD Scheme
- Fitness to Practice
- The Data Protection Act 2018
- UK General Data Protection Regulation

**Signs of abuse, neglect or emotional trauma**

Competence in this area may be demonstrated by:

- An up-to-date certificate from a course in Safeguarding Children and Vulnerable Adults

<b>Learning Outcome</b> The Learner will:	<b>Assessment Criteria</b> The Learner can:	<b>GDC SPF Ref:</b>
<b>3. Be able to carry out work professionally, competently, ethically and safely</b>	3.1 Analyse situations where: <ul style="list-style-type: none"> <li>• Compassionate professional behaviour, and</li> <li>• Professional responsibilities have been applied to make sure the fundamental needs and rights of patients and carers are addressed</li> </ul>	P(B)15
	3.2 Evaluate how: <ul style="list-style-type: none"> <li>• Acting with integrity</li> <li>• Being polite, considerate, trustworthy, conscientious and honest</li> </ul> enables work to be carried out in a professional manner	P(B)12
	3.3 Confirm how they have taken personal and professional responsibility for their actions	P(B)14
	3.4 Provide examples of managing time and prioritising effectively to meet deadlines	S(B)9

Unit Title	<b>2. Leading, Managing and Team Working within the Dental Setting</b>	
Unit Level	3	
GLH	40	
TQT	52	
Credits	5	
Unit Aim	This unit will introduce the roles and responsibilities of professional leadership within the dental team and partnership working with patients, dental teams and health and social care professionals. The Dental Nurse will demonstrate leadership and social accountability, work effectively in a team, and protect others' well-being.	
Learning Outcome The Learner will:	<b>Assessment Criteria</b> The Learner can:	<b>GDC SPF Ref:</b>
<b>1. Understand the principles of leadership and management</b>	1.1 Explain the responsibilities and limitations of delegating to other members of the dental team	I2.1
	1.2 Describe the role and professional responsibilities associated with <b>appraisal</b>	I2.2
	1.3 Outline the <b>impact</b> of Direct Access on each <b>registrant group</b>	I2.6
	1.4 Outline the need to confirm that those who raise concerns are protected from discrimination or other detrimental effects	I2.8
	1.5 Explain the <b>differences</b> between management and leadership	P2.1
	1.6 Outline the management and leadership role and the range of skills and knowledge required	P2.2
	1.7 Explain how to take responsibility for the quality of services and devices provided to the patient	P2.3
<b>Range and Delivery Guidance</b>  <b>Appraisal</b> Must include: <ul style="list-style-type: none"> <li>• Training and review of colleagues</li> <li>• Provision of and receipt of effective feedback in the context of developing members of the dental team</li> </ul> <b>Impact</b> Must include: <ul style="list-style-type: none"> <li>• The impact on the application of each group's scope of practice on concepts such as: <ul style="list-style-type: none"> <li>• Patient autonomy</li> <li>• Legal, regulatory and ethical responsibilities</li> <li>• Impact on business models</li> <li>• Quality of care</li> <li>• GDC Guidance on Direct Access</li> </ul> </li> </ul> <b>Registrant group</b> Must include: <ul style="list-style-type: none"> <li>• Clinical Dental Technician</li> <li>• Dentist</li> <li>• Dental Hygienist</li> <li>• Dental Nurse</li> <li>• Dental Technician</li> <li>• Dental Therapist</li> </ul>		

- Orthodontic Therapist

### Differences

Must include:

- The role and function of a manager within the dental team
- The role and function of a leader within the dental team

Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
2. Understand the principles of teamwork	2.1 Outline the roles of dental and <b>other healthcare professionals</b> in the context of learning and working in a dental and wider healthcare team	I2.3
	2.2 Describe the scope of practice of each member of the <b>dental team</b> and how roles interact for effective teamwork and patient care	I2.7
	2.3 Outline the <b>contribution</b> that team members and effective teamwork make to the delivery of safe and effective high-quality care	I2.4
	2.4 Explain team working guidance provided by the GDC and other <b>relevant bodies</b>	I2.5

## Range and Delivery Guidance

### Other healthcare professionals

Must include:

- GP
- Surgeon

### Dental team

Must include GDC Scope of Practice for:

- Clinical Dental Technician
- Dentist
- Dental Hygienist
- Dental Nurse
- Dental Technician
- Dental Therapist
- Orthodontic Therapist

### Contribution

Must include:

- The benefits of working in culturally diverse teams

### Relevant bodies

Must include:

- British Dental Association
- CQC (England)
- HIW (Wales)
- CI (Scotland)
- RQIA (Northern Ireland)

Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>3. Be able to provide leadership and facilitate teamwork within the area of own scope of practice</b>	3.1 Provide examples of communicating appropriately and effectively in professional discussions and transactions	I1.7
	3.2 Explain how they have given feedback effectively to other members of the team	I1.8
	3.3 Review instances of respecting the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team	I(B)2
	3.4 Apply effective team working	I(B)3
	3.5 Explain their contribution to the team in providing dental care for patients	I(B)4
	3.6 Provide examples of managing, referring or delegating work according to the scope of practice of members of the <b>dental team</b>	I(B)6
	3.7 Provide examples of taking a patient-centred approach to working with the dental and broader healthcare team	I(B)5
	3.8 Review instances of leading, managing or taking professional responsibility for the actions of other members of the dental team, within own scope of practice	P(B)16

### Range and Delivery Guidance

#### Dental team

May include:

- Clinical Dental Technician
- Dentist
- Dental Hygienist
- Dental Nurse
- Dental Technician
- Dental Therapist
- Orthodontic Therapist
- Specialists in the following areas:
  - Paediatric Dentistry
  - Periodontics
  - Prosthodontics
  - Restorative Dentistry
  - Oral Surgery
  - Endodontics
  - Orthodontics
  - Special Care Dentistry
  - Oral Medicine
  - Oral Microbiology
  - Oral and Maxillofacial Pathology
  - Dental and Maxillofacial Radiology
  - Dental Public Health



<b>Unit Title</b>	<b>3. Communication in the Dental Setting</b>	
<b>Unit Level</b>	3	
<b>GLH</b>	25	
<b>TQT</b>	30	
<b>Credits</b>	3	
<b>Unit Aim</b>	This unit will introduce effective communication in the dental setting, maintenance of records and the importance of confidentiality. Dental Nurses will use interpersonal skills and emotional awareness to communicate effectively with patients and colleagues, underpinned by caring, empathic and respectful behaviour.	
<b>Learning Outcome</b> The Learner will:	<b>Assessment Criteria</b> The Learner can:	<b>GDC SPF Ref:</b>
<b>1. Understand the principles of effective communication</b>	1.1 Explain the use of a range of <b>communication methods</b> and <b>technologies</b> and their appropriate application in support of clinical practice	I1.1
	1.2 Outline the importance of non-verbal communication, including listening skills, and the barriers to effective communication	I1.2
	1.3 Describe the professional expectations, potential impact, and consequence of using social media as a communication tool	I1.9
	1.4 Explain the importance of contemporaneous, complete and accurate patient records in accordance with <b>legal requirements and best practice</b>	P1.1
	1.5 Outline the <b>legal responsibilities</b> of maintaining and protecting patients' information	P1.2
<b>Range and Delivery Guidance</b> <b>Communication methods</b> Must include: <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Written</li> <li>• Visual</li> </ul> <b>Technologies</b> Must include: <ul style="list-style-type: none"> <li>• Email</li> <li>• SMS</li> <li>• Phone calls</li> <li>• Translation services</li> <li>• Virtual meeting platforms</li> </ul> <b>Legal requirements and best practice</b> Must include: <ul style="list-style-type: none"> <li>• GDC Standards for the Dental Team</li> <li>• NHS England Dental Record Keeping Standards: a consensus approach</li> </ul>		

### Legal responsibilities

Must include:

- Data Protection Act 2018
- Access to Health Records Act 1990

Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
2. Be able to communicate effectively within the dental setting	2.1 Provide examples of <b>communicating effectively</b> and sensitively with <b>patients</b>	I1.3
	2.2 Provide examples of <b>communicating effectively</b> with colleagues from <b>dental and other healthcare professions</b>	I1.5
	2.3 Complete and maintain contemporaneous, complete and accurate patient records in accordance with <b>legal requirements and best practice</b>	P(B)11
	2.4 Apply communication with care, compassion, empathy and respect in all professional interactions with patients, their representatives, the public and colleagues	I(B)1
	2.5 Provide examples of communicating effectively and sensitively with the public	I1.4

### Range and Delivery Guidance

#### Communicating effectively (tailoring to context)

By spoken, written, and electronic means to all **patients**. Must include:

- Patients whose first language is not English, using representatives or interpreters where necessary
- Patients with anxious or challenging behaviour
- Patients with sensory impairments
- Special considerations such as emotional trauma and difficult circumstances, such as:
  - Breaking bad news or discussing issues such as alcohol consumption, smoking, or diet

#### Communicating effectively (tailoring to context)

Must include spoken, written and electronic means with **dental and other healthcare professions** concerning:

- The direct care of individual patients
- Oral health promotion
- Raising concerns when problems arise, including:
  - Where patients cause distress to staff
  - Whistleblowing
  - Safeguarding
  - Complaints

