



**Arrangements for:
Professional Development Award in
Leadership and Management for Care
Services**

at SCQF level 9

Group Award Codes:

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
02	F36X 04 Monitor and manage the Quality of the Provision of Care Services added as an alternative to DK29 Promote and manage a quality provision	06/10/2015

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1 Introduction

This is the arrangements document for the Group Award: *Professional Development Award (PDA) in Leadership and Management for Care Services at SCQF level 9 (G9T2 49)*. This Group Award is a revision of the previous *PDA in Care Services Management (SCQF level 8) (G83V 15)*. It has been designed to provide a robust and certificated award which equips individuals with a range of knowledge, skills and values to enable them to take on the leadership and management challenges facing care services today.

This award was re-titled to *PDA in Leadership and Management for Care Services at SCQF level 9 (G9T2 49)* to reflect an increased emphasis on the development of leadership; to align the award to the current National Occupational Standards in Leadership and Management for Care Services and to clarify its position and purpose in the framework of care service qualifications.

This document includes background information on the development of the award, its aims, guidance on access, delivery, assessment and verification and details of the award structure.

2 Rationale for the development of the award

2.1 Rationale

The PDA in Leadership and Management for Care Services at SCQF level 9 (G9T2 49) is a revision and review of the PDA in Care Services Management (SCQF level 8) (G83V 15) and its predecessor awards. Following initial discussion and consultation with stakeholders it was decided that the previous award required to be substantially redesigned and updated to meet the needs of changing care services. In revising this award, we have been very conscious of the need to retain aspects of the previous award which had contributed to its success and relatively consistent uptake.

To this end a Qualification Design Team (QDT) was established which undertook research and consultation in the sector to establish the views of individuals and agencies on a revised PDA. Early feedback soon convinced the QDT that, while the previous PDA (*PDA in Care Services Management (SCQF level 8) (G83V 15)*) was viewed positively; it definitely required more than a simple update. It was identified early on that this meant that new Units would be required, and a separate Unit Writing Team was established. Individuals within this team took on the task of writing new Units as these were identified and developed by the QDT. There was substantial overlap between the two teams which meant that the process became genuinely collaborative, with all individuals keeping sight of common goals and approaches which had been identified.

It was seen as essential to align the revised PDA to the Leadership in Management for Care Services National Occupational Standards (NOS) published early in 2008. Since the validation of the PDA in Care Services Management (G83V 15) there had been substantial changes to qualifications in the sector, for example the introduction of the HND Social Services, PDA Health and Social Care Supervision and suchlike. Therefore this revision provided us with the opportunity to ensure that the revised award was integrated fully with other qualifications for the sector.

A number of factors were seen as paramount in the design of the new award.

The first of these was the Scottish Government initiative to develop leadership skills in the sector (*as outlined in Changing Lives: Report of the 21st Century Social Work Review, Scottish Government 2006*). This led the QDT to identify the importance of a strong leadership component within the award. The team explored several options such as importing a new Unit written specifically for the HND in Social Services and HND in Childhood Practice, or taking components from this to construct a new Unit. In the end, it was decided that a new Unit should be written specifically for this award, and that to stress the importance of leadership and also to recognise the complexities of the leadership tasks facing individuals in care services, that this Unit should be developed at SCQF level 10.

With regard to overall level of the award, it was felt from an early stage in our discussions that the award would benefit from being re-levelled to SCQF level 9, which would more accurately represent the level at which practitioners involved in leadership and management were operating. It would also take cognisance of the Leadership and Management for Care Services NOS and changes to the qualification framework that this revised award is a part of. This was also felt to be in line with the rising tide which has generally raised a number of related qualifications to reflect the level of complexity and desire to raise professional standards in the sector. This was one of the matters which were specifically addressed in our consultations with the sector, and one which received positive feedback.

A third important factor was the need to retain the possibilities of maintaining the aspirational nature of the award, and also aspects which had influenced the way in which it has been delivered previously. When the previous incarnation of this award (PDA in Care Services Management (G83V 15) was launched, it had been seen as an alternative option to the now lapsed SVQ 4 Registered Manager in Health and Social Care (RMA) (G6N6 24) and one which allowed candidates to achieve the credit points at the necessary level to allow them to meet the management training requirements for registration with the Scottish Social Services Council (SSSC) (which at this point were 'any award in management that is certificated at or above SCQF level 8 (minimum of 60 SCQF credits)'. A great strength of that PDA was the way in which individuals who aspired to becoming managers could undertake the PDA as a means of helping them develop and demonstrate the necessary skills and competencies. Achieving the SVQ 4 RMA was sometimes not possible for individuals until they secured an actual manager's post as competence could only be assessed in actual work practice. Thus, that PDA became an established alternative to the SVQ 4 RMA. It was also delivered in a different way, most often on a day

release fashion, which often brought together managers and aspiring managers from different parts of the sector which had great additional advantages in promoting the understanding of roles and sharing of ideas and practice across boundaries. It was agreed that the redesigned award would maintain the possibilities of maintaining this approach.

