XSQA

Group Award Specification for:

Professional Development Award in Preparing a Dental Practice for Inspection at SCQF level 8

Group Award Code: GV3K 48

Validation date: August 2023

Date of original publication: August 2023

Version: 01

Contents

Page

1.   Introduction

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 higher education institutes (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 produced in collaboration with key stakeholders from the National Health Service (NHS).

The PDA in Preparing a Dental Practice for Inspection has been designed for individuals who in their professional role are required to participate fully in the preparation and process of a dental practice inspection.

In addition, this award will provide individuals with the opportunity to improve on their professional practice, to evidence continuing professional development and to engage in reflective practice.

Successful completion of this PDA may provide opportunities for further continued professional development education or career progression or diversification within a healthcare environment which is subject to inspection.

Progression opportunities include:

Managing Quality Improvement in Dental Practice at SCQF level 8.
Dental Practice Management at SCQF level 8.

2. Qualification structure

This group award is made up of:

♦ 16 SCQF credit points at SCQF level 8.
♦ 2 Higher National Unit credits at SCQF level 8.

A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

The PDA in Preparing a Dental Practice for Inspection contains one double-credit HN Unit.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J7KX	35	Preparing a Dental Practice for Inspection	2	16	8

3. Aims of the qualification

The principal aim of the PDA is to provide learners with the opportunity to gain the knowledge and skills required to contribute fully to the planning, preparation and presentation of information required for a practice inspection in general dental practice.

3.1 General aims of the qualification

The general aims of this qualification are to:

1. Enable progression within the SCQF.
2. Provide opportunities for career planning and enhance Learners' future employment prospects.
3. Develop transferable skills, for example organising/planning/personal effectiveness/team working/time management/record keeping, resource management.
4. Develop the Core Skills, that is Information and Communication Technology (ICT), Communication, Problem Solving, Working with Others and Numeracy.
5. Offer an opportunity for continued professional development requirements.

3.2 Specific aims of the qualification

The specific aims of this qualification are to:

1. Provide the learner with the essential knowledge of the standards against which the practice will be measured.
2. Enable the learner to facilitate the processes required to prepare for a practice inspection.
3. Develop the learner's interpersonal and communication skills to work effectively with others in all aspects of the practice inspection.
4. Develop the learner's skills to enable the effective presentation of information required to meet the practice inspection criteria.

4. Recommended entry to the qualification

Access to this unit is at the discretion of the centre. The learner must be involved in a role where they fully contribute to practice inspection preparation and process. It is strongly recommended that the learner be working in a role where they may exercise some autonomy and initiative in a dental practice which is subject to inspection criteria.

Learners must be in a workplace environment and have the support of their employer in undertaking this unit.

Learners must be able access opportunities to meet the unit's learning outcomes and demonstrate the evidence requirements.

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 would 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.

Learners will naturally use and develop aspects of all five Core Skills as they work through the units making up the qualification through teaching and learning approaches.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Reading, Oral, Listening and Writing. Meetings which may include one-to-one, small groups to a wide range of individuals using a range of technology to communicate. Chairing meetings, recording notes, preparing action plans and written documentation. Providing and receiving feedback in a range for formats (verbal, written). Apply interpersonal and communication skills to work effectively with others in all aspects of the practice inspection. Verbal and written presentation of information, policies, and processes.
Numeracy	6	Analysing and presenting/reporting on data which may be in a graphical and statistical format.
Information and Communication Technology (ICT)	6	Use range of technological tools and applications to support workplace processes and communication. Handing, maintaining and safe storage of all records to keep

Core Skill	Recommended SCQF entry profile	Associated assessment activities
		information safe, accurate and up to date. Recording meeting notes, preparing and monitoring action plans, creating and maintaining policies and procedures.
Problem Solving	6	Planning an efficient process to prepare and demonstrate the requirements of the Practice inspection, utilising the whole team and creating a workplan that utilises the skills of a range of different roles, that considers working patterns of colleagues. Managing and reviewing performance and creating supportive action plans or personal development plans.
Working with Others	6	Range of activities which will include working with others and a range of individuals in the processes to prepare for a practice inspection and facilitate the inspection process. Providing and receiving feedback will be required across all activities. Working in collaboration with a team to a plan efficiently towards the inspection visit to enable to workplace to demonstrate high standard of alignment to the inspection criteria.

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 aims to unit

General aims

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
J7KX 35	Preparing a Dental Practice for Inspection	X	X	X	X	X

Specific aims

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4
J7KX 35	Preparing a Dental Practice for Inspection	X	X	X	X

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

The unit is designed enable learners working in a clinical dental environment to develop the skills and knowledge required to contribute fully in the planning, preparation and presentation of information required for a dental practice inspection.

The purpose of the practice inspection is to ensure safe working practices and high quality patient care provision within the dental environment. Workplace policies and procedures must be aligned to relevant current guidelines and legislation, Health and Safety Executive: Control of Substances Hazardous to Health Regulations (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) and General Data Protection Regulation (GDPR) and meet the practice inspection criteria.

