Arrangements for:

Professional Development Award (PDA) in

Health and Social Care Supervision

at SCQF level 7

Group Award Code: G9AM 47

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Acknowledgement

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	Authorised by

Contents

1 Introduction

This is the validation document for the following Group Award:

♦ Professional Development Award (PDA) in Health and Social Care Supervision at Scottish Credit and Qualification Framework (SCQF) level 7.

This award is a new qualification at SCQF level 7 which has been designed to meet the requirements of social service workers who are registered, registerable or prospectively registerable with the Scottish Social Services Council (SSSC) in a supervisory role.

The PDA in Health and Social Care Supervision at SCQF level 7 is also designed to provide Continuing Professional Development (CPD) for employees who are in a first line management role and provide supervision, support and guidance to other staff.

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

Delivery of the award provides a combination of reading, research and practice-based learning all of which are assessed through examples generated by real work experience.

2 Rationale for the development of the award

2.1 Rationale

Under Section 57 of The Regulation of Care (Scotland) Act 2001, the SSSC make provision about the registration of persons under this part of the Act and, in particular, as to the documentary and other evidence to be produced by a person applying for registration.

The immediate rationale for this award is predicated on those workers who are currently and imminently affected by the requirements of the SSSC register.

The part of the register for supervisors in care home services for adults opened in October 2007 and it is intended that the register for workers in housing support services will open from the autumn of 2009.

For registration purposes the SSSC currently define the role of supervisor in care home services for adults as '...workers who have responsibilities for supervising staff and for overseeing and monitoring the implementation of care plans.' The role of supervisor in housing support services is defined as '…workers who have responsibility for the supervision of other workers.'

For registration, the SSSC require supervisors to achieve, in addition to a relevant care related qualification at SVQ level 3 or equivalent, a supervisory or management qualification with a minimum of 15 credits at SCQF level 7 or above.

The PDA in Health and Social Care Supervision at SCQF level 7 is for candidates who require a qualification of 15 credits at SCQF level 7 or above in order to meet these SSSC requirements.

Each PDA progresses according to the qualification's SCQF level and, as far as possible, incorporates SCQF terms of reference. As such, this award has been developed at SCQF level 7 in order to take into account the critical evaluative, analytical and reflective abilities required for a candidate in social services to develop professionally.

The PDA in Health and Social Care Supervision at SCQF level 7 comprises two mandatory Units, these are:

♦ *Health and Social Care: Supervise People*
♦ *Health and Social Care: Supervise the Protection of People*

In the PDA in Health and Social Care Supervision at SCQF level 7 the contextualisation for social services is achieved through the Knowledge, Skills and Outcomes in each Unit.

The market research and overall likely demand for this award is shown in **Appendix 1.**

2.2   Target groups

For this award, including and beyond those currently affected by the requirements of the SSSC register, examples of the typical candidate include those who are involved in supervising others in social services and related settings by:

♦ understanding, adhering to and promoting the organisation's strategic plan, policy and procedure at the service delivery level
♦ providing leadership, support and guidance for staff and those using the service
♦ having a lead role in the professional development of self and others
♦ giving feedback
♦ promoting customer care
♦ having a lead role and responsibility for health and safety on a daily basis
♦ having a lead role and responsibility for safeguarding and protection on a daily basis
♦ sharing knowledge, skills and values in relation to service delivery
♦ sharing understanding of the service user and carer perspective
♦ helping workers understand the relevant Codes of Practice

Entry is dependent on previous experience and current level of involvement in the supervision of workers, not necessarily the current job title. Eligibility of potential candidates will be at the discretion of centres.

Examples of possible job titles include senior care workers, senior support workers and senior day care workers in services for older people, mental health, home care and housing support.

The award recognises the wide contribution now made to care practice by a range of different people, including domestic and ancillary staff, and it equips candidates with some transferable core knowledge and skills to provide supervision to such others in a practice context.

2.3 Continuous Professional Development

The PDA in Health and Social Care Supervision at SCQF level 7 provides CPD for candidates who are in supervisory roles within the wider social services workforce. It allows an opportunity for supervisors who wish to further the development of their skills to gain formal recognition.

Candidates who successfully complete the PDA in Health and Social Care Supervision at SCQF level 7 may seek to progress to SVQ level 4 in Health and Social Care, the PDA in Care Service Management at SCQF level 8 or the HND in Social Services.

Achievement of the PDA in Health and Social Care Supervision at SCQF level 7 may offer an opportunity to candidates to progress to further professional qualifications and to seek some recognition of prior learning from their studies. Further details are provided in **Appendix 5.**

2.4 Links to National Standards

The two Units in this award and their Outcomes may provide some links into the National Occupational Standards for Health and Social Care at level 4, the HNC in Social Care and the HND in Social Services. The mapping of the possible Units and Outcomes against the standards is shown in the table in **Appendix 5.**

Many workers in the sector support others through induction, shadowing, sharing practice and providing supervision. This is typically at a level involving less responsibility than the Unit or project or team manager. The SCQF descriptors place this activity at SCQF level 7. This would also provide a beginning level onto the National Occupational Standards framework at SVQ level 4 for those that wish to further develop their skills in roles carrying greater responsibility.

