



Training
QualificationsUK

Qualification Specification

TQUK Level 2 Certificate in Oral Care for Health and Social Care (RQF)

Qualification Number: 603/6251/0

Version 3

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 3, May 2024	Rebranded

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 2 Certificate in Oral Care for Health and Social Care (RQF) is regulated by Ofqual.

Qualification Purpose

This qualification is aimed at those who are already in employment within the care sector or those who are seeking employment in the sector. This qualification aims to equip learners with the knowledge and understanding of oral hygiene for individuals in a care setting.

This qualification also aims to meet a training gap within the care sector identified by Care Quality Commission. It was identified that there was a lack of knowledge and understanding of oral hygiene and care within care settings. This qualification covers areas which were identified such as basic oral health care, how to assess the mouth and the importance of person centred approaches

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 2 Diploma in Care
- Level 3 Diploma in Adult care.

Learners can progress to specific areas within health and social care sectors.

Structure

Learners must achieve all mandatory units.

Title	Unit ref.	Level	Guided learning hours	Credit value
Principles of oral health care	T/618/3278	2	27	3
Oral hygiene equipment and support	A/618/3279	2	24	2
Principles of promoting a person-centred approach to oral hygiene	M/618/3280	2	28	4

Principles for providing oral care in a health and social care setting	A/618/3282	2	31	4
Providing oral care in care settings	T/618/3281	2	30	4

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 140 hours

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 30 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 170 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where stated in a unit's assessment requirements, that unit must be assessed in line with the identified assessment principles

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate

- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

You may also find the following websites useful:

- [National Institute for Health and Care Excellence \(NICE\)](#)
- [Care Quality Commission \(CQC\)](#)
- [National Health Service \(NHS\)](#)

Mandatory units

Title:		Principles of oral health care	
Unit reference number:		T/618/3278	
Level:		2	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand basic oral healthcare principles.	1.1	Outline what constitutes good oral hygiene.
		1.2	Give a brief overview of basic tooth anatomy .
		1.3	Outline the purpose of cleaning teeth.
		1.4	Outline how frequently an individual should have an oral assessment.
		1.5	Outline the standard process used to: <ul style="list-style-type: none"> • conduct a routine assessment • maintain oral hygiene.
2.	Know how to identify poor oral health.	2.1	List a range of common oral health problems and the areas of the mouth they affect.
		2.2	Outline indicators of poor oral health when assessing the following areas: <ul style="list-style-type: none"> • lips • gums • tongue • teeth.
3.	Understand factors that can negatively affect oral hygiene and how to prevent them.	3.1	Explain how a range of factors can affect oral hygiene.
		3.2	Outline steps that can be taken to prevent negative effects on oral hygiene.
4.	Understand the impacts of poor oral hygiene on other areas of health.	4.1	Outline how poor oral care can affect an individual's overall health.
		4.2	Explain how poor oral hygiene can affect an individual's appetite.
		4.3	Explain how poor oral hygiene can have an effect on an individual's quality of life.
<p>Assessment Requirements:</p> <p>1.2 – learners must identify and provide a brief description of the full range provided in the range information.</p> <p>Assessment guidance: None.</p>			

Assessment Range:

Factors

- lifestyle choices
- medical conditions
- diet.

Basic tooth anatomy

- enamel
- dentine
- nerve
- root

Useful websites:

[Nice](#)- Oral health assessment tool

[Mouth Care Matters](#)- Mouth care assessment guide

[Colgate](#)- Effects of poor oral care on overall health

[World health organisation](#)- Oral health conditions

Title:		Oral hygiene equipment and support	
Unit reference number:		A/618/3279	
Level:		2	
Credit value:		2	
Guided learning hours:		24	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the equipment used to achieve good oral health.	1.1	Give examples of equipment used to maintain good oral health.
		1.2	Outline differences in equipment used on: <ul style="list-style-type: none"> • children, • adults, and • the elderly.
2.	Know when to seek advice from a professional.	2.1	Give examples of where you can seek professional advice and additional information on oral hygiene.
		2.2	Give examples of when you would seek advice from a professional.
		2.3	Describe why you would seek advice from a professional.
3.	Understand barriers individuals may face when accessing oral care.	3.1	List barriers which individuals may face when seeking oral care.
		3.2	Outline how different barriers may affect groups of individuals with shared characteristics to include: <ul style="list-style-type: none"> • age • disability • socio-economic status • culture.
<p>Assessment Requirements: None.</p> <p>Assessment guidance: None.</p> <p>Assessment Range: None.</p> <p>Useful Websites:</p> <p>RSPH- Barriers to oral health care</p>			

Title:		Principles of promoting a person-centred approach to oral hygiene	
Unit reference number:		M/618/3280	
Level:		2	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand person centred approaches.	1.1	Define the term 'person centred approach'.
		1.2	Explain why it is important to work in a way that embeds person-centred values when providing oral care.
		1.3	Describe the benefits of a person-centred approach when trying to achieve good oral hygiene.
		1.4	Explain circumstances where a person-centred approach to oral care may not be possible.
2.	Understand the importance of encouraging active participation.	2.1	Describe how active participation in their own oral care benefits an individual.
		2.2	Identify barriers to active participation in the following areas: <ul style="list-style-type: none"> • communication • physical • emotional/psychological.
		2.3	Explain the role of communication when encouraging active participation.
		2.4	Give examples of how to encourage individuals to take care of their oral health.
		2.5	Describe when encouragement would be useful.
3.	Understand the importance of an individual's well-being.	3.1	Describe attitudes and approaches that are likely to promote an individual's well-being.
		3.2	Describe how an individual's identity and self-esteem are linked with well-being.
		3.3	Outline environmental contributions which promote well-being.
4.	Understand the importance of developing care plans when providing oral hygiene for others.	4.1	Define the term 'care plan'.
		4.2	Outline what is included in care plans.
		4.3	Explain the benefits of including an individual's oral health preferences in their care plans.
		4.4	Describe the importance of involving the individual in their own care plan.
5.		5.1	Give examples of additional information loved ones can provide.

