



Group Award Specification for:

**National Progression Award in Oral Health Care: an Introduction at SCQF level 5
Group Award Code GP3C 45**

**National Progression Award in Oral Health Care at SCQF level 6
Group Award Code GP3D 46**

**National Certificate in Oral Health Care: Preparing for Practice at SCQF level 6
Group Award Code GP3A 46**

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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

To practise as a dental care professional (including dental nurse) in the UK, registration is required with the General Dental Council (GDC). It is illegal to practise dentistry until registration and a GDC registration number is issued. For registration as a dental nurse in Scotland, learners must achieve two qualifications; the SVQ in Dental Nursing at SCQF level 7 and the PDA in Dental Nursing at SCQF level 7.

Unfortunately many applicants for the registerable qualifications are not ready for study at that level, perhaps not meeting the centre's own entry requirements or in some cases not having had the opportunity to demonstrate that they are capable of undertaking qualifications at this level. Indeed, the GDC Guidance for those employing, supervising or training trainees/students states that; **before appointing an individual to work as a trainee**, centres '**should ensure the individual is capable of enrolling on a course recognised for registration**'.

To ensure capability, the GDC states that prior to undertaking any duties in the practice or laboratory, learners must receive as a minimum a formal structured induction, including training regarding patient safety and confidentiality; infection control; the protection of vulnerable children and adults; and how to deal with medical emergencies.

A recent GDC Guidance Document 'Shifting the Balance' reinforces the importance of education to dental care professionals (starting from student/trainee level).

*'Part of taking a more collaborative and supportive approach to regulation involves ensuring that every registrant is familiar and comfortable with the expectations placed on them as registered dental professionals. It means encouraging them to develop that familiarity by using innovative ways of bringing the standards to life, and to reach registrants through the appropriate channels. It also means making the best use of the data and intelligence we and our partners hold to identify areas of risk and, therefore, focus for our activity. And there is a very important role for the profession itself to play in taking ownership of embedding the standards. **This starts even before professionals join the register, when they are students, and extends throughout their careers**'*

Previously, SQA approved centres induction and/or training provision at this introductory level was comprised of locally devised blends of stand-alone SQA and centre devised units.

The three qualifications outlined in this document will provide a nationally certificated, quality assured framework that thoroughly covers knowledge and skills required in patient safety and confidentiality; infection control; the protection of vulnerable children and adults and how to deal with medical emergencies. The framework is designed to build upon these subjects and expand into other key topics which will prepare the learner for progression to continued education (eg, the Dental Nursing SVQ and PDA at SCQF level 7) or employment in a related sector (dental or medical reception; local decontamination units; or health and social care).

The three qualifications outlined in this document have been aligned where possible (taking into account the credit and levelling differences) with the Skills for Health National Occupational Standards and the General Dental Council's Standards for the Dental Team. They provide the underpinning knowledge and skills that learners require to begin work as trainee dental nurses with the status of 'safe beginners'. They are the:

- ◆ National Progression Award (NPA) in Oral Health Care: an Introduction at SCQF level 5
- ◆ National Progression Award in Oral Health Care at SCQF level 6
- ◆ National Certificate (NC) in Oral Health Care: Preparing for Practice at SCQF level 6

The qualifications have been flexibly designed to meet the needs of a range of people at different stages of their learning; school leavers, unemployed people, adult returners to work or people seeking a change of career.

The NPA in Oral Health Care: an Introduction at SCQF level 5 also provides an alternative exit route upon completion of its six units. It is designed to provide flexibility to meet the different needs of learners whether that is continuing to further education or exiting to seek employment opportunities.

It should be noted that achievement of these qualifications does not provide the learner with access to GDC registration. The aim is to broaden opportunities for accessibility by providing a progression route to the registerable qualifications. Entry to the registerable qualifications is always at the discretion of the centre and will also be dependent on successful PVG membership.

The qualification titles refer to 'Oral Health Care' to ensure there is no confusion with the registerable 'Dental Nursing' qualifications.

1.1 Rationale

The NPA in Oral Health Care: an Introduction at SCQF level 5 is a standalone qualification designed to provide the learner with the underpinning knowledge and skills that are required when considering a career in oral health care.

