T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Dental Nursing

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NCFE
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Contents

Introduction

This guidance has been produced following feedback from tutors in order to support with the delivery of the T Level in Health, Dental Nursing, in particular, with the elements of the course where tutors have requested additional support during the first full series of the specifications. It is not intended to replace the specification documents but should be used in conjunction with them.

This document addresses all assessments for the Dental Nursing occupational specialism.

The technical qualification will comprise of the following assessments, which will assess the knowledge and skills gained from the core and occupational specialist core/component:

	Sub-component	Assessment time	% weighting	Raw marks	Assessment conditions	Marking
Occupational specialism	Assignment 1: e-journal (EJA)	18 hours (which can be completed throughout all of year 2)	20%	104	Supervised	Internal
	Assignment 2: structured observations (SOA)	2 hours 30 minutes	20%	88	Supervised	External
	Assignment 3: case study assessment (CSA)	4 hours 30 minutes	20%	80	Supervised	External
	Assignment 4: objective structured clinical examination (OSCE)	2 hours (plus 45 minutes set up time)	20%	81	Supervised	Internal
	Assignment 5: professional discussion (PDA)	1 hour 30 minutes (plus 45 minutes preparation time)	20%	96	Supervised	External
	Component total	28 hours 30 minutes (plus 1 hour 30 minutes preparation time and set up time)	100%	449		

The aim of the assessments is for students to have the opportunity to use their knowledge gained from the specialist component to demonstrate the knowledge and skills they have gained. The assessment methods vary across the assessments to allow students to express their knowledge and skills gained in a valid and reliable way and for them to be able to demonstrate the licence to practice at the end of the qualification.

NCFE provides instructions for each of the assessments and providers should follow them. Providers must purchase essential resources prior to the assessments taking place.

Tutor overview

Tutors should have relevant occupational and teaching experience to undertake the role of an internal provider assessor in any of the assessments. Tutors need to familiarise themselves with the content of the assessments to ensure that they have a full understanding of the requirements of the assessments and that essential resources required for the assessments are available. Internal provider assessors are responsible for assessing the students against the internally marked assessment requirements. The tutor may fulfil this role for some of the occupational specialism assessments for Dental Nursing.

Accessibility and fairness

To promote accessibility and fairness for all students and to ensure diversity and equality, we expect providers to be aware of and meet the requirements of relevant NCFE policies and government legislation. You must ensure that:

- all of your processes concerned with assessment are carried out in a fair and objective manner

- you continue to adhere to current equal opportunities legislation

- you continue to operate an effective diversity and equality policy, with which students are familiar and which applies to all students using our products and services

Plagiarism may result in the external assessment task being awarded a U grade. For further guidance, refer to the student handbook, plagiarism in external assessment and the maladministration and malpractice policy located at www.qualhub.co.uk.

Access arrangements enable students with special educational needs, disabilities or temporary injuries to take our exams and assessments. Any of the listed tasks may be adapted to suit different needs, but the way in which they are adapted depends on the individual need or disability.

It's important that any adaptation or adjustment does not compromise the rigour and validity of the assessment; in most cases, extra time (which should be applied for) or a change of recording mode (for example changing to handwritten submissions) are appropriate modifications.

We can make arrangements for disabled students and those with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed with us before the assessment by using our online application service. All access requests will be considered individually, and your application should outline what the student can do and how the activities will be adapted in order to meet the assessment criteria.

Adapted activities will not be accepted for assessment unless approved by NCFE.

Providers can apply online at Request for Reasonable Adjustments | NCFE | CACHE (qualhub.co.uk)

Bridging module: e-portfolio

Assignment number and title	Assessment length	Maximum raw mark	% weighting	Assessment conditions	Marking
e-portfolio assessment	12 hours	N/A Achieved/not yet achieved criteria	0%	Supervised	Internal

Outline of the e-portfolio assessments

As per the General Dental Council's (GDC) Standards for Education, students must provide patient care only when they have demonstrated adequate knowledge and skills. For clinical procedures, the student should be assessed as competent in the relevant skills at the levels required in the pre-clinical environments prior to treating patients.

To ensure that students are prepared and safe to enter their industry placements, students will be assessed on the gateway performance outcomes and the associated GDC standards that are mapped against this content via an internally assessed e-portfolio. Providers must refer to the gateway items included in the T Level technical qualification specification in health found at www.qualhub.co.uk.

e-portfolio - internally set, internally marked and internally quality assured, and externally quality assured:

- covers all gateway performance outcome content
- achieved/not yet achieved - students must pass each content area being assessed
- 0% contribution to the overall OS component grade
- external quality assurance of the e-portfolio to ensure the gateway items and the GDC standards have been sufficiently met to a required minimum standard set by NCFE

The e-portfolio could comprise of the following assessment methods:

- practical clinical observations (by a qualified internal provider assessor who is a GDC registrant and meets our assessment principles)
- reflective accounts
- professional discussions
- essays
- workbooks

Evidence could comprise of the following:

- video evidence
- witness testimony
- journal extracts
- observation reports
- written assignments
- completed workbooks

If the student fails - the student will not be able to commence placement until they have met the required standards. To mitigate from the impact of this, we will:

- ensure we build in sufficient administration time for the students to resit the assessments where applicable and resubmit their e-portfolio

- utilise fit for purpose marking and quality assurance processes that allow for resit opportunities to take place

- allow learners to select an alternative route/pathway

Delivery of the e-portfolio assessments

The e-portfolio is a collection of evidence gathered upon students completing a series of internally set assessment tasks to meet the requirements of the independent bridging module. The bridging module is designed to provide opportunity for tutors to deliver the gateway content and for students the opportunity to demonstrate they have the required knowledge and skills to allow them to enter the industry placement. The selected gateway to placement content is taken from the (OS) component of the technical qualification (TQ). Delivery commences at the end of year 1, after the core exams and employer set project (ESP) have been sat. The recommended delivery time is 120 hours and providers may wish to consider this around timetabling of assessments. It is recommended as a bridging module as students must complete all assessments prior to starting their industry placement.

Providers are allowed to set their own assessment tasks and may choose the order of the assessments. The assessment tasks may be set to cover one or more gateway performance outcome. The e-portfolio will be submitted as a collection of evidence of internally set achieved assessments and should be seen as a platform for submission rather than a type of assessment. Given that the delivery of the e-portfolio will take place after the core exams and employer set project (ESP), all assessments will be taken at the provider and assessed by provider staff in a pre-clinical environment.

The assessment window will consist of provider-arranged supervised sessions of internal assessment. Sessions can be undertaken in the normal classroom environment, so long as each student has access to, or the option to use, a computer system to upload evidence. Providers can decide how to arrange supervised sessions. Providers must submit students' completed assessment work by the published submission date.

Providers are permitted to allow for resit opportunities at their discretion where a student has not met the minimum requirements of an internal assessment. Resit opportunities are not capped, the student is permitted to sit as many number of resits as required to allow them to evidence they have the required knowledge and skills to pass the bridging module and meet the e-portfolio requirements.

Timing of the e-portfolio assessments

The total time allowed to complete the assessment of all gateway performance outcomes is recommended at 12 hours.

NCFE provides a recommendation that 12 hours is sufficient to test across all gateway content but provides flexibility to support provider manageability and these assessment hours can be increased or decreased where required. The time allowed per assessment should reflect and be suitable for the assessment method and planned for in advance, providers are advised to timetable assessments and IQA activities accordingly.

Date of completion of the e-portfolio assessments

The assessment window will open in May and close in June (date to be confirmed in line with the key dates schedule document) We recognise that assessment times can place pressure on providers and tutors, and the

assessment period can be stressful for all parties. As such, we trust that providers and tutors will manage and allocate the time over the period to promote the wellbeing and achievement of their students.

Assessment conditions of the e-portfolio assessments

Students must complete the evidence for the e-portfolio independently and under supervised conditions.

Students and tutors are required to sign declarations of authenticity to confirm that the work is their/the student's own. The declaration forms can be found at www.qualhub.co.uk. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if the evidence was found not to be the students' own work.

Where applicable to an assessment, tutors must retain students' research materials at the end of each supervised session, alongside all materials and/or evidence produced by students within the supervised assessment.

At the end of each supervised session, the tutor must collect all evidence and any other materials, including students' research materials, before students leave the room, to ensure that no student takes any assessment material or assessment evidence out of the room. This also includes sufficient monitoring and checks to ensure that students have not made materials available to themselves or anyone else electronically via the intranet or internet.

Evidence of internal assessment materials should be securely stored between supervised sessions using the recommended e-portfolio platform. Students must not have access to this area between the supervised sessions, including electronic files.

Work such as formative assessment and/or work done with sample assessment materials must not be used again as part of the external assessment task submission to NCFE.

