



Assessor's guidelines for the SVQ in Dental Nursing at level 3

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Dental Nursing at level 3**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

Explanation of levels

- Level 1** Defines competent performance in a range of activities which are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

How are standards defined in SVQs?

All SVQs consist of standards which can be broken down into various parts.

Units define the broad functions carried out in the sector. The quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be called **statements of competence** or **what candidates should do**.

The section on **knowledge and understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You may also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that information on the context, nature and amount of evidence which is required to prove competence (which used to be given in Range Statements and Evidence Requirements) is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the external verifier*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ(s) — see SQA's website: www.sqa.org.uk

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should get an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate's competence in the Units
- ◆ judging the evidence of the candidate's ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate's achievement

1 The SVQ in Dental Nursing at level 3

The SVQ in Dental Nursing has been developed by Skills for Health and is intended for people working in the dental team.

These people may be working as Dental Nurses. They will require skills and knowledge in Health and Safety, infection control, basic life support, personal development, working with dentists and patients, and Ionising Radiation.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: College/employer partnerships where college tutors will deliver underpinning knowledge following the SVQ syllabus supported by the Scottish Dental Nurse Online package. Dedicated Assessors will assess the students in the workplace and assist with portfolio building.

Structure of the SVQs

This section lists the Units which form the SVQ in Dental Nursing at level 3.

SVQ in Dental Nursing at level 3 — total of 11 Mandatory Units

Level 3

Mandatory Units

| SQA Ref | NTO Ref | Title |
|---------|------------|---|
| F300 04 | T/103/0328 | Ensure Your Own Actions Reduce the Risk to Health and Safety |
| DK57 04 | F/102/8715 | Reflect on and Develop your Practice |
| F302 04 | R/103/9170 | Prepare and Maintain Environments, Instruments, and Equipment for Clinical Dental Procedures |
| DP05 04 | K/103/0328 | Provide Basic Life Support |
| F301 04 | Y/103/9171 | Offer Information and Support to individuals on the Protection of their Oral Health |
| F304 04 | D/103/9172 | Provide Chair Side Support During the Assessment of Patients' Oral Health |
| F308 04 | H/103/9173 | Contribute to the Production of Dental Radiographs |
| F306 04 | K/103/9174 | Provide Chair Side Support During the Prevention and Control of Periodontal Disease and Caries, and the Restoration of Cavities |
| F307 04 | M/103/9175 | Provide Chair Side Support During the Provision of Fixed and Removable Appliances |
| F303 04 | T/103/9176 | Provide Chair Side Support During Non-Surgical Endodontic Treatment |
| F305 04 | A/103/9177 | Provide Chair Side Support During the Extraction of Teeth and Minor Surgery |

An assessment strategy for the SVQ

As part of its review of the SVQ, the standards-setting body Skills for Health has developed an assessment strategy which defines a range of requirements:

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ definition of the workplace
- ◆ information on a model of independent assessment or external quality control

The relevant parts of the assessment strategy are published on SQA's website (www.sqa.org.uk), and both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

How do candidates begin?

Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you as the assessor, who carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

An example

Louise has worked as a dental nurse for nine months and is required to register with the General Dental Council in order to continue in her job. She wanted to do a qualification which would give her national recognition of the skills she had gained. She discussed her training needs with the Dental Manager who advised Louise that she needed to undertake the SVQ at level 3 as she had a lot of experience and was carrying out the following duties:

- ◆ Providing assistance to the dentist in the delivery of dental treatments.
- ◆ Assisting at the chairside during all dental procedures.
- ◆ Preparation of surgeries for dental procedures.
- ◆ Preparation and sterilisation of dental instruments and the disinfection of equipment.
- ◆ Recording of dental charting and maintenance of treatment records.

- ◆ The care of patients including assistance in medical emergencies.
- ◆ Assisting in the care of patients receiving treatment under general anaesthesia and sedation.
- ◆ Assisting in the taking of dental radiographs.
- ◆ Reception and patient welfare.

When the Dental Manager matched Louise's job remit and existing skills and experience with the SVQ, it emerged that Louise should be able to generate sufficient evidence to meet the requirements of the following SVQ Units:

- ◆ Ensure Your Own Actions Reduce the Risk to Health and Safety
- ◆ Prepare and Maintain Environments, Instruments and Equipment for Clinical Dental Procedures
- ◆ Provide Chair Side Support During the Assessment of Patients' Oral Health
- ◆ Contribute to the Production of Dental Radiographs
- ◆ Provide Chair Side Support During the Prevention and Control of Peridontal Disease and Caries, and the Resoration of Cavities
- ◆ Provide Chair Side Support During the Provision of Fixed and Removable Appliances
- ◆ Provide Chair Side Support During Non Surgical Endodontic Treatment
- ◆ Provide Chair Side Support During the Extraction of Teeth and Minor Surgery

The Dental Manager arranged for an assessor to provide Louise with guidance on how to collect evidence and construct a portfolio to achieve these Units.

