



## **Group Award Specification for:**

**Professional Development Award in  
Dental Care Professionals: Dental Laboratory Skills  
at SCQF level 8**

**Group Award Code: GK6M 48**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This Award is an occupationally-specific, sector-led qualification that has been developed under the Design Principles for Professional Development Awards. It has been developed in collaboration with key stakeholders from NHS Dental Education for Scotland

The new Qualifications will form part of a suite of occupationally-specific awards for the oral health care domain. This suite includes currently:

- ◆ SVQ3 in Dental Nursing at SCQF level 7
- ◆ PDA in Dental Nursing at SCQF level 7
- ◆ PDA in Oral Health Care (OHC): Dental Managers at SCQF level 8
- ◆ PDA Dental Radiography (Operator) for Dental Care Professionals at SCQF level 9
- ◆ PDA in Healthcare Professionals: Facilitating Learning and Training in the Workplace at SCQF level 8
- ◆ PDA in Dental Nursing: Delivering Oral Health Interventions at SCQF level 8
- ◆ PDA Dental Nursing: Supporting Special Care Provision at SCQF level 8
- ◆ PDA in Orthodontic Dental Nursing at SCQF level 8
- ◆ PDA in Intravenous Sedation for Dental Care Professionals at SCQF level 8
- ◆ PDA in Recording Patient Assessment for Dental Care Professionals at SCQF level 8
- ◆ PDA in Oral Health Care: Dental Administrators at SCQF level 6
- ◆ HNC/HND in Dental Nursing
- ◆ HNC/HND in Dental Technology

This new award has been developed in response to a need for clear progression and articulation routes for registered dental nurses who seek to extend their clinical duties within their professional scope of practice, as defined by their regulatory body, The General Dental Council (GDC) and to contribute towards their continued professional development. The GDC Scope of Practice 2013 can be accessed here:

**[http://www.gdc-uk.org/Dentalprofessionals/Standards/Documents/Scope%20of%20Practice%20September%202013%20\(3\).pdf](http://www.gdc-uk.org/Dentalprofessionals/Standards/Documents/Scope%20of%20Practice%20September%202013%20(3).pdf)**

## 2 Qualification structure

The design principles for Professional Development Awards at SCQF level 7–12 stipulate that the qualification:

- ◆ will be made up of a minimum credit value of 16 SCQF credit points
- ◆ will be made up of at least 2 Units
- ◆ will have at least half the SCQF credit points at the level of the Group Award

This Group Award meets the design principles as follows:

- ◆ It is made up of 2 mandatory HN Units plus 1 optional HN Unit from a choice of 2 giving a minimum of 24 SQA HN credit points which are all at SCQF level 8.

### 2.1 Structure

Code	Unit title	SCQF level	SCQF credit points	SQA credit
<b>Two Mandatory Units</b>				
H95N 35	Dental Care Professionals: Constructing Study Models	8	8	1
H95K 35	Dental Care Professionals: Constructing Mouthguards, Bleaching Trays and Vacuum Formed Retainers	8	8	1
<b>Two Optional Units (of which one must be achieved)</b>				
H95L 35	Dental Care Professionals: Repairing the Acrylic Component of Removable Appliances	8	8	1
H95M 35	Dental Care Professionals: Constructing Occlusal Registration Rims and Special Trays	8	8	1

## 3 Aims of the qualification

The principal aim of the qualification is to provide registered dental nurses with the depth and breadth of knowledge and skills required to undertake dental laboratory tasks as an additional duty within their Scope of Practice, as defined by the General Dental Council (GDC).

### **3.1 General aims of the qualification**

To:

- 1 Enable progression within the SCQF.
- 2 Provide opportunities for career planning and enhance learners' future employment prospects.
- 3 Develop transferable skills, eg organising/planning/personal effectiveness/team working/time management/record keeping.
- 4 Develop the Core Skills, ie ICT/Communication/Problem Solving/Working with Others and Numeracy.
- 5 Develop upon the four capacities of Curriculum for Excellence, ie as:
  - ◆ successful learners
  - ◆ confident individuals
  - ◆ responsible citizens
  - ◆ effective contributors
- 6 Address aspects of the GDC Scope of practice and continued professional development requirements.