Some of the tasks may require students to find and select relevant information from a range of sources to use as references to support their knowledge and understanding or to justify their responses:

- students must clearly show where sources have been used to support their own ideas and opinions
- students must clearly reference all sources used to support their own ideas and opinions
- any quotations from websites must be referenced

Marking requirements of the e-portfolio assessments

NCFE are concerned with ensuring that provider marking is in line with the agreed standard and therefore do not take a view on the mechanism by which providers organise their internal provider assessors to arrive at provider marks. This leaves a degree of flexibility for each provider to decide which approach is the best in terms of manageability. However, to ensure that providers are in line with a minimum agreed standard, NCFE will provide achieved/not yet achieved descriptors to support you with the assessment of the gateway to placement content by providing a set standard to assess against.

This will support:

- a consistent level of inference made against the gateway to placement content areas
- comparability across students
- comparability within and across providers

E-portfolio pass descriptors

What constitutes a pass:

- a pass is achieved when the student has achieved evidence of all, 100%, of the skills and knowledge outcomes

- qualitatively, this means a pass for the skills constructs is demonstrating reasonable evidence of knowledge and understanding that is sufficiently accurate and sustained throughout practice

- a pass for the knowledge constructs is reasonable evidence of knowledge and understanding that is sufficiently accurate and sustained throughout practice

The student will not be able to commence placement until they have met the required standards.

NCFE have provided achieved/not yet achieved descriptors that will clearly define the minimum standards required of each student for the assessment of the gateway content and to support providers in writing fit for purpose assessment tasks with these clearly defined minimum standards.

The achieved/not yet achieved descriptors are as follows:

Skills			Knowledge		
Skills reference	**Not yet achieved**	**Achieved**	**Knowledge reference**	**Not yet achieved**	**Achieved**
S1.67 S1.68	**Limited** demonstration of health and safety and hygiene practices, policy and legislation that is not carried out **safely** or **accurately** and is **not** sustained throughout practice.	**Reasonable** demonstration of health and safety and hygiene practices, policy and legislation that is carried out **safely** and **accurately** and is sustained throughout practice.	K1.1 K1.2 K1.11	**Limited** evidence of knowledge and understanding of health and safety and hygiene practices, policy and legislation that is **not** fully **accurate** and not **sustained** throughout practice.	**Reasonable** evidence of knowledge and understanding of health and safety and hygiene practices, policy and legislation that is **fully accurate** and **sustained** throughout practice.
S1.67	**Limited** demonstration of the dental nurse's standards, roles and responsibilities within the dental team and industry that is not carried out **safely** or **accurately** and is **not** sustained throughout practice.	**Reasonable** demonstration of the dental nurse's standards, roles and responsibilities within the dental team and industry that is carried out **safely** and **accurately** and is sustained throughout practice.	K1.3 K1.4 K1.6 K1.50 K1.66 K2.10 K2.11 K2.12 K2.13 K2.14 K3.5 K3.6	**Limited** evidence of knowledge and understanding of the dental nurse's standards, roles and responsibilities within the dental team and industry that is **not fully accurate** and **not sustained** throughout practice.	**Reasonable** evidence of knowledge and understanding of the dental nurse's standards, roles and responsibilities within the dental team and industry that is **fully accurate** and **sustained** throughout practice.

S1.68	**Limited** demonstration of infection control that is not carried out **safely** or **accurately** and is not sustained throughout practice.	**Reasonable** demonstration of infection control that is carried out **safely** and **accurately** and is sustained throughout practice.	K1.9 K1.10 K1.12 K1.13 K1.14 K1.15 K1.17 K1.18 K1.19 K1.20 K1.21 K1.22 K1.23	**Limited** evidence of knowledge and understanding of infection control that is **not fully accurate** and **not sustained** throughout practice.	**Reasonable** evidence of knowledge and understanding of infection control that is **fully accurate** and **sustained** throughout practice.
S1.79	**Limited** demonstration of recognising faults in radiographs that is not carried out **safely** or **accurately** and is **not** sustained throughout practice.	**Reasonable** demonstration of recognising faults in radiographs that is carried out **safely** and **accurately** and is sustained throughout practice.	K1.30 K1.31 K1.32 K1.33	**Limited** evidence of knowledge and understanding of radiographs and associated materials that is **not fully accurate** and **not sustained** throughout practice.	**Reasonable** evidence of knowledge and understanding of radiographs and associated materials use that is **fully accurate** and **sustained** throughout practice.
S1.84 S1.86 S1.92 S1.94 S1.95	**Limited** demonstration of patient-centred care, safeguarding and medical emergencies that is not carried out **safely** or **accurately** and is **not** sustained throughout practice.	**Reasonable** evidence of knowledge and understanding of patient-centred care, safeguarding and medical emergencies that is **sufficiently accurate** and **sustained** throughout practice.	K1.51 K1.52 K1.56 K1.57 K1.58 K1.59 K1.60	**Limited** evidence of knowledge and understanding of patient-centred care, safeguarding and medical emergencies that is **not fully accurate** and **not sustained** throughout practice.	**Reasonable** evidence of knowledge and understanding of patient-centred care, safeguarding and medical emergencies that is **fully accurate** and **sustained** throughout practice.

Providers should apply these descriptors to assess the students' work; although the constructs can be grouped, this is not guidance as to how to structure assessments; the constructs can be assessed in one synoptic project or individually through focused assessment. The most important outcome is that the centre awards 'achieved' when confident that the student has reasonable aptitude in the given construct.

There must be evidence of achievement in assessments against each, 100%, of the constructs in order for the student to progress to industry placement.

Resources for the e-portfolio assessments

The e-portfolio can use a range of provider designed assessment methods which may contain stimuli or resources that consist of digital files, audio files, and/or video files. We, therefore, recommend that providers' staff are fully equipped with the appropriate resources to support the delivery process and identified within the assessment plan. Providers are responsible for students' access to digital, electronic and audio equipment. A full list of recommended resources is detailed within the qualification specification.

Students must have access to the appropriate resources required to complete the e-portfolio assessment. These could include the following:

- laptop or desktop computer with audio software capable of playing common audio files (WAV, MP3. MP4, AAC, WMA)
- headphones
- internet access
- assessment materials (scenarios) that are clearly printed
- surgery instruments necessary for the dental procedure required by each scenario
- simulated patients that meet the requirement of each scenario
- clock or stopwatch
- suitable environment for follow-up conversation between the student and the internal provider assessor

Students are not permitted to have any classroom-based notes or other supporting materials with them.

Internal standardisation of the e-portfolio assessments

Providers must ensure that they have consistent marking standards for all students. The internal moderator must manage this process and confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all tutors marking some sample student performances to identify differences in marking standards
- discussing any differences in marking at a training meeting for all tutors involved
- referring to reference and archive material, such as previous student performances or examples from NCFE's tutor standardisation

Providers should carry out timely internal standardisation activities based on a sample of students' evidence and the tutor standardisation materials to identify to check whether marking is accurate, valid and reliable, making any necessary adjustments if discrepancies are found, prior to submitting their provider marks.

Providers must submit their provider marks by the date set by NCFE.

Moderation of the e-portfolio assessments

Assessment is carried out by the provider and moderated by NCFE. All criteria are competency based and assessed as either achieved or not achieved based on pass descriptors. The accuracy of the application of the pass descriptors across all gateway items will be the focus of this stage of moderation.

For manageability, moderation of the e-portfolio will take place remotely during the assessment period and be across a range of students to meet the minimum required by the sampling strategy.

For each criterion, the moderator and provider independently record an assessment decision. At the end of the remote moderation activity, provider and moderator decisions are compared.

Following the moderation activity direct comparison of assessment decisions will be applied and as part of the sign-off process for each criterion, the moderator will discuss with the provider's internal provider assessor what would have been required for an alternative assessment decision to have been made (not achieved where achieved was awarded, achieved where not achieved was awarded). This further discussion adds rigour to the internal assessment-based approach. If the moderator identifies any issues as part of this discussion, sign-off of relevant criteria may be withheld pending further assessment.

Where there is agreement across all criteria the provider continues to assess, and student outcomes for competence are accepted by NCFE for the remainder of the assessment period. No further moderation is required for this cohort. Where there is not full agreement, the moderator can provide feedback and flag relevant criteria for a further check. A further remote moderation activity would be required to review assessment of relevant criteria. Agreement must be reached across all criteria before the provider is signed off to submit overall outcomes for the e-portfolio assessment for that cohort.

Moderation timeline

Teaching and assessment window:	Assessment outcomes to be submitted by:	Moderation window:	Resit opportunities (this period includes re assessment and moderation)
May - June	End of June (date to be confirmed in line with the assessment windows document)	Last two weeks in June and first two weeks of July	Last two weeks in July.

NCFE will assign a moderator via the NCFE portal.

Once NCFE is in receipt of provider marks, the moderator will select a sample of student performances. The sample will be made up of students and internal provider assessors (where appropriate) across the cohort.

