

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
24 Douglas Street  
GLASGOW G2 7NG**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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**-Module Number-** 0069148 **-Session-1986-87**  
**-Superclass-** PF

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**-Title-** DENTURE FINISHING (x 1/2)

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**-DESCRIPTION-**

Type and Purpose A Specialist Module (1/2) for Dental Technology Students

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Preferred Entry Level 09013 Applied Science 3 or Standard Grade in Science at 3

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Learning Outcomes The student should:

1. know the properties, types, application and action of abrasives and polishing agents;
2. abrade, polish and store dentures;
3. apply safe practices in the working environment.

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Content/Context Corresponding to Learning Outcomes 1-3:

1. The properties of abrasives - hardness compared to material being abraded, particle size, shape, speed of movement, pressure applied.  
  
Types of polishing agent - diamond, tungsten-carbide, carborundum, silica and pumice, rotary metal cutters and files.  
  
Application to the surface under light controlled pressure of abrasives in the form of stones, wheels, discs, rotary cutting tools, or impregnated in rubber cloth or paper. An abrasive such as pumice in powder form is mixed with water and carried over the surface by felt cones, brushes and cloth mops.

The action of an abrasive is cutting to remove particles from the surface.

Polishing agents are softer than the material to be polished.

Suitable polishing agents are whiting, rouge, chromium, oxide and acrylic polishing compound.

Application of polishing agents: The polishing agents can be mixed to a paste and applied to surface and carried over the surface by fine brushes or wool mops. Polishing compounds are applied directly to the rotating mop.

Action of polishing agents: Polishing agents assist the polishing process by lubricating the surface, causing fine scratches to be filled in by surface molecular flow - no material is removed from the surface.

2. The selection of suitable materials and instruments for the removal of excess material and roughness.

Final shaping and polishing of the denture avoiding:

- (a) directional brush marks;
- (b) warpage of thermoplastic material due to frictional heat;
- (c) breakage through careless handling;
- (d) loss of detail and tooth form during the finishing process.

The dentures are labelled and stored in water.

3. The safe use of electrical equipment;

operational dust extraction unit and visors and/or face masks worn while carrying out the procedures to avoid eye damage and dust inhalation.

Suggested Learning and Teaching Approaches

Relating to Learning Outcomes 1 - 3:

This is a practical-based module which requires formal/informal tuition input to introduce the student to abrasives and polishing agents and the application of the materials in the finishing procedure.

1. A selection of various types and different grades of abrasives should be available. The student should

be encouraged to use the abrasives on different materials.

The student should be aware that the hardness of the abrasive is relative to the hardness of the material being abraded; pumice is a suitable abrasive for acrylic resin but would be ineffective if used on cobalt/chromium alloys.

The efficiency of the abrasive action in removing material from the surface should be compared to the different action of a polishing agent which removes no material from the surface, but causes fine scratches to be filled in.

2. Small group demonstrations on abrading and polishing to enable the student to observe and question. Then the student can be given the opportunity to select the appropriate abrasives and polishing agents, and practise, with guidance from the teacher, the correct finishing procedure.

The student should be made aware of the importance of reducing frictional heat to avoid warpage and the loss of essential detail and shape through the careless use of finishing materials.

The student can be invited to comment on a selection of poorly finished and well finished dentures.

The importance of the dentures having some means of identification, and being stored in water to avoid dimensional change should be stressed.

3. The safety procedures are extremely important in this module owing to possible eye damage from fragments and dust inhalation.

Dust extraction units must be operational and the students should be made aware of the importance of wearing eye protection and face masks.

The safety procedures should be demonstrated and subsequently discussed frequently throughout the module.

The student should be kept informed of his/her progress and there should be frequent formative assessments.

Assessment  
ProceduresRelating to Learning Outcomes 1 - 3:

1. Short oral or written tests (objective or short answer) carried out as soon as the student requires them but not later than 80% through the module to allow time for remediation and retesting.
2. Observation of performance and examination of finished work, using a checklist to record satisfactory performance for two dentures from each of the classes indicated:

Areas of/Class Denture/ Lower	Full	Full	Part	Part
	Upper	Lower	Upper	Lower

Periphery and Posterior border

Inter dental areas

Palatal/ lingual

Labial/buccal

Teeth shape and detail

3. Observation during practical activities and the use of a checklist which is ticked once formative assessment has indicated that the student consistently observes the required safety precautions.

Safe procedure observed for:

electrical equipment;  
extraction unit;  
eye protection;  
face protection.

Performance Criteria.

## Learning Outcome 1:

The performance in the test(s) should indicate that the student has mastered the content for the Learning Outcome. The exact score required will depend on the difficulty and extent of the test(s) and cannot be fully judged in advance; it is however unlikely to be less than 70% correct response.

## Learning Outcomes 2 and 3:

The student can carry out all the requirements of the Learning Outcomes to a satisfactory standard. This will be indicated by completion of all the items on the respective checklists. The finished products to be used for the summative assessment for Learning Outcome 3 should be retained.

For Learning Outcomes 1, 2 and 3 the standard to be achieved will be a matter for the professional judgement of the tutor aided by the Council's assessor.

Award of the module will depend on satisfactory achievement of all the Learning Outcomes.

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