



Group Award Specification for:

**Professional Development Award in Dental Practice
Management at SCQF level 8**

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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 (PDAs). It has been produced in collaboration with key stakeholders from the dental sector.

This PDA has been designed to provide a formal qualification for those working (or those who aspire to work) in a supervisory or managerial role within the dental environment.

The responsibilities of a dental practice manager will be defined by their respective workplace, but their main role is to ensure that the dental setting, for example general dental practice delivers the highest standard of care possible to every patient, to maintain an efficiently run practice and to develop and sustain an efficient team.

The practice manager will require excellent organisational, communication and leadership skills. They may also be responsible for human resource management, financial management and strategic management within the practice.

Completion of this qualification aims to develop the key management skills, knowledge and competences required of a manager within a dental environment. 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 the units within this PDA will offer learners the opportunity to progress within the dental sector. Designed for the dental workforce the PDA also includes a range of units from the Management and Business and Administration suites of National Occupational Standards (NOS) and it is conceivable that some managers may wish to move on to undertake the PDA in Operational Leadership and Management.

2. Qualification structure

This group award is made up of a total of 7 SQA unit credits, 5 of which are in the mandatory section of the award at SCQF level 8. Learners will also complete a minimum of 2 credits from the optional section.

2.1 Structure

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H8GY	04	Provide Leadership in Your Area of Responsibility	1	9	8
J7KX	35	Preparing a Dental Practice for Inspection	2	16	8
J7LC	35	Managing the Recruitment and Performance of the Health Care Team	2	16	8

Optional units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1SK	35	Managing Quality Improvement in a Dental Practice	2	16	8
H5K4	04	Manage the Use of Financial Resources	1	14	8
H9Y6	04	Plan, Organise and Control Customer Service Operations	1	10	8
J2F8	35	Dental Care Professionals: Continued Professional Development	2	16	8
FE1K	04	Implement, Monitor and Review Change	1	8	9
HH85	35	Presentation Skills	1	8	8

3. Aims of the qualification

The principal aim of this qualification is to equip learners with the knowledge and skills required to ensure effective management of a dental setting.

3.1 General aims of the qualification

All PDAs aim to:

1. Enable progression within the SCQF.
2. Provide opportunities for career planning, progression and enhance learners' future employment prospects.
3. Develop transferable skills, for example communication skills, leadership and team working skills, organising/planning/personal effectiveness/time management.
4. Develop the Core Skills, that is Information and Communication Technology (ICT), Communication, Problem Solving, Working with Others and Numeracy.
5. Develop upon the four capacities of Curriculum for Excellence (CfE), that is:
 - ◆ successful learners.
 - ◆ confident individuals.
 - ◆ responsible citizens.
 - ◆ effective contributors.
6. Support every learner's continued professional development (CPD).

3.2 Specific aims of the qualification

On successful completion of the qualification the learner will be able to:

1. Provide direction to a dental practice team, motivating and supporting them to achieve the practice vision and objectives.
2. Develop their leadership skills and personal effectiveness when working with individuals across a range of situations.
3. Develop the skills and knowledge required to contribute fully in the planning, preparation and presentation of information required for a dental practice inspection.
4. Demonstrate the knowledge and skills required to recruit and induct team members to ensure safe practice within the workplace and to understand the value of effective performance management processes.
5. Effectively manage financial resources to achieve the objectives for a dental practice or an area of responsibility.
6. Utilise presentation software, including a range of multi-media, and to apply these skills to deliver effective presentations
7. Understand their role in leading and managing quality improvement within a dental environment and the importance of quality improvement processes.
8. Plan, organise, monitor, and control customer service operations.
9. Gain maximum benefit from CPD activities through planning, evaluation and recording of professional development.
10. Implement, monitor, and evaluate change in terms of workplace requirements.

4. Recommended entry to the qualification

Entry to this qualification is 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.

Learners should be involved with the day-to-day management of a dental environment, for example general dental practice. This will enable reflection on previous experiences and on their personal skills, and opportunity to assess workplaces processes towards identifying recommendations for improvements where required.

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

It is also recommended that learners should have strong communication and interpersonal skills which may be evidenced by previous achievement of relevant qualifications at SCQF level 6 or above, for example Higher English or equivalent.

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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities (not an exhaustive list)
Communication	6	Report writing, supporting colleagues through recruitment induction, setting objectives, and agreeing action plans and personal development goals/plans. Written and oral communication with the dental team, production of qualitative documentation, formal presentation skills. 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. Verbal and written presentation of information, policies, and processes.