The structure of this NPA includes three units which cover generic transferable skills and knowledge (teamwork, health and safety at work and first aid) which, whilst entirely relevant to a career in Oral Health Care, also allows learners the opportunity to move into other related roles or training (eg, receptionist, health care, social care, childcare) should they wish to exit at this stage.

The inclusion of the *Infection Prevention and Decontamination in an Oral Health Environment* unit at SCQF 6 adds further options for possible employment in a local decontamination unit.

Introductory units in Dental Anatomy and Oral Health Improvement have been designed to ensure that the underpinning knowledge of these key topics is covered prior to accessing the NPA in Oral Health Care at SCQF level 6 for those learners who wish to progress to that.

The NPA in Oral Health Care at SCQF level 6 is a standalone qualification designed to build upon the entry level knowledge and skills of the NPA at SCQF level 5. The units will further develop and expand the learner's underpinning knowledge and skills that are required specifically when considering a career in oral health care.

It refers in more depth to the legislation, standards and ethics required for a career in the dental profession as well as the practical skills necessary to effectively and safely care for dental patients — key to preparing to work as a dental nurse.

The overall content reflects a thorough introduction to the General Dental Council (GDC) requirements for safe working and so prepares the learner to move into a workplace or work-placement whilst undertaking the registerable qualifications (SVQ in Dental Nursing and PDA in Dental Nursing at SCQF level 7) as a trainee.

The NC in Oral Health Care: Preparing for Practice at SCQF level 6 will be awarded upon successful achievement of all twelve units contained in the two NPA qualifications.

Please refer to Appendix 1 for a graphical representation of the pathway.

2 Qualification structures

- ◆ NPAs can be set at SCQF levels 2–6
- ◆ NPAs will have minimum credit value of 12 SCQF credit points. There is no maximum.
- ◆ NPAs may have:
 - mandatory units only
 - mandatory and optional units
 - mandatory options (learners have a choice of units from restricted group(s))
- ◆ More than half the SCQF credit points must be at the same level as the NPA.

Note: where half of the unit credits in an NPA are at one level and half are at another level, there should be a strong rationale provided in the Group Award specification which determines the overall SCQF level.

- ◆ The minimum amount of units a NPA can contain is 2.

NPAs can be any combination of HN units, SVQ units, National (Workplace), or National units.

National Progression Awards (NPA) Design Principles

<i>NPAs can be set at SCQF levels 2–6</i>
<i>NPAs will have a minimum credit value of 12 SCQF points</i>
<i>NPAs will contain a minimum of 2 units</i>
<i>More than half of the SCQF points should be at the level of the NPA</i>
<i>Where SVQ units are included in NPA frameworks, they should be credit and levelled on the SCQF framework</i>

The NPA in Oral Health Care: an Introduction at SCQF level 5 comprises six mandatory units:

6 SQA credits and 38* SCQF credit points (32 at SCQF level 5) thereby meeting the design principles for National Progression Awards.

The NPA in Oral Health Care at SCQF level 6 comprises six mandatory units: 6 SQA credits and 36 SCQF credit points, all of which are at SCQF level 6, thereby meeting the design principles for National Progression Awards.

National Certificate (NC) Design Principles

<i>NCs can be set at SCQF levels 2–6</i>
<i>NCs at level 6 will be made up of units to the value of 72 SCQF credit points</i>
<i>More than half of the SCQF points should be at the level of the NC</i>
<i>Where SVQ units are included in NC frameworks, they should be credit and levelled on the SCQF framework</i>

The NC in Oral Health Care: Preparing for Practice at SCQF level 6 comprises 12 mandatory units:

12 SQA credits and 74* SCQF credit points (42 of which are at SCQF level 6), thereby meeting the design principles for National Certificates

***Note:** The SVQ unit F300 04 *Ensure your Own Actions Reduce the Risk to Health and Safety* provides 8 SCQF credit points resulting in an additional 2 SCQF credit points seen on the frameworks as indicated. This does not have any effect on meeting the minimum design principles.

2.1 Structures

NPA in Oral Health Care: an Introduction at SCQF level 5

Learners must complete all six units.