### **3.2 Specific aims of the qualification**

To enable learners to develop essential knowledge and skills, namely:

- 1 Knowledge of the legislation and professional guidance that relates to the construction of dental appliances.
- 2 Knowledge of the types and properties of a range of dental materials, instruments and equipment used in the construction of dental appliances.
- 3 Skills in the construction of study models to the prescription of a dentist.
- 4 Skills in the construction of mouthguards, bleaching trays and vacuum formed retainers to the prescription of a dentist.
- 5 Skills in the repairing the acrylic component of removable appliances to the prescription of a dentist.
- 6 Skills in the in the construction of occlusal registration rims and special trays to the prescription of a dentist.
- 7 Skills in self-evaluation and reflection and identifying areas for self-development.
- 8 To support the Scope of Practice 'additional skills' and 'prescribed additional skills' that registered dental nurses can develop throughout their career.
- 9 To enable progression to the HND in Dental Nursing.
- 10 To develop advanced professional attitudes and practice in relation to patient treatment and support.

## **4 Recommended entry to the qualification**

Entry to this qualification is at the discretion of the centre. Learners must be registered with the General Dental Council (GDC) as a Dental Care Professional. The learner must be working in a clinical dental environment and have the opportunity to gain regular experience in the production of dental appliances, as defined by their scope of practice, working under the supervision of a GDC registered dentist, dental technician or clinical dental technician.

Learners undertaking this PDA must also be disclosed under the PVG scheme (2011) standard or enhanced.

Where appropriate other GDC registered Dental Care Professional (DCP) groups, for example, registered Orthodontic Therapists may also wish to undertake an HN Unit to extend their clinical duties within their professional scope of practice, or for the purposes of continued professional development.

#### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Communicating with the dental team. Written assessments and record keeping.
Numeracy	5	Using relevant technology, specialist equipment, and materials, interpreting prescriptions.
Information and Communication Technology (ICT)	5	Using relevant technology, specialist equipment. Word processing and photographic packages.
Problem Solving	6	Overcoming barriers, self-reflection, interpreting patient information, and patient prescriptions.
Working with Others	6	Supporting and managing patient care, working with colleagues and other healthcare professionals.

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification specific aims to Units

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
H95N 35	Dental Care Professionals: Constructing Study Models	✓	✓	✓				✓	✓	✓	✓
H95K 35	Dental Care Professionals: Constructing Mouthguards, Bleaching Trays and Vacuum Formed Retainers	✓	✓		✓			✓	✓	✓	✓
H95L 35	Dental Care Professionals: Repairing the Acrylic Component of Removable Appliances	✓	✓			✓		✓	✓	✓	✓
H95M 35	Dental Care Professionals: Constructing Occlusal Registration Rims and Special Trays	✓	✓				✓	✓	✓	✓	✓

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The Sector Skills Council for Dental Nursing and Dental Technology National Occupational Standards is Skills for Health. A full listing of NOS can be downloaded from [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

These Units have been aligned to the following National Occupational Standards;

Code	Unit title	National Occupational Standard
H95N 35	Dental Care Professionals: Constructing Study Models	SFHOH27 L&D 10
H95K 35	Dental Care Professionals: Constructing Mouthguards, Bleaching Trays and Vacuum Formed Retainers	L&D 10
H95L 35	Dental Care Professionals: Repairing the Acrylic Component of Removable Appliances	SFHOH19 L&D 10
H95M 35	Dental Care Professionals: Constructing Occlusal Registration Rims and Special Trays	SFHDT03 L&D 10

- ◆ SFHDT03 — Produce custom-made trays, casts, baseplates and occlusal registration rims for the design and manufacture of removable prostheses.
- ◆ SFHOH19 — Reline, rebase, repair and modify removable prostheses.
- ◆ SFHOH27 — Prepare, and produce casts and records for the design and manufacture of orthodontic appliances.
- ◆ L&D10 — Reflect on, develop and maintain own skills and practice in learning and development.

