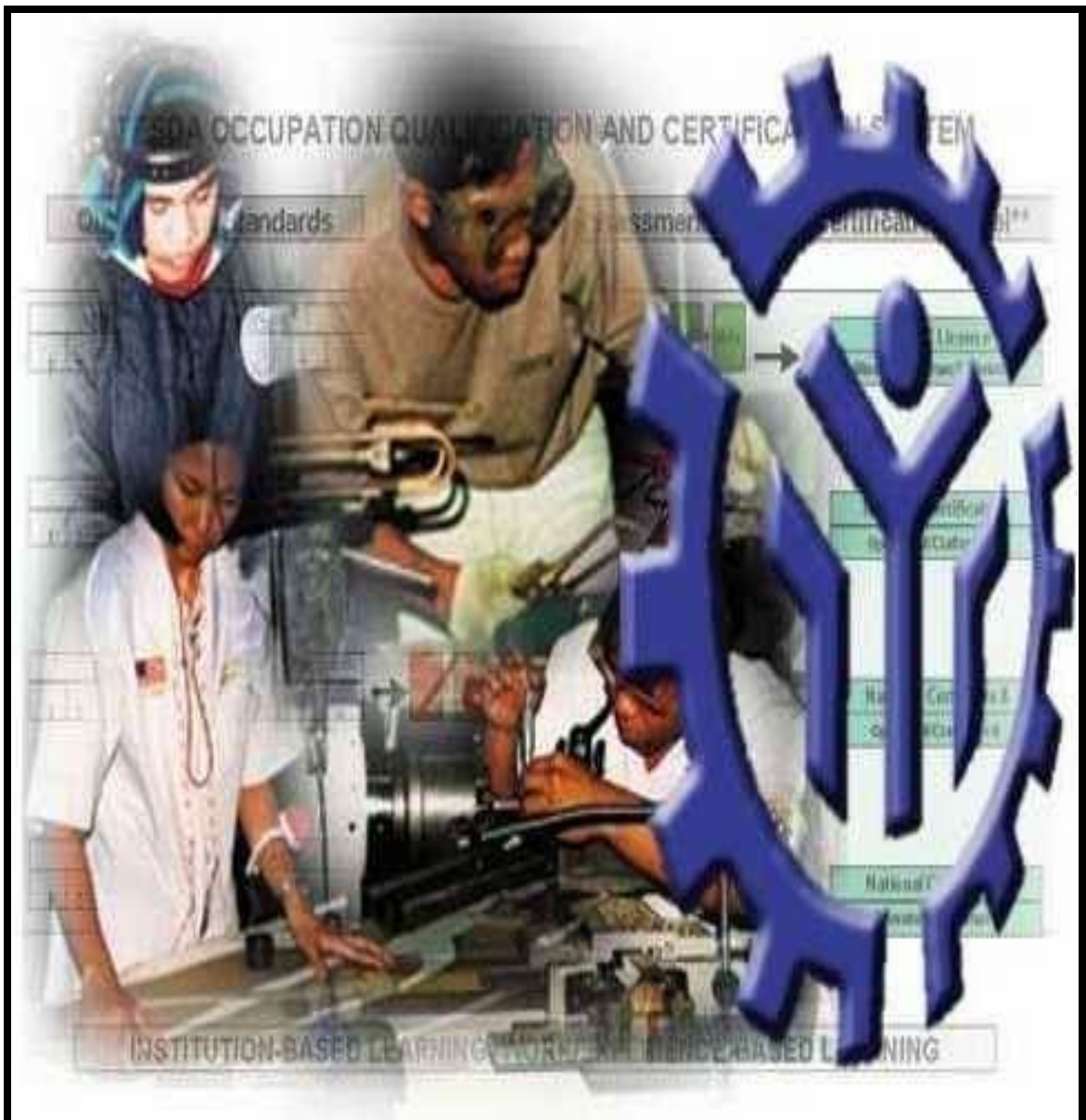


# TRAINING REGULATIONS

## DENTAL HYGIENE NC IV



**HEALTH, SOCIAL, AND OTHER COMMUNITY  
DEVELOPMENT SERVICES SECTOR**

*Technical Education and Skills Development Act of 1994  
(Republic Act No. 7796)*

**Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.**

The Competency Standards (CS) serve as basis for the:

1. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each CS has four sections:

- |           |   |
|-----------|---|
| Section 1 | Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.  |
| Section 2 | Competency Standards - gives the specifications of competencies required for effective work performance.  |
| Section 3 | Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment. |
| Section 4 | National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure.  |

**TABLE OF CONTENTS**  
**HEALTH, SOCIAL AND OTHER COMMUNITY**  
**DEVELOPMENT SERVICES SECTOR**

**DENTAL HYGIENE NC IV**

	Page No.	
<b>SECTION 1</b>	<b>DENTAL HYGIENE NC IV</b>	<b>1</b>
<b>SECTION 2</b>	<b>COMPETENCY STANDARDS</b>	
	• <b>Basic Competencies</b>	<b>2 - 25</b>
	• <b>Common Competencies</b>	<b>26 - 51</b>
	• <b>Core Competencies</b>	<b>52 - 88</b>
<b>SECTION 3</b>	<b>TRAINING STANDARDS</b>	
	<b>3.1 Curriculum Design</b>	
	• <b>Basic Competencies</b>	<b>89 - 91</b>
	• <b>Common Competencies</b>	<b>92 - 93</b>
	• <b>Core Competencies</b>	<b>93 - 95</b>
	<b>3.2 Training Delivery</b>	<b>96</b>
	<b>3.3 Trainee Entry Requirements</b>	<b>96</b>
	<b>3.4 List of Tools, Equipment and Materials</b>	<b>97 - 98</b>
	<b>3.5 Training Facilities</b>	<b>99</b>
	<b>3.6 Trainers' Qualifications</b>	<b>99</b>
	<b>3.7 Institutional Assessment</b>	<b>99</b>
<b>SECTION 4</b>	<b>NATIONAL ASSESSMENT AND</b> <b>CERTIFICATION ARRANGEMENTS</b>	<b>100</b>
<b>COMPETENCY MAP</b>		<b>101 - 102</b>
<b>DEFINITION OF TERMS</b>		<b>103 - 105</b>
<b>ACKNOWLEDGEMENTS</b>		

# TRAINING REGULATIONS FOR DENTAL HYGIENE NC IV

## SECTION 1 DENTAL HYGIENE NC IV

This **DENTAL HYGIENE NC IV** consists of competencies relating to rendering oral health promotion and preventive measures, performing oral examination and prophylaxis, taking brief clinical history, taking radiographs, giving oral-health education to patients, managing dental records and resources and providing effective patient/client service.

The Units of Competency comprising this qualification include the following:

### **UNIT CODE      BASIC COMPETENCIES**

500311115	Utilize specialized communication skills
500311116	Develop teams and individuals
500311117	Apply problem solving techniques in the workplace
500311118	Collect, analyze and organize information
500311119	Plan and organize work
500311120	Promote environmental protection

### **UNIT CODE      COMMON COMPETENCIES**

HCS516201	Maintain an effective relationship with customers and clients
HCS516202	Manage own performance
HCS322201	Maintain instruments and equipment in work area
HCS322204	Follow occupational health and safety policies in dental laboratory facilities
HCS322205	Maintain infection control in dental practice
HCS323203	Apply basic first aid
ICT311201	Operate a personal computer

### **UNIT CODE      CORE COMPETENCIES**

HCS322343	Perform oral examination
HCS322344	Promote oral health and hygiene
HCS322345	Operate a dental radiographic equipment
HCS322346	Apply the principle of radiology biology and protection in dental practice
HCS322347	Perform scaling and polishing
HCS322348	Maintain dental records and resources
HCS322349	Provide effective patient/client service

Occupational/Job titles corresponding to this qualification may include:

- Dental Hygienist**
- Dental Assistant**

The national practice of this qualification requires a license from the Board of Dentistry – Professional Regulation Commission.

## SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **DENTAL HYGIENE NC IV**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY UTILIZE SPECIALIZED COMMUNICATION SKILLS**

**UNIT CODE 500311115**

#### UNIT DESCRIPTOR

This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and internal clients, conduct interviews, facilitate group of discussions, and contribute to the development of communication strategies.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 <b>Strategies</b> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Represent the organization	3.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is clear and sequential and delivered within a predetermined time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is consistent with organizational standards 3.6 Inquiries are responded in a manner consistent with organizational standard

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
4. Facilitate group discussion	4.1 Mechanisms which enhance <b><i>effective group interaction</i></b> is defined and implemented 4.2 Strategies which encourage all group members to participate are used routinely 4.3 Objectives and agenda for meetings and discussions are routinely set and followed 4.4 Relevant information is provided to group to facilitate outcomes 4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 4.6 Specific communication needs of individuals are identified and addressed
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in <b><i>interview situations</i></b> 5.2 Records of interviews are made and maintained in accordance with organizational procedures 5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication
3. Types of Interview	3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation



## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated effective communication skills with clients accessing service and work colleagues</p> <p>1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</p>
2. Underpinning knowledge	<p>2.1 Communication process</p> <p>2.2 Dynamics of groups and different styles of group leadership</p> <p>2.3 Communication skills relevant to client groups</p>
3. Underpinning skills	<p>3.1 Full range of communication techniques including:</p> <p>3.1.1 Full range of communication</p> <p>3.1.2 Active listening</p> <p>3.1.3 Feedback</p> <p>3.1.4 Interpretation</p> <p>3.1.5 Role boundaries setting</p> <p>3.1.6 Negotiation</p> <p>3.1.7 Establishing empathy</p> <p>3.2 Communication skills required to fulfill job roles as specified by the organization</p>
4. Resource implications	<p>4.1 Access to appropriate workplace where assessment can take place</p>
5. Method of assessment	<p>Competency <b>MUST</b> be assessed through</p> <p>5.1 Direct observation</p> <p>5.2 Oral Interview</p>
6. Context of assessment	<p>6.1 This unit should be assessed on the job through simulation</p>

**UNIT OF COMPETENCY    DEVELOP TEAMS AND INDIVIDUALS**

**UNIT CODE                            500311116**

**UNIT DESCRIPTOR**                    This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Provide team leadership	1.1. <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b> 1.2. Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented 1.3. Individuals are encouraged to self evaluate performance and identify areas for improvement 1.4. <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process
2. Foster individual and organizational growth	2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards 2.2. <b>Learning delivery methods</b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources 2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies 2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements
3. Monitor and evaluate workplace learning	3.1. Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2. Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support 3.3. Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning 3.4. Records and reports of competency are maintained within organizational requirement

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
4. Develop team commitment and cooperation	4.1. Open communication processes to obtain and share information is used by team 4.2. Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3. Mutual concern and camaraderie are developed in the team
5. Facilitate accomplishment of organizational goals	5.1. Team members actively participated in team activities and communication processes 5.2. Teams members developed individual and joint responsibility for their actions 5.3. Collaborative efforts are sustained to attain organizational goals

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning
2. Organizational requirements	2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.3 Safety policies, procedures and programs 2.4 Confidentiality and security requirements 2.5 Business and performance plans 2.6 Ethical standards 2.7 Quality and continuous improvement processes and standards
3. Feedback on performance	3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Identified and implemented learning opportunities for others</li> <li>1.2. Gave and received feedback constructively</li> <li>1.3. Facilitated participation of individuals in the work of the team</li> <li>1.4. Negotiated learning plans to improve the effectiveness of learning</li> <li>1.5. Prepared learning plans to match skill needs</li> <li>1.6. Accessed and designated learning opportunities</li> </ol>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Coaching and mentoring principles</li> <li>2.2. Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>2.3. Understanding how to facilitate team development and improvement</li> <li>2.4. Understanding methods and techniques for eliciting and interpreting feedback</li> <li>2.5. Understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>2.6. Knowledge of career paths and competency standards in the industry</li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1. Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effectively</li> <li>3.2. Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>3.3. Planning skills to organize required resources and equipment to meet learning needs</li> <li>3.4. Coaching and mentoring skills to provide support to colleagues</li> <li>3.5. Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>3.6. Facilitation skills to conduct small group training sessions</li> <li>3.7. Ability to relate to people from a range of social, cultural, physical and mental backgrounds</li> </ol>

4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>4.2. Materials relevant to the proposed activity or tasks</p>
5. Method of assessment	<p>Competency may be assessed through:</p> <p>5.1. Observation of work activities of the individual member in relation to the work activities of the group</p> <p>5.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal</p> <p>5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</p>
6. Context of assessment	<p>6.1. Competency may be assessed in workplace or in a simulated workplace setting</p> <p>6.2. Assessment shall be observed while task are being undertaken whether individually or in-group</p>

**UNIT OF COMPETENCY    APPLY PROBLEM SOLVING TECHNIQUES IN THE WORKPLACE**

**UNIT CODE                    500311117**

**UNIT DESCRIPTOR**            This competency covers the knowledge, skills and attitudes required to apply the process of problem solving and other problems beyond those associated directly with the process unit. It includes the application of structured processes and improvement tools. This competency is typically performed by an experienced technician, team leader or supervisor.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Analyze the problem	1.1. Issues/concerns are evaluated based on data gathered 1.2. Possible causes of problem are identified within the <b>area of responsibility</b> as based on experience and the use of problem solving tools/analytical techniques 1.3 Possible cause statements are developed based on findings
2. Identify possible solutions	2.1 All possible options are considered for resolution of the problem in accordance with <b>safety</b> and operating procedures 2.2 Strengths and weaknesses of possible options are considered 2.3 Corrective action is determined to resolve the problem and its possible future causes
3. Recommend solution to higher management	3.1 Report/ <b>communication</b> or <b>documentation</b> are prepared 3.2 Recommendations are presented to appropriate personnel 3.3 Recommendations are followed-up, if required
4. Implement solution	4.1 Measurable objectives are identified 4.2 Resource needs are identified 4.3 Timelines are identified in accordance with plan
5. Evaluate/Monitor results and outcome	5.1. Processes and improvements are identified based on evaluative assessment of problem 5.2. Recommendations are prepared and submitted to superiors.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Area of responsibility	Variables may include but are limited to: <ul style="list-style-type: none"> <li>1.1. Work environment</li> <li>1.2. Problem solution processes</li> <li>1.3. Preventative maintenance and diagnostic policy</li> <li>1.4. Roles and technical responsibilities</li> </ul>
2. Occupational Health and Safety	2.1. <i>As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.</i>
3. Communication	3.1. Variables may include but are not limited to: 3.2. Written communication can involve both hand written and printed material, internal memos, electronic mail, briefing notes and bulletin boards.
4. Documentation	4.1. <i>Audit trails</i> 4.2. <i>Naming standards</i> 4.3. <i>Version control</i>



## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Analyzed the problem</li> <li>1.2. Identified possible solutions</li> <li>1.3. Implemented solutions</li> <li>1.4. Recommended solutions to higher management</li> <li>1.5. Outcome evaluated/monitored</li> </ol> <p>Evidence of satisfactory performance in this unit can be obtained by observation of performance and questioning to indicate knowledge and understanding of the elements of the competency and performance criteria.</p>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Broad understanding of systems, organizational systems and functions</li> <li>2.2. Broad knowledge of help desk and maintenance practices</li> <li>2.3. Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities</li> <li>2.4. Broad knowledge of the operating system</li> <li>2.5. Broad knowledge of the client business domain</li> <li>2.6. Broad knowledge based incorporating current industry practices related to escalation procedures</li> <li>2.7. Broad knowledge based of diagnostic tools</li> <li>2.8. General principles of OHS</li> <li>2.8. Divisional/unit responsibilities</li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1. Decision making within a limited range of options.</li> <li>3.2. Communication is clear, precise and varies according to the type of audience</li> <li>3.3. Teamwork in reference to personal responsibility</li> <li>3.4. Time management as applied to self-management.</li> <li>3.5. Analytical skills in relation to routine malfunctions.</li> <li>3.6. General customer service skills displayed.</li> <li>3.7. Questioning and active listening is employed to clarify general information</li> </ol>

<p>4. Resource implications</p>	<p>4.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as bank of questions which will be used to probe the reasoning behind the observable actions.</p>
<p>5. Method of assessment</p>	<p>Competency <b>MUST</b> be assessed through:</p> <p>5.1. Through direct observation of application to tasks and questions related to underpinning knowledge</p> <p>Under general guidance, checking various stages of operation and at the completion of the activity against performance criteria and specifications</p>
<p>6. Context of assessment</p>	<p>6.1. Competency may be assessed in the work place or in a simulated work place setting</p> <p>6.2. Assessment shall be carried out through TESDA's Accredited Assessment Centers/Venues while tasks are undertaken either individually or as part of a team under limited supervision</p>

