Level 2 Technical Certificate in Working in Dental Settings (3134-20)

August 2020 Version 1.4

Qualification Handbook

Qualification at a glance

Industry area	Dental
City & Guilds qualification number	3134-20
Age group	16-18 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the *What is this qualification about?* section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
Approvals	These qualifications require full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Working in Dental Settings	360	600	3134-20	603/0293/8

Version and Date	Change Detail	Section
June 2017 V1.2	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments and readjusted approximate weightings	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Throughout
August 2017 V1.3	Addition of learning outcomes	5. Assessment – Exam Specification
August 2020 V1.4	Statement regarding work placement practice 2020/2021	1. Introduction – what is this qualification about

Contents

1   Introduction

What is this qualification about?

The following purpose is for the **Level 2 Technical Certificate in Working in Dental Settings** (603/0293/8)

Area	Description
OVERVIEW	
Who is this qualification for?	The Level 2 Technical Certificate in Working in Dental Settings is for you if you are interested in starting your career in Dental Health in a customer facing role or if you are thinking of becoming a Dental Nurse but are not yet ready to move onto the Level 3 Diploma in Dental Nursing.
	This Level 2 Technical Certificate aims to provide you with a range of essential technical and practical skills and knowledge, which will equip you to seek employment or further training within the Dental Health industry.
	The knowledge and skills gained will ensure that you are able to operate in a Dental Setting. You will cover communication skills, dental practice reception skills, infection prevention and control, health and safety and decontamination skills and duties.
	Following successful completion of the qualification you will be qualified to work in a number of employment destinations, in roles such as dental receptionist, dental decontamination assistant or dental practice assistant.
	This qualification is suitable for you if you are 16 or older. You don't need any previous knowledge or experience in the sector to start this qualification.
What does this qualification cover?	This qualification covers the basic knowledge and skills needed to operate in dental settings. You will study the following mandatory content: - Principles of health and safety in dental settings - Principles of infection prevention and control in dental settings - Communication for effective working practice in dental settings - Reception and administration in dental settings - Principles of safeguarding in dental settings - Standards and principles in dental settings

Area	Description
	• Dental anatomy and charting • General and oral health • Introduction to dental treatments • Principles of first aid in medical emergencies You will also have to complete 30 – 60 hours work experience in a dental setting alongside the qualification. The work experience really gives you the opportunity to put all the skills that you have learned into practice and handle real customer situations. You will get lots of practice and support to enable you to develop the required skills and knowledge to prepare you for the learning and assessment of this qualification. Centres and providers work with local employers who will contribute to the knowledge and delivery of the training. There are different ways in which centres and providers, working with local or national employers, can support your learning: • Structured work experience or work placements within their business • Classes or lectures given by sector experts • Employers' input into projects and exercises or their involvement in setting assessments and examinations • Employers acting as expert witnesses to contribute to the assessment of your work This training is the ideal preparation for employment in dental settings. Due to the challenges currently faced by employers who are now not able to provide work experience for learners in health, care and childcare settings, the work experience/work placement practice requirement for the Health & Care/Childcare and Dental technical qualifications will now be waived during the 2020/21 academic year. The qualification synoptic assessment tasks for 2021 will be adapted to accommodate the above. However, where access to work placements is possible, learners are still encouraged to undertake work experience as required. It is acknowledged however that this access may vary across England and at different times during the academic year.

Area	Description
WHAT COULD THIS QUALIFICATION LEAD TO?	
Will the qualification lead to employment, and if so, in which job role and at what level?	Achievement of this qualification demonstrates to an employer that you have the necessary technical skills and knowledge they will be looking for when recruiting for roles such as: • Dental receptionist • Dental support worker • Dental decontamination assistant
Why choose this qualification over similar qualifications?	There are no other College-based qualifications within this suite at this Level.
Will the qualification lead to further learning?	On completion you may decide to move on to further learning, for instance onto one of the following qualifications: • **Level 3 Diploma in Dental Nursing**- This is the required qualification if you want to work as a Dental Nurse and on completion you will be able to register with the Industry regulator, the General Dental Council (GDC). You may also want to consider an apprenticeship in Dental Nursing. • **Level 3 Advanced Technical Diploma in Health and Care (540)** • **Level 3 Advanced Technical Extended Diploma in Health and Care (1080)**

WHO SUPPORTS THIS QUALIFICATON?	
Employer/Higher Education Institutions	The Society of British Dental Nurses
Further information	Please refer to the Qualification Handbook, available on the City & Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.

Qualification structure

For the **Level 2 Technical Certificate in Working in Dental Settings** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
201	Principles of health and safety in dental settings	30
202	Principles of infection prevention and control in dental settings	60
203	Communication for effective working practice in dental settings	30
204	Reception and administration in dental settings	30
205	Principles of safeguarding in dental settings	30
206	Standards and principles in dental settings	60
207	Dental anatomy and charting	30
208	General and oral health	30
209	Introduction to dental treatments	30
210	Principles of first aid in medical emergencies	30
	Total GLH	360

NB – Candidates will be required to complete 30 – 60 hours work experience alongside the qualification.

Total qualification time (TQT)

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

Title and level	GLH	TQT
Level 2 Technical Certificate in Working in Dental Settings	360	600

Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate in Working in Dental Settings** candidates must successfully complete **both** the mandatory assessment components, which cover the mandatory content of the qualification

Component number	Title
Mandatory	
020 or 520	Level 2 Dental Settings - Theory exam (1)*
021	Level 2 Dental Settings - Synoptic Assignment (1)*

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement	
Component number	**Title**
Mandatory	
820	Level 2 Employer involvement - Portfolio

Number of mandatory assessments per assessment type

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

Resource requirements

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

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

3 Delivering technical qualifications

Initial assessment and induction

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

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

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

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	
Guidance for delivery	Available 2016 on the qualification pages on the City & Guilds
Guidance on use of marking grids	Website: **www.cityandguilds.com**

4   Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.
[Technical qualifications] must:
• require all students to undertake meaningful activity involving employers during their study; and
• be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations***, ***paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval
To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement
Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows[1]:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement e.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have

---

[1] Based on Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 19 performance tables from 2019: technical guidance for awarding organisations, August 2016

signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
020/520	Externally marked exam	The exam is **externally set and externally marked** and can be taken either online through City & Guilds' computer-based testing platform, (020) or as a paper based exam (520).
		The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations**
		The exam specification shows the coverage of the exam across the qualification content.
		Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.
021	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated.** The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.
		Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.
		Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.
		There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.
		Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to simulate dealing with patients on a dental reception, providing advice on oral health treatments and completing risk assessments. This will require the learner to communicate with others and apply their knowledge and understanding to a realistic working situation. Learners will complete written accounts and justifications of decisions alongside communication activities, as they would do in the workplace. Learners may also be required to produce reports or written accounts to support their activities, considering the implications of their actions on practice in the workplace.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included to go into more depth, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Level 2 Technical Certificate in Working in Dental Settings Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Processes and procedures in the dental setting; roles and responsibilities of the various team members; communication methods; legislation, regulations and policies; GDC Principles; health and safety considerations; safeguarding; first aid and medical emergencies; infection prevention and control; dental treatments and associated anatomy, charting and use of terminology; and oral/general health issues.	20%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	The practical application of policies and the implications and reasoning behind processes; legislation; communication; regulations; GDC Principles; health, safety and welfare consideration in practice; safeguarding; first aid and medical emergencies; infection prevention and control; dental treatments and charting, impacts of behaviours and habits on oral health.	20%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Use of infection control measures and PPE, decontamination of equipment and surgery areas, use of cleaning agents and single use items, use of sterilisation equipment, using a range of communication methods/questioning techniques, greeting patients/guests, processing information and payments, making appointments, proving oral health advice.	25%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Applying knowledge and understanding of policies, procedures and legislation holistically in the case studies, and implementing processes logically and pragmatically, justifying the decisions/approaches taken, considering the impacts of legislation on procedure, the role of dental staff in patient safeguarding, how personal presentation and conduct impacts on patient journey, how GDC standards impact on dental practice.	20%

Assessment objective	Level 2 Technical Certificate in Working in Dental Settings Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Checking patient appointment details, confirming details of payments, checking understanding of information provided, ensuring accuracy of risk assessment and other record keeping.	15%

Exam specification

AO weightings per exam

AO	Component 020/520 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	40
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	45
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	15

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam*
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

020/520	Duration: 2 hours		
Unit	Learning outcomes	Number of marks	%
201	Understand the legal requirements for health, safety and welfare in the dental settings	9	15
	Know the procedures in relation to accidents, injuries and reporting		
	Understand safe manual handling		
	Understand the fire safety procedures		
202	Know the causes and transmission of infection	9	15
	Know legislation, policies and risks relating to the prevention and control of infections		
	Know systems, procedures, roles and responsibilities in infection prevention and control within the dental environment		
	Know the purpose of decontamination/sterilisation of dental instruments, equipment and materials		
	Know the role of waste management legislation in the prevention of the spread of infection		
205	Know safeguarding legislation including national and local policies	6	10
	Understand the role and responsibilities of the dental team in relation to safeguarding in the work environment		
	Know the purposes of regulatory bodies and legislation	9	15
	Know how regulations and regulatory bodies impact on members of the dental team		

206	Know the level of professionalism required in the dental setting		
	Understand the importance of equality, diversity and inclusion		
	Know the roles and responsibilities of the dental team		
207	Know facial anatomy and the structure of the skull	9	15
	Know the structure of the oral cavity and the associated functions.		
	Know tooth morphology and methods of UK dental charting.		
209	Know the different treatments offered in a dental practice	9	15
	Know materials and instruments used for dental treatments		
N/A	Integration across units	9	15
	Total	**60**	**100**

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Entry for exams can be made through the City & Guilds Walled Garden.

