



Higher National Unit specification

General information

Unit title: Reflective Practice in a Dental or Medical Environment
(SCQF level 6)

Unit code: H66L 33

Superclass: HB

Publication date: January 2014

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Version: 01

Unit purpose

This Unit has been designed to develop learners' knowledge of the benefits of reflective practice, to learn from experience and identify appropriate development activities for self-improvement.

This Unit will also develop the learners' knowledge of the values and professional skills that underpin working with patients in a dental or medical environment. Learners will examine how personal and professional values can influence their practice.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Outline how personal and professional values influence practice.
- 2 Identify self-development needs.
- 3 Reflect on own practice.

Credit points and level

1 Higher National Unit credit at SCQF level 6: (8 SCQF credit points at SCQF level 6)

Recommended entry to the Unit

Access is at the discretion of the Centre. Learners should possess good communication skills. These may be evidenced by the achievement of nationally recognised qualifications for example Standard Grade English or a qualification equivalent to SCQF level 5 or by the completion of a pre-course interview part of which could take the form of an assignment.

Higher National Unit Specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is included as a mandatory Unit in the framework of the PDA in *Dental and Medical Reception Skills* at SCQF level 6.

The context for delivery is intended to facilitate the learner's understanding of the ways in which personal values and attitudes can affect their work in a dental or medical environment and how reflection skills can be used to improve their practice.

Learners will examine their own skills and knowledge levels, identify an appropriate development activity and finally reflect upon how the completed activity has improved their practice.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

Higher National Unit Specification: Statement of Standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Outline how personal and professional values influence practice.

Knowledge and/or Skills

- ◆ Factors that can influence personal values, beliefs and preferences
- ◆ Professional values, codes of practice, legislation and standards relevant to own role in the dental or medical environment
- ◆ Influence of values on practice

Outcome 2

Identify self-development needs

Knowledge and/or Skills

- ◆ Continued professional development requirements and responsibilities
- ◆ Skills and knowledge needed to practice effectively
- ◆ Personal development planning

Outcome 3

Reflect on own practice

Knowledge and/or skills

- ◆ Difference between 'reflection' and 'reflective practice'
- ◆ Using reflection skills to self-assess own practice

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

- ◆ Identify factors that can influence personal values.
- ◆ Describe the professional values, codes of practice and regulatory standards relevant to own role.
- ◆ Outline current relevant legislation that impacts on the dental or medical environment.
- ◆ Give an example of one scenario where personal values could influence practice.

Outcome 2

- ◆ Describe the skills and knowledge required to be effective in work role.
- ◆ Identify personal responsibilities in relation to continued professional development.
- ◆ Describe a learning activity that can be undertaken to improve own practice.

Outcome 3

- ◆ Define the terms 'reflection' and 'reflective practitioner'.
- ◆ Reflect on a learning activity and describe its effect on own practice.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed to facilitate the learner's understanding of the ways in which values and attitudes can affect their practice in a dental or medical environment. Learners will examine their own practice, identify areas requiring personal development, undertake an appropriate development activity and finally reflect upon how the completed activity will influence how they work.

Outcome 1

This Outcome requires the learner to show knowledge and understanding of values from a personal and professional viewpoint. Learners will develop their understanding of how attitudes and values are formed and where necessary can be changed. Potential conflicts between personal and professional values should be identified. The effects of factors affecting values should be explored, eg life experiences, family and cultural background and socio-economic background.

Learners should develop an understanding of the professional values underpinning the work carried out in a dental or medical environment:

- ◆ Dignity
- ◆ Privacy
- ◆ Choice
- ◆ Safety
- ◆ Realising potential
- ◆ Equality and diversity

In the evidence, learners should refer to legislation and organisational policies and procedures which reflect a commitment to values such as equal opportunities statements and policies, complaints procedures, confidentiality and codes of conduct. Relevant legislation could include:

- ◆ The Equality Act 2010
- ◆ The Patient Rights Act (Scotland) 2011

Higher National Unit Support Notes (cont)

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In relation to the Patient Rights (Scotland) Act 2011; the Act details what patients in Scotland have a right to expect of their health services. In addition to patient rights, the Act sets out how staff should be treated. Learners should take the aims, principles and rights and responsibilities of the Act into consideration.

Outcome 2

Learners should consider their current level of skills and knowledge in relation to their job role and where appropriate their aspirations.

This will help them to identify areas of their practice requiring development.

They will identify a learning activity which can be completed to address an area of self-development. The learning activity should be considered in the broadest sense and could include:

- ◆ Debates, discussions and conferences
- ◆ Reading and understanding publications from the dental or medical sector
- ◆ Relevant internet based research
- ◆ Attendance at training courses
- ◆ Facilitating the implementation of new systems or techniques
- ◆ Producing reports or making presentations to peer groups
- ◆ Shadowing, coaching or mentoring

Outcome 3

Learners should reflect upon a learning opportunity undertaken to improve their practice. The learner may require some support to identify the best methods of measuring effectiveness. Consideration should be given to:

- ◆ What was the development activity undertaken by the learner?
- ◆ Why was it necessary?
- ◆ How will the learner use their new skills and knowledge?
- ◆ How will their practice improve?
- ◆ Is any further development activity required in this area?

Guidance on approaches to the delivery of this Unit

A wide range of techniques can be employed for the delivery of this Unit and where appropriate this could include power point slides, activities and discussion.

Learners should be encouraged to source findings relating to current standards and organisational policies from the workplace.

Higher National Unit Support Notes (cont)

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Centres should ensure that learners are guided to the current standards, guidance on best practice and regulatory codes of conduct for their workplace. eg:

- ◆ The National Standards for Dental Services
- ◆ The General Dental Council Principles
- ◆ British Dental Association Good Practice Award
- ◆ Royal College of General Practitioners Quality Practice Award

Guidance on approaches to assessment of this Unit

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

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

Outcome 1 could be assessed by an extended response or series of short answer questions in any appropriate format, covering all Evidence Requirements.

Outcome 2 and **Outcome 3** could be assessed holistically by way of a personal statement in two parts. The first part of the statement should be completed by the learner at the initial stages of the Unit and the second part, the reflective aspect, should be completed at the end of the Unit.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills in this Unit. However, there will be opportunities to develop aspects of *Communication* (Written and Oral Communication) and *Problem Solving* (Evaluating).

History of changes to Unit

Version	Description of change	Date

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General information for learners

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

This Unit is a mandatory in the PDA for *Dental and Medical Reception Skills* at SCQF level 6 but can also be taken as a stand-alone Unit for the purposes of continued professional development. It is designed to provide you with the opportunity to examine the personal and professional values and skills underpinning your work in the dental or medical environment. It also provides you with the opportunity to reflect on your current knowledge and skills level in relation to your work role and identify a learning activity to meet your development needs or aspirations.

On completion of the Unit you should be able to:

- ◆ Outline how personal and professional values influence practice.
- ◆ Identify self-development needs.
- ◆ Reflect on own practice.

Assessment will be a mix of responses to questioning, a personal statement and reflective account.

You will develop your Core Skills in *Communication* and *Problem Solving* and also your transferable skills in planning and reflective practice.