3 Aims of the awards

The aims as listed in 3.1 and 3.2 reflect the rationale for creating the award; are consistent with the registration criteria of the SSSC; are benchmarked against SCQF level 7; and meet the objectives of those consulted during the design process, including those who are employing workers in a supervisory role.

3.1 General aims

The overall aim of the award is to equip candidates to recognise their own role and function in taking some responsibility for the work of others within a defined structure and to apply within their supervisory role the policies, procedures and best practice related to the protection of people.

In particular, the award will equip candidates with the skills, knowledge and understanding required in supervising workers in the monitoring and implementation of care plans.

This will be achieved by candidates being able to:

♦ Develop their understanding of methods and skills used in supervision
♦ Recognise their role and function in supervising others
♦ Contribute to the professional development of individuals
♦ Understand and apply the process of appraising staff performance
♦ Give and receive feedback
♦ Understand and apply policies, procedures and best practice related to the protection of people
♦ Demonstrate understanding of the supervisor's contribution to and compliance with health and safety

To achieve the award, candidate demonstration of these skills, abilities and competences will be consistent with the SCQF level 7 benchmark.

3.2   Specific aims

The specific aims relate to the principles of the supervisory process and to the characteristic Outcomes of learning at SCQF level 7.

The PDA in Health and Social Care Supervision at SCQF level 7 enables candidates to achieve SCQF level 7 competences in their ability to:

1   Demonstrate effective supervision through behaviour, communication and decision making within the role of supervisor.
2   Understand and apply the key principles of supervision.
3   Promote and monitor compliance in relation to policies, procedures and best practice relevant to the assessment of risk, safe working practices and safeguarding.
4   Understand and develop methods and skills used to supervise staff to assess and manage risks to health and well being.

4 Access to the award

Access to the award is determined by individual centres and forms part of their submission for approval to offer the award.

The PDA in Health and Social Care Supervision at SCQF level 7 is accessible to those who are registered, eligible or prospectively eligible for registration with the SSSC.

Candidates for this award should have effective communication and inter-personal skills and be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational. This may be demonstrated by relevant qualifications at SCQF level 5 or above with relevant experience in a social services or other relevant setting or SVQ Health and Social Care at level 3.

Candidates should be aware that evidence of work or practice cited towards establishing entry criteria, or used towards assessment at any level, should not be outdated and should have acceptable currency. They would be expected to evidence some knowledge of supervising others, eg supervising, mentoring, being a role model. The evidence may be provided in a variety of formats, eg through a personal statement which provides an account of a real practice situation.

Acceptance of relevant equivalent qualifications and/or experience is at the discretion of centres delivering the awards.

5   Structure of the award

5.1   Conditions of the award

The award is achieved on the successful attainment of both mandatory Units which are listed in the tables in **5.2.** The award comprises a total of two SQA credits making up 16 SCQF credit points.

5.2   Framework

PDA in Health and Social Care Supervision at SCQF level 7

Mandatory Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Health and Social Care: Supervise People	F6CX 34	8	7	1
Health and Social Care: Supervise the Protection of People	F6CW 34	8	7	1
Total credits		**16**		**2**

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 (RPL): 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. Further information on progression opportunities toward other qualifications is given in **Appendix 5.**

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. The guidelines are applicable to the PDA in Health and Social Care Supervision at SCQF level 7.

The guidelines support staff with responsibility for the award in relation to:

♦   Programme development
♦   Guidance
♦   Delivery
♦   Support
♦   Assessment
♦   Quality management
♦   External assessment
♦   External verification

The guidelines define what is meant by RPL and explain the ways in which these processes can be used within the award. The guidelines provide guidance on the process of awarding credit for prior learning. In order to ensure quality, consistency and transparency, all providers should follow the same process.

Incorporating clear and effective policies and mechanisms for RPL within the delivery and assessment process for the award is essential in terms of ensuring flexibility, accessibility and inclusiveness. These guidelines support the objectives of the awards to:

♦ provide a framework which is accessible and flexible in order to reflect the individual's involvement in the supervision process
♦ recognise the prior learning achievement of those providing supervision to individuals

6 Development of core/transferable skills

There is no automatic certification of Core Skills or Core Skills components in the Units within the PDA in Health and Social Care Supervision at SCQF level 7. There may be opportunities in the award to gather evidence up to the maximum level of SQA accreditation at SCQF level 6 for each of the Core Skills of *Working with Others, Problem Solving* and *Communication*. Candidates participating in the award will develop a range of core and transferable skills to improve professional competencies, confidence and performance in supervising others. Leading, organising and evaluating work and collaborating with a range of professionals is central to these awards.

For example, oral and analytical communication skills will be practised and developed through presentations, discussions and collaborations with colleagues and other professionals.