Louise also had some experience in relation to three further Units, however, some planning was required in order to provide her with the opportunity to demonstrate competence in these areas.

The Units were:

- ◆ Offer Information and Support to Individuals on the Protection of Their Oral Health
- ◆ Provide Basic Life Support
- ◆ Reflect on and Develop your Practice

It was agreed that Louise would accompany the Dental Hygienist who gave talks on oral health care to groups of school children. The Dental Hygienist agreed to act as an Expert Witness and observe Louise.

The Dental Manager arranged for the assessor to accompany Louise on a tour of the dental surgery to observe and assess her for the first Unit, *Ensure Your Own Actions Reduce the Risk to Health and Safety*.

Louise had no experience of the areas covered by the mandatory Unit, *Provide Basic Life Support*, so the Dental Manager arranged for her to attend a local FE college to undertake a First Aid course.

Finally, a programme of dates was arranged for Louise to meet with her assessor on an ongoing basis. The records of these meetings would provide some of the evidence for the Unit, *Reflect on and Develop your Practice*.

All these arrangements were agreed by everyone involved and then written up in an assessment plan for Louise.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

Your role and your candidate's role

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

Your role

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

Candidates' role

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or Knowledge and Understanding. It can be a practical and cost-effective way of assessing your candidate's competence because the one assessment may be relevant for several Units.

If you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers the following Units:

- ◆ Provide Chairside Support During the Assessment of Patients' Oral Health
- ◆ Ensure Your Own Actions Reduce the Risks to Health and Safety
- ◆ Reflect on and Develop your Practice

You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

| Unit F304 04 Provide Chairside Support During the Assessment of Patients' Oral Health | | | | | |
|---|--|---|--------------------|----------------------------|---|
| Activities | PCs | Method of assessment/Sources of evidence | Date of assessment | Evidence already available | Links to other Units (PCs and range) |
| <p>Louise will identify a patient, in consultation with the dental manager, from the appointments book for Thursday 13 September when her observation will be carried out. She will prepare the equipment and instruments for a full clinical assessment. The equipment will include personal protective equipment and clothing. The observation will include</p> <ul style="list-style-type: none"> ◆ Communication with the patient and other members of the oral health team ◆ Standard precautions and health and safety measures (Standard Infection Control Precautions) ◆ Recording of information on dental charts and records | OH3 PC 1,2,3,4,5,6,7,8,10 | <p>Observation Questioning Work products Confidential records Witness testimony</p> | 13/9/07 | Completed records OH3 PC9 | <p>Ensure Your Own Actions Reduce the Risk to Health and Safety, OH 1 PC 8,9, 13 Reflect on and Develop your Practice OH PC 1, K1</p> |
| Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review | Medical conditions affecting oral health and oral manifestations of systemic disease | Reflective account | | | |

Assessor's signature: *Carol Morrison*

1st review due: *4/10/07*

Candidate's signature: *Louise McFadyen*

2nd review due: *12/12/07*

Date of agreement: *1/9/07*

Date of completion:

Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- ◆ By *valid* we mean that the assessment method should be appropriate to the standards
- ◆ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ Candidate is familiar with the work area
- ◆ Resources are readily available
- ◆ Performance and products are valid and can be authenticated
- ◆ Assessment progresses at the candidate's pace
- ◆ Candidate can seek guidance from colleagues and supervisors

The challenges might be:

- ◆ Pressure of work
- ◆ Shift working
- ◆ Confidentiality
- ◆ Meeting the needs of patients
- ◆ Candidate motivation
- ◆ Workplace support

An example

You might agree with a candidate working in a Dental Surgery, who has to demonstrate how to deal with anxious patients, that this will be carried out by **observation** as and when such situations arise. If you are an assessor who is working alongside the candidate you should be well placed to observe the candidate's

performance, perhaps using a prepared checklist, and to question the candidate about the situation afterwards.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evidence, and questioning.

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

For Unit F304 04 *Provide Chair Side Support During the Assessment of Patients' Oral Health* the candidate could be observed preparing equipment, instruments, materials and medicaments which will be needed during the examination.

Product evidence

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

- ◆ health and safety records
- ◆ dental charts or other non-confidential records

Confidential records can be seen by the assessor and used as evidence but must not be put in the portfolio.