Core Skill	Recommended SCQF entry profile	Associated assessment activities (not an exhaustive list)
Numeracy	6	Use of graphical information, examining quantitative data. Creation of qualitative and quantitative evaluation tools, analysing and presenting/reporting on data in a graphical and statistical format.
Information and Communication Technology (ICT)	6	Report writing, developing processes, recording information, utilisation of web-based resources to find information and support training and development. maintaining and safe storage of all records to keep information safe, accurate and up to date. Use of specialist software, search engines, accessing/providing/creating information. Use range of technological tools and applications to support workplace processes and communication. Handling, maintaining and safe storage of all records to keep information safe, accurate and up to date. Recording meeting notes, preparing and monitoring action plans, creating and maintaining policies and procedures.
Problem Solving	6	Critical thinking, planning and organising, reviewing and evaluating. Supporting colleagues through mentoring, providing feedback on poor performance, handling complaints. 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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities (not an exhaustive list)
Working with Others	6	Leadership skills, team working, supporting colleagues through induction, and conducting appraisals and performance reviews. Working co-operatively with others, recognising professional limits and boundaries, delegation and assertiveness skills.

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 units

General aims

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
H8GY 04	Provide Leadership in Your Area of Responsibility	X	X	X	X	X	X
J7KX 35	Preparing a Dental Practice for Inspection	X	X	X			
J7LC 35	Managing the Recruitment and Performance of the Health Care Team	X	X	X	X		
J1SK 35	Managing Quality Improvement in a Dental Practice	X	X	X	X		
H5K4 04	Manage the Use of Financial Resources		X			X	
H9Y6 04	Plan, Organise and Control Customer Service Operations	X	X				
J2F8 35	Dental Care Professionals: Continued Professional Development	X	X		X		
FE1K 04	Implement, Monitor and Review Change	X	X	X	X		X
HH85 35	Presentation Skills			X			X

Specific aims

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
H8GY 04	Provide Leadership in Your Area of Responsibility	X	X	X	X	X	X	X	X	X	X
J7KX 35	Preparing a Dental Practice for Inspection	X	X	X				X			X
J7LC 35	Managing the Recruitment and Performance of the Health Care Team	X	X	X	X					X	X
J1SK 35	Managing Quality Improvement in a Dental Practice	X	X	X	X			X			X
H5K4 04	Manage the Use of Financial Resources		X			X					
H9Y6 04	Plan, Organise and Control Customer Service Operations	X	X					X	X		X
J2F8 35	Dental Care Professionals: Continued Professional Development	X	X		X					X	
FE1K 04	Implement, Monitor and Review Change	X	X	X	X		X	X		X	X
HH85 35	Presentation Skills			X			X				

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

Code	Unit title	National Occupational Standards (NOS)
H8GY 04	Provide Leadership in Your Area of Responsibility	Leadership and Management
H5K4 04	Manage the Use of Financial Resources	Council for Administration (CfA)
H9Y6 04	Plan, Organise and Control Customer Service Operations	Council for Administration (CfA)
FE1K 04	Implement, Monitor and Review Change	Council for Administration (CfA)

5.4 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
H8GY 04	Provide Leadership in Your Area of Responsibility	X	X	X
J7KX 35	Preparing a Dental Practice for Inspection	X	X	X
J7LC 35	Managing the Recruitment and Performance of the Health Care Team	X	X	X
J1SK 35	Managing Quality Improvement in a Dental Practice	X	X	X
H5K4 04	Manage the Use of Financial Resources	X	X	X
H9Y6 04	Plan, Organise and Control Customer Service Operations	X	X	X
J2F8 35	Dental Care Professionals: Continued Professional Development	X	X	X
FE1K 04	Implement, Monitor and Review Change	X	X	X
HH85 35	Presentation Skills	X	X	X

Numeracy at SCQF level 6

Unit code	Unit title	Using Number	Using Graphical Information
H8GY 04	Provide Leadership in Your Area of Responsibility		X
J7KX 35	Preparing a Dental Practice for Inspection	X	X
J7LC 35	Managing the Recruitment and Performance of the Health Care Team		
J1SK 35	Managing Quality Improvement in a Dental Practice		
H5K4 04	Manage the Use of Financial Resources	X	X
H9Y6 04	Plan, Organise and Control Customer Service Operations	X	
J2F8 35	Dental Care Professionals: Continued Professional Development		
FE1K 04	Implement, Monitor and Review Change		
HH85 35	Presentation Skills		X

Information and Communication Technology (ICT) at SCQF level 6

Unit code	Unit title	Accessing Information	Providing/Creating Information
H8GY 04	Provide Leadership in Your Area of Responsibility	X	X
J7KX 35	Preparing a Dental Practice for Inspection	X	X
J7LC 35	Managing the Recruitment and Performance of the Health Care Team	X	X
J1SK 35	Managing Quality Improvement in a Dental Practice	X	X
H5K4 04	Manage the Use of Financial Resources	X	X
H9Y6 04	Plan, Organise and Control Customer Service Operations	X	X
J2F8 35	Dental Care Professionals: Continued Professional Development	X	X
FE1K 04	Implement, Monitor and Review Change	X	X
HH85 35	Presentation Skills	X	X

Problem Solving at SCQF level 6

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
H8GY 04	Provide Leadership in Your Area of Responsibility	X	X	X
J7KX 35	Preparing a Dental Practice for Inspection	X	X	X
J7LC 35	Managing the Recruitment and Performance of the Health Care Team	X	X	X
J1SK 35	Managing Quality Improvement in a Dental Practice	X	X	X
H5K4 04	Manage the Use of Financial Resources	X	X	X
H9Y6 04	Plan, Organise and Control Customer Service Operations	X	X	X
J2F8 35	Dental Care Professionals: Continued Professional Development	X	X	X
FE1K 04	Implement, Monitor and Review Change	X	X	X
HH85 35	Presentation Skills		X	X