**UNIT OF COMPETENCY COLLECT, ANALYZE AND ORGANIZE INFORMATION**

**UNIT CODE 500311118**

**UNIT DESCRIPTOR** This unit covers the outcomes required to process, analyze, interpret and organize workplace information and other relevant data.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Study information requirements	1.1 Needs are identified using established <b>research procedures</b> 1.2 Relevant <b>forms</b> and recording systems are used to gather the information. 1.3 Respondents are selected to implement survey / research based on established procedures.
2. Process data	2.1 <b>Data</b> are collected and collated based on the prescribed method. 2.2 Relevant data are used as references in accordance with the objectives of the program. 2.3 <b>Information</b> is compiled according to the required form.
3. Analyze, interpret and organize information gathered	3.1 Data are analyzed using relevant <b>methodologies</b> 3.2 Where applicable, <b>statistical analysis/methods</b> are employed according to the objectives of the program 3.3 Graphs and other visual presentations are prepared to facilitate analysis / interpretation of information
4. Present findings/ recommendations	4.1 Findings/recommendations summarized and presented/packaged in user-friendly manner 4.2 Relevant inputs gathered to finalize report 4.3 Draft report prepared based on standard format. 4.4 Technical reports are submitted and disseminated to concerned offices.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Research procedures	May include but are not limited to: 1.1 TNA 1.2 Front-end analysis 1.3 Surveys 1.4 Interviews 1.5 Functional analysis 1.6 DACUM research
2. Forms	May include but are not limited to: 2.1 Survey forms/Questionnaires 2.2 Personal information/Profile 2.3 Accident report form 2.4 Requisition slip 2.5 Job orders 2.6 Purchase request form 2.7 Incident report form
3. Methodologies	3.1 Qualitative methods 3.2 Quantitative methods
4. Statistical analysis/methods	4.1. Averages (Mean, Median, Mode) 4.2. Percentage 4.3. Ranks 4.4. Frequency Distribution 4.5. Statistical test
5. Data	5.1. Raw Data
6. Information	6.1. Processed and packaged data

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate</p> <ul style="list-style-type: none"> <li>1.1 Determined information requirements based on organizational goals and objectives.</li> <li>1.2 Used relevant forms and recording systems to gather data</li> <li>1.3 Processed data based on the objectives of the program</li> <li>1.4 Utilized relevant research methods based on the objective of the program</li> <li>1.5 Analyzed and organized information gathered</li> <li>1.6 Submitted/Disseminated technical reports to concerned offices</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Data processing, Information analysis and interpretation</li> <li>2.2 Research methods <ul style="list-style-type: none"> <li>2.2.1 Qualitative</li> <li>2.2.2 Quantitative</li> <li>2.2.3 Statistical</li> </ul> </li> <li>2.3 Report writing</li> <li>2.4 Use of relevant software <ul style="list-style-type: none"> <li>2.4.1 Spreadsheets</li> <li>2.4.2 Presentation graphics</li> <li>2.4.3 Work processor</li> <li>2.4.4 Statistical package</li> </ul> </li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Communicating effectively</li> <li>3.2 Performing research and analysis</li> <li>3.3 Reading / interpreting data and information</li> <li>3.4 Problem solving</li> </ul>
4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace or assessment location</li> <li>4.2 Access to office equipment and facilities relevant to the unit</li> <li>4.3 Case studies/scenarios</li> </ul>
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written/ Oral Examination</li> <li>5.2 Interviews</li> <li>5.3 Portfolio</li> </ul>
6. Context of assessment	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in actual workplace or TESDA Accredited Assessment Center</li> </ul>

**UNIT OF COMPETENCY    PLAN AND ORGANIZE WORK****UNIT CODE                    500311119****UNIT DESCRIPTOR**            This unit covers the outcomes required in planning and organizing work. It may be applied to a small independent operation or to a section of a large organization.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Set objectives	1.1 <b>Objectives</b> are consistent with and linked to work activities in accordance with organizational aims 1.2 Objectives are stated as measurable targets with clear time frames 1.3 Support and commitment of team members are reflected in the objectives 1.4 Realistic and attainable objectives are identified
2. Plan and schedule work activities	2.1 Tasks/work activities to be completed are identified and prioritized as directed 2.2 Tasks/work activities are broken down into steps in accordance with set time frames achievable components in accordance with set time frames 2.3 <b>Resources</b> are allocated as per requirements of the activity 2.4 <b>Schedule of work activities</b> is coordinated with personnel concerned
3. Implement work plans	3.1 <b>Work methods and practices</b> are identified in consultation with personnel concerned 3.2 <b>Work plans</b> are implemented in accordance with set time frames, resources and <b>standards</b>
4. Monitor work activities	4.1 Work activities are monitored and compared with set objectives 4.2 Work performance is monitored 4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards 4.4 Reporting requirements are complied with in accordance with recommended format 4.5 Observe timeliness of report 4.6 Files are established and maintained in accordance with standard operating procedures

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
5. Review and evaluate work plans and activities	5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information 5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback 5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities 5.4 Performance appraisal is conducted in accordance with organization rules and regulations 5.5 Performance appraisal report is prepared and documented regularly as per organization requirements. 5.6 Recommendations are prepared and presented to <b><i>appropriate personnel/authorities</i></b> 5.7 <b><i>Feedback mechanisms</i></b> are implemented in line with organization policies

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Objectives	1.1. Specific 1.2. General
2. Resources	2.1. Personnel 2.2. Equipment and technology 2.3. Services 2.4. Supplies and materials 2.5. Sources for accessing specialist advice 2.6. Budget
3. Schedule of work activities	3.1. Daily 3.2. Work-based 3.3. Contractual 3.4. Regular 3.5. Confidential 3.6. Disclosure 3.7. Non-disclosure
4. Work methods and practices	4.1. Work methods and practices may include but not limited to: 4.2. Legislated regulations and codes of practice 4.3. Industry regulations and codes of practice 4.4. Occupational health and safety practices
5. Work plans	5.1. Daily work plans 5.2. Project plans 5.3. Program plans 5.4. Organization strategic and restructuring plans 5.5. Resource plans 5.6. Skills development plans 5.7. Management strategies and objectives



VARIABLE	RANGE
6. Standards	6.1. Performance targets 6.2. Performance management and appraisal systems 6.3. National competency standards 6.4. Employment contracts 6.5. Client contracts 6.6. Discipline procedures 6.7. Workplace assessment guidelines 6.8. Internal quality assurance 6.9. Internal and external accountability and auditing requirements 6.10. Training Regulation Standards 6.11. Safety Standards
7. Appropriate personnel/authorities	7.1. Appropriate personnel include: 7.2. Management 7.3. Line Staff
8. Feedback mechanisms	8.1. Feedback mechanisms include: 8.2. Verbal feedback 8.3. Informal feedback 8.4. Formal feedback 8.5. Questionnaire 8.6. Survey 8.7. Group discussion

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Set objectives</li> <li>1.2. Planned and scheduled work activities</li> <li>1.3. Implemented work plans</li> <li>1.4. Monitored work activities</li> <li>1.5. Reviewed and evaluated work plans and activities</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1. Organization’s strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>2.2. Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>2.3. Team work and consultation strategies</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1. Planning</li> <li>3.2. Leading</li> <li>3.3. Organizing</li> <li>3.4. Coordinating</li> <li>3.5. Communication Skills</li> <li>3.6. Inter-and intra-person/motivation skills</li> <li>3.7. Presentation skills</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided</p> <ul style="list-style-type: none"> <li>4.1. Tools, equipment and facilities appropriate to the proposed activities</li> <li>4.2. Materials relevant to the proposed activities</li> <li>4.3. Work plan schedules</li> <li>4.4. Drawings, sketches or blueprint</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Direct observation/questioning</li> <li>5.2. Practical exercises on Planning and Scheduling Work Activities</li> <li>5.3. Third Party Report (collection of competency evidence)</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1. Competency may be assessed in the workplace or in simulated work</li> </ul>

**UNIT OF COMPETENCY      PROMOTE ENVIRONMENTAL PROTECTION**

**UNIT CODE                      500311120**

**UNIT DESCRIPTOR**                      This unit covers the knowledge, skills and attitudes required in adhering to environmental protection principles, strategies and guidelines

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Study guidelines for environmental concerns.	1.1 Environmental <b>legislations/conventions</b> and local ordinances are identified according to the different <b>environmental aspects/impact</b> . 1.2 <b>Industrial standard/environmental practices</b> are described according to the different environmental concerns.
2. Implement specific environmental programs.	2.1 <b>Programs/Activities</b> are identified according to organizations policies and guidelines. 2.2 Individual roles/responsibilities are determined and performed based on the activities identified. 2.4 Problems/ constraints encountered are resolved in accordance with organizations' policies and guidelines 2.5 Stakeholders are consulted based on company guidelines.
3. Monitor activities on environmental protection /programs	3.1 Activities are <b>periodically</b> monitored and evaluated according to the objectives of the environmental program 3.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations 3.3 Data gathered are analyzed based on evaluation requirements 3.4 Recommendations are submitted based on the findings. 3.5 Management support systems are set/established to sustain and enhance the program 3.6 Environmental incidents are monitored and reported to concerned/proper authorities.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Legislations/Conventions	May include but are not limited to: 1.1 Clean Air act 1.2 Clean Water Act 1.3 Solid Waste Management 1.4 Montreal Protocol 1.5 Kyoto Protocol
2. Environmental aspects/impacts	2.1 Air pollution 2.2 Water pollution 2.3 Noise pollution 2.4 Solid waste 2.5 Flood control 2.6 Deforestation/Denudation 2.7 Radiation/Nuclear /Radio Frequency/ Microwaves 2.8 Situation 2.9 Soil erosion (e.g. Quarrying, Mining, etc.) 2.10 Coral reef/marine life protection
3. Industrial standards/ Environmental practices	3.1 ECC standards 3.2 ISO standards 3.3 company environmental management systems (EMS)
4. Periodic	4.1 hourly 4.2 daily 4.3 weekly 4.4 monthly 4.5 quarterly 4.6 yearly
5. Programs/Activities	5.1 Waste disposal (on-site and off-site) 5.2 Repair and maintenance of equipment 5.3 Treatment and disposal operations 5.4 Clean-up activities 5.5 Laboratory and analytical test 5.6 Monitoring and evaluation 5.7 Environmental advocacy programs

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues/concerns.</li> <li>1.2 Described industrial standard environmental practices according to the different environmental issues/concerns.</li> <li>1.3 Resolved problems/ constraints encountered based on management standard procedures</li> <li>1.4 Implemented and monitored environmental practices on a periodic basis as per company guidelines</li> <li>1.5 Recommended solutions for the improvement of the program</li> <li>1.6 Monitored and reported to proper authorities any environmental incidents</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Features of an environmental management strategy</li> <li>2.2 Environmental issues/concerns</li> <li>2.3 International Environmental Protocols (Montreal, Kyoto)</li> <li>2.4 Waste minimization hierarchy</li> <li>2.5 Environmental planning/management</li> <li>2.6 Community needs and expectations</li> <li>2.7 Resource availability</li> <li>2.8 Environment-friendly/environmental advocates</li> <li>2.9 5S of Good Housekeeping</li> <li>2.10 3Rs – Reduce, Reuse &amp; Recycle</li> <li>2.11 Sanitary Code</li> <li>2.12 Environmental Code of practice</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Communicating effectively</li> <li>3.2 Performing research and analysis</li> <li>3.3 Reading / interpreting data and information</li> <li>3.4 Problem solving</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace/Assessment location</li> <li>4.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>4.3 Case studies/scenarios relating to environmental protection</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written/ Oral Examination</li> <li>5.2 Interview/Third Party Reports</li> <li>5.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</li> <li>5.4 Simulations and role-plays</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in actual workplace or at the designated TESDA center.</li> </ul>

## COMMON COMPETENCIES

**UNIT OF COMPETENCY**    **MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENTS AND CUSTOMERS**

**UNIT CODE**                    **HCS516201**

**UNIT DESCRIPTOR**            This unit covers the knowledge, skills and attitudes and values required in building and maintaining an effective relationship with clients, customers and the public.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Maintain a clean and hygienic environment	1.1 Uniform and personal grooming maintained to assignment requirements. 1.2 <b><i>Personal presence</i></b> maintained according to <b><i>employer standards</i></b> . 1.3 Visible work area kept tidy and uncluttered. 1.4 Equipment stored according to assignment requirements.
2. Meet client/customer requirements	2.1 <b><i>Client requirements</i></b> identified and understood by referral to <b><i>assignment instructions</i></b> . 2.2 Client requirements met according to the assignment instructions. 2.3 Changes to <b><i>client's needs and requirements</i></b> monitored and <b><i>appropriate action taken</i></b> . 2.4 All communication with client or <b><i>customer</i></b> is cleared and complied with assignment requirements.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to. 3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according employer policy. 3.3 Client fully informed of all relevant matters in a timely manner and according to agreed reporting procedures.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include but not limited to: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
2. Employer Standards	May include but not limited to: 2.1 Standing Orders
3. Client Requirements	May include but are not limited to: 3.1 Assignment instructions 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May be conveyed in: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client Needs and Requirements	May be detected by: 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referring to appropriate employer personnel 6.3 Clarification of client needs and instructions 6.4 Hazard reports
7. Customers	May include: 7.1 All members of the public

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Maintained a professional image</li> <li>1.2 Interpreted client/customer requirements from information</li> <li>1.3 Dealt successfully with a variety of client/customer interactions</li> <li>1.4 Monitored and acted on changing client or customer needs</li> <li>1.5 Met client/customer requirements</li> <li>1.6 Built credibility with customers/client</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Uniform and personal grooming requirements of the employer</li> <li>2.2 Occupational health and safety requirement for the assignment</li> <li>2.3 Assignment Instructions</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Attention to detail when completing client/employer documentation</li> <li>3.2 Interpersonal and communication skills required in client contact assignments</li> <li>3.3 Customer service skills required to meet client/customer needs</li> <li>3.4 Punctuality</li> <li>3.5 Customer Service</li> <li>3.6 Telephone Technique</li> <li>3.7 Problem Solving and Negotiation</li> <li>3.8 Maintaining Records</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided</p> <ul style="list-style-type: none"> <li>4.1 Assessment Centers/Venues</li> <li>4.2 Accredited Assessors</li> <li>4.3 Modes of Assessment</li> <li>4.4 Evaluation Reports</li> <li>4.5 Access to a relevant venue, equipment and materials</li> <li>4.6 Assignment Instructions</li> <li>4.7 Logbooks</li> <li>4.8 Operational manuals and makers/customers' instructions</li> <li>4.9 Assessment instruments, including personal planner and assessment record book</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written Test</li> <li>5.2 Demonstration with questioning</li> <li>5.3 Observation with questioning</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in the workplace or in a simulated workplace setting.</li> </ul>



**UNIT OF COMPETENCY      MANAGE OWN PERFORMANCE**

**UNIT CODE                      HCS516202**

**UNIT DESCRIPTOR**              This unit of competency covers the knowledge, skills and attitudes in effectively managing own workload and quality work.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Plan for completion of own workload	1.1 <b>Tasks</b> accurately identified. 1.2 Priority allocated to each task. 1.3 Time lines allocated to each task or series of tasks. 1.4 Tasks deadlines known and complied with whenever possible. 1.5 Work schedules are known and completed with agreed time frames. 1.6 Work plans developed according to assignment requirements and employer policy. 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons.
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed <b>performance standards</b> . 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards. 2.3 Guidance from management applied to achieve or maintain agreed standards. 2.4 Standard of work clarified and agreed according employer policy and procedures.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to. 3.2 Possible causes of client/customer dissatisfaction identified, dealt with, recorded and in accordance with employer policy. 3.3 Client fully informed of all relevant matters in a timely manner.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	1.1 May be identified through: <ul style="list-style-type: none"> <li>1.1.1 Assignment Instructions</li> <li>1.1.2 Verbal Instructions by Senior Staff</li> <li>1.1.3 Policy Documents</li> <li>1.1.4 Duty Statements</li> <li>1.1.5 Self Assessment</li> </ul> 1.2 May be: <ul style="list-style-type: none"> <li>1.2.1 Daily tasks</li> <li>1.2.2 Weekly tasks</li> <li>1.2.3 Regularly or irregularly occurring tasks</li> </ul>
2. Performance Standards	May include: <ul style="list-style-type: none"> <li>2.1 Assignment Instructions</li> <li>2.2 Procedures established in policy documents</li> </ul>

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Planned for completion of own workload</li> <li>1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements</li> <li>1.3 Demonstrated capacity to complete task within specified time frame</li> <li>1.4 Maintained quality of own performance</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Sight and assignment requirements</li> <li>2.2 Employer policy on performance management</li> <li>2.3 Indicators of appropriate performance for each area of responsibility</li> <li>2.4 Steps for improving or maintaining performance</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Capacity to plan and prioritize work loads and requirements</li> <li>3.2 Time and task management</li> </ul>
4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Assessment Centers/Venues</li> <li>4.2 Accredited Assessors</li> <li>4.3 Modes of Assessment</li> <li>4.4 Evaluation Reports</li> <li>4.5 Access to relevant venue, equipment and materials</li> <li>4.6 Assignment Instructions</li> <li>4.7 Logbooks</li> <li>4.8 Operational manuals and makers'/customers' instructions</li> <li>4.9 Assessment Instruments, including personal planner and assessment record book</li> </ul>
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Written Test</li> <li>5.2 Demonstration with questioning</li> <li>5.3 Observation with questioning</li> <li>5.4 Oral questioning/Interview</li> </ul>
6. Context of assessment:	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in the workplace or in a simulated workplace setting.</li> </ul>