Additionally, there may be opportunities to gather evidence up to SCQF level 6 for the Core Skill of Information Technology as it is expected that technology will be used to research, analyse and present assignments.

It is likely that candidates who achieve the PDA in Health and Social Care Supervision at SCQF level 7 will have developed many elements of the Core Skills in *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6 and *Working with Others* at SCQF level 6.

Additional skills developed by the award, recognised as essential by employers, such as collaboration and leadership are not precisely reflected in the SQA Core Skill specifications. Both Units in the award require candidates to work closely with other workers, developing and supporting their practice and working in collaboration with colleagues and other professionals. The integration and cross-unit development of such skills provide opportunities for candidates to demonstrate transferable skills.

An important outcome of this award for candidates is the ability to apply and transfer a range of interpersonal, practical and supervisory skills to different working relationships and situations. These transferable skills will enable them to meet changing circumstances, whether arising from shifts in their own roles or from general changes in practice and the working environment.

7 Approaches to delivery and assessment

7.1 Delivery

Delivery of the award provides a combination of off-the-job and workplace learning.

This award has been designed to be delivered through a partnership approach engaging with employers, training providers and SQA approved centres. Centres delivering the PDA in Health and Social Care Supervision at SCQF level 7 must be approved by SQA.

It is important that the award is accessible to potential candidates without disadvantage resulting from geographical location or other structural factors. The award should:

♦ articulate with related qualifications
♦ be flexible in delivery to allow comprehensive geographical access and participation, including by distance learning
♦ be delivered through education/providers/employers

The award involves candidates in a significant amount of experiential learning. Candidates are required to operate effectively under direction, to critically analyse and reflect on their experiences and to be able to make conclusions for their future behaviours and development.

Given that the award is based on practice, centres should set timescales for completion which are flexible and suit the requirements of the individual candidates and their professional areas. While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Although centres can choose the order in which they deliver the Units, it is likely that there will be considerable integration of content and assessment. It is imperative that regardless of the extent of integration, the Evidence Requirements for each Unit are met in full.

The delivery of the two Units in the award may be either sequential or simultaneous. If sequential it is recommended that the Unit *Health and Social Care: Supervise People* be delivered first.

The facilitation of learning for the award should be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. An outcomes-based approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery. The delivery of the award must take account of its practical nature and of the occupational backgrounds of candidates.

At the outset, centres should make candidates aware of the requirements of the award, including the need to gather evidence, critically analyse and evaluate and report on their experiences. They should also inform candidates at the outset about the type of evidence they have to provide in order to complete each individual Unit and the award successfully. It is likely that delivery of each Unit will consist of some initial orientation and briefing sessions after which candidates should take some responsibility for their own independent learning. Centres should make suitable arrangements to support and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through web based discussion.

Candidates may also require refreshment in writing evaluatively, analytically and reflectively and this can be done through meetings for this purpose early in the delivery of the award or as part of an induction programme. Guidance will also be needed on the shape and length of assignments.

The Unit Specifications provide centres with details of Evidence Requirements and guidance on content, context, delivery and assessment. In summary, the awards cover the following indicative content:

♦ Recognise why supervision is important
♦ Identify methods of evaluating own practice as a communicator
♦ Identify barriers within supervision
♦ Demonstrate communication skills written, verbal and electronic
♦ Describe and define their role in securing the resources required to provide the service
♦ Analyse models of supervisory management
♦ Demonstrate respect for other people's ideas, values and principles
♦ Identify resources required to support the service delivery
♦ Work within the relevant legislation, regulation, codes of practice and codes of conduct
♦ Promote relationships that respect team members, recognising conflicts and dilemmas that may occur in the supervisory relationship
♦ Match activities, roles and responsibilities with individual's skills and development needs
♦ Explain the place of supervision within an ethos of continuous improvement and the professional development of team members
♦ Supervise and support others to recognise and respond to signs of danger, harm and abuse
♦ Understand the supervisory role in promoting person-centred care
♦ Identify supervisory responsibilities in relation to legislation, codes of practice, organisational policy and procedures relevant to the protection from harm and abuse
♦ Report on issues relating to health, safety and security
♦ Identify best practice in communication and its impact on service delivery
♦ Supervise and support team members and individuals to assess and manage risk
♦ Monitor legislation, policy and procedures for risk management
♦ Identify and communicate legislation, policies and procedures for managing risk

7.2 Learning materials

An Open Learning Pack and Assessment Exemplar have been developed for each of the Units through SQA to allow candidates to undertake the learning required for the award through self motivated or supported delivery. These contain exercises and tasks to enable candidates to check and affirm their learning at regular intervals throughout the process.

A wide range of generic learning materials have also been identified to support both of the Units. This brings together previously unlinked materials and allows candidates easier access to materials developed in other areas.

The materials recommended will be useful across all of the Outcomes for the Units and include a wide range of formats including paper, DVD and VHS, web pages, PDF and Word documents.

