



## **Group Award Specification for:**

**Professional Development Award in Dental Nursing:  
Delivering Oral Health Interventions at SCQF level 8**

**Group Award Code: GH75 48**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This Award is an occupationally-specific, sector-led qualification that has been developed under the Design Principles for Professional Development Awards. It has been developed in collaboration with key stakeholders from the NHS.

The new Qualifications will form part of a suite of occupationally-specific awards for the oral health care domain. This suite includes currently:

- ◆ SVQ3 in Dental Nursing at SCQF level 7
- ◆ PDA in Dental Nursing at SCQF level 7
- ◆ PDA in Oral Health Care (OHC): Dental Managers at SCQF level 8
- ◆ PDA in Healthcare Professionals: Facilitating Learning and Training in the Workplace at SCQF level 8
- ◆ PDA in Oral Health Care: Dental Administrators at SCQF level 6
- ◆ HNC/HND in Dental Nursing
- ◆ HNC/HND in Dental Technology

This new award has been developed in response to a need for clear progression and articulation routes for registered dental nurses who seek to extend their clinical duties within their professional scope of practice, as defined by their regulatory body, The General Dental Council (GDC) and to contribute towards their continued professional development.

The GDC Scope of Practice 2013 can be accessed here:

**[http://www.gdc-uk.org/Dentalprofessionals/Standards/Documents/Scope%20of%20Practice%20September%202013%20\(3\).pdf](http://www.gdc-uk.org/Dentalprofessionals/Standards/Documents/Scope%20of%20Practice%20September%202013%20(3).pdf)**

## 2 Qualification structure

The design principles for Professional Development Awards at SCQF level 7 — 12 stipulate that the qualification:

- ◆ will be made up of a minimum credit value of 16 SCQF credit points.
- ◆ will be made up of at least 2 Units.
- ◆ will have at least half the SCQF credit points at the level of the Group Award.

This Group Award meets the design principles as follows:

- ◆ It is made up of 3 HN Unit credits.
- ◆ It comprises 24 SCQF credit points which are all at SCQF level 8.

### 2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H5WT	35	Dental Nursing: Oral Health Promotion and Dental Public Health	1	8	8
H5WV	35	Dental Nursing: Oral Health Education	2	16	8

## 3 Aims of the qualification

The principal aim of the qualification is to provide registered dental nurses with the depth and breadth of knowledge and skills required to effectively deliver oral health interventions.

### 3.1 General aims of the qualification

- ◆ Enable progression within the SCQF.
- ◆ Provide opportunities for career planning and enhance learners' future employment prospects.
- ◆ Develop transferable skills, eg organising/planning/personal effectiveness/team working/time management/record keeping.
- ◆ Develop the Core Skills, ie *ICT/Communication/Problem Solving/Working with Others and Numeracy*.
- ◆ Develop upon the four capacities of Curriculum for Excellence, ie:
  - successful learners
  - confident individuals
  - responsible citizens
  - effective contributors
- ◆ Address aspects of the GDC Scope of practice and continued professional development requirements.

## 3.2 Specific aims of the qualification

To enable learners to develop essential knowledge and skills, namely:

- 1 Knowledge of the aetiology, progression and methods of prevention of dental diseases.
- 2 Knowledge of necessary nutritional components and how nutrition and diet affects oral health.
- 3 Knowledge of range of information that can be used to inform the delivery of oral health education.
- 4 Skills in planning, developing and delivering oral health promotion sessions.
- 5 Skills in supporting and effecting behaviour change through the implementation of oral health interventions.
- 6 Skills in evaluating information, effectiveness of oral health interventions and reflective practice.
- 7 To support the Scope of Practice 'additional skills' and 'prescribed additional skills' that registered dental nurses can develop throughout their career, namely:
  - ◆ skills in providing oral health education and oral health promotion
- 8 To enable progression to the HND in Dental Nursing.
- 9 To develop advanced professional attitudes and practice in relation to patient treatment and support.

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. Learners should be registered with the General Dental Council (GDC). Learners undertaking this PDA must also be disclosed under the PVG scheme (2011) standard or enhanced.