It is the responsibility of providers to then send their moderator the sample of portfolios as requested by uploading these to the e-platform. This will include:

- any evidence referenced within the portfolio

- witness testimonies and marking evidence

The sample of student performances will be re-assessed by NCFE moderators to ensure that provider marking is in line with the agreed standards. The outcome of moderation will be shared in line with the set timeline as well as details of any adjustments made.

Providers will receive a report which will indicate the severity/leniency of grades compared to the moderator.

NCFE will retain the evidence used for moderation until the completion of all enquiries about results and appeals should the provider require this process have been completed. NCFE may need to keep some of the student's evidence for awarding, archiving or standardisation process. NCFE will let providers know if this is the case.

Sampling strategy

The moderation process will include a review of all assessment criteria. The guidelines that the moderator will apply when selecting the sample are:

- a number of students across the cohort

- from across the range of internal provider assessors (if appropriate)

As it is a competence-based assessment 100% of criteria must be reviewed

Moderator findings

Following moderation of competence-based assessment, the moderator will record their assessment decisions for the criteria covered. There will be 2 potential outcomes from this activity:

- the moderator agrees with the provider's assessment decisions across all competencies - in this case, all of the provider's competence-based assessment decisions would be confirmed and banked in the system for the remainder of the cohort

- the moderator does not agree with the provider's assessment decisions - in this case, a follow up remote moderation activity would be arranged for the assessment of relevant criteria to be revisited

The outcomes will be detailed within a findings report submitted by the moderator following every remote moderation activity, with information on:

- summary of assessments moderated during the remote moderation activity (without reference to assessment decisions) including associated assessment records (observation reports, assessment decisions)

- details of assessments moderated, along with associated decisions, to NCFE for retention pending the completion of all assessments and moderation activities

- any further guidance or exemplification required to mitigate any future deviation and ensure convergence to the standard across active providers

Feedback relating to specific areas of disagreement in the competence-based assessment will be sent to the provider immediately following the visit.

Moderators will submit details of decisions to NCFE for retention pending the completion of all assessments and moderation activities. Moderators will also recommend any further guidance that should be communicated to all providers to ensure up-to-date documentation, guidance and best practice is consistently and reliably disseminated in a timely manner.

Supervising and authenticating of the e-portfolio assessments

Students must be under formal supervision at all times when carrying out e-portfolio assessments.

Students who are carrying out the e-portfolio assessments on that day, must be held in a supervised environment prior to completing the assessment. Students who have completed the assessment must not have contact with students who are yet to complete the assessment.

All internal provider assessors who have marked the student's performances must sign the student assessment record form to confirm that the performances are solely that of the student concerned, that the student has completed the assessment independently and that the assessment was conducted under the conditions laid out in this document and the assessment regulation documents found at www.qualhub.co.uk.

Writer guide for the e-portfolio assessments

To support providers in writing fit for purpose assessments for the e-portfolio, NCFE have made available a guide, please see the **Dental Nursing E-portfolio assessment writing and delivery guide** found at www.qualhub.co.uk.

Assignment 1: e-journal (EJA)

Outline of the EJA

The purpose of the e-journal element is to support students' continual professional development (CPD) and provide them with a means of evidencing how they have met all 12 General Dental Council (GDC) learning outcomes. The e-journal includes a personal development plan (PDP), a CPD log and a reflective journal that they must use and complete on an ongoing basis to evidence where they have demonstrated the required GDC skills and knowledge.

The e-journal reflective accounts must be supported with further pieces of evidence to also support in demonstrating where they have met the required GDC learning outcomes. A list of suggested evidence types, is included below, this list is not exhaustive and other evidence types can be provided:

- workbooks

- essays

- witness testimony

- videos of practical clinical observations

- audio recording of professional discussions

- written and pictorial information

- presentations

- case studies

- observation reports

- question and answer

The e-journal must be signed off at least 1 month prior to the professional discussion. This reflective e-journal can then be used to prepare for the student's professional discussion assessment at the end of year 2.

One of the main reasons why this method of assessment is judged to be appropriate and valid in assessing the competence of students is the current focus in healthcare professions to train reflective practitioners.

The assessment timings for the e-journal are as follows:

Assignment number and title	Assessment length	Maximum raw mark	% weighting
e-journal (EJA)	18 hours (which can be completed throughout all of year 2)	104	20%

Students will be required to collate evidence of 'significant learning experiences' gained as part of the teaching and learning and the industry placement, which covers the knowledge, skills and behaviours in their chosen occupational specialism (as outlined in the qualification specification).

Delivery of the EJA

Students will be supported through the guided learning hours by tutors to complete an e-journal consisting of 3 key components:

- PDP

- CPD log

- reflective accounts

A PDP must be completed, to identify areas for development. It is important for students to assess their areas of development or required learning to support their role as a dental nurse. A template is included in the e-journal assessment brief.

The PDP is to be completed at the beginning of year 2 prior to completing the CPD log.

The students are provided with the General Dental Council (GDC) development outcomes to support them in identifying their own areas for development.

GDC Development Outcomes
A. Effective communication with patients, the dental team and others across dentistry, including when obtaining consent, dealing with complaints, and raising concerns when patients are at risk.
B. Effective management of self and effective management of others or effective work with others in the dental team, in the interests of patients at all times; providing constructive leadership where appropriate.
C. Maintenance and development of knowledge and skill within your fields of practice.
D. Maintenance of skills, behaviours and attitudes which maintain patient confidence in you and the dental profession and put patients' interests first.

The CPD log is a method used to track a minimum of 3 continual professional development (CPD) activities. The CPD is to be carried out after the PDP has been completed at the start of year 2. The student has the whole of year 2 to complete the CPD activities. The log must be used to identify CPD activity that can be carried out to improve performance against the areas of required learning identified in the students PDP. After completion of the CPD activity, the outcome should be recorded, and a review carried out to say how the CPD supports their role as a dental nurse and how this has met their PDP needs. Providers should reinforce the importance of staying up to date with any changes that occur and that this is a requirement of the General Dental Council when working as a dental care professional.

Providers should encourage students to incorporate knowledge, skills, behaviours, and professional values, developed by the student, including any feedback received and how this changed and/or developed their practice.

It is encouraged that providers share examples of reflective cycles, such as Kolb's reflective cycle or Gibbs' reflective cycle, to support their practice and familiarise themselves with the steps required to becoming a reflective practitioner.

Guidance, including a set template, will be provided by NCFE to ensure a standardised approach is taken across providers (the template is included with the sample assessment materials available at www.qualhub.co.uk).

We recommend that provider's staff provide timely, ongoing developmental feedback to students to support integration of best practice, and as an opportunity for students to practise discussion of experiences in a professional manner.

The reflective e-journal can be used by the student to prepare for the professional discussion and used to make notes during the 45-minute preparation time to underpin discussions in the professional discussion assessment.

However, the e-journal reflective accounts and the notes the students make will otherwise not be marked as part of the professional discussion.

Examples of the platform can be accessed here with the following demo logins to see the different interfaces:

www.myskillsforward.co.uk/

Student view

Username: dentalnurse.learner1

Password: Password1!

Admin view

Username: dentalnurse.primaryadmin

Password: TLevel1!

Internal provider assessor view

Username: dentalnurse.internal provider assessor

Password: TLevel1!

Timing of the EJA

The total recommended time for the assessment is 18 hours.

The 18 hours available for the completion of the e-journal are recommended hours only. Students are allowed to utilise less, all, or more of the available recommended hours. This is to support the nature and variance in the accounts that students will each reflect on. However, students must be encouraged to complete the full amount of time for the external assessment task. Providers must take this into account when planning for the assessment.

Date of the EJA

The EJA is part of the scheme of assessments that make up the occupational specialism (OS) component of the technical qualification (TQ). The EJA will be completed throughout year 2 of delivery. Students will have all of year 2 to complete their reflective accounts, CPD log and PDP which combine to form the e-journal.

The EJA assessment will be available for the first time in XX and then every XX for the lifetime of the qualification.

Please see the information on www.qualhub.co.uk for the series specific dates.

Release of the EJA materials

The e-journal assessment materials will be available to providers to download from www.qualhub.co.uk and providers will be permitted to open the assessment materials as soon as these are downloaded and are allowed to share these will students at the start of year 2. Providers must:

- confirm with the student the assessment timings and assessment requirements

- provide students with the e-journal assessment brief in paper format should this be required

- provide access to the e-platform to access the assessment brief and associated templates and for completion of the assessment

Non-supervised assessment conditions of the EJA

Students and providers will use an e-platform to complete the e-journal assessment. Providers are not required to administer the EJA under supervised conditions and students can complete their e-journal either at home, at the centre or the industry placement. Students, tutors/internal provider assessors and placement mentors (where applicable) are required to sign declarations of authenticity to confirm that the work is their/the student's own. The declaration forms can be found at www.qualhub.co.uk. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence was found not to be the students' own work.