The General Dental Council (GDC) is the statutory body that regulates dentistry in the United Kingdom. Its stated aims are to regulate the profession and protect the public and to that end it restricts who can legitimately work in any capacity in the provision of dental care.

The GDC sets out the standards of conduct, performance and ethics that govern all dental professionals. It specifies the principles, standards and guidance which apply to all members of the dental team.

A full explanation of *Standards for the Dental Team* and the *Scope of Practice* for all Dental Care Professionals (DCP) can be downloaded from; [www.gdc-uk.org](http://www.gdc-uk.org)



### 5.3 Mapping of Core Skills development opportunities across the qualification

Core Skill signposting: learners will have the opportunity to develop aspects of the following Core Skills.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H95N35	Dental Care Professionals: Constructing Study Models	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
H95K35	Dental Care Professionals: Constructing Mouthguards, Bleaching Trays and Vacuum Formed Retainers	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
H95L35	Dental Care Professionals: Repairing the Acrylic Component of Removable Appliances	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
H95M35	Dental Care Professionals: Constructing Occlusal Registration Rims and Special Trays	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓

## 5.4 Assessment Strategy for the qualification

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

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

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dental Care Professionals: Constructing Study Models	Closed-Book Assessment which can be integrated with Outcome 2.	Closed-Book Assessment which can be integrated with Outcome 1.	Portfolio of Evidence of patient cases which can be integrated with Outcome 4.	Portfolio of Evidence of patient cases which can be integrated with Outcome 3.
Dental Care Professionals: Constructing Mouthguards, Bleaching Trays and Vacuum Formed Retainers	Closed-Book Assessment which can be integrated with Outcome 2.	Closed-Book Assessment which can be integrated with Outcome 1.	Portfolio of Evidence of patient cases which can be integrated with Outcome 4.	Portfolio of Evidence of patient cases which can be integrated with Outcome 3.
Dental Care Professionals: Repairing the Acrylic Component of Removable Appliances	Closed-Book Assessment which can be integrated with Outcome 2.	Closed-Book Assessment which can be integrated with Outcome 1.	Portfolio of Evidence of patient cases which can be integrated with Outcome 4.	Portfolio of Evidence of patient cases which can be integrated with Outcome 3.
Dental Care Professionals: Constructing Occlusal Registration Rims and Special Trays	Closed-Book Assessment which can be integrated with Outcome 2.	Closed-Book Assessment which can be integrated with Outcome 1.	Portfolio of Evidence of patient cases which can be integrated with Outcome 4.	Portfolio of Evidence of patient cases which can be integrated with Outcome 3.

## 6 Guidance on approaches to delivery and assessment

### 6.1 Sequencing/integration of Units

The three Units have been designed to be delivered and assessed as a single programme of learning. However, centres may wish to deliver the individual Units to learners for reasons of CPD or to meet an identified gap where learners have presented with RPL.

There are opportunities to integrate assessment within each Unit, please refer to each Unit specification for further information.

### 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

#### 6.2.1 Articulation and/or progression

Successful completion of the individual Units of this PDA will offer learners the opportunity to progress within the HND in Dental Nursing.

## 6.2.2 Credit transfer

It may be possible for learners to request full or partial credit transfer for the PDA Units, eg learners who present with equivalent qualifications from other awarding bodies

Credit transfer is at the discretion of the delivering centre and will be subject to SQA's external verification quality assurance process.

## 6.3 Opportunities for e-assessment

Aspects of the qualification offer opportunities for e-assessment, for example the use of e-portfolios

## 6.5 Resource requirements

It is recommended that teaching and assessment staff are GDC registered and experienced dental practitioners or dental care professionals who hold relevant academic qualifications in these subject areas, at this SCQF level or above and are currently practicing these skills.

Learners must have access to the appropriate equipment and materials required to complete the Unit.

# 7 General information for centres

## Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

**General Dental Council (GDC)** is the statutory body that regulates dentistry in the United Kingdom

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution that NHS Education for Scotland has made to the development of this qualification.

