Group Award Specification for:

Professional Development Award in Dental and Medical Reception Skills at SCQF Level 6

Group Award Code GJ0V 46

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Contents

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

Background

The PDA in Dental and Medical Reception Skills at SCQF level 6 is a direct replacement for the PDA Oral Health Care: Dental Administrators (Group Award Code G8RM 46) validated in 2007. This is the first refresh of the PDA. It is an occupationally-specific, sector-led qualification that has been developed under the Design Principles for Professional Development Awards. It has been refreshed under the principle of incremental change in collaboration with key stakeholders from the NHS.

In May 2013, SQA and NHS NES Highland and Greater Glasgow and Clyde met to discuss the outcome of an NHS pilot to offer the original PDA to medical as well as dental administrators. To do this, they had to modify the teaching materials in order to be able to meet the specific sectoral needs of both groups without diluting the integrity of the assessment process. During the pilot, both delivery teams were able to identify the need to update the existing Units. At this meeting, it was agreed that it was an opportune time to revisit the content and structure of the original award to meet the changing needs of the NHS. It was acknowledged that there is a great deal of commonality in the processes and skills base of dental and medical reception staff and that the pilot had shown that one qualification that included suitable optional Units could cover the training needs of both groups. This has obvious benefits for the NHS. Initially, it was thought that a simple refresh of the existing Units and structure would be sufficient to meet the identified gaps but it became clear that some skills/processes were outdated or not covered and that it would be necessary to revise some Units and develop new Units to meet specific practices in the workplace.

In June, 2013, NHS NES agreed to fund the refresh of the existing PDA to include Units to cover the skills and knowledge of receptionists/administrators working in mainstream medical environments (hospitals/clinics/general practice, etc). In addition, they expressed their intention to extend the pilot once the revised PDA is in place. NHS NES has given considerable commitment to the refresh of this PDA, funding the development of four new Units to cover the specialist skills and knowledge required, rather than attempt to shoehorn sector requirements into existing material. As a result, the original content of the PDA has been refined and expanded to reflect the changing skills mix and staff deployment requirements of the NHS.

This revised Qualification forms part of a suite of occupationally-specific awards for the oral health care domain. This suite includes currently:

♦ SVQ 3 in Dental Nursing at SCQF level 7
♦ PDA in Dental Nursing at SCQF level 7
♦ PDA in Dental Nursing: Delivering Oral Health Interventions at SCQF level 8
♦ PDA in Oral Health Care (OHC): Dental Managers at SCQF level 8
♦ PDA in Healthcare Professionals: Facilitating Learning and Training in the Workplace at SCQF level 8
♦ HNC/D in Dental Nursing
♦ HNC/D in Dental Technology

It will also complement the broad provision for the Health Care Sector.

2 Qualification structure

The design principles for Professional Development Awards at SCQF level 6 — 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 exceeds the minimum design principles as follows:

♦ The mandatory section contains 24 SCQF credit points at SCQF level 6 (3 SQA Unit credits).
♦ The optional section contains 8 SCQF credit points at level 7 (1 SQA Unit credit) plus an additional 7 or 8 SCQF credit points at level 6 (1 SQA Unit credit) depending on the option selected.

The Group Award therefore has a total of 5 SQA Unit credits and 39 or 40 SQCF points (depending on options selected).

2.1 Structure

There are three **Mandatory** Units and two **Optional** Units to be achieved.

Mandatory

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H66M	33	Health and Safety in a Dental or Medical Reception Area	1	8	6
H49P	33	Customer Care	1	8	6
H66L	33	Reflective Practice in a Dental or Medical Environment	1	8	6

Optional: one Unit to be achieved from each Group

4 code	2 code	Unit title	SQA credit	SCQF	SCQF
Group 1					
H66J	34	Dental Reception Skills	1	8	7
H66K	34	Medical Reception Skills	1	8	7
Group 2					
FE08	04	Supervise an Office Facility	1	7	6
DF4D	33	Developing Skills for Personal Effectiveness	1	8	6

3 Aims of the qualification

The principal aim of the qualification is to provide the knowledge and skills required to effectively plan appointments and support patients who are receiving dental or medical care and ensure a positive patient experience.

3.1 General aims of the qualification

1 Enable progression within the SCQF.
2 Provide opportunities for career planning and enhance candidates' future employment prospects.
3 Develop transferable skills, eg organising/planning/personal effectiveness/team working/time management/record keeping, resource management.
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:
   ♦ successful learners
   ♦ confident individuals
   ♦ responsible citizens
   ♦ effective contributors
6 Address continued professional development requirements.