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit . Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

For Unit F304 04 *Provide Chairside Support During the Assessment of Patients' Oral Health* questioning can be used to elicit knowledge. Some examples are:

- ◆ What are the key reasons for taking radiographs?
- ◆ Outline the normal pattern of eruption of primary dentition.
- ◆ Explain the legislation covering confidentiality of patient information.

Other methods of assessment

These methods, like questioning, are often used for authentication. See section 3 for more about authenticating candidates' evidence.

Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

Personal statements or reflective accounts can be used for an event that occurs only on rare occasions or is difficult or intrusive to observe, such as dealing with a patient who is anxious or in pain.

Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

| | |
|---|--|
| Strongest | <p>Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'.</p> <p>Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.</p> <p>Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.</p> <p>Someone who may be a colleague of the candidate, but with no knowledge of the standards.</p> |
|  | |
| Weakest | <p>Someone with no or little knowledge of the candidate's work or no knowledge of the standards.</p> |

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

Simulation

Simulation is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

Skills for Health has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on SQA's website: www.sqa.org.uk.

Simulation is permitted only in two Units within the level 3 SVQ.

DP05 04 Provide Basic Life Support — this can be achieved using a resuscitation mannequin.

F301 04 Offer Information and Support to Individuals on the Protection of their Oral Health — this can be achieved by a demonstration of oral health care using models.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

3 **Generating evidence**

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony
- ◆ product evidence

There are blank forms which you can copy and use in assessment in Appendix 1.

Observation

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

Observation record

Unit(s): **F304 04 Provide Chair Side Support During the Assessment of Patients' Oral Health**
 Candidate: **Louise McFadyen** Date of observation: **13/9/07**
 Evidence index number: **1**

| Skills/activities observed: | PCs covered: |
|---|--|
| <p>I observed Louise checking the appointments book in reception and obtaining the patient's records which she put in the treatment room. She laid out the equipment and instruments in the treatment room using standard precautions (SICP). She greeted the patient on arrival and obtained informed consent for the treatment to take place, explaining to the patient what would happen and allaying any anxieties. She was confident, reassuring and displayed good verbal communication skills.</p> | <p>OH3 PC1 OH3 PC2 OH3 PC3 OH3 PC 4 abc</p> |

Knowledge and understanding apparent from this observation:
 Louise was able to demonstrate knowledge and understanding of the purpose of dental assessment (K1), standard precautions and personal protective equipment (SICP) (K12,K13,K14). She also demonstrated her knowledge and understanding of different types of dental records and charts (K18) and methods of modifying and communicating information. (K26)

Other Units/Elements to which this evidence may contribute:
 F300 04 Ensure Your Own Actions Reduce the Risk to Health and Safety, OH 1 PC 8,9, 13
 DK57 04 Reflect on and Develop your Practice OH PC 1 K1

Assessor's comments and feedback to candidate:
 Good evidence of your communication skills and knowledge of standard precautions (SICP). You maintained a friendly professional manner throughout.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Carol Morrison* Date: *13/9/07*

Candidate's signature: *Louise McFadyen* Date: *13/9/07*

Questions and candidate responses

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form also.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

Record of questions and candidate's answers

| | |
|---|----------------------|
| Unit: F304 04 Provide Chair Side Support During the Assessment of Patients' Oral Health | |
| Evidence index number: 2 | |
| Circumstances of assessment: | |
| List of questions and candidate's responses: | |
| Q: When should Personal Protective Equipment be worn in the dental environment? | |
| A: When there is a risk of transmission of micro-organisms to the patient and the risk of contamination of the dental team's clothing, skin or mucous membranes by patients' blood, body fluids or secretions. | K12 |
| Q: What does dental assessment consist of? | |
| A: Examination of the teeth, gums, soft tissues and the bite. | K1 |
| Q: Give four examples of diseases which may first show in the soft tissues (cheeks, tongue etc) in the mouth. | |
| A: Anaemia, Leukaemia, AIDS, Vitamin deficiency. | K7 |
| Assessor's signature: <i>Carol Morrison</i> | Date: <i>3/10/07</i> |
| Candidate's signature: <i>Louise McFadyen</i> | Date: <i>3/10/07</i> |

Candidate's personal statement

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

Personal statement

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Unit, PCs covered |
|---------|-----------------------|---|---|---|
| 14/9/07 | 3 | <p>I checked with the Dental Administrator that I had the correct list of patients from the Appointments Book before setting up the dental surgery. I then obtained the records for the first patient and took them into the dental surgery. When Mr Strachan (the dentist) indicated that he was ready, I went to the waiting room and called the patient by name. I shall refer to the patient as Mr X to ensure the confidentiality of information. Mr X stated that he was very nervous about seeing the dentist and having any dental work done. I reassured Mr X that I would be with him throughout the examination and would explain to Mr Strachan about his anxiety. I know that it is important to use relaxed body language and communicate clearly so that the patient feels in control and involved throughout the examination. I feel I handled the situation well and the examination went very smoothly with no further problems. At the end of the examination Mr X thanked me for my patience and said that by explaining to him exactly what was going to happen, he felt less anxious.</p> | | <p>Unit F304 04 PC 1, 4a 4b 4c 10</p> |

Signed (candidate): *Louise McFadyen*

Date: *11/12/07*

Witness testimony

Remember when you to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for emergency procedures, dealing with difficult situations, breakdowns in equipment, and health and safety issues.

