



Assessor's Guidelines for the SVQ 3 Dental Nursing at SCQF level 7 (GH0H 23)

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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 and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. 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.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

Explanation of levels

SVQ1 (SCQF level 4)	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
SVQ2 (SCQF level 5)	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
SVQ3 (either SCQF level 6 or 7)	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
SVQ4 (either SCQF level 8 or 9)	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
SVQ5 (SCQF level 11)	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to www.scqf.org.uk.

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, and are made up of a number of **Elements**. These **Elements** describe the activities which employees have to perform, and will require candidates to demonstrate certain skills or Knowledge and Understanding.

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 Learning and Development 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 achieve 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 3 Dental Nursing at SCQF level 7

The SVQ in Dental Nursing has been developed by Skills for Health and is intended for candidates who wish to develop their knowledge and skills in dental nursing, their Core Skills and other transferable skills which will prepare them for further study or employment as a dental care professional.

Candidates may be working as Dental Nurses in training. They will develop skills and knowledge in Health and Safety, infection control, basic life support, personal development and how to work with and support colleagues, dentists and patients.

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: Training centre/employer partnerships where college assessors will deliver underpinning knowledge following the SVQ syllabus and assessors will assess the candidates in the workplace and assist with portfolio building.

Structure of the SVQs

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

SVQ 3 Dental Nursing at SCQF level 7 (GH0H 23)

Mandatory Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H4TR 04	5	8	PROHSS1	Make Sure Your Own Actions Reduce Risks to Health and Safety
FD42 04	7	4	LSILADD10	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development
H4PT 04	7	12	SFHOH1	Prepare and Maintain Environments, Instruments and Equipment for Clinical Dental Procedures
H4X4 04	7	7	SFHCHS36	Provide Basic Life Support
H4PV 04	7	10	SFHOH2	Offer Information and Support to Individuals about Dental Services and the Protection of Oral Health

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
H4PW 04	7	10	SFHOH3	Provide Chairside Support During the Assessment of Patients' Oral Health
H4PX 04	7	8	SFHOH4	Contribute to the Production of Dental Images
H4PY 04	7	34	SFHOH5	Provide Chairside Support During the Prevention and Control of Periodontal Disease and Caries and the Restoration of Cavities
H4R0 04	7	14	SFHOH6	Provide Chairside Support During the Provision of Fixed and Removable Prostheses
H4R1 04	6	6	SFHOH7	Provide Chairside Support During Non-Surgical Endodontic Treatment
H4R2 04	7	7	SFHOH8	Provide Chairside Support During the Extraction of Teeth and Minor Oral Surgery

An Assessment Strategy for the SVQ

As part of the 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.

Example

Louise has worked as a dental nurse in training 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 in Dental Nursing 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 images
- ◆ reception and other customer care services

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:

H4TR 04	<i>Make Sure Your Own Actions Reduce Risk to Health and Safety</i>
H4PT 04	<i>Prepare and Maintain Environments, Instruments and Equipment for Clinical Dental Procedures</i>
H4PW 04	<i>Provide Chairside Support During the Assessment of Patients' Oral Health</i>
H4PX 04	<i>Contribute to the Production of Dental Images</i>
H4PY 04	<i>Provide Chairside Support During the Prevention and Control of Periodontal Disease and Caries and the Restoration of Cavities</i>
H4R0 04	<i>Provide Chairside Support During the Provision of Fixed and Removable Prosthesis</i>
H4R1 04	<i>Provide Chairside Support During Non Surgical Endodontic Treatment</i>
H4R2 04	<i>Provide Chairside Support During the Extraction of Teeth and Minor Oral Surgery</i>

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:

- H4PV 04 *Offer Information and Support to Individuals about Dental Services and the Protection of their Oral Health*
- H4X4 04 *Provide Basic Life Support*
- FD42 04 *Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development*

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, *Make Sure Your Own Actions Reduce Risks to Health and Safety* (H4TR 04).

Louise had no experience of the areas covered by the mandatory Unit, *Provide Basic Life Support* (H4X4 04), so the Dental Manager arranged for her to attend a local further education college to undertake an emergency First Aid course.

Finally, a programme of dates was arranged for Louise to meet with her assessor on an on-going basis. The records of these meetings would provide some of the evidence for the Unit, *Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development* (FD42 04).

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 Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your Learning and Development 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 Units:

- H4PW 04 *Provide Chairside Support During the Assessment of Patients' Oral Health*
- H4TR 04 *Make Sure Your Own Actions Reduce Risks to Health and Safety*
- FD42 04 *Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development*

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	Provide Chairside Support During the Assessment of Patients' Oral Health				
Elements	Not applicable				
Activities	Performance Criteria (PC)	Method of assessment/s ources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
<p>Louise will identify a patient, in consultation with the Dental Manager, from the appointments book for 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/electronic records 	OH3 PC 1, 2, 3, 4, 5, 6, 7, 8, 10	<ul style="list-style-type: none"> ◆ Observation (checklist) ◆ Questioning ◆ Work products ◆ Patient records ◆ Witness testimony 	13/9/13	Completed records OH3 PC9	<p>Make Sure Your Own Actions Reduce the Risk to Health and Safety, OH 1 PC 8, 9, 13</p> <p>Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development OH PC 1, K1</p>

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 of 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

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.

