

Adaptation addendum

| Qualification reference number(s) | Qualification title(s) | |
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| 601/2251/1 | NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing | |
| Adaptations | | |
| Assessment | Current approach | Adaptation |
| Internal assessment: skills and knowledge | <p>Assessed through portfolio of evidence. Guidance in our qualification specifications sets out assessment criteria which must be met, and examples of the type of evidence which may be used to meet those criteria.</p> <p>It is already the case that other forms of evidence (i.e. not specifically listed in our guidance) may be used if they meet assessment criteria and can be internally and externally quality assured.</p> | <p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>We believe that the flexibilities which centres already have with respect to the types of evidence they may use to meet assessment criteria are sufficient to mitigate Covid-related risks.</p> <p>We would encourage centres to consider how they might use alternative and / or digital solutions to gather and store evidence including, for example:</p> <ul style="list-style-type: none"> • centre-set short response or multi-choice tests • professional discussion recordings • annotated learning plans • photos and videos. <p>We appreciate that to create and capture evidence for the skills aspect of these assessments, students may need access to specialist facilities / equipment.</p> |

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| | | <p>As our existing guidance permits, to mitigate Covid related challenges in accessing facilities / equipment, we would encourage centres to consider, for example:</p> <ul style="list-style-type: none">• using expert witness testimonies to confirm the observation of student competence over time where direct observation is not possible• using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible• using digital solutions to capture evidence remotely where students can access required facilities / equipment away from the centre, but teaching staff cannot observe at that location• carefully considering how you schedule teaching, learning and assessment activity during the year, recognising that you may not be able to access specialist facilities / equipment in all weeks. <p>You can find further advice and guidance on the preparation of portfolios of evidence here.</p> <p>We will also continue to offer remote EQA reviews and further guidance on how to prepare for this can be found here.</p> |
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| <p>Observation of competence via workplace or mandatory work placement; essential e.g. due to licence to practice requirements in a given occupational area</p> | <p>A number of our qualifications include mandated work placement components, e.g. due to licence to practice requirements for a given occupation, or to reflect the clear expectations of relevant industry sector partner organisations.</p> <p>Many of these qualifications do currently require that students complete a minimum number of placement hours – often to meet those externally set requirements.</p> <p>The amount and type of assessment included in work placements varies between qualifications – but will typically be a combination of internal skills and knowledge assessment activity (see 1 and 2).</p> | <p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>Wherever we can do so without compromising student progression or wider regulatory requirements, we will look to:</p> <ul style="list-style-type: none"> • remove the requirement that students complete a minimum number of placement hours, permitting centres flexibility to support students' progress outside of the work placement provided they demonstrate competence • require that centres do still record placement hours in the manner they otherwise would for the relevant qualification • encourage centres to use available flexibilities to capture evidence for students' portfolios or from observations. <p>Note: centres may only use evidence from simulated activity to meet assessment criteria where the relevant qualification specifically permits it.</p> <p>The following guidance has been agreed with the General Dental Council and other AOs offering qualifications in Dental Nursing.</p> <p>Assessment of performance</p> <p>The current assessment strategy requires that observation by the Assessor is the primary source of assessment. Observation of practice by the Assessor in the workplace should continue where it is safe and appropriate to do so, following a robust Covid-19 risk assessment involving the centre. The outcomes of the risk assessment should be available and agreed by all parties.</p> |
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| | | <p>Where it is not possible to use Assessor observation in the workplace then observation of some work-based activities may take place using remote technology. This methodology may ONLY be used where the activities to be observed DO NOT involve patients. In addition, the employer must have been consulted and provide consent. Use of remote technology to observe practice must be reflected in the assessment records. This must include, justification for the use of the technology planning, acknowledgement of employer consent and confirmation that no patients are involved in the activity to be observed remotely. Centres must produce auditable records of the activity that was observed and the trainee Dental Nurse's contribution to the activity.</p> <p>Examples of where this is appropriate include:</p> <ul style="list-style-type: none"> • decontamination of equipment • setting up equipment/surgery prior to patient appointments • processing of radiographs • simulated activity where this is already part of the assessment strategy of the qualification. <p>Use of Expert Witness Testimony</p> <p>Expert witness testimony (EWT) may be used to replace observation of practice by the Assessor, where:</p> <ul style="list-style-type: none"> • it is deemed unsafe to use observation by the Assessor in the workplace, • the activities are NOT suitable to be observed remotely • Assessor access to the workplace is not permitted. <p>EWT may replace Assessor observation, as long as the requirements below can be evidenced.</p> |