6   Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work
The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.
City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation
For internally marked work[2] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Internal appeal
Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation
Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

---

[2] For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7   Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.

- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Certificate in Working in Dental Settings** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary for the synoptic assignment in this qualification is:

Synoptic Assignment	Pass Mark (%)
021	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Exam (020/520)	X/P/M/D	40%
Synoptic Assignment (021)	X/P/M/D	60%

Both synoptic assignment and exam are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Exam: 40%	6	12	18
Assignment: 60%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:
- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to
- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com.**

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):
- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Special consideration
We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Unit 201   Principles of health and safety in dental settings

Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the principles and importance of the health and safety requirements for working in dental settings. This unit looks at the health and safety legislations which outline the requirements upon which policies and procedures are based. It is by following the guidance of this legislation and policies that ultimately keeps members of the dental team and patients safe in the dental setting.

Throughout this unit, learners will gain knowledge of the legislations and procedures that apply to the dental sector and how these impact on the day to day running of dental activities in the workplace. Learners will be introduced to the concepts of hazards and risks and the importance of ensuring security in the work environment.

Learners should consider the following questions as a starting point to this unit
- What processes should be followed if fire breaks out in the workplace?
- Who should accidents be reported to in the dental workplace?
- What course of action should be taken if chemicals were spilt?

Learning outcomes

In this unit, learners will:
1. Understand the legal requirements for health, safety and welfare in the dental settings
2. Know the procedures in relation to accidents, injuries and reporting
3. Understand safe manual handling and chemical handling
4. Understand the fire safety procedures

Learning outcome:

1. Understand the legal requirements for health, safety and welfare in the dental settings

Topics

1.1 Key legislation in dental settings

1.2 Employer and employee responsibilities

1.3 Consequences of non-compliance

Topic 1.1

The purpose and the main provisions of legislation relating to health, safety and welfare in dental settings:

- Health and Safety at Work Act 1974

- COSHH Regulations 1994
- Environmental Protection Act 1990
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Special Waste and Hazardous Waste Regulations 2005
- Ionising Radiation Regulations 1999
- Ionising Radiation (Medical Exposure)Regulations 2000
- Fire precaution (Workplace) Regulations 1999
- Management of Health and Safety at Work Regulations 1999
- Health and Safety (First-Aid) Regulations 1981

Topic 1.2

Employer responsibilities for providing a safe working environment in relation to:
- Induction and training
- Providing and maintaining equipment
- Risk assessment
- Supplying personal protective equipment (PPE)
- Facilities e.g. changing area, toilets, kitchen facilities
- Management of accidents and incidents

Employee responsibilities for contributing to a safe working environment in relation to:
- Following relevant policies and procedures
- Reporting accidents, incidents and equipment faults
- Using equipment safely
- Wearing appropriate personal protective equipment (PPE) where applicable
- Attending relevant training
- Taking responsibility for own actions

Topic 1.3

Potential consequences of not complying with duties:
- Accidents
- Cross-infection
- Illness
- Injuries
- Litigation
- Disciplinary
- Loss of professional status

Learning outcome:

2. Know the procedures in relation to accidents, injuries and reporting

Topics

2.1 Hazards and risks in dental settings

2.2 Causes and prevention of accidents and injury

2.3 Reporting accidents

Topic 2.1

Characteristics of hazards and risks:

- Difference between hazard and risk
- Individuals who may be at risk in the work environment

Topic 2.2

Potential causes of injury:

- Spillages – chemicals (COSHH)
- Sharps
- Fainting
- Electrocution
- Poor housekeeping – e.g. untidy areas with trip hazards, floor coverings in poor repair, slips on wet floors, cluttered or unsuitable storage in high cupboards
- Inappropriate behaviour of team members, patients (including children) and visitors leading to an increased risk of injury to self or others – e.g. running, climbing on chairs to reach shelves, patients struggling to climb stairs
- Lack of training
- Fire
- Exposure to radiation
- Exposure to chemicals

Factors which contribute to the prevention of accidents:

- Identifying hazards and taking action
- Clearing access routes
- Well maintained floor covering
- Dealing safely with spillages
- Safe storage of chemicals
- Use of hazard signs
- Correct use of personal protective equipment (PPE)
- Maintenance of equipment – regular checking equipment
- Auditing records

Topic 2.3

Procedure for reporting accidents, injuries and near misses in relation to:

- The recording method
- Those involved
- The incident that occurred
- The injury sustained
- Any actions taken
- Any additional information required

Learning outcome:

3. Understand safe manual handling and chemical handling

Topics

3.1 Manual handling principles

3.2 Safe handling of chemicals

Topic 3.1

Principles of manual handling:

- Definition and principles of manual handling
- Correct positioning for manual handling
- The importance of minimising manual handling where possible
- Alternative methods of manual handling taking into account
  - Weight and dimensions – e.g. sharp edges on box, box integrity, contents
  - Frequency of task
  - Distance to travel
  - Physical ability – e.g. pregnancy, existing back problems
  - Training requirements
  - Potential obstacles
  - Available equipment

Topic 3.2

Principles of safe handling of chemicals under COSHH:

- Amalgam
- Acid etchant
- Fixer and developer
- Lead foil
- Cleaning fluids

Learning outcome:

4. Understand the fire safety procedures

Topics

4.1 Types and uses of fire extinguishers

4.2 Raising a fire alarm

4.3 Evacuation procedures

Topic 4.1

Fire extinguishers role in maintaining fire safety:

- Contents and label colours of portable fire extinguishers
  - Water (red)
  - Dry powder (blue)
  - Foam (cream)
  - Carbon dioxide (black)
- Fire classifications and suitable extinguisher:
  - Flammable liquids
  - Flammable gases
  - Burning metals
  - Electrical
  - Oils and fats
  - Wood, paper and textiles

Topic 4.2

Considerations when raising a fire alarm:
- The importance of
    - raising a fire alarm on discovery of a fire
    - knowing and following the relevant safety procedures on discovering a fire
    - importance of fire doors – not to block/prop open etc
    - location of fire alarms and equipment
    - potential causes of fire and prevention e.g. overloaded sockets
- Own limitations in managing fire in the workplace

Topic 4.3

Characteristics of evacuation procedures:
- Roles and responsibilities of different staff
- The purpose and types of signage
- The purpose of evacuation routes and exits
- Assembly points
- Roll call

Guidance for delivery

It is important that delivery relates to example situations that are vocationally relevant to the learner.

Learners should be aware of how their study and professional development can be optimised by the use of technology and other tools and resources. These may include notebooks, dictaphones, collaborative learning, role play and other active learning strategies

Learners should understand their own preferences for effective study and positive and negative effects which noise, setting or room temperature may have on them. They should also be aware of the impact of their own personal circumstances on their work, study, well-being and family and work responsibilities.

Learners should know how to avoid plagiarism and the consequences of plagiarising other people's work. They should understand the principles of academic writing and use study centres and libraries, relevant television and other media to extend their understanding of the Topics

Learners should be aware of the opportunities to motivate, boost self-confidence, minimise distractions and develop self-awareness.

As health and safety will be a key element of work placement, employers will be involved in delivering a health & safety induction to the learner including a tour of the work place, identification of fire exits and assembly points.

Health and safety and safe work practice are linked to most of the units in this qualification. It is important that the learner understands that health & safety is an integral part of everything that happens in the work place.

The unit presents opportunities to support maths and English learning:
- Calculating a safe load for manual handling tasks
- Working out safe distances for moving objects
- Ergonomic planning of the surgery
- Review of accident data to identify patterns
- Correct dilution of cleaning products and chemicals
- Completion of risk assessment documentation
- Completion of accident report forms
- Reading instructions and asking questions

Unit 202   Principles of infection prevention and control in dental settings

Level:	2
GLH:	60

What is this unit about?

The purpose of this unit is to enable learners to develop an understanding of the principles of infection prevention and control in dental settings and for them to develop skills to apply these when working in the clinical environment or other related areas.

Learners will be able to understand the rationale behind infection control in clinical environments, the risks involved and how to minimise such risks to self and others by understanding and following national and local protocols.

Breaches of infection control continue to make the headlines in the media, so the public need to have confidence in the systems in place and that staff are carrying these out as required. There is a need for new entrants to clinical and associated environments to gain essential knowledge in order to understand why these requirements are in place, how to implement them and explain to patients and visitors accordingly. This unit covers a broad spectrum of knowledge to give the learner confidence in the clinical environment.