3.2 Specific aims of the qualification

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

7 How to reflect on own practice within a dental or medical environment.
8 To develop professional attitudes and practice in relation to patient treatment and support.
9 To develop knowledge and competence in health and safety related issues within the work environment.
10 To develop sector-specific skills in dental or medical reception and administrative procedures, including handling of patient records, appointment schedules, treatment plans, repeat prescription procedures and test results.
11 To develop competence in supervising office procedures including confidential record keeping.
12 To develop personal effectiveness when working in a dental or medical environment.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. Centres should consider whether Candidates undertaking this PDA need to be disclosed under the PVG scheme (2011) standard or enhanced. This may depend on the degree of patient contact.

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	5	Report writing, supporting patients, case study development
Numeracy	5	Completing patient charts, examining quantitative data, processing payments
Information and Communication Technology (ICT)	5	Use of specialist software, search engines, word processing packages
Problem Solving	5	Overcoming barriers, customer care
Working with Others	5	Patient contact, working with colleagues

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 specific qualification aims to Units

Code	Unit title	1	2	3	4	5	6	7	8	9	10	11	12
H66M 33	Health and Safety in a Dental or Medical Reception Area	x	x	x	x	x	x		x	x			
H49P 33	Customer Care	x	x	x	x	x	x	x	x		x		
H66L 33	Reflective Practice in a Dental or Medical Environment	x						x	x	x			
H66J 34	Dental Reception Skills	x	x	x	x	x	x		x		x	x	
H66K 34	Medical Reception Skills	x	x	x	x	x	x		x		x	x	
FE08 04	Supervise an Office Facility	x	x	x	x	x	x		x	x	x	x	
DF4D 33	Developing Skills for Personal Effectiveness	x	x	x	x	x	x	x	x	x			x

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

The Sector Skills Council for Dental Nursing National Occupational Standards is Skills for Health.
A full listing of NOS can be downloaded from **www.ukstandards.co.uk**

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

Code				
H66L 33	Reflective Practice in a Dental or Medical Environment	SfH02		PROHSS1
H66M 33	Health and Safety in a Dental or Medical Reception Area	SfH02		PROHSS1
H49P 33	Customer Care		CfACSA4	
H66J 34	Dental Reception Skills	SfH02		
H66K 34	Medical Reception Skills			
FE08 04	Supervise an Office Facility		CfAS322	
DF4D 33	Developing Skills for Personal Effectiveness		L&D10	

SfH02   Offer Information and Support to Individuals about Dental Services and the Protection of Oral Health
L&D10   Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development
PROHSS1   Make Sure Your Own Actions Reduce Risks to Health and Safety
CfA S322   Supervise an Office Facility
CfACSA4   Give Customers a Positive Impression of Yourself and Your Organisation

5.3   Mapping of Core Skills development opportunities across the qualification

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

Unit code	Unit title	Communication										
H66L 33	Reflective Practice in a Dental or Medical Environment	x	x		x	x	x	x	x	x	x	x
H66M 33	Health and Safety in a Dental or Medical Reception Area	x	x	x	x	x	x	x	x	x	x	x
H49P 33	Customer Care	x	x	x	x	x	x		x		x	
H66J 33	Dental Reception Skills	x	x	x	x	x	x	x	x	x	x	x
H66K 34	Medical Reception Skills	x	x	x	x	x	x	x	x	x	x	x
FE08 04	Supervise an Office Facility	x	x	x	x	x	x	x	x	x	x	x
DF4D 33	Developing Skills for Personal Effectiveness	x	x		x	x	x	x	x	x	x	x

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 candidates.

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

♦ The recommended assessment method(s) for each Unit, bearing in mind that there may be more than one assessment in a Unit.
♦ The conditions in which the evidence must be produced, eg open/closed-book, length of time for assessment (if appropriate).

Each of the component Units of this PDA is a stand-alone Unit with discrete Evidence Requirements and Assessment Guidelines. The following is designed to provide guidance for delivering Centres to develop appropriate assessments to meet the Evidence Requirements. It is **not** prescriptive and centres retain the flexibility to design assessments to meet their needs.