**UNIT OF COMPETENCY**    **MAINTAIN INSTRUMENTS AND EQUIPMENT IN WORK AREA**

**UNIT CODE**                    **HCS322201**

**UNIT DESCRIPTOR**            This unit covers the knowledge, skills and attitudes required in maintaining instruments and equipment in the work area.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare to clean used items	1.1 <b>Safe work practices</b> and standard precautions are followed at all times in accordance with <b>legislative and workplace guidelines</b> . 1.2 Sharps and sharps debris are disposed into a container and in accordance with workplace guidelines. 1.3 <b>Waste</b> is segregated and disposed in accordance with organization and legislative guidelines.
2. Clean and dry used items	2.1 <b>Workflow protocols</b> are maintained in instrument reprocessing area and in accordance with workplace guidelines. 2.2 Instruments are <b>prepared for cleaning</b> and in accordance with workplace guidelines. 2.3 <b>Appropriate cleaning agents</b> are selected and used in accordance with workplace guidelines and manufacturer's specification. 2.4 <b>Cleaning methods</b> that avoid the generation of aerosols are used in accordance with workplace guidelines. 2.5 Instruments are dried and inspected for damage and remaining debris and in accordance with workplace procedures. 2.6 <b>Cleaning process</b> is monitored in accordance with workplace guidelines.
3. Prepare and pack items for storage	3.1 Instruments with hinges or ratchets are opened and unlocked in accordance with standard operating procedures. 3.2 Instrument trays are prepared in accordance with workplace protocols. 3.3 <b>Critical site instruments</b> are packaged or wrapped in a manner that prevents damage to delicate items.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Safe work practices	May include but are not limited to: <ul style="list-style-type: none"> <li>1.1 Treatment of all items as a potential source of infection</li> <li>1.2 Personal hygiene practices especially washing and drying hands</li> <li>1.3 Work practices for the safe handling of sharps</li> <li>1.4 Work practices for the safe disposal of sharps and other clinical waste</li> <li>1.5 The use of personal protective equipment:               <ul style="list-style-type: none"> <li>1.5.1 heavy duty gloves</li> <li>1.5.2 mask and protective eyewear</li> <li>1.5.3 hair protection or covering</li> <li>1.5.4 protective clothing and safety footwear</li> </ul> </li> <li>1.6 Safe handling, storage and disposal of chemicals</li> <li>1.7 Safe handling techniques especially as they relate to lifting and handling dangerous and contaminated items</li> </ul>
2. Legislative and workplace guidelines	May include: <ul style="list-style-type: none"> <li>2.1 Infection control guidelines for the transmission of infectious diseases in the health care setting</li> <li>2.2 State legislative requirements</li> <li>2.3 Organization infection control policies and procedures</li> <li>2.4 Occupational Health and Safety policies and procedures</li> <li>2.5 Material Safety Data Sheets for the chemicals used</li> </ul>
3. Waste	May include but is not limited to: <ul style="list-style-type: none"> <li>3.1 Clinical waste:               <ul style="list-style-type: none"> <li>3.1.1 discarded sharps</li> <li>3.1.2 human tissues</li> <li>3.1.3 laboratory waste</li> <li>3.1.4 any other waste as specified by the workplace</li> </ul> </li> <li>3.2 Related waste:               <ul style="list-style-type: none"> <li>3.2.1 radiographic waste</li> <li>3.2.2 chemical waste</li> <li>3.2.3 metal alloy waste</li> </ul> </li> <li>3.3 General waste</li> </ul>
4. Disposal of waste requirements	May include: <ul style="list-style-type: none"> <li>4.1 Disposal in accordance with:               <ul style="list-style-type: none"> <li>4.1.1 Environment Protection Policy (Waste Management)</li> <li>4.1.2 Environment Protection Regulations (Waste Management)</li> </ul> </li> <li>4.2 Organization policy</li> </ul>

5. Work flow protocols	<p>May include:</p> <ul style="list-style-type: none"> <li>5.1 Separate hand washing facilities</li> <li>5.2 Sink suitable for disposal of liquid waste</li> <li>5.3 One direction flow of instruments from contaminated to clean to sterile</li> <li>5.4 Designated work area that is physically separate to prevent possible contamination of processed items</li> <li>5.5 Identification and reporting of disruptions to work flow protocols in accordance with workplace procedures</li> </ul>
6. Preparation of instruments for cleaning	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 Sorting according to type of instrument and corresponding cleaning method</li> <li>6.2 Written procedures for handling specialized items</li> <li>6.3 Disassembly of instruments where possible for detergent to reach all surfaces</li> <li>6.4 Checking for instrument defects, damage and missing parts</li> </ul>
7. Selection and use of appropriate cleaning agents	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Meeting requirements of Product Data Bulletins and Materials Safety Data Sheets for the chemicals used</li> </ul>
8. Cleaning methods	<p>May include:</p> <ul style="list-style-type: none"> <li>8.1 Initial treatment of used instruments close to their point of use to decrease bio burden</li> <li>8.2 Thermal washer/disinfector in accordance with current standards</li> <li>8.3 Ultrasonic cleaner in accordance with current standards</li> <li>8.4 Manual cleaning</li> </ul>
9. Monitoring the cleaning process	<p>May include:</p> <ul style="list-style-type: none"> <li>9.1 Visual inspection of all items for cleanliness and absence of detergent or rinse additive residues</li> <li>9.2 Daily cleaning and maintenance of ultrasonic cleaner and washer/disinfector</li> <li>9.3 Daily performance testing of ultrasonic cleaner</li> <li>9.4 Daily checks of washer/disinfector function and detergent dispenser</li> </ul>
10. Critical site instruments	<p>May include:</p> <ul style="list-style-type: none"> <li>10.1 Instruments which must be cleaned and disinfected as needed</li> </ul>
11 Routine cleaning and checking of sterilizers	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>11.1 Daily checks: <ul style="list-style-type: none"> <li>11.1.1 floor of sterilizer is free of debris</li> <li>11.1.2 chamber drain and filter are clear</li> <li>11.1.3 recording devices, gauges and timers are functioning correctly</li> <li>11.1.4 water reservoir (portable benchtop sterilizers) emptied, cleaned and refilled with distilled water</li> <li>11.1.5 door seals are intact</li> </ul> </li> <li>11.2 Cleaning: <ul style="list-style-type: none"> <li>11.2.1 loading tray and external surfaces cleaned daily</li> </ul> </li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Followed safe handling, drying and cleaning protocols</li> <li>1.2 Followed correct packing, assembly and wrapping procedures and storage</li> <li>1.3 Followed appropriate OH&amp;S procedures</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Workflow protocols in the instrument reprocessing area</li> <li>2.2 Workplace procedures for using an ultrasonic cleaner</li> <li>2.3 Workplace procedures for manual cleaning</li> <li>2.4 Instrument maintenance checklists</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Following safe work practices and applying standard precautions during cleaning and preparation of items: <ul style="list-style-type: none"> <li>3.1.1 checking items for defects after cleaning</li> <li>3.1.2 selecting and safely using appropriate cleaning agents</li> <li>3.1.3 selecting and wearing appropriate personal protective equipment</li> </ul> </li> <li>3.2 Maintaining workflow protocols in instrument reprocessing area from contaminated to clean and disinfect</li> <li>3.3 Operating mechanical cleaners including ultrasonic cleaner or steamer</li> <li>3.4 Drying items before packaging</li> <li>3.5 Storing packaged items in a clean place away from sources of moisture and contamination</li> </ul>
<p>4. Resource Implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace: Real or simulated work area</li> <li>4.2 Appropriate tools and equipment</li> <li>4.3 Appropriate supplies and materials</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with questioning</li> <li>5.2 Written Test/Examination</li> <li>5.3 Third Party Report</li> <li>5.4 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in the workplace or in a simulated work setting or environment.</li> </ul>

**UNIT OF COMPETENCY FOLLOW OCCUPATIONAL HEALTH AND SAFETY POLICIES IN DENTAL LABORATORY FACILITIES**

**UNIT CODE HCS322204**

**UNIT DESCRIPTOR** This unit covers the knowledge, skills and attitudes required in applying relevant OHS legislation and codes of practice, including duties and responsibilities for all parties under general duty of care.

<b>ELEMENT</b>		<b>PERFORMANCE CRITERIA</b>	
		<i>Italicized terms</i> are elaborated in the Range of Variables	
1	Follow workplace procedures for hazard identification and risk control	1.3	Hazards in the work area are recognized and reported to supervisor in accordance with workplace procedures.
		1.4	<b>Workplace procedures and work instructions for controlling risks</b> , including infection control, are followed accurately.
		1.5	<b>Workplace procedures</b> for dealing with accidents, fires and emergencies are followed where necessary.
2	Contribute to the management of OHS	2.7	OHS issues are raised with designated personnel and co-workers as appropriate.
		2.8	Contributions are made as appropriate to workplace OHS discussions.
3	Utilize and implement strategies as directed to prevent infection in the workplace	3.1	The environment is kept clean and tidy.
		3.2	Personal hygiene practices are followed.
		3.3	Any <b>items that may be contaminated</b> are disposed of safely.
4	Utilize strategies to prevent stress overload	4.1	Nominated <b>rest time and breaks</b> are taken.
		4.2	Sources of <b>stress</b> are identified and issues raised with supervisor.
		4.3	Work roles are clarified and followed.
5	Work in a safe manner	5.1	Defined procedures are followed to ensure personal safety.
		5.2	All <b>work is carried out in a manner which ensures safety</b> of self and others
		5.3	<b>Organizational security measures</b> are followed.
		5.4	Safe manual handling procedures are followed.



## RANGE OF VARIABLES

VARIABLE	RANGE
2. Workplace procedures for controlling risks	May include: 1.5 Manual handling techniques 1.6 Safe handling, storage and disposal of inflammable or potentially dangerous substances 1.5 Strategies for reducing the amount of manual handling required
2. Stress	May include: 2.1 Health problems 2.2 Changes in behavior 2.3 Frequent absences 2.4 Negative attitudes 2.5 Unawareness of own stress levels
3. Rest time and breaks	May include: 3.4 Morning and afternoon tea, lunch, dinner breaks
4. Workplace procedures	May include: 4.3 Grievance procedures 4.4 Team meetings 4.5 Incident reports 4.6 Debriefing procedures following crisis 4.7 Smoke free environment
5. Items that may be contaminated	May include: 5.6 Work surfaces 5.7 Clothing
6. Working in a manner that ensures personal safety	May include: 6.1 Carrying communication equipment 6.2 Using personal protection equipment 6.3 Safe work practices for handling sharps and other hazards in dental laboratory practice 6.4 Carrying alarms 6.5 Maintaining infection control in dental laboratory practice
7. Organizational security measures	May include: 7.1 Locking doors 7.2 Alarm system 7.3 Contracted security personnel

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.4 Worked safely and followed OHS policies and procedures in dental laboratory practice</li> <li>1.5 Complied with DOH infection control guidelines</li> <li>1.6 Contributed to the management of OHS</li> <li>1.7 Utilized and implemented strategies as directed to prevent infection in the workplace</li> <li>1.8 Utilized strategies to prevent stress overload</li> <li>1.9 Worked in a safe manner</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.5 Compliance with OHS policy and procedures and infection control guidelines and procedures</li> <li>2.6 Knowledge of potential hazards in the workplace</li> <li>2.7 Knowledge of laboratory waste disposal methods</li> <li>2.8 Knowledge of personal hygiene and personal protection including immunization</li> <li>2.9 Knowledge of legislative requirements and best practice approaches to OHS</li> <li>2.10 Emergency procedures</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.6 Manual handling techniques</li> <li>3.7 Safe handling techniques</li> <li>3.8 Correct use of equipment, instruments and materials in accordance with manufacturer specifications</li> <li>3.9 Technology used to work safely and competently</li> <li>3.10 Safe work practices to prevent or minimize risk</li> <li>3.11 Reading and writing skills</li> <li>3.12 Oral communication skills</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Relevant dental laboratory practice/organizational policies and procedures manuals such as: <ul style="list-style-type: none"> <li>4.1.1 Incident reporting procedures</li> <li>4.1.2 OHS policy and procedures</li> <li>4.1.3 Infection control guidelines (DOH)</li> <li>4.1.4 Waste management policies</li> <li>4.1.5 Relevant state legislation</li> <li>4.1.6 Manufacturer’s instructions for the use of relevant equipment, instruments and materials</li> <li>4.1.7 Material Safety Data Sheets (MSDs)</li> </ul> </li> </ul>
<p>5 Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Observation with questioning</li> <li>5.2 Oral questioning/Interview</li> <li>5.3 Portfolio</li> <li>5.4 Third Party Report</li> </ul>
<p>6 Context of assessment</p>	<p>6.1 Competency may be assessed in the workplace or in a simulated work setting.</p>

**UNIT OF COMPETENCY      MAINTAIN INFECTION CONTROL IN DENTAL LABORATORY PRACTICE**

**UNIT CODE                      HCS322205**

**UNIT DESCRIPTOR**                      This unit covers the knowledge, skills and attitudes required to comply with infection control procedures before, during and after health care procedures.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1    Monitor and maintain the cleanliness of the dental laboratory	2.1    Appropriate personal protective wear is used during cleaning of equipment and surfaces. 2.2    Appropriate disinfectants and cleaning equipment are selected, prepared and used on surfaces in accordance with the manufacturer’s specification. 2.3    Used surface covers, if applicable, are removed and replaced in a manner to prevent cross contamination. 2.4 <b>Cleaning equipment</b> is correctly stored. 2.5    All <b>surfaces</b> including internal storage units within the dental laboratory are monitored and maintained for cleanliness.
2    Clean and disinfect dental laboratory /instruments and equipment	2.1    Dental laboratory instruments and equipment are cleaned of bio-burden and lubricated, where appropriate, prior to cleaning and disinfecting. 2.2    Dental laboratory instruments and equipment are checked for faults and disassembled where appropriate. 2.3    Prior to cleaning of dental laboratory instruments and equipment are loaded safely and effectively. 2.4    Appropriate cleaning procedures are carried out in the correct sequence and duration in accordance with manufacturer specifications. 2.5    Regular maintenance program including faults and incidences are recognized, reported and documented.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
3 Maintain hygiene and personal protection	3.1 Hand washing procedures are correctly followed. 3.2 Open cuts and abrasions are covered with a waterproof dressing. 3.3 Appropriate <b><i>personal protection wear</i></b> is correctly worn. 3.4 Immunization is undertaken in accordance with current recommendations for dental health care worker. 3.5 All work is carried out in a manner that minimizes the risk of cross contamination and complies with OHS policy and procedures. 3.6 Hazards in the dental laboratory is recognized and reported to operator. 3.7 Appropriate procedures for dealing with accidents, including sharp injuries, are followed correctly.
4 Dispose of dental laboratory waste safely	4.1 Appropriate protective clothing is worn or used in accordance with OHS policy and procedures when handling waste. 4.2 <b><i>Waste is segregated, contained</i></b> , stored and transported correctly. 4.3 Damaged and/or pre-packed items are disposed of safely. 4.4 <b><i>Waste is disposed of safely.</i></b>
5 Undertake the necessary measures to ensure prevention of transmission of infection	5.1 Risks of cross contamination are identified and appropriate responses implemented within dental practice. 5.2 Clean, contaminated and administrative zones are clearly identified and maintained. 5.3 Instruments, materials, medicaments and equipment are set up prior to commencement of treatment where appropriate. 5.4 One-way workflow from clean to dirty zone is maintained. 5.5 Risk of transmission of infection is minimized in all dental laboratory related and administrative procedures. 5.6 Spills are removed correctly.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Infection control guidelines and procedures	May include but are not limited to: 1.1 Current DOH guidelines for infection control in health care settings 1.2 Standard Precautions and Additional Precautions as defined by DOH 1.3 Dental laboratory practice/organizational policy procedures and infection control guidelines and procedures 1.4 Material Safety Data Sheets (MSDS) 1.5 Local government ordinances 1.6 Legislative requirements
2. Personal protective wear	May include but not limited to: 2.1 Sterile and non sterile gloves including heavy duty 2.2 Masks 2.3 Eye protection 2.4 Enclosed footwear 2.5 Gowns 2.6 Aprons
3. Cleaning equipment	May include but is not limited to: 3.1 Ultrasonic cleaner 3.2 Manual cleaning with a range of brushes 3.3 Drying 3.4 Buckets and mops
4 Waste segregation	May include but is not limited to: 4.1 Clinical and related waste 4.2 Infectious waste 4.3 Sharps 4.4 General waste 4.5 Other hazardous substances
5 Requirements for safe disposal of waste	May be determined by: 5.1 Main drainage 5.2 Local government ordinances 5.3 Material Safety Data Sheet (MSDS)

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge of infection risks in health environment and specifically in dental laboratory practice</li> <li>1.2 Complied with current DOH infection control guidelines and procedures, OHS and legislative requirements</li> <li>1.3 Handled waste safely managed procedures in accordance with legislative requirements</li> <li>1.4 Selected and used appropriate cleaning agents for particular surfaces and equipment in accordance with the manufacturer's specifications</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Knowledge on how infection is spread, cross infection and prevention strategies</li> <li>2.2 Knowledge of relevant OHS policies and procedures</li> <li>2.3 Limitations, properties and precautions required of disinfectants and decontaminates</li> <li>2.4 Knowledge of potential hazards in a health environment</li> <li>2.5 Knowledge of currently available vaccinations against transmissible disease</li> <li>2.6 Knowledge of dental laboratory waste disposal methods</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Applying standard and additional precautions</li> <li>3.2 Using safe work practices to minimize the risk of transmission of infection</li> <li>3.3 Selecting and using appropriate chemicals in cleaning and sanitizing</li> <li>3.4 Using correct hand washing and hand care techniques</li> <li>3.5 Using correct hygiene procedures</li> <li>3.6 Selecting and using equipment and cleaning agents effectively</li> <li>3.7 Using procedures appropriate to the cleaning area and purpose</li> <li>3.8 Minimizing disruption to the work environment</li> <li>3.9 Minimizing safety hazards for self and others</li> <li>3.10 Using time management strategies to set priorities</li> <li>3.11 Using technology to work safely and competently</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Relevant dental laboratory practice/organizational policy and procedures</li> <li>4.2 Incident reporting procedures</li> <li>4.3 Occupational health and safety policy and procedures</li> <li>4.4 Infection control guidelines</li> <li>4.5 Waste management policies</li> <li>4.6 Relevant state legislations</li> <li>4.7 Manufacturer's instructions for the use of relevant equipment, instruments, medicaments, materials and Material Safety Data Sheets (MSDS)</li> <li>4.8 Cleaning agents currently used in the workplace</li> </ul>

5. Method of assessment	Competency may be assessed through: 5.1 Written Test/Examination 5.2 Demonstration with questioning 5.3 Observation with questioning 5.4 Portfolio 5.5 Third Party Report
6. Context of assessment	6.1 Competency may be assessed in the workplace or in a simulated work setting.