The learner must also consider professional guidelines and standards of the relevant profession's regulatory body. Such standards must be embedded into working practices, towards ensuring professional conduct of staff and the delivery of quality patient care and services, for example The General Dental Council's 'Standards for the Dental Team'. Learners may access a range of resources for relevant professional bodies to assist their development of knowledge and skills, for example Scottish Dental Clinical Effectiveness Programme (SDCEP) guidance: Scottish Dental Clinical Effectiveness Programme (SDCEP), the SDCEP Practice Support Manual' (PSM): Home — Practice Support Manual (sdcep.org.uk).

5.3 Mapping of Core Skills development opportunities across the qualifications

Core Skill signposting, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Communication at SCQF level 6

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J7KX 35	Preparing a Dental Practice for Inspection	X	X	X

Numeracy at SCQF level 6

Unit code	Unit title	Using Number	Using Graphical Information
J7KX 35	Preparing a Dental Practice for Inspection	X	X

Information and Communication Technology (ICT) at SCQF level 6

Unit code	Unit title	Accessing Information	Providing/Creating Information
J7KX 35	Preparing a Dental Practice for Inspection	X	X

Problem Solving at SCQF level 6

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J7KX 35	Preparing a Dental Practice for Inspection	X	X	X

Working with Others at SCQF level 6

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J7KX 35	Preparing a Dental Practice for Inspection	X	X

5.4   Assessment strategy for the qualifications

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Preparing a Dental Practice for Inspection	Outcome 1 may be assessed by an assignment outlining the purpose and requirements of the practice inspection, the information required for an inspection and how this is sourced and maintained. It should also include what steps are taken if a practice should fail to meet the criteria listed in practice inspection checklists. In addition, evidence of knowledge and/or skills which cannot be inferred from the above assignment could be assessed by means of a recorded professional discussion.	Outcomes 2 and 3 may be assessed together. For outcome 2, learners may be assessed by the creation of an evaluative report to outline the process of an internal audit of policies and procedures prior to a practice inspection, identifying if any requirements or actions are needed. A witness testimony from the person in the practice who is responsible for the practice inspection may also be used to confirm that the learner has reviewed the practice inspection criteria and workplace policies, identifying if any requirements or actions are needed.	This outcome could be assessed holistically with outcome 2 to enable the learner to apply the interpersonal skills, communication methods and task management abilities used in all aspects of the practice inspection and in the formulation of an action plan for delegated responsibility across the team within professional limits and boundaries. In addition, evidence of knowledge and/or skills which cannot be inferred from the above assignment could be assessed by means of a recorded professional discussion.	For outcome 4, learners could prepare a report that outlines how the information is presented and how processes are coordinated to meet the required practice inspection criteria efficiently. A witness testimony, for example from a principal dentist or the person responsible for the practice may be provided as supplementary evidence. In addition, evidence of knowledge and/or skills which cannot be inferred from the above assignment could be assessed by means of a recorded professional discussion.

6. Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

Centres may use the order of outcomes as a logical approach to guide delivery.

Centres may use a range of methods to facilitate the delivery of the outcomes' knowledge and skills to encourage a learner-centred, experiential, and practical approach to learning. Approaches may include formal learning activities, completion of e-learning modules, self-directed research, and opportunities for practical application of knowledge and skills to meet the evidence requirements.

The list of topics within the unit descriptor are suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

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

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

6.3 Opportunities for e-assessment

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

6.4   Support materials

Centres may use a range of methods to facilitate the delivery of the outcomes' knowledge and skills to encourage a learner-centred, experiential, and practical approach to learning.

Approaches may include formal learning activities, completion of e-learning modules, self-directed research, and opportunities for practical application of knowledge and skills to meet the evidence requirements.

Centres should use the order of outcomes as a logical approach to guide delivery. Centres must appoint personnel experienced within the context of this award to facilitate the delivery and assessment.

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 assessments used within these qualifications 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* https://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf

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.

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.

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 have made to the development of this qualification.

Template version: September 2022.

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.

The PDA in Dental Practice Inspection at SCQF level 8 has been designed to enable you to contribute fully to the planning, preparation, development, and presentation of practice inspection information.

To undertake this PDA, you must be involved in a role where you fully contribute to practice inspection preparation and process. It is strongly recommended that you be working in a role where you may exercise some autonomy and initiative in a dental practice which is subject to inspection criteria.

Upon successful completion of the qualification, you will be able to:

1. Explain the standards against which the practice will be measured.
2. Describe the processes required to prepare for a practice inspection.
3. Apply interpersonal and communication skills to work effectively with others in all aspects of the practice inspection.
4. Contribute to the presentation of information required to meet the practice inspection criteria.

You will be asked to identify the purpose of practice inspection and explain the standards against which the practice will be measured. You will explain in detail the processes involved in preparing the relevant information for each section of the practice inspection criteria and reflect on what may be required to achieve this. You will also need to apply your interpersonal and communication skills to work effectively with others throughout the process. Finally, you will contribute to the presentation of the practice inspection information and coordinate the processes needed to efficiently meet the inspection criteria.

There will be opportunities to develop your Core Skills in Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others throughout this PDA.

Transferable skills in planning, organising, reviewing, and presenting will also be developed.