The replacement for the SVQ 4 Registered Manager in Health and Social Care (G6N6 24) is the SVQ 4 Leadership and Management in Care Services (LMC) (G8W8 24), which has been credit rated at 72 SCQF credits at SCQF level 10. This had been perceived as a considerable increase in level (the RMA had been perceived to be located around a notional level of SCQF level 8) but the SVQ 4 LMC is now acknowledged to accurately reflect the level at which managers of care services operate in their professional role. There have been some difficulties experienced by candidates undertaking the SVQ 4 Leadership and Management for Care Services (G8W8 24) in assimilating some of the theory and knowledge necessary at this level and it was considered appropriate to consider this revised PDA as one possible vehicle to help develop this knowledge. This indeed became one of the principal aims of the review and greatly influenced the content of a number of specific Units with specific links being established by mapping between the two awards. (**See section 2.4**) This new PDA therefore will help facilitate progression and provide a bridge to the SVQ LMC level 4.

Our consultations with stakeholders identified some specific areas in the previous PDA which were seen as requiring some improvement. The Supervision in a Care Setting (DH40 35) Unit had always been regarded as particularly useful in helping individuals develop an understanding of the underpinning theories, skills and approaches to this task, which for so many, had been one of the organisational tasks which they had simply been expected to get on with. This Unit opened people's eyes to the wide range of benefits to all from good professional supervision and had been seen to contribute substantially to the development of practice in this area. One area covered in the previous award which people felt that time had proven less useful, was that of commissioning and contracting (third Outcome in *Managing Resources for Care Services (DVOL 35)*), which few individuals had very much to do with in the format it had been presented. However, it was noted that this area still remains pertinent to an award such as this, therefore once the work has been completed on the Contracting, Procurement and Commissioning NOS, a relevant Unit(s) will be added to the optional section of this award.

It was decided that the revised award would benefit from the inclusion of two relevant SVQ 4 units which would both demonstrate competence in the workplace and overlap with other related awards. After considerable discussion it was felt that these should be located in the optional section of the award, as including them as part of the mandatory section may reduce the previously recognised aspirational aspect of the award. The particular SVQ units chosen were selected for their relevance to both the anticipated job roles of candidates and also because of the links to material covered in the mandatory section of the award. It is anticipated through time that other SVQ Units may be added to the optional section of the award, which will further increase the range of options for candidates.

2.2 Target groups

This award is aimed at candidates who wish to develop their skills, knowledge and understanding of leadership and management roles and tasks across the range of care services in Scotland. These may be individuals who are experienced and qualified practitioners with qualifications which may include HNC in Social Care and/or SVQ in Health and Social Care at levels 3 and 4 or other relevant professional awards, and who are currently in or aspiring to be in first line leadership and management roles. The award is equally applicable to candidates who may be professionally qualified in social work, teaching, nursing, childhood practice and other related professions, who require to add a management qualification to their registerable qualification.

The award has been designed in a way that facilitates the completion of two particular units as part of an individual programme of continuous professional development which would then be followed by progression to undertaking the full award.

It is hoped that this PDA or Units from it may also be seen as valid for incorporation into a range of leadership development programmes and make a contribution to the overall development of leadership and management standards in the wider sector.

2.3 Continuous Professional Development

The PDA is designed to offer opportunities for candidates to undertake individual Units in the award as part of certificated professional development. Candidates could achieve the combined Group Award through the completion of all Units over a longer time scale by following this route.

Given that practitioners are required to demonstrate evidence of continuous professional development as part of ongoing registration requirements, it seems opportune that they should be able to do this with certificated Units which can also contribute towards complete Group Awards.

2.4 Links to national standards

The table below shows mapping of this PDA to Leadership and Management National Occupational Standards.

Mapping to Leadership and Management National Occupational Standards

The Managing Care Principles and Quality Improvements Unit is based on the generic knowledge that underpins the Leadership and Management for Care Services National Occupational Standards (NOS); therefore this particular Unit maps directly to the mandatory components of the SVQ Leadership and Management of Care Services level 4. Specifically this Unit maps to the following:

- ◆ **LMC A1** Manage and Develop Yourself and Your Workforce within Care Services
- ◆ **LMC B1** Lead and Manage Provision of Care Services that Respects, Protects and Promotes the Rights and Responsibilities of People
- ◆ **LMC C1** Develop and Maintain Systems, Procedures and Practice of Care Services to Manage Risks and Comply with Health and Safety Requirements
- ◆ **LMC E1** Lead and Manage Effective Communication that Promotes Positive Outcomes for People within Care Services.

