

# Supplementary guidance for SVQ Dental Nursing approved centres to support learners impacted by the COVID-19 pandemic

## Introduction

The guidance has been produced in response to COVID-19 and the subsequent government restrictions and focuses on supporting achievement of the SVQ used by the dental nursing sector wherever possible and practicable, while maintaining the integrity of the qualification. It also applies to other qualifications where the full SVQ or component units are embedded — as in the Modern Apprenticeship and the HNC/D.

This guidance should be read and used in conjunction with the Assessment Strategy for Dental Nursing (Appendix 1) and SQA's *Guide to Assessment*, which you can find here: [https://www.sqa.org.uk/sqa/files\\_ccc/Guide\\_To\\_Assessment.pdf](https://www.sqa.org.uk/sqa/files_ccc/Guide_To_Assessment.pdf).

It also complements the guidance issued by SQA Accreditation in June 2020, which is included as Appendix 2.

SQA has developed this guidance in partnership with Skills for Health.

This guidance will be reviewed on a regular basis (every three months) in accordance with COVID-19 restrictions. We will give four weeks' notice of its withdrawal. Upon withdrawal, the usual Assessment Strategy will return to full operation.

## The Assessment Strategy

The Assessment Strategy for the SVQ in Dental Nursing was developed by Skills for Health, the Sector Skills Council for Dental Nursing. Both SQA and Skills for Health recognise the challenges the COVID-19 pandemic presents to dental services in Scotland and the impact on training of Dental Care Professionals DCPs, particularly, dental nurses, and the corresponding impact on gaining benchmark qualifications.

It is important to note that this is not a change or adaptation to the SVQ assessment methodology or the Assessment Strategy. However, we seek to clarify terminology and explore possible options to support continuing safe assessment. This guidance complements the SVQ Assessment Strategy and clarifies the range of methods which can be used to gather evidence. It is crucial that all methods support confidence in the quality and integrity of the qualification, maintain standards and provide learners with the skills needed to meet the current challenges and needs of people who use dental services.

## Assessment methodologies

Learners should, wherever possible, continue to engage in learning, teaching, and gathering evidence to enable completion of the qualification. In some circumstances, learners may be able to continue to practice within work settings and have opportunities to gather evidence for assessment. The health and safety of patients and staff is paramount and must be prioritised at all times as should procedures relating to GDPR and confidentiality.

A template for recording the patient's consent for remote observation to take place is attached as Appendix 4.

Due to current restrictions on workplaces and movement of people, we recognise the need for flexible approaches to observation and assessment to ease some of the anxiety around completion of the qualification. As workplace awards, SVQs have a holistic approach to acquisition of the knowledge, skills and values required to operate safely with people who use dental services in various settings.

## Assessment plans

Alternative arrangements should be agreed by all relevant parties and noted in the assessment plan. The plans should be accessible for verification.

## Primary sources of evidence

### Previously assessed evidence

In the first instance it is advised that a review of evidence **already** gathered is carried out.

In situations where learners have already undertaken observed practice, assessors should review evidence to identify where it can be cross-referenced against other criteria to provide additional evidence to meet identified gaps in performance criteria and knowledge. This review should be subject to internal verification.

### Direct observation

Observed practice — an assessor's observation of a learner's practice is a fundamental principle of SVQs, and this is reflected in the current assessment strategy.

However, we recognise that assessors may find it more difficult to gain access to dental practices to carry out observations during COVID-19 restrictions. Where direct observation is **not** possible due to the current restrictions, gaps in evidence should be addressed through other methods as suggested in the SVQ Assessment Strategy **and** the guidance issued by SQA Accreditation. For example, video/electronic evidence and/or expert witness testimony could all be considered.

These should be agreed in partnership with assessors and learners and noted in the assessment plan.

Observation of practical activities may be facilitated by using one or more of the following methods:

- ◆ Remote observation in real time using live video streaming platforms. Clinician/patient consent must be obtained.
- ◆ Recordings of practical activities with assessment being carried out at a future time.