Gaps in materials identified over time will be addressed by updating or preparing new materials or formats. These will be considered and commissioned as necessary in order to promote a blended learning experience. Areas for further development include the inter-professional context of providing supervision, facilitating diverse learning opportunities and approaches supporting service user and carer involvement in contributing to the award.

7.3 Assessment

The award takes a holistic approach to assessment. There is an emphasis on assessing the whole Outcome or a combination of Outcomes across one or both Units. Centres are encouraged to identify opportunities for integration of assessments across both Units in the award. Unit Specifications detail the Evidence Requirements and Assessment Guidelines for each Unit assessment.

The award provides a number of opportunities for developing a range of assessment methods. Assessment provides the opportunity for candidates to demonstrate their skills and knowledge. It is continuous, pragmatic and based on learning outputs. As part of their individual candidate management process, centres should devise varied assessment strategies suited to the needs, learning styles and professional environments of candidates.

The key principles of assessment for these awards are that they should be:

♦ objective, fair and equitable
♦ quality assured — internally and externally
♦ understandable, transparent and in a format appropriate to the candidate
♦ aligned and appropriate to the content of the Units and Outcomes at the relevant SCQF level
♦ proportionate while robust and demanding
♦ timely and ongoing throughout the delivery of the award
♦ incremental and developmental
♦ redeemable (providing opportunity for reassessment)
♦ efficient and manageable (ie cost, time and resources)

Additionally, assessment should:

♦ model good assessment practice
♦ incorporate the flexibility to adapt to different learning styles
♦ include provision of a clear, accessible RPL process

The focus of the award is on the development of competence to use a range of principal skills, some specialised skills and advanced applications to achieve Unit Outcomes. The award is suitable for holistic assessment covering the Outcomes of the Units in the award and the recommended assessment mechanism is a case study.

The case study approach allows candidates flexibility in relation to evidence gathering and scope to generate their evidence in a way that best fits with their practice setting. Candidates can demonstrate that they have achieved the Unit Outcomes by gathering evidence and presenting it in the form of an analytical case study. As far as possible for most candidates the evidence should be based on naturally occurring circumstances during the course of their day to day activity. Some candidates may not be able to rely solely on naturally occurring evidence, in which case supplementary assessment activity such as simulated material needs to be developed by centres. The approach encourages candidates to reflect on the nature of what they do on a daily basis.

Centres should provide advice and guidance to candidates on the creation of a case study and on typical contents. The case study should be presented as a coherent and logical whole rather than a collection of disparate items of evidence and should demonstrate their knowledge, understanding and skills in relation to the Outcomes for each Unit.

Whilst it is recognised that the case study method is suitable for most candidates undertaking the award, the individual Unit Specifications do not require this as a mandatory approach. It is important to recognise that dependant on individual candidate needs other methods may be equally applicable.

Overall this should encompass a demonstration of:

♦ professional performance the candidate has achieved as a result of supervising others
♦ candidate's ability to critically analyse and review own experiences
♦ candidate's application of relevant theories, methodologies and standards

Centres should advise candidates about assessment requirements and encourage them to seek opportunities to generate evidence that would span more than one Outcome and/or more than one Unit. Combining evidence from both Units should be encouraged wherever possible. It gives candidates the chance to develop a more comprehensive approach to their practice, but also highlights the close connections and relationships between the different strands involved in supervising others. It may also enable candidates to make use of the same piece of evidence in different contexts.

7.4 Integration of assessment

The Units that make up the component parts of this award lend themselves to integration of assessment. An example of how this might be achieved is given in **Appendix 4.**

7.5 Open learning/online learning

The PDA in Health and Social Care Supervision at SCQF level 7 can be delivered by open/distance learning as well as on an online basis.

It is expected that centres delivering this award would deploy a blended solution which might include elements of e-Learning or other flexible methods of delivery.

In this context, planning and resources are required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes.

8 General information for centres

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**.

Internal and external verification

All instruments of assessment used within this Group Award 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 this qualification.

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

9   General information for candidates

The PDA in Health and Social Care Supervision at SCQF level 7 is designed to equip you with the skills, knowledge and understanding you require to achieve the Outcomes.

The award aims to help you to develop the skills you need to supervise, support and guide other workers across a wide range of social services practice settings.

To gain the award you have to achieve two Units. Collectively these Units cover a range of professional skills and knowledge relating to the following topics:

♦ General principles of good supervision
♦ Purpose and functions of supervision
♦ Communication and decision making in supervision
♦ Definition and explanation of the role of supervisor
♦ Supervising the allocation of resources
♦ Codes of Practice, roles and responsibilities
♦ Codes of Conduct, roles and responsibilities
♦ Workforce regulation requirements
♦ Models and methods of supervision
♦ Teamwork in supervision
♦ Continuous professional development
♦ Values and attitudes
♦ Methods of monitoring risk to health and wellbeing
♦ Models of decision making
♦ Risk and risk management
♦ Legislation, policy and guidelines for the assessment of risk, harm and abuse
♦ Person centred planning
♦ Legislation and organisational policies
♦ Safeguarding and protecting
♦ Recording and reporting

On successful completion of the award, you will be able to:

♦ demonstrate effective supervision through behaviour, communication and decision making within the role of supervisor
♦ understand and apply the key principles of supervision
♦ promote and monitor compliance in relation to policies, procedures and best practice relevant to the assessment of risk, safe working practices and safeguarding
♦ understand and develop methods and skills used to supervise staff to assess and manage risks to health and well being

The assessment for the award requires you to produce evidence of your ability to supervise others through competent use of a wide range of knowledge, skills and applications. It is important that you evidence this from your ongoing work with workers and people who use services. You can use evidence of your supervision of others from any context across health, education and social services.