You may be able to overcome these by professional discussion or setting projects, case studies or assignments. Simulation can only be used if it is permitted in the standards indicated in the Unit.

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

Insufficient evidence

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

Authenticating candidates' evidence

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

An example

Unit F304 04 *Provide Chair Side Support During the Examination of Patients' Oral Health*, the candidate is required to make arrangements for further assessment and treatment. This can be authenticated by work products such as patient records although these should be seen by the assessor but must not be placed in the portfolio.

4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an external verifier what stage a candidate has reached in achieving the SVQ.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

Unit progress record

Qualification and level: SVQ in Dental Nursing at level 3

Candidate: Louise McFadyen

To achieve the whole qualification, you must prove competence in 11 **mandatory** Units.

Unit Checklist

| | | | | | | | | | | | | |
|------------------|---------|--|--|--|--|--|--|--|--|--|--|--|
| Mandatory | F304 04 | | | | | | | | | | | |
| | | | | | | | | | | | | |

Mandatory Units achieved

| Unit Number | Title | Assessor's Signature | Date |
|-------------|---|-----------------------|----------|
| F300 04 | Ensure Your Own Actions Reduce the Risk to Health and Safety | | |
| DK57 04 | Reflect on and Develop your Practice | | |
| F302 04 | Prepare and Maintain Environments, Instruments and Equipment for Clinical Dental Procedures | | |
| DP05 04 | Provide Basic Life Support | | |
| F301 04 | Offer Information and Support to Individuals on the Protection of their Oral Health | | |
| F304 04 | Provide Chair Side Support During the Assessment of Patients' Oral Health | <i>Carol Morrison</i> | 30/01/08 |
| F308 04 | Contribute to the Production of Dental Radiographs | | |
| F306 04 | Provide Chair Side Support During the Prevention and Control of Periodontal Disease and Caries, and the Restoration of Cavities | | |
| F307 04 | Provide Chair Side Support During the Provision of Fixed and Removable Appliances | | |
| F303 04 | Provide Chair Side Support During Non Surgical Endodontic Treatment | | |
| F305 04 | Provide Chair Side Support During the Extraction of Teeth and Minor Surgery | | |

Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or external verifier might be unable to confirm your assessment decisions.

Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

Element achievement record

Unit: F304 04 Provide Chair Side Support During the Assessment of Patients' Oral Health

| Evidence Index No | Description of Evidence | PCs | | | | | | | | | | Areas of knowledge and understanding | | | | | | | | | | | | |
|-------------------|-------------------------|-----|---|---|---|---|---|---|---|---|----|--------------------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 | |
| 1 | Observation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 2 | Record of Q and A | | | ✓ | | | | | | | | ✓ | ✓ | | | | | ✓ | | ✓ | | | | ✓ |
| 3 | Personal Statement | ✓ | | | ✓ | | | | | | | | | | | | | | | | | | | |
| 4 | Witness Testimony | | | | | | | | | | | | | | | | | | | | | | | |
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Unit: F304 04 Provide Chair Side Support During The Assessment of Patient's Oral Health

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: *Louise McFadyen*

Date: *15/01/08*

Assessor: *Carol Morrison*

Date: *15/01/08*

Internal Verifier: *Stuart Ward*

Date: *15/01/08*

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments

Quality Assurance Principles, Elements and Criteria

Operational Help Centre

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **www.sqa.org.uk**

Appendix 1: Blank recording forms

Unit:

Element:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate:

Date:

Assessor:

Date:

Internal Verifier:

Date:

Personal statement

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Unit, Elements, PCs covered |
|------|-----------------------|----------------------|---|-----------------------------|
| | | | | |

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

| Skills/activities observed: | PCs covered: |
|------------------------------------|---------------------|
| | |

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Record of questions and candidate's answers

| | |
|---|--------------------|
| Unit: | Element(s): |
| Evidence index number: | |
| Circumstances of assessment: | |
| List of questions and candidate's responses: | |
| Assessor's signature: | Date: |
| Candidate's signature: | Date: |