When using video/electronic methods, assessors and learners **must** obtain permission from individuals involved and comply with legislation and policies related to GDPR and the General Dental Council's Standards for the Dental Team. Everyone involved in the process, with the exception of the patient, has a responsibility to comply with relevant legislation and GDC Standards for the Dental Team.

Any materials gathered, including those relating to consent, should be traceable, auditable, and authenticated to meet the assessment strategy. Disposal of recordings of evidence must comply with legislative requirements.

## **Professional discussion**

Professional discussion is a dialogue between an assessor and a learner that is planned and led by the assessor. It must be recorded in a way that creates an audit trail.

Professional discussion should be used to follow up on observations of practice. They allow assessors to address any issues arising from the observation. Professional discussion provides a holistic approach to assessing knowledge and understanding, and is useful in determining not only how a learner is performing, but also their analytical and decision-making abilities.

## **Expert witness testimony**

Expert witness testimony is often regarded as additional/supporting evidence. However, the current assessment strategy (section 4.1) allows for the use of expert witness testimony as primary evidence if it is supported by evidence from professional discussions between the assessor and learner.

Evidence from expert witnesses must meet the requirements of validity, reliability and authenticity. Expert witnesses must be inducted by the centre so they are familiar with the standards for those units for which they are to provide expert witness evidence.

Use of expert witness evidence must reflect the requirements set out in the SVQ Assessment Strategy. Where expert witness evidence has been used to generate evidence of the learner's performance, the assessor must carry out a professional discussion with the learner to ensure that the final assessment decision is robust. Evidence of the learner's knowledge can also be gleaned from this discussion to support the authenticity of witnessed performance.

**Please note:** the current Assessment Strategy sets out who may be considered as an expert witness. (AS Section 3.3)

## **Reflective accounts**

Learners should be encouraged to produce reflective accounts — this is good practice, particularly when produced to support and authenticate natural evidence gathered from the workplace, examples of which include anonymised copies of records, still photographs, practice booklets and policies that they have developed/contributed to/utilised.

Following observations by the assessor or expert witness, an account encourages the learner to reflect on their practice/activity and allows them to identify their strengths and weaknesses. Reflection on practice should follow the principle of: ‘what did I do, why did I do it, how did it go and what can I learn from it?’

Learners will provide evidence of their reflection. This can be demonstrated in the form of, for example, a statement, learning log, diary or personal development portfolio.

We strongly recommend that the reflective account is countersigned by the clinician or another qualified staff member who was present whilst the activity was taking place. This will ensure accuracy and authenticity.

Follow-up professional discussions between the learner and the assessor will provide the opportunity for questioning to generate additional supporting evidence of underpinning knowledge. A record of this should be kept.

## **Additional/supplementary evidence**

### **Simulation**

By placing greater emphasis on the use of expert witness testimony and authenticated reflective accounts, both enhanced by professional discussion, we believe that assessors will have sufficient flexibility to assess the learner’s performance. They should consider ‘what cannot be covered by these methods that would need to be done by simulation?’.

The Assessment Strategy states that the use of simulation is permitted only in units CHS36 and OH2, and should only be undertaken in a minority of cases:

- ◆ Where performance is critical and where events either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately — for example, where medical emergencies (such as cardiac arrest) occur and competence is vital to ensure best practice and results.

or

- ◆ Where events happen frequently but where there is risk of harm to the learner or patient in a real situation — for example, dealing with aggressive or abusive situations (although evidence from direct observation should be used where possible).

Where simulations are used they must replicate working activities in realistic (but not necessarily actual) workplace environments, and this must be agreed with the internal verifier and if necessary, the external verifier, beforehand.

## **Witness testimonies**

This category may be of limited use in the 'closed' context of the dental environment where patient care is of primary concern and where staff will be qualified, with the exception of the trainee dental nurses and patients. However, in some cases, evidence from patients, for example, in unit H4PV 04 *Offer Information and Support to Individuals about Dental Services and the Protection of Oral Health*, may be useful.

In the (rare) event that a Practice Manager is not a qualified dental professional, witness testimony relating to learner performance may be valid.