♦ Evidence is likely to consist of one or more case studies covering both knowledge and practice. Your SQA centre will advise you about any specific requirements.

If you undertake the full award you may be able to present evidence for both Units at the same time. In this way, you can provide a record of several interconnected aspects of your professional practice.

9 Glossary of terms

Candidate: The person undertaking the PDA.

Case Study: An assignment in which you give an account of work you have undertaken based on real work practice in which you identify and explain the knowledge used through the use of reference to reading and research.

Evidence Requirements: Details of the specific evidence that is required for a Unit in the award in order for a candidate to meet the Outcome(s). Evidence Requirements are mandatory.

Outcome: The description of an Outcome to be achieved by candidates in an SQA Unit.

PDA: Professional Development Award, a vocational qualification contributing to continuous professional development for employed participants.

RPL: Recognition of Prior Learning.

SSSC: Scottish Social Services Council.

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

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.

10   Appendices

Appendix 1:   Market research
Appendix 2:   Development and consultation process
Appendix 3:   Guidance on Occupational Competence of Assessors and Internal
                       Verifiers
Appendix 4:   Assessment integration opportunities
Appendix 5:   Summary of progression opportunities for PDA in Health and Social
                       Care Supervision at SCQF level 7

Appendix 1:   Market research

Background to the PDA in Health and Social Care Supervision at SCQF level 7

The regulating body for the social services workforce in Scotland, the Scottish Social Services Council (SSSC), has established qualification levels for registration with the SSSC for a range of social services employees. This document relates to supervisors.

For registration purposes the SSSC currently define the role of supervisor in care home services for adults as '...workers who have responsibilities for supervising staff and for overseeing and monitoring the implementation of care plans.' The role of supervisor in housing support services is defined as '…workers who have responsibility for the supervision of other workers.'

Supervisors who are currently subject to registration requirements include those who work in this role in care home services for adults (from October 2007) and in housing support services (from autumn 2009). This may extend to other groups of staff in the future, including care at home and adult day care supervisors. The level of qualification has been currently set as a relevant care related qualification and in addition (for those who hold a care award at SVQ level 3 or equivalent) a supervisory or management qualification with a minimum of 15 credits at the Scottish Credit and Qualification Framework (SCQF) Level 7 or above.

Current options

In considering supervisory qualifications at SCQF level 7 or 8, there are no awards specifically designed to fit the role of care sector supervisor. It should also be noted that the awards which exist at SCQF level 8 are generally said to be aimed at middle management rather than the supervisory skills of first line manager.

Demand

Information on the detail of social services staffing in Scotland is patchy and not necessarily current. The figures should be regarded with caution. However, those presented are likely to be conservative estimates of the present position.

In part from Care Commission and local authority returns and in discussion with the SSSC, it is estimated that there are approximately 110,000 staff in aggregate in care homes for adults, day care, housing support and care at home services. These are the services which at present or may be brought within the registration framework of the SSSC. Approximately 70,000 of these are currently subject to registration requirements, namely care home services for adults and, prospectively, housing support services.

Although difficult to be precise in the absence of accurate information, calculated from the returns of the Scottish Care (care homes for older people) and Scottish Care at Home (care at home services) workforce surveys it is estimated that 16% and 12% respectively of the employees in these services are said to be in supervisor posts. In total, this would mean a figure of around 15,500 employees might be eligible to undertake an award for supervisors at level 7, including 10,400 where the register is open currently or a timetable is set for opening.

This figure will reduce given that some staff (few) will already have achieved an appropriate supervisory award; others will consider alternative current and anticipated awards and routes; and some will not require to achieve a supervisory award due to the level of their care related award or their registration with another body (eg Nursing and Midwifery Council).

Another aspect of demand is the discussion which Scottish Care, as an employer organisation covering around 75% of all care home employees for older people in Scotland (within a total sector of approximately 43,000 staff), is having within the providers. It is clear that there is significant confusion over the appropriate route to follow in the absence of sufficient suitable awards to service this need. Employers have indicated a desire to see a relevant award for supervisors, at SCQF level 7, introduced into the current framework. This is consistent with the Skills Strategy in the context of an employer body, having analysed the current situation, proposing that this route in the development of qualifications will address a key set of employee skills needs to enhance the quality of service provision and to meet regulatory requirements.