Code	Unit title	SQA credit	SCQF credit points	SCQF level
F3GE 11	Working with Others	1	6	5
F300 04	Ensure your Own Actions Reduce the Risk to Health and Safety	1	8	6
*J54S 75	Introduction to Basic First Aid	1	6	5
J1DX 45	Oral Health Improvement: an Introduction	1	6	5
J1DS 45	Infection Prevention and Decontamination in an Oral Health Care Environment	1	6	6
J1DY 45	Dental Anatomy: an Introduction	1	6	5

NPA in Oral Health Care at SCQF level 6

Learners must complete all six units.

Code	Unit title	SQA credit	SCQF credit points	SCQF level
J1DW 46	Safe Working Practices in an Oral Health Care Environment	1	6	6
J1DV 46	Dental Procedures: Instruments, Materials and Equipment	1	6	6
HE3D 46	Dental Care Professionals: Fitness to Practice	1	6	6
J0FE 46	Dental Care Professionals: Reflective Practice	1	6	6
J1DR 46	Oral Health Assessment: an Introduction	1	6	6
J1DT 46	Dental Patient Care: an Introduction	1	6	6

NC in Oral Health Care: Preparing for Practice at SCQF level 6

Learners must complete all 12 units.

Code	Unit title	SQA credit	SCQF credit points	SCQF level
F3GE 11	Working with Others	1	6	5
F300 04	Ensure your Own Actions Reduce the Risk to Health and Safety	1	8	6
*J54S 75	Introduction to Basic First Aid	1	6	5
J1DX 45	Oral Health Improvement: an Introduction	1	6	5
J1DS 46	Infection Prevention and Decontamination in an Oral Health Care Environment	1	6	6
J1DY 45	Dental Anatomy: an Introduction	1	6	5
J1DW 46	Safe Working Practices in an Oral Health Care Environment	1	6	6
J1DV 46	Dental Procedures: Instruments, Materials and Equipment	1	6	6
HE3D 46	Dental Care Professionals: Fitness to Practice	1	6	6
J0FE 46	Dental Care Professionals: Reflective Practice	1	6	6
J1DR 46	Oral Health Assessment: an Introduction	1	6	6
J1DT 46	Dental Patient Care: an Introduction	1	6	6

3 Aim of the qualifications

The principal aim of the qualifications outlined in this document is to provide learners with a pathway for progression to the registerable qualifications for dental nursing and employment opportunities.

3.1 General aims of the qualifications

- 1 To develop appropriate attitudes for working in a professional environment
- 2 To develop the Core Skills that will enable learners to work effectively in a range of environments
- 3 To develop employability and transferable skills in team working, time-management, telephone skills, record keeping and personal presentation
- 4 To develop skills in self-directed and reflective learning
- 5 To facilitate progression within the SCQF

3.2 Specific aims of the qualification

- 1 To ensure that learners understand the importance of embedding the key guidance and legislation relating to the following into their practice:
 - (a) ethical practice
 - (b) infection prevention and control
 - (c) patient care and safety
 - (d) confidentiality
 - (e) medical emergencies
- 2 To ensure that learners develop the fundamental knowledge of, and where appropriate are introduced to the practical skills required in:
 - (a) effective and safe operation of decontamination equipment
 - (b) dental anatomy and charting
 - (c) delivering oral health messages
 - (d) safe use of instruments, materials and equipment used in dental procedures
 - (e) oral health assessment

4 Recommended entry to the qualifications

Entry to the qualifications is always at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

For the NPA in Oral Health Care: an Introduction at SCQF level 5 learners will benefit from having attained the knowledge, skills, experience or qualifications required by one or more of the following qualifications* and/or experience:

- ◆ Core Skills (Communication, Numeracy, Problem Solving, Information and Communication Technology and Working with Others) at SCQF level 4 or above
- ◆ SQA units in a Science, Maths or English based subject at SCQF level 4 or above

For the NPA in Oral Health Care at SCQF level 6 and the NC in Oral Health Care: Preparing to Practice at SCQF level 6, learners will benefit from having attained the knowledge, skills, experience or qualifications required by one or more of the following qualifications* and/or experience:

- ◆ The units from the NPA in Oral Health Care: an Introduction at SCQF level 5 (or equivalent qualifications)
- ◆ Core Skills (Communication, Numeracy, Problem Solving, Information and Communication Technology and Working with Others) at SCQF level 5 or above
- ◆ SQA units in a Science, Maths or English based subject at SCQF level 5 or above
- ◆ Work experience gained in an oral health care or related sector

* or equivalent qualifications from other awarding bodies

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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	Written and verbal classroom and assessment activities
Numeracy	4	Understanding measurements and graphical data/dental charting
Information and Communication Technology (ICT)	4	Computer based classroom and assessment activities
Problem Solving	4	Infection prevention; Oral health improvement
Working with Others	4	Developing both team and individual working relationships in the classroom/dental environment

5 Additional benefits of the qualifications 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.

All unit content is aligned wherever possible (taking account of different credit and levelling requirements) to the GDC Standards and Skills for Health NOS for Dental Nursing.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims						
		G1	G2	G3	G4	G5	S1	S2
F3GE 11	Working with Others	X	X	X	X	X	X	X
F300 04	Ensure your Own Actions Reduce the Risk to Health and Safety	X	X	X	X	X	X	X
HX1W 75	Introduction to First Aid	X	X	X		X	X	
J1DX 45	Oral Health Improvement: an Introduction	X	X		X	X	X	X
J1DS 46	Infection Prevention and Decontamination in an Oral Health Care Environment	X	X	X		X	X	X
J1DY 45	Dental Anatomy: an Introduction		X			X		X
J1DW 46	Safe Working Practices in an Oral Health Care Environment	X	X	X		X	X	X
J1DV 46	Dental Procedures: Instruments, Materials and Equipment	X	X			X	X	X
HE3D 46	Dental Care Professionals: Fitness to Practice	X	X	X	X	X	X	
J0FE 46	Dental Care Professionals: Reflective Practice	X	X	X	X	X	X	
J1DR 46	Oral Health Assessment: an Introduction	X	X	X		X	X	X
J1DT 46	Dental Patient Care: an Introduction	X	X	X	X	X	X	X

General aims key

- G1 To develop appropriate attitudes for working in a professional environment
- G2 To develop the Core Skills that will enable learners to work effectively in a range of environments
- G3 To develop employability and transferable skills in team working, time-management, telephone skills, record keeping and personal presentation
- G4 To develop skills in self-directed and reflective learning
- G5 To facilitate progression within the SCQF

Specific aims key

- S1 To ensure that learners understand the importance of embedding the key guidance and legislation relating to the following into their practice:
 - (a) ethical practice
 - (b) infection prevention and control
 - (c) patient care and safety
 - (d) confidentiality
 - (e) medical emergencies

- S2 To ensure that learners develop the fundamental knowledge of, and where appropriate are introduced to the practical skills required in:
 - (a) effective and safe operation of decontamination equipment
 - (b) dental anatomy and charting
 - (c) delivering oral health messages
 - (d) safe use of instruments and equipment used in dental procedures
 - (e) oral health assessment

5.2 Mapping of Dental Nursing National Occupational Standards (NOS) to National Units

The units have been designed at an introductory level to underpin the knowledge and skills of the SVQ and PDA in Dental Nursing. Learners are in no way expected to achieve complete outcomes at this level, but they will be introduced to key aspects of the outcomes to ensure they can work safely when undertaking training.

Code	Unit title	National Occupational Standard									
		FD42 04	H4PT 04	H4PV 04	H4PW 04	H4PY 04	H4R0 04	H4R1 04	H4R2 04	H4TR 04	H4X4 04
F3GE 11	Working with Others	X		X	X	X	X	X	X		X
F300 04	Ensure your Own Actions Reduce the Risk to Health and Safety		X		X	X	X	X	X	X	X
HX1W 75	Introduction to First Aid				X	X	X	X	X		X
J1DX 45	Oral Health Improvement: an Introduction			X							
J1DS 46	Infection Prevention and Decontamination in an Oral Health Care Environment		X		X	X	X	X	X	X	
J1DY 45	Dental Anatomy: an Introduction				X	X	X	X	X		
J1DW 46	Safe Working Practices in an Oral Health Care Environment		X		X	X	X	X	X	X	
J1DV 46	Dental Procedures: Instruments, Materials and Equipment		X		X	X	X	X	X	X	
HE3D 46	Dental Care Professionals: Fitness to Practice	X								X	
J0FE 46	Dental Care Professionals: Reflective Practice	X		X						X	
J1DR 46	Oral Health Assessment: an Introduction				X						
J1DT 46	Dental Patient Care: an Introduction			X	X	X	X	X	X	X	X