Professional discussion

It is a requirement that professional discussion, of which an auditable record has been made, between the assessor and the candidate must take place when direct observation by an assessor is not possible.

Product evidence

As candidates work towards achieving the SVQ, they will produce evidence in the form of naturally occurring 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/infection control records which the candidate has updated
- ◆ dental charts or other non-confidential records which the candidate has direct use of, refers to or updates, eg appointment records, in their working environment

Candidates should ideally annotate their product evidence to show how and where it reflects they are meeting the standards. This will also authenticate the product as evidence of the candidates own work.

Confidential patient records which the candidate has updated can be seen by the assessor and signposted as evidence but must not be put in the portfolio.

Generic documents, eg Practice leaflets/documents/procedures (eg Health and Safety Policies) should not be accepted as candidate evidence unless the candidate has taken some part in producing or updating them or can show how their work is directly influenced by them.

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 candidates underpinning knowledge and authenticating their product evidence.

Questioning should not be used as performance evidence.

Questions can be asked in a variety of forms, such as verbally during an observation or review of assessment plan. Pre-prepared short answer written questions, and multiple-choice can be used but it is recommended that assessors only use the questions relevant to the individual candidate to avoid blanket over assessment and to ensure assessment is candidate-centred.

Assessors 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 verbal questions than written.

For Unit *Provide Chairside Support During the Assessment of Patients' Oral Health* (H4PW 04) questioning can be used to establish underpinning 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. A witness list should be provided for external verification purposes and should identify the witness and their area of expertise.

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	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 L and D Units, A/V Units or 'D-Units', or equivalent.
↑	
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
↓	
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards — this testimony should not be accepted.

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be used to supplement primary evidence.

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.

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

H4X4 04 *Provide Basic Life Support*

H4PV 04 *Offer Information and Support to Individuals about Dental Services and the Protection of Oral Health*

Other sources of evidence

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

SQA's *Guide to Assessment* (see section 5) has 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

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/Element(s) Provide Chairside Support During the Assessment of Patients' Oral Health

Candidate Louise McFadyen

Evidence index number 1

Date of observation 13/9/13

Skills/activities observed	Performance Criteria covered
<p><i>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.</i></p>	<p>OH3 PC1 OH3 PC2 OH3 PC3 OH3 PC 4 abc OH3 PC 5 OH3 PC6</p>

Knowledge and Understanding apparent from this observation

Louise was able to demonstrate knowledge and understanding of the purpose of the dental assessment as she explained this to the patient, (K1), the requirements for standard precautions (SICP) and personal protective equipment (PPE) (K12). She also demonstrated her knowledge and understanding of different types of dental records and charts by locating the appropriate records and selecting the information required and explaining the surgeries confidentiality policy (K17,30,31) and she used methods of modifying and communicating information by a) speaking in a confident manner and avoiding acronyms and dental terminology when communicating with the patient and b) using professional terminology when speaking to the dentist (K1,24)

Other Units/Elements to which this evidence may contribute

*Make Sure Your Own Actions Reduce the Risk to Health and Safety, OH 1
PC 8,9, 13*

*Reflect on, Develop and Maintain Own Skills and Practice in Learning
and Development OH PC 1 K1*

Assessor's comments and feedback to candidate

*Good evidence of your communication skills and knowledge of
standard precautions and PPE (SICP). You maintained a friendly
professional manner throughout, supported the dentist as required and
also helped the patient to be at ease with the process.*

I can confirm the candidate's performance was satisfactory.

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

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

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 too.

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	Provide Chairside Support During the Assessment of Patients' Oral Health
Element(s)	Not applicable
Evidence index number	2
Circumstances of assessment	
Questions used to cover gaps in candidates knowledge evidence that was not implicit in the observation.	
List of questions and candidate's responses	
Q	Why should Personal Protective Equipment be worn in the dental environment?
A	<i>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.</i> K12
Q	What does dental assessment consist of?
A	<i>Examination of the teeth, gums, soft tissues and the bite.</i> K1
Q	Why is it important that patient information is treated as confidential?
A	<i>The GDC rules for maintaining patient confidentiality state that dental staff should not discuss patient information without their consent. Also there is legislation (Data Protection Act 1998) has to be obeyed to protect patient private details.</i> K30/K31

Assessor's signature Carol Morrison **Date** 3/10/13

Candidate's signature Louise McFadyen **Date** 3/10/13

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. Other people may have been present during an activity and where appropriate they could be asked to provide a witness testimony. The candidate should be encouraged to make the links between the personal statement and other product evidence.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
14/9/13	3	<p>I checked with the dental administrator that I had the correct list of patients from the Appointments Book so I could set up the dental surgery with the correct equipment for the dentist. The first appointment was a straightforward check up so I laid out the correct instruments along with disposable gloves and masks. 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</p>		<p>0443 K1, 24, 30, 32</p>

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
		<p><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</i></p>		

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered
		<p><i>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.</i></p>		

Candidate's signature *Louise McFadyen*

Date *11/12/13*

Witness testimony

Remember when you begin 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, contact details and the date. There are spaces for this information in the form.