Issues

Choosing individual Units from other awards at SCQF level 7 or 8 is only a partial solution to meeting the competences of supervisors. Whether it is one, two or three Units to make 15 or more credits they are not providing a 'rounded' or complete view of the primary skills and knowledge required of supervisors.

In addition, the awards at SCQF Level 8 are expecting a knowledge base and a skills level beyond the level required and possibly (likely) not within the job role of the worker. The only significant advantage of this is that it may give the worker Units towards a higher management award for career progression reasons, if appropriate to their circumstances.

Conclusions

Within the framework of the registration of social services workers all qualification requirements are supported by relevant awards. This includes manager competences at level 8, where there are suitable awards including those specifically created for social services within the National Occupational Standards process. This has not occurred in respect of supervisor competences. The creation of an articulated pathway for practitioners, supervisors and managers and the likely scale of demand from employers would merit its development.

The award should be fit for purpose for supervisors in relation to the level, size, coverage and articulation. It should be contextualised for care settings and if possible be supported by open learning materials.

In summary, an award for supervisors in social services at SCQF level 7, within the SQA PDA framework of awards, would seem to be the most suitable response to this need.

Development and consultation process

Following the conclusions of the above, SQA agreed to take forward the development of an award designed for supervisors and to meet the SSSC supervisory criteria for this job role at SCQF level 7.

A range of people joined the SQA Qualifications Design Team (QDT) from local authority, voluntary and private sector care providers working in care homes, housing support and care at home services, and from the college and training provider sectors. Learning and development interests were also represented. In addition, the SSSC were also part of the design team.

The QDT were consulted and informed about progress through regular meetings and emails. In November 2008 a consultation questionnaire was widely distributed and attracted a good response.

There has been considerable consultation to examine the validity of the proposed new award. A consultation questionnaire was distributed to stakeholders in higher and further education, employing organisations such as local authorities, service user and carer organisations and networks and other relevant bodies. The questionnaire sought views on:

♦   the draft Units and learning Outcomes, assessment process
♦   possible delivery options for the new qualifications
♦   whether employers would make use of the award

Of the 60 stakeholders consulted, responses were obtained from three employers, three in-house SQA approved centres, six colleges and 6 independent training providers.

Questions included;

♦   Do you think the draft Outcomes expressed in the two proposed Units are 'fit for purpose' for the SSSC category for Supervisors in Health and Social Care? — 88.9% yes, 11.1% no
♦   The award has been developed specifically to meet the registration requirements of the Supervisor role as defined by the SSSC. That is, for those who hold a care award at SVQ level 3 or equivalent plus a 'supervisory or management qualification with a minimum of 15 credits at the Scottish Credit and Qualification Framework (SCQF) level 7 or above' If you are an employer, would you consider using this award? — 83.3% yes, 16.7% no
♦   The award has been developed specifically to meet the registration requirements of the Supervisor role as defined by the SSSC. That is, for those who hold a care award at SVQ level 3 or equivalent plus a 'supervisory or management qualification with a minimum of 15 credits at the Scottish Credit and Qualification Framework (SCQF) level 7 or above' If you are an in-house SQA approved centre, college or independent training provider, would you consider using this award? — 71.4% yes, 28.6% no

The consultation has been further reinforced by meeting with a focus group convened to seek both employer and service user perspectives on the 'work in progress'. Views gained from this meeting were incorporated into the design of the award. Attendees included; Derek Parker, ScotVQ Ltd, Eleanor Brown, UHI, Linda Thomson, Care Services (Perth) Ltd SCAH, Karen Hall, Falkirk Council/FVSSLC, Douglas Turnbull, Care Home, Elspeth Finlay, Chequers (Crossreach) Pitlochry and Anne Tavendale Learning Network Tayforth

The groups response to the questions are as follows:

Q1 Do you think the draft Outcomes expressed in the two proposed Units are 'fit for purpose' for the SSSC category for Supervisors in health and social care?

Yes — putting knowledge into practice, encourages candidates to gain confidence, benefits practice, achievable.

Q2 This award has been developed specifically to meet the registration requirements of the Supervisor role as defined by the SSSC. That is, for those who hold a care award at SVQ level 3 or equivalent plus a "supervisory or management qualification with a minimum of 15 credits at the Scottish Credit and Qualification Framework (SCQF) level 7 or above."

Would you consider using it if you are an employer or offering it if you are an in-house SQA Approved centre, College or Independent Training Provider?

Yes — based on affordability, cost effective, support etc. ILM funding should be available.

Q3 What would be your preferred method of delivery of this award?

- ♦ Day release
- ♦ Online
- ♦ Open/distance learning
- ♦ Other

Option of blended learning — future long term, distance learning would be advantageous.

Q4 SQA is developing a learning and teaching resource to accompany the award. Is this something you would welcome?

Yes — any supporting documentation is helpful. Should be signposted and relate to real practice, be detailed and specific.