## **Outputs from the learner's work**

Naturally-occurring evidence from the workplace can include: work products (with supporting documentation from work activity and professional discussion where appropriate); and records, photographs or video evidence of work activity taking place (there must be enough to show the relevant level of input from the learner).

# Appendix 1: Assessment Strategy for SVQ 3 in Dental Nursing, Skills for Health

## 1 General introduction

This Assessment Strategy has been produced by Skills for Health in cooperation with sector representative and Awarding Organisation/Bodies partners. It relates to the assessment of the Level 3 SVQ in Dental Nursing.

It deals with assessment, verification, evidence and quality control under the following headings:

- ◆ Assessment
- ◆ Roles and Responsibilities in the Assessment and Verification Processes
- ◆ Sources of Evidence and Assessment
- ◆ External Quality Control

Learners will be expected to demonstrate competence in all of the units.

They must also be able to perform to the required standard over a period of time.

This Strategy supersedes and replaces all previous Assessment Strategies and supplementary guidance. This Strategy includes the generic criteria that Awarding Organisations/Bodies must meet for the delivery of SVQs, as required by SQA Accreditation's current guidance and requirements.

## 2 Assessment

The SVQ is based on National Occupational Standards (NOS) and assesses the application of skills, knowledge and understanding in a specific occupation to the standards required in the workplace.

It is anticipated that much of the evidence for the assessment of the SVQ will be gathered as learners carry out their usual duties in support of the wider oral healthcare team. This principle will apply to all competences, except where simulation has been deemed acceptable.

The requirements for occupational competence to assess units may mean that learners have more than one assessor or have expert witnesses which may be the learner's mentor. In such cases, there should be a 'lead' assessor taking a coordinating role for the whole qualification and supporting the learner (see section 3.4).

## **2.1 Access to assessment**

All learners should have equal access to assessment regardless of geographical location, work setting and patterns of work.

The qualification must be delivered within the constraints of current legal practice. The needs of under-represented groups should be addressed including those from ethnic minority communities, those experiencing disability, and those experiencing sensory impairment.

All individuals involved in the process (ie assessors, expert witnesses, verifiers) should clearly demonstrate their commitment to equality of opportunity.

## **3 Roles and responsibilities in the assessment and verification processes**

### **3.1 Assessors**

#### **Occupational competence**

Those involved in the assessment of the qualification should have the following occupational competence:

- ◆ be a dentist who holds a qualification recognised by the General Dental Council (GDC) for registration
- ◆ be a dental nurse who holds a qualification recognised by the GDC for registration and who can demonstrate ongoing occupational competence
- ◆ be Dental Care Professionals (DCPs) who are competent in the area of practice to which the particular national occupational standards apply and who hold a qualification recognised by the GDC for enrolment or statutory registration (e.g. dental hygienists, dental therapists, dental technologists)
- ◆ be professionals who are competent in the area of practice to which the particular national occupational standards apply and who hold a qualification recognised by another UK Health Regulatory body and are registered with the appropriate healthcare regulator in health and social care (e.g. anaesthetists, radiographers)
- ◆ hold, or be working towards, the appropriate Assessor Qualification as identified by SQA Accreditation. Assessors holding older assessor qualifications must be able to demonstrate that they are assessing to the current standards

### **3.2 Co-ordinating assessors and lead assessors**

In order that the requirements for occupational competence of assessors and expert witnesses can be met while allowing flexibility of delivery, learners may have more than one assessor or expert witness involved in the assessment process.

Where more than one assessor or expert witness is involved in the qualification, there must be a named assessor who is responsible for the overall coordination of the assessment for each learner. The co-ordinating assessor will be responsible for integrating, planning and

directing the assessment for the whole qualification. Co-ordinating assessors must also satisfy the requirements as stated under 3.1.

Where more than one assessor is involved in a unit, there must be a named assessor who is responsible for the overall coordination of the assessment for that unit. The lead assessor must ensure that the best use is made of all available evidence and will make the final judgment of competence in each unit where other assessors have been involved.

It is expected that all assessors will work closely with internal verifiers to ensure standardised practice and judgements within the assessment process.

### **3.3 Expert witnesses**

The use of expert witnesses is encouraged as a contribution to the provision of performance evidence presented for assessment.