Managing Care Principles and Quality Improvements (F8VN 36) (Outcome 1)	Leadership and Management for Care Services National Occupational Standards
Lead, manage and promote values and ethics in a care setting	<p>LMC B1K1, LMCA1K1, LMCC1K1, LMCE1K1 — Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information.</p> <p>LMCB1K2, LMCA1K2, LMCC1K2, LMCE1K2 — Knowledge and practice that underpin the holistic person-centred approach which enables you to manage and develop yourself and your workforce.</p> <p>LMCB1K3, LMCA1K3, LMCC1K3, LMCE1K3 — How to critically evaluate and take informed action against discrimination.</p> <p>LMCB1K7, LMCA1K6, LMCC1K7 — Current standards, guidance and organisational requirements for the leadership and management of your provision.</p> <p>LMCE1K6 — How to manage ethical dilemmas and conflicts for individuals, those who use services and workers/colleagues, about communication, recording and reporting.</p> <p>LMCB1K8, LMCA1K7, LMCC1K8, LMCE1K9 — Organisational requirement for recording and reporting.</p> <p>LMCB1K10, LMCA1K14, LMCE1K11 — How to critically evaluate and implement best practice using up-to-date knowledge.</p>
Managing Care Principles and Quality Improvements (F8VN 36) (Outcome 2)	
Critically evaluate quality improvements through performance management	<p>LMCB1K2, LMCA1K2, LMCC1K2, LMCE1K2 — Knowledge and practice that underpin the holistic person-centred approach which enables you to manage and develop yourself and your workforce.</p> <p>LMCB1K3, LMCA1K3 — How to critically evaluate and take informed action against discrimination when leading and managing a provision that respects, protects and promotes the rights and responsibilities of people.</p> <p>LMCB1K4 — How to support people, workers and relevant others to recognise and take informed action against discrimination.</p> <p>LMCE1K6 — How to manage ethical dilemmas and conflicts for individuals, those who use services and workers/colleagues, about communication, recording and reporting.</p> <p>LMCB1K7, LMCA1K6, LMCC1K7 — Current standards, guidance and organisational requirements for the leadership and management of your</p>

	<p>provision. LMCB1K8, LMCA1K7, LMCC1K8 — Organisational requirement for recording and reporting. LMCB1K9, LMCA1K8, LMCC1K10 — How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for the respect, protection and promotion of the rights and responsibilities of people within your organisation. LMCA1K9 — The legal, regulatory and service frameworks relating to the employer’s duty of care. LMCB1K11, LMCA1K15, LMCE1K12 — Performance management and quality requirements, procedures, criteria methods and indicators relevant to developing your provision. LMCB1K13, LMCA1K17, LMCE1K14 — How to plan and manage resources to enable you to lead a provision that respects, protects and promotes the rights and responsibilities of people and the implications for the delivery of services, the achievement of targets, the achievement of positive Outcomes. LMCB1K19 — How to access knowledge and evidence based practice to support the management of practice that promotes positive outcomes for people.</p>
<p>Managing Care Principles and Quality Improvements (F8VN 36) (Outcome 3)</p>	
<p>Critically evaluate how the service delivery model meets the needs of individuals</p>	<p>LMCB1K2, LMCA1K2, LMCC1K2, LMCE1K2 — Knowledge and practice that underpin the holistic person-centred approach which enables you to manage and develop yourself and your workforce. LMCB1K3, LMCA1K3, LMCC1K3, LMCE1K3 — How to critically evaluate and take informed action against discrimination. LMCB1K4, LMCA1K4, LMCC1K4, LMCE1K4 — How to support people, workers and relevant others to recognise and take action against discrimination. LMCB1K6, LMCA1K5 — Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees. LMCB1K8, LMCA1K7, LMCE1K9 — Organisational requirement for recording and reporting. LMCB1K9, LMCA1K8, LMCE1K10 — How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for the respect, protection and promotion of the rights and responsibilities of people within your organisation. LMCB1K10, LMCA1K14, LMCC1K14, LMCE1K11 — How to critically evaluate and implement best practice using up-to-date knowledge. LMCB1K11, LMCA1K15, LMCC1K15, LMCE1K12 — Performance management and quality requirements, procedures, criteria methods and indicators relevant to developing your provision. LMCB1K12, LMCA1K16, LMCE1K13 — Methods of managing and developing practice in care services. LMCB1K15, LMCA1K19, LMCC1K19, LMCE1K16 — How psychological and socio economic cultural and environmental factors of those within the provision impact on how workers demonstrate respect and protect people’s rights. LMCB1K19 — How to access knowledge and evidence based practice to</p>