Where appropriate and within the scope of the commissioned work, the responses informed the content of the final framework. **Appendix 2** outlines the scope and timescales of the development process and the consultations undertaken.

Appendix 2: Development and consultation process

Timescale	Activity	Participants
April/May 2008	Initial market research and scoping. Outline of project and invitation to participate in development process	♦ FE College Social Care Departments ♦ Local Authority Training Managers ♦ Voluntary Sector Social Services Workforce Unit ♦ Scottish Care — National Committee and Website ♦ SSSC ♦ SQA Care Scotland
June 2008	Qualification Design Team appointed and first meeting held	♦ David Rennie Scottish Care (Chair) ♦ Eleanor Ramsay SQA ♦ Alyson Steel SQA ♦ Margaret Graham Barnardo's ♦ Bert Lawrie VSA Aberdeen ♦ Dr Alison Harold) ♦ Allan Keir ORCHA Training ♦ Alison Whelan Four Seasons Healthcare ♦ Sue Cooper Four Seasons Healthcare ♦ Pat Sinclair Viewpoint Housing ♦ Billy Swan Fife Council ♦ Jane McGuire Glasgow City Council (DACS) ♦ Catriona Cameron Glasgow City Council (DACS) ♦ Allan Logan CrossReach Care ♦ Sue Broussine Stevenson College ♦ Anne Johnstone AJ Training
August, September, October 2008	QDT meetings held to consider the progress of the Units in the award. Minutes of meetings available	Members of the Qualification Design Team
October 2008	Consultation Questionnaire SQA centres	60 sent out, 18 responses Survey Monkey used as tool
November 2008	Focus Group held in Perth	Representation from: ♦ Learning Network Tayforth ♦ ScotVQ ♦ Falkirk Social Services ♦ Care Services Perth ♦ Perth College ♦ CrossReach Care Home (Manager) ♦ CrossReach Care Home (service user) ♦ Members of the Qualification Design Team ♦ SQA
December 2008	Consultation feedback assimilated	Qualification Design Team
January 2009	Final documentation submitted to SQA	

Appendix 3:   Guidance on Occupational Competence of Assessors and Internal Verifiers

The following gives guidance on the qualifications and experience recommended for Assessors and Internal Verifiers delivering this award

ASSESSORS

	Desirable
Qualifications	♦ Relevant professional qualification in Health and Social Care at SCQF level 7 or above ♦ Registration with, or eligibility to be registered with a care related Professional body ♦ Supervisory or management award at SCQF level 7 or above
Experience	♦ A minimum of 2 years experience in a health and social care setting ♦ Evidence of competence in providing supervision in a relevant professional context ♦ Knowledge of relevant standards, eg National Care Standards, National Occupational Standards in Health and Social Care ♦ Experience of working within the SSSC Codes of Practice ♦ Experience of supporting learning and development in the workplace ♦ Experience in the delivery of HNC Units in Health/Social Care

INTERNAL VERIFIERS

The Internal Verifier should have qualifications and/or experience equivalent to or above that of the Assessor.

Appendix 4:   Assessment integration opportunities

The award offers the opportunity to take an integrated approach to the generation of evidence to match the assessment process of the individual Units. An analytical case study of the supervision process within a real work setting can help facilitate such integration.

The assignment example below shows where the evidence generated from a candidate's learning and practice-based activities can be used to satisfy the requirements of a number of Outcomes.

The example below should not be seen as prescriptive and exhaustive. However, individual delivering centres are encouraged to identify an integrative approach to the gathering and presenting of evidence.

Assignment: analytical case study in three parts

Part 1: Analyse the role and function of the supervisory process. Include reference to values, communication skills and relevant aspects of legislation, regulation and codes of practice. Undertake a referenced description of the process of supervision using an example from real work practice.

Evidence Requirements:

♦   Define own role and function in taking some supervisory responsibility for the work of other staff within a defined structure
♦   Use communication systems to support individuals and key people
♦   Develop and use communication methods and skills to promote effective practice
♦   Describe the supervisory role in securing the resources required to provide the service

Part 2: Define the role of the supervisor in identifying, monitoring and reporting on the management of risk and the importance of supervision in this process. Provide an example from practice of how good resource management contributes to this in terms of protection from harm and abuse.

Evidence Requirements:

♦   Identify two pieces of legislation, policy and guidelines for the management of risk, harm and abuse
♦   Identify and describe two pieces of legislation relating to the safe care of individuals
♦   Identify supervisory responsibilities in relation to legislation, codes of practice, organisational policy and procedures relevant to the protection from harm and abuse
♦   Critically evaluate one organisational procedure used to record and report risk
♦   Describe the supervisory role in securing the resources required to provide the service
♦   Identify and explain one method used to monitor risk to health and wellbeing
♦   Define the supervisory role in promoting person centered care

Part 3: Analyse two models of decision making within supervisory management and explain two ways in which a supervisor might act as a role model and leader in the continuous professional development of those they supervise.