The role of the expert witness is to submit evidence to the assessor as to the competence of the learner in any given unit. This evidence must directly relate to the learner's performance in the workplace which has been seen by the expert witness.

The expert witness must have credible experience/occupational competence as either a dental nurse, dental care practitioner or oral health manager in the area being assessed

All expert witnesses must be inducted by the centre so that they are familiar with the standards for those units for which they are to provide expert witness evidence. They must also understand the centre's recording requirements and will need guidance on the skills required to provide testimony for the units.

It is not necessary for expert witnesses to hold an assessor qualification as a qualified assessor must decide upon the acceptability of evidence, regardless of source. This would include expert witness evidence.

### **3.4 Internal Verifiers**

It is crucial that internal verifiers understand the nature and context of the assessors' work and that of their learners due to the critical nature of the work and the legal and other implications of the assessment process.

Internal verifiers must:

- ◆ be occupationally knowledgeable in respect of the competences they are going to verify prior to commencing the role
- ◆ have working knowledge of dental settings, the regulation, legislation and codes of practice for the service (where applicable), and the requirements of national standards at the time any assessment is taking place
- ◆ occupy a position that gives them authority and resources to coordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe



assessments and carry out all the other internal verification roles as defined by the relevant national occupational standard

- ◆ hold, or be working towards, the appropriate Internal Verifier qualification as identified by SQA Accreditation. Internal verifiers holding older qualifications must be able to demonstrate that they are verifying to current standards.

It is recognised that internal verifiers are expected to verify the assessment process and not re-assess the evidence provided

### **3.5 Assessment centres**

Assessment centres will be responsible for maintaining up-to-date information on assessors, internal verifiers and expert witnesses and for ensuring the currency of the competence of all those involved in the assessment process.

## **4 Sources of Evidence and Assessment**

### **4.1 Observation of Practice**

Evidence of learners' performance will be drawn primarily from naturally occurring work activities that take place under normal working conditions in a normal work environment. Evidence of performance is expected in all units of the qualification.

Therefore there must be evidence of observation of practice by:

- ◆ A qualified assessor or
- ◆ An expert witness

Where expert witness evidence has been used solely to evidence learner performance in a unit, the assessor must carry out a professional discussion to ensure the assessors' final assessment decision is robust.

Knowledge to support performance should be based on practice evidence and reflection.

### **4.2 Other assessment methods may include:**

- ◆ simulation
- ◆ direct questioning
- ◆ assignments
- ◆ assessment of products
- ◆ APEL and RPL
- ◆ learner's reflective accounts and personal statements
- ◆ Evidence by a witness testimony
- ◆ Professional discussion

The methods of assessment are not exhaustive and a number of other methods may contribute to the assessment of the qualification.

### **4.3 Professional Discussion**

It is a requirement that professional discussion, of which an auditable record has been made, between the assessor and the learner must take place when direct observation by an assessor is not possible.

Professional Discussion is a discussion which is planned and led by the assessor and must be recorded in such a way as to create an audit trail.

It is not a question and answer session, but more of a chance for wider ranging discussions reflecting and evaluating on areas decided during the planning process.

Professional discussion provides a holistic approach to assessing knowledge and understanding and is useful in determining not only what and how a learner is performing, but also their analytical and decision-making abilities.

### **4.4 Simulations**

The use of simulation is permitted only in units CHS36 and OH2 and should only be undertaken in the minority of cases i.e. where performance is critical and:

- ◆ where events either never or infrequently occur and yet a high degree of confidence is needed that the learner would act appropriately for example, where events such as medical emergencies (such as cardiac arrest) occur and competence is vital to ensure best practice and results

Or

- ◆ where events happen frequently but where there is risk of harm to the learner or service user in a real situation, for example, dealing with aggressive or abusive situations (although evidence from direct observation should be used where possible).

Where simulations are used they must replicate working activities in realistic (but not necessarily actual) workplace environments and this must be agreed with the Internal Verifier and if necessary, the External Verifier beforehand.