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Report writing, supporting patients, case study development
Numeracy	5	Completing patient charts, examining quantitative data
Information and Communication Technology (ICT)	5	Use of specialist software, search engines, word processing packages
Problem Solving	5	Overcoming barriers
Working with Others	5	Patient contact, working with colleagues

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of specific qualification aims to Units

Code	Unit title	Specific Aims								
		1	2	3	4	5	6	7	8	9
H5WT 35	Dental Nursing: Oral Health Promotion and Dental Public Health		✓	✓	✓	✓	✓	✓	✓	✓
H5WV 35	Dental Nursing: Oral Health Education	✓	✓	✓	✓		✓	✓	✓	✓

## 5.2 National Occupational Standards (NOS) and/or trade body standards

The Sector Skills Council for Dental Nursing National Occupational Standards is Skills for Health.

A full listing of NOS can be downloaded from [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

These Units have been aligned to the following National Occupational Standards;

Code	Unit title	National Occupational Standard	
H5WT 35	Dental Nursing: Oral Health Promotion and Dental Public Health	SfH02	L&D10
H5WV 35	Dental Nursing: Oral Health Education	SfH02	L&D10

SfH02 Offer Information and Support to Individuals about Dental Services and the Protection of Oral Health

L&D10 Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development

The General Dental Council (GDC) is the statutory body that regulates dentistry in the United Kingdom. Its stated aims are to regulate the profession and protect the public and to that end it restricts who can legitimately work in any capacity in the provision of dental care.

The GDC sets out the standards of conduct, performance and ethics that govern all dental professionals. It specifies the principles, standards and guidance which apply to all members of the dental team.

A full explanation of *Standards for the Dental Team* and the *Scope of Practice* for all Dental Care Professionals (DCP) can be downloaded from; [www.gdc-uk.org](http://www.gdc-uk.org)



### 5.3 Mapping of Core Skills development opportunities across the qualification

Core Skill signposting: learners will have the opportunity to develop aspects of the following Core Skills.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H5WT 35	Dental Nursing: Oral Health Promotion and Dental Public Health	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
H5WV 35	Dental Nursing: Oral Health Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 5.4 Assessment Strategy for the qualification

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that are more suitable for centres and learners.

Centres are reminded the prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferrable to work situations or higher education.

Pro forma Lesson Plans and Patient Log Sheets have been produced and are available to download from the *PDA Dental Nursing: Delivering Oral Health Interventions* webpage of the SQA website. Centres are free to use these as presented or can use them as a basis to develop their own materials.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dental Nursing: Oral Health Promotion and Dental Public Health	Fully expanded Case Study, assessment can be integrated with O3	Report	Fully expanded Case Study, Assessment can be integrated with O3	n/a
Dental Nursing: Oral Health Education	Closed-book assessment which can be integrated with O2	Closed-book assessment which can be integrated with O1	Portfolio of Evidence which can be integrated with O4	Portfolio of Evidence which can be integrated with O3

## 6 Guidance on approaches to delivery and assessment

### 6.1 Sequencing/integration of Units

The two Units have been designed to be delivered and assessed as a single programme of learning. However, centres may wish to deliver the individual Units to learners for reasons of CPD or to meet an identified gap where learners have presented with RPL. Opportunities for integration of assessment within each Unit have been identified and are explained within the Unit specifications.

### 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk)

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

### **6.2.1 Articulation and/or progression**

Successful completion of the individual Units of this PDA will offer learners the opportunity to progress within the HND in Dental Nursing.

### **6.2.2 Professional recognition**

There is no professional recognition attached to achievement of this qualification.

### **6.2.3 Credit transfer**

It may be possible for learners to request full or partial credit transfer for the PDA Units, eg learners who present with equivalent qualifications from other awarding bodies. Further information for learners who present with the NEBDN Certificate in Oral Health Education is provided at *Appendix 1 Mapping Document*.

Credit transfer is at the discretion of the delivering centre and will be subject to SQA's external verification quality assurance process.

## **6.3 Opportunities for e-assessment**

Aspects of the qualification offer opportunities for e-assessment, for example the use of e-portfolios.

## **6.4 Support materials**

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

## **6.5 Resource requirements**

It is recommended that teaching and assessment staff are experienced dental practitioners who hold relevant academic qualifications in this area at this SCQF level or above.

# **7 General information for centres**

## **Equality and inclusion**

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Internal and external verification**

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

**General Dental Council (GDC)** is the statutory body that regulates dentistry in the United Kingdom

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution of NHS Education for Scotland (North East Region) to the development of this qualification.

## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This qualification is a Professional Development Award (PDA). PDAs are principally designed for those already in a career or vocation who wish to extend or broaden their skills base. Successful completion of the PDA will allow you the opportunity to extend your clinical duties within your professional scope of practice, as defined by the General Dental Council and will contribute to your continued professional development (CPD).

PDAs are often embedded within another qualification such as HNC/HND to provide learners with progression opportunities. This PDA is embedded within the HND in Dental Nursing.

To undertake the PDA you should be registered with the General Dental Council as a dental care professional and you must also be disclosed under the Protection of Vulnerable Groups (PVG) scheme 2011, standard or enhanced.

The PDA has been designed to provide you with essential knowledge and skills to provide effective oral health education and advice to a wide range of patients and professional groups and to enable you to deliver oral health interventions.

The PDA in Dental Nursing: Delivering Oral Health Interventions has two Units, both of which are at SCQF level 8.

### **Dental Nursing: Oral Health Promotion and Dental Public Health H5WT 35**

This Unit covers both the theoretical and practical aspects of understanding and delivering oral health promotion sessions and supporting behaviour change. You will learn about the stages of planning and developing oral health promotion sessions, the key factors affecting oral health, and the role of dental public health in delivering oral health initiatives. You will also learn how to apply relevant theories and models to support and effect behaviour change through the implementation and evaluation of an oral health intervention.

Assessment for this Unit will include production of a report and a detailed case study.

### **Dental Nursing: Oral Health Education H5WV 35**

This Unit covers the knowledge and skills you will need to help you provide effective oral health education and advice to others. You will learn about the aetiology, progression and methods of prevention of dental disease and how nutrition and diet affects oral health. You will also examine and evaluate the range of information that can be used to inform your delivery of oral health education.

Assessment for this Unit will include a test of your knowledge under exam conditions and you will also compile a portfolio of evidence from your practice over a period of time.

Throughout the assessment period you will also have the opportunity to develop your Core Skills in *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, *Working with Others* at SCQF level 6, *Numeracy* at SCQF level 5, *Information and Communication Technology (ICT)* at SCQF level 5 and your transferable skills, eg Research, Evaluation, Report Writing and Reflective Practice.



## **Appendix 1      Mapping of NEBDN Certificate in Oral Health Education**

The following mapping document has been produced for guidance to assist centres in making a decision in relation to credit transfer for learners who present with the NEBDN Certificate in Oral Health Education.

Full or partial credit transfer may be available between the NEBDN Certificate and SQA Units *Dental Nursing: Oral Health Promotion* and *Dental Public Health and Dental Nursing: Supporting Oral Health Improvement*, however this will be at the discretion of the approved centre and will be subject to SQA's external verification process.

It should be noted that the PDA HN Units cover content from the NEBDN certificate, but are more in depth in relation to examining Dental Public Health and behavior change. The PDA does not assess anatomy as this topic is fully covered during the teaching at pre-registration stage, whereas the NEBDN certificate does.

<b>NEBDN Certificate in Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>		<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>
	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>		<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>
Describe the effect of oral health messages on:  <ul style="list-style-type: none"> <li>◆ patients/clients</li> <li>◆ dental professionals</li> <li>◆ health care professionals</li> <li>◆ the media</li> </ul>				X		X		
Explain how social theories and models can affect oral health.							✓	
Explain how differences in lifestyles, backgrounds and cultures may influence oral health behaviour:  <ul style="list-style-type: none"> <li>◆ Socio-economic</li> <li>◆ Environmental</li> <li>◆ Dietary requirements</li> </ul>		X					X	
Explain the different methods of communicating with individuals.				X				X
Discuss how the choice of methods reflects the needs of the individual.				X			X	X

<b>NEBDN Certificate in Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>		<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	
	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>		<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	
Discuss the constraints associated with different forms of communication.				X					
Discuss the influences of commercial pressures and market forces.		X							
<p>Explain the following educational principles and their relationship to the provision of oral health care:</p> <ul style="list-style-type: none"> <li>◆ Identifying needs and priorities.</li> <li>◆ Assessing different teaching methods.</li> <li>◆ Evaluating how visual aids meet patient/client needs.</li> <li>◆ Assessing the appropriateness of session plans.</li> <li>◆ Planning, assessing, implementing and evaluating effectively.</li> </ul>				X  X  X  X		X	X	X	X