Each time a student completes and submits a reflective account, via the e-platform, a notification will be sent to the internal provider assessor. The account can be accessed and formatively assessed to allow for formative feedback to be provided to the student. Internal provider assessors must wait until the student has completed **all** reflective accounts before summative assessment decisions are made. Formative feedback on the students reflective account is permitted to support a student's ongoing reflective practice. However, once the reflective account has been submitted, the student is not permitted to make any amendments to the reflective account. Any feedback provided is intended to support the student with any future reflective accounts they complete as part of this assessment.

Students must complete a series of reflective accounts to support where they have met **each** of the required GDC learning outcomes, students must also:

- provide a maximum of 3 pieces of evidence to support each reflective account, if the account took place with the provider or provide a witness testimony if the account took place in the workplace, alongside a reflective account to support where they have met **each** of the required GDC learning outcomes

- be allowed time from the start of year 2 until they submit on XX at the end of year 2, to complete the e-journal; PDP, CPD log and all reflective accounts and collate their evidence

- be provided with access to the e-platform where they will be able to access the correct template that they must use to complete the PDP and CPD log and the correct template for the reflective account

- map each reflective account to the GDC learning outcomes provided in the e-platform

- use the GDC mapping document provided in the e-platform

- submit their work to the secure platform where tutors/internal provider assessors will be notified

- not be allowed to revisit a reflective account once it has been submitted

To support accessibility, students are permitted to use a paper version of the assessment templates where they do not have access to the e-platform. However, due to the nature of the e-journal assessment, students must be provided access to the e-platform to upload their completed evidence at the earliest convenience.

Resources for the EJA

Resources required to complete the e-journal assessment.

To include the following:

- suitable environment for completion of assessment if completing within the centre

- access to the e-platform or assessment materials that are clearly printed that can then be uploaded to the e-platform

- assessment material templates - CPD log, PDP and reflective account templates to be provided in paper format where a student does not have full access to the e-platform

Submission of assessment materials for the EJA

The e-journal must be submitted at least 1 month prior to the professional discussion taking place, this is to allow students the use of their e-journal to support them prepare for their professional discussion at the end of year 2.

The e-journal assessment must be completed and submitted within the e-platform. The submission of students' assessment evidence must be done before the submission date specified for the assessment window. Dates can be found in the Key Dates Schedule document.

Assignment 2: structured observation assessment (SOA)

Sub-component	Assessment time	% weighting	Raw marks	Assessment conditions	Marking
Structured observations	2 hours and 30 minutes	20%	88	Supervised	external

Outline of the SOA

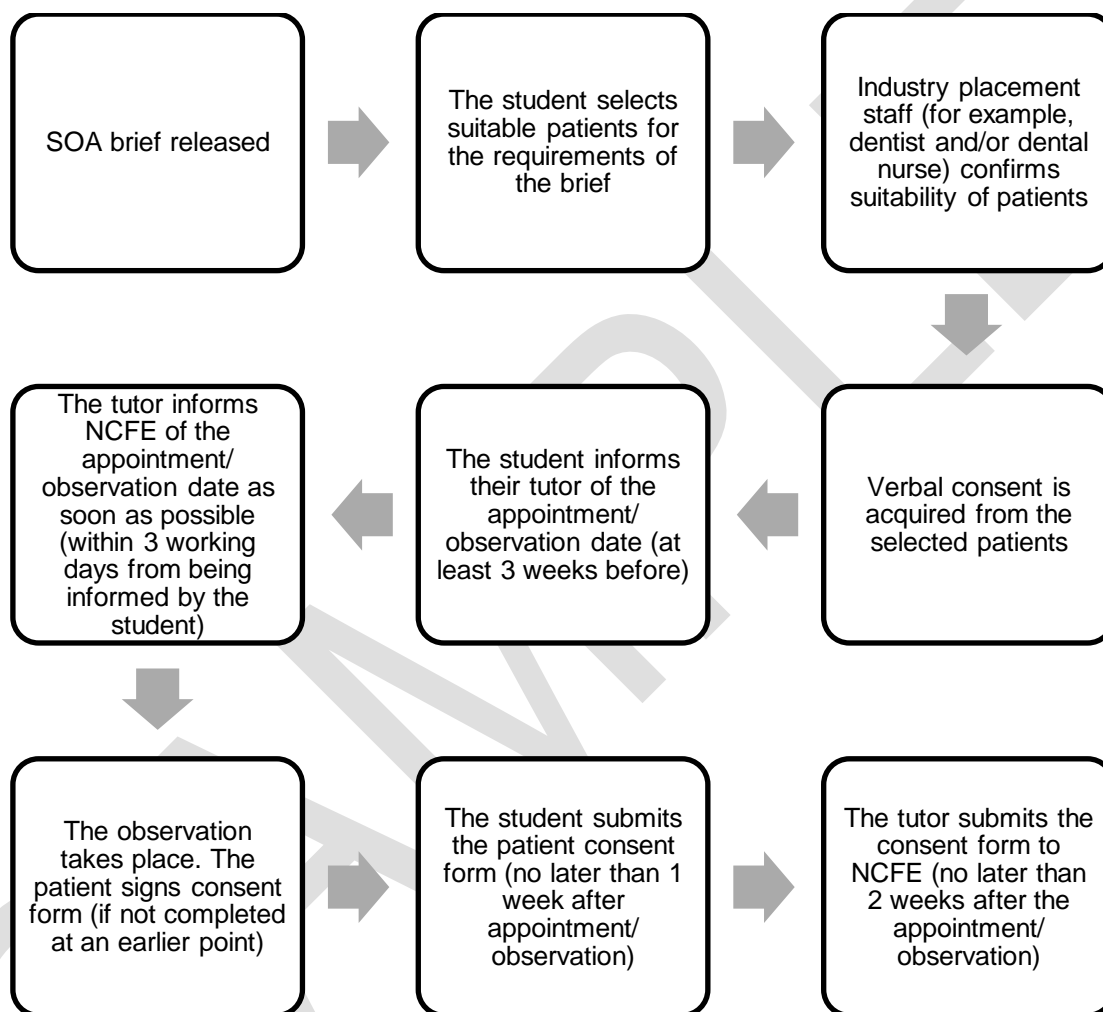| Category heading	Mark allocation	Time allocation
Scenario 1	- Observation of the skills up to 36 marks - Follow-up knowledge-based questions up to 8 marks	1 hour 15 minutes
Scenario 2	- Observation of the skills up to 36 marks - Follow-up knowledge-based questions up to 8 marks	1 hour 15 minutes

Delivery of the SOA

The SOA is part of the scheme of assessments that make up the occupational specialism (OS) component of the technical qualification (TQ). Students can schedule their observations and follow up questions at any time during their second year once the brief has been released. Students must complete all assessments by the end of the second year TQ course.

Students can schedule their observations and follow-up questions at any time during their dental industry placement, however the observation of each scenario can take place at different times. Since the assessment takes place during the industry placement and the students rely on real-life patients, they must:

- ensure that they select appropriate patients that allow them to fully meet the needs of the 2 scenarios

- their selection must be approved by either a dentist or a dental nurse at their placement and their tutor

- ensure they have gained verbal consent and informed the patients they will need to complete a signed consent form at the earliest opportunity (or on the day of the appointment/observation)

- **not** arrange an observation without the prior knowledge and verbal agreement of the patients

- ensure that they have gained verbal and signed consent prior to appointment/assessment, from the patients who will be present during the observation

- when the selected patients have been approved, they must inform their tutor of the appointment dates and times as soon as possible, at least 3 weeks before the observations are due to take place

- when the tutor has been informed of the dates and times for the student's observation, the tutor must inform NCFE as soon as possible (within 3 working days from being informed by the student)

- when the selected patients have been approved, students must inform staff at their placement that there will be follow-up questions between the student and the external NCFE assessor after each observation has taken place - the staff should advise students in finding a quiet and suitable place at the surgery

- if the student becomes aware that a patient has had to cancel or reschedule their appointment for any reason, they must inform their tutor as soon as possible - in turn, providers must inform NCFE of any changes as soon as possible

- the tutor must ensure that the student submits the signed patient consent form no later than 1 week after each observation and must forward it to NCFE no later than 2 weeks after each observation