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| | | <p>Role of the Expert Witness and Requirements for the use of Expert Witness Testimony (EWT)</p> <p>The role of the Expert Witness is to provide testimony to the competence of the learner in meeting the learning outcomes in any given unit. This testimony must directly relate to learner performance in the workplace which has been seen by the expert witness.</p> <p>Expert Witnesses must be inducted by the centre to familiarise themselves with the content and requirements of the units for which they are giving testimony, and the principles for writing an expert witness testimony.</p> <p>It is not necessary for Expert Witnesses to hold assessor qualifications. The use of EWT must be discussed and agreed with the learner during assessment planning. The learner's Assessor must make the assessment decisions on all evidence including EWT.</p> <p>Expert Witness Requirement</p> <p>The Expert Witness must have:</p> <ul style="list-style-type: none">• the same vocational expertise as Assessors, which means they should have current GDC registration• a working knowledge of the competences on which their expertise is based• current expertise and occupational competence (within the last two years), either as a Dental Nurse, Dental Practitioner or Oral Health Manager or a healthcare professional with expertise in decontaminating instruments and devices in a health setting. This experience should be credible and clearly demonstrable through continuing learning and development. |
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| | | <p>Centres must:</p> <ul style="list-style-type: none"> • identify opportunities for using EWT during the planning stage and as a result of discussion with the learner • maintain records which detail the eligibility and agreement of the individual to act as an expert witness, including their GDC registration number and an outline of the activities for which EWT will be used • make arrangements to induct the Expert Witnesses in relation to their role, the content of relevant units and centre recording requirements • keep records relating to induction of Expert Witnesses. <p>All of the above should be available for internal and external quality assurance sampling.</p> <p>Triangulation of assessment decisions for performance criteria</p> <p>Where EWT is used as evidence of performance in units where there is no observation of practice by the Assessor, then the Assessor must use additional evidence methods to confirm the learner's competence by using Professional Discussion supplemented by:</p> <ul style="list-style-type: none"> • reflective accounts • questioning. <p>Assessment criteria which are knowledge based can be assessed using the usual permitted methods such as professional discussion, question and answer and reflective accounts.</p> <p>First Aid Unit (UFAE)</p> <p>Evidence for this unit could consist of proof of training and First Aid simulation as described in the unit, and</p> |
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| | | <ul style="list-style-type: none"> • professional discussion or question and answer to confirm the learner's knowledge • EWT or Assessor observation record covering simulation of the competence assessment criteria. <p>For centres delivering in house First Aid training, the chair of the First Aid Training Awarding Organisation Forum (FAAOF) has given permission to share the guidance from the FAAOF website. Please be aware that this may be subject to change and therefore centres should refer to the FAAOF website regularly and specifically if there are national or local changes to Covid-19 restrictions.</p> <p>http://www.firstaidqualifications.org.uk/</p> <p>http://www.firstaidqualifications.org.uk/wp-content/uploads/2020/11/FAAOF-EERF-Considerations-Statement-14-10-2020-V1-PDF-1.pdf</p> |
| Multiple Choice and Short Answer Questions | <p>A number of our qualifications include a Multiple Choice or Short Answer Question paper which is set by us and the completed assessments returned to us for marking. Centres must pick a set date and time for these external assessments to take place and they must be invigilated in accordance with our regulations for the conduct of external assessment.</p> <p>These assessments can all be sat on demand online and in some cases paper based.</p> | <p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>We recognise that at different points throughout the year, centres may not be able to stage invigilated assessments as they normally would.</p> <p>To support centres further to the additional adaptations already confirmed, we:</p> <ul style="list-style-type: none"> • have updated our special consideration process to accommodate circumstances where students need to self-isolate and cannot attend scheduled assessments |

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| | <p>We have already allowed the following adaptations:</p> <ul style="list-style-type: none">• invigilation exception request which allows for you to apply for flexibility for Functional Skills• updated assessment variation process to allow for additional test centre locations. <p>• are currently in the process of developing our solution to remote invigilation that will enable students who cannot attend centres (e.g. because they need to self-isolate) to sit assessments remotely</p> <p>• are forging a partnership that will enable centres to access a national network of test centres so that students can still sit invigilated assessments where centres' own facilities are inaccessible for pandemic-related reasons.</p> <p>We will provide centres with more information on remote invigilation and the test centre network as soon as possible.</p> |
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