	<p>support the management of practice that promotes positive outcomes for people.</p> <p>LMCB1K26 — How to promote people’s capacity to cope with change, problems and obstacles they may face in their lives.</p> <p>LMCA1K25 — How best to collect and use qualitative and quantitative information to identify and evaluate your strengths and weaknesses as a leader and manager.</p>
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PDA Units	Leadership and Management for Care Services National Occupational Standards
Leadership for Care Services (F8VM 37)	<p>LMC A1 Manage and Develop Yourself and Your Workforce within Care Services</p> <p>LMC B1 Lead and Manage Provision of Care Services that Respects, Protects and Promotes the Rights and Responsibilities of People</p> <p>LMC C1 Develop and Maintain Systems, Procedures and Practice of Care Services to Manage Risks and Comply with Health and Safety Requirements</p> <p>LMC E1 Lead and Manage Effective Communication that Promotes Positive Outcomes for People within Care Services</p> <p>LMC A2 Facilitate and manage change within care services through reflective, motivating and flexible leadership</p> <p>LMC A5 Allocate and monitor the progress and quality of work in your area of responsibility</p> <p>LMC B2 Lead and manage provision of care services that promotes the wellbeing of people</p> <p>LMC D3 Lead and manage inter-professional teams within care services</p> <p>LMC E6 Contribute to the strategic policies of care services</p> <p>LMC E11 Manage a project</p>
Develop, Manage and Support Practice in Relation to the Protection of Individuals (F8VL 36)	LMC B1 Lead and Manage Provision of Care Services that respects, protects and promotes the rights and responsibilities of people
Supervision and Professional Development for Care Services (F8VJ 36)	<p>LMC A1 Manage and Develop Yourself and Your Workforce within Care Services</p> <p>LMC B1 Lead and Manage Provision of Care Services that Respects, Protects and Promotes the Rights and Responsibilities of People</p> <p>LMC C1 Develop and Maintain Systems, Procedures and Practice of Care</p>

	<p>Services to Manage Risks and Comply with Health and Safety Requirements</p> <p>LMC E1 Lead and Manage Effective Communication that Promotes Positive Outcomes for People within Care Services</p> <p>LMC A5 Allocate and monitor the progress and quality of work in your area of responsibility</p> <p>LMC B5 Manage and evaluate systems, procedures and practices for assessments, plans and reviews within care services</p> <p>LMC E2 Identify, implement and evaluate systems, procedures and practice within care services that measure performance</p> <p>LMC E3 Monitor and manage the quality of the provision of care services</p> <p>LMC E4 Lead and manage provision of care services that promotes opportunities, identifies constraints and manages risk</p> <p>LMC E10 Ensure policies, procedures and practice for the conduct of workers within care services are adhered to</p> <p>LMC E11 Manage a project</p>
<p>Contributing to Workforce Development in Care Services (F8VK 36)</p>	<p>LMC A1 Manage and Develop Yourself and your Workforce within Care Services</p> <p>LMC E5 Plan operations and manage resources to meet current and future demand on the provision of Care Services</p> <p>LMC E7 Develop, implement and review business plans and planning for the provision of care services</p>
<p>Resource Management for Care Services (F8VP 36)</p>	<p>LMC A1 Manage and develop yourself and your workforce within care services</p> <p>LMC B1 Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people</p> <p>LMC E1 Lead and manage effective communication that promotes positive Outcomes for people within care services</p> <p>LMC A3 Actively engage in the safe selection and recruitment of workers and their retention in care services</p> <p>LMC A5 Allocate and monitor the progress and quality of work in your area of responsibility</p> <p>LMC E2 Identify, implement and evaluate systems, procedures and practice within care services that measure performance</p> <p>LMC E5 Plan operations and manage resources to meet current and future demands on the provision of care services</p>

	<p>LMC E8 Manage finance in your area of responsibility</p> <p>LMC E10 Ensure policies, procedures and practice for the conduct of workers within care services are adhered to</p> <p>LMC E13 Market, cost and contract to ensure the viability of the provision of care services</p>
<p>Childhood Practice and Social Services: Professional Development and Practice (F56X 35)</p>	<p>LMC B1 Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people</p> <p>LMC C1 Develop and Maintain Systems, Procedures and Practice of Care Services to Manage Risks and Comply with Health and Safety Requirements</p> <p>LMC E1 Lead and manage effective communication that promotes positive Outcomes for people within care services</p> <p>LMC A1 Manage and develop yourself and your workforce within care services</p> <p>LMC D3 Lead and manage inter-professional teams within care services</p>

The Units within this award are HN Units (except the 2 SVQ 4 H&SC units) and have been mapped against the Leadership and Management for Care Services NOS. It is anticipated that candidates who will be undertaking these Units will also be evidencing their practice throughout their study in their own workplace, this has been encouraged in the design of each Unit specification.