Learners should consider the following questions as a starting point to this unit

- How can the spread of infection be limited?
- Why is sterilisation of instruments and equipment important?
- Where is contaminated waste from dental treatments disposed of?

Learning outcomes

In this unit, learners will:
1. Know the causes and transmission of infection
2. Know legislation, policies and risks relating to the prevention and control of infections
3. Follow systems, procedures, roles and responsibilities in infection prevention and control within dental settings
4. Decontaminate/sterilise dental instruments, equipment and materials
5. Know the role of waste management legislation in the prevention of the spread of infection

Learning outcome:

1. Know the causes and transmission of infection

Topics

1.1 Types of micro-organisms

1.2 Pathogenic and non-pathogenic micro-organisms

1.3 Transmission of micro-organisms

1.4 Preventing the transmission of micro-organisms

Topic 1.1

Types and features of micro-organisms:

- Bacteria

- Spores

- Viruses

- Fungi

Topic 1.2

Features of pathogenic and non-pathogenic micro-organisms:

- How non-pathogenic organisms can live on/in the body harmlessly

- Pathogenic micro-organisms and the diseases they cause

    o Hepatitis B

    o Hepatitis C

    o Herpes simplex (cold sores)

    o Human Immunodeficiency Virus (HIV)

    o Infectious Mononucleosis (Glandular Fever)

    o Meningitis

    o Tuberculosis (TB)

    o Measles

    o Mumps

    o Rubella (issues in pregnancy)

    o Legionnaire's disease (stagnant water/air conditioning units)

    o Methicillin-Resistant Staphylococcus Aureus (MRSA)

- Common signs and symptoms of an infection – e.g. Gingivitis

Topic 1.3

Transmission of micro-organisms:

- Mode of transmission - Direct and indirect contact

- Methods of transmission - Coughs, sneezes, spitting, aerosols, splashes, needle-stick injury

- Transmitted through - Blood, saliva and other body fluids

Topic 1.4

Importance of preventing micro-organism transmission including consideration of:

- Chain of infection

- Patient's medical history and carrier status

- Universal precautions

- Rationale behind vaccinations

- How to manage a needle-stick injury

Learning outcome:

2. Know legislation, policies and risks relating to the prevention and control of infections

Topics

2.1 Infection control requirements and legislation
2.2 Individuals at risk in dental settings

Topic 2.1

Legal requirements for infection control:

- HTM01-05 (principles)

- National colour-coding of cleaning equipment and materials

- The purpose of practice infection control policies

- Health and Safety at Work Act 1974

- Environmental Protection Act 1990
- Special Waste and Hazardous Waste Regulations 2005

Topic 2.2

How individuals are potentially at risk in dental settings:

- Staff

    o Clinical

    o Non-clinical

- Patients

- Visitors

- Dental technicians

- Equipment repair technicians

Learning outcome:

3. Follow systems, procedures, roles and responsibilities in infection prevention and control within dental settings

Topics

3.1 Responsibilities of the dental team
3.2 Personal hygiene and personal protective equipment (PPE)
3.3 Decontamination area ergonomics and zoning
3.4 Disinfectants and cleaning agents

Topic 3.1

Roles and responsibilities of the dental team in infection prevention and control:

- Employer/management
- Dentist
- Dental care professional (nurse/hygienist)
- Decontamination room technician
- Dental technician
- Receptionist
- Domestic staff

Topic 3.2

Use personal hygiene and PPE in infection prevention:

- Handwashing (social and clinical)
- Skin care
- Personal hygiene and presentation (dress code)
- Purpose and function of personal protective equipment (PPE)

Topic 3.3

Surgery/decontamination room/area ergonomics and zoning:

- Surgery ergonomics and zoning rationale
- Importance of decontamination routine
- Equipment used in the decontamination room
- Decontamination room layout and zoning rationale

Topic 3.4

Use disinfectants/cleaning agents and materials:

- Disinfecting/cleaning agents in different areas of the building
- Disposable plastic barriers in the surgery/decontamination room
- Single-use items

Learning outcome:

4. Decontaminate/sterilise dental instruments, equipment and materials

Topics

4.1 Journey of contaminated instruments
4.2 Sterilisation methods

Topic 4.1

Process contaminated instruments, equipment and materials throughout the decontamination journey:

- Definition of disinfection

- Definition of sterilisation

- The journey of the dental instrument

- Handling and disinfection of dental impressions/denture repairs

- Sterilisation of equipment sent for repair

Topic 4.2
Use sterilisation methods:

- Vacuum and non-vacuum autoclave

- Use of test strips (TST, Helix, Bowie-Dick)

- Methods of industrial sterilisation

Learning outcome:
5. Know the role of waste management legislation in the prevention of the spread of infection

Topics
5.1 Types of waste in dental settings
5.2 Risks associated with waste
5.3 Handling and disposal of hazardous waste

Topic 5.1
Types of waste in dental settings:

- Non-hazardous waste

- Hazardous waste

  o Clinical waste

  o Sharps

  o Special waste

    ▪ Amalgam

    ▪ Developer/fixer

    ▪ Lead foil

  o Gypsum waste

Topic 5.2
Risks associated with the handling of waste in dental settings:

- Needle stick

- Cross-contamination

- Environmental factors

Topic 5.3
Methods of handling and disposing of hazardous waste including consideration of:

- Personal protective equipment (PPE)

- Colour coding

- Types of container
- Special waste
- Storage
- Documentation and legal requirements

Guidance for delivery

This unit should be delivered in close relation to the Health and Safety unit to enable learners to develop knowledge of many of the key underlying principles and practices of infection prevention and control to help prepare them to enter the workplace. It will be important that delivery relates to example situations that are vocationally relevant to the learners.

It would be beneficial, where possible, for learners to visit a dental practice to view the surgery and decontamination room, speak with practice managers and other members of dental team. Learners should be given an opportunity to demonstrate simple procedures such as hand washing with the aid of a hand hygiene light box, and the donning and removal of gloves could enhance the relevance of the subject to learners.

Topic 2.1 relates to legislation - there is no requirement for a detailed understanding at this level, but learners must appreciate where there are legislations, what they are and where each applies. Tutors should ensure that they keep up to date with changes and amendments to legislations covered by this unit.

When delivering this unit, tutors should take into consideration the following

Six links of infection
Infection control principles are aimed at breaking one or more links in this chain.

1. Pathogen - the micro-organism (e.g. bacteria or virus)

2. Patient (source/carrier of disease) - a host which allows the microorganism to live, and possibly grow, and multiply

3. Exit from patient - a path for the micro-organism to escape from the host such as blood, respiratory tract (cough/sneeze), skin and mucous membranes, genitourinary tract (urine/sexual intercourse), gastrointestinal tract (saliva/vomit/faeces)

4. Mode of Transmission - micro-organisms require a means to carry them to other people and places (direct/indirect transmission)

5. Portal of Entry - a path for the micro-organism to get into a new host - splashes in eyes; inhalation through nose/mouth; swallow; through a break in the skin (cut/burn/abrasion/bite); needle-stick injury; sexual contact

6. Susceptible Host - a person susceptible to the micro-organism (previous exposure/ vaccination/weakened immune system)

The unit could be supported though employer input regarding the importance of personal hygiene and good hygiene practice in the work place, including hand washing and the use of personal protective equipment.

The prevention and control of infection is a key theme throughout any content within the qualification. Even at its basic level in terms of personal hygiene, it should be incorporated into the delivery of the other units.

The unit presents opportunities to support maths and English learning:
- Ergonomics of the decontamination area and zoning
- Dilution of cleaning fluids
- Temperatures ranges for killing micro-organisms

- Reviewing data regarding multiplication of micro-organisms and spread of infections
- Summarising COSHH data sheets
- Producing a description of the dental instrument journey

Unit 203   Communication for effective working practice in dental settings

Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is to enable the learner to understand the importance of effective communication within the working environment. The learner will develop their knowledge of different forms of communication and how to use these confidently if they wish to seek employment in a range of services. Learners will appreciate how the quality of communication directly impacts on the experience of those in receipt of care. Learners will understand that developing confidence to communicate with people from different cultures and communities enhances their own personal skills.

Effective communication is essential to any working environment and the quality of communication affects the outcomes of the service provided and the ways the services are regulated. Learners will need to understand that different cultures express their beliefs and values through communication, and that these should enrich the ways communication is addressed within dental services.

Learners should consider the following questions as a starting point to this unit

- What interpersonal skills need to be developed in order to work within the dental setting?
- What are the barriers to effective communication and how can these be overcome?
- How can communication skills be adapted to suit the requirements of those who use dental services?