**UNIT OF COMPETENCY    APPLY BASIC FIRST AID**

**UNIT CODE                                    HCS323203**

**UNIT DESCRIPTOR**                      This unit covers the knowledge, skills and attitudes required to provide an initial response where First Aid is required. In this unit it is assumed that the First Aider is working under supervision and / or according to established workplace First-Aid procedures and policies.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Assess the situation	<p>1.1    <b>Physical hazards</b> to self and casualty's health and safety are identified.</p> <p>1.2    Immediate <b>risks</b> to self and casualty's occupational health and safety (OSH )are minimized by controlling the hazard in accordance with OSH requirements.</p> <p>1.3    Casualty's <b>vital signs</b> and physical condition are assessed in accordance with workplace procedures.</p>
2. Apply basic first aid techniques	<p>2.1    <b>First Aid management</b> is provided in accordance with established First Aid procedures.</p> <p>2.2    Casualty is reassured in a caring and calm manner and made comfortable using available resources.</p> <p>2.3    First Aid assistance is sought from others in a timely manner and as appropriate.</p> <p>2.4    <b>Casualty's condition</b> is monitored and responded to in accordance with effective <b>First-Aid principles</b> and workplace procedures.</p> <p>2.5    Details of casualty's physical condition, changes in conditions, management and response are accurately recorded in line with organizational procedures.</p> <p>2.6    Casualty management is finalized according to his/her needs and First Aid principles.</p>
3. Communicate details of the incident	<p>1.1    Appropriate medical assistance is requested using relevant <b>communication media</b> and <b>equipment</b>.</p> <p>1.2    Details of casualty's condition and management activities are accurately conveyed to emergency services/relieving personnel.</p> <p>1.3    Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to established company procedures.</p>



## RANGE OF VARIABLES

VARIABLE	RANGE
1. First Aid Management	This may include but is not limited to: <ul style="list-style-type: none"> <li>1.1 Workplace policies and procedures</li> <li>1.2 Industry/site specific regulations, codes</li> <li>1.3 OSH</li> <li>1.4 State and territory workplace health and safety requirements</li> <li>1.5 Allergies the casualty may have</li> </ul>
2. Physical Hazards	Physical hazards may include: <ul style="list-style-type: none"> <li>2.1 Workplace hazards</li> <li>2.2 Environmental hazards</li> <li>2.3 Proximity of other people</li> <li>2.4 Hazards associated with casualty management processes</li> </ul>
3. Risks	Risks may include: <ul style="list-style-type: none"> <li>3.1 Worksite equipment, machinery and substances</li> <li>3.2 Environmental risks</li> <li>3.3 Bodily fluids</li> <li>3.4 Risk of further injury to the casualty</li> <li>3.5 Risk associated with the proximity of the others and bystanders</li> </ul>
2. Casualty's Condition	Casualty's condition may include but be not limited to the following: <ul style="list-style-type: none"> <li>4.1 Abdominal injuries</li> <li>4.2 Allergic reactions</li> <li>4.3 Bleeding</li> <li>4.4 Burns-thermal, chemical, friction, electrical</li> <li>4.5 Cardiac conditions</li> <li>4.6 Chemical contamination</li> <li>4.7 Cod injuries</li> <li>4.8 Crush injuries</li> <li>4.9 Dislocations</li> <li>4.10 Drowning</li> <li>4.11 Eye injuries</li> <li>4.12 Fractures</li> <li>4.13 Head injuries</li> <li>4.14 Epilepsy</li> <li>4.15 Minor skin injuries</li> <li>4.16 Neck and spinal injuries</li> <li>4.17 Needle stick injuries</li> <li>4.18 Poisoning and toxic substances</li> <li>4.19 Shock</li> <li>4.20 Smoke inhalation</li> </ul>

<p>5. Equipment and Resources</p>	<p>Equipment and other resources may include:</p> <ul style="list-style-type: none"> <li>5.1 Defibrillation units</li> <li>5.1 Pressure bandages</li> <li>5.2 Thermometers</li> <li>5.3 First Aid kit</li> <li>5.4 Eyewash</li> <li>5.5 Thermal blankets</li> <li>5.6 Pocket face masks</li> <li>5.7 Rubber gloves</li> <li>5.8 Dressing</li> <li>5.9 Space device</li> <li>5.10 Cervical collars</li> </ul>
<p>6. Communication System</p>	<ul style="list-style-type: none"> <li>6.1 Mobile phone</li> <li>6.2 Satellite phones</li> <li>6.3 HF/VHF radio</li> <li>6.4 Flags</li> <li>6.5 Flares</li> <li>6.6 Two-way radio</li> <li>6.7 Email</li> <li>6.8 Electronic equipment</li> </ul>
<p>7. Vital Signs</p>	<ul style="list-style-type: none"> <li>7.1 Breathing</li> <li>7.2 Circulation</li> <li>7.3 Consciousness</li> </ul>
<p>8. First Aid Principles</p>	<ul style="list-style-type: none"> <li>8.1 Checking the site for danger to self, casualty and others and minimizing the danger</li> <li>8.2 Checking and maintaining the casualty's airways, breathing and circulation</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Complied with institutional requirements, OSH laws infections control and manual handling procedures and relevant health regulations</li> <li>1.2 Identified physical hazards of the casualty and minimized immediate risks</li> <li>1.3 Assessed and monitored the physical condition of the casualty</li> <li>1.4 Responded to emergency using basic life support measures</li> <li>1.5 Provided initial response where First Aid is required</li> <li>1.6 Dealt with complex casualties or incidents</li> <li>1.7 Prepared reports to concerned personnel in a timely manner</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Basic anatomy and physiology</li> <li>2.2 Company standard operating procedures (sops)</li> <li>2.3 Dealing with confidentiality</li> <li>2.4 Knowledge of the First Aiders' skills limitations</li> <li>2.5 OSH legislation and regulations</li> <li>2.6 How to gain access to and interpret material safety data sheets</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Resuscitation</li> <li>3.2 Safe manual handling of casualty</li> <li>3.3 Consideration of the welfare of the casualty</li> <li>3.4 Report preparation</li> <li>3.5 Communication skills</li> <li>3.6 Interpreting and using listed documents</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Access to relevant work station</li> <li>4.2 Relevant institutional policies, guidelines procedure and protocol</li> <li>4.3 Equipment and materials relevant to the proposed activities</li> </ul>
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with questioning</li> <li>5.2 Interview</li> <li>5.3 Third-Party report</li> <li>5.4 Portfolio</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1 Assessment may be done in a workplace or simulated work area setting.</li> </ul>

**UNIT OF COMPETENCY OPERATE A PERSONAL COMPUTER****UNIT CODE ICT311201****UNIT DESCRIPTOR** This unit defines the competency required to operate a personal computer by: starting the PC, logging in, using and working with files, folders and programs, saving work, and closing down the PC.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized Bold</i> terms are elaborated in the Range of Variables
1. Start the computer	1.1 The <b>peripheral devices</b> are properly connected 1.2 Power is checked and the <b>computer</b> and peripheral devices are switched on 1.3 Proper logging in and logging off is successfully done 1.4 The <b>operating system</b> features and functions are accessed and navigated 1.5 Hardware configuration and other <b>system features</b> are checked
2. Arrange and customize desktop display/ Windows settings	2.1 The desktop screen or Windows elements are changed as needed 2.2 Desktop icons are added, renamed, moved, copied or deleted 2.3 The <b>online help functions</b> are accessed or used as needed 2.4 Desktop icons of <b>application programs</b> are selected, opened and closed 2.5 <b>Properties</b> of icons are displayed 2.6 Computer or desktop settings are saved and restored
3. Work with files and folders (or directories)	3.1 A file or folder is created, opened, moved, renamed or copied 3.2 Files are located, deleted and restored 3.3 Details and properties of files and folders are displayed or viewed 3.4 <b>Various files</b> are organized for easy lookup and use 3.5 Files and information are searched 3.6 <b>Disks</b> are checked, erased or formatted as necessary
4. Work with user application programs	4.1 <b>Application programs</b> are added, changed, removed or ran 4.2 User software or application program are installed, updated and upgraded 4.3 Information/data are moved between documents or files
5. Print information	5.1 Printer is added or installed and correct <b>printer settings</b> is ensured 5.2 Default printer is assigned accordingly 5.3 Information or document is printed on the installed printer 5.4 Progress of print jobs are viewed and deleted as required
6. Shut down computer	6.1 All open application programs are closed 6.2 Computer and peripheral devices are properly shut down

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Peripheral device	This may include but is not limited to: <ul style="list-style-type: none"> <li>1.1 mouse</li> <li>1.2 keyboard</li> <li>1.3 monitor or visual display unit</li> <li>1.4 printer</li> <li>1.5 scanner</li> </ul>
2. Computer	May include: <ul style="list-style-type: none"> <li>2.1 Laptops/notebooks</li> <li>2.2 Workstations</li> <li>2.3 Servers</li> <li>2.4 other personal computer devices</li> </ul>
3. Application programs	Can include: <ul style="list-style-type: none"> <li>3.1 user programs</li> <li>3.2 database programs</li> <li>3.3 word processors</li> <li>3.4 email programs</li> <li>3.5 Internet browsers</li> <li>3.6 system browsers</li> <li>3.7 spreadsheets</li> </ul>
4. Operating system	May include but is not limited to the various versions and variants of: <ul style="list-style-type: none"> <li>4.1 Windows</li> <li>4.2 NT</li> <li>4.3 Mac OS</li> <li>4.4 Linux</li> <li>4.5 Solaris</li> <li>4.6 Unix</li> </ul>
5. System features	May include but is not limited to the operating system features and hardware features like: <ul style="list-style-type: none"> <li>5.1 memory size</li> <li>5.2 disk capacities</li> <li>5.3 video cards</li> <li>5.4 USBs</li> <li>5.5 Modems</li> <li>5.6 1394 and LAN connectors</li> <li>5.7 SD and PC cards</li> <li>5.8 wireless and infrared connections.</li> </ul>

VARIABLE	RANGE
6. Online help functions	6.1 An instruction manual, or a portion of the manual, integrated and accessible from within the program or software being used.
7. Properties	Indicates the description of the file or folder to include the: 7.1 file name 7.2 type of file 7.3 file size 7.4 date created and modified 7.5 attributes (hidden, read-only).
8. Various files	8.1 Documents 8.2 Records 8.3 Pictures 8.4 Music 8.5 Video
9. Disks	May include but is not limited to: 9.1 Floppy disks 9.2 CDs 9.3 CD-RW (Compact discs-Read/Write) 9.4 DVD RW 9.5 zip disks 9.6 flash drives 9.7 memory sticks 9.8 hard drives
10. Printer settings	The properties of the printer that enables it to work includes: 10.1 page layout 10.2 paper size 10.3 ink/cartridge type 10.4 number of copies 10.5 page orientation.

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>1.1 Assessment must confirm the ability to utilize software, navigate the desktop, using system features to perform tasks and save results of work.</p>
<p>2. Underpinning Knowledge</p>	<p>Knowledge includes:</p> <p>2.1 Keyboard layout and functions</p> <p>2.2 Computer functions</p> <p>2.3 Basic parts of a computer and various hardware components</p> <p>2.4 Storage devices and file concepts</p> <p>2.5 Basic software operation and functionalities</p>
<p>3. Underpinning Skills</p>	<p>Skills include:</p> <p>3.1 Saving and retrieving files to and from various folders or disk storage</p> <p>3.2 Mouse and keyboarding skills for running software applications</p> <p>3.3 Reading and writing at a level where basic workplace documents are understood</p> <p>3.4 Clear ability to communicate with peers and supervisors</p> <p>3.5 Interpretation of user manuals and help functions</p> <p>3.6 The ability to carry out written and verbal instructions using a personal computer whether standalone or in a networked environment</p>
<p>4. Resource Implications</p>	<p>To demonstrate competence in this unit access to the following resources will be required:</p> <p>4.1 A personal computer</p> <p>4.2 A printer</p> <p>4.3 Mouse and keyboard</p> <p>4.4 Basic systems software</p>
<p>5. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Observation in a workplace or simulated environment</p> <p>5.2 Third party reports</p> <p>5.3 Exams and tests</p> <p>5.4 Demonstration of required skills</p> <p>5.5 Interviews</p>
<p>6. Context for Assessment</p>	<p>6.1 Competency may be assessed in the workplace or in a simulated work environment.</p>

## CORE COMPETENCIES

**UNIT OF COMPETENCY:**   **PERFORM ORAL EXAMINATION**

**UNIT CODE:**               **HCS322343**

**UNIT DESCRIPTOR:**       This unit covers the knowledge, skills and attitudes required to take medical and dental history, examine teeth, gums and tissue of the mouth and educate patient on oral hygiene.

ELEMENT	PERFORMANCE CRITERIA
1. Take medical/dental history of the patient	<p><i>Italicized terms</i> are elaborated in the Range of Variables</p> <p>1.1 <b>Information</b> are collected from the patient in accordance with dental standard operating procedures.</p> <p>1.2 Special conditions of the patient are determined and documented following established procedures.</p> <p>1.3 <b>Special precautionary measures</b> are taken prior to dental examination based on patient's medical condition.</p> <p>1.4 Treatment appointments are allocated in accordance to priority</p>
2. Examine teeth, gums and tissues of the mouth	<p>2.1 <b>Equipment/instruments</b> to be used during examinations are prepared and sterilized in accordance with OH&amp;S standard operating procedures.</p> <p>2.2 The <b>oral cavity</b> is checked/examined in accordance with OH&amp;S standard operating procedures.</p> <p>2.3 <b>Teeth conditions</b> are determined following established procedures.</p> <p>2.4 Patient's observations are recorded using tooth chart and other documentation methods</p>
3. Educate patient on oral hygiene	<p>3.1 Findings, concerns and issues are discussed with the patient</p> <p>3.2 Professional <b>advice/recommendations</b> on proper oral hygiene is given to the patient in accordance with the dentist instructions</p> <p>3.3 A complete oral hygiene program is scheduled and maintained in accordance with the dentist instructions.</p>



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include but are not limited to: 1.1 Personal information 1.1.1 Name 1.1.2 Address 1.1.3 Age 1.1.4 Status 1.1.5 Occupation 1.2 List of medications currently taking 1.3 List of vitamins and natural healing remedies currently taking 1.4 Smoking and alcohol consumption 1.5 Allergy list 1.6 Previous experience or adverse reaction with anesthesia, anesthetics, anti-biotics and analgesics 1.7 Family member reactions to anesthesia 1.8 Any medical conditions currently being treated for 1.9 Previous surgeries or hospitalizations and other severe dental and medical conditions
2. Equipment / instruments	May include but are not limited to: 2.1 Mouth mirror 2.2 Dental Explorer 2.3 Cotton pliers 2.4 Periodontal probe
3. Special precautionary measures	3.1 Patients with heart-valve disease must take antibiotics to prevent bacteria to spread into the blood stream that could cause endocarditis 3.2 Patients with history or possibility of hypertension should have their blood pressure monitored. 3.3 Patients with relevant allergies 3.4 Patients with medication such as blood thinners 3.5 Patients with HIV or other contagious diseases 3.6 Patients with mental disorders 3.7 Patients with artificial prosthetic devices and transplants 3.8 Patients who have a history of taking biphosponates
4. Oral cavity	May include but are not limited to: 4.1 Hard and soft palates 4.2 Tongue 4.3 Cheeks 4.4 Lips 4.5 Floor of the mouth 4.6 Measurement of salivary flow 4.7 Examination of neck area specifically the lymph nodes

<p>5. Condition of teeth, gums and tissue of the mouth</p>	<p>May include but are not limited to:</p> <p>5.1 Condition of teeth:</p> <p>5.1.1 Erupted or un-erupted</p> <p>5.1.2 Carious or non-carious</p> <p>5.1.3 Damages to abrasion, erosion and attrition</p> <p>5.1.4 Previous treatments</p> <p>5.1.4.1 Restorations</p> <p>5.1.4.2 Crowns</p> <p>5.1.4.3 Others</p> <p>5.2 Condition of the gums</p> <p>5.2.1 Color and texture</p> <p>5.2.2 Bleeding</p> <p>5.2.3 Gingival recession</p> <p>5.2.4 Periodontal pockets</p> <p>5.2.5 Furcation involvement</p> <p>5.2.6 Tooth mobility</p>
<p>6. Advice / recommendations</p>	<p>May include but are not limited to:</p> <p>6.1 Proper brushing of teeth</p> <p>6.2 Proper flossing of teeth</p> <p>6.3 Use of fluoride toothpaste</p> <p>6.4 Regular scaling and polishing</p>

