



Group Award Specification for:

**Professional Development Award in Dental Nursing:
Supporting Special Care Provision at SCQF level 7**

Group Award Code: GJ1H 47

Validation date: January 2014

Date of original publication: January 2014

Version: 01

Contents

1	Introduction	1
2	Qualification structure.....	2
2.1	Structure.....	2
3	Aims of the qualification	2
3.1	General aims of the qualification	2
3.2	Specific aims of the qualification.....	3
4	Recommended entry to the qualification.....	3
4.1	Core Skills entry profile.....	3
5	Additional benefits of the qualification in meeting employer needs	4
5.1	Mapping of specific qualification aims to Units.....	5
5.2	National Occupational Standards (NOS) and/or trade body standards	6
5.3	Mapping of Core Skills development opportunities across the qualification	7
5.4	Assessment Strategy for the qualification	8
6	Guidance on approaches to delivery and assessment.....	9
6.1	Sequencing/integration of Units.....	9
6.2	Recognition of Prior Learning	9
6.3	Opportunities for e-assessment.....	10
6.4	Support materials	10
6.5	Resource requirements	10
7	General information for centres	10
8	Glossary of terms	11
9	General information for learners.....	14

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 the NHS.

The new qualifications will form 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
- ◆ 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 two 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 3 HN Unit credits
- ◆ It comprises 24 SCQF credit points which are all at SCQF level 7

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H69N	34	Dental Nursing: Principles and Policies for Special Care Provision	1.5	12	7
H69M	34	Dental Nursing: Special Care Practice	1.5	12	7

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 effectively plan and support patients who are receiving special care dentistry and ensure a positive patient experience.

3.1 General aims of the qualification

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

3.2 Specific aims of the qualification

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

- 1 the impact of disabilities to accessing and receiving dental care.
- 2 the legislation and policies that protect patients' rights when accessing dental care.
- 3 the barriers that special care dental patient's face and methods of overcoming them.
- 4 the additional skills and resources required for working with special care patients.
- 5 the support special care patients require in the provision of their oral health care.
- 6 how to provide oral health improvement advice to special care patients and/or carers.
- 7 how to reflect on own practice when working with special care patients and carers.
- 8 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. Candidates should be registered with the General Dental Council (GDC). Centres should consider whether candidates undertaking this PDA should be disclosed under PVG legislation. This may depend on the level 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.
Information and Communication Technology (ICT)	5	Use of specialist software, search engines, word processing packages.
Problem Solving	5	Overcoming barriers.
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	Specific Aims							
		1	2	3	4	5	6	7	8
H69N 34	Dental Nursing: Principles and Policies for Special Care Provision	X	X	X	X	X	X	X	X
H69M 34	Dental Nursing: Special Care Practice	X	X	X	X		X	X	X

Specific aims of the qualification

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

- 1 the impact of disabilities to accessing and receiving dental care.
- 2 the legislation and policies that protect patients' rights when accessing dental care.
- 3 the barriers that special care dental patient's face and methods of overcoming them.
- 4 the additional skills and resources required for working with special care patients.
- 5 the support special care patients require in the provision of their oral health care.
- 6 how to provide oral health improvement advice to special care patients and/or carers.
- 7 how to reflect on own practice when working with special care patients and carers.
- 8 to develop advanced professional attitudes and practice in relation to patient treatment and support.

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	Unit title	National Occupational Standard		
H69M 34	Dental Nursing: Special Care Practice	SfH02	L&D10	PROHSS1
H69N 34	Dental Nursing: Principles and Policies for Special Care Provision	SfH02		PROHSS1

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

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

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		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
H69N 34	Dental Nursing: Principles and Policies for Special Care Provision	X			X	X	X	X	X	X		
H69M 34	Dental Nursing: Special Care Practice	X	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.

A pro forma case study has been produced and is available to download from the PDA in Dental Nursing: Supporting Special Care Provision webpage of the SQA website. Centres are free to use these as presented or can use them as a basis to develop their own materials.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Dental Nursing: Principles and Policies for Special Care Provision	Report	Closed-book question paper	Fully expanded Case Study	N/A
Dental Nursing: Special Care Practice	Holistic Assessment of O1, 2, 3 by way of a completed log-book or portfolio of evidence and a fully expanded case study.			Reflective Diary

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of Units

The two 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 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.

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 the HND in Dental Nursing.

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, eg the NEBDN Certificate in Special Care Dental Nursing. 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)

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.

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

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. Successful completion of the PDA in Supporting Special Care Provision 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).

PDAs are often embedded within another qualification such as HNC/HND to provide candidates with progression opportunities. This PDA is embedded within the HND in Dental Nursing.

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

The principal aim of the qualification is to provide you with the depth and breadth of knowledge and skills required to effectively plan and support patients who are receiving special care dentistry and ensure a positive patient experience.

The PDA in Dental Nursing: Supporting Special Care Provision has two Units, both of which are at SCQF level 7.

Dental Nursing: Principles and Policies for Special Care Provision

This Unit is designed to give you the underpinning knowledge required to work in an environment that treats patients who are unable to obtain routine dental care and to contribute to the additional support they require. This Unit will investigate the theoretical aspects and skills required to ensure a positive patient experience.

You will learn about the different groups of special care patients, the contra-indications of dental care, the barriers experienced by some patients and the benefit of preparation through care plans.

Assessment for this Unit will include a test of your knowledge under exam conditions, production of a report and a detailed case study.

Dental Nursing: Special Care Practice

This Unit is designed to enable you to become effective in delivering oral health advice and care to those patients who are unable to receive routine dental care. The Unit will incorporate the organisation of patient care and the practical skills required in all aspects of the role of Special Care Dental Nurse.

The assessment of this Unit will include completion of log sheets for a range of procedures for patients within environments (not necessarily clinical). You will be asked to produce case studies of your participation in delivery of care and complete a reflective diary throughout.

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.