#### Dental and other healthcare professions

Must include:

- Clinical Dental Technician
- Dentist
- Dental Hygienist
- Dental Nurse
- Dental Technician
- Dental Therapist
- Orthodontic Therapist

- Specialists in the following areas:
  - Paediatric Dentistry
  - Periodontics
  - Prosthodontics
  - Restorative Dentistry
  - Oral Surgery
  - Endodontics
  - Orthodontics
  - Special Care Dentistry
  - Oral Medicine
  - Oral Microbiology
  - Oral and Maxillofacial Pathology
  - Dental and Maxillofacial Radiology
  - Dental Public Health
- Other healthcare professions:
  - Carer
  - Dietician
  - Nutritionist
  - Social Worker
  - GP

### **Legal Requirements and Best Practice**

Must include:

- Data Protection Act 2018
- Caldicott Report Regulations
- Access to Health Records Act 1990
- Mental Capacity Act 2005
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- GDC Standards for the Dental Team
- Whistleblowing
- The Data Protection Act 2018
- UK General Data Protection Regulation
- Freedom of Information Act 2000
- Human Rights Act 1998

**Communicating effectively** (tailoring to context) by spoken, written, and electronic means with members of the public.

<b>Unit Title</b>	<b>4. Inclusive Practice</b>	
<b>Unit Level</b>	3	
<b>GLH</b>	10	
<b>TQT</b>	20	
<b>Credits</b>	2	
<b>Unit Aim</b>	This unit will introduce practise in a non-discriminatory and inclusive manner. The Dental Nurse should recognise the impact of equality, diversity and culture and positively contribute to the healthcare communities they are a part of.	
<b>Learning Outcome</b> The Learner will:	<b>Assessment Criteria</b> The Learner can:	<b>GDC SPF Ref:</b>
<b>1. Understand the role and responsibilities of a Dental Nurse within the context of equality, diversity and inclusion</b>	1.1 Identify <b>legislation</b> that underpins diversity, equality, inclusion and discrimination	P1.3
	1.2 Describe the principles of diversity, equality, inclusion and discrimination	P1.3
	1.3 Explain how to apply the principles of diversity, equality, inclusion and discrimination to manage patients with protected characteristics and work within the dental team	P1.3
	1.4 Explain cultural competence and its relevance in assessing the needs and planning care for patients from diverse backgrounds	P1.4
<b>Range and Delivery Guidance</b>  <b>Legislation</b> Must include legislation that is relevant to the country of the trainee dental nurse's practice: <ul style="list-style-type: none"> <li>England: <ul style="list-style-type: none"> <li>The Equality Act 2010</li> <li>Human Rights Act 1998</li> <li>Public Sector Equality Duty (PSED)</li> <li>Employment Rights Act 1966</li> <li>Health and Safety at Work Act 1974</li> </ul> </li> <li>Scotland: <ul style="list-style-type: none"> <li>The Equality Act 2010</li> <li>Human Rights Act 1998</li> <li>Public Sector Equality Duty (PSED)</li> <li>Scottish Specific Duties</li> <li>Children and Young People (Scotland) Act 2014</li> <li>Employment Rights Act 1996</li> <li>Health and Safety at Work Act 1974</li> </ul> </li> <li>Northern Ireland: <ul style="list-style-type: none"> <li>The Equality Act (Northern Ireland) 2010</li> <li>The Human Rights Act 1998</li> <li>The Disability Discrimination Act 1995</li> <li>The Race Relations (Northern Ireland) Order 1997</li> <li>The Fair Employment and Treatment (Northern Ireland) Order 1998</li> <li>Equal Pay Act (Northern Ireland) 1970</li> <li>The Sex Discrimination (Northern Ireland) Order 1976</li> <li>The Employment Equality (Age) Regulations (Northern Ireland) 2006</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>○ The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006</li> <li>○ Health and Safety at Work (Northern Ireland) Order 1978</li> </ul>		
Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>2. Be able to support and treat patients and colleagues inclusively</b>	2.1 Use appropriate support for <b>patients</b> to negotiate the barriers and challenges which prevent sections of the population from accessing oral healthcare	P3.10
	2.2 Treat patients, members of the public and colleagues with dignity and respect and without discrimination	P(B)1
	2.3 Use support that enables patients to make informed decisions about their care, making patient interests their first concern	P(B)2
	2.4 Provide services that are culturally competent, accepting and respecting the diversity of patients and colleagues	P(B)3
	2.5 Provide the best possible outcome for patients by using their knowledge and skills, acting as an advocate for patient needs where appropriate	P(B)4
	2.6 Protect others from harm by speaking up for them	P(B)5
	2.7 Protect others by proactively addressing discriminatory language, behaviour and microaggressions from colleagues, patients and other professionals	P(B)13
<b>Range and Delivery Guidance</b>  <b>Patients</b> Must include: <ul style="list-style-type: none"> <li>• Patients from marginalised populations and patients with protected characteristics</li> </ul>		