<b>NEBDN Certificate in Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>		<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>
	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>		<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>
<p>Explain the organisational requirements and limitations which may affect the success of a Preventive Dental Unit:</p> <ul style="list-style-type: none"> <li>◆ Assessment of ideologies/beliefs</li> <li>◆ Access to services</li> <li>◆ Adequacy of the environment and resources in relation to meeting the needs</li> <li>◆ Understand the process of evaluating Outcomes</li> </ul>				X			X	X
<p>Discuss the different resources that may be used to develop appropriate oral health data:</p> <ul style="list-style-type: none"> <li>◆ Information Technology</li> <li>◆ Clinical research</li> <li>◆ Literature reviews</li> </ul>			X				X	

NEBDN Certificate in Oral Health Education	Dental Nursing: Oral Health Education  Outcome 1	Dental Nursing: Oral Health Education  Outcome 2	Dental Nursing: Oral Health Education  Outcome 3	Dental Nursing: Oral Health Education  Outcome 4		Dental Nursing: Oral Health Promotion and Dental Public Health  Outcome 1	Dental Nursing: Oral Health Promotion and Dental Public Health  Outcome 2	Dental Nursing: Oral Health Promotion and Dental Public Health  Outcome 3
<p>The structure and function of relevant aspects of dental anatomy which will help the dental nurse/the team communicate and deliver oral health messages:</p> <ul style="list-style-type: none"> <li>◆ Growth, development and function of dentition</li> <li>◆ Eruption dates</li> <li>◆ The periodontium</li> <li>◆ Saliva</li> </ul>	<p>X X</p>							

<b>NEBDN Certificate in Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>		<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>
	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>		<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>
<p>Explain how to communicate effectively and confidently with patients regarding dental diseases:</p> <ul style="list-style-type: none"> <li>◆ Describe and define caries and periodontal disease</li> <li>◆ Promote the prevention of caries, periodontal disease and other related tooth surface loss</li> <li>◆ Describe diseases conditions of the oral mucosa</li> </ul>	X			X				
	X			X				X
Explain the definition, structure and effects of plaque and caries.	X			X				X

NEBDN Certificate in Oral Health Education	Dental Nursing: Oral Health Education	Dental Nursing: Oral Health Education	Dental Nursing: Oral Health Education	Dental Nursing: Oral Health Education		Dental Nursing: Oral Health Promotion and Dental Public Health	Dental Nursing: Oral Health Promotion and Dental Public Health	Dental Nursing: Oral Health Promotion and Dental Public Health
	Outcome 1	Outcome 2	Outcome 3	Outcome 4		Outcome 1	Outcome 2	Outcome 3
<p>Describe ways to educate groups to change their behaviour and effect a change in life style:</p> <ul style="list-style-type: none"> <li>◆ Awareness of reports/research</li> <li>◆ Relevance of primary, secondary and tertiary prevention</li> <li>◆ Effects of systemic and topical fluoride</li> <li>◆ Significance of intrinsic and extrinsic sugars</li> <li>◆ Role of fissure sealants</li> <li>◆ Cleaning aids and discussing their effectiveness</li> <li>◆ Methods of disclosing and related indices</li> <li>◆ Care of prostheses and orthodontic appliances</li> </ul>			X				X	X
	X						X	
	X	X		X				
				X				
				X				

<b>NEBDN Certificate in Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>	<b>Dental Nursing: Oral Health Education</b>		<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>	<b>Dental Nursing: Oral Health Promotion and Dental Public Health</b>
	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>		<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>
Discuss the different sources of health information and how they can be collated and evaluated			X				X	
Discuss the concept of socialisation and its effects on oral health:  <ul style="list-style-type: none"> <li>◆ Measures of oral health</li> <li>◆ Primary and secondary socialisation</li> <li>◆ Roles of other health professionals in relation to oral health education</li> </ul>				X		X	X	X
Delivering oral health messages				X				X
Communication				X				X
Implementation of oral health education				X		X		X
Dental structures, physiology and anatomy	X (partly)							
Oral diseases and prevention	X							
Society and oral health		X					X	