	Understand the benefits of loved ones being involved in care plans for oral hygiene.	5.2	Explain the importance of loved ones providing information and support.
		5.3	Describe circumstances when loved ones' support and involvement is most useful.

Assessment requirements:

LO4- Learners must make reference to both care and support when discussing care plans.

Assessment guidance:

2.3- learners could relate their answer to deaf/blind individuals and certain characteristics of disabling medical conditions i.e. dementia/autism.

Assessment Range:

Loved ones:

- family members
- partners
- close friends
- carers

Useful website:

[CQC](#)- Published report "building bridges, breaking barriers"

[CQC](#)- Published report "Smiling matters- oral health care in care homes"

[NHS](#)- Care and support plans

[CQC](#)- Published report "Better care in my hands"

Title:		Principles for providing oral care in a health and social care setting	
Unit reference number:		A/618/3282	
Level:		2	
Credit value:		4	
Guided learning hours:		31	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the importance of recording oral hygiene and dental treatments.	1.1	Describe the process for recording oral hygiene and dental treatments.
		1.2	Outline when you would record oral hygiene and dental treatments.
		1.3	Explain why it important to record oral hygiene and dental treatments.
		1.4	Identify legislation that protects individual's personal records.
2.	Understand the importance of consent.	2.1	Outline why an individual may refuse oral health care
		2.2	Describe where information on local policies about refusal of care can be found in own setting.
		2.3	Give examples of situations when consent is not needed.
		2.4	Identify legislation that needs to be referred to when an individual refuses oral health care.
3.	Know when to seek advice from a professional on behalf of someone you care for.	3.1	Give examples of when you would seek advice from a professional on behalf of someone you care caring for including: <ul style="list-style-type: none"> • routine appointments • emergency referrals.
		3.2	Explain how individuals with communication difficulties may display discomfort.
4.	Understand the importance of protective equipment.	4.1	Identify protective equipment used when caring for an individual's oral health.
		4.2	Explain why protective equipment is vital when caring for an individual's oral health.
<p>Assessment Requirements: None.</p> <p>Assessment guidance: None.</p> <p>Assessment Range: None.</p> <p>Useful websites:</p> <p>NHS- Consent to treatment</p> <p>NHS- Mouth care advice (Pandemic)</p>			

[NHS](#)- Personal protective equipment

[NHS](#)- Infection prevention and control

Title:		Providing oral care in care settings	
Unit reference number:		T/618/3281	
Level:		2	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to provide oral care for those at end of life.	1.1	Define the term 'end of life care'.
		1.2	Outline how frequently the mouth should be assessed for an individual at the end of life.
		1.3	Describe ways to keep the mouth moist for individuals at end of life.
2.	Understand oral care for those with dentures.	2.1	Explain what dentures are used for.
		2.2	Outline the features of two common types of dentures.
		2.3	Give examples of specialist equipment used for dentures.
		2.4	Describe a basic oral care routine for individuals with dentures.
		2.5	Describe how to keep dentures clean when removed from the mouth.
		2.6	Describe how to identify signs of: <ul style="list-style-type: none"> • well-fitting dentures • ill-fitting dentures.
		2.7	Describe how ill-fitting dentures can have an effect on: <ul style="list-style-type: none"> • the mouth • other parts of the body • quality of life.
3.	Understand oral care for those with medical conditions.	3.1	Define the term 'medical condition'.
		3.2	Identify ways in which a range of medical conditions can result in individuals being unable to undertake independent oral hygiene activities.
		3.3	Give examples of how oral care can be made easier for those with specific medical conditions.
4.	Know how to assess the mouth.	4.1	Describe the process for assessing the mouth for those with: <ul style="list-style-type: none"> • own teeth • denture • disabling medical conditions • end of life.

		4.2	List signs of poor oral health when assessing the mouth for those with: <ul style="list-style-type: none"> • own teeth • dentures.
		4.3	Outline the standard routine used in a healthcare setting to: <ul style="list-style-type: none"> • conduct a routine assessment • maintain oral hygiene.

Assessment Requirements: None.

Assessment guidance: None.

Assessment Range:

Medical conditions can include:

- mental health conditions
- amputee
- autism
- dementia
- cerebral palsy
- downs syndrome

Useful websites:

[Oral Health Foundation](#)- Dental care for people with special needs

[Oral Health Foundation](#)- Learning disabilities and oral care

[NHS](#)- Consent to treatment

[CQC](#)- Need for consent

[NICE](#)- Oral health for adults in care homes

[NICE](#)- Oral care for end of life

[NHS](#)- Dentures

[GP Dental](#)- Ill-fitting dentures