<b>Unit Title</b>	<b>5. Clinical and Technical Practice - Assessment and Diagnosis of Patients</b>	
<b>Unit Level</b>	2	
<b>GLH</b>	75	
<b>TQT</b>	85	
<b>Credits</b>	8	
<b>Unit Aim</b>	This unit will introduce routine Dental Nursing clinical and technical procedures relating to patient assessment and diagnosis. Dental Nurses must possess the underpinning knowledge and skills to carry out non-specialist clinical and technical procedures, including patient assessment and diagnosis.	
<b>Learning Outcome</b> The Learner will:	<b>Assessment Criteria</b> The Learner can:	<b>GDC SPF Ref:</b>
<b>1. Understand the procedures relating to routine assessment and diagnosis of patients</b>	1.1 Describe the <b>aetiology, pathogenesis and epidemiological</b> trends of oral and dental disease and their application to patient management	C1.1
	1.2 Explain the <b>clinical presentations of oral and dental diseases</b> relevant to the role of a dental nurse and the principles underpinning their diagnosis, prevention, and treatment	C1.2
	1.3 Outline the variance in disease presentation across diverse cultural and social groups and those with protected characteristics and how this impacts diagnosis, prevention, and treatment	C1.3
	1.4 Describe general and systemic diseases and psychological conditions, and their <b>relevance</b> to oral health	C1.4
	1.5 Describe the relevant dental, oral, craniofacial, and general anatomy, recognising the diversity of anatomy across the patient, and its relevance to patient management	C1.5
	1.6 Explain <b>physiology</b> and its application to patient management	C1.6
	1.7 Describe how concepts and theoretical frameworks of <b>health, illness, behavioural change and disease</b> can be applied in clinical practice	C1.7
	1.8 Describe the potential routes of transmission of infectious agents in dental practice	C1.8
	1.9 Explain the <b>mechanisms</b> for the prevention of infection	C1.8
	1.10 Outline the need for effective recorded maintenance, testing and validation of equipment and requirements for appropriate storage, handling, and use of materials	C1.9
	1.11 Outline the scientific principles underpinning the use of materials and biomaterials used in dentistry	C1.14
	1.12 Outline the scientific principles of medical ionising radiation and statutory regulations and how these are applied to clinical practice	C1.15
	1.13 Identify the principles of obtaining valid patient consent	C1.16
	1.14 Explain the importance of each component of the patient assessment process	C1.17

## Range and Delivery Guidance

### Aetiology, pathogenesis, and epidemiological

Must include:

- Dental caries
- Periodontal disease
- Oral cancer
- Other diseases of the oral cavity, e.g., HPV, fungal infections
- Salivary glands and joints
- Tooth surface loss:
  - Erosion, attrition and abrasion

### Clinical presentations of oral and dental diseases

Must include:

- Dental caries
- Periodontal disease
- Oral cancer
- Other diseases of the oral cavity, e.g., HPV, fungal infections
- Issues with salivary glands and joints
- Tooth surface loss:
  - Erosion, attrition and abrasion

State how each condition would be diagnosed, treated and prevented

### Relevance

Must include:

- Impact on clinical treatment
- Patient compliance
- Self-care and outcomes

### Physiology

Must include:

- Knowledge of the following human body systems, and associated medical conditions that may affect the body systems:
  - Circulatory system
  - Respiratory system
  - Digestive system
  - Nervous system

### Health, illness, behavioural change and disease

Must include:

- Psychological
- Sociological

### Mechanisms

Must include:

- The scientific principles of decontamination and disinfection

Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
2. Be able to undertake procedures relating to routine assessment and diagnosis of patients	2.1 Identify <b>relevant and appropriate</b> dental, oral, craniofacial, and general anatomy, recognising the diversity of anatomy across the patient population	C1.5
	2.2 Evaluate the scientific principles underpinning the use of materials and Biomaterials, their limitations and selection, with emphasis on those used in dentistry	C1.14
	2.3 Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance	C1.32
	2.4 Check and assess patients' levels of anxiety, experience, and expectations with respect to dental care and oral health	C2.1.3
	2.5 Review and manage patient anxiety appropriately, effectively, and safely	C2.2.2
	2.6 <b>Complete</b> orthodontic assessment within their scope of practice	C2.1.6
	2.7 Obtain valid <b>consent</b> from patients	C2.1.10
	2.8 Record an accurate and contemporaneous patient history	C2.1.12
	2.9 Complete accurately recorded dental charting as carried out by other appropriate registrants	C2.1.14
	2.10 Complete accurately recorded oral health assessments	C2.1.13
	2.11 Prepare records, images, equipment and materials for clinical assessment	C2.1.15
	2.12 Process and manage dental radiographs and images	C2.1.16
	2.13 Provide contributions to relevant special investigations and diagnostic procedures	C2.1.5
	2.14 Provide examples of monitoring, supporting and reassuring patients through effective communication and behavioural techniques	C2.2.6
	2.15 Conduct all patient care with an underpinning <b>preventative approach</b>	C1.25
<b>Range and Delivery Guidance</b>  <b>Relevant and appropriate</b> Must include: <ul style="list-style-type: none"> <li>Knowledge of dental anatomy: <ul style="list-style-type: none"> <li>Saliva</li> <li>Maxilla</li> <li>Mandible</li> <li>Muscles of mastication and facial expression</li> <li>Primary and secondary dentition, including the structure of the tooth and periodontium</li> <li>Tooth surfaces and eruption dates</li> <li>Temporomandibular joint disorders and dysfunctions</li> <li>Skull anatomy</li> <li>Function of the teeth</li> </ul> </li> <li>General anatomy relevant to oral health</li> </ul> <b>Complete</b> Must include:		



- Set up of the treatment room, equipment, and sterilisation of tools
- The patient is prepared
- Appropriate chairside support is given
- Infection control, hygiene, cleaning and sterilisation are maintained throughout and post-assessment

**Consent**

Must include:

- An explanation of all the relevant factors and consider the legal requirements where appropriate within the scope of practice

**Preventative approach**

Must include:

- A preventative approach that takes account of patient compliance and self-care to contribute to the patient's long-term oral and general health

<b>Unit Title</b>	<b>6. Clinical and Technical Practice - Treatment Planning and Onward Referring</b>	
<b>Unit Level</b>	2	
<b>GLH</b>	50	
<b>TQT</b>	65	
<b>Credits</b>	6	
<b>Unit Aim</b>	This unit will introduce routine Dental Nursing clinical and technical procedures relating to treatment planning and patient onward referral. Dental Nurses must possess the underpinning knowledge and skills to carry out non-specialist clinical and technical procedures, including patient onward referral.	
<b>Learning Outcome</b> The Learner will:	<b>Assessment Criteria</b> The Learner can:	<b>GDC SPF Ref:</b>
<b>1. Understand routine dental nursing clinical and technical practice relevant to treatment and onward referral of patients</b>	1.1 Explain the <b>principles</b> of preventive care	C1.24
	1.2 Explain how <b>diet and nutritional status</b> can influence oral and general health	C1.27
	1.3 Identify <b>common signs and symptoms</b> of oral cancer	C1.31
	1.4 Explain the responsibilities of the dental team as an access point to and from wider healthcare	C1.40
	1.5 Describe the roles and organisation of <b>various referral networks</b>	C1.38
	1.6 Identify <b>common conditions and complications</b> that may arise following dental implant therapy	C1.43
	1.7 Outline the importance and components of a comprehensive and contemporaneous patient history	C1.44
<b>Range and Delivery Guidance</b>  <b>Principles</b> Must include the principle of: <ul style="list-style-type: none"> <li>• Patient education</li> <li>• Regular oral examinations</li> <li>• Oral hygiene education</li> <li>• Fluorides</li> <li>• Diet analysis</li> <li>• Fissure sealants</li> <li>• Early detection and prevention of oral diseases</li> <li>• Behaviour change</li> </ul> <b>Diet and nutritional status</b> Must include: <ul style="list-style-type: none"> <li>• How to provide appropriate advice and support</li> </ul> <b>Common signs and symptoms</b> Must include: <ul style="list-style-type: none"> <li>• The importance of raising a concern and early referral</li> </ul> <b>Various referral networks</b> Could include: <ul style="list-style-type: none"> <li>• Clinical guidelines and policies and local variation</li> </ul>		

- Community referral
- Hospital referral

### Common conditions and complications

Must include:

- Short and long-term conditions and complications

Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>2. Be able to undertake routine dental nursing clinical and technical practice relevant to treatment</b>	2.1 Identify changes in the patient's reported oral health status and take appropriate action	C2.2.7
	2.2 Prepare and maintain the clinical environment, including the selection of <b>instruments and equipment</b> appropriate to the task	C2.3.3
	2.3 Provide <b>chairside support</b> to the operator during treatment	C2.2.9
	2.4 Select, prepare, mix and handle <b>dental materials</b> appropriately	C2.2.10
	2.5 Apply, perform, and manage effective <b>decontamination and infection control procedures</b>	C2.3.2
	2.6 Adopt an evidence-based approach to clinical practice	C(B)1