To support tutors, the following diagram illustrates the processes that must be taken by the tutor, student, patient, and placement staff for each observation (as detailed above). Please note, although timing information is provided, where possible it is encouraged to submit forms as early as possible between each stage.

```
┌──────────────┐      ┌──────────────┐      ┌──────────────────┐
│ SOA brief    │ ───► │ The student  │ ───► │ Industry         │
│ released     │      │ selects      │      │ placement staff  │
│              │      │ suitable     │      │ (for example,    │
│              │      │ patients for │      │ dentist and/or   │
│              │      │ the          │      │ dental nurse)    │
│              │      │ requirements │      │ confirms         │
│              │      │ of the brief │      │ suitability of   │
│              │      │              │      │ patients         │
└──────────────┘      └──────────────┘      └──────────────────┘
                                                     │
                                                     ▼
┌──────────────┐      ┌──────────────┐      ┌──────────────────┐
│ The tutor    │ ◄─── │ The student  │ ◄─── │ Verbal consent   │
│ informs NCFE │      │ informs      │      │ is acquired from │
│ of the       │      │ their tutor  │      │ the selected     │
│ appointment/ │      │ of the       │      │ patients         │
│ observation  │      │ appointment/ │      │                  │
│ date as soon │      │ observation  │      │                  │
│ as possible  │      │ date (at     │      │                  │
│ (within 3    │      │ least 3      │      │                  │
│ working days │      │ weeks        │      │                  │
│ from being   │      │ before)      │      │                  │
│ informed by  │      │              │      │                  │
│ the student) │      │              │      │                  │
└──────────────┘      └──────────────┘      └──────────────────┘
       │
       ▼
┌──────────────┐      ┌──────────────┐      ┌──────────────────┐
│ The          │ ───► │ The student  │ ───► │ The tutor        │
│ observation  │      │ submits the  │      │ submits the      │
│ takes place. │      │ patient      │      │ consent form to  │
│ The patient  │      │ consent form │      │ NCFE (no later   │
│ signs        │      │ (no later    │      │ than 2 weeks     │
│ consent form │      │ than 1 week  │      │ after the        │
│ (if not      │      │ after        │      │ appointment/     │
│ completed at │      │ appointment/ │      │ observation)     │
│ an earlier   │      │ observation) │      │                  │
│ point)       │      │              │      │                  │
└──────────────┘      └──────────────┘      └──────────────────┘
```

Release of the SOA assessment materials

Providers will receive the SOA briefs in January and will share them with the students so that the students can familiarise themselves with the requirements of each scenario, the different stages, and identify a suitable patient at their dental industry placement. However, providers are advised that students are aware that the follow-up, knowledge-based questions are unseen. Therefore, it is recommended that students have covered enough of the performance outcomes (PO) content to be suitably prepared and equipped to provide their answers.

Assessment conditions of the SOA

The total time for the structured observation assessment is 2 hours and 30 minutes. This time is allocated as follows:

- 1 hour (for each scenario) up to 2 hours in total

- 15 minutes (for follow up knowledge-based questions) up to 30 minutes in total

The other assessment conditions are as follows:

- the 2 observations and follow-up questions may be completed at different times and may be with different patients, but they need to be scheduled and completed before the end of May

- GDC-registered external NCFE assessors are supervising and assessing the SOA

- observation of each scenario is comprised of 4 different stages -each stage assesses 3 skills from across PO1 to PO4. Each skill is allocated up to 3 marks (a total of 9 marks per stage) for a maximum of 36 marks

- each observation is followed by a conversation between the student and the assessor structured around 4 knowledge-based questions (up to a maximum of 8 marks) - assessors must ask one question for each stage of the observation from the list of choices provided (a total of 4 questions per scenario), each question assesses a specific area of knowledge from across PO1 to PO4

- when the selected patients have been approved, students should make necessary arrangements with the industry placement's staff to answer follow-up questions after each observation has taken place, they should advise students in finding a quiet and suitable place at the surgery

- it is recommended that students familiarise themselves with each scenario and its 4 stages before starting their observation

- it is recommended that students complete each stage of the scenarios in chronological order

- students do not have access to the knowledge-based questions beforehand

- students can fail to achieve marks if they do not fully meet the requirements of the observations, or equally if they are not able to efficiently meet the requirements of the assessment

Tutors should advise students that during their completion of the observation the external NCFE assessor is permitted to intervene if they observe something that is unsafe and/or inappropriate. This may be done through direct questioning and/or action. Students should be advised that this is simply to protect the safety of the patients and to stay calm and complete the rest of the observation to the best of their ability.

Resources for the SOA

Resources required to complete the SOA:

- assessment materials (scenarios) that are clearly printed

- surgery instruments necessary for the dental procedure required by each scenario

- patients that meet the requirement of each scenario

- consent form must be signed by the patient and the dentist or the dental nurse at the placement, on the day of the observation (or at the earliest opportunity) - the consent form must be sent to tutor afterwards and stored by the providers according to GDPR regulations

- clock or stopwatch

- suitable environment for follow-up conversation between the student and the assessor

- students are not permitted to have any classroom-based notes or other supporting materials with them.

Submission of assessment materials for the SOA

External NCFE assessors will provide NCFE with the student outcomes of the structured observation in terms of marks rewarded.

Providers must share the consent form with NCFE, no later than 2 weeks after the date of each observation, to show that students have attained the required permission from patients.

Assignment 3: case study assessment (CSA)

Assignment number and title	Assessment length	Maximum raw mark	% weighting	Assessment conditions	Marking
Case study	4 hours 30 minutes	80	20%	Supervised	External

Outline of the CSA

The CSA is practical in the sense of applying knowledge and introducing clinical vignettes. It is a written simulation, testing students' breadth and depth of knowledge across the performance outcomes (POs) in an authentic, occupationally relevant way.

The CSA requires students to interrogate and select relevant information to respond to the tasks. The focus of this assessment is on students' ability to apply knowledge, understanding, which facilitates the production of occupationally relevant assessment evidence.

Students in each OS will be provided with an assignment pack. This includes:

- assignment brief
- assignment brief insert, containing occupationally relevant stimuli

Students are advised to read the briefs carefully before starting their work.

Delivery of the CSA

Timing of the CSA

- the maximum overall time allowed for the case study assessment is **4 hours 30 minutes** under **supervised** conditions
- the following table details the allocation of assessment time as well as the steps providers are required to complete in order to administer the assessment successfully

Assessment steps		Managed by:	Required or guidance	Time allocation
Students provided with all assessment materials required for tasks 1 and 2 only	5 minutes reading time for task 1	Provider	Required	2 hours 15 minutes
	Audio stimulus material for task 1 is played twice	Provider	Required	
	Completion of task 1	Student	Required	
	5 minutes reading time for task 2	Student	Guidance	
	Completion of task 2	Student	Required	

Assessment steps		Managed by:	Required or guidance	Time allocation
	Submission of assessment evidence before the comfort break. Students will not have their assessment evidence returned and no amends to task 1 and 2 will be permitted after this point.	Student and provider	Required	
Supervised comfort break Students must remain under exam conditions during this break, following usual procedures to ensure that there are no breaches		Provider	Required	15 minutes
Students provided with all assessment materials required for tasks 3 and 4 only	5 minutes reading time for task 3	Provider	Required	2 hours 15 minutes
	Audio stimulus material for task 3 is played twice	Provider	Required	
	Completion of task 3	Student	Required	
	5 minutes reading time for task 4	Student	Guidance	
	Completion of task 4	Student	Required	
	Submission of assessment evidence	Student and provider	Required	
			Total:	4 hours 30 minutes

- the permitted time must **not** be increased, unless a reasonable adjustment has been agreed for a student in accordance with the access arrangements and reasonable adjustments policy which can be found at www.qualhub.co.uk

- the permitted time must **not** be decreased. students must be given the opportunity to complete the full amount of time for the external assessment task - providers must take this into account when timetabling the session

- students can take a maximum of 2 comfort breaks:

  o students must take a comfort break of 15 minutes between task 2 and task 3 (or 2 hours and 15 minutes after the beginning of the assessment) and they should submit their assessment materials for tasks 1 and 2 before taking this break and will not have these returned to them for the remaining tasks

  o students are encouraged to take the other comfort break at their convenience, but it should not exceed 10 minutes -this time is accounted for within the overall exam time and will not be added to their overall allowance - they do not have to submit their assessment materials when taking their second break and must not take any materials with them

- students must remain under exam conditions during those comfort breaks, any breach of exam conditions must be reported to NCFE - in the case of extenuating circumstances, NCFE must be consulted

Date of the CSA

The case study assessment will take place on a set date determined by NCFE in early April each year. External assessment material should not be given to students until the first supervised assessment session.

Provider-arranged supervised sessions can be undertaken in the normal classroom environment, so long as each student has access to, or the option to use, a computer system. Providers must submit students' completed assessment work by the published submission date.

Assessment conditions of the CSA

Students **must** complete the case study assessment independently and under supervised conditions. This means there should be a member of staff in the room where the assessment is being conducted at all times so that screens can be monitored, and students supported if necessary.

Students and tutors are required to sign declarations of authenticity to confirm that the work is the students' own. The declaration forms can be found at www.qualhub.co.uk. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if the evidence was found not to be the students' own work.