Working with Others at SCQF level 6

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
H8GY 04	Provide Leadership in Your Area of Responsibility	X	X
J7KX 35	Preparing a Dental Practice for Inspection	X	X
J7LC 35	Managing the Recruitment and Performance of the Health Care Team	X	X
J1SK 35	Managing Quality Improvement in a Dental Practice	X	X
H5K4 04	Manage the Use of Financial Resources	X	X
H9Y6 04	Plan, Organise and Control Customer Service Operations	X	X
J2F8 35	Dental Care Professionals: Continued Professional Development	X	X
FE1K 04	Implement, Monitor and Review Change	X	X
HH85 35	Presentation Skills		X

5.5 Assessment strategy for the qualifications

The link to assessors guidance for the SVQ in Management <https://www.sqa.org.uk/sqa/76515.html>

The link to assessors guidance for the SVQ in Business and Administration <https://www.sqa.org.uk/sqa/74741.html>

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

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Provide Leadership in Your Area of Responsibility	This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs. Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.	This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs. Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.	This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs. Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.	This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs. Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.
Preparing a Dental Practice for Inspection	Assignment and questioning.	Evaluative report, action plan and questioning	Evaluative report, action plan and questioning	Report, witness testimony and questioning.
Managing the Recruitment and Performance of the Health Care Team	Evaluative report	Production of an Induction Programme, evaluation and reflection.	Evaluative report	

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Managing Quality Improvement in a Dental Practice	Outcomes 1 and 2 may be assessed together via an Evaluative Report.	Outcomes 1 and 2 may be assessed together via an Evaluative Report.	Portfolio of work-based evidence and reflective account.	
Manage the Use of Financial Resources	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>
Plan, Organise and Control Customer Service Operations	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Dental Care Professionals: Continued Professional Development	Investigative report	Evaluative report	Outcomes 3 and 4 may be assessed together via development of a Workplace CPD guide and proforma documentation with a reflective account.	Outcomes 3 and 4 may be assessed together via development of a Workplace CPD guide and proforma documentation with a reflective account.
Implement, Monitor and Review Change	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>	<p>This is an SVQ unit and should be delivered and assessed in line with the assessment strategy for the subject to which it belongs.</p> <p>Observation, work products, personal statements/reflective accounts supported by questioning and discussions are the valid forms of assessment for this unit.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Presentation Skills	A single presentation based on a task/subject of the learner's own choice, either related to the group award or their own personal interest. Linking the assessment to other units within the group award may offer opportunities to integrate assessment.	A single presentation based on a task/subject of the learner's own choice, either related to the group award or their own personal interest. Linking the assessment to other units within the group award may offer opportunities to integrate assessment.	A single presentation based on a task/subject of the learner's own choice, either related to the group award or their own personal interest. Linking the assessment to other units within the group award may offer opportunities to integrate assessment.	A single presentation based on a task/subject of the learner's own choice, either related to the group award or their own personal interest. Linking the assessment to other units within the group award may offer opportunities to integrate assessment.

6. Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

Centres may use the order of units/ 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 award. 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.

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.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this award, for example outcome 3 of 'Dental Care Professionals: Continued Professional Development' and the unit 'Presentation Skills'.

6.4 Support materials

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

6.5 Resource requirements

Centres should ensure that personnel involved in the delivery and assessment of this award are experienced within the context of the subject matter being taught.

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

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.

9. General information for learners

This section will help you decide whether this is the qualification for you by explaining what it 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 PDA in Dental Practice Management at SCQF level 8 has been designed to provide a formal qualification to those working (or who aspire to work) in a supervisory or managerial role within the dental environment.

Entry to the award is at the discretion of the centre. You should be involved with the day-to-day management of a dental environment, for example in a general dental practice. This will enable you to reflect on previous experiences and your personal skills, and assess workplace processes towards identifying recommendations for improvements where required.

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

It is also recommended that you should have strong communication and interpersonal skills which may be evidenced by previous achievement of relevant qualifications at SCQF level 6 or above, for example Higher English or equivalent.

You will complete the following three mandatory units.

H8GY 04: Provide Leadership in Your Area of Responsibility.

J7KX 35: Preparing a Dental Practice for Inspection.

J7LC 35: Managing the Recruitment and Performance of the Health Care Team.

You will then select a minimum of two of the following optional units to complete the award.

J1SK 35: Managing Quality Improvement in a Dental Practice.

H5K4 04: Manage the Use of Financial Resources.

H9Y6 04: Plan, Organise and Control Customer Service Operations.

J2F8 35: Dental Care Professionals: Continued Professional Development.

FE1K 04: Implement, Monitor and Review Change.

HH85 35: Presentation Skills.

Assessments are varied and include assignments, report writing, investigations and evaluations.