



Scottish Vocational Qualifications

Qualification Verification Summary Report 2019

Dental Surgery Assistant/Dental Nursing

Introduction

The SVQ in Dental Nursing continues to be a success and it is delivered in seven centres and 11 sites across Scotland.

The units verified compose the SVQ Dental Nursing GH0H 23 (SCQF level 7) qualification and those sampled during 2019–20 were:

- H4TR 04 Make Sure Your Own Actions Reduce Risks to Health and Safety
- FD42 04 Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development
- H4X4 04 Provide Basic Life Support
- 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
- H4PX 04 Contribute to the Production of Dental Images
- 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 Prosthesis
- H4R1 04 Provide Chairside Support During Non-surgical Endodontic Treatment
- H4R2 04 Provide Chairside Support During the Extraction of Teeth and Minor Oral Surgery

All centres achieved overall outcome ratings of 'high confidence'. This is a great achievement and all centres/sites should be commended for their work in achieving this status.

Category 2: Resources

Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

In all centres the qualifications of assessors and internal verifiers comply with the requirements for the current assessment strategy. All staff employed by the centres are required to have GDC registration status, registration certificates, copies of assessor and verifier awards, and evidence of ongoing CPD available in staff folders. The centres verified had this evidence available in hard copy or electronic folders (both are acceptable). Centres are now employing the use of the L&D 10 toolkit and the CPD toolkit which have been recommendations from the QVSR in previous years.

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

All centres participate in ongoing reviews following centre policies and procedures. Annual course reviews by teams are held in all centres and include review of assessment environment(s), assessment procedures, equipment, learning resources, and assessment materials. This was well documented in the minutes of team meetings. Evidence of ongoing reflection and improvements was evident. Pre-delivery assessment checklists were helpful in mapping assessments to the requirements of an award/unit.

Good practice was the use of self-evaluation forms by tutors/assessor/internal verifiers to inform them of any update to course and assessment materials, in line with new requirements.

A recommendation was made regarding the use of version or document control systems. This is especially important where learning resources are electronic and updated as required without visual evidence of when this action occurred.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

The recruitment process and entry requirements vary from centre to centre. In some centres these are made clear in the candidate handbook, centre website, or are discussed at a pre-course candidate interview. The levels of course entry requirements vary.

The colleges tend to have a structured progression route, with candidates accepted on to the appropriate level of learning such as a foundation programme with a view to progression on to the awards leading to registration with the GDC.

When a candidate is identified as having development needs it is apparent that they get good support from the centre tutors/lecturers and from colleges that have specialist units. Verification reports showed good evidence of development reviews and support. Educational psychologists are employed when required.

Good practice identified was the use of a 'study coach' who was available to candidates throughout the course with regular contact at weekly drop-in sessions as required.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

All centres had strong evidence of candidate–assessor contact. This varies from one-to-one contact on a scheduled basis, or timetabled contact during the course delivery. All candidates who were interviewed on verification visits were positive about the contact they have with their assessors and spoke about access via phone or email when they had any questions or needed advice

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

All centres were able to show evidence of robust verification procedures. Each centre had documented assessment and verification procedures and kept comprehensive records. Minutes of standardisation meetings showed how the procedures were implemented and monitored to ensure consistency.

The current unit specifications were being used and assessors were aware of assessment criteria and conditions. Interim internal verification and not just 'end point' is to be encouraged.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

All centres provided evidence of equality of candidate access to assessment, and support was offered to candidates. All instruments of assessment were seen to be of a high standard and were valid, reliable, practicable, equitable and fair. Evidence of mapping is very helpful and allows verifiers to see that all requirements of the unit(s)/qualification are being met.

The use of SOLAR for the knowledge component of the SVQ was recommended and the centres who use this reported that they found it a satisfactory and secure way to assess the knowledge of their candidates.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

All centres had suitable malpractice and plagiarism policies. In all cases there was good evidence of candidates' declaration that portfolios were their own work. This varied from an overall declaration on the SQA template at the front of the portfolio to a declaration for each individual unit.

The use of SOLAR is very robust evidence of candidates' own work, as it requires a secure password for each learner to access an e-assessment when these are carried out in closed-book conditions.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

All assessors were familiar with the unit specification requirements, and worked to the current assessment strategy.

The portfolios sampled during the 2019–20 period showed evidence of consistent judgement in assessment decisions.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

There was evidence in all centres that they were aware of SQA retention guidelines and retain candidate evidence in line with SQA requirements. The majority of centres retain evidence beyond SQA guidelines.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

All centres had good evidence of circulating feedback to centre staff. It was noted that in most centres assessors and internal verifiers as well as the wider team are encouraged to attend feedback sessions on visits. It was also evident from staff discussions and notes of staff meetings that reports were shared and discussed. This was also evident in some centre policies.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2019–20:

- ◆ The use of study coaches who were available to candidates throughout the course.
- ◆ The use of drop-in sessions for candidates who required additional support.
- ◆ The use of SOLAR as e-assessment of knowledge evidence.
- ◆ A site was commended for the rigour and support which was afforded to a learner to support registration with the General Dental Council. This included discussions with the GDC and SQA, and additional work-based observations and assessments of underpinning knowledge to support an informed decision that the learner was fit to practice.
- ◆ The purchase of assistive technology for candidates requiring additional support.
- ◆ The use of one-to-one progress reviews with candidates, outlining unit progress and general discussion. This identifies any additional support candidates need and allows the candidate to raise concerns.
- ◆ A centre-devised reflection worksheet which is completed by the candidate after each closed-book assessment. The candidate is encouraged to reflect and comment on their overall performance, study timeline and study techniques, and to identify areas that can be improved. Written feedback is then given by their assessor.
- ◆ Staff who showed commitment to dental education by becoming members and fellows of the Royal College of Surgeons, Edinburgh.

Specific areas for development

No specific areas for development were raised in the SVQ reports during session 2019–20.