## **5 External Quality Control**

### **5.1 External Verification**

The standard external verification model will apply to the qualifications. Awarding Organisations/Bodies are responsible for the competence of external verifiers and must require them to monitor centres' performance in accordance with regulatory requirements of

SQA Accreditation, sampling all aspects of the qualifications' delivery. External verification will include both assuring the quality of the centre that is responsible for making the assessment and sampling from the judgments made on a number of learners to ensure they are of consistent quality.

Awarding Organisations/Bodies must require external verifiers to take part in regular standardisation activities.

## **5.2 External Verifiers**

The external verifier is the key link for Awarding Organisations/Bodies in the quality assurance and verification of the assessment of learners' performance in the workplace.

External verifiers must:

- ◆ have a working knowledge of dental care settings, the regulation, legislation and codes of practice for the service they are verifying (where applicable)
- ◆ have working knowledge of the requirements of the national standards they are verifying at the time any assessment is taking place
- ◆ hold, or be working towards, the appropriate external verifier qualification as identified by SQA Accreditation. External verifiers holding older qualifications must be able to demonstrate that they are verifying to current standards
- ◆ external verifiers who are not yet qualified against the appropriate competence but have the necessary occupational competence and experience, can be supported by a qualified external verifier who does not necessarily have the occupational expertise or experience
- ◆ have credible experience which is clearly demonstrable through continuing learning and development

## **6. General**

Skills for Health will work with all stakeholders to evaluate the effectiveness of the National Occupational Standards and review them as part of the overall management programme for the qualifications

## Appendix 2: Glossary

The following section expands upon the terminology used within the Dental Nursing Assessment Strategy and is extracted from *SQA's Guide to Assessment*.

**Assessment by observation:** The assessor observes the learners as they carry out tasks defined in the standards for the qualification. This observation often takes place in the workplace, or the conditions of the workplace, but it can also be carried out in a laboratory, workshop, theatre, kitchen, dance studio, music room or any other place where the learner is undertaking practical activities.

Assessors need to plan observation to take advantage of any skills or activities that occur naturally in the learning environment, and to make the best use of the available resources. In some circumstances, technology can be used to support observation of practical activities, allowing assessors to judge evidence from a distance, or at a later stage. Digital photographs and audio/visual recording or conferencing can all be useful in these circumstances.

**Expert witness:** a person who is occupationally competent in a learner's area of work and who probably sees the learner working on a daily basis — more often than the assessor does. The expert witness is able to make a judgement about competence in a particular job activity, but it is still the role of the assessor to incorporate these judgements into the final assessment decision for the qualification. Expert witnesses are particularly used in Scottish Vocational Qualifications. Assessment strategies refer to them and specifically define the role they are expected to perform.

The nature of work to be assessed may include situations of a sensitive nature which require confidentiality. There may also be occasions when there are no occupationally competent assessors for occupationally specific units. In such circumstances an expert witness may be used as a source of performance evidence in the workplace.

Expert witnesses can be drawn from occupationally competent individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies.

Expert witnesses may prove particularly important for those learners who work unsupervised as part of their work role, but who have contact with a range of different professionals in the course of their work activities.

Evidence from expert witnesses must meet the requirements of validity, reliability and authenticity. Expert witnesses must be inducted by the centre so they are familiar with the standards for those units for which they are to provide expert witness evidence. Expert witnesses need to demonstrate:

- ◆ a working knowledge of the relevant National Occupational Standards

and

- ◆ current or recent (within the previous 2 years) experience of working at or above the level for which they are attesting competence

and

- ◆ continuous professional development relevant to the sector for which they are assessing competence

and

- ◆ they have either a qualification in the assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff

and

- ◆ they understand the centre's recording requirements and the necessary skills required to provide evidence

A qualified assessor **must** assess the evidence provided by an expert witness including its contribution to overall evidence of competence.

**Professional discussion:** A professional discussion between a learner and an assessor focuses on evidence already provided or demonstrated by the learner. This is likely to consist of real work activities, practical tasks, a case study, project, portfolio or some other form of assessment.

The assessor starts by asking the learner questions about the evidence, and a discussion ensues. The assessor must record the discussion. The assessor is responsible for ensuring that the points that need to be covered are brought into the discussion by the learner.