SQA is in the process of pursuing confirmation that this award meets the SSSC registration criteria *'of a management award that is certificated at or above SCQF level 8 (minimum of 60 credits) showing evidence the award has been mapped against the NOS: Leadership and Management for Care Services'*, on behalf of SQA Approved centres.

2.5 Links to other awards within the current framework of qualifications

This PDA links substantially to the SVQ 4 Health and Social Care (G7LR/G7LT 24) and also the HND in Social Services (G97D 16) and the HND in Childhood Practice (G97E 16) in the sense that it contains Units from both in the optional section. These new HNDs were only introduced to the qualification framework (**see appendix 1**) in 2009 and this was another reason for relocating this award to SCQF level 9 so as to maximise progression opportunities. Candidates completing SVQ 4 Health and Social Care Units as part of this award will obviously have less to do to complete a full SVQ 4, but equally important; will have gained valuable experience of how to undertake SVQ assessment at this level.

This award also links to the HND awards in that it shares a Unit from the mandatory section of both HND awards, therefore candidates who have completed either HND would have one less Unit to achieve if completing the PDA Leadership and Management for Care Services at SCQF level 9.

This award links substantially to the SVQ4 4 Leadership and Management for Care Services (G8W8 24) at SCQF level 10 in that it has been designed to provide a substantial amount of the underpinning knowledge and skills for this SVQ. This recognises the sector concern that existing and aspiring managers are finding the jump from previous SCQF level 8 awards to the new SCQF level 10 award somewhat daunting and a major purpose of this new PDA is to provide a bridge to facilitate this.

There are no specific articulation arrangements for this award in relation to Masters programmes and other higher level awards, but the credit rating and levelling of the award confers SCQF credit points for each Unit which could be used as a basis for credit transfer arrangements.

3 Aims of the Award

The overall aim of this award is to develop knowledge and skills in leadership and management for leaders and managers in the care services and develop critical awareness related to the application of these skills.

3.1 General aims of the Group Award

- ◆ Develop and strengthen critical and evaluative thinking.
- ◆ Develop skills and confidence in leading others.
- ◆ Enhance employability as a leader or manager in the care services sector.
- ◆ Develop core/transferrable skills in communication, problem solving, working with others and information communication technology.
- ◆ Develop individual autonomy and initiative.
- ◆ Contribute to the development of stronger and more effective leadership in care services.
- ◆ Enable progression within the SCQF, including progression to HEI.
- ◆ Strengthen personal effectiveness.
- ◆ Enable individuals to meet registration requirements (tbc with the Scottish Social Services Council).

3.2 Specific aims of the Group Award

The specific aims of the award relate to the Outcomes identified below. Candidates who successfully complete the award will have shown clear evidence of their ability to:

- ◆ Demonstrate the critical application of leadership and management approaches and skills in a care service setting.
- ◆ Demonstrate the use of supervision to engage and lead staff in the process of change.
- ◆ Identify and explore the workforce development needs of own organisation.
- ◆ Critically evaluate the impact of key drivers in relation to protecting individuals and manage and support the protection of individuals.
- ◆ Show awareness of risk, legislation, professional values in relation to leading change in the workplace.
- ◆ Demonstrate the ability to critically analyse and evaluate the application of theoretical approaches to their practice.
- ◆ Critically analyse application of approaches to developing and leading teams, motivating individuals and leading change within own professional organisation.
- ◆ Demonstrate and critically evaluate the application of transformational approaches which contribute to building and sustaining a leadership culture in their organisation.
- ◆ Manage and ensure compliance in relation to policies, procedures and best practice relevant to safeguarding and safe practice.
- ◆ Evaluate own organisation's effectiveness in the implementation of protection issues.
- ◆ Lead, manage and promote values and ethics in a care setting.
- ◆ Critically evaluate quality improvements through performance management.
- ◆ Critically evaluate how the service delivery model meets the needs of individuals.

In addition, the Graded Unit for this PDA will assess the candidate's ability to integrate learning from the various Units within the Group Award and more importantly, apply this in a critical way to candidates' actual practice.

4 Access to Group Award

Centres are required to satisfy themselves that candidates have relevant qualifications, experience and a suitable job role to access this award. There may be exceptional circumstances where candidates lack necessary practitioner qualifications, but have considerable experience and are undertaking this award in conjunction with a relevant professional award to achieve registration requirements. It would be expected that the professional or practitioner award be achieved, or at least mainly achieved, before this award was commenced. Centres should exercise their judgement in such circumstances and attention is drawn to the fact that this award is at SCQF level 9, indeed with one component at SCQF level 10.

Candidates should have good written and oral communication skills which can be evidenced by a qualification at SCQF level 6 or above. The skills to undertake this Group Award could also be demonstrated by the process of application and interview and evidence from the workplace.