Evidence Requirements:

- ♦ Explain and contrast two models of decision making
- ♦ Work within the relevant legislation, regulation, codes of practice and codes of conduct
- ♦ Identify activities roles and responsibilities with individual's skills and development needs
- ♦ Explain the place of supervision within an ethos of continuous professional improvement and the professional development of team members
- ♦ Promote relationships respecting team members and recognise conflicts and dilemmas that may occur in the supervisory role

Appendix 5: Summary of progression opportunities for PDA in Health and Social Care Supervision at SCQF level 7

| **Heavy shading** | = | Progression opportunities **likely** to exist to and from source award |
| **Light shading** | = | Progression opportunities **may** exist to and from source award |

	SVQ level 3 Health and Social Care	**HNC Social Care**	**SVQ Level 4 Health and Social Care**	**PDA in Care Service Management**	**HND Childhood Practice and Social Services**
Outcome 1 Supervise People	DK57 04 (HSC 33) Reflect on and develop your practice	D2K9 04 Supervision in Personal Social Services DH40 35 Supervision in Care Settings	DK95 04 (HSC 41) Use and develop methods and systems to communicate, record and report DK92 04 (HSC43) Take responsibility for the continuing professional development of self and others D85H 04 (HSC 412) Ensure individuals and groups are supported appropriately when experiencing significant life events and transitions DK8F 04 (HSC 451) Lead teams to support a quality provision	DH40 35 Supervision in Care Settings	F5BN 35 Childhood Practice and Social Services: Legislative, Policy and Protection Contexts F56X 35 Childhood Practice and Social Services: Professional Development and Practice F56Y 35 Childhood Practice and Social Services: Developing Leadership

Heavy shading	=	Progression opportunities **likely** to exist to and from source award
Light shading	=	Progression opportunities **may** exist to and from source award

	SVQ level 3 Health and Social Care	HNC Social Care	SVQ Level 4 Health and Social Care	PDA in Care Service Management	HND Childhood Practice and Social Services
Outcome 2 Supervise People		DH40 35 Supervision in Care Settings DG5D 35 Team Working in Care Settings	DK69 04 (HSC 45) Develop practices which promote choice, well-being and protection of all individuals DK92 04 (HSC43) Take responsibility for the continuing professional development of self and others DK32 04 (HSC414) Assess individual needs and preferences DK8F 04 (HSC 451) Lead teams to support a quality provision	DH40 35 Supervision in Care Settings	F5BN 35 Childhood Practice and Social Services: Legislative, Policy and Protection Contexts F56X 35 Childhood Practice and Social Services: Professional Development and Practice F56Y 35 Childhood Practice and Social Services: Developing Leadership

	Heavy shading	=	Progression opportunities **likely** to exist to and from source award
	Light shading	=	Progression opportunities **may** exist to and from source award

	SVQ level 3 Health and Social Care	**HNC Social Care**	**SVQ Level 4 Health and Social Care**	**PDA in Care Service Management**	**HND Childhood Practice and Social Services**
Outcome 1 Supervise the Protection of People	DK41 04 Promote choice, well-being and the protection of all individuals	DVOK 35 Supporting and Managing the Protection of Individuals DH3P 34 Protection of Individuals from Possible Harm and Abuse DV0K 35 Supporting and Managing the Protection of Individuals	DK5L 04 (HSC 42) Contribute to the development and maintenance of healthy and safe practices in the working environment DK69 04 (HSC 45) Develop practices which promote choice, well-being and protection of individuals DK32 04 (HSC414) Assess individual needs and services DK9K 04 (HSC446) Manage a dispersed workforce to meet the needs and preferences of individuals at home	DVOK 35 Supporting and Managing the Protection of Individuals	F5BN 35 Childhood Practice and Social Services: Legislative, Policy and Protection Contexts

			Heavy shading	=	Progression opportunities **likely** to exist to and from source award

Heavy shading	=	Progression opportunities **likely** to exist to and from source award
Light shading	=	Progression opportunities **may** exist to and from source award

	SVQ level 3 Health and Social Care	HNC Social Care	SVQ Level 4 Health and Social Care	PDA in Care Service Management	HND Childhood Practice and Social Services
Outcome 2 Supervise the Protection of People		DVOK 35 Supporting and Managing the Protection of Individuals DV0L 35 Managing Resources in Care Services	DK69 04 (HSC 45) Develop practices which promote choice, well-being and protection of all individuals D85G 04 (HSC 411) Manage a service which meets the best possible outcomes for the individual DK8Y 04 (HSC 430) Support the protection of individuals, key people and others DK9K 04 (HSC 446) Manage a dispersed workforce to meet the needs and preferences of individuals at home DK8F 04 (HSC 451) Lead teams to support a quality provision	DH40 35 Supervision in Care Settings DV0L 35 Managing Resources in Care Services DVOK 35 Supporting and Managing the Protection of Individuals	F5BN 35 Childhood Practice and Social Services: Legislative, Policy and Protection Contexts F56Y 35 Childhood Practice and Social Services: Developing Leadership