### Range and Delivery Guidance

#### Instruments and equipment

Must include the instruments and equipment required for:

- Restorative
- Prosthetics
- Oral surgery
- Periodontology
- Paediatrics

#### Chairside support

Must include chairside support for:

- Restorative
- Prosthetics
- Oral surgery
- Periodontology
- Paediatrics

#### Dental materials:

Must include the dental materials required for:

- Restorative
- Prosthetics
- Oral surgery
- Periodontology
- Paediatrics

#### Decontamination and infection control procedures

According to current guidelines, must include:

- The Approved Code of Practice: Legionnaire's Disease: The control of Legionella bacteria in water systems (L8) Health and Safety Executive
- Health Technical Memorandum 01-05: decontamination in primary care dental practices (HTM 01-05)

Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>3. Be able to support the management and onward referral of patients</b>	3.1 Provide arrangements for follow-up care as prescribed by the operator	C2.2.8
	3.2 Provide patients and carers with comprehensive, personalised preventive <b>advice</b>	C2.5.1
	3.3 Support the management of patients with acute oral conditions, ensuring the involvement of appropriate dental team members	C2.4.2
<b>Range and Delivery Guidance</b>  <b>Advice</b> Must include: <ul style="list-style-type: none"> <li>• Aetiology instruction using a recognised model of behaviour change intervention in an accessible manner which promotes self-care and motivates patients/carers to comply with the advice and take responsibility for maintaining and improving oral health.</li> </ul>		

Unit Title	7. Promoting Oral Health	
Unit Level	2	
GLH	20	
TQT	40	
Credits	4	
Unit Aim	This unit will introduce the promotion of oral health to individuals and the wider population. Dental Nurses should be committed advocates for oral health, raising awareness of the role good oral health plays in preventing ill health amongst the population and addressing priority health needs for the communities of which they are part.	
Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
1. Understand the principles, benefits and challenges of oral health promotion	1.1 Describe the <b>dental and wider healthcare systems</b> dental professionals work within	P3.2
	1.2 Explain the basic principles of a <b>population health approach</b>	P3.1
	1.3 Explain the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain	P3.3
	1.4 Describe up-to-date methods of <b>evidence-based prevention</b>	P3.4
	1.5 Explain the principles of planning oral health care for communities to meet needs and demands	P3.5
	1.6 Outline the ethical challenges associated with providing patient care within current dental healthcare systems	P3.7
	1.7 Explain the principles and limitations of current options for funding dental healthcare provision for individual patients	P3.6
	1.8 Describe how to <b>manage resources</b> in the provision of care decisions	P3.8
	1.9 Explain the importance of collaboration across the health and social care sector for the benefit of communities and individual patients	P3.9
	1.10 Outline the <b>barriers</b> and challenges which prevent sections of the population from accessing oral healthcare	P3.10
	1.11 Explain the <b>main principles</b> relating to sustainable oral healthcare	P3.11
<b>Range and Delivery Guidance</b>  <b>Dental and wider healthcare systems</b> Must include: <ul style="list-style-type: none"> <li>• Local and national health policy and organisations</li> <li>• Delivery of healthcare and equity</li> <li>• World Health Organisation (WHO)</li> <li>• CQC (England)</li> <li>• HIW (Wales)</li> </ul>		

- CI (Scotland)
- RQIA (Northern Ireland)
- National Institute for Health and Care Excellence (NICE)
- British Association for the Study of Community Dentistry (BASCD)
- Department of Health and Social Care (DHSC)

### Population health approach

Must include:

- Demographic and social trends
- UK and international oral health trends
- Determinants of health
- Inequalities in health
- Global oral health

How these are measured and current patterns

### Evidence-based prevention

Must include:

- At community level
- At population level

### Manage resources

Must include appropriate use of:

- Primary care networks
- Secondary care networks

### Barriers

Must include patients:

- From marginalised populations
- With protected characteristics

This could be within the context of:

- Age-related
- NHS/Private care
- Geographical location
- Special needs and vulnerable groups
- Orthodontic and specialist care
- Public and preventative care groups

### Main principles

Must include:

- Environmental sustainability
- In terms of patient compliance
- The factors that might affect implementing a sustainable approach

Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDF SPF Ref:
<b>2. Be able to promote oral health</b>	2.1 Evaluate the effectiveness of <b>evidence-based prevention</b>	P3.4
	2.2 Evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain	P3.3
	2.3 Evaluate and apply the evidence base concerning the environmental impacts of common treatment methods and approaches to the delivery of oral healthcare	P3.12