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Took medical and dental history of client/patient</li> <li>1.2 Inspected teeth, gums and tissues of the mouth</li> <li>1.3 Educated patient on oral hygiene</li> <li>1.4 Demonstrated consistent compliance with infection control guidelines and legislative requirements</li> </ul>
2. Underpinning knowledge	<p>Knowledge in</p> <ul style="list-style-type: none"> <li>2.1 Anatomy and physiology</li> <li>2.2 Head and neck anatomy</li> <li>2.3 Histology and embryology</li> <li>2.4 Microbiology</li> <li>2.5 Oral anatomy</li> <li>2.6 Oral physiology</li> <li>2.7 Dental materials</li> <li>2.8 Periodontology</li> <li>2.9 Roentgenology</li> <li>2.10 Restorative dentistry</li> <li>2.11 Pedodontics</li> <li>2.12 Pharmacology</li> <li>2.13 Pathology</li> <li>2.14 Dental jurisprudence and ethics</li> <li>2.15 Nutrition</li> <li>2.16 Basic computer</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Manual dexterity</li> <li>3.2 Maintaining a healthy and safe working environment</li> <li>3.3 Maintaining personal hygiene</li> <li>3.4 Language, literacy and numeracy skills appropriate to the role and workplace requirements</li> <li>3.5 Operational skills to consistently use time effectively and provide quality customer service in the dental environment</li> <li>3.6 Computer skills</li> </ul>
4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 A real or simulated dental clinic environment</li> <li>4.2 Relevant documentation such as: <ul style="list-style-type: none"> <li>4.2.1 Industry codes of practice</li> <li>4.2.2 Local legislation as appropriate</li> </ul> </li> <li>4.3 A qualified workplace assessor</li> </ul>
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with oral questioning</li> <li>5.2 Interview</li> <li>5.3 Portfolio</li> <li>5.4 Written Examination</li> </ul>
6. Context of assessment	<ul style="list-style-type: none"> <li>6.1 Assessment may be conducted in the workplace or in a simulated environment</li> </ul>

**UNIT OF COMPETENCY: PROMOTE ORAL HEALTH AND HYGIENE**

**UNIT CODE: HCS322344**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitude required to provide an oral health promotion program in both dental clinic and community setting. It acknowledges that dental diseases are the most prevalent chronic diseases worldwide and that oral diseases impacts on a person's everyday life causing pain and disability and influencing eating, sleeping and social roles.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Develop oral health promotion strategies for the target group	1.1 Information on the <b>causes and prevention of oral diseases</b> is provided to the target group using language that can be easily understood. 1.2 <b>Information on acids and fermentable carbohydrates</b> are developed and given in a manner that can be easily understood 1.3 Target group are involved in the review of current dietary habits and the development of an approach to healthy eating which improves general and oral health 1.4 Information is provided on <b>dentally healthy lifestyle and behavioral change</b> 1.5 Appropriate environment is provided for the target group to ask questions and become involved in oral health
2. Implement an oral health promotion program	2.1 Target group and appropriate <b>teaching and learning styles</b> are identified to effectively communicate an oral health promotion program 2.2 <b>Oral health issues</b> are prioritized for the target group and the potential for interventions 2.3 Suitable <b>oral health promotion materials</b> are prepared for use across <b>age groups</b> 2.4 Flexibility of delivery of oral health promotions are ensured by taking into account the target group's location, economic and physical circumstances, language, culture and communication needs 2.5 Community groups are actively involved in health decisions making and setting of oral health promotion priorities

	<p>2.6 A review strategy is implemented to determine the effectiveness of the oral health promotion program</p> <p>2.7 Work collaboratively with other health care workers in a culturally sensitive and competent manner to address <b>risk factors</b> that oral diseases have in common with other diseases</p> <p>2.8 The delivery of health information is personalized so that it is immediately relevant to the individual and the consequences of behavior</p>
--	--

## RANGE OF VARIABLES

VARIABLE	RANGES
1. Teaching and learning styles	May include but are not limited to: 1.1 Auditory learning 1.2 Visual learning
2. Oral health issues targeted in an oral health promotion program	2.1 Dental caries 2.2 Periodontal diseases 2.3 Non carious tooth wear <ul style="list-style-type: none"> <li>- erosion</li> <li>- abrasion</li> <li>- attrition</li> </ul> 2.4 Damage to dentition due to trauma 2.5 Damage to oral diseases due to cigarette smoking 2.6 Harmful effects of low salivary flow 2.7 Interrelationship between oral health and individual medical conditions 2.8 Poor nutrition and poor oral health
3. Oral health promotion materials	3.1 Power point presentations 3.2 Videos 3.3 Brochures and information sheets 3.4 Models
4. Age group	May include but are not limited to: 4.1 Children and adolescents 4.2 Older people 4.3 Low income and socially disadvantaged 4.4 People with special needs
5. Causes and prevention of oral diseases	May include but are not limited to: 5.1 Causes of oral diseases <ul style="list-style-type: none"> <li>5.1.1 Bacteria in dental plaque</li> <li>5.1.2 Diet               <ul style="list-style-type: none"> <li>- consumption of foods with high sugar content</li> <li>- frequently consumption foods with high sugar content</li> <li>- consumption of highly acidic food and drinks</li> </ul> </li> <li>5.1.3 Susceptible tooth surfaces</li> <li>5.1.4 Alterations to the quantity and composition of saliva</li> <li>5.1.5 Smoking</li> </ul>

	<p>5.1.6 Lifestyle</p> <p>5.2 Prevention of oral diseases</p> <p>5.2.1 Increasing salivary flow and optimizing its composition</p> <p>5.2.2 Promoting the use of fluorides</p> <p>5.2.3 Plaque control</p> <p>5.2.3.1 Encourage regular dental care</p> <p>5.2.4 Dietary change</p> <p>5.2.5 Discouraging tobacco use</p> <p>5.2.6 Discouraging alcohol, drug and substance abuse</p> <p>5.2.7 Preventing oral trauma e.g. sports injuries</p>
6. Information on acids and fermentable carbohydrates	<p>May include but are not limited to:</p> <p>6.1 The development of dental caries and its relation to:</p> <ul style="list-style-type: none"> <li>- the frequency of eating foods containing added sugars</li> <li>- the consistency of food containing added sugars</li> <li>- the consumption of highly acidic drinks that may also have a high sugar content</li> </ul>
7. Dentally healthy lifestyle and behavioural change	<p>May include but are not limited to:</p> <p>7.1 Adequate oral hygiene measures</p> <p>7.2 Decreased intake of alcohol and caffeine</p> <p>7.3 Decreased intake of fermentable carbohydrates</p> <p>7.4 Cessation of smoking</p>
8. Common risk factors	<p>May include but are not limited to:</p> <p>8.1 Poor oral hygiene</p> <p>8.2 Poor diet and nutrition</p> <p>8.3 Smoking</p> <p>8.4 Alcohol consumption</p> <p>8.5 Exposure to ultraviolet radiation</p> <p>8.6 Lifestyle factors</p> <p>8.7 Defective dental restorations</p>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Delivers an oral health promotion program</li> <li>1.2 Develops an oral health promotion strategies for target group</li> <li>1.3 Integrates oral health promotions with targeted National health priorities</li> <li>1.4 Demonstrates consistent compliance with legislative requirements, infection control guidelines and occupational health and safety procedures</li> <li>1.5 Demonstrates consistent performance over the required range of workplace situations including               <ul style="list-style-type: none"> <li>- the ability to communicate effectively across population groups</li> <li>- the development of oral health program strategies for specific target groups within the community</li> <li>- integration of oral health promotion with targeted National health priorities</li> </ul> </li> </ol>
<p>2. Underpinning knowledge</p>	<p>Knowledge in</p> <ol style="list-style-type: none"> <li>2.1 Applied head and neck anatomy           <ul style="list-style-type: none"> <li>- structures of the oral cavity – hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth</li> <li>- teeth – form and function</li> <li>- dentition – arrangement of the teeth, naming and coding of teeth</li> </ul> </li> <li>2.2 Nutritional requirements for children, adolescents and adults including elderly           <ul style="list-style-type: none"> <li>- DOH dietary guidelines</li> </ul> </li> <li>2.3 Dental biofilm and its differing roles in the development of dental caries, periodontal disease and general health</li> <li>2.4 Saliva and its role in the maintenance of oral health           <ul style="list-style-type: none"> <li>- protecting teeth by neutralizing acid</li> <li>- acting as a lubricant</li> <li>- delivering calcium, phosphate and fluoride to the tooth surface</li> </ul> </li> <li>2.5 The interaction of factors that lead to the development of dental caries including:           <ul style="list-style-type: none"> <li>- bacteria in dental biofilm</li> <li>- diet</li> <li>- susceptible tooth surfaces and other risk factors</li> </ul> </li> <li>2.6 The interaction of factors that prevent and control dental caries:           <ul style="list-style-type: none"> <li>- increasing salivary flow and optimizing its composition</li> <li>- fluorides</li> <li>- dental biofilm control and calculus removal</li> <li>- dietary change</li> </ul> </li> </ol>



	<p>2.7 The interaction of factors that lead to the development of periodontal disease including:</p> <ul style="list-style-type: none"> <li>- bacteria in dental biofilm</li> <li>- accumulation of dental biofilm and calculus</li> <li>- smoking</li> </ul> <p>2.8 The interaction of factors that prevent and control periodontal disease including:</p> <ul style="list-style-type: none"> <li>- client education</li> <li>- dental biofilm control</li> </ul> <p>2.9 Causes, and prevention, of non caries tooth wear:</p> <ul style="list-style-type: none"> <li>- erosion</li> <li>- abrasion</li> <li>- attrition</li> </ul> <p>2.10 The role of properly constructed and fitted mouthguards in preventing dental injuries</p> <p>2.11 Fundamental knowledge of the impact of smoking on oral soft tissues</p> <p>2.12 Fundamental knowledge of systemic conditions which influence the development of oral disease</p> <p>2.13 Local oral factors which influence the development of oral disease</p> <p>2.14 Modifications to oral health education programs related to special needs due to disability, aged care and child needs</p>
<p>3. Underpinning skills</p>	<p>3.1 Using evaluation skills to review the effectiveness of an oral health promotion program</p> <p>3.2 Using communication skills to effectively inform and motivate behavior change</p> <p>3.3 Demonstrating interpersonal skills when relating to people from a range of social, cultural and religious backgrounds and physical and mental abilities</p> <p>3.4 Dealing with conflict</p> <p>3.5 Working with others and empathizing with client and relatives</p> <p>3.6 Applying problem solving skills</p>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 A real or simulated dental clinic environment</p> <p>4.2 Relevant documentation such as:</p> <ul style="list-style-type: none"> <li>4.2.1 Case problems on community-based oral health promotion</li> <li>4.2.2 Industry codes of practice</li> <li>4.2.3 National and local legislation as appropriate</li> </ul> <p>4.3 A qualified workplace assessor</p>

5. Method of assessment	Competency may be assessed through: 5.1 Demonstration with oral questioning 5.2 Interview 5.3 Third party report
6. Context of assessment	6.1 Assessment may be conducted in the workplace or in a simulated environment

**UNIT OF COMPETENCY: OPERATE DENTAL RADIOGRAPHIC EQUIPMENT**

**UNIT CODE: HCS322345**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes required to operate dental radiographic equipment and position the patient and radiographic film in order to produce an interpretable diagnostic image

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> terms are elaborated in the Range of Variables
1. Position patient to obtain radiographic image	1.1 <b><i>Radiation safety measures for patient, operator and others</i></b> are implemented and maintained throughout the procedures. 1.2 Patient is positioned in accordance with radiographic procedures
2. Position dental radiographic receptor (film)	2.1 Appropriate receptor (film) is selected and positioned in accordance with the <b><i>radiographic requirements</i></b> 2.2 <b><i>Appropriate technical variables</i></b> on the dental radiographic unit are selected according to manufacturer's specifications, procedures and patient requirements 2.3 <b><i>Appropriate radiographic technique</i></b> is selected in accordance with the tooth under investigation and anatomy of the oral cavity. 2.4 Receptor (Film) locating devices are selected and used in accordance with correct positioning of the receptor (film). 2.5 <b><i>Accessories</i></b> are selected according to manufacturer's specifications.
3. Operate radiographic imaging equipment safely to produce an interpretable image	3.1 Equipment is operated in accordance with manufacturer's specifications and legislative requirements for the safe use of radiation in dentistry 3.2 Patient is advised not to move throughout the procedures 3.3 The exposed dental radiographic receptor (film) package is carefully removed from the mouth 3.4 The exposed radiographic receptor (film) package is correctly labeled prior to processing

<p>4. Process and provide quality assurance for the exposed dental radiographic film</p>	<p>4.1 Radiographic receptor (film) are correctly processed in accordance with the procedure</p> <p>4.2 Processed receptor (film) are assessed for visual qualities based on established criteria</p> <p>4.3 <b>Processing errors</b> and errors in technique are identified and corrected in accordance with established procedures</p> <p>4.4 Radiographic images are mounted and stored in accordance with manufacturer's specifications</p>
<p>5. Monitor equipment</p>	<p>5.1 Basic machine operation is monitored in accordance with machine operating manuals</p> <p>5.2 Machine is referred to qualified personnel for regular check-up and maintenance following enterprise procedures</p> <p>5.3 Breakdowns are reported to qualified personnel in accordance with organization and legislative guidelines</p>

## RANGE OF VARIABLES

VARIABLE	RANGES
1. Radiation safety measures for patient, operator and others	1.1 Radiation safety measures for the client may include: <ul style="list-style-type: none"> <li>1.1.1 Use of lead aprons</li> <li>1.1.2 Appropriate technique</li> <li>1.1.3 Receptor (film) selection</li> <li>1.1.4 Technical features of the radiographic unit as determined by manufacturer specifications including:               <ul style="list-style-type: none"> <li>1.1.4.1 Kilovoltage</li> <li>1.1.4.2 Filtration</li> <li>1.1.4.3 X-ray beam collimation</li> </ul> </li> </ul> 1.2 Radiation safety measures for the operator and others includes but is not limited to: <ul style="list-style-type: none"> <li>1.2.1 Maximum permissible dose (MDP) of radiation</li> <li>1.2.2 Determination of pregnancy</li> <li>1.2.3 Distance from primary beam</li> <li>1.2.4 Use of lead lined barriers</li> <li>1.2.5 Legislative requirements</li> </ul>
2. Appropriate technical variables	May include: <ul style="list-style-type: none"> <li>2.1 Technical variables, milliamperage, kilovoltage and tube length are pre-determined by manufacturer specifications for radiographic unit or selected by the dentist or dental specialist prior to the procedure:               <ul style="list-style-type: none"> <li>- selection of technical variables of dental radiographic units by the dental assistant in accordance with manufacturers specifications and patient requirements may include but is not limited to exposure times.</li> </ul> </li> </ul>
3. Appropriate radiographic technique	Appropriate radiographic technique may include: <ul style="list-style-type: none"> <li>3.1 The bisected angle technique</li> <li>3.2 The paralleling technique</li> <li>3.3 Extra oral techniques:               <ul style="list-style-type: none"> <li>- horizontal and vertical angulation</li> <li>- receptor (film) selection and placement</li> <li>- correct assembly of film locating device</li> <li>- positioning of client</li> <li>- use of intensifying screens</li> </ul> </li> </ul>

4. Patient requirements	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>4.1 Age</li> <li>4.2 Size</li> <li>4.3 Weight</li> <li>4.4 Physical capabilities</li> <li>4.5 Pregnancy</li> <li>4.6 Ability to comply with instructions</li> <li>4.7 Radiographic view/position <ul style="list-style-type: none"> <li>4.7.1 Intraoral radiographic views <ul style="list-style-type: none"> <li>4.7.1.1 Occlusal</li> <li>4.7.1.2 Periapical</li> <li>4.7.1.3 Bitewing view</li> <li>4.7.1.4 Full mouth series</li> </ul> </li> <li>4.7.2 Extraoral radiographic views <ul style="list-style-type: none"> <li>4.7.2.1 Panoramic films</li> <li>4.7.2.2 Cephalometric</li> </ul> </li> </ul> </li> </ul>
5. Accessories	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>5.1 Film locating devices</li> <li>5.2 Film holders</li> <li>5.3 Immobilization equipment</li> <li>5.4 Intensifying screens</li> <li>5.5 Modifications for the use of film locating devices</li> </ul>
6. Processing errors	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>6.1 Film that is marked</li> <li>6.2 Film with inadequate or low contrast</li> <li>6.3 Film that is too dark</li> <li>6.4 Film that is too light</li> </ul>
7. Errors in techniques	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>7.1 Incorrect horizontal and vertical angulation</li> <li>7.2 Incorrect film placement</li> <li>7.3 Incorrect assembly and use of film locating device</li> <li>7.4 Incorrect tubehead placement</li> <li>7.5 Failure to remove oral appliances and jewellery</li> <li>7.6 Over/under exposure</li> <li>7.7 Movement of patient or film</li> </ul>
8. Organization and legislative guidelines	<ul style="list-style-type: none"> <li>8.1 Radiation safety act 1999</li> <li>8.2 Radiation safety and protection plan</li> <li>8.3 X-ray machine operating manuals</li> <li>8.4 DOH Guidelines for Operation of Radiographic Equipment</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Positioned patient and dental radiographic film to obtain radiographic image</li> <li>1.2 Operated radiographic imaging safely</li> <li>1.3 Processed and provided quality assured exposed dental radiographic film</li> <li>1.4 Demonstrated consistent compliance with infection control guidelines and legislative requirements</li> <li>1.5 Applied code of practice for safe use of radiation in dentistry</li> <li>1.6 Documented/recorded all radiographs taken in the logbook in accordance with the licensing requirements of Radiation Health</li> </ol>
<p>2. Underpinning knowledge and attitudes</p>	<p>Knowledge in</p> <ol style="list-style-type: none"> <li>2.1 Legislative and ethical responsibilities for the safe use of radiation in dentistry</li> <li>2.2 Relevant legislation and statutory requirements of consent</li> <li>2.3 Fundamental knowledge of the radiographic appearance of anatomic landmarks, normal dentition and associated bony structures for intraoral radiographs</li> <li>2.4 Fundamental knowledge of the radiographic appearance of dental anomalies and common oral pathological conditions</li> <li>2.5 Range of dental radiographic imaging techniques and the reasons for selection of each technique</li> <li>2.6 Features and characteristics including range of movements of a range of dental radiographic equipment</li> <li>2.7 Reasons for processing and technique inaccuracies and methods to minimize errors</li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1 Operating radiographic unit</li> <li>3.2 Observing safety and health precautions in dental radiography</li> <li>3.3 Minimizing technical inaccuracies in dental radiographic images</li> <li>3.4 Using terms for technical inaccuracies in dental radiographic images</li> <li>3.5 Processing and maintaining quality and safety in using and processing exposed dental radiographic film</li> <li>3.6 Using literacy skills to read and follow directions, policies and procedures including:             <ul style="list-style-type: none"> <li>- occupational health and safety policies and procedures</li> <li>- infection control policies and procedures</li> <li>- practice policies and procedures</li> </ul> </li> <li>3.7 Using oral communication skills required to fulfill the job role as specified by the dental practice</li> </ol>