Learning outcomes

In this unit, learners will:

1. Understand the importance of effective communication
2. Understand methods used to overcome barriers to effective communication
3. Understand the importance of record keeping and reporting in dental settings
4. Know appropriate methods of communication when supporting the patient journey

Learning outcome:
1. Understand the importance of effective communication

Topics
1.1 Effective communication within the dental setting
1.2 Communication methods
1.3 Differing communication needs of others

Topic 1.1
Considerations that have an impact on communication in dental settings:

- Communication cycle - providing, receiving, processing and sharing information

- Encouraging choice and independence (self and others)

- Promoting active involvement

- Supporting partnerships with outside agencies e.g. community, hospital

- Building and maintaining positive relationships

- Team communication

- Appropriate ways to raise different concerns

- Conflict (patient and staff)

- Confidentiality issues

- The use of social media

- Valuing and acknowledging what people say

  o Use of questioning

  o Repeating back

  o Inviting response

  o Interpreting non-verbal cues

- Enabling environments to be conducive to listening

Topic 1.2
Methods of communication used in dental settings:

- Verbal communication (tone of voice, use of language, terminology, pace, appropriate for the workplace)

- Non-verbal communication (position, eye contact, body language, gestures, posture, positioning at the same level, sign language, physical contact)

- Expressions (smiling, frowning, confused)

- Alternative communication (Braille, Makaton, information and emergency signs)

- Written (emails, referral letters, appointments, general letters, posters, leaflets)

- Electronic media and technology (text reminders, emails, internet and social media, TV and DVDs)

Topic 1.3
Communicating with people with different communication needs and requirements:

- Team members, patients and colleagues

- Someone requiring extra support (children, learning difference, carer, physical and mental needs, sensory impairment)

- Adapting communication with people from a range of different cultures and ethnic groups
- Different environments suitable for effective communication (lighting, space, privacy, heating, background noise)
- Communicating with children and their parents/carers

Learning outcome:
2. Understand methods used to overcome barriers to effective communication

Topics
2.1 Barriers to communication
2.2 Overcoming barriers to communication

Topic 2.1
Potential barriers to communication:

- Impairments
  - Cognitive (Dementia, memory loss, learning difference)
  - Visual
  - Hearing
  - Physical e.g. Stroke
- Confusion
  - Inappropriate or complex terminology/jargon/mixed messages
  - Fear/nervousness
- Language
  - Dialect
  - Colloquialisms
  - English as additional language
- Cultural, ethnic and social differences
- Life experience
  - Immaturity (adolescents)
  - Mental state (stress, nervousness, bereavement)

Topic 2.2
Methods of overcoming communication barriers:

- Assessment of communication needs/skills
- Active listening, interpreting information and verbal and non-verbal cues
- Inviting response
- Open and closed questions
- Specialist communication services (translator, signer/interpreter, large text, images)
- Assistive technology (hearing aids, speech synthesizer, minicom)

For communication with:
- Patients

- Colleagues
- Outside agencies

Learning outcome:
3. Understand the importance of record keeping and reporting in dental settings

Topics
3.1 Completing written and electronic records
3.2 Policies and procedures impacting on record keeping

Topic 3.1
Responsibilities and considerations for completing written and electronic records:

- Reasons for record keeping
- Importance of using correct forms/templates
- Accuracy and relevance of content
- Use of appropriate vocabulary and terminology
- Attention to detail (spelling and grammar)
- Complete (signed and dated where appropriate)
- Legibility
- Timing (permanent and contemporaneous)

Topic 3.2
Record keeping and reporting policies and procedures:

- Complaints and reporting
- Accessing records
- Storage and disposal of records and policies
- Implementing legislation e.g. Data Protection

Learning outcome:
4. Know appropriate methods of communication when supporting the patient journey

Topics
4.1 Supporting the patient journey in dental settings
4.2 Impact of individual behaviours on communication

Topic 4.1
Factors that contribute to supporting the patient journey:
- Introduction to the practice (consultation, services offered)
- First impressions within the reception area – professionalism
- Welcoming and introduction to the surgery environment
- Reassurance throughout the patient journey
- Giving and receiving feedback (staff and patients)

Topic 4.2

Factors that can impact on individual behaviours when communicating:

- Pain, fears, anxieties and phobias causing negative thoughts of the dental setting - This can cause the patient to become distressed, quiet and unresponsive.
- The need of the patient to feel in control of treatment
- Trust with the dental team (staff and patients)
- Need to feel comfortable within the dental setting (staff and patients)

Guidance for delivery

It is important that this unit is delivered after the Standards and principles of working in the dental setting unit. This will enable learners to explore legislation and how to develop this knowledge into practice within this unit.

Learners should be encouraged to identify and apply knowledge to their own work or life experiences and practice throughout the unit delivery. Learners should be advised to gain experience within the dental setting, where possible, in order to gain experience in communication. The teaching should be supported by role play activities, presentations and group discussions.

Knowledge and skills gained throughout this unit are linked to current professional standards within the dental setting.

Learners should be aware of how their study and professional development can be optimised by the use of technology and other tools and resources. These may include notebooks, dictaphones, collaborative learning, role play and other learning activities.

The Topics discussed may resonate with some personal circumstances and the learners should be encouraged to identify personal support systems as well as those provided by the learning environment. Support may include family, friends, colleagues, peers and trainers.

Learners should understand their own preferences for effective study and positive and negative effects which noise, setting or room temperature may have on them. They should also be aware of the impact of their own personal circumstances on their study, work responsibilities, wellbeing and family.

Learners should know how to avoid plagiarism and the consequences of plagiarising other peoples work. They should understand the principles of academic writing and use study centres and libraries, relevant television and other media to extend their understanding of the Topics.

In the delivery of this unit learners could be tasked with finding out from work placement, which communication methods are used most effectively for different purposes based on a questionnaire.

Input from an employer regarding the importance of using different forms of communication for different purposes and audiences
This could include the growing trend of the use of social media and electronic communication

Communication is a key skill and must be included in all units. Due to the importance of record keeping and patient safety, the reinforcement of the importance of correct spelling of technical language and the legibility, accuracy and detail required by the work environment. This can be supported by feedback and action planning for learners regarding the quality of the presentation of their work across all units.

The unit presents opportunities to support maths and English learning:
- Listening and asking questions
- Producing written material to the standard expected in the work place and using standard conventions
- Producing written information for different audiences e.g. adults and children
- Learning the meaning of and being able to use technical language correctly
- Cost versus benefits of different forms of communication e.g. sending letter reminders to patients re appointments or using social media
- Use of stock records for timely reordering of materials

Unit 204   Reception and administration in dental settings

Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the reception and administration roles and responsibilities in a dental setting. As the face of the dental setting and the first point of patient contact, these roles are key to the smooth and efficient running of the dental setting and play a vital role in the effectiveness of service delivery, impacting on dental staff and patients alike. Knowing the requirements of reception and administration roles is key to understanding how dental settings operate successfully on a day to day basis.

Learners will gain an understanding of how to greet and prepare patients for dental treatments, process payments, take details from patients and maintain appointment systems effectively. The unit also covers considerations of safety and security and maintaining a welcoming environment when dealing with patients.

On completion of this unit learners will gain an understanding of the breadth of the reception and administration roles within dental settings, their requirements and benefits of working within them.

Learners should consider the following questions as a starting point to this unit

- Why are the reception and administration roles important in a dental setting?
- What records must be kept when working in a dental setting?
- What role does information technology play in a dental setting?

Learning outcomes

In this unit, learners will:

1. Greet and support visitors in dental receptions
2. Receive and process information from visitors
3. Follow procedures for making appointments and taking payments

Learning outcome:

1. Greet and support visitors in dental receptions

Topics

1.1 Greeting and preparing visitors in dental settings
1.2 Creating a welcoming environment
1.3 Security and safety considerations

Topic 1.1
Follow dental setting procedure in greeting and preparing visitors:
- Receiving and greeting
    - Patients
    - Carers
    - Sales representatives
    - Maintenance engineers
- Recording the visitor's arrival
- Confirming the visitor's identity
- Informing colleagues of the visitor's arrival
- Purpose of a visitors book

Topic 1.2
Generate a welcoming environment through consideration of factors:
- Personal presentation
- Image and values of organisation
- Housekeeping/cleanliness
- Good communication – eye contact, paying attention to the visitor

Topic 1.3
Factors that contribute to security and safety in the work setting:
- Characteristics and behaviour that may pose a risk to safety and security
    - Aggression (verbal and/or physical)
    - Anxiety
    - Influence of alcohol or drugs
    - Medical condition – e.g. mental health issues
- Responsibilities of staff in
    - maintaining records on incidents occurring with visitors
    - monitoring visitor behaviour
- Boundaries when dealing with challenging visitors.

Learning outcome:

2. Receive and process information from visitors

Topics

2.1 Receiving and processing information from visitors
2.2 Considerations for receiving and processing information

Topic 2.1
Receiving and processing different types of information from visitors to dental settings:
- Face to face
- Written

- Electronic
- Telephone

Topic 2.2

Receiving and processing information in a timely manner, according to standard working procedures:
- Prioritising
- Handling confidential information
- Information disclosure - who you can/cannot pass information on to

Learning outcome:

3. Follow procedures for making appointments and taking payments

Topics

3.1 Making appointments in dental settings
3.2 Taking payments from patients

Topic 3.1

Making appointments with consideration of:
- information required for appointments
- recording and communicating details of an appointment

Topic 3.2

Taking and recording payments from patients at reception following the procedures of the dental setting and standard working practice:
- Cheques
- Debit and credit cards
- Cash
- Dental insurance plans
- Issuing receipts

Guidance for delivery

This unit links closely with the communication unit and provides the basis of knowledge required for administrative roles in a dental reception.