	2.4 Provide positive contributions to the healthcare communities of which you are a part	P(B)17
<b>Range and Delivery Guidance</b>  <b>Evidence-based prevention</b> Must include evidenced-based prevention at a: <ul style="list-style-type: none"> <li>• Community level</li> <li>• Population level</li> </ul> Could include: <ul style="list-style-type: none"> <li>• Delivering better oral health: an evidence-based toolkit for prevention</li> <li>• NICE guidelines</li> <li>• Public Health England</li> </ul>		

Unit Title	<b>8. Health and Well-being - Own and Others in the Team</b>	
Unit Level	2	
GLH	15	
TQT	20	
Credits	2	
Unit Aim	<p>This unit will introduce the importance of good health and well-being to individuals and the wider population. Dental Nurses should be aware of a range effective strategies to manage the personal and emotional challenges associated with work.</p> <p>Dental Nurses should be able to engage with systems and strategies which safeguard their own well-being and recognise when and how to take action if the well-being of others is compromised to the point of affecting individual roles and professional relationships.</p>	
Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>1. Understand how to manage the health and well-being of self and others in the team</b>	1.1 Explain strategies to identify and manage the personal and emotional <b>challenges of work</b>	S3.2
	1.2 Describe <b>ways</b> to self-monitor, self-care	S3.1
	1.3 Explain strategies to identify and manage the personal and emotional challenges of uncertainty and change	S3.3
	1.4 Describe the role of <b>coping strategies</b> in practice	S3.4
<b>Range and Delivery Guidance</b> <p><b>Challenges of work</b> Must include:</p> <ul style="list-style-type: none"> <li>• Teamworking challenges</li> <li>• Workload challenges</li> </ul> <p><b>Ways</b> Must include:</p> <ul style="list-style-type: none"> <li>• Routes of seeking appropriate advice in terms of personal wellbeing e.g. British Association of Dental Nurses</li> </ul> <p><b>Coping strategies</b> Must include:</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Self-acceptance</li> <li>• Debriefing</li> <li>• Handing over to another colleague</li> <li>• Peer support</li> <li>• Asking for help in responding to challenges and setbacks</li> </ul>		



Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>2. Be able to manage the health and wellbeing of self and others in the team</b>	2.1 Engage with systems and personal strategies which promote and maintain physical and mental well-being	S(B)7
	2.2 Identify and act if well-being is compromised to the point of affecting an individual's role or professional relationships	S(B)8
	2.3 Use effective time management	S(B)9
	2.4 Use effective management of resources	S(B)9

Unit Title	9. Continued Professional Development	
Unit Level	4	
GLH	20	
TQT	35	
Credits	3	
Unit Aim	This unit will introduce the continued reflection on, reviewing and developing one's practice quality. Dental Nurses should be able to demonstrate their professional responsibility to develop and maintain their professional knowledge and competence through continuous improvement activities.	
Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
1. Understand how to reflect on and develop own practice	1.1 Explain the term <b>insight</b> in the context of professional practice	S1.1
	1.2 Describe the importance of insight in ensuring safe and effective patient care and personal development	S1.2
	1.3 Explain the principles of an <b>evidence-based approach</b>	S2.1
	1.4 Explain models of self-reflection and how they can be <b>used</b>	S2.3
	1.5 Describe the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning	S2.4
	1.6 Outline the importance of and requirement for commitment to lifelong learning	S2.5
	1.7 Outline the <b>principles</b> of personal development planning, recording of evidence, and reflective practice	S2.7
	1.8 Detail opportunities for improvement of a clinical service or to manage and or mitigate risks	S2.9
<b>Range and Delivery Guidance</b>  <b>Insight</b> The critical aspects in terms of: <ul style="list-style-type: none"> <li>• Depth of understanding</li> <li>• Critical reflection</li> <li>• Ability to self-assess</li> <li>• Analytical ability</li> <li>• Empathy and perceptiveness</li> <li>• Practical application</li> <li>• Adaptive thinking</li> </ul> <b>Evidence-based approach</b> <ul style="list-style-type: none"> <li>• Research-informed clinical practice</li> <li>• Collating and analysing evidence</li> <li>• Informed decision making</li> </ul> Utilising current, valid and relevant evidence  <b>Used</b> Must include the use to inform: <ul style="list-style-type: none"> <li>• Personal development</li> <li>• Viewpoint</li> <li>• Preconceptions</li> </ul>		