Candidates wishing to undertake this award should ideally have a relevant practitioner qualification, a minimum of two years as a practitioner and have some experience of supervisory management. They may have already achieved one or more of the following qualifications, please note the following list is indicative and not exhaustive:

- ◆ **HNC Social Care**
- ◆ **HNC Health Care**
- ◆ **HNC Early Education and Childcare**
- ◆ **HND Childhood Practice**
- ◆ **HND Social Services**
- ◆ **SVQs 3/4 Health and Social Care**
- ◆ **SVQs in 3/4 Children's Care Learning and Development.**

Successful completion of the PDA in Health and Social Care Supervision at SCQF level 7 may be a good introduction and precursor to this award.

Candidates should be able to satisfy an additional entrance requirement which requires them to be supported to lead and manage actual change in organisational practice during the period they undertake the award. They will also be required to undertake actual supervision responsibilities for at least one individual. The first requirement is determined by the demands of the Leadership and Management for Care Services: Graded Unit 1 to demonstrate the application of learning to achieve actual change, and the second by the need for real supervision to be undertaken in the Supervision and Professional Development for Care Services Unit (F8VJ 36).

Ideally, candidates should have the support of a manager or senior practitioner who may be required to authenticate accounts of practice. The support received by candidates could be considerably strengthened if this individual was also able to act as a mentor to the candidate.

5 Structure of the Group Award

5.1 Conditions of the Award

The award is achieved on the successful attainment of all mandatory Units and two additional option units which are listed in the table in 5.2. The award comprises a total of 64 SCQF credits, 56 SCQF credits at SCQF level 9 and 8 SCQF credits at SCQF level 10.

5.2 Framework

The PDA will be awarded on successful completion of a total of 64 SCQF credits. The PDA carries 56 SCQF credit points at SCQF level 9 and 8 SCQF credits at SCQF level 10.

Mandatory Units

48 SCQF credits must be selected

UNIT TITLE	CODE	SCQF CREDIT VALUE	SCQF LEVEL
Contributing to Workforce Development in Care Services	F8VK 36	8	9
Leadership for Care Services	F8VM 37	8	10
Develop, Manage and Support Practice in Relation to the Protection of Individuals	F8VL 36	8	9
Managing Care Principles and Quality Improvements	F8VN 36	8	9
Supervision and Professional Development for Care Services	F8VJ 36	8	9
Leadership and Management for Care Services: Graded Unit 1	F92E 36	8	9

Optional Units

16 SCQF credits must be selected

UNIT TITLE	CODE	SCQF CREDIT VALUE	SCQF LEVEL
Resource Management for Care Services	F8VP 36	8	9
Childhood Practice & Social Services: Professional Development and Practice	F56X 35	8	8
Promote and Manage a Quality Provision Or Monitor and Manage the Quality of the Provision of Care Services	DK29 04 F36X 04	9 9	10 10
Contribute to the Selection, Recruitment and Retention of Staff to Develop a Quality Service or	DK5Y 04	9	10

Or Actively Engage in the Safe Selection and Recruitment of Workers and their Retention in Care Services	F36H 04	9	10
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5.3 Recognition of prior learning

It is expected that centres delivering the award implement Recognition of Prior Learning (RPL) mechanisms and policies. The document entitled *Recognition of Prior Informal Learning (PPL): guidance and resources for mentors and learners, SSSC 2007* provides guidance on the mechanisms, policies and support. Implementation of the guidelines helps ensure consistent RPL policies across Scotland. The purpose of the guidelines is to assist providers in developing and operating processes of recognising prior learning within the suite of Health and Social Care Qualifications.

5.4 Credit transfer

The QDT did not identify any common credit transfer opportunities from other awards, therefore credit transfer will require to be judged on an individual basis and centres will be required to follow SQA guidance.

6 Development of core/transferable skills

There is no automatic certification of Core Skills or Core Skills components within the Units in the PDA in Leadership and Management for Care Services at SCQF level 9. There may be opportunities in the award to gather evidence at SCQF level 6 for each of the Core Skills of Working with Others, Problem Solving, Information Communication Technology and Communication. Candidates participating in the award will develop a range of core and transferable skills to improve professional competencies, confidence and performance in their leadership and management roles. It is envisaged that as candidates progress through the award they will have the opportunity to develop specific Core Skills as outlined below.

Communication — This can be evidenced through written and oral presentation of assessments and observed practice.

Working with Others -This is a key element to the role of leadership and management. This can be evidenced through observation of mutuality with individuals.

Problem Solving — This can be evidenced through planning, critical thinking and evaluation of issues as they arise within the formative and summative assessment tasks.