Learners should be aware of how their study and professional development can be optimised by the use of technology and other tools and resources. These may include notebooks, dictaphones, collaborative learning, role play and other active learning strategies

Learners should understand their own preferences for effective study and positive and negative effects which noise, setting or room temperature may have on them. They should also be aware of the impact of their own personal circumstances on their work, study, well-being and family and work responsibilities

Learners should know how to avoid plagiarism and understand the consequences of plagiarising other people's work. They should understand the principles of academic writing and use study centres and libraries, relevant television and other media to extend their understanding of the Topics

Learners should be aware of the opportunities to motivate, boost self-confidence, minimise distractions and develop self-awareness.

This unit is ideal for work experience/placement, so that the learner can see how the reception and administration roles in the setting set the scene for the patient experience and are essential for the smooth and efficient running of a setting/business.

This unit has strong links to the communication unit regarding greeting patients, ongoing patient communication, producing keeping records and confidentiality. There are also key links to the safeguarding and health & safety unit.

The unit presents opportunities to support maths and English learning:
- Completion of appointment cards/ recording systems.
- Production of patient letters/electronic communication re reminders of appointments and treatment
- Completion of stock/order records
- Opportunities to practice speaking and listening
- Calculating costs of treatments
- Stock control/ordering
- Ensuring that treatments have sufficient appointment times
- Taking payments from patients
- Staff rotas

Unit 205   Principles of safeguarding in dental settings

Level:	2
GLH:	30

What is this unit about?

Learners will develop their knowledge and understanding of safeguarding and duty of care including what is meant by abuse, harm, neglect and radicalism. Learners will have the opportunity to explore their own role and practice in relation to safeguarding within the dental setting.

This unit explores legislation as well as national and local policies that relate to protecting users within the dental setting.

Learners should consider the following questions as a starting point to this unit

- What is safeguarding and why is it important?
- What policies and legislations relate to safeguarding?
- What role do members of the dental team play in relation to safeguarding?

Learning outcomes

In this unit, learners will:

1. Understand the meaning of safeguarding
2. Know safeguarding legislation and policies
3. Understand how to recognise signs of abuse, harm, neglect and radicalisation
4. Understand the role and responsibilities of the dental team in relation to safeguarding in the work environment

Learning outcome:

1. Understand the meaning of safeguarding

Topics

1.1 Principles of safeguarding

1.2 Importance of safeguarding

Topic 1.1

Principles of safeguarding in relation to:
- Staff
- Patients
- Other individuals
- Children, young people and vulnerable adults

Topic 1.2

Purpose and importance of safeguarding:
- Prevention and protection from harm, abuse, neglect and radicalisation
- Legal duty of care
- Provision of safe and effective care
- Enhancing public confidence in staff

Learning outcome:

2. Know safeguarding legislation and policies

Topics

2.1 Legislation and guidance relating to safeguarding
2.2 Information sharing and confidentiality

Topic 2.1

Safeguarding legislation and guidance:

- Children Act 1989 and 2004
- Data Protection Act 1998
- Human Rights Act 1998
- The Public Interest Disclosure Act 1998
- Mental Capacity Act 2005
- Safeguarding of Vulnerable Groups Act 2006
- Equality Act 2010
- The Care Act 2014 (updated 2015)
- Prevent duty guidance 2015 (England only)

Topic 2.2

Considerations relating to information sharing and confidentiality:

- When and how information should be shared
- Who information needs to be shared with

- The need for policies and procedures in the workplace for
  - o Grievance
  - o Safeguarding
  - o Whistleblowing

Learning outcome:

3. Understand how to recognise signs of abuse, harm, neglect and radicalisation

Topics

3.1 Categories of abuse
3.2 Signs and symptoms of potential abuse
3.3 Signs and symptoms of radicalisation
3.4 Effects of chronic abuse
3.5 Individuals at higher risk of abuse and radicalisation

Topic 3.1
Categories of abuse, harm and neglect and how to distinguish between them:

- Dental neglect – e.g. gross caries in children

- Neglect of personal needs

- Bullying

- Domestic abuse

- Physical abuse

- Sexual - both physical and psychological, including online

- Emotional or psychological

- Self-neglect, neglect and acts of omission

- Online / E-abuse

- Institutional abuse, neglect and poor practice

- Discriminatory abuse

- Financial

Topic 3.2
Signs and symptoms of abuse, harm and neglect:

- Physical signs
  - o Children with multiple carious teeth
  - o Damaged fraenum
  - o Suspicious facial and body bruising
  - o Physical appearance – e.g. malnutrition, appearance, body odour
- Behavioural signs
  - o Withdrawn
  - o Avoids eye contact
  - o Changes in behaviour
  - o Non improving oral health status
  - o Continuous failed appointments

Topic 3.3

Signs and symptoms of potential radicalisation:

- Extremist political and social views and beliefs
- Withdrawing from and abandoning family members and friends
- Intolerance towards the views and beliefs of others
- Obsessive patterns of behaviour

NB - Learners should be aware that the 2015 Counter-terrorism and Security Act gave rise to the Prevent Strategy.

Topic 3.4

Potential effects of abuse, harm and neglect:

- Low self-esteem
- General behaviour problems
- Educational problems
- Relationship difficulties
- Mental health problems
- Substance abuse
- Self-harm
- Disability
- Death

Topic 3.5

Those at higher risk of abuse, harm, neglect and radicalisation:

- Individuals with mental health conditions
- Children and younger people
- Older people
- Homeless people
- Individuals with learning and/or physical disabilities
- Substance and alcohol mis-users

Learning outcome:

4. Understand the role and responsibilities of the dental team in relation to safeguarding in the work environment

Topics

4.1 Practices that promote safeguarding
4.2 Reporting and recording safeguarding concerns
4.3 Outside agencies that support safeguarding practice

Topic 4.1

Working practices that promote safeguarding at work:

- Importance of a safeguarding policy, and understanding the procedures to follow if you suspect a person is being abused
- Sharing concerns

- Understanding limits of responsibility
- Personal conduct – e.g. engaging with the patient but not being 'over-friendly'
- Personal contact considerations – e.g. being aware of the boundaries relating to patients outside of the work environment
- How e-safety and risk assessments contribute to safeguarding awareness
- The purpose of Disclosure and Barring for work settings

Topic 4.2
The importance of reporting and recording safeguarding concerns:

- Records
    - Accuracy, objectivity and legibility
    - Details that records must contain in relation to:
        - Individuals concerned
        - What was observed and/or heard
        - What was disclosed and/or said
        - Dates/times
        - Photographic evidence
    - Importance of keeping records secure
- Reporting
    - Responsibility for reporting and to whom
    - Ways to report concerns
    - Timing
    - Actions to take when there are still concerns after they have been reported (whistleblowing)

Topic 4.3
The role of outside agencies in safeguarding:

- Social services
- Police
- GP
- School
- Local authorities

Guidance for delivery

Tutors should be sensitive in the delivery of this unit as the content may distress learners. The centre should have robust systems in place to ensure learners who require advice and guidance relating to personal concerns raised by studying for this qualification are provided with suitable support.

Learners must develop an understanding of the different types of harm, abuse, neglect and radicalism and be able to recognise signs and symptoms that might indicate someone may be harmed, abused or neglected. They should think of the types of behaviour that might place someone at risk, and why some young people or vulnerable adults may be more vulnerable to harm, abuse, neglect and radicalisation. It is important that learners are encouraged to be non-judgmental when considering these issues.

Learners must understand how harm, abuse, neglect and radicalisation can impact on individuals and recognise the potential consequences of taking no action if any of these are suspected or disclosed. Real examples of harm, abuse or neglect can be found on Local Safeguarding Children Board websites and safeguarding children and vulnerable adult sites. These may be useful in providing actual examples of how young people have been affected by their experiences.

Learners will need to be aware of current legislation and government guidance relating to harm, abuse, exploitation and radicalisation and realise how this impacts on roles and responsibilities of staff working in dental settings. They should be aware of their responsibility for identifying and reporting suspicions or allegations. Learners must also understand the limitations of responsibilities and the potential consequences of acting outside of remit.

Learners will need to have a clear understanding of the need to report all concerns following the requirements of their organisation, and the law and the potential consequences of not following agreed procedures.

Learners will know of the professionals who are likely to be involved in investigating allegations, and be able to identify a range of local and national support services. Learners must also appreciate the need to be sensitive and supportive to those who have been harmed, abused or neglected.
Learners must understand why information sharing between individuals and organisations is necessary. They must also consider confidentiality of sensitive information.

Learners will need to explore the meaning of core values and how these can be applied in a work setting to contribute to an inclusive culture. Learners should be encouraged to think about their own attitudes, behaviour and beliefs in relation to the principles of inclusion, and to question values that do not support inclusion. It will be helpful to encourage learners to develop critical thinking skills and be able to question others in a constructive manner.