Witness testimony

SVQ title and level	Dental Nursing at level 3
Candidate's name	Louise McFadyen
Evidence index no	4
Index no of other evidence which this testimony relates to (if any)	3
Unit(s)	Provide Chairside Support During the Assessment of Patients' Oral Health
Element(s)	Not applicable
Date of evidence	11/12/13
Name of witness	Bob Strachan
Designation/relationship to candidate	Dentist and Employer
Details of testimony	
<p><i>Louise prepared the dental surgery for the appointment by ensuring the instruments and PPE were available for the patient's appointment.</i></p> <p><i>Louise provided appropriate reassurance and support to the patient who was very anxious. She communicated with him in a friendly and courteous manner without rushing him. She explained the procedures to him in simple language to gain his trust. The patient visibly relaxed and the examination proceeded without incident.</i></p>	

I can confirm the candidate's performance was satisfactory.

Witness's signature Bob Strachan **Date** 11/12/13

Witness (please select the appropriate box):

- Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications (or equivalent)
- Is familiar with the SVQ standards to which the candidate is working

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 medical emergencies, have not arisen during assessment.

In this SVQ, such gaps are likely to occur in generating evidence for:

- ◆ Basic Life Support

You may be able to overcome this by:

- ◆ Simulation

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.

Example

Unit *Provide Chairside Support During the Examination of Patients' Oral Health* (H4PW 04), the candidate is required to make arrangements for further patient assessment and treatment. This can be authenticated by work products such as patient records (paper or electronic) although these should be seen by the assessor and signposted in the evidence log 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 SQA 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. It is not mandatory to use these forms, many centres prefer to develop their own.

- ◆ 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							
Optional							

Mandatory Units achieved

Unit number	Title	Assessor's signature	Date
H4TR 04	Make Sure Your Own Actions Reduce Risk to Health and Safety		
FD42 04	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development		
H4PT 04	Prepare and Maintain Environments, Instruments and Equipment for Clinical Dental Procedures		
H4X4 04	Provide Basic Life Support		
H4PV 04	Offer Information and Support to Individuals About Dental Services and the Protection of Oral Health		
H4PW 04	Provide Chairside Support During the Assessment of Patients' Oral Health		
H4PX 04	Contribute to the Production of Dental Images		
H4PY 04	Provide Chairside Support During the Prevention and Control of Periodontal Disease and Caries, and the Restoration of Cavities		
H4R0 04	Provide Chairside Support During the Provision of Fixed and Removable Prostheses		

Unit number	Title	Assessor's signature	Date
H4R1 04	Provide Chairside Support During Non Surgical Endodontic Treatment		
H4R2 04	Provide Chairside Support During the Extraction of Teeth and Minor Oral 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. 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 PC or knowledge points 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 Provide Chairside Support During the Assessment of Patients' Oral Health

Element Not applicable

Evidence index no	Description of evidence	PC/performance statements											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Observation	X	X	X	X	X	X		X			X	X
2	Record of Q and A												
3	Personal Statement	X	X		X								
4	Witness Testimony	X											
5	Patient Records	X							X			X	X

Unit Provide Chairside Support During the Assessment of Patients' Oral Health

Element Not applicable

Evidence index no	Description of evidence	Areas of Knowledge and Understanding/scope															
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16
1	Observation	X		X									X	X			
2	Record of Q and A	X											X	X			
3	Personal Statement																
4	Witness Testimony																
5	Patient Records																

Unit Provide Chairside Support During the Assessment of Patients' Oral Health

Element Not applicable

Notes/comments

Louise, you are progressing well through this Unit and we are well on track to have it completed by January 2014.

Aspects of Performance Criteria have still to be assessed and I would like to carry out at least TWO more observations to ensure that your competence is consistently applied in the workplace and to cover p.c.s 7, 9, 10.

I will arrange to meet you to carry out a professional discussion around the knowledge points of the Unit as I would like to ensure these are clearly evidenced by you prior to signing off the Unit as achieved.

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate's signature _____

Date _____

Assessor's signature _____

Date _____

Internal verifier's signature _____

Date _____

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 Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

For information on appropriate qualifications for Assessors and Verifiers please refer to the Learning and Development SVQ page on SQA's website;
<http://www.sqa.org.uk/sqa/6861.html>

External Verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

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's signature _____

Date _____

Assessor's signature _____

Date _____

Internal verifier's signature _____

Date _____

Assessment plan

Units					
Elements					
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria and Range)
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature _____

1st review due _____

Candidate's signature _____

2nd review due _____

Date of agreement _____

Date of completion _____

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered

Candidate's signature _____

Date _____

Observation record

Unit/Element(s) _____

Candidate _____

Evidence index number _____

Date of observation _____

Skills/activities observed	Performance Criteria 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	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____