<ul style="list-style-type: none"> <li>• Bias (conscious and unconscious, direct and indirect)</li> <li>• Behaviour</li> </ul> <p><b>Principles</b> Must include the principles of</p> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Goal setting</li> <li>• Action planning</li> <li>• Continuous learning and development</li> <li>• Documenting progress</li> <li>• Collecting diverse evidence</li> <li>• Review and update</li> <li>• Reflection</li> <li>• Feedback</li> </ul>		
Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>2. Be able to identify, plan and action the development of own practice</b>	2.1 Evaluate an evidence base	S2.1
	2.2 Use feedback from <b>others</b> in the professional development of self	S2.6
	2.3 Use personal development planning, recording, and reflective practice	S2.7
	2.4 Evaluate the impact of new techniques and technologies as they relate to dental nurse practice	S2.8
	2.5 Analyse own capabilities and limitations in the interest of high-quality patient care, seeking advice from supervisors or colleagues where appropriate	S(B)1
	2.6 Identify personal assumptions, biases and prejudices	S(B)2
	2.7 Establish and manage the impact of personal assumptions, biases and prejudices on patient care and professional behaviour with colleagues, patients and wider society	S(B)2
	2.8 Establish the impact of contextual factors on the healthcare environment and patient	S(B)3
	2.9 Apply professional responsibility in the development of self	S(B)4
<p><b>Range and Delivery Guidance</b></p> <p><b>Others</b> Must include three from: Managers, colleagues, dental patients, peers, dental community networks</p>		
Learning Outcome The Learner will:	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>3. Be able to display behaviours that support continuous development</b>	3.1 Apply a willingness to learn	S(B)4
	3.2 Conduct proactive planning of own development	S(B)5
	3.3 Analyse how own knowledge, skills and behaviours have been developed	S(B)6

Unit Title	<b>10. Respond to Risks and Medical Emergencies</b>	
Unit Level	3	
GLH	15	
TQT	25	
Credits	2	
Unit Aim	This unit will introduce aspects of responding to risks and medical emergencies in the dental setting. Dental Nurses play a key role in identifying and responding to situations that may affect patient's health and safety, and they must know how to deal with emergency situations within their scope of practice.	
	<b>Assessment Criteria</b> The Learner can:	<b>GDC SPF Ref:</b>
<b>1. Understand the management of risks, medical emergencies and medication</b>	1.1 Identify the <b>risks</b> within and around the clinical environment	C2.3.1
	1.2 Describe the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health	C1.13
	1.3 Outline how to identify and assess <b>medical emergencies</b> that may occur in a dental setting.	C2.4.1
	1.4 Describe how to manage <b>medical emergencies</b> that may occur in a dental setting	C2.4.1
	1.5 Identify the contents of an emergency drug kit and their use in a dental setting	
<b>Range and Delivery Guidance</b>  <b>Risks</b> Must include the following categories of risk: <ul style="list-style-type: none"> <li>• Biological</li> <li>• Chemical</li> <li>• Radiation</li> <li>• Physical</li> <li>• Psychosocial</li> <li>• Environmental</li> <li>• Equipment-related</li> <li>• Data and Privacy</li> <li>• Fire Safety</li> <li>• Regulatory and Compliance</li> </ul> <b>Medical emergencies</b> Could include: <ul style="list-style-type: none"> <li>• Anaphylactic shock</li> <li>• Angina</li> <li>• Asthma attack</li> <li>• Cardiac arrest/Respiratory arrest</li> <li>• Diabetic coma (hypoglycaemia, hyperglycaemia)</li> <li>• Epileptic seizure</li> <li>• Hyperventilation</li> <li>• Stroke</li> <li>• Fainting</li> <li>• Choking</li> <li>• Myocardial infarction (heart attack)</li> </ul>		

	Assessment Criteria The Learner can:	GDC SPF Ref:
<b>2. Be able to respond to identified risks, and medical emergencies</b>	2.1 Identify the <b>risks</b> within and around the clinical environment and manage these in a safe and effective manner	C2.3.1
	2.2 Evaluate the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health	C1.13
	2.3 Be <b>competent in cardiopulmonary resuscitation</b>	C2.4.1
<b>Range and Delivery Guidance</b>  <b>Risks</b> Must include the following categories of risk: <ul style="list-style-type: none"> <li>• Biological</li> <li>• Chemical</li> <li>• Radiation</li> <li>• Physical</li> <li>• Psychosocial</li> <li>• Environmental</li> <li>• Equipment-related</li> <li>• Data and Privacy</li> <li>• Fire Safety</li> <li>• Regulatory and Compliance</li> </ul> <b>Competent in cardiopulmonary resuscitation</b> Demonstrated by: <ul style="list-style-type: none"> <li>• An up-to-date certificate from an in-person Basic or Intermediate Life Support (BLS or ILS) course that covered cardiopulmonary resuscitation (CPR) and use of an Automated External Defibrillation (AED) device.</li> </ul>		