Effective communication is an important tool in supporting an inclusive culture that safeguards young people and vulnerable adults. Learners should be offered opportunities to develop a range of communication techniques and to explore ways of using them to support others and challenge extremist views.

The delivery of the content of the unit could be supported by input from employers regarding how they safeguard young people taking part in work experience/placement as well as how they develop and use their safeguarding policy in their setting and the processes that need to be followed.

The importance of accurate and legible record keeping regarding safeguarding prevention and reporting issues, means that there are strong links with the communication unit. This would include record keeping and dealing with confidential records. The learner must be able to understand what

signs and symptoms of abuse might be recognised and acted upon in the dental setting , therefore there could be links into the dental anatomy unit.

The unit presents opportunities to support maths and English learning:
- Record keeping, following the requirements of the work place and legislation
- Being able to summarise the learner's own responsibilities in safeguarding both from their own safety and that of others
- Listening and asking questions
- Review of any data regarding issues with e-safety

Unit 206   Standards and principles in dental settings

Level:	2
GLH:	60

What is this unit about?

The purpose of this unit is to enable learners to understand the importance of the regulatory bodies and the impact that they have on the dental team. The learner will develop their knowledge and understanding of the professional principles of working in a dental setting.

The unit covers principles of responsibility and accountability, professional and personal conduct, equality, diversity and inclusion, and confidentiality. These will prepare the learner to meet the expectations of patients when part of the dental team.

In addition, learners will be introduced to the roles and responsibilities of the dental team and how they should work professionally in the dental setting.

Learners should consider the following questions as a starting point to this unit

- What are the different roles in the dental team?
- Why confidentiality is important when working with patients?
- Why is consent required when working with patients in dental settings?

Learning outcomes

In this unit, learners will:

1. Know the purposes of regulatory bodies and legislation
2. Know how regulations and regulatory bodies impact on members of the dental team
3. Know the level of professionalism required in the dental setting
4. Understand the importance of equality, diversity and inclusion
5. Know the roles and responsibilities of the dental team

Learning outcome:

1. Know the purposes of regulatory bodies and legislation

Topics

1.1 Regulatory bodies influencing dental settings

1.2 Mandatory legislation relating to working in dental settings

Topic 1.1

Purposes of regulatory bodies:

- General Dental Council (GDC)
    - Standards and principles
    - Scope of practice for the dental team
    - Code of practice
    - Fitness to practice
    - Duty of care
- Care/health inspection bodies e.g. Care Quality Commission (CQC)
    - Standards of care
    - Monitoring and inspecting

Topic 1.2

The purpose of mandatory legislation relating to dental settings and how it applies to practice:

- Data Protection Act 1998
- Equality Act 2010
- Health and Safety at Work Act 1974

Learning outcome:

2. Know how regulations and regulatory bodies impact on members of the dental team

Topics

2.1 Patient-centred approaches in dental settings

2.2 Inspections in dental settings

2.3 Registration of dental settings

2.4 Professionalism requirements and importance in dental settings

2.5 Considerations for consent in dental settings

Topic 2.1

Principles of patient-centred approaches:

- Patient's choice
- Patient's care
- Patient's needs
- Treatment plans

Topic 2.2

Principles of inspections in relation to:

- Quality assurance process

- Implications and sanctions

- Timings

- Ensuring principles and standards are upheld – e.g. well led, caring, responsive, effective

Topic 2.3
Principles of registration:

- Registration of the Dental Care Professional (DCP) with the GDC

- CPD requirements for the dental care professional

- Removal from register

Topic 2.4
Elements that contribute to professionalism:

- Honesty and integrity

- Duty of candour

- Ethical values in dentistry

- Accountability and responsibility

- Trust and confidence

- Boundaries in relationships

- Use of social media

- Dignity and respect of others

- Duty of care

- Personal conduct in and outside of work

Topic 2.5
Considerations for consent:

- Implied consent

- Informed consent

- Children's consent (Under 16s)

- Gillick competence (1985)

- Mental capacity

Learning outcome:
3. Know the level of professionalism required in the dental setting

Topics
3.1 The nine GDC standards
3.2 Protecting the patient and others in dental settings
3.3 Principle of confidentiality

Topic 3.1
Principles under nine GDC principles:

- Put patients' interests first

- Communicate effectively with patients
- Obtain valid consent
- Maintain and protect patients' information
- Have a clear and effective complaints procedure
- Work with colleagues in a way that is in the patients' interests
- Maintain, developing and work within your professional knowledge and skills
- Raise concerns if patients are at risk
- Make sure your personal behaviour maintains patients' confidence in you and the dental profession

Topic 3.2
Considerations when protecting the patient and others in relation to:

- Safeguarding
- Disclosure and Barring

Topic 3.3
What confidentiality is, including it's key principles:

- Covered by legislation
  - o Data protection Act 1998
  - o Access to Health Records 1990
  - o Freedom of information Act 2000
  - o Public Records Act 1958
- Storage of health records
- Sharing of information
- The need for workplace confidentiality policy

Learning outcome:
4. Understand the importance of equality, diversity and inclusion

Topics
4.1 Terms and definitions relating to equality, diversity and inclusion
4.2 Protected characteristics under the Equality Act
4.3 Implementation the Equality Act in dental settings

Topic 4.1
Terms and definitions relating to equality, diversity and inclusion:

- Direct discrimination
- Indirect discrimination
- Equality
- Diversity
- Inclusion

Topic 4.2
Protected characteristics under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Topic 4.3
Implementation of the Equality Act 2010 in the dental setting in relation to:

- A workplace policy in place
- Abiding by the workplace policy
- Being non-judgemental
- Acting professionally

Learning outcome:
5. Know the roles and responsibilities of the dental team

Topics
5.1 Roles and responsibilities of the dental team

Topic 5.1
Roles and responsibilities of members of the dental team:

- Dentist
- Dental hygienist/therapist
- Practice manager
- Treatment co-ordinator
- Dental technician
- Dental nurse
- Decontamination room technician
- Receptionist
- Orthodontist /orthodontic surgeon

Guidance for delivery

It is advised that this is delivered at the start of the program and could be delivered in conjunction with unit 202 'Communication for effective working practice'.

The current GDC standards form the basis for the all of the learning outcomes in this unit, therefore learners should have access to them.

Learners must develop an understanding of the current legislations and therefore tutors should be familiar with the most up to date versions.

To help contextualise the theoretical nature of the content, learners could consider, and be encouraged to research, recent cases of fitness to practice of dentists in the media and the reasons for their removal from the dental register.

Knowledge and skills gained throughout this unit are linked to current professional standards within the dental setting.

The unit presents opportunities for input from employers on the importance of the General Dental Council (GDC) as the workforce regulator and the Care Quality Commission (CQC) as the Inspection body and their impact on the setting.

The content of this unit is relevant to all other units, particularly the outcome on professionalism. Learners should be encouraged to develop and demonstrate professionalism both in their work placement and in the learning environment.

The unit presents opportunities to support maths and English learning:
- Reading and understanding guidelines and expectations of the GDC regarding professional conduct
- Summarising the roles and responsibilities of the different members of the dental team
- Produce a mathematical representation of the judgements made about a group range of services based on reports from the CQC website

Unit 207   Dental anatomy and charting

Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to gain a basic understanding of the structure and function of oral and dental anatomy. This is essential knowledge for all members of the dental team and the roles that support them.

Learners will cover the position and function of the bones of the skull and mouth and associated anatomy including the gums, tongue and salivary glands. This dental anatomy is key to understanding principles of dental health and the dental techniques that aim to ensure it.

The unit also covers tooth morphology and dental charting. Learners will gain an understanding of the differences in structure, appearance and classification of teeth as well as the dental charting techniques used to record information about the condition of patients teeth and gums, previous treatment and planned dental work.

Learners should consider the following questions as a starting point to this unit

- What role does the skull play in chewing and speech?
- How do the teeth and jaws relate to other parts of the head?
- What is the purpose of dental charting and how is it carried out?

Learning outcomes

In this unit, learners will:

1. Know facial anatomy and the structure of the skull
2. Know the structure of the oral cavity and the associated functions.
3. Know tooth morphology and methods of dental charting.