4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 A real or simulated dental clinic environment</p> <p>4.2 Access to dental radiographic imaging units, radiographic viewing equipment and resources normally used in the workplace</p> <p>4.3 Relevant documentation such as:</p> <p style="padding-left: 20px;">4.3.1 Industry codes of practice</p> <p style="padding-left: 20px;">4.3.2 National and local legislation as appropriate</p> <p>4.4 A qualified workplace assessor</p>
5. Method of assessment	<p>Competency may be assessed through:</p> <p>5.1 Demonstration with oral questioning</p> <p>5.2 Oral interview</p> <p>5.3 Third party report</p> <p>5.4 Portfolio (authenticated evidence of relevant work experience and/or formal/informal learning)</p>
6. Context of assessment	<p>6.1 Assessment may be conducted in the workplace or in a simulated environment</p>



<b>UNIT OF COMPETENCY</b>	<b>APPLY THE PRINCIPLE OF RADIATION BIOLOGY AND PROTECTION IN DENTAL PRACTICE</b>
<b>UNIT CODE</b>	<b>HCS322346</b>
<b>UNIT DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to minimize the risk of radiation to the client, the operator and others during the exposure of a prescribed dental radiographic image. It also describes the quality assurance measures necessary to ensure all radiographs are of consistent diagnostic standard.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Apply knowledge of ionizing radiation to produce a dental radiograph	1.1 Knowledge of <b><i>X-ray properties</i></b> is demonstrated in accordance with occupational health and safety policies and procedures in minimizing radiation risks. 1.2 Technical variables of dental X-ray generating equipment are identified and selected in accordance with manufacturer's specifications and client requirements 1.3 The main components of tubehead are identified 1.4 Appropriate technique for the type of cone is identified and selected
2. Apply knowledge of radiation biology to protect client, operator and others from ionizing radiation	2.1 Knowledge of the biological effects and risks associated with X-rays are applied in accordance with <b><i>safe work practices</i></b> in minimizing radiation risks to operator, clients and others. 2.2 Immediate and long term effects of radiation are interpreted in accordance with radiation policies and procedures 2.3 Units of <b><i>radiation measurement</i></b> are applied in accordance with radiation policies and procedures 2.4 Radiation <b><i>safety measures for the patient, operator and others</i></b> are implemented in accordance with established procedures
3. Determine image characteristics of a dental radiographic image to minimize the necessity for retake	3.1 Visual qualities of the radiograph are ensured of a diagnostic standard 3.2 Geometric qualities of the radiograph are ensured of a diagnostic standard

<p>4. Minimize radiation by maintaining quality in processing</p>	<p>4.1 Contents of the film package are identified and determined in accordance to its usage</p> <p>4.2 <b>Quality assurance for processing</b> dental radiographic images are maintained in accordance with OH&amp;S policies and procedures</p> <p>4.3 Quality assurance processes for the use of radiographic chemicals are followed in accordance with manufacturer's specifications</p> <p>4.4 Appropriate conditions for manual and automatic processing are maintained in accordance with manufacturer's specifications</p> <p>4.5 A range of <b>processing errors</b> are identified and corrective measures are implemented to produce a diagnostic radiograph</p>
---	---

## RANGE OF VARIABLES

VARIABLE	RANGE
1 X-ray properties	May include but are not limited to: 1.1 The intensity of the diagnostic x-ray beam 1.2 The quality of the diagnostic x-ray beam
2 Safe work practices	May include: 2.1 Current code of practice for radiation protection in dentistry 2.2 Legislative requirements 2.3 Dental practice/organization policies and procedures 2.4 DOH Guidelines for Operation of Radiographic Equipment
3 Units of radiation measurement	May include: 3.1 Radiation absorbed dose 3.2 Equivalent dose 3.3 Effective dose 3.4 Collective affective dose 3.5 Dose rate
4 Radiation safety measures for the client, operator and others	4.1 Radiation safety measures for client includes but are not limited to: - Use of lead apron - Appropriate technique - Film selection - Technical features of the radiographic unit as determined by manufacturer specifications including kilovoltage, filtration, x-ray beam collimation - Use of film locating devices - Correct processing procedures to minimize retakes - Legislative requirements and code of practice 4.2 Radiation safety measures for the operator and others includes but is not limited to: - Maximum permissible dose (MPD) of radiation - Determination of pregnancy - Distance from primary beam - Use of lead line barriers - Maintenance of radiographic equipment - Legislative requirements
5 Geometric characteristics of the image	May include: 5.1 Blurred image due to motion of patient 5.2 Distortion due to incorrect technique

6 Quality assurance for processing	May include but are not limited to: 6.1 Image quality assessment 6.2 X-ray equipment and appropriate maintenance 6.3 Darkroom and image receptors including x-ray film and cassettes 6.4 Processing 6.5 Working procedures
7 Processing errors	May include: 7.1 Film is too dark 7.2 Film that is too light 7.3 Film with inadequate or low contrast 7.4 Film that is marked

**EVIDENCE GUIDE**

<p>1 Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Applied knowledge of ionizing radiation to produce a dental radiograph</p> <p>1.2 Applied knowledge of radiation biology to protect patients, operator and others from ionizing radiation</p> <p>1.3 Determined image characteristics of a dental radiographic image to minimize re-takes</p> <p>1.4 Minimized radiation by maintaining quality in processing</p> <p>1.5 Demonstrated consistent compliance with infection control guidelines and legislative requirements</p> <p>1.6 Demonstrated consistent performance over the required range of workplace situations including:</p> <ul style="list-style-type: none"> <li>- correct preparation of clients for dental radiographic imaging procedures</li> <li>- application of radiation occupational health and safety policies and procedures to minimize the risk of radiation to the patient, operator and others during the exposure of a prescribed dental radiographic image</li> <li>- implementation of quality assurance measures to ensure production of radiographs to consistent diagnostic standard</li> </ul>
<p>2 Underpinning knowledge</p>	<p>Knowledge in:</p> <p>2.1 Code of practice for radiation protection in dentistry:</p> <ul style="list-style-type: none"> <li>- procedures for minimizing radiation risks to patients, self, the oral health care team and the public</li> <li>- methods for monitoring the adequacy of radiation protection</li> <li>- the organization’s quality assurance policy for producing radiographs to a consistent diagnostic standard</li> <li>- the purpose of quality assuring dental radiographs and its relationship to radiation protection</li> </ul> <p>2.2 Production, properties and interaction of the x-rays including:</p> <ul style="list-style-type: none"> <li>- basic knowledge of atomic physics</li> <li>- main features and practical requirements of the x-ray tube</li> <li>- the sequence of events that result in the production of x-rays</li> <li>- hazards associated with x-rays including the mechanism by which x-rays cause damage to human tissues</li> </ul> <p>2.3 Biological effects and risks associated with x-rays including:</p> <ul style="list-style-type: none"> <li>- immediate or acute effects</li> <li>- long terms or chronic effects</li> </ul> <p>2.4 Units of radiation measurements</p> <p>2.5 Radiographic appearance of anatomic landmarks, normal dentition and associated bony structures</p> <p>2.6 Reasons for processing and technique inaccuracies and methods to minimize errors</p>

<p>3 Underpinning skills</p>	<p>3.1 Using safe work practices to minimize the risk of transmission of infection</p> <p>3.2 Using correct accessories in dental radiographic techniques</p> <p>3.3 Minimizing technical inaccuracies in dental radiographic images</p> <p>3.4 Minimizing errors and maintaining quality assurance in processing procedures</p> <p>3.5 Applying correct dental terminology</p> <p>3.6 Selecting appropriate film variables including:</p> <ul style="list-style-type: none"> <li>- film speed</li> <li>- film size</li> <li>- intensifying screens</li> </ul> <p>3.7 Selecting and using correct techniques including:</p> <ul style="list-style-type: none"> <li>- bisecting angle (intraoral)</li> <li>- paralleling (intraoral)</li> <li>- extraoral</li> </ul>
<p>4 Resource implications</p>	<p>The following resources MUST be provided:</p> <p>4.1 A real or simulated dental clinic environment</p> <p>4.2 Access to dental radiographic imaging units and resources normally used in the workplace</p> <p>4.3 Relevant dental practice/organization policy and procedures manuals such as:</p> <ul style="list-style-type: none"> <li>- incident reporting procedures</li> <li>- infection control guidelines</li> <li>- OH&amp;S policies and procedures</li> </ul> <p>4.4 Relevant national/local legislation</p> <p>4.5 Manufacturer's specifications for dental radiographic units</p> <p>4.6 Radiographic viewing equipment</p> <p>4.7 A qualified workplace assessor</p>
<p>5 Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Demonstration with oral questioning</p> <p>5.2 Oral interview</p> <p>5.3 Third party report</p> <p>5.4 Portfolio (authenticated evidence of relevant work experience and/or formal/informal learnings)</p>
<p>6 Context of assessment</p>	<p>6.1 Assessment may be conducted in the workplace or in a simulated environment</p>

**UNIT OF COMPETENCY: PERFORM SCALING AND POLISHING**

**UNIT CODE: HCS322347**

**UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes require to perform dental cleaning of teeth through scaling, polishing, and fluoride application.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables
1. Perform dental charting on patient	1.1 Dental charting is performed on patient to determine the type of treatment to be done. 1.2 <b>Precautions</b> are undertaken based on patient's oral and medical condition. 1.3 Patient and operator are positioned in accordance with the dental cleaning procedures.
2. Scale and polish teeth	2.1 <b>Dental cleaning instrument and devices</b> are identified and prepared in accordance with patient requirements 2.2 Dental cleaning instrument is set, operated and adjusted in accordance with manufacturer's specifications and patient's convenience/comfort. 2.3 <b>Deposits</b> are removed from the surface of the tooth in accordance with dental established procedures 2.4 Devices or finer hand tools are used to remove smaller deposits and smoothen the tooth surface 2.5 Moderate amount of pressure is applied in removing supra and subgingival calcular deposits. 2.6 Scaled teeth are polished. 2.7 Appropriate <b>dental material</b> may be applied accordingly. 2.8 <b>Unexpected events</b> are <b>responded</b> to in accordance with existing medical practices
3. Motivate the patient	3.1 Findings are discussed with patient in layman's terms 3.2 Where necessary, follow-up appointment is scheduled in the next 2 weeks to check on the improvement 3.3 Routine examination of the teeth is recommended for at least every six months or depending on the needs of the patient 3.4 Patient is advised on <b>proper home-care and dental recall</b> based on results of oral examination and dental diagnosis 3.5 Where necessary, patient is referred to dentist or other medical professionals for appropriate/further treatment

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Precautions	1.1 Patients with heart-valve disease must take antibiotics to prevent bacteria to spread into the blood stream that could cause endocarditis 1.2 Patients with history or possibility of hypertension should have their blood pressure monitored. 1.3 Patients with relevant allergies 1.4 Patients with medication such as blood thinners 1.5 Patients with HIV or other contagious diseases 1.6 Patients with mental disorders 1.7 Patients with artificial prosthetic devices and transplants 1.8 Patients who have a history of taking biphosponates
2. Dental cleaning instrument and devices	May include but are not limited to: 2.1 Ultrasonic machine 2.2 Scalers and curettes 2.3 Micromotor 2.4 Prophylactic Brush 2.5 Rubber Cup 2.6 Mouth Mirror 2.7 Cotton Pliers 2.8 Explorer 2.9 Periodontal probe
3. Deposits	May include but are not limited to: 3.1 Plaque 3.2 Calculus 3.3 Stains
4. Dental material	It includes: 4.1 Prophylaxis paste 4.2 Sealant 4.3 Fluoride gel 4.4 Fluoride tray 4.5 Topical anesthesia 4.6 Composite material
5. Unexpected events	May include: 5.1 Fainting/Syncope 5.2 Hemorrhage or bleeding 5.3 Hypertension/stroke 5.4 Dislocation of TMJ (Temporo-Mandibular Joint) 5.5 Accidental blocking of air passage



6. Response	6.1 Stop procedures 6.2 First aid e.g. mouth to mouth resuscitation 6.3 Removal of air way blockage 6.4 Apply pressure on the affected area 6.5 Referral or transport of the patient to the appropriate medical specialist
7. Proper home-care and dental recall	7.1 Proper instructions/advices on food intake, drug prescription and lifestyles 7.2 Proper tooth brushing techniques 7.3 Proper using of dental floss and mouth wash 7.4 Proper care of dentures/teeth, gums and tongue

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Positioned patient for dental diagnosis 1.2 Performed tooth scaling and polishing 1.3 Provided oral-health advice to patient 1.4 Demonstrated consistent compliance with infection control guidelines and legislative requirements
2. Underpinning knowledge	Knowledge in: 2.1 Oral anatomy 2.2 Oral physiology 2.3 Anatomy and Physiology 2.4 Infection-control procedures 2.5 Dental materials 2.6 Periodontology 2.7 Restorative dentistry 2.8 Pathology 2.9 Dental anesthesia 2.10 Pharmacology 2.11 Dental jurisprudence and ethics 2.12 Basic computer 2.13 Nutrition
3. Underpinning skills	3.1 Manual dexterity 3.2 Maintaining a healthy and safe working environment 3.3 Maintaining personal hygiene 3.4 Language, literacy and numeracy skills appropriate to the role and workplace requirements 3.5 Operational skills to consistently use time effectively and provide quality customer service in the dental environment 3.7 Computer skills
4. Resource implications	The following resources <b>MUST</b> be provided: 4.1 A real or simulated dental clinic environment 4.2 Relevant documentation such as: 4.2.1 Industry codes of practice 4.2.2 National and local legislation as appropriate 4.3 A qualified workplace assessor
5. Method of assessment	Competency may be assessed through: 5.1 Demonstration with oral questioning 5.2 Written test 5.3 Interview 5.4 Portfolio
6. Context of assessment	6.1 Assessment may be conducted in the workplace or in a simulated environment

<b>UNIT OF COMPETENCY</b>	<b>MAINTAIN DENTAL RECORDS AND RESOURCES</b>
<b>UNIT CODE</b>	<b>HCS322348</b>
<b>UNIT DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes required to maintain patients/clients dental records and resources.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Maintain patient's records	<p>1.1 Patient's/client's <b>vital signs</b> are measured and recorded in accordance with clinic procedures.</p> <p>1.2 Patient's/client's chief complaint are probed and recorded in accordance with clinic procedures.</p> <p>1.3 Where applicable patient/client is rescheduled for another appointment to dental specialist or medical specialist.</p> <p>1.4 Returning patient's/client's record/dental history is retrieved and referred to where appropriate.</p> <p>1.5 Patient's/client's dental history/record is updated based on hygienist or dentist's <b>findings</b>.</p>
2. Maintain financial records of the clinic	<p>2.1 <b>Payments</b> are received and recorded in accordance with accounting procedures</p> <p>2.2 <b>Billings and other related communications</b> are prepared and sent to health insurance and other companies</p> <p>2.3 <b>Payments of patient's/clients</b> are monitored</p>
3. Purchase dental products	<p>3.1 Stocks are inventoried/monitored for replenishment</p> <p>3.2 Dental equipment and materials are procured in accordance with established procedures</p> <p>3.3 Purchased dental equipment and materials are inspected /tested and returned to suppliers where necessary</p> <p>3.4 Dental materials and equipment are documented and stored/safekept in appropriate area/location</p>
4. Monitor quality control	<p>4.1 Service quality standards is established according to <b>legal requirements</b>, patient's/client's requirements and dental policy</p> <p>4.2 Quality of service is monitored and ensured during delivery processes</p> <p>4.3 Client feedbacks are solicited, recorded and analyzed in accordance with quality requirements</p>

<p>4. Comply with dental ethics and jurisprudence</p>	<p>4.1 Key elements of major <b>legal systems</b> affecting business to dental clinic operations are examined to ensure full compliance under <b>legal and legislative provisions</b></p> <p>4.2 Various issues affecting <b>different forms of contract</b> are compared within business operations</p> <p>4.3 <b>Statutory and legal requirements</b> for the delivery of dental services are determined across the industry</p> <p>4.4 Dental products are handled and stored according to standards, policies and procedures, and safety practices</p> <p>4.5 Compliance with standards on current dental services, materials and equipments are monitored in accordance with statutory and legal requirements</p>
---	--