SQA encourages centres to take a holistic view of assessment wherever practicable, both within and across Units. This has the benefit of streamlining the assessment process and can result in a lessening of the assessment burden on learners. Where possible, a single piece of work may contribute to meeting several parts of the Evidence Requirements.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Health and Safety in a Dental or Medical Reception Area	Assignment including completed risk assessment (actual in workplace or simulated with case study) and a report on health and safety practices in the dental/medical environment.	Short answer and restricted response questions to over all Evidence Requirements.	Series of questions in an appropriate format.
Customer Care	This Unit can be assessed holistically in the workplace using evidence from observation of performance, questioning and other forms of product evidence.		
Reflective Practice in a Dental or Medical Environment	Extended Response or series of short answer questions to cover all Evidence Requirements.	O2 and O3 could be assessed holistically by a personal statement in two parts. Part 1 should be completed by the candidate at the initial stages of the Unit and the second part, the reflective aspect, should be completed at the end of the Unit.	
Dental Reception Skills	This Unit may be assessed through the compilation of a portfolio containing the following information: For Outcome 1 — production of a practice leaflet, short questions, case studies on obtaining consent, and completion of a table matching the receptionist's role to national standards.	For O 2, performance evidence with candidates carrying out triage exercises to determine priority for treatment, scenarios for scheduling and managing appointments and role play — or observed practice — of candidates explaining treatments to patients based on the dentist's prescription.	For O 3, candidates could complete a GP17 form (simulated details or actual) following procedures for taking payment and short questions to cover the Evidence Requirements.
Medical Reception Skills	This Unit may be assessed through the compilation of a portfolio containing the following information. For Outcome 1, production of a practice leaflet, short questions, case studies, and completion of a table identifying key policies in the practice relating to the regulations.	For O2, candidates should carry out a review of prescription ordering to ensure that practice capacity and process meets patient demand; test results handling should be mapped to demonstrate that test results given out have been matched with those results arriving back in.	For O3, candidates could be asked to match read codes against key chronic disease classifications in a table.
Supervise an Office Facility	This is an SVQ Unit and will be assessed using evidence from workplace practice, eg peer testimony, observation, questioning and other forms of product evidence.		

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Developing Skills for Personal Effectiveness	Outcomes 1 and 3 of this Unit may be assessed holistically. The candidate should complete a personal audit of their strengths and areas identified for development and produce, implement and review an action plan designed to address these areas.	Outcome 2 may be assessed by use of a case study.	See Outcome 1.

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of Units

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

Opportunities for integration of assessment within each Unit have been identified and are explained within the Unit specifications.

The style of delivery will be determined by the nature of the Centre.

Possible delivery based on a 4-block system (2 blocks per semester), although a 3-block system could also be appropriate. Both allow for some essential underpinning knowledge and introduction of practical skills to be front-loaded so that development of the skill and practical hours can occur once initial competence has been gained.

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**

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 candidates the opportunity to progress within dental nursing or the healthcare sector. Candidates may wish also progress to SVQ or HNC in Administration.

6.2.2 Professional recognition

There is no professional recognition attached to achievement of this qualification.

6.2.3 Credit transfer

It may be possible for candidates to request full or partial credit transfer for the PDA Units, eg candidates who present with equivalent qualifications from other awarding bodies but this will be on a case by case basis. Candidates who have already achieved any of the component Units will be eligible for credit transfer.

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.

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

It is recommended that teaching and assessment staff are experienced dental practitioners who hold relevant academic qualifications in this area at this SCQF level or above.

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**.

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)**.

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:

♦ candidates 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)

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**.

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 of NHS Education for Scotland (North East Region) 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.

The principal aim of the qualification is to provide you with the depth and breadth of knowledge and skills required to carry out reception and administrative duties in dental or medical environments.

Structure

To achieve the PDA in Dental and Medical Reception Skills at SCQF level 6, you will have to achieve five Units, three of which are mandatory and two optional.

The mandatory Units are:

♦ Health and Safety in a Dental or Medical Reception Area
♦ Customer Care
♦ Reflective Practice in a Dental or Medical Environment

There are two groups of optional Units and you must select and complete one from each group:

Group 1

♦ Dental Reception Skills
or
♦ Medical Reception Skills

Group 2

♦ Supervise an Office Facility
or
♦ Developing Skills for Personal Effectiveness

Assessment

Each Unit Specification gives detailed information on the purpose of the Unit and details the activities which will enable you to combine the essential knowledge and practical skills to be achieved on completion of the Units. The type of assessments you will experience are varied and include, eg reflective accounts, restricted response questions, procedural reviews and assessor observation.

Throughout the assessment period you will also have the opportunity to 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* at SCQF level 5 and your transferable skills, eg Research, Evaluation, Report Writing and Reflective Practice.