Learning outcome:
1. Know facial anatomy and the structure of the skull

Topics
1.1 Composition of the skull
1.2 Muscles and nerves associated with facial movement and expression

Topic 1.1
Structure and composition of the skull:
- Frontal, occipital, parietal and temporal bones
- Structure of the maxilla and mandible (Angle and Ramus)
- Movement of the mandible
- Zygomatic arch

Topic 1.2
Roles muscles and nerves play in the movement of the mouth and face:
- Speech
- Grinding and chewing

Learning outcome:
2. Know the structure of the oral cavity and the associated functions

Topics
2.1 Salivary glands
2.2 Supporting structures of the teeth
2.3 The tongue

Topic 2.1
Position and function of structures of the salivary glands:
- Xerostomia
- Ducts
- Salivary calculi

Topic 2.2
Supporting structures of the teeth:
- Alveolar bone
- Periodontal ligament
- Gingivae

Topic 2.3
Movements and function of the tongue:
- Speech
- Swallowing
- Taste

Learning outcome:

3. Know tooth morphology and methods of dental charting

Topics

3.1 Tooth composition and function

3.2 Tooth morphology

3.3 Principles of dental charting

Topic 3.1

Composition and function of the tooth:

- Tooth formation

- Structure – enamel, dentine, pulp, cementum, periodontium, root

- Function

Topic 3.2

Tooth morphology:

- Number of roots

- Tooth surfaces

Topic 3.3

Principles of UK dental charting:

- Purpose

- Methods of charting teeth and soft tissues using

  o UK Palmer Notation

  o Basic periodontal examination (BPE)

- Symbols used on manual charts

  o Tooth to be extracted

  o Fillings required / previous dental history

    ▪ Occlusal, Mesial, Distal, Buccal, Lingual, Palatal

  o Crown

  o Denture

Guidance for delivery

It is important this unit is started early on in the programme delivery as it provides the learning foundation for a number of units. Learners will need to understand why the knowledge of dental anatomy and charting is essential for employment within this sector.

Tutors must ensure that learners understand the methods of charting and how this is applied in practice.

Learners should be aware of how their study and professional development can be optimised by the use of technology and other tools and resources. These may include notebooks, dictaphones, collaborative learning, role play and other active learning strategies.

Learners should understand their own preferences for effective study and positive and negative effects which noise, setting or room temperature may have on them. They should also be aware of the impact of their own personal circumstances on their work, study, well-being and family and work responsibilities.

Learners should know how to avoid plagiarism and the consequences of plagiarising other people's work. They should understand the principles of academic writing and use study centres and libraries, relevant television and other media to extend their understanding of the Topics
Learners should be aware of the opportunities to motivate, boost self-confidence, minimise distractions and develop self-awareness.

This unit could provide links to employer involvement through talks on the different methods and tools used in charting.

This unit links to others in the qualification in the use of anatomical names and technical language which are used in a variety of ways in the dental setting including verbal and written communication, in relation to treatments and in communicating with patients.

The unit presents opportunities to support maths and English learning:

- Learning the correct spelling of and the correct use of anatomical terms and technical language
- Comparing the time taken to complete an electronic and a paper based chart and how this might affect staff time costs in the dental setting

Unit 208　　　　　General and oral health

Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the link between oral and general health conditions. Learners will develop their understanding of the oral health conditions associated with general medical conditions and the side effects general health conditions can have on the oral cavity.

This unit introduces learners to the personal choices patients have that ensure they live a healthy life, exploring habits that may have a detrimental effect on general and oral health, considering that different people and cultures will have distinct beliefs and customs involved with their lifestyle choices that should be understood and respected.

Learners will focus on the causes of oral disease and dental caries and be able to provide relevant advice and guidance to patients.

The unit also introduces learners to the oral hygiene techniques and information required to maintain good oral health.

Learners should consider the following questions as a starting point to this unit

- What links are there between general and oral health conditions?

- What habits can patients have that have a detrimental effect on their oral health?

- What oral hygiene advice and guidance can be shared with patients?

Learning outcomes

In this unit, learners will:

1. Know general health and oral health conditions that may affect the oral cavity

2. Understand the habits and behaviours that may have an impact on the oral cavity

3. Provide oral health advice and guidance to patients

Learning outcome:

1. Know general health and oral health conditions that may affect the oral cavity

Topics

1.1 General health conditions

1.2 Oral mouth conditions

1.3 Side effects of general health conditions

Topic 1.1

Signs and symptoms of general health conditions:

- Allergies
- Bronchitis, asthma
- Epilepsy
- Diabetes
- Rheumatic fever
- Jaundice, liver, kidney disease, HIV, CJD or hepatitis
- Heart murmur or heart problem, angina, high or low blood pressure, heart attack
- Haemophilia
- Dehydration

Topic 1.2

Signs and symptoms of oral mouth conditions:

- Cold sores
- Denture stomatitis (thrush)
- Dry Mouth
- Lichen planus
- Mouth ulcers
- Periodontal disease
- Oral cancer
- Cracked tongue

Topic 1.3

Side effects of general health conditions and/or medication on the oral cavity:

- Epilepsy- sodium valproate/ Phenytoin
- Depression- antidepressants
- Diabetes
- HIV
- Chemotherapy
- Pregnancy
- Warfarin

Learning outcome:

2. Understand the habits and behaviours that may have a detrimental impact on oral cavity

Topics

2.1 Habits and behaviours that impact on the oral cavity

Topic 2.1

Habits and behaviours that may have a detrimental impact on oral cavity:

- Smoking

- Alcohol consumption

- High consumption of foods/ drink containing sugar

Other factors that may have a detrimental impact on oral cavity:

- Stress e.g. grinding teeth

- Fasting

- Chewing beetle nut

- Consumption of acidic foods

- Vitamin deficiencies

Learning outcome:

3. Provide oral health advice and guidance to patients

Topics

3.1 Providing advice on oral diseases and erosion
3.2 Providing oral health advice and practical guidance

Topic 3.1

Explain causes of oral diseases and erosion to others:

- Gingivitis and periodontitis

- Causes of dental caries

- Acid erosion

Topic 3.2

Provide oral health advice to patients in the dental setting:

- Sugar content in foods and drinks

- Frequency of acidic foods and drinks

- Frequency of sugar intake

- Alternative snacks

- Oral hygiene advice, ie toothpaste, interdental cleaning, tooth brushing, mouth wash

- Taking patients' choice into account when providing advice

- Resources:

    o   Demonstration models of the teeth and gums

- Tooth brushes
- Flossing – interdental cleaning
- Disclosing agents
- Leaflets
- Posters
- Videos
- Pictures
- TV advertising

Practical guidance:

- Tooth brushing technique
- Flossing, interdental cleaning

Guidance for delivery

This unit links to unit 207 'Dental anatomy and UK charting' and should be taught following it to enable learners to link dental diseases to the anatomy of the tooth and surrounding structures.

Learners should be encouraged to research the content within topic areas. Tutors are encouraged to try and optimise learners understanding through the use of role play activities for example when giving oral health information.

Learners should be aware of how their study and professional development can be optimised by the use of technology and other tools and resources. These may include notebooks, dictaphones, collaborative learning, role play and other active learning strategies.

Learners should understand their own preferences for effective study and positive and negative effects which noise, setting or room temperature may have on them. They should also be aware of the impact of their own personal circumstances on their work, study, well-being and family and work responsibilities.

Learners should know how to avoid plagiarism and the consequences of plagiarising other people's work. They should understand the principles of academic writing and use study centres and libraries, relevant television and other media to extend their understanding of the Topics Learners should be aware of the opportunities to motivate, boost self-confidence, minimise distractions and develop self-awareness.

Input from an employer or an oral health educator will support delivery of this unit. Employers could be involved in formative assessment of work relating to learner production of presentation or delivery of oral health advice in a simulated activity.

There are some links between this unit and the safeguarding unit. The communication unit content will also be relevant here as learners may produce written materials for different audiences, or deliver information verbally. This unit is also linked to dental anatomy and charting.

The unit presents opportunities to support maths and English learning:
- Speaking and listening
- Reading and interpreting reports or data
- Summarising the key points in local and national campaign materials and identifying why they are important to a dental setting
- Producing simple graphs or charts to show sugar content in foods and drinks
- Review of data on the impact of smoking, alcohol consumption or other substance misuse on general health

Unit 209   Introduction to dental treatments

Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to develop an understanding of different dental procedures carried out in dental settings. This will include research into materials and instruments used which will develop their core knowledge introducing them to the dental industry.

Treatments offered within the dental sector vary based on the assessment of the patient. By completing this unit not only will learners be able to gain skills which may help them to progress in the future but it also allows them to be more valuable to the dental setting they may be working in.

While working in a dental setting learners may come across different types of funding available to patients and it is important that they understand the difference.

Learners should consider the following questions as a starting point to this unit

- What types of treatment are available and why they are offered?
- What different types of instruments are used for dental treatments?
- Where can patients get funding for dental treatments?