Key for NOS Mapping

FD42 04	Reflect on, develop and maintain own skills and practice in learning and development
H4PT 04	Prepare and maintain environments, instruments, and equipment for clinical dental procedures
H4PV 04	Offer information and support to individuals about dental services and the protection of oral health
H4PW 04	Provide chairside support during the assessment of patients' oral health
H4PY 04	Provide chairside support during the prevention and control of periodontal disease and caries and the restoration of cavities
H4R0 04	Provide chairside support during the provision of fixed and removable prostheses
H4R1 04	Provide chairside support during non-surgical endodontic treatment
H4R2 04	Provide chairside support during the extraction of teeth and minor oral surgery
F300 04	Ensure your own actions reduce the risk to health and safety
H4X4 04	Provide basic life support

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
F3GE 11	Working with Others	X	X	X				X		X	X	X	X
F300 04	Ensure your Own Actions Reduce the Risk to Health and Safety	X	X	X		X	X			X		X	X
HX1W 75	Introduction to First Aid	X	X	X					X			X	
J1DX 45	Oral Health Improvement: an Introduction	X	X	X	X	X	X	X	X	X	X	X	X
J1DS 46	Infection Prevention and Decontamination in an Oral Health Care Environment	X	X	X	X	X	X		X	X	X		
J1DY 45	Dental Anatomy: an Introduction				X	X	X						
J1DW 46	Safe Working Practices in an Oral Health Care Environment	X	X	X			X		X			X	X
J1DV 46	Dental Procedures: Instruments, Materials and Equipment			X	X	X				X			
HE3D 46	Dental Care Professionals: Fitness to Practice	X	X	X			X		X				
J0FE 46	Dental Care Professionals: Reflective Practice	X							X		X		
J1DR 46	Oral Health Assessment: an Introduction	X	X	X		X				X		X	
J1DT 46	Dental Patient Care: an Introduction	X	X	X			X	X	X	X	X	X	X

5.4 Assessment strategy for the qualifications

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Working with Others	Activity planning records/minutes	Activity review records/reflective account		
Ensure your Own Actions Reduce the Risk to Health and Safety	Project; risk analysis with suggestions on how to mitigate identified risks			
Introduction to First Aid	Written/oral evidence (open-book)	Observation	Observation	
Oral Health Improvement: an Introduction	Written/oral evidence (open-book)		Observation	
Infection Prevention and Decontamination in an Oral Health Care Environment	Written/oral evidence (open-book)		Observation	
Dental Anatomy: an Introduction	Closed-book assessment across four outcomes			
Safe Working Practices in an Oral Health Care Environment	Observation across all outcomes supplemented by written/oral evidence			
Dental Procedures: Instruments, Materials and Equipment	Observation across all outcomes supplemented by written/oral evidence			
Dental Care Professionals: Fitness to Practice	Extended response (open-book)	Written/oral questioning		
Dental Care Professionals: Reflective Practice	Extended response (open-book)	Initial self-evaluation followed by reflective summary		
Oral Health Assessment: an Introduction	Written/oral evidence (closed-book)	Observation supplemented by written/oral evidence		
Dental Patient Care: an Introduction	Observation supplemented by written/oral evidence		Reflective account	

6 Guidance on approaches to delivery and assessment

The qualifications outlined in this document utilise the SCQF to provide an accessible progression pathway to a career in dental nursing for learners with no previous experience in oral health care.

The NPA in Oral Health Care at SCQF level 5 and the NPA in Oral Health Care at SCQF level 6 are embedded into the NC in Oral Health Care: Preparing for Practice at SCQF level 6 and can also be taken as stand-alone qualifications to meet the needs of different learners.

