

QAN Number: 601/2251/1

NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing

### Adaptation addendum

Qualification title(s)	NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing
Qualification reference number(s)	601/2251/1
Summary of changes	<p>V1.0 - 22.02.21</p> <p>Updates to assessment in line with some external assessments now being cancelled. The new version number is to reflect 2021 updated template layout to include a mapping section for further unit level adaptations.</p> <p>Previous version title AT 60122511 L3 Dip Dental V3.</p>

### Qualification adaptation

Qualification title & QN	NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing (601/2251/1)
Existing rule of combination	Learners must achieve 49 credits from the 17 mandatory units. All observations must be fully achieved and learners must achieve a *pass, merit or distinction in the two external assessment tests (part 1 and part 2) covering the underpinning knowledge across units DN 12-16. There is no compensation between units, or between observations and unit tasks within a unit.
New rule of combination	This qualification confirms competence and contains mandatory units only, therefore it has not been possible to reduce the required Rule of Combination, as any changes in this area would largely impact on the integrity and purpose of the qualification and on its ability to meet the General Dental Council's outcomes and requirements.  Learners are permitted access to alternative assessment approaches already contained within the start of this adaptation guidance document, where direct observation is not accessible.
UCAS Points	UCAS points will not be affected because there are no changes to the qualification learning outcomes.

## Assessment adaptation

Assessment	Approach following autumn 2020 adaptations	Additional adaptations for 2020/21
	<i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i>	<i>The additional flexibilities and adaptations that will apply during 2020-21.</i>
Internal assessment: skills and knowledge	<p>Internal assessment should continue remotely, where relevant, for all students where possible.</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 enable most students to continue to mitigate the ongoing Covid related risks.</p> <p>We would also 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"> <li>• centre-set short response or multi-choice tests</li> <li>• professional discussion recordings</li> <li>• annotated learning plans</li> <li>• photos and videos.</li> </ul> <p>We appreciate that to create and capture evidence for the skills aspect of these assessments, students may need access to specialist facilities / equipment. 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"> <li>• using expert witness testimonies to confirm the observation of student competence over time where direct observation is not possible</li> <li>• using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible</li> </ul>	Internal assessment should continue remotely, where relevant, for all students where possible. Where internal assessment continues, all previously communicated adaptations still apply.

	<ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul> <p>You can find further advice and guidance on the preparation of portfolios of evidence <a href="#">here</a>.</p> <p>We will also continue to offer remote EQA reviews and further guidance on how to prepare for this can be found <a href="#">here</a>.</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>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"> <li>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</li> <li>require that centres do still record placement hours in the manner they otherwise would for the relevant qualification</li> <li>encourage centres to use available flexibilities to capture evidence for students' portfolios or from observations.</li> </ul> <p>Note: centres may only use evidence from simulated activity to</p>	<p>Where the work placement is essential for occupational competency or licence to practice requirements, the relevant content must still be delivered, and assessment criteria met. It is not possible to award qualifications safely, reliably, and validly if key occupational skills have not been demonstrated and assessed.</p> <p>We have undertaken a full review of all assessments within this category. We have worked with sector bodies, regulators and other Awarding Organisations to review whether the work placement must still be completed and if so the number of placement hours required. We have also looked at additional flexibilities around simulation and direct observation.</p> <p><b>Simulation</b></p>

	<p>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><b>Assessment of performance</b></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. 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"><li>• decontamination of equipment</li><li>• setting up equipment/surgery prior to patient appointments</li><li>• processing of radiographs</li></ul>	<p>We have added additional flexibilities around the use of simulation, which can be viewed in the document entitled '<b>Additional areas for simulation in Dental Nursing – Covid 19</b>' on our website.</p> <p>Where simulation is used in place of direct observation it must be triangulated with two pieces of the following evidence:</p> <ul style="list-style-type: none"><li>• expert witness testimony</li><li>• reflective accounts</li><li>• professional discussion.</li></ul>
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	<ul style="list-style-type: none"><li>• simulated activity where this is already part of the assessment strategy of the qualification.</li></ul> <p><b>Use of Expert Witness Testimony</b></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"><li>• it is deemed unsafe to use observation by the Assessor in the workplace,</li><li>• the activities are NOT suitable to be observed remotely</li><li>• Assessor access to the workplace is not permitted.</li></ul> <p>EWT may replace Assessor observation, as long as the requirements below can be evidenced.</p> <p><b>Role of the Expert Witness and Requirements for the use of Expert Witness Testimony (EWT)</b></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</p>	
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	<p>assessment planning. The learner's Assessor must make the assessment decisions on all evidence including EWT.</p> <p><b>Expert Witness Requirement</b></p> <p>The Expert Witness must have:</p> <ul style="list-style-type: none"><li>• the same vocational expertise as Assessors, which means they should have current GDC registration</li><li>• a working knowledge of the competences on which their expertise is based</li><li>• 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.</li></ul> <p>Centres must:</p> <ul style="list-style-type: none"><li>• identify opportunities for using EWT during the planning stage and as a result of discussion with the learner</li><li>• 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</li><li>• make arrangements to induct the Expert Witnesses in</li></ul>	
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	<p>relation to their role, the content of relevant units and centre recording requirements</p> <ul style="list-style-type: none"><li>• keep records relating to induction of Expert Witnesses.</li></ul> <p>All of the above should be available for internal and external quality assurance sampling.</p> <p><b>Triangulation of assessment decisions for performance criteria</b></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"><li>• reflective accounts</li><li>• questioning.</li></ul> <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><b>First Aid Unit (UFAE)</b></p> <p>Evidence for this unit could consist of proof of training and First Aid simulation as described in the unit, and</p> <ul style="list-style-type: none"><li>• professional discussion or question and answer to confirm the learner's knowledge</li></ul>	
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	<ul style="list-style-type: none"> <li>EWT or Assessor observation record covering simulation of the competence assessment criteria.</li> </ul> <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><a href="http://www.firstaidqualifications.org.uk/">http://www.firstaidqualifications.org.uk/</a></p> <p><a href="http://www.firstaidqualifications.org.uk/wpcontent/uploads/2020/11/FAAOF-EERF-ConsiderationsStatement-14-10-2020-V1-PDF-1.pdf">http://www.firstaidqualifications.org.uk/wpcontent/uploads/2020/11/FAAOF-EERF-ConsiderationsStatement-14-10-2020-V1-PDF-1.pdf</a></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>Where these assessments take place in an online on-demand format and can be delivered in line with public health guidelines, assessments will continue.</p> <p>All relevant qualification content must still be delivered, and assessment criteria met.</p> <p>The following adaptations are already in place to support centres to continue with these assessments:</p>	<p>Where these assessments take place in an online on-demand format and can be delivered in line with public health guidelines, assessments will continue.</p> <p>No adaptations have been made at qualifications level, however to further support Centres with these assessments we:</p> <ul style="list-style-type: none"> <li>have recently launched our Remote Invigilation offer, which will allow students to sit online assessments anytime, anywhere</li> </ul> <p>More information on our on-demand and remote invigilation solution can be found on our website.</p>

	<ul style="list-style-type: none"><li>• <a href="#"><u>updated assessment variation process</u></a> to allow for additional or alternative test centre locations.</li></ul>	
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