Unit 309  Provide chairside support during the provision of fixed and removable prostheses

Level: 3
Credit value: 4
UAN number: H/502/7601

Unit aim
This unit aims to provide support to the patient and the operator during the provision of fixed and removable prostheses and orthodontic appliances. The learner will need to prove their practical competence related to these treatments for a range of patients. A detailed knowledge and understanding of all equipment, materials and medicaments is required. Learners will also need to prove their practical skills relating to health and safety and cross infection control relevant to these procedures. Patient care is essential throughout this unit.

Learning outcomes
There are four learning outcomes to this unit. The learner will:
1. be able to support the patient and the operator for fixed and removable prostheses
2. be able to prepare equipment, instruments and materials for fixed prostheses
3. be able to select and prepare impression materials for fixed and removable prostheses
4. be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances

Guided learning hours
It is recommended that 31 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)
This unit is linked to the National Occupational Standards unit Provide chairside support during the provision of fixed and removable prostheses (OH6).

Support of the unit by a sector or other appropriate body (if required)
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio containing examples of observed practice in the learner’s workplace or via an appropriate alternative method (see guidance at the end of the unit).
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Outcome 1 be able to support the patient and the operator for fixed and removable prostheses

**Assessment Criteria**

The learner can:

1. provide the necessary **charts and records**
2. select the appropriate **impression materials**
3. provide support and monitor the **patients** whilst impressions are in the mouth
4. provide the necessary **equipment required for the taking of shades** supporting the operator in this **procedure**
5. provide the necessary **equipment and materials** for taking occlusal registrations
6. list the methods for protecting and retracting the soft tissues during treatment.

**Range**

**Charts and records**

Medical history, personal details, dental charts, laboratory tickets, dental images, photographs, study models

**Impression materials**

Alginates, putty

**Patients**

Adults, children, young people, older people, those with special needs, those from different social and ethnic backgrounds

**Procedure**

Fixed prostheses, removable prosthesis

**Equipment and materials**

Wax occlusal rims, pink wax, heat source, markers, shade guides, mould guides, occlusal registration material and articulating paper
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Outcome 2 be able to prepare equipment, instruments and materials for fixed prostheses

Assessment Criteria
The learner can:
1. prepare and list the equipment, instruments and material for:
   a) preparation of temporary/permanent crowns and bridges
   b) fitting temporary/permanent crowns and bridges
   c) adjustment of temporary/permanent crowns and bridges
2. select the correct type of adhesive material required for the fitting of fixed prostheses
3. provide the instruments required for trimming, cleaning and checking the final adjustment of fixed prostheses.

Range

Equipment, instruments and material
Local anaesthetic, hand pieces and burs, suction equipment, equipment for protecting and retraction the soft tissues, rubber dam, gingival retraction cord, temporary cements, temporary crown and bridge materials, permanent cements

Fixed prostheses
Crowns, inlays, veneers, permanent bridges, adhesive bridges, temporary bridges, temporary crowns.
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Outcome 3 be able to select and prepare impression materials for fixed and removable prostheses

Assessment Criteria

The learner can:
1. select the correct type of impression material for taking impressions for fixed prosthesis
2. prepare the correct quantity of impression material
   a) to the correct consistency
   b) within the handling and setting time relative to the material and ambient temperature
   c) using the correct technique
3. load impression materials correctly on the impression tray
4. disinfect impressions appropriately on removal from the patient's mouth
5. store the impressions so that their accuracy is maintained
6. complete laboratory tickets with legible and accurate information regarding the stage, shade and requirements and attach it securely to the packaging.

Range

Impression material
Alginate, putty
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Outcome 4 be able to prepare equipment, instruments and materials for removable prostheses and orthodontic appliances

Assessment Criteria
The learner can:
1. provide and list the equipment, instruments and materials required for:
   a) try-in stage of a removable prosthesis
   b) fitting stage of a removable prosthesis
2. list the range of orthodontic treatments available
3. list the equipment, instruments and materials which are used in the following stages of fixed and removable orthodontic treatments:
   a) fitting
   b) monitoring
   c) adjusting.

Range

Equipment, instruments and materials
Heat source, shade guides, wax knife, LeCron carver, sheet wax, mirrors, handpiece, polymeric stones, polymeric trimming burs, pressure relief paste, articulating paper

Prosthesis
Metal, acrylic, immediate
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Notes for guidance

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

**Prosthesis**
Orthodontic is seldom carried out in a dental practice

**Other sources of competence evidence:**
Some competence criterion may be difficult to evidence by observation and/or expert witness testimony because they may refer to contingencies or infrequently occurring activities.

- **Work Products:** These are non-confidential records made, or contributed to, by the learner, e.g. incident records, maintenance reports.

- **Confidential Records:** These may be used as evidence but must not be placed in the learner’s portfolio. They must remain in their usual location and be referred to in the assessor records in the learner’s portfolio e.g. Copies of risk assessments the learner has contributed to.

- **Questioning:** Questions may be oral or written. In each case the question and the learner’s answer will need to be recorded e.g. what are your workplace procedures for dealing with risks which you are not able to handle yourself?

- **Professional discussion:** This should be in the form of a structured review of the learner’s practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. Describe your responsibilities for health and safety in your workplace.

- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. The learner’s assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. City & Guilds Certificate in Health and Safety at Work

- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of the learner’s qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the performance evidence for this unit. E.g. an account of an occasion when you reported on a high risk hazard

- **Witness Testimony:** Colleagues, allied professionals and individuals with whom the learner works with may be able to provide testimony of their performance. The learner’s assessor will help him/her to identify the appropriate use of witnesses.