Unit 310  Provide chair side support during non-surgical endodontic treatment

Level:  2  
Credit value:  2  
UAN number:  K/502/7602

Unit aim  
This unit aims to reflect the learner's practical skills and understanding of preparing the clinical dental environment for non-surgical endodontic treatment. They will need to demonstrate that they are able to work effectively as part of the team. Learners will need to have an understanding of the possible complications and traumas associated with providing non-surgical endodontic treatment and actions to be taken in event of emergency. Patient care is essential throughout this unit.

Learning outcomes  
There are two learning outcomes to this unit. The learner will:  
1. be able to prepare the clinical environment for non surgical endodontic procedures  
2. be able to assist the operator during non surgical endodontic procedures

Guided learning hours  
It is recommended that 16 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  
This unit is linked to the National Occupational Standards unit 310 Provide chair side support during non-surgical endodontic treatment (OH7).

Support of the unit by a sector or other appropriate body  
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 prepare the clinical environment for non-surgical endodontic procedures

Assessment Criteria
The learner can:
1. provide the necessary patient’s charts, records, and images
2. correctly identify the planned treatment
3. select the correct equipment, instruments materials and medicaments for the different stages of endodontic treatment
4. list the different equipment, instruments, materials and medicaments that may be required at each stage of non-surgical endodontic treatment
5. list the different materials used in sealing, filling and restoration of the root canal
6. list the equipment and instruments that may be required for the isolation of a tooth for non-surgical endodontic treatment.

Range

Charts, records and images
Paper based, electronic, radiographs/images

Treatment
Permanent,

Equipment, instruments, materials and medicaments
For identifying, locating, filling and measuring the roots of teeth, rubber dam

Stage
Access, isolation, preparation, measurement, obturation, restoration
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Outcome 2 be able to assist the operator during non surgical endodontic procedures

Assessment Criteria
The learner can:
1. assist the operator and support the patient during the isolation of the tooth
2. aspirate the treatment area, maintaining a clear field of operation
3. provide equipment and medicaments required for irrigating root canals
4. assist the operator in the measurement and recording of the root canal length
5. correctly prepare materials and medicaments for either temporary or permanent placement in the canals
6. list the equipment, instruments, materials and medicaments that may be required during each type of non-surgical endodontic treatment and their uses.

Range

Equipment and medicaments
Syringes, needles, irrigation solution, paper points

Non-surgical endodontic treatment
Pulp capping, pulpotomy, pulpectomy
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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.

### Root canal instruments and medicaments

<table>
<thead>
<tr>
<th>Instruments and Medicaments</th>
<th>Examples</th>
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<tr>
<td>Hand or rotary Broaches, reamers, files, paste fillers, spreaders, paper points, Gutta Percha points, Silver Points.</td>
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### Treatment

Deciduous is seldom carried out and classified as non usual treatment

### 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.