Some of the tasks may require students to find and select relevant information from a range of sources to use as references to support their knowledge and understanding or to justify their responses. In the instance that websites are indicated, students are permitted to access these sites only and should not follow links to other pages. Attempting to access internet sites that are not included in the assignment brief insert will be classed as cheating and may disqualify students from this assessment, resulting in failure of the qualification. When required, a copy of the student's internet browsing history should be saved in a .pdf format and submitted to the supervisor at the end of the supervised session.

When audio files are required to complete a task, the files should be played at the start of the corresponding task. Instructions are provided in the assignment brief. Each audio file should be played twice. Students are advised to only listen during the first playback. They then have a 1-minute break to take notes. The audio file is then played a second and final time: students may take further notes during this second playback.

Resources for the CSA

The assignment brief insert may contain stimuli or resources that consist of digital files, audio files, and/or video files. Therefore, we recommend that providers' staff are fully equipped with the appropriate resources to support the delivery process. Providers are responsible for students' access to digital, electronic, and audio equipment.

Students must have access to the appropriate resources required to complete the case study assessment. These include the following:

- laptop or desktop computer with audio software capable of playing common audio files (WAV, MP3. MP4, AAC, WMA)
- headphones
- internet access
- assignment pack containing any relevant material - tutors should provide students with their provider and student numbers

For the tasks which allow access to the internet, students are provided with instructions on the types of links they are permitted to explore. Students should be guided to read these instructions carefully and reminded that a copy of their internet history browsing activity will be submitted as part of their assessment evidence.

Submission of assessment materials for the CSA

Tutors should inform students that all tasks in the case study assessment should be saved separately and completed electronically. The electronic files should:

- use word processing

- use black font, Arial size 12pt, unless otherwise specified, with standard border sizes

- clearly show where sources have been used to support ideas and opinions

- clearly reference all sources used to support ideas and opinions, including any quotations from websites

- be clearly labelled with the relevant task number, student details, and be legible, for example front page and headers

- be given a clear file name for identification purposes, see tasks in the assignment brief for relevant naming conventions

- be numbered on each page in the format 'Page X of Y', where X is the page number and Y is the total number of pages

Tutors should ensure that students have completed and signed the external assessment cover sheet (EACS) and included it at the front of the assessment task evidence.

Any work not produced electronically must be agreed with the tutor, in which case the evidence should be scanned and submitted as an electronic piece of evidence

At the end of the supervised session, the tutor will collect all assessment materials and evidence before students leave the room. Students must not take any assessment materials outside of the room (that is, via a physical memory device). They must not upload any work produced to any platform that will allow access of materials outside of the supervised sessions (including email).

All students' scripts must be submitted to NCFE for marking. All assessment material must be securely prior to submission.

Assignment 4: objective structured clinical examination (OSCE)

Assessment	Assessment time	% weighting	Raw marks	Assessment conditions	Marking
OSCE	2 hours (plus 45 minutes set up time)	20%	81	Supervised	Internal

Outline of the OSCE

The objective structured clinical examinations are a series of 10 practical observations set by NCFE, that require a student to demonstrate practical skills that are vitally important for any future role in the dental nursing sector. The OSCE assessment will assess the demonstration of skills and underpinning knowledge typical of the workplace however the OSCE assessments are administered and assessed by the provider.

Delivery of the OSCE

It is the providers responsibility to ensure that all the required instruments, materials and equipment are available and set up and administered in line with this guidance document.

Providers must ensure they have a suitable dental suite or room that can be set up with the required number of OSCE stations sufficient to manage and administer the assessment.

The number of students being assessed at any one time will be dependent on the provider and the available resource at that time. The 10 OSCE assessments can be administered on different days within the assessment window. However, all students within the same provision must not have access to a student that has already completed one or more of the OSCE observations. This must be managed by the provider.

The following applies to the OSCE assessment:

- each student will have between 10 and 15 minutes for each OSCE station; this will include 5 minutes to read the instructions and observation details and make notes where required, and 5 or 10 minutes to complete each one, depending on the observation

- if providers are completing more than one observation at any one time, the student will have a 5 minute break between each OSCE station; this allows for the station to be set up for the next student. Do not move on to the next station until you are told to do so by the internal provider assessor

- the maximum time the student will have to complete all 10 observations is 2 hours, though these may be completed at different times

- the total time for the assessment including set up time for each station is 2 hours and 45 minutes

- students will be assessed against knowledge and skills performance objectives

- students can fail to achieve marks if they do not fully meet the requirements of the observations, or equally if they are not able to efficiently meet the requirements of the assessment

- students must attempt all the stations and will be awarded marks for each station - if a student does not attempt one of the stations the student will not pass the assessment

Delivery requirements:

- 1 simulated dental surgery or room that can be set up and equipped to administer the assessment

- it is proposed that a provider has available the following as a minimum:

- 5 internal provider assessors

- 2 members of staff to play any standardised patients, as necessary - NCFE will ensure that no more than 2 out of the 10 OSCE assessments require a simulated patient

This would allow for a minimum of 5 learners be assessed on 5 of the OSCE stations at any one time. Assessing a minimum of 5 learners at any one time would support providers in administering the assessment to ensure the integrity of the assessments are upheld and that no learner has access to an OSCE assessment, or student that has already completed the assessment prior to them sitting the assessment themselves.

If a provider has access to more than one simulated dental surgery or room, to get through larger cohorts, this process could be scaled up as necessary, bearing in mind the X day assessment window that is available to them.

Each of the internal provider assessors will also be required to audio-visually record the students' assessments (these could be from outside of the teaching department).

Timing of the OSCE

There are 10 stations incorporating relevant skills directly linked to the dental nursing sector.

Providers should schedule their assessments on the first day of the assessment window and complete their assessments in the shortest timescale possible, for example: on the first day, in one day. If this is not possible due to the number of students, facilities and staffing capacity, then assessments must be scheduled on consecutive days; there cannot be a day's gap between delivery of the assessment. Where providers are part of a consortium with multiple sites, the assessments must be scheduled at the same time across sites.

Providers will be required to submit details of their OSCE schedule to NCFE by a specified date.

Date of the OSCE

The OSCE is part of the scheme of assessments that make up the occupational specialism (OS) component of the technical qualification (TQ). The OS component assessment is linear meaning that students must complete all assessments normally at the end of the second year TQ course.

The OSCE assessment will be available for the first time in April of each year and the exact dates each series will be confirmed in the assessment windows document found at www.qualhub.co.uk and then every April to May each year for the lifetime of the qualification.

The OSCE assessment must be sat after the structured observation and prior to the professional discussion taking place.

Please see the information on www.qualhub.co.uk for the series specific dates.

Release of the OSCE assessment materials

Available as an assessment sat during a window, set in late April to May each year.

The assessment windows for each OS option will be staggered to assist with manageability.

The OSCE assessment materials will be sent to providers prior to the start of the assessment window. Workplaces will be permitted to open the assessment materials **7 working days** before the start of the assessment window. Workplaces should use this time to:

- gather the necessary equipment and resources

- organise and debrief members of staff who are taking on a role

- confirm with student the time and place of the assessment

The assessment materials must not be shared with students. Any breach of this assessment material must be reported to NCFE immediately in accordance with the assessment regulations found at www.qualhub.co.uk.

Assessment conditions of the OSCE

The assessment must be completed under supervised conditions, during one planned session per station, to allow demonstration of relevant skills and authenticity of students' work. Assessments can be delivered across more than one session. However, the same stations must be delivered to all learners on the same day to minimise visibility and malpractice.

The process assumes that the stations have been set-up as per the details given in the mark scheme document and that all students taking the assessment on that day are being held in a supervised environment.