All unit content is aligned wherever possible to the GDC Standards and Skills for Health NOS for Dental Nursing. Please see links below.

Useful links

- ◆ General Dental Council <https://www.gdc-uk.org/>
- ◆ National Occupational Standards Search https://www.sqa.org.uk/sqa/controller?p_service=Front.searchAQ&pContentID=2

Learners should have access to a dental educational environment where each unit can be completed under the supervision of a tutor/lecturer/assessor who is a GDC registrant with appropriate knowledge and experience of dental nursing.

Although this is a pre-employment course, learners should be encouraged to meet the conditions of future employment including having commenced a course of immunisation against Hepatitis B virus and disclosure under the PVG scheme (2011) standard or enhanced.

The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps make sure people whose behaviour makes them unsuitable to work with children and/or protected adults, can't do '[regulated work](https://www.mygov.scot/pvg-scheme/)' with these vulnerable groups. <https://www.mygov.scot/pvg-scheme/>

Delivery of each unit may include a range of methods; the use of role-play, case studies and practical exercises to promote active learning opportunities is encouraged.

Centres should utilise physical resources where possible eg, anatomical models, diagrams, skulls and teeth, instruments, dental materials and equipment (including PPE) to ensure learners can apply their gained knowledge in a realistic working environment. Supervised 'work shadowing' can be used in agreement with dental practices — learners will not be allowed to undertake any work but can observe and learn from the qualified staff.

Individual progression and development will require the learner to undertake a certain level of self-directed study to underpin their understanding of the subjects being taught in class.

Support and mentoring in the educational dental environment will enable the learner to discuss and question aspects of their learning to date, thereby developing skills as a reflective learner.

Learning and teaching approaches within the centre may also include lectures, large and small group teaching, e-learning and where appropriate observed practical sessions to allow learners to consolidate their learning into practice and begin to prepare for assessment.

6.1 Sequencing/integration of units

The sequencing of unit delivery within the group award frameworks is at the discretion of each centre, however where possible the units at SCQF level 5 should be delivered and assessed first as they provide much of the introductory underpinning knowledge, understanding and skills which the units at SCQF level 6 will build upon, thereby providing a coherent pathway.

For learners undertaking the NC, there are opportunities for integration of delivery and assessment between the following units:

◆ Infection Prevention and Decontamination in an Oral Health Care Environment at SCQF level 6
◆ Ensure Your Own Actions Reduce the Risk to Health & Safety at SCQF level 6
◆ Introduction to First Aid at SCQF level 5
and
◆ Safe Working Practices in an Oral Health Care Environment at SCQF level 6
◆ Dental Anatomy: an Introduction at SCQF level 5
and
◆ Dental Procedures: Instruments, Materials and Equipment at SCQF level 6
◆ Dental Anatomy: an Introduction at SCQF level 5
and
◆ Oral Health Assessment: an Introduction at SCQF level 6

Further suggestions for possible integration of delivery and assessment within units are provided in each unit specification.

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 routes

No direct articulation agreements are in place.

It is anticipated the learners who successfully complete the NC in Oral Health Care: Preparing for Practice at SCQF level 6 will have the opportunity to progress onto the SVQ and PDA in Dental Nursing at SCQF level 7. Entry to these programmes is at the centres' discretion.

Please refer to Appendix 1

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in the units. 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

Currently no ASPs have been produced for these qualifications.

6.5 Resource requirements

Staff involved in the teaching and assessment of the oral health care units should be registered with the GDC as Dental Care Professionals and have relevant dental nursing experience.

(This does not apply to the units *Working with Others*, *Ensure your Own Actions Reduce the Risks to Health and Safety* and *Introduction to First Aid*. Please refer to any associated assessment strategies and/or guidance for resource requirements for these units)

Centres should provide an educational dental environment with access to anatomical models, diagrams, skulls and teeth and where possible oral health care instruments, materials and equipment (including PPE and LDU) to ensure learners can apply their gained knowledge in a realistic simulated working environment.