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Vital signs	It includes: 1.1 Blood Pressure 1.2 Heart Rate 1.3 Pulse Rate
2. Findings	It includes: 2.1 Poor oral hygiene 2.2 Halitosis 2.3 Dental Caries 2.4 Gingivitis 2.5 Periodontitis 2.6 Abrasion, Attrition, Erosion 2.7 Heavy Stains
3. Payments	3.1 Cash 3.2 Installment 3.3 Post dated cheques 3.4 Health insurance claims
4. Billings and other related communications	4.1 Client billings 4.2 Health card billings 4.3 Follow-up/Demand letter
5. Legal requirements	May include but are not limited to: 5.1 Types of products and services provided 5.2 Size, type and location of business 5.3 Characteristics of specific products or services 5.4 Worksite-specific context, variations and environments
6. Legal systems	May include but are not limited to: 6.1 Workplace relations 6.2 Industry codes and practices 6.3 License, patent or copyright arrangements
7. Legal and legislative provisions	May include but are not limited to: 7.1 Dental Law 7.2 Occupational Health and Safety (OHS) 7.3 Workplace relations 7.4 Workers' compensations 7.5 Equal employment opportunity (EEO) 7.6 Environmental protection legislation
8. Different forms of contract	May include but are not limited to: 8.1 Letters of appointments or intent 8.2 Memorandum of agreement 8.2.1 External contracts 8.2.2 Written contracts 8.3 Terms of payment agreement 8.4 Purchase order 8.5 Petty cash

9. Statutory and legal requirements	May include but are not limited to: 9.1 Equal Employment Opportunity (EEO) 9.2 Disciplinary procedures 9.3 Awards and agreements 9.4 Wages and conditions 9.5 OHS 9.6 Anti-discrimination 9.7 Company policies and procedures
-------------------------------------	--

## Evidence Guide

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Maintained patient's records</li> <li>1.2 Maintained financial records of the clinic</li> <li>1.3 Purchased dental products</li> <li>1.4 Monitored quality control</li> <li>1.5 Complied with dental ethics and jurisprudence in accordance with legal and legislative provisions</li> <li>1.6 Demonstrated knowledge on dental law, and other relevant legal and statutory requirements</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Dental Act of 2007 (RA No. 9484)</li> <li>2.2 Relevant standards, policy and procedures on dental hygiene practices</li> <li>2.3 Relevant statutory and legal requirements</li> <li>2.4 Human resource development</li> <li>2.5 Staffing performance appraisals</li> <li>2.6 Employee relations</li> <li>2.7 Maintenance Program/Procedures for dental equipment and facilities</li> <li>2.8 Dental Ethics and Jurisprudence</li> <li>2.9 Occupational Health and Safety (OHS)</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Interpersonal communication skills</li> <li>3.2 Monitoring staff performance</li> <li>3.3 Conducting performance appraisal</li> <li>3.4 Applying relevant legal principles</li> <li>3.5 Dental clinic maintenance and procurement program</li> <li>3.6 Following safe work practices and applying standard precautions during maintenance of equipment: <ul style="list-style-type: none"> <li>3.6.1 checking items for defects after cleaning</li> <li>3.6.2 selecting and safely using appropriate cleaning agents</li> <li>3.6.3 selecting and wearing appropriate personal protective equipment</li> </ul> </li> <li>3.7 Recording and reporting</li> </ul>
4. Resource Implications	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Workplace: Real or simulated work area</li> <li>4.2 Appropriate tools and equipment</li> <li>4.3 Appropriate personnel, supplies and materials</li> </ul>
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Demonstration with questioning</li> <li>5.2 Written Test/Examination</li> <li>5.3 Third Party Report</li> <li>5.4 Portfolio</li> </ul>
6. Context of assessment	<ul style="list-style-type: none"> <li>6.1 Competency may be assessed in the workplace or in a simulated work setting or environment.</li> </ul>

**UNIT OF COMPETENCY PROVIDE EFFECTIVE PATIENT/CLIENT SERVICE**

**UNIT CODE HCS322349**

**UNIT DESCRIPTOR** This unit of competency deals with the knowledge, skills and attitudes in providing effective patient/client service. It includes greeting patient/client, identifying patient/client needs, delivering service to patient/client, handling queries through telephone, fax machine, internet and email and handling complaints, evaluation and recommendation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> items are elaborated in the Range of Variables
1. Greet patient/client	1.1 Patient's/client's are greeted in line with dental procedure 1.2 Verbal and non-verbal communications are appropriate to the given situation 1.3 <b>Non verbal communication</b> of patient/client is observed responding to patient/client 1.4 Sensitivity to <b>cultural and social differences</b> is demonstrated
2. Identify patient/client needs	2.1 Appropriate <b>interpersonal skills</b> are used to ensure that patient/client needs are accurately identified 2.2 <b>Patient/client needs</b> are assessed for urgency so that priority for dental service delivery can be identified 2.3 Patient/client are provided with information regarding dental procedures 2.4 Personal limitation in addressing patient/client needs is identified and where appropriate, assistance is sought from dentist
3. Deliver dental service to patient/client	3.1 Patient/client needs are promptly attended to in line with <b>dental procedures</b> 3.2 Appropriate rapport is maintained with patient/client to enable high quality dental service 3.3 Opportunity to enhance the quality of dental services are taken wherever possible



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized</i> items are elaborated in the Range of Variables
4. Handle queries through telephone, fax machine, internet and email	4.1 Use telephone, computer, fax machine, internet efficiently to determine patient/client requirements 4.2 Queries/ information are recorded in line with dental procedure 4.3 Queries are acted upon promptly and correctly in line with dental procedure
5. Handle complaints, evaluation and recommendations	5.1 Patient/clients are greeted with a smile and eye-to-eye contact 5.2 Responsibility for resolving the complaint is taken within limit of responsibility 5.3 Nature and details of complaint are established and agreed with the patient/client 5.4 Appropriate treatment is taken to resolve the complaint to the patient/client satisfaction wherever possible

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Non-verbal communication	1.1 body language 1.2 dress and accessories 1.3 gestures and mannerisms 1.4 voice tonality and volume 1.5 use of space 1.6 culturally specific communication customs and practices
2. Cultural and social differences	Includes but are not limited to : 2.1 modes of greeting, farewelling and conversation 2.2 body language/ use of body gestures 2.3 formality of language
3. Interpersonal skills	3.1 interactive communication 3.2 public relation 3.3 good working attitude 3.4 sincerity 3.5 pleasant disposition 3.6 effective communication skills
4. Patient/client needs	Patient/client with specific needs may include : 4.1 those with a disability 4.2 those with special cultural or language needs 4.3 unaccompanied children 4.4 parents with young children 4.5 pregnant women 4.6 single women
5. Dental clinic procedure	Dental clinic procedures may include : 5.1 modes of greeting and farewell 5.2 addressing the person by name 5.3 time-lapse before a response 5.4 style manual requirements 5.5 standard letters and proforma

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate :</p> <ul style="list-style-type: none"> <li>1.1 Complied with industry practices and procedures</li> <li>1.2 Used interactive communication with others</li> <li>1.3 Complied with occupational, health and safety practices</li> <li>1.4 Promoted public relation among others</li> <li>1.5 Complied with service manual standards</li> <li>1.6 Demonstrated familiarity with dental clinic facilities, products and services</li> <li>1.7 Applied dental clinic rules and standards</li> <li>1.8 Applied telephone ethics</li> <li>1.9 Applied correct procedure in using telephone, fax machine, internet</li> <li>1.10 Handled patient/client complaints</li> </ul>
<p>2. Underpinning Knowledge and Attitude</p>	<ul style="list-style-type: none"> <li>2.1 Communication <ul style="list-style-type: none"> <li>2.1.1 Interactive communication with others</li> <li>2.1.2 Interpersonal skills/ social graces with sincerity</li> </ul> </li> <li>2.2 Safety Practices <ul style="list-style-type: none"> <li>2.2.1 Safe work practices</li> <li>2.2.2 Personal hygiene</li> </ul> </li> <li>2.3 Attitude <ul style="list-style-type: none"> <li>2.3.1 Attentive, patient and cordial</li> <li>2.3.2 Eye-to-eye contact</li> <li>2.3.3 Maintain teamwork and cooperation</li> </ul> </li> <li>2.4 Theory <ul style="list-style-type: none"> <li>2.4.1 Selling/upselling techniques</li> <li>2.4.2 Interview techniques</li> <li>2.4.3 Conflict resolution</li> <li>2.4.4 Communication process</li> <li>2.4.5 Communication barriers</li> </ul> </li> </ul>
<p>3. Underpinning Skills</p>	<ul style="list-style-type: none"> <li>3.1 Effective communication skills</li> <li>3.2 Non-verbal communication - body language</li> <li>3.3 Good time management</li> <li>3.4 Ability to work calmly and unobtrusively effectively</li> <li>3.5 Ability to handle telephone inquiries and conversations</li> <li>3.6 Correct procedure in handling telephone inquiries</li> <li>3.7 Proper way of handling complaints</li> </ul>

4. Resource Implications	<p>4.1 Availability of telephone, fax machine, internet, etc.</p> <p>4.2 Availability of data on projects and services; tariff and rates, promotional activities in place etc.</p> <p>4.3 Availability of office supplies</p>
5. Methods of Assessment	<p>5.1 Written examination</p> <p>5.2 Practical demonstration</p>
6. Context for Assessment	<p>6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</p> <p>6.2 Assessment activities are carried out through TESDA's accredited assessment center</p>

## SECTION 3 TRAINING STANDARDS

This set of standards provides Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for **DENTAL HYGIENE NC IV**.

This includes information on curriculum design, training delivery, trainee entry requirements, tools, materials and equipment, training facilities and trainers qualification and national assessment and certification arrangements.

### 3.1 CURRICULUM DESIGN

Course Title: **DENTAL HYGIENE**

NC Level: **NC IV**

Nominal Training Hours: **3499 Hours (Includes 1056 Hours OJT\*)**

Course Description:

This course is designed to enhance the knowledge, skills and attitudes of an individual in the field of **DENTAL HYGIENE** in accordance with industry standards. It covers core competencies such as: performing oral examination, promoting oral health and hygiene, operating a dental radiographic equipment, applying the principle of radiology, biology and protection in dental practice, performing scaling and polishing, maintaining dental records and resources, and providing effective patient's/clients service.

This includes the common competencies: Maintain an effective relationship with customers and clients, maintain instruments and equipment in the work area, manage own performance, follow occupational health and safety policies in dental facilities, maintain infection control in dental practice, apply basic first aid and operate a personal computer.

It also includes competencies such as: Utilize specialized communication skills, develop teams and individuals, apply problem solving techniques in the workplace, collect, analyse and organize information, plan and organize work and promote environmental protection.

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school of training center delivering this TVET program.

The above requirements will satisfy the prescribed 2 years certificate in dental hygiene with at least 6 months OJT in the IRR of Republic Act 9484 (PRC Board of Dentistry Resolution No. 12 s. 2007).

Completion of the two-year course and the six- month on-the-job training is required for those applying for the PRC licensure exam.

Pursuant to the provision of the IRR of Republic Act 9484, the Dental Hygiene NC IV program shall be registered in UTPRAS to a recognized and legally constituted college, or school of dentistry.

**\*Note:** The OJT should be at least six months and may be integrated/embedded in the two-year program.

**BASIC COMPETENCIES**  
**92 Hours**

<b>UNIT OF COMPETENCY</b>	<b>LEARNING OUTCOMES</b>	<b>METHODOLOGY</b>	<b>ASSESSMENT APPROACH</b>
1. Utilize specialized communication skills	1.1 Apply communication strategies to meet specific needs of internal and external client. 1.2 Represent the organization in internal and external forums 1.3 Facilitate group discussion 1.4 Conduct interview	<ul style="list-style-type: none"> <li>• Discussion method</li> <li>• Role Play</li> <li>• Brainstorming</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Performance test</li> <li>• Interview</li> </ul>
2. Develop team and individual needs	2.1 Determine development needs. 2.2 Foster individual and organization growth 2.3 Monitor and evaluate workplace learning 2.4 Develop team commitment and cooperation 2.5 Facilitate accomplishment of organizational goals	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role playing</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Direct observation</li> <li>• Role playing</li> </ul>
3. Apply problem solving techniques in the workplace	3.1 Analyze the problem 3.2 Identify fundamental cause of the problem 3.3 Determine possible solution 3.4 Prepare communication or documentation report 3.5 Present recommendation to appropriate personnel 3.6 Implement solution	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Discussion</li> <li>• Case studies</li> <li>• Role playing</li> <li>• Small group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Direct observation</li> <li>• Interview</li> </ul>
4. Collect, analyze and organize information	4.1 Study information requirements. 4.2 Process data. 4.3 Analyze, interpret and organize information gathered. 4.4 Present findings/recommendations	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Case study</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul>
5. Plan and organize work	5.1 Set work objectives 5.2 Plan and schedule work activities 5.3 Implement and monitor plans/activities 5.4 Review and evaluate work plans and activities	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Discussion</li> <li>• Case studies</li> <li>• Role playing</li> <li>• Small group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Direct observation</li> <li>• Interview</li> </ul>
6. Promote environmental protection	6.1 Study guidelines for environmental concerns. 6.2 Implement specific environmental programs 6.3 Monitor activities on environmental protection/programs	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Case study</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/performance test</li> </ul>

## COMMON COMPETENCIES

56Hours

UNIT OF COMPETENCY	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT APPROACH
1. Maintain an effective relationship with patients, clients, and customers	1.1 Maintain a clean and hygienic environment. 1.2 Meet patient/client/customer requirements 1.3 Build credibility with customers/clients	<ul style="list-style-type: none"> <li>• Lecturette</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and oral questioning</li> <li>• Grid questioning</li> <li>• Practical exercise</li> </ul>
2. Maintain instruments and equipment in work area	2.1 Prepare to clean dental instruments and work area 2.2 Clean and dry dental instruments	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/Performance Test</li> <li>• Interview</li> </ul>
3. Manage own performance	3.1 Plan for completion of own workload. 3.2 Maintain quality performance. 3.3 Build credibility with customers/clients	<ul style="list-style-type: none"> <li>• Lecturette</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and oral questioning</li> <li>• Grid questioning</li> <li>• Practical exercise</li> </ul>
4. Follow occupational health and safety policies in dental facilities	4.1 Apply workplace procedures for hazard identification and risk control 4.2 Utilize and implement strategies as directed to prevent infection in the workplace 4.3 Work in a safe manner	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/Questioning</li> </ul>
5. Maintain infection control in dental practice	5.1 Monitor and maintain the cleanliness of the dental laboratory rooms, dental clinics and community 5.2 Clean and maintain dental instruments and equipment 5.3 Maintain hygiene and personal protection 5.4 Dispose of dental laboratory waste safely 5.5 Disinfect and clean impressions	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/Questioning</li> </ul>

6 Apply basic first aid	6.1 Assess the situation 6.2 Apply basic first aid techniques 6.3 Communicate details of the incident	<ul style="list-style-type: none"> <li>▪ Lecturette</li> <li>▪ Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation and oral questioning</li> <li>▪ Grid question</li> <li>▪ Practical exercise</li> </ul>
7. Operate a personal computer	7.1 Start and shut down the computer 7.2 Arrange and customize desktop display/window setting 7.3 Work with files and folders (or directories) 7.4 Work with user application programs 7.5 Print information	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Interaction</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews/ Questioning</li> <li>• Written Exam</li> </ul>

## CORE COMPETENCIES

3351 Hours

UNIT OF COMPETENCY	LEARNING OUTCOME	METHODOLOGY	ASSESSMENT APPROACH
1 Perform oral examination	1.1 Take medical/dental history of patient 1.2 Examine teeth, gums and tissues of the mouth 1.3 Educate patient on oral hygiene	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demo</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Interview</li> <li>• Demonstration</li> </ul>
2. Promote oral health and hygiene	2.1 Develop oral health promotion strategies for the target group 2.2 Implement an oral health promotion program	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> </ul>



UNIT OF COMPETENCY	LEARNING OUTCOME	METHODOLOGY	ASSESSMENT APPROACH
3 Operate dental radiographic equipment	3.1 Position of patient to obtain radiographic image 3.2 Position dental radiographic film 3.3 Operate radiographic imaging equipment safely to produce image 3.4 Process and provide quality assurance for the exposed dental radiographic film 3.5 Monitor and maintain equipment	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
4 Apply the principle of radiation biology and protection in dental practice	4.1 Apply knowledge of ionizing radiation to produce a dental radiograph 4.2 Apply knowledge of radiation biology to protect patient, operator and others from ionizing radiation 4.3 Determine image characteristics of a dental radiographic image to minimize the necessity for retake 4.4 Minimize radiation by maintaining quality in processing	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
5 Perform scaling and polishing	5.1 Perform dental diagnosis on patient 5.2 Scale and polish teeth 5.3 Provide advice to patient	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>

UNIT OF COMPETENCY	LEARNING OUTCOME	METHODOLOGY	ASSESSMENT APPROACH
6 Maintain dental records and resources	6.1 Maintain patient's records 6.2 Maintain financial records of the clinic 6.3 Purchase dental products 6.4 Monitor quality control 6.5 Comply with dental ethics and jurisprudence	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>
7 Provide effective patients/clients service	7.1 Greet patient/client 7.2 Identify patient/client needs 7.3 Deliver dental services to patient/client 7.4 Handle queries through telephone, fax machine, internet and e-mail 7.5 Handle complaints, evaluation and recommendations	<ul style="list-style-type: none"> <li>• Lecture/ Demonstration</li> <li>• OJT</li> </ul>	<ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Demonstration</li> <li>• Observation</li> </ul>

### **3.2 TRAINING DELIVERY**

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are nationally accredited.