## 9 General information for learners

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

This qualification is a Professional Development Award (PDA). PDAs are principally designed for those already in a career or vocation who wish to extend or broaden their skills base. PDAs are often embedded within another qualification such as HNC/HND to provide learners with progression opportunities. This PDA is embedded within the HND in Dental Nursing.

The principal aim of this PDA is to provide dental nurses, registered with the General Dental Council (GDC), with the depth and breadth of knowledge and skills required for the production of dental appliances, as defined within their professional scope of practice.

Where appropriate other GDC registered Dental Care Professional (DCP) groups, for example registered orthodontic therapists may also wish to undertake an HN Unit to extend their clinical duties within their professional scope of practice, or for the purposes of continued professional development.

To achieve the PDA you will complete three Units. There are two mandatory Units and two optional Units, of which you must achieve one.

Successful completion of the PDA or individual Units will allow you the opportunity to extend your clinical duties within your professional scope of practice, as defined by the General Dental Council and will contribute to your continued professional development (CPD).

To undertake the PDA or individual Units you should be registered with the General Dental Council as a dental care professional and you must also be disclosed under the Protection of Vulnerable Groups (PVG) scheme 2011, standard or enhanced.

Assessment is varied and will be a mixture of theory and practice.

### **Dental Care Professionals: Constructing Study Models**

This Unit is designed to enable you to become competent in constructing study models, to the prescription of a dentist.

Upon completion, you should be able to accurately interpret the content of a prescription from a dentist; and correctly identify and safely use the correct instruments, materials and equipment required to construct study models. You will also learn the importance of reflection and evaluation to your continuing good practice.

Assessment for this Unit includes a closed-book assessment and observation during the production of study models, using a range of materials for both study models and orthodontic models.

### **Dental Care Professionals: Constructing Mouthguards, Bleaching Trays and Vacuum Formed Retainers**

This Unit is designed to enable you to become competent in constructing mouthguards, bleaching trays and vacuum formed retainers to the prescription of a dentist.



Upon completion, you should be able to accurately interpret the content of a prescription from a dentist; and correctly identify and safely use the correct instruments, materials and equipment required to construct mouthguards, bleaching trays and vacuum formed retainers. You will also learn the importance of reflection and evaluation to your continuing good practice.

Assessment for this Unit includes a closed-book assessment and observation during the production of mouthguards, bleaching trays and vacuum formed retainers, to the prescription of a dentist.

### **Dental Care Professionals: Repairing the Acrylic Component of Removable Appliances**

This Unit is designed to enable you to become competent in repairing the acrylic component of removable appliances to the prescription of a dentist.

Upon completion, you should be able to accurately interpret the content of a prescription from a dentist; and correctly identify and safely use the correct instruments, materials and equipment required to repair the acrylic component of removable appliances to the prescription of a dentist. You will also learn the importance of reflection and evaluation to your continuing good practice.

Assessment for this Unit includes a closed-book assessment and observation during the repair of the acrylic component of removable appliances to the prescription of a dentist.

### **Dental Care Professionals: Constructing Occlusal Registration Rims and Special Trays**

This Unit is designed to enable you to become competent in the construction of occlusal registration rims and special trays, to the prescription of a dentist.

Upon completion, you should be able to accurately interpret the content of a prescription from a dentist; and correctly identify and safely use the correct instruments, materials and equipment required to construct occlusal registration rims and special trays, to the prescription of a dentist. You will also learn the importance of reflection and evaluation to your continuing good practice.

Assessment for this Unit includes a closed-book assessment and observation during the construction of occlusal registration rims and special trays, working to the prescription of a dentist.

Throughout the assessment period you will also have the opportunity to further develop your Core Skills in *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, *Working with Others* at SCQF level 6, *Numeracy* at SCQF level 5, *Information and Communication Technology (ICT)* at SCQF level 5. Additionally, you will develop your transferable skills, eg Research, Evaluation, Report Writing and Reflective Practice.