A professional discussion is not a substitute for the demonstration of skills. The learner needs to be able to show the assessor how what he or she says in the discussion is backed up in other ways. This could be, for example, by product evidence, witness testimonies, workplace documents or other material either developed through work or in other assessments.

Use:

- ◆ Allows learner to demonstrate the authenticity of his or her evidence, and for the assessor to confirm its reliability and validity.
- ◆ Provides evidence when gaps have been identified in a learner's portfolio.
- ◆ Suitable for assessing higher order analytical and decision-making skills.

Advantages:

- ◆ the assessor is able to target particular areas for discussion and can gain additional evidence while the assessment is in progress
- ◆ the professional discussion can be used to integrate assessment across a range of units
- ◆ helps to make use of naturally-occurring evidence in the assessment of some higher order vocational learning

Limitations:

- ◆ time-consuming to set up, prepare for and manage large numbers of learners

- ◆ care has to be taken to ensure reliability because of the range of approaches that the learners might adopt in the discussion
- ◆ risk of leading the learner if not used correctly

Significant construction features:

- ◆ The assessment is wide-ranging and likely to cover outcomes from a number of units.
- ◆ The purpose of this assessment and its focus need to be clearly defined and agreed between assessor and learner.
- ◆ The assessor must make a plan for the assessment and give this to the learner.
- ◆ A checklist must be developed defining the outcomes to be covered and the standards to be achieved. This will help to ensure that the assessment is valid and reliable and that the purposes of the discussion are met. This should not simply consist of a set of boxes to tick but must allow space for the assessor to reference evidence against the outcome and/or standard.
- ◆ A professional discussion must be recorded.

## Appendix 3: COVID-19 guidance, June 2020

SQA Accreditation produced the following generic guidance on assessing SVQs in June 2020. It is published here, <https://accreditation.sqa.org.uk/accreditation/Qualifications/covid-19-sqa-accreditation-advice-accredited-qualifications>

### **Guidance on assessing SVQs during the coronavirus (COVID-19) pandemic — support for awarding bodies, centres/providers and learners**

The coronavirus (COVID-19) pandemic has presented extraordinary and challenging circumstances for the vocational education sector. SQA Accreditation, in partnership with sector skills councils/standard setting organisations, must provide supplementary guidance to support the delivery and assessment of SVQs throughout this unprecedented period.

This guidance and approach will assist awarding bodies and centres/providers in ensuring that learners are not disadvantaged and that a standardised approach can be used to both deliver and assess all SVQs.

**This guidance is supplemental and does not replace the existing requirements for delivery or assessment laid down within any of the SVQ assessment strategies or qualification standards.**

**Current government guidance relating to coronavirus (COVID-19) must be adhered to at all times.**

**Awarding bodies must ensure that the approach taken by centres/providers remains fit for purpose and that their assessments remain robust where learners' evidence is *valid, authentic, reliable, current and sufficient*.**

**Centres/Providers must ensure any approaches considered are first confirmed as acceptable with their Awarding Body.**

The most effective way of assessing competence within an SVQ is by observing the learner directly. During social distancing, this method of assessment may not align with the current government guidance for coronavirus (COVID-19). Therefore, assessors should consider other appropriate methods of assessment and/or types of evidence that would meet the requirements of the unit/qualification. These could include:

- ◆ witness testimonies
- ◆ professional discussions
- ◆ authenticated learner-produced reports
- ◆ outputs from the learner's work or work products (with supporting documentation from work activity)
- ◆ records, photographs or video evidence of work activity taking place (there must be enough to show the relevant level of input from the learner)