The information below sets out the process of the OSCE:

- the dental suite or room must be already set up for the required number of students being assessed at any one time

- each OSCE station must be set up so that students are only able to see their own station, students must not be allowed to observe other students at other OSCE stations

- students that are being assessed at the same time, are retrieved at the same time from the supervised environment and taken to the dental suite or room where the assessment is to be administered

- the internal provider assessors read the instructions and information detailed below to the students and confirm understanding before the OSCE assessment begins:

- you will complete 10 OSCE stations as part of this assessment

- each station will have a set of instructions, a brief with the assessment details and an equipment list - you will have 5 minutes to read this information provided to you before you start

- you must not start the observation until after the 5 minutes reading time and only when the internal provider assessor tells you to do so

- you will have a further 5 or 10 minutes to complete each observation

- once you have finished the observation, you must wait at that station until you are told to move to the next station by your internal provider assessor

- you must not talk to other students completing the assessment

- students will have between 15 and 20 minutes at each station depending on the observation (as times vary for each):

  - 5 minutes to read the activity description, instructions, and equipment list before starting the observation; students may not start the OSCE assessment until after the 5 minutes and when the internal provider assessor tells them to do so

  - a further 5 or 10 minutes to complete the observation

  - a further 5 minutes wait time whilst the station is reset up for the next student (where applicable)

- a maximum amount of time that students can spend completing each station (in addition to the 5 minutes reading time) is 5 or 10 minutes, depending on the specific station timings as these are different across the stations - if students go over this time, they will be asked to stop by the internal provider assessor

- students go to the first station and then move between the 'stations' completing each OSCE assessment; students are required to wait at a station whilst being set up for the next student, the provider must ensure that they do so with adequate supervision of the student to ensure they cannot see the next station

- the internal provider assessors observe and record the students' performances using the mark scheme and table included in the levels of response grid; a student assessment record form must then be completed after the assessment has taken place- signed by both the internal provider assessor and the student

- students leave the assessment environment once they have completed the final OSCE station

Marking requirements of the OSCE

NCFE are concerned with ensuring that provider marking is in line with the agreed standard and therefore do not take a view on the mechanism by which providers organise their internal provider assessors to arrive at provider marks. This leaves a degree of flexibility for each provider to decide which approach is the best in terms of manageability, considering individual facilities and staffing capacity; for example, a smaller provider with 12 students may only have the staffing capacity and facilities to deliver 1 station at a time, assessing 4 students in 1 day, completing the assessment of all 12 students across 3 days. The practical activity scenarios have been designed to be independent from one another and therefore can be completed in any order.

Resources for the OSCE: use of standardised patients/role players

A standardised patient (SP) is a person carefully recruited and trained to take on the characteristics of a real patient, thereby affording the student an opportunity to learn and to be evaluated on learned skills in a simulated clinical environment.

The role of a SP is to independently, consistently and accurately convey details of the patient's life in an appropriate and consistent manner.

We recommend that providers research the principles of good practice in presenting simulated patients, reading around the subject; for example, NCFE recommends Simulated Patient Handbook, A Comprehensive Guide for Facilitators and Simulated Patients by Fiona Dudley. NCFE will also provide training on delivery to support consistency of delivery and provide series-specific guidance.

Members of staff who take on the role of the SP should ensure they have the appropriate level of subject knowledge to understand the nature and complexity of the role.

The SP will be expected to:

- access and apply information from the training provided by NCFE

- memorise the patient's details (although the SP/role players are permitted to have the appropriate notes with them to refer to during the practical activity scenario)

- remain in a specific patient character when responding to student questions

- play the role in a convincing but not melodramatic manner, being mindful of facial expressions

- check that language used is appropriate for a typical patient (for example, not overly medicalised)

- refrain from embellishing the condition in a misleading way

- play the role consistently so that every students' experience will be the same

- repeat aspects that the student has not understood, be prepared to alter the wording slightly if they continue to fail to be understood but not radically, so not to advantage that student in comparison to other students

- avoid tips or prompts that make the assessment less challenging

- give information only but only in response to appropriate prompting

Audio-visual evidence

It is a requirement of the delivery of this assessment that all student performances are audio-visually recorded for the purpose of moderation.

It is the provider's responsibility to check that the appropriate audio-visual (AV) equipment is set up and fully operational at each station. The AV recording must clearly identify the students, capture all relevant actions and words from the student, be clear and of sufficient quality to be adequately reviewed by the moderator.

Provider staff - either the internal provider assessor or another member of staff - should be equipped to be able to operate the equipment sufficiently to capture all evidence.

To ensure authenticity of the performance, the student's face must be clearly visible at the start of the recording.

Administration of the OSCE

The head of provider is responsible to NCFE for making sure that all OSCE are conducted with these regulations. The head of provider must delegate a member of staff to be the internal moderator to lead on the administration of the assessments in line with these regulations and to ensure there is an internal policy in place to support the effective delivery and marking of the OSCE.

Supervising and authenticating of the OSCE

Students must be under formal supervision at all times when carrying out the OSCE.

Students who are carrying out the OSCE on that day, must be held in a supervised environment prior to completing the assessment. Students who have completed the assessment must not have contact with students who are yet to complete the assessment.

If students are required to wait between stations, tutors must ensure there is a place for students to wait and that sufficient supervision is available.

All internal provider assessors who have marked the student's performances must sign the student assessment record form to confirm that the performances are solely that of the student concerned, that the student has completed the assessment independently and that the assessment was conducted under the conditions laid out in this document and the assessment regulation documents found at www.qualhub.co.uk.

Malpractice/maladministration

Students must not share the details of the assessment with peers in their or other providers once completed, and provider staff should regularly remind their students about potential repercussions of breaches of security by referring to the NCFE guidance and regulations available from www.qualhub.co.uk.

If at any time during an assessment there is a violation of these regulations, the test invigilators or designated person has the right to stop the assessment immediately, this decision must only be made in exceptional circumstances where malpractice is irrefutable. Once stopped, no allowance can be given retrospectively if the decision is deemed invalid.

If malpractice occurs during and assessment, providers should inform NCFE immediately with a report of what occurred - please see the notification if malpractice form available at www.qualhub.co.uk.

If any of the regulations are breached by a student, internal provider assessor or other persons involved in the conduct of the assessment, then NCFE may declare the assessment void.

In the event of a suspected or actual breach of these regulations by students:

- the work completed by the students concerned and any unauthorised materials (if applicable) must be confiscated from the students and given to the internal moderator

- all students suspected of breaching these regulations should be instructed to leave the supervised/assessment environment immediately, if appropriate to do so, causing the least amount of disruption to other students

- the internal provider assessor should report the incident to the internal moderator as soon as possible

- NCFE should be informed immediately of any irregularity via a phone call or email

- the provider should conduct its own investigation into the incident and report the incident and their findings to our quality assurance team using the NCFE notification of malpractice document on our website www.qualhub.co.uk

NCFE reserves the right to investigate each case of alleged or actual malpractice/maladministration committed by a student, internal provider assessor or other persons involved in the conduct of the assessment in order to establish all of the facts and circumstances surrounding the case. The investigation will be carried out in accordance with NCFE's maladministration and malpractice policy.

Tutor standardisation of the OSCE

NCFE will provide support for using the marking criteria and developing appropriate tasks through tutor standardisation.

For further information about tutor standardisation visit www.qualhub.co.uk.

In the following situations tutor standardisation is essential. NCFE will send you an invitation to complete tutor standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements

- a significant adjustment was made to the marks in the previous year

- the provider is new to the qualification

For further support and advice please contact us through usual channels.

Internal standardisation of the OSCE

Providers must ensure that they have consistent marking standards for all students. The internal moderator must manage this process and confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all tutors marking some sample student performances to identify differences in marking standards

- discussing any differences in marking at a training meeting for all tutors involved

- referring to reference and archive material, such as previous student performances or examples from NCFE's tutor standardisation

Providers will have a week to carry out internal standardisation activities based on a sample of students' audio-visual evidence and the tutor standardisation materials to identify to check whether marking is accurate, valid and reliable, making any necessary adjustments if discrepancies are found, prior to submitting their provider marks.

Providers must submit their provider marks by the date set by NCFE.

Commenting on student performances for the OSCE

Providers must show clearly how marks have been awarded against the assessment criteria in the mark schemes. These comments must be recorded on the student assessment record form.

Storing students' evidence for the OSCE

Student's AV evidence, assignment brief booklets and student assessment record forms must be kept under secure conditions from the completion of the assessment. Assessment materials may not be returned to students until after the deadline for enquiries about results.

Moderation of the OSCE

The OSCE will be moderated remotely. Moderation will take place after the deadline date for submission of marks.

NCFE will assign a moderator via the NCFE portal.

Once NCFE is in receipt of provider marks, the moderator will select a sample of student performances. The sample will be made up of students across a range of marks and internal provider assessors (if appropriate). The criteria that the moderator will apply when selecting the sample are:

- the top scoring student
- the lowest non-zero scoring student
- a number of students across a range of marks in between
- from across the range of internal provider assessors (if appropriate)

It is the responsibility of providers to then send their moderator the sample of OSCE as requested. This will include:

- audio-visual evidence
- assignment brief booklet

The sample of student performances will be re-assessed by NCFE moderators to ensure that provider marking is in line with the agreed standards. Where provider marking is found to be out of alignment, either too lenient or too harsh (outside of reasonable tolerances), remedial action will be taken and adjustments to marks will be made by NCFE. The outcome of moderation will be shared when results are issued as well as details of any adjustments made.

On results day providers will receive a report which will indicate the severity/leniency of marks compared to the moderator.

NCFE will retain the evidence used for moderation until the completion of all enquiries about results and appeals have been completed. NCFE may need to keep some of the student's evidence for awarding, archiving or standardisation process. NCFE will let providers know if this is the case.

Assignment 5: professional discussion assessment (PDA)

Outline of the PDA

The purpose of the professional discussion element of the occupational specialism is to enable the students to reflect on their own practice as a form of learning and continuing development. The student must answer questions and discuss their learning experiences in a professional manner and demonstrate quality of oral communication.

One of the main reasons why this method of assessment is judged to be appropriate and valid in assessing the competence of students is the current focus in healthcare professions to train reflective practitioners.

The assessment timings for the professional discussion are as follows:

Assignment number and title	Assessment length	Maximum raw mark	% weighting
Professional discussion	1 hour 30 minutes (plus 45 mins preparation time)	96	20%

NCFE will externally set 3 themes with 2 questions per theme, each question will be broken down into part a) and part b)

Students will be required to collate evidence of 'significant learning experiences' gained as part of the teaching and learning and the industry placement, which covers the knowledge, skills and behaviours in their chosen occupational specialism (as outlined in the qualification specification).

Delivery of the PDA

Students will be supported through the guided learning hours by tutors to complete an e-journal of reflective accounts demonstrating ongoing professional development. These should incorporate knowledge, skills, behaviours and professional values, developed by the student, including any feedback received and how this changed and/or developed their practice.

It is encouraged that providers share examples of reflective cycles, such as Kolb's reflective cycle or Gibbs' reflective cycle, to support their practice and familiarise themselves with the steps required to becoming a reflective practitioner.

Guidance, including a set template, will be provided by NCFE to ensure a standardised approach is taken across providers (the template is included with the SAMs).

We recommend that provider's staff provide the ongoing developmental feedback to students to support integration of best practice, and as an opportunity for students to practise discussion of experiences in a professional manner.

The reflective e-journal can be used by the student to prepare for the professional discussion and used to make notes during the 45 minute preparation time to underpin discussions in the professional discussion assessment. However the e-journal reflective accounts and the notes the students make will otherwise not be marked as part of the professional discussion.

We recommend that provider's staff are fully equipped with the appropriate resources to support the delivery process. Preparing a suitable environment for the students' 45 minutes preparation time, where they are provided with the assessment materials (themes and questions). Thus, allowing them to formulate an appropriate reflective account to support the professional discussion. Tutors should allow the students to use this time to make notes which can only be taken from their reflective account portfolios.

The discussion supervisor should be someone who has enough subject knowledge and familiarity with the qualification content. The discussion supervisor has the opportunity to ask 2 questions per theme, each question

with sub questions - part a) and part b). In total, this brings the total to 4 questions per theme, and 12 questions per discussion. Each theme and the associated questions are set by NCFE and must be used for every student.

Wording of questions can be amended to suit the facilitator's tone, but the core message and content should not be altered to change or combine questions. It is especially important that there are no exploratory, subject specific questions asked; the questions should be about the experience only.

During the discussion, the questions should be asked chronologically to support structuring the student's answer.

The discussion supervisor may also ask additional follow up questions to increase thinking, moving the student to a more extensive aspect of their knowledge. Questions to be posed:

- can you tell me a little bit more about that?

- what happened after/before/during that?

- do you have anything more you would like to add?

Providers are responsible for accessing audio recording equipment and running through positioning checks to make sure that all discussion is clear and audible. Recordings are then to be sent directly to an external examiner for assessment.

Timing of the PDA

The total time for the assessment is 1 hour and 30 minutes with an additional 45 minutes preparation time.

The permitted time must **not** be increased, unless a reasonable adjustment has been agreed for a student in accordance with the access arrangements and reasonable adjustments policy which can be found at www.qualhub.co.uk.

The permitted time must **not** be decreased. Students must be given the opportunity to complete the full amount of time for the external assessment task. Providers must take this into account when timetabling the session.

Date of the PDA

The professional discussion is part of the scheme of assessments that make up the occupational specialism (OS) component of the technical qualification (TQ). The OS component assessment is linear meaning that students must complete all assessments normally at the end of the second year TQ course.

The professional discussion assessment will be available for the first time in XX of each year and the exact dates each series will be confirmed in the assessment windows document found at www.qualhub.co.uk and then every April to May each year for the lifetime of the qualification.

The PDA must be sat after all other OS assessment have been completed.

Please see the information on www.qualhub.co.uk for the series specific dates.

Release of the PDA materials

The professional discussion will be released and made available during an assessment window set in April to May each year.

The PDA materials will be sent to providers prior to the start of the assessment window. Workplaces will be permitted to open the assessment materials **3 working days** before the start of the assessment window. Workplaces should use this time to:

- prepare the necessary resources

- organise and debrief members of staff who are taking on a role

- confirm with students the time and place of the assessment

The assessment materials must not be shared with students. Any breach of this assessment material must be reported to NCFE immediately in accordance with the assessment regulations found at www.qualhub.co.uk.

Assessment conditions of the PDA

The professional discussion assessment will take place between a member of the provider's staff and the student.

Students and tutors are required to sign declarations of authenticity to confirm that the work is their/the student's own. The declaration forms can be found at www.qualhub.co.uk. This is to ensure authenticity and to prevent potential malpractice and maladministration. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade, if the evidence was found not to be the students' own work.

Providers must ensure that students are informed of the following, in relation to the PDA:

- during the preparation time, provider's staff will distribute the assessment materials (themes and questions) so that students can select an appropriate reflective account to support the professional discussion and make notes on the template provided

- during the 45 minutes students will make notes to support their discussion, this should be immediately prior to the discussion

- they will use assessment materials provided and their own reflective accounts from their e-journal to produce notes which will support and guide their answers appropriately

- students are allowed to use this preparation time to make notes but may only have access to their reflective accounts

- there is no limit on the number of notes that a student can take into the discussion, but the intention is that this assessment reflects an authentic professional conversation so excessive, script style notes are likely to hinder, not benefit, a student, especially when any follow up questions are asked

- there should be no unsupervised period between the preparation and the professional discussion

- student will enter the allocated room, bringing their notes and reflective accounts

- provider's staff will check that it is the correct student (name and student number check) - staff member should already be aware if student has additional learning needs and requires 25% extra time

- provider's staff should carry sound checks to make sure student is clearly heard

- the student will be required to provide a verbal response to the questions posed in each theme - there are 3 themes in total, each theme has 2 questions, each question is broken down into part a) and part b), the students have the maximum of 1 hour 30 minutes to answer the questions posed by a staff member for all 3 themes

- the professional discussion is recorded to capture all knowledge and skills provided in the student's answers

- the discussion supervisor has the opportunity to ask 2 questions per theme, each question is broken down into part a) and part b) (refer to assessment materials for question content) - before moving on to the next theme, they must also ask if there is anything further that the student would like to add or clarify as a theme cannot be returned to once the student moves on. In total, this brings the total to 4 questions per theme, and 12 questions per discussion - wording of questions can be amended to suit the facilitator's tone, but the core message and content should not be altered to change or combine questions

- during the assessment, provider's staff will read from the assessment materials and are able to provide allocated prompts to students, these prompts are to remind them of the theme and question only and not guide their response

- the whole assessment is digitally recorded

- all materials must be left in the room - including the student's reflective accounts

- the recordings are then sent to an external examiner to be assessed (see below)

Resources for the PDA

Resources required to complete the professional discussion assessment to include the following:

- suitable environment for preparation activity and for the professional discussion to take place

- student to have their identification which is validated within the recording by reading out and confirming their full name and student number (if applicable)

- refreshments such as a glass of water to be offered if required or requested

- assessment materials that are clearly printed

- student's own reflective e-journal

- clock or stopwatch

- assessment material (themes and questions) - provided to the student to support preparation for the professional discussion

- reflective account portfolio - e-journal (available during preparation time only) contains evidence of significant learning experiences gained as part of the teaching and learning and the industry placement

- audio recording equipment - capturing questions posed by the staff member and all responses provided by the student

Submission of assessment materials for the PDA

The professional discussion assessment must be completed and uploaded as a whole and not in separate sections. The submission of students' assessment evidence must be done before the submission date specified for the assessment window. Tutors are encouraged to ensure that students follow the filename conventions specified in the external assessment tasks for each individual document. These files, per student, should be placed within a single folder before being zipped and submitted.

Students **must** respond verbally to the questions posed in each theme.

Appendix 1

OSCE assessment: assessor instructions

At the start of the assessment the internal provider assessor **must** read out the following instructions and information to the students and confirm understanding before the OSCE assessment begins:

- you will complete 10 OSCE stations as part of this assessment

- each station will have a set of instructions, a brief with the assessment details and an equipment list - you will have 5 minutes to read this information provided to you before you start

- you must not start the observation until after the 5 minutes reading time and only when the internal provider assessor tells you to do so

- you will have a further 5 to 10 minutes to complete each observation

- once you have finished the observation, you must wait at that station until you are told to move to the next station by your internal provider assessor

- you must not talk to other students completing the assessment.

Document information

Owner: Head of assessment design

Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Post approval, updated for publication.		March 2022
v1.1	Rebrand		March 2022
v1.2	Sample added as a watermark	November 2023	22 November 2023