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* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms relevant to these qualifications

National Progression Awards (NPAs) assess a defined set of skills and knowledge in specialist vocational areas, linked to National Occupational Standards. They can be delivered in partnership between schools, colleges/training providers and employers. Although many schools do get involved, they're mainly used by colleges/training providers for short-study programmes, such as return-to-work courses

National Certificates prepare people for employment, career development or progression to more advanced study (eg, at SCQF level 7 or above)

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.)

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 2–6.

GDC: General Dental Council regulates dental care professionals (DCPs) in the United Kingdom. It keeps an up-to-date register of all qualified dentists and other dental care professionals such as: dental hygienists, dental therapists, **dental nurses**, dental technicians and clinical dental technicians

NOS: National Occupational Standards are statements of the **standards** of performance individuals must achieve, together with specifications of the underpinning knowledge and understanding

LDU: Local Decontamination Unit: Decontamination within a separate dedicated local decontamination unit enables the process to be better managed by following a dirty to clean workflow and preferably physical segregation of clean and dirty processes

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 learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
02	Revision of Unit: HX1W 75 Introduction to First Aid (finished date 30/11/2022) has been replaced by J54S 75 Introduction to Basic First Aid (start date 01/08/2020) for Oral health Care: Preparing for Practice and Oral Health Care: An Introduction framework only	December 2020

Acknowledgement

SQA acknowledges the valuable contribution that Edinburgh College has made to the development of this qualification.

9 General information for learners

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

If you want to work as a dental nurse you will have to be registered with the General Dental Council (GDC) as this is the law. To become registered you have to achieve two qualifications, the SVQ in Dental Nursing and the PDA in Dental Nursing, both at SCQF level 7.

Before entering training for these qualifications, the GDC expect all learners to be at a level called 'safe beginner'. This means you need to have *'training regarding patient safety and confidentiality; infection control; the protection of vulnerable children and adults; and how to deal with medical emergencies'* **prior** to entering the vocational training programme.

The qualifications detailed in this document have been designed to provide an accessible pathway from 'entry level' to 'safe beginner'. They **don't** provide access to the GDC register but if you successfully complete them you can either seek further training and a career in dental nursing or alternatively training and/or employment in related fields, eg, a local decontamination unit or perhaps in health and social care.

There are two National Progression Awards (NPAs) with six mandatory units each to be completed.

The NPA in Oral Health Care: an Introduction at SCQF level 5 is the entry level qualification.

- 1 Working with Others
- 2 Ensure your Own Actions Reduce the Risk to Health and Safety
- 3 Introduction to First Aid
- 4 Oral Health Improvement: an Introduction
- 5 Infection Prevention and Decontamination in an Oral Health Care Environment
- 6 Dental Anatomy: an Introduction

You can exit after completing this NPA and seek employment or training in a related sector.

Alternatively, the NPA in Oral Health Care at SCQF level 6 builds upon what you have learned in the previous NPA at SCQF level 5 and takes you to the next level of knowledge and skills that are specific to oral health care.

- 1 Safe Working Practices in an Oral Health Care Environment
- 2 Dental Procedures: Instruments, Materials and Equipment
- 3 Dental Care Professionals: Fitness to Practice
- 4 Dental Care Professionals: Reflective Practice
- 5 Oral Health Assessment: an Introduction
- 6 Dental Patient Care: an Introduction

As well as learning the theory and ethics that underpin dental nursing you will have the opportunity to carry out practical tasks in a realistic working environment making this an interesting and pro-active training course.

On completion of all 12 units you will achieve the National Certificate in Oral Health Care: Preparing for Practice at SCQF level 6 and be able to seek further vocational training whilst employed as a trainee dental nurse or in a work placement as a trainee dental nurse. Access to these training programmes is at the discretion of the training centre. Please note that successful (Protection of Vulnerable Groups (PVG) membership is a mandatory condition of employment as a dental nurse. You can find out more information on PVG by asking your training provider or from this website <https://www.mygov.scot/pvg-scheme/>

The development of Core, Transferable and Employability Skills is one of the aims of these qualifications.

Given the nature of the content and assessment, the Core Skills in *Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others* will all be developed throughout the course.

Other transferable and employability skills eg, health and safety risk assessment, infection prevention and control, time management, team working, reflective learning and personal study skills, self-confidence and self-presentation, ethical values and motivation will also be developed throughout this course.

