



## Higher National Unit specification: general information

This Graded Unit has been validated as part of the PDA in Leadership and Management for Care Services at SCQF level 9. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Leadership and Management for Care Services: Graded Unit 1

**Graded Unit code:** F92E 36

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Publication date:** July 2018

**Source:** Scottish Qualifications Authority

**Version:** 02

## Unit purpose

See Unit writer brief

This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the PDA in Leadership and Management for Care Services:

- 1 Demonstrate the critical application of leadership and management approaches using evidence from the management of a practical project.
- 2 Identify and explore the workforce development needs of their own organisation.
- 3 Demonstrate the use of supervision to engage and lead staff in the process of change.
- 4 Support and manage issues in relation to protection of individuals.
- 5 Demonstrate awareness of risk, legislation and professional values in relation to leading change in the workplace.

## General information (cont)

### Recommended prior knowledge and skills

It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ *