

Higher National Unit Specification

General information for centres

Unit title: Managing Policy and Procedures in Care Services

Unit code: DV0J 35

Unit purpose: On completion of the Unit the candidate should be able to: understand the role of supervisor or manager in the practical delivery of care services; create, implement and review operational procedures; manage the delivery of services; critically reflect on his/her management practice; demonstrate an understanding of quality assurance and improvement methods.

On completion of the Unit the candidate should be able to:

- 1 Examine the ways in which policy and procedures support the delivery of care services.
- 2 Manage the implementation of operational procedures.
- 3 Evaluate care service management and procedures.

Credit points and level: 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Candidates should have at least two years experience at practitioner level in the care sector, and preferably some experience of supervisory responsibilities in the care sector. Ideally they should also be qualified in SVQ Care level 3 or above, HNC in Social Care, Health Care or Early Education and Child Care, and/or equivalent at SCQF level 7 or above. Candidates without these qualifications would be required to demonstrate substantial care experience at a similar level of operation as that carried out by candidates with these qualifications. Candidates should have good communication skills which should be evidenced by an appropriate nationally recognised qualification such as Higher English, or the completion of a pre Course selection procedure, part of which should include an assessment of the candidate's communication skills, both oral and written.

Core skills: There are opportunities to develop the Core Skills of Communication, Working with Others and Information Technology in this Unit, although there is no automatic certification of Core Skills or Core Skills components.'

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

General information for centres (cont)

Assessment: In order to achieve this Unit, candidates are required to present sufficient evidence that they have met all the knowledge and skill requirements for each Outcome. Details of these requirements are given for each Outcome. An integrative approach to assessment is encouraged.

An understanding of both theory and its relation to practice are required for all Outcomes. Hence assessment must include both the requirement to discuss various issues and the opportunity to relate these to practice. Where candidates are already working in first line management situations or above, it is asked that they write about real work situations. Only in exceptional circumstances should a centre-devised hypothetical assessment be used. Candidates are expected to produce evidence relating to undertaking first line management responsibilities or above wherever possible.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

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

Outcome 1

Examine the ways in which policy and procedures support the delivery of care services

Knowledge and/or skills

- ◆ Legislation and key government initiatives in relation to organisational policy
- ◆ Operational Procedures used for the delivery of care services
- ◆ Individual and organisational factors, which influence procedures
- ◆ The application of values and principles in managing care service delivery

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ analyse the delivery of services in their work setting with reference to relevant legislation and policy
- ◆ describe two examples of procedures in operation in a care service setting and examine legislation and any key government initiatives relating to the chosen procedures
- ◆ identify organisational factors that may influence the procedures chosen.
- ◆ explain how values and principles have an impact on the management of care service delivery

Assessment guidelines

This Outcome may be assessed by an essay of not more than 2,000 words. This essay may also be included as part of a portfolio of evidence for Outcomes 2 and 3, see under assessment guidelines for Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: Managing Policy and Procedures in Care Services

Outcome 2

Manage the implementation of operational procedures

Knowledge and/or skills

- ◆ Own role and the roles of key people in workplace or organisation
- ◆ Management styles
- ◆ Manage procedures in line with legislation, policy and guidance
- ◆ Inclusive practices
- ◆ Collaborative working

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe and evaluate their own role and the roles of key people in their organisation or workplace
- ◆ a critical analysis of their own management style with reference to a minimum of two theorists
- ◆ provide examples of managing three operational procedures one of which must demonstrate collaborative working. An explanation of the legislation, policies and any guidance, which relates to these must be included and evidence of inclusive management practices and an understanding of equal opportunities must be provided

Assessment guidelines

This Outcome may be assessed by a portfolio of work relating to the candidate's management of procedures in their own workplace or organisation and can be linked with Outcome 3. See under assessment guidelines for Outcome 3. Observation of practice could be done by a college tutor, expert witness, line manager or other qualified individual within reviews, care conferences, feedback sessions with staff on review of provision, team/service user meetings etc.

Outcome 3

Evaluate care service management and procedures

Knowledge and/or skills

- ◆ Quality assurance and quality improvement
- ◆ Systematic evaluation
- ◆ Performance indicators, which measure the delivery of care services and collaborative working
- ◆ Communicate evaluation

Higher National Unit specification: statement of standards (cont)

Unit title: Managing Policy and Procedures in Care Services

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the key principles of quality assurance and quality improvement
- ◆ use valid and reliable evaluation methods to provide a critical reflection of one operational procedure for which they have a management or supervisory responsibility
- ◆ describe and apply the methods used to communicate the results of evaluation

Assessment guidelines

In this Unit your practice may be assessed by a portfolio of evidence to meet a range of Evidence Requirements including a written observation of your practice by a college tutor, expert witness, line manager or other suitably qualified individual.

Administrative Information

Unit code:	DV0J 35
Unit title:	Managing Policy and Procedures in Care Services
Superclass category:	PM
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Higher National Unit specification: support notes

Unit title: Managing Policy and Procedures in Care Services

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

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

Guidance on the content and context for this Unit

The support notes below are intended as ‘helpful advice’ and guidance. They are not prescriptive.

Outcome 1

In this Outcome, candidates will be given the opportunity to identify and examine the procedures in operation in their work setting, which are in place to support service delivery in achieving the best possible Outcome for the individual in need of care services. They will examine legislation and key government initiatives and its relevance to the candidates own work setting, such as Data Protection Act 1998, Health and Safety at Work Act 1974, Mental Health Care and Treatment Act 2004, Disability Discrimination Act 1995, and the Human Rights Act 1998. They will give reference to SSSC Codes of Practice, Regulation of Care (Scotland) Act 2001, National Care Standards and policy documents.

They will examine internal and external organisational factors which may have an impact on the management of the procedures such as; agency policy, size of organisation, culture structural factors, number of staff, management structure, training policy, staff morale and motivation. External factors should include economic, political, legislative, geographical/ecological. Reference can be made to Charles Handy, Maslow, Mullins and Bradshaw and O’Brien.

The candidates will share their understanding of the values and principles that underpin all care services.

Thus this Outcome seeks to afford the candidate the opportunity to examine theory and relate it to their practice to meet the best possible Outcome for the individual.

Outcome 2

In this Outcome candidates should develop a clear understanding of the important role that they and other key people play in managing the implementation of procedures. They should explore their own management/supervisory style and the needs of those they manage through exploration of a range of theorists such as Belbin, David Hobb, and Alan Mumford and Peter Honey in relation to the effect this has on managing the implementation of the procedures. Candidates must demonstrate implementation of procedures in relation to their role in the organisation, including collaboration both within and outwith their own organisation.

Effective communication styles will be explored enabling the candidate to choose the most effective style to manage meetings, reviews, care conferences etc. effectively.

Higher National Unit specification: support notes (cont)

Unit title: Managing Policy and Procedures in Care Services

The candidate should be given the opportunity to explore systems that ensure the performance of workers from which they should gain an understanding of what eg motivates individuals in the workplace (Maslow), what can be put in place to ensure full participation of all key players and the part the candidate plays in managing/supervising this.

The quality of service provision and the Outcomes obtained must be studied. This means that the candidates must demonstrate critical and reflective practice, constantly reviewing the service offered in terms of provision, resources, effectiveness and efficiency. The quality assurance process must be built around the people who are actually using or receiving the quality service. Within this will be the promotion of equal opportunities. A definition of quality should be explored.

Outcome 3

Candidates will look at suitable and reliable evaluation methods for the purpose of evaluating the effectiveness of procedures in operation. They will look at specific criteria, sometimes known as objectives, which are the indicators of the quality of that service. This criteria should be evaluated to ensure that they are specific, measurable, achievable reliable and timely ie be SMART. Candidates will gain knowledge and understanding of quality assurance and performance indicators and therefore the ability to carry out systematic evaluation of service management and procedures. The views of service users and carers must be taken into account.

Candidates should fully understand the key role that they have in evaluating procedures and therefore practice, and the factors which can affect the evaluation and implementation of recommendations for change. Techniques for gathering evidence of quality could be explored such as questionnaires, interviews, focus groups and secondary data.

The candidate should be given the opportunity to explore ways in which they promote continuous quality improvement. Key organisational and individual objectives will be explored and the candidate will be expected to make realistic and actionable recommendations for change.

Guidance on the delivery and assessment of this Unit

Assessment should ideally be related to real work activities, and evidence for assessment purposes could be generated throughout the time of delivery, which is notionally 80 hours.

Outcome 1 should be delivered separately from Outcomes 2 and 3 although the assessment itself can be included in the portfolio of evidence. Please refer to each Outcome assessment guidelines. The portfolio must also include a written observation of practice on specific areas of work selected for the Evidence Requirements, and can be undertaken by college tutor, expert witness, line manager or other suitably qualified person.

Higher National Unit specification: support notes (cont)

Unit title: Managing Procedures in Care Services

Opportunities for developing Core Skills

Assessment of this Unit will assume the development of such Core Skills as would be necessary in the performance of work tasks at this level. For example, assessments may include the use of appropriate information technology and demonstration of skills required to undertake presentations.

Candidates will have the opportunity to develop the following Core Skills:

Communication: Written communications will be developed through candidates producing written work in a variety of formats.

Working with Others: Will be developed as candidates are required to work collaboratively with colleagues from their own and other agencies in researching issues for their assessment. Candidate's management practice will be observed and assessed, which will include demonstrating their skills in supervising and managing their staff teams.

Information Technology: Candidates will develop basic skills in the use of IT skills for research and written presentations.

Open learning

This Unit is suitable for open learning, provided there is authentication of the candidate's evidence. For information on normal open learning arrangements, please refer to SQA guide Assessment and quality assurance of open and distance learning (SQA, 2000).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

General information for candidates

Unit title: Managing Policy and Procedures in Care Services

This Unit is designed to enable you to understand the role of the supervisor/manager in the practical delivery of care services; create, implement and review operational procedures; manage the delivery of services; critically reflect on your practice and demonstrate an understanding of quality assurance and improvement methods.

The Unit is aimed at candidates who are already in a supervisory/management role, or who are aspiring to such a role in the near future.

It can be undertaken as part of the Diploma in Care Service Management or as part of your continuing professional development as a stand alone Unit.

The Unit consists of three Outcomes. These are:

- ◆ Examine the ways in which procedures support the delivery of care services.
- ◆ Manage the implementation of operational procedures.
- ◆ Evaluate care service management and procedures.

In the course of the Unit you will learn about the legislation and key government initiatives which are in place to support service delivery in achieving the best possible Outcome for the individual. You will be given the opportunity to examine internal and external organisational factors which may have an impact on procedures. You will share your understanding of the values that underpin all care services, examine theory and relate it to practice.

You will look at theorists in relation to management styles and therefore gain a clearer understanding of your and others styles and how this affects the best possible Outcome for the individual in need of care services.

You will learn about suitable and reliable evaluation methods for the purpose of evaluating the effectiveness of procedures in operation in your own work setting, as well as quality assurance and performance indicators.

You may be asked to write a 2,000 word essay and you will have to produce a portfolio of real work activities supported by written observation of your practice within Outcomes 2 and 3, by your tutor, expert witness, line manager or other suitably qualified individual. Your portfolio must demonstrate that you can:

- ◆ understand legislation and key government initiatives in relation to organisational policy
- ◆ identify and describe two operational procedures implemented in your own work setting
- ◆ identify individual and organisational factors and their impact on procedures
- ◆ demonstrate awareness and understanding of the core values and principals that underpin care service delivery
- ◆ provide examples from real work activities of managing three operational procedures
- ◆ provide evidence of inclusive management practice
- ◆ apply the key principles of quality assurance and quality improvement
- ◆ evaluate one procedure using valid and reliable methods
- ◆ describe and demonstrate, from real work activities, the methods used to communicate the results/Outcome of evaluation.