



Higher National Unit Specification

General information

Unit title: Childhood Practice: Leadership and Management
(SCQF level 9)

Unit code: FD6X 36

Superclass: PN

Publication date: March 2019

Source: Scottish Qualifications Authority

Version: 03

Unit purpose

This unit has been designed to allow learners to identify and analyse leadership and management theories and concepts in relation to their role. It is also a unit, which allows the learner to demonstrate their leadership skills and knowledge in the everyday management of a workplace.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Develop a critical awareness of key theories and concepts in leadership and management.
- 2 Demonstrate leadership and management through the management of staff in the workplace.
- 3 Demonstrate an understanding of the process of Policy Development for Childhood Practice.
- 4 Manage resources and services in the Childhood Practice workplace.

Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Learners should be working at lead practitioner or manager level within a day care service for children and young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

Core Skills

There are opportunities to develop the Core Skills of *Communication, Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit is a mandatory unit within the PDA Childhood Practice (level 9).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Develop a critical awareness of key theories and concepts in leadership and management.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ Investigate appropriate leadership and management theories for the Childhood Practice workplace
- ◆ Investigate appropriate leadership and management models or theories for managing change
- ◆ Demonstrate an understanding of the principles of organisational visions and values
- ◆ Demonstrate an understanding of the principles of monitoring and evaluation
- ◆ Analyse personal leadership and management styles

Outcome 2

Demonstrate leadership and management through the management of staff in the workplace.

Knowledge and/or skills

- ◆ Manage the personal professional development of staff within the team-working framework
- ◆ Investigate and apply effective communication strategies
- ◆ Develop supportive and inclusive practices with staff
- ◆ Investigate key policies and legislation relevant to staff employment

Higher National Unit Specification: Statement of standards (cont)

Unit title: Childhood Practice: Leadership and Management
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Outcome 3

Demonstrate an understanding of the process of Policy Development for Childhood Practice.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ Critically analyse the impact of National policy initiative drivers on Local policy initiative development
- ◆ Investigate and analyse the key stages in the process of policy development
- ◆ Understand the relationship to effective policy development and effective practice

Outcome 4

Manage resources and services in the Childhood Practice workplace.

Knowledge and/or skills

Learners should demonstrate ability to:

- ◆ Investigate and apply the principles and process in the recruitment and retention of staff
- ◆ Manage effective resources
- ◆ Understand the key concepts and requirements in budget planning and evaluation
- ◆ Evaluate models of business planning process
- ◆ Investigate the relationship between resources and finance and the business plan of the organisation

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ critically analyse and apply a range of key leadership and management theories and concepts in relation to work practice through organisational development
- ◆ investigate and relate to appropriate leadership and management theories for the workplace and for the individual style

Outcome 2

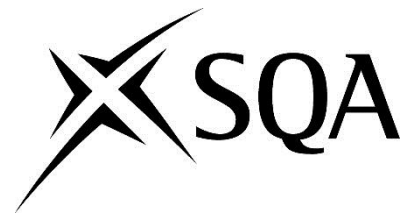
- ◆ apply effective strategies and principles in the leadership and management of the staff in the workplace based on investigation and application of communication strategies and the key policies and legislation for employment of staff

Outcome 3

- ◆ demonstrate a critical understanding of the process of policy development and its impact on the workplace and work practice

Outcome 4

- ◆ demonstrate an effective process for the ordering, storing and monitoring of resources
- ◆ demonstrate the management of the resources in the workplace including budget plans and staffing
- ◆ demonstrate an understanding of the process and management of staff recruitment and retention



Higher National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

This unit is a mandatory Unit within the SCQF level 9 Award — Childhood Practice.

The unit is linked to the unit: *Leadership and Management Practice (Workplace Practice)* and there will be opportunities for the learner to utilise many of the transferable skills developed. These may include but are not confined to:

- ◆ critical evaluation
- ◆ self-motivation
- ◆ knowledge of current best practice
- ◆ investigative skills
- ◆ professional papers
- ◆ government policies
- ◆ own workplace practice and policy, etc

The unit may also be used as a free-standing unit by learners in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

Guidance on approaches to delivery of this unit

The unit assessment is split into three assignments. It is recommended that Outcomes 1 and 2 be delivered and assessed holistically. Outcome 3 and Outcome 4 can be delivered in conjunction with other units within the qualification.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
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Outcomes 1 and 2

Outcome 1 — the learner has to research and critically analyse leadership and management theories and concepts, such as chaos theory, situation leadership, managing change this list is not exhaustive. The learner should then identify which is the most appropriate to their own style of management and their approach to the management of staff and organisation. The delivery should include communication strategies and the relevance of these again in their particular workplace. It should include an element of critical reflection or evaluation relating to the requirements of the workplace and the leadership and management styles and practices.

Learners should have the opportunity to develop their understanding of leadership and management in relation to the Scottish Social Services Council: The Standard for Childhood Practice Revised 2015 and the Codes of Practice for Social Service Workers and Employers (revised 2016).

Outcome 3

The learner should understand the process of current National policy development and the impact of this development within the management of the organisation. The effect of National and local initiatives on policy development should be highlighted to learners as part of the process.

The learner should have the opportunity to consider other factors that may influence the development of policy, for example: feedback from regulatory and inspection bodies, influence of research; etc.

They need to describe the process of consultation and participation that is involved in policy development — with children and young people, parents and carers, staff team, management and external partners. They should explore the need to seek advice and support from specialist services and professionals as required.