Information and Communication Technology — Can be evidenced through use of online resources for research and discussion, as well as use of PowerPoint or similar for presentations.

7 Approaches to delivery and assessment

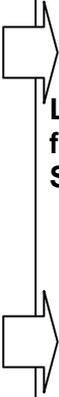
7.1 Delivery

It is envisaged that the PDA in Leadership and Management for Care Services will be delivered by a range of training providers and centres who will do so in a flexible manner which meets the needs of candidates and their organisations. As the revised PDA is essentially identical in size to the previous PDA in Care Services Management, similar timescales for delivery could be used. A common format for the previous award was that of a day release model which was generally completed in less than one year although other models of delivery were also successful including supported distance learning.

It is expected that centres delivering this award will provide candidates with a broad range of contemporary approaches to leadership and management in care services. Centres are urged to seek opportunities to use expert speakers with experience of current leadership challenges in practice.

The award should be delivered and assessed in an integrated and holistic manner wherever possible. This ensures that candidates are able to integrate and synthesise learning from the different Units. A scheme of delivery and assessment is outlined in the table below. This has been designed to offer a combination of single Unit and integrated assessment and would be particularly suited to a form of delivery where candidates undertook the first two units as part of continuing professional development and then went on to undertake the full award. It is equally suited to other more standard modes of delivery.

Table showing Overview of Delivery and Assessment Schedule for Mandatory Units

Initial Units	Integrated Mandatory Units			Graded Unit	
<p>Supervision and Professional Development for Care Services</p>		<p>Leadership for Care Services</p>	<p>Contributing to Workforce Development in Care Services</p>	<p>Develop, Manage and Support Practice in Relation to the Protection of Individuals</p>	<p>Leadership and Management for Care Services: Graded Unit 1</p>
<p>Unit Assessment</p>					
<p>Managing Care Principles and Quality Improvements</p>					
<p>Unit Assessment</p>	<p>Integrated Assessment</p>				
<p>These units are particularly suitable for delivery as single 'taster' units which may be undertaken as part of continuing professional development and which will feed into full award. Individual Unit Assessment Exemplars will be available.</p>	<p>An integrated scheme of assessment for these three mandatory Units will be available.</p>			<p>Guidance on the assessment of this Graded Unit will be available.</p>	

7.2 Learning materials

Assessment Exemplars for the mandatory Units in the award will be available to centres. These exemplars will provide centres with guidance and support for the assessment of candidates. This will help to ensure that those centres delivering the award will have access to standardised schemes of assessment.

There are no plans at the moment to produce specific Teaching and Learning Packs for this award but centres should refer to the References and Resources sections of Unit specifications where they will find comprehensive lists of valuable resources, including a range of online resources.

7.3 Assessment

In general terms, the emphasis is on promoting assessment which adopts an integrated and holistic approach and thus assists candidates to integrate their learning and demonstrate its application in real work settings.

Each Unit specification contains general guidance concerning assessment of Evidence Requirements. In order to further facilitate this process, comprehensive assessment exemplar documents for the award will be made available. These will offer full guidance on assessment and will also help ensure standardisation across the board. The assessment exemplar documents will contain advice on assessment strategy, suggested assessment scheme and sample marking schemes.

The Assessment Exemplar for each Unit will contain guidance on assessment for that Unit and also opportunities for integrating assessment for that Unit with that from other Units. An example of a possible integrated scheme which covers the mandatory Units is illustrated below to show how this might be achieved. Please note, the first two Units will be assessed by single Unit assessments as these have been designed as feeder units. **(This is for illustrative purposes only — exemplar will contain definitive examples)**

Unit	Outcomes	Essay	Presentation	Report	Class Assessment
		Academic Essay	Group Presentation And Report	Research and Report	Scenario for Analysis
Supervision and Professional Development for Care Services	Single Unit Assessment				
Managing Care Principles and Quality Improvements	Single Unit Assessment				
	Theoretical approaches to	X			

Unit	Outcomes	Essay	Presentation	Report	Class Assessment
Leadership for Care Services	leadership and critically evaluate their application				
	Approaches to developing and leading teams, motivating individuals and leading change			X	
	Application of transformational approaches and sustaining a leadership culture		X		
Contributing to Workforce Development in Care Services	Infrastructure related to the development of skills within care services in Scotland	X			
	Methods of workforce planning and skills development	X			
	Contribution of managers to Workforce Planning and Development			X	
Develop, Manage and Support Practice in Relation to the Protection of Individuals	Key drivers in relation to protecting individuals				X
	Policies, procedures and best practice relevant to safeguarding and safe practice		X		
	Effectiveness of implementation of protection issues			X	

7.4 Open learning/online learning

While it is hoped that candidates will be supported to use online methods to support their learning such as by the use of discussion forums and internet research, the nature of this award means that it is not suitable for delivery by an open learning platform alone. Some element of blended learning would be possible, but only if part of a wider approach which included the necessary amount of face to face interaction.