Learning outcomes

In this unit, learners will:

1. Know the different treatments offered in dental settings
2. Know instruments and materials used for dental treatments
3. Understand funding streams for dental treatments

Learning outcome:

1. Know the different treatments offered in dental settings

Topics

1.1 Types of dental examinations
1.2 Types of dental treatments

Topic 1.1
The purpose of examinations:

- Hard and soft tissue examination

- Basic periodontal examination

- Extra-oral examination

- Basic orthodontic examination

- X-rays

Topic 1.2
The purpose of treatments:

- Scale and polish

- Restorations

  - Temporary restoration

  - Amalgam restoration

  - Composite restoration

  - Glass ionomer restoration

  - Root canal treatment

- Fixed prostheses

  - Crowns

  - Inlays

  - Veneers

  - Implants

  - Bridges

- Removable prostheses (partial and full)

  - Acrylic

  - Metal

  - Immediate

- Extractions

  - Removal of erupted teeth

  - Surgical procedure

Learning outcome:
2. Know instruments and materials used in dental treatments

Topics
2.1 Instruments used in dental treatments
2.2 Materials used in dental treatments

Topic 2.1
The purpose of dental instruments:

- Mouth mirror
- Probe
- BPE Probe
- Flat plastic
- Tweezers
- Ball burnisher
- Wards Carver
- Excavator
- Plugger
- Hand and ultrasonic scaler
- Matrix Band
- 3 in 1 tip
- Hand pieces and burs - fast, slow and straight
- Local anaesthetic cartridge, syringe and needle
- Forceps
- Shade guide

Topic 2.2
The purpose of materials used in dental settings:

- Impression materials (alginate, putty/wash)
- Cotton wool roll
- Amalgam
- Composite
- Glass ionomer
- Temporary restoration material
- Fissure sealant
- Fluoride varnish

Learning outcome:
3. Understand funding streams for dental treatments

Topics
3.1 NHS funding for dental treatments
3.2 Private/Independent funding options

Topic 3.1

Principles of NHS funding:

- NHS treatment banding for patients
    - Fee paying (Band 1, 2 and 3)
    - Exemptions
        - Under 18s
        - Under 19 and in full-time education
        - Pregnancy and baby under 12 months
        - Undergoing NHS treatment whilst in hospital
        - Individuals receiving certain benefits

Topic 3.2

Principles of private/independent funding:

- Private/Independent funding for patients
    - Pay as you go
    - Private insurance payment plans

Differences between the NHS and private funding for dental treatments with consideration of :

- Why the two can run side by side
- Importance of availability of these funding options when working in the dental setting

Guidance for delivery

Tutors are to guide learners to understand the different dental treatments that are offered within dental settings. Some hours are recommended for delivery in a work based environment.

Learners should also know the different resources there are available to support their professional development. They should take advantage of the use of technology and other tools etc. Different resources available include notebooks, computers/laptops, and informative leaflets. They can also be supported with arrangements for guest speakers, attendance to dental showcases.

Learners should be able to identify where they gain better study time; this could be in a library, quiet room, or any other area where there is no negative impact to their studies. They should also be able to understand the impact personal circumstances can have on their work.

Learners should note that plagiarism of other learners work could result in disciplinary actions by the training provider. They should be able to understand the ethical aspect of learning and should try to find ways to motivate themselves to want to complete their qualification using resources such as libraries, television programmes that may be beneficial to learning and they should also try to reduce distractions as much as they can.

The unit could be supported by input from a range of employers to describe the range of treatments offered in different settings.

This unit has links to content from other areas of the qualification on dental anatomy, general and oral health and reception and administration duties.

The unit presents opportunities to support maths and English learning:
- Development of the use of technical language using the correct spelling and meaning
- Using different funding rules to work out how much a range of treatments cost the patient
- Dealing with payments and receipts

Unit 210   Principles of first aid in medical emergencies

Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the importance of first aid provision in dental settings, including the different roles and responsibilities during medical emergencies. The provision of first aid and being prepared for a potential emergency is essential to ensure patient safety and peace of mind as well as to ensure compliance with policy and legislation.

Throughout this unit, learners will gain knowledge of what first aid is and the associated provisions that are found in dental settings, including medical equipment and first aid kits.

Learners will be introduced to the key responsibilities of designated first aiders in relation to preserving life and promoting recovery. The unit also covers the signs and symptoms of specific medical emergencies that could be encountered within the dental setting.

Learners should consider the following questions as a starting point to this unit

- What is meant by a medical emergency?
- What medical emergencies could arise in dental settings?
- What is the role of the first aider and the dental team in a medical emergency?

Learning outcomes

In this unit, learners will:

1. Know the different types of first aid equipment in a dental setting
2. Know the role and responsibilities of the first aider
3. Know actions that should be taken by the dental team in a medical emergency

---

Learning outcome:
1. Know the different types of first aid equipment in a dental setting

Topics
1.1 Medical equipment found in dental settings
1.2 First aid kit requirements

Topic 1.1
Medical equipment:

- Pocket mask
- Face shield
- Oxygen cylinder and mask
- Automated External Defibrillator (AED)

Topic 1.2
Contents of the standard first aid box as defined by the Health and Safety Executive (HSE):

- Individually wrapped sterile plasters
- Sterile eye pads
- Individually wrapped triangular bandages
- Safety pins
- Individually wrapped un-medicated wound dressings
- Disposable gloves

Learning outcome:
2. Know the role and responsibilities of the first aider

Topics
2.1 Roles and responsibilities of the first aider

Topic 2.1
Roles and responsibilities of the first aider in dental settings in relation to:

- Preserving life
- Preventing worsening of the condition
- Promoting recovery
- Maintaining first aid equipment
- Reporting and recording

Learning outcome:
3. Know actions that should be taken by the dental team in a medical emergency

Topics
3.1 Medical emergencies in dental settings
3.2 Actions in case of emergency in dental settings

Topic 3.1
Signs and symptoms of medical emergencies:

- Heart attack
- Cardiac arrest

- Angina

- Faint

- Anaphylactic shock

- Seizure

- Hyperventilation

- Asthma

- Haemorrhaging

- Shock

Topic 3.2
Actions to be taken in case of medical emergency in relation to:

- Contacing emergency services and the types of information required to provide

- Reasons for staying with casualty

- Looking after the casualty

- Steps in relation to conscious and unconscious casualty

- Cardio Pulmonary Resuscitation (CPR)

- Reasons why first aid should be carried out by a person trained to do so

Guidance for delivery

Completion of this unit does not mean learners that learners will be complement to carry out first aid.

It is important to deliver this unit with reference to the 'Standards and Principles unit'. Tutors should guide the learners to develop their understanding of topic areas using current UK guidelines, resuscitation council.

Learners should be encouraged to identify and research topic areas. Learners' understanding may be supported with role play activities on first aid and the recovery position. They should be encouraged to review video clips showing methods of first aid and CPR.

Where possible learners should be encouraged to attend a dental surgery and explore the layout of the equipment and setup.

The Topics discussed may resonate with some personal circumstances and the learners should be encouraged to identify personal support systems as well as those provided by the learning environment. Support may include family, friends, colleagues, peers and trainers.

Learners should be aware of how their study and professional development can be optimised by the use of technology and other tools and resources. These may include notebooks, dictaphones, collaborative learning, role play and other active learning strategies

Learners should understand their own preferences for effective study and positive and negative effects which noise, setting or room temperature may have on them. They should also be aware of the impact of their own personal circumstances on their work, study, well-being and family and work responsibilities

Learners should know how to avoid plagiarism and the consequences of plagiarising other people's work. They should understand the principles of academic writing and use study centres and libraries, relevant television and other media to extend their understanding of the Topics. Learners should be aware of the opportunities to motivate, boost self-confidence, minimise distractions and develop self-awareness.

The unit presents opportunities for employer involvement around first aid principles and responsibilities. Employers could be invited to give talks to explain to learners the importance of planning and providing first aid provision in the workplace.

This unit can be linked to the standards and principles in the dental setting unit and to the health and safety unit.

The unit presents opportunities to support maths and English learning:
- Reading and following instructions
- Understanding medical terms
- Report writing/incident reporting
- With permission of the workplace or data provided by the tutor, the learner could produce a report on the most common first aid situations experienced by dental settings and present the information using tables and graphs

Appendix 1   Suggested learning resources

Books

Title	Author	ISBN
Mosby's Textbook of Dental Nursing	Mary Miller	9780723435068
Levison's Textbook for Dental Nurses	Carole Hollins	9781118500446
Dental Materials	John M. Powers	9780323078368
Basic Guide to Dental Instruments	Dennis Paulson	9781444335323

Websites

Websites

- **General Dental Council**
  www.gdc-uk.org

- **British Association of Dental Nurses**
  www.badn.org.uk

- **British Dental Health Foundation**
  https://www.dentalhealth.org/

- **Health and Safety Executive**
  www.hse.gov.uk

- **Resuscitation council (UK)**
  www.resus.org.uk

- **Prevent**
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

- **Working Together to Safeguard Children 2015**
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

- **NSPCC**
  http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect

- **Drug Misuse at Work: Health and Safety Executive**
  http://www.hse.gov.uk/pubns/indg91.pdf

- **Eating Disorders: NHS Choices**

http://www.nhs.uk/conditions/Eating-disorders/Pages/Introduction.aspx

- **Self Harm: NHS Choices**
  http://www.nhs.uk/conditions/Self-injury/Pages/Introduction.aspx

- **CEOP Command**
  http://ceop.police.uk/

- **Fact Sheet on Discrimination**
  https://www.gov.uk/discrimination-your-rights/types-of-discrimination

- **Prevent duty guidance**
  https://www.gov.uk/government/publications/prevent-duty-guidance

- **Information Commissioner's Office**

  www.ico.org.uk

Appendix 2   Sources of general information

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

City & Guilds Centre Manual

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

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

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

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

Useful contacts

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

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

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