**Use of technology should also be considered.** This could include:

- ◆ **video** link/recording — this option may be considered for various elements of the assessment process, including communication with learners, witnesses and employers. Where this option is used, the following must apply:
  - ◆ The assessor must introduce all members involved in the video/recording, their role, the qualification being assessed and purpose of the video/recording.
  - ◆ The assessor must confirm with all parties that they agree to being recorded, in line with the awarding body policy on personal data management, which must meet legislative requirements as set by the General Data Protection Regulation (GDPR).
    - The date, time, location and purpose of the video recording must be stated.
    - The date and time must also be stated at the end of the video recording.
    - The assessor must have agreed a plan in advance of the video recording to ensure the outcomes are met.
    - When being used as a tool for observation, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
    - The video must be clear and recorded at a distance whereby the task is clearly visible and an assessment decision can be made with confidence.
    - The video evidence must be accompanied by an assessment decision that demonstrates that the video evidence has been assessed and feedback has been given to the learner.
    - The video must be of the actual work being carried out in real-time and not a synopsis of the work that was done, produced after it is completed (if being used as an observation).
- ◆ **audio** link/recording — this option may be considered for various elements of the assessment process, including communication with learners, witnesses and employers. However, it is not suitable for observations. Where this option is used, the following must apply:
  - The assessor must introduce all members involved in the call/recording, their role, the qualification being assessed and the purpose of the call/recording.
  - The assessor must confirm with all parties that they agree to being recorded, in line with the awarding body policy on personal data management, which must meet legislative requirements as set by GDPR.
  - The date, time, location and purpose of the recording must be stated.
  - The date and time must also be stated at the end of the recording.
  - The assessor must have agreed a plan in advance of the call/recording to ensure the outcomes are met.
  - When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.

Video and audio links are not limited to live assessment and recordings can be utilised to capture evidence for assessing at a later time.

All evidence gathered should be traceable, auditable and authenticated.



## Minimum performance evidence requirements

Performance evidence should continue to be the main form of assessment in order to demonstrate consistent and competent performance for a unit. Where strategies define a set or minimum number of examples of evidence required, assessors may accept fewer examples, provided they are satisfied that the full range of performance and scope has been met to confirm competence.

For learners who are nearing completion of their qualification, evidence already gathered should be reviewed to identify where it may provide additional evidence to meet the requirements of the remaining units.

### Important note:

It is expected that whichever assessment method is used to produce evidence, awarding bodies and centres/providers will be confident that the evidence produced is *valid, authentic, reliable, current and sufficient* to cover the performance criteria and knowledge requirements fully.

The process of assessment must not differ from that outlined within the relevant assessment strategy as a result of the coronavirus (COVID-19) situation — the assessor and the learner must agree a plan prior to the assessment and evidence gathering. Assessments must be carried out in a way that ensures the assessor has the confidence to make an informed decision about the learner's competence. Following this, the assessor must provide feedback on their decision to the learner and, finally, review the learner's progress towards competence.

Both the internal and external quality assurance arrangements remain as stated in the assessment strategy.

## **Appendix 4: Patient information and consent form**

The Patient Information and Consent Form must be used where remote live or recorded observation is being carried out.

The following template has been provided for use by the delivering centre.

## Dental Nurse in Training – Consent Form for Remote Observation

Training Provider:	Assessor:	GDC Number:
Practice:	Clinician in Attendance:	GDC Number:
Dental Nurse:		

Your dental nurse today is in training toward the SVQ Level 3 and PDA in Dental Nursing and assessment includes being observed by an assessor.

The assessor is a fully trained and qualified Dental Care Professional and is registered with the General Dental Council. All assessors are subject to GDPR and ethical confidentiality requirements and will never disclose anything about you or your care to any third parties.

Your Dental Nurse in training is of course continually being supervised in person by the clinician that works with them, however the assessor is also present via video link to assess the Dental Nurse in training's competence in their role. If recordings are made they may be retained for quality assurance purposes but will be deleted within five working days.

We thank you for your support and permitting the assessor to monitor the Dental Nurse in training at your visit today. If however you would prefer for the assessor not be present via video link during your visit, please make the clinician aware and the assessor will not carry out the observation.

We would be very obliged if you could sign below to consent to the assessor monitoring the Dental Nurse via video link.

I consent to the assessor monitoring my Dental Nurse at my visit today and understand that any recordings are subject to GDPR and Data Protection.

Signature

Date

**Form to be retained in the Learner's Portfolio of Evidence:**

**Assessor**

**Date**

**IV**

**Date**