8 General information for centres

8.1 Candidates with disabilities and/or additional support needs

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

8.2 Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

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

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

9 Graded Unit

While it is recognised that there is no mandatory requirement for Professional Development Awards to have a Graded Unit, feedback from employers in the sector and the Sector Skills Council indicated that it was highly desirable to include such a Unit in this award. This is in line with recent awards in the sector (at HNC, HND level) and also helps promote integration of learning from across the various units in mandatory section.

10 General information for candidates

Professional Development Award in Leadership and Management for Care Services (SCQF level 9)

This information is intended to give potential candidates a brief overview of the main aspects of this award. For further information, please do not hesitate to contact your approved learning provider or SQA direct.

Who is this award for?

This award is aimed at candidates who wish to develop their skills, knowledge and understanding of leadership and management roles and tasks across the range of care services in Scotland. These may be individuals who are experienced and qualified practitioners with qualifications which may include HNC in Social Care and/or SVQ in Health and Social Care at levels 3 and 4 or other relevant professional awards, and who are currently in or aspiring to be in first line leadership and management roles. The award is equally applicable to candidates who may be

professionally qualified in social work, teaching, nursing, childhood practice and other related professions, who require to add a management qualification to their registerable qualification. The award is also ideal for candidates who wish to progress to achieving an SVQ 4 Leadership and Management for Care Services Award (SCQF level 10) as it has been specifically designed to provide a significant amount of the underpinning knowledge and skills for this award.

What can this award lead to?

Successful completion of this award may lead to increased personal and professional competence as well as increased self confidence. It may also help provide evidence of professional competence in a supervisory management role or increased capacity to take on such a role. It thus may assist in securing a promoted post, although obviously cannot guarantee this. The SCQF credits from this award may also contribute to securing access to higher awards.

How long will it take?

The award is made up of eight Units each of which requires about forty hours of study. This will mainly be undertaken in group learning sessions (such as lectures and tutorials) and individual research and study. You should also be prepared to make a commitment to studying in your own time as well as the time you spend 'in class'. On a day release basis, you should be able to complete the course in slightly less than an academic year.

Below is a chart which summarises the mandatory and optional Units which make up this award. The PDA will be awarded on successful completion of a total of 64 SCQF credits. The PDA carries 56 SCQF credit points at SCQF level 9 and 8 SCQF credits at SCQF level 10.

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Mandatory Units

48 SCQF credits must be selected

UNIT TITLE	CODE	SCQF CREDIT VALUE	SCQF LEVEL
Contributing to Workforce Development in Care Services	F8VK 36	8	9
Leadership for Care Services	F8VM 37	8	10
Develop, Manage and Support Practice in Relation to the Protection of Individuals	F8VL 36	8	9
Managing Care Principles and Quality Improvements	F8VN 36	8	9
Supervision and Professional Development for Care Services	F8VJ 36	8	9
Leadership and Management for Care Services:	F92E 36	8	9

Graded Unit 1			
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Optional Units

16 SCQF credits must be selected

UNIT TITLE	CODE	SCQF CREDIT VALUE	SCQF LEVEL
Resource Management for Care Services	F8VP 36	8	9
Childhood Practice & Social Services: Professional Development and Practice	F56X 35	8	8
Promote and manage a quality provision	DK29 04	9	10
Contribute to the selection, recruitment and retention of staff to develop a quality service or Actively engage in the safe selection and recruitment of workers and their retention in care services	DK5Y 04 or F36H 04	9	10

These notes are intended for general guidance only. Please discuss any aspects of this course you may be unsure of with your SQA Approved Learning Centre.

11 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6-9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

12 Appendices

Appendix 1: Qualifications Framework

Appendix 1: Qualifications Framework

Appendix 1 — Qualification Framework

Location of PDA LMC in SCQF and Progression Opportunities

The table below shows the location of this revised award in the scheme of social care qualifications in the Scottish Credit and Qualification Framework. This shows the range of possible progression opportunities for successful candidates.

SCQF	'Academic Awards' Develop Capacity	'Vocational Awards' Assess Competence
11	Masters Degree in Social Work	
10	MA (Hons) Degree in Social Work	SVQ Leadership and Management for Care Services Award
9	BA Education and Social Services <u>PDA in Leadership and Management for Care Services</u>	SVQ4 in Health and Social Care
8	HND Social Services PDA in Care Services Management	
7	HNC in Social Care PDA Health and Social Care Supervision PDA in Mental Health Peer Support	SVQ3 in Health and Social Care
6	NQ Awards in Care SfW in Health and Social Care	
5		SVQ2 in Health and Social Care