In accordance with RA 9484 and its implementing rules, the Dental Hygiene program shall have a two-year in-school component with an embedded a six-month OJT component. On-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.

### **3.3 TRAINEE ENTRY REQUIREMENTS:**

Trainees or students wishing to gain entry into these qualifications should possess the following requirements:

- Must be physically and mentally fit;
- Must have good moral character; and
- Must be able to communicate both orally and in writing

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering this TVET program.

### 3.4 TOOLS, MATERIALS AND EQUIPMENT: DENTAL HYGIENE NC IV

Recommended list of instruments, equipment and dental materials for the training of 25 trainees for **DENTAL HYGIENE NC IV** are as follows:

INSTRUMENTS		EQUIPMENT		MATERIALS	
Qty.	Description	Qty.	Description	Qty.	Description
4 sets / student	Mouth mirror	10 pcs.	Dental Chair		Prophy paste
4 sets / student	Cotton plier	1 pc.	Sterilizer (Boiling type)	1bottle (350ml)	X-ray developer
4 sets / student	Explorer	1 pc.	Sterilizer (Dry heat)	1bottle (350ml)	X-ray fixer
4 sets / student	Periodontal probe	1 pc.	Autoclave	25 kilos	Plaster of paris
4 sets / student	Scaler 1, 2, 3	1pc.	Dental X-ray machine	25 kilos	Cast stone
4 sets / student	Interproximal scaler	1pc.	Panoramic X-ray	25 kilos	Die stone
4 sets / student	Coronal scaler	1pc.	Compressor	250 sachet	Alginate
25 pcs	Tackle box	1 pc.	Blood pressure apparatus	75 pcs	Modelling impression
25 pcs	Enamel tray	10 pcs.	Working tables	25 boxes	Rubber base impression with putty
		1 pc.	Amalgamator	1 bottle (100 ml)	Sealant
25 boxes	Prophy brush and rubber cup	2 pcs	Light cure machine	1 bottle (350 ml)	Fluoride gel
25 pcs	Cotton holder	2 pcs	Ultrasonic scaler	100pcs	X-ray film (periapical)
25 pcs	cotton waste receiver	1 pc	X-ray viewer	100pcs	Occlusal
25 pcs	Spatula	1 pc	trimmer	100pcs	Bitewing
75 sets(S, M, L)	Perforated tray	25 pcs	Micromotor	100pcs	Panoramic film

75 sets (S,M, L)	Stocks tray	5 pcs	Suction machine	25 bottles	Hydrogen peroxide
100 pcs	Fluoride tray			100 pcs.	Disclosing tablets
25 pcs	Mixing bowl			25 bottles	Alcohol
25 pcs	Daphen dish			25 bottles	Mouth wash
50 pcs	Alligator clip			25 bottles	Betadine solution
25 pcs	X-ray holder			1 box	Cotton balls
25 pcs	Glass lab			25 pcs	Gloves
25 pcs	Cement spatula			25 pcs	mask
25 pcs	Plastic spatula			25 pcs	Scrub suit
25 pcs	Mortar and pestle			25 pcs	Head cap
25 boxes	Squeeze cloth			1 box	Topical anesthesia
75 pcs	Sterilizing bags			1 pack	Cotton pellets
25 pcs	Amalgam carrier			25 pcs. (2ml)	Light cure composite
25 pcs	Amalgam plugger			50 pcs	Amalgam pellet/powder/ capsule
25 pcs	Amalgam burnisher			25 bottles (350 ml)	Liquid soap
25 pcs	Rubber dam holder			1 box	Dental floss
25 boxes	Rubber dam sheet			1 box	Dental wedge
25 pcs	Rubber dam puncher			25 boxes	Articulating paper
25 pcs	Rubber dam forceps			25 boxes	Celluloid strip
Complete set	Rubber dam clamp			25 boxes	Sandpaper strip
25 pcs	Matrix band and holder			25 boxes	Saliva suction tip
25 pcs	Mouth retractor				

Note: \*Instruments should be provided by the students

### 3.5 TRAINING FACILITIES DENTAL HYGIENE NC IV

The Dental Hygiene Learning Facility must be of concrete structure. Based on class size of **25** students / trainees the space requirements for the teaching / learning and curriculum areas are as follows.

TEACHING / LEARNING AREAS	SIZE IN METERS	AREA IN S. METERS	TOTAL AREA IN SQ. METERS
Student/Trainee Performance Space (S/TPS)	6X 6	36	36
Learning Resource Center (LRC)	3 X 5	15	15
Circulation Area		21	21
Separate Restrooms for Male and Female Trainees/Students	2 X 5	10	10
<b>Total Workshop Area</b>			<b>82 sq. m.</b>

### 3.6 TRAINER QUALIFICATION (TQ IV)

- Must have completed Trainer's Training Methodology Course (TTMC) or its equivalent
- Must be a Licensed Dentist or Dental Hygienist
- Must have completed at least 18 units in education
- Must be able to communicate effectively both orally and in written form
- Must be physically, emotionally, psychologically and mentally fit

### 3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

## **SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS**

- 4.1 The National Qualification of Dental Hygiene NC IV covers the competency requirements for practicing as a Registered Dental Hygienist under the Philippine Dental Act of 2007 (RA 9484)
- 4.2 In accordance with Section 13 of Republic Act 9484 examination and licensing of Dental Hygienists shall be administered by the Board of Dentistry of the Professional Regulations Commission.
- 4.3 In accordance with Section 14 of Republic Act 9484 and its IRR, applicants for admission to the licensure examination at the time of filing his/her application must:
  - 4.3.1 be a citizen of the Philippines;
  - 4.3.2 possess good moral character;
  - 4.3.3 have finished the two years certificate in dental hygiene conferred by a recognized and legally constituted college, or school of dentistry registered with TESDA: Transcript of Records and Certificate with indication of graduation date and S.O. if required shall be submitted with the application;
  - 4.3.4 have undergone on-the-job (OJT) training in a registered/accredited dental laboratory for at least six months: Certificate of completion on the OJT shall be submitted with the application; and/or
  - 4.3.5 have completed the refresher course required after failing three consecutive licensure examinations. A refresher course shall be taken in PRC accredited dental school which be posted in the PRC Application Division; and a certificate thereon shall be submitted with the application.

## COMPETENCY MAP – HEALTH CARE SECTOR (DENTAL HYGIENE) NC IV

### BASIC COMPETENCIES

Receive and respond to workplace communication	Work with others	Demonstrate work values	Practice basic housekeeping procedures	Participate in workplace communication	Work in team environment	Practice career professionalism
Practice occupational health and safety procedures	Lead workplace communication	Lead small team	Develop and practice negotiation skills	Solve problems related to work activities	Use mathematical concepts and techniques	Use relevant technologies
Utilize specialized communication skills	Develop teams and individuals	Apply problem solving techniques in the workplace	Collect, analyze and organize information	Plan and organize work	Promote environmental protection	

### COMMON COMPETENCIES

Implement and monitor infection control policies and procedures	Respond effectively to difficult/challenging behavior	Apply basic first aid	Maintain high standard of patient services	Process reusable instruments and equipment in health work	Prepare for and assist with oral health care procedures	Assist with administration in dental practice
Maintain an effective relationship with customers and clients	Manage own performance	Follow occupational health and safety policies in dental practice	Maintain infection control in dental practice			

### CORE COMPETENCIES

Provide care and support to infants and toddlers	Provide care and support to children	Foster social, intellectual, creative and emotional development of children	Foster the physical development of children	Provide care and support to elderly	Provide care and support to people with special needs	Maintain a healthy and safe environment
Respond to emergency	Clean living room, dining room, bedrooms, toilet and bathroom	Wash and iron clothes, linen and fabric	Prepare hot and cold meals	Prepare and maintain beds	Collect and maintain linen stocks at end users location	Assist in patient mobility
Assist in transporting patients	Assist in bio-psychosocial support care of patients	Handle waste in a health care environment	Install biomedical equipment	Perform corrective maintenance on biomedical equipment	Perform preventive maintenance on biomedical equipment	Repair biomedical equipment
Perform basic life support	Maintain life support equipment and resources	Implement safe access and extrication procedures in an emergency	Manage request for ambulance service	Allocate ambulance service resources	Coordinate emergency resources	Deliver basic ambulance communication skills
Supervise on-road operations	Manage the scene of a special event	Manage routine scene	Deliver pre-hospital patient care	Manage ambulance operations	Transport emergency patients	Transport non-emergency patients



Drive vehicles under operational conditions	Work within a holistic therapeutic massage framework	Perform therapeutic massage assessment	Plan the therapeutic massage treatment	Implement therapeutic massage treatment	Perform remedial therapeutic massage treatment	Work within a community development framework
Prepare for work in the community service industry	Support community resources	Provide primary/residential care	Support community participation	Recruit and coordinate volunteers	Respond holistically to client issues	Develop and provide health education program in the community
Implement health promotion and community interventions	Fabricate models	Fabricate custom impression trays	Fabricate registration bite rims	Articulate models and transfer records	Fabricate mouthguard	Fabricate metal crown and bridge structures
Fabricate ceramic restorations	Fabricate indirect composite/polymer fixed restorations	Join alloy structures	Perform oral examination	Promote oral health and hygiene	Operate dental radiographic equipment	Apply the principle of radiation biology and protection in dental practice
Perform scaling and polishing	Maintain dental records and resources	Provide effective patient/client service				

## DEFINITION OF TERMS

<b>ABUTMENT</b>	- Tooth or teeth that support a fixed or removable bridge
<b>ANTERIOR TEETH</b>	- the six upper or six lower front teeth (canines, laterals & central incisors)
<b>APEX</b>	- the tip of the root of a tooth
<b>ARCH</b>	- describes the alignment of the upper or lower teeth
<b>ARTICULATE</b>	- to unite by forming a joint or joints
<b>ARTICULATOR</b>	- a mechanical device representing the temporomandibular joints and jaw members to which casts of the mouth
<b>BASE</b>	- cement placed under a dental restoration to insulate the pulp (nerve chamber)
<b>BITE</b>	- relationship of the upper and lower teeth on closure (occlusion)
<b>BONDING</b>	- adhesive dental restoration technique; a tooth-colored composite resin to repair and/or change the color or shape of a tooth
<b>BRACES</b>	- devices used by orthodontists to gradually reposition teeth to a more favorable alignment
<b>BRIDGE</b>	- stationary dental prosthesis (appliance) fixed to teeth adjacent to a space; replaces one or more missing teeth, cemented or bonded to supporting teeth or implants adjacent to the space
<b>CANTILEVER BRIDGE</b>	- fixed bridge that attaches to adjacent teeth only on one end
<b>CAP</b>	- common term for dental crown
<b>CLASP</b>	- device that retains a removable partial denture to stationary teeth; can be metal or acrylic (matches teeth and gums)
<b>CROSS BITE</b>	- reverse biting relationship of upper and lower teeth; aka "under bite," as in Class III malocclusion (prognathic jaw)
<b>CROWN</b>	(1) the portion of a tooth above the gum line; (2) dental restoration covering all or most of the natural tooth
<b>CUSTOM IMPRESSION TRAY</b>	- an impression tray made from a preliminary impression used to make the final impression
<b>DENTAL WAXES</b>	- wax compounds used in dentistry are mixtures of individual waxes of materials or synthetic origin. As with all other dental materials, each component in the mixture is selected to give specific properties best suited for the procedure being performed
<b>DENTURE</b>	- removable (partial or complete) set of artificial teeth
<b>DIASTEMA</b>	- open space between teeth
<b>DISTAL</b>	- farthest from any point of reference
<b>DUPLICATE</b>	- identically copied from an original
<b>FABRICATE</b>	- to make; create; to construct by combining or assembling
<b>FACE-BOW FORK</b>	- a device used to attach the face-bow to an occlusion rim for a face-bow transfer

<b>FACING</b>	- tooth colored overlay on the visible portion of a crown; may be acrylic, composite or porcelain
<b>FILLING</b>	- restoration of lost tooth structure with metal, porcelain or resin materials
<b>FULL DENTURE</b>	- removable dental prosthesis (appliance) replacing all upper or lower teeth
<b>FULL MOUTH RECONSTRUCTION</b>	- extensive restorations of natural teeth with crowns and or fixed bridges to manage restorative and bite problems.
<b>GYPNUM</b>	- is the common name for calcium sulfate dehydrate. Gypsum products are more frequently used on laboratory procedures than any other single group of compounds. Controlled variations in the manufacturing of gypsum products yield a group of dental materials including plaster, artificial stone (hydrosol), disc stone, casting investment and soldering investment
<b>IMPRESSION</b>	- mold made of the teeth and soft tissues
<b>INLAY</b>	- indirect – filling made by a dental laboratory that is cemented or bonded into place,  direct – placement of dental composite resin, or porcelain restoration at chairside
<b>INTEROCCLUSAL</b>	- space between upper and lower teeth
<b>JACKET</b>	- crown for a front tooth, usually made of porcelain
<b>LAMINATE</b>	- thin plastic or porcelain veneer produced in a dental laboratory and then bonded to a tooth
<b>MALOCCLUSION</b>	- “bad bite” or misalignment of the upper and lower teeth
<b>MARGIN</b>	- interface between a restoration and tooth structure
<b>MARYLAND BRIDGE</b>	- a bridge that is bonded to the back of the adjacent teeth; requires minimum tooth reduction
<b>MODEL</b>	- a material used extensively for making impressions. It contains shellac, talc, glycerin, wax, tallow and palm oil
<b>OVERBITE</b>	- vertical overlap of the front teeth; deep bite
<b>PARTIAL DENTURE</b>	- removable dental prosthesis (appliance) replacing one or more natural teeth
<b>PONTIC</b>	- replacement tooth mounted on a fixed or removal appliance
<b>PORCELAIN CROWN</b>	- all porcelain restoration covering the coronal portion of tooth (above the gum line)
<b>PORCELAIN FUSED TO METAL (PFM) CROWN</b>	- restoration with metal coping (for strength) covered by porcelain (for appearance)
<b>PORCELAIN INLAY OR ONLAY</b>	- tooth-colored restoration made of porcelain, cemented or bonded in place

**PORCELAIN  
VENEERS**

- a thin layer of porcelain, fabricated by a laboratory) bonded to a natural tooth to replace lost tooth structure, close spaces, straighten teeth or change color and/or shape

**PROSTHESIS**

an artificial appliance for the replacement for a body part, tooth or teeth

**SOLDERING  
INVESTMENT**

- a soldering investment is similar in composition to a casting investment that has a

**SPLINT**

- connection of two or more teeth so they function as a stronger single structure

## **ACKNOWLEDGEMENT**

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to experts/partners from business, industry, academe and government agencies, non-government organizations including professional associations who donated their time and expertise to the development and validation of these Training Regulations.

**DR. MANOLO AGUILA**

Dean College of Dentistry  
De Ocampo Memorial College  
Ramon Magsaysay Blvd., Manila

**Dr. HOMER J. ROMERO**

Faculty  
De Ocampo Memorial College  
Ramon Magsaysay Blvd., Manila

**DR. JOLOISE LOPEZ**

Faculty  
De Ocampo Memorial College  
Ramon Magsaysay Blvd., Manila

**DR. ENCARNACION SALES**

Faculty  
De Ocampo Memorial College  
Ramon Magsaysay Blvd., Manila

**DR. RANNY F. REYES**

Dean , College of Dentistry  
National University  
551 M.F. Jhocson, Manila

**Members of the TESDA Board**

**TESDA EXCOM**

**The Management and Staff of the TESDA Secretariat**

## List of Published Training Regulations

- Animal Production NC II
- Aquaculture NC II
- Automotive Body Painting/Finishing NC II
- Automotive Body Repair NC II
- Automotive Engine Rebuilding NC II
- Automotive Servicing NC II
- Bartending NC II
- Building Wiring Installation NC II
- Caregiving NC II
- Carpentry NC II
- Commercial Cooking NC II
- Computer Hardware Servicing NC II
- Deck Seafaring NC II
- Dental Hygiene NC IV***
- Dental Laboratory Technology Services NC I
- Dental Laboratory Technology Services(Removable Dentures/Appliances) NC II
- Dental Laboratory Technology Services(Fixed Dentures/Restorations) NC II
- Dental Technology NC IV
- Dressmaking NC II
- Driving NC II
- Engine Seafaring NC II
- Food and Beverage Services NC II
- Footwear Making NC II
- Heavy Equipment Operation NC II
- Horticulture NC II
- Household Services NC II
- Housekeeping NC II
- Health Care Services NC II
- Machining NC II
- Masonry NC II
- Motorcycle and Small Engine Servicing NC II
- Performing Arts (Dance) NC II
- Performing Arts (Song) NC II
- Plumbing NC II
- Pyrotechnics NC II
- RAC Servicing NC I
- RAC Servicing NC II
- Security Services NC II
- Tailoring NC II
- Tour Guiding Services NC II
- Transport RAC Servicing NC II
- Travel Services NC II
- Welding NC II

*These materials are available in both printed and electronic copies.*

*For more information please contact:*

**Technical Education and Skills Development Authority  
(TESDA)**

*Telephone Nos.: 893-8303, 893-2139; 817-4076 to 82 loc. 615  
to 617*

*or visit our website: [www.tesda.gov.ph](http://www.tesda.gov.ph)*