SQA

Group Award Specification for:

PDA in
Managing Quality Improvement in a Dental Practice

Group Award Code: GT5H 48

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Contents

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

2   Qualification(s) structure

The PDA comprises one double-credit Higher National unit which carries 16 SCQF credit points at SCQF level 8.

2.1   Structure

There is one double-credit mandatory unit that must be successfully achieved.

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

3   Aims of the qualification(s)

The principal aim of this qualification is to support and equip learners with the knowledge, skills and understanding of leading and managing quality improvement within a dental environment and the importance of quality improvement processes.

3.1   General aims of the qualification(s)

- enable progression within the SCQF
- provide opportunities for career planning and enhance learners' future employment prospects
- develop transferable skills, e.g., organising/planning/personal effectiveness/team working/time management/record keeping
- develop the Core Skills, i.e., ICT/Communication/Problem Solving/Working with Others and Numeracy
- support aspects of the GDC Scope of practice and continued professional development requirements

3.2   Specific aims of the qualification(s)

- develop learners' knowledge of the standards relevant to quality improvement in a dental environment
- develop learners' ability to identify opportunities for quality improvement
- equip learners with the ability to select and apply appropriate tools, methods or processes to facilitate the identified improvement project
- ensure learners understand the importance of evaluation and how to carry this out upon completion of a quality improvement project

4 Recommended entry to the qualification(s)

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 (QDT) as guidance only.

The primary target group for this qualification are dental care professionals.
All applicants should be working in a dental care environment with the opportunity to gather the evidence and practice and implement the knowledge and skills gained from the qualification.

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	5	Written and oral communication with the dental team, production of qualitative documentation, formal presentation skills
Numeracy	5	Use of graphical information, examining quantitative data
Information and Communication Technology (ICT)	5	Use of specialist software, search engines, accessing/providing/creating information
Problem Solving	5	Critical thinking, planning and organising, reviewing and evaluating
Working with Others	5	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

Code	Unit title	Specific Aims			
		1	2	3	4
J1SK 35	Managing Quality Improvement in a Dental Practice	X	X	X	X

♦ develop learners' knowledge of the standards relevant to quality improvement in a dental environment
♦ develop learners' ability to identify opportunities for quality improvement
♦ equip learners with the ability to select and apply appropriate tools, methods or processes to facilitate the identified improvement project
♦ ensure learners understand the importance of evaluation and how to carry this out upon completion of a quality improvement project

5.2   Mapping of Core Skills development opportunities across the qualification(s)

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		W (R)	W (W)	O	UN	UGI	AI	PCI	CT	PO	RE	WCO	RCC
J1SK 35	Managing Quality Improvement in a Dental Practice	D	D	D	D	D	D	D	E	E	E	D	D

D- core skill will be developed
E- core skill is embedded in this unit

The Core Skill Problem Solving at SCQF level 6 is embedded in this unit

Key:

Communication:	W (R) = Written (Reading)	W (W) = Written (Writing)	O = Oral
Numeracy:	UN = Using Number	UGI = Using Graphical Information	
ICT:	AI = Accessing Information	PCI: Providing/Creating Information	
Problem Solving:	CT = Critical Thinking	PO = Planning and Organising	RE = Reviewing and Evaluating
Working with Others	WCO = Working Co-operatively with Others	RCC = Reviewing Co-operative Contribution	

5.3 Assessment strategy for the qualification(s)

Unit	Assessment		
	Outcome 1	**Outcome 2**	**Outcome 3**
Managing Quality Improvement in a Dental Practice	Production of a report to cover requirements of O1 and O2		Portfolio of evidence

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

Delivery should be learner-centred and designed to be relevant to the learner's actual workplace environment. The delivery of the knowledge aspects of the unit will combine directed learning, group work and discussion with peers. Input from visiting dental professionals who have had experience in implementing quality improvement processes in practice is a valuable resource and should be utilised wherever possible. For the third outcome in particular, learners undertaking this unit should also be supported by their dental practice and be given the autonomy to design and implement a quality improvement project. This will include being provided with sufficient support and resources to gather relevant evidence, evaluate the final outcomes and give feedback where necessary.

For outcomes 1 and 2, assessment should be in the form of a report to cover the knowledge and skills requirements in the context of managing quality improvement and the benefits and drawbacks associated with the quality improvement tools available within their practice. Learners will develop as reflective practitioners by explaining the importance of adhering to the required standards and identifying possible consequences if this does not happen. The report should be supported by reference to relevant standards, professional requirements and quality assurance documentation.

It is recommended that the report follow a standard reporting format, including a glossary of terms, a bibliography and references.

For the third outcome, assessment should be based on a portfolio of evidence built by the learner. This should include a detailed reflective explanation of the following:
♦ the driver for the development of the quality improvement plan and the standards upon which the plan is based
♦ the aims of the planned quality improvement project
♦ the sources of evidence that have informed the plan and the selection of tools utilised (and a rationale of their validity and relevance)
♦ how the project plan was implemented in the practice
♦ the approach to and evaluation of the effectiveness of the quality improvement plan
♦ actions/outcomes and recommendations to be made following evaluation
♦ reflection on their own performance during the process

This will be supported at a minimum by documentation covering planning, communication with stakeholders, project implementation, evaluation and feedback on outcomes to the practice.

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.

6.3   Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. 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   Resource requirements

Tutors/assessors on this course should have current experience in the topics being taught. As the qualification is work-based the learners must be working in (or have access to work in) an appropriate dental 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 this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦ candidates may not be entered for the group award
♦ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

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.

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

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9   General information for learners

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

A sound understanding of the importance of managing ongoing quality improvement to maintain standards in a dental environment is essential for modern dental care and patient safety. This unit will provide you with the underpinning knowledge and understanding of relevant quality standards and their role in informing the improvement of quality in the dental environment. In undertaking the unit, you will have the opportunity to develop the skills required to identify quality improvement opportunities, select and apply appropriate tools to facilitate improvement in the dental practice and to report and follow up on identified actions and outcomes resulting from the process. This unit is aimed at dental care professionals who have responsibility (or will be taking the responsibility in the future) for managing the improvement of the care and service provided in a dental environment and ensuring patient safety and satisfaction. To undertake this unit you should be supported by your dental practice and given the autonomy to design and implement a quality improvement project. This will include being provided with sufficient support and resources to gather relevant evidence, evaluate the final outcomes and give feedback where necessary.

Upon completion of the unit you will be able to:
1   Explain the standards relevant to quality improvement in dental practice.
2   Evaluate the tools available for quality improvement in dental practice.
3   Carry out and evaluate a quality improvement project.

You will develop your skills as a reflective practitioner by examining the standards and statutory requirements that are relevant to dental practice and identifying the possible consequences if these are not implemented. Towards the end of the unit you will be asked to reflect on your own role and performance in the implementation and evaluation of the quality improvement project.

Successful achievement of the unit will also contribute to your enhanced continued professional development, a requirement for maintaining registration with the General Dental Council (GDC) if you wish to do that.

Your Core Skills at SCQF level 6 in Communication, Problem Solving, Working with Others, Information and Communication Technology (ICT) and Numeracy will all be developed and it is anticipated that your professional transferable skills in negotiation, planning, evaluation and formal reporting will be enhanced.