The learner should also explore the implementation and monitoring cycle that needs to be in place to ensure that the policy is 'fit for purpose', and that review processes are in place.

Outcome 4

Learners should have knowledge of the content of this outcome from related studies at SCQF level 8.

The process and procedures for staff recruitment and retention will be different in all organisations, but there are clear principles, which the learner must understand. With budget and resource constraints, smaller organisations compared to local authority settings may have different systems. However a comparison should encourage the learner to understand the main point of the outcome.

Learners should consider the legislative framework for recruitment, and workplace practice which supports the retention of staff. They will also need to consider registration criteria for staff as part of this process.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Management
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The learner should have the opportunity to consider various methods of procurement and resource management in relation to childcare organisations, as well as developing their understanding of their own organisational procedures.

They should develop their knowledge of legal and organisational requirements for financial management, and have a clear understanding of their role and responsibilities for budgeting and finance.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessments for this unit take the form of three pieces of work:

The first is a 1,500 word report linking Outcomes 1 and 2. This critical report will identify theories, concepts and strategies which the learners carries out in the workplace in relation to the leadership and management of the workplace and the staff. The report will analyse why some theories are used by the learner and how these best relate to the particular workplace and staff requirements. The report should also outline the policies; procedures and legislation required which may influence staff management and workplace management. It is expected for the essay to make reference to at least two theories or concepts and at least one communication strategy.

Outcome 3 is a 750 word critical essay which analyses the impact of a policy on practice, through an analysis of the process of developing a policy from, policy driver initiatives, consultation, draft, feedback, to time-lined delivery.

Outcome 4 is a folio of workplace records or a Professional Discussion, which the learner can use to demonstrate knowledge and skills about the process in the workplace for ordering resources; budget and finance process in the workplace and workplace recruitment and retention process and paperwork.

Assessment guidelines

Outcome 1

This outcome should be assessed by the completion of a report. It is recommended that evidence should be holistically assessed with Outcome 2.

Higher National Unit Support Notes (cont)

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Outcome 2

The assessment for Outcomes 1 and 2 can take the form of a critical report identifying theories, concepts and strategies which the learners carries out in the workplace in relation to the leadership and management of the workplace and the staff. The report will analyse why some theories are used by the learner and how these best relate to the particular workplace and staff requirements. The report should also outline the policies; procedures and legislation required which may influence staff management and workplace management. It is expected for the essay to make reference to at least two theories or concepts and at least one communication strategy.

The report should be fully referenced in a recognised academic style, eg Harvard style, and may include appendices from workplace procedures if relevant.

The report should have a word count of 1,500 words.

Outcome 3

The assessment for this outcome takes the format of a critical essay of 750 words, which highlights and reflects on the following aspects:

- ◆ critical analysis of the impact of a policy on practice
- ◆ the impact of the policy process on practice
- ◆ the process of developing a policy from, policy driver initiatives, consultation, draft, feedback, to time-lined delivery

Outcome 4

The assessment for this outcome may take the format of a folio of workplace records and reports relating to the evidence requirements.

The folio will include:

- ◆ title
- ◆ contents page
- ◆ the process in the workplace for ordering resources
- ◆ budget and finance process in the workplace
- ◆ the workplace recruitment and retention process and paperwork

A folio, explaining the process for each of these three areas, should be included with an explanation of how these processes affect the overall organisational business plan. The folio should be fully referenced and have a word count of 750–1,000 words.

Alternatively, the learner may be assessed through a Professional Discussion where they can explain the process for each of these three areas. This discussion will allow for explanation, evaluation and comparison with another learner and these areas within their workplace. Evidence retained should include summary of the discussion, peer feedback and assessor review.

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

History of changes to unit

| Version | Description of change | Date |
|---------|--|----------|
| 03 | Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style. | 26/03/19 |
| 02 | Revised due to legislation and regulation changes within Industry. Also clarification of assessment for centres | 28/09/17 |
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General information for learners

Unit title: Childhood Practice: Leadership and Management (SCQF level 9)

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

This unit has been designed to allow you to identify and analyse leadership and management theories and concepts in relation to your role. It is also a unit, which allows you to demonstrate their leadership skills and knowledge in the everyday management of a workplace.

On completion of the unit you should be able to:

- 1 Develop a critical awareness of key theories and concepts in leadership and management.
- 2 Demonstrate leadership and management through the management of staff in the workplace.
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- 4 Manage resources and services in the Childhood Practice workplace.

The assessments for this unit take the form of three pieces of work.

The first is a 1,500 word report linking Outcomes 1 and 2. This critical report will identify theories, concepts and strategies that you carry out in the workplace in relation to the leadership and management of the workplace and the staff. The report will analyse why you use some theories and how these best relate to the particular workplace and staff requirements. The report should also outline the policies; procedures and legislation required which may influence staff management and workplace management. It is expected for the essay to make reference to at least two theories or concepts and at least one communication strategy.

Outcome 3 is a 750 word critical essay in which you will analyse the impact of a policy on practice, through an analysis of the process of developing a policy from, policy driver initiatives, consultation, draft, feedback, to time-lined delivery.

Outcome 4 is a folio of workplace records or a Professional Discussion, which you can use to demonstrate your knowledge and skills about the process in the workplace for ordering resources; budget and finance process in the workplace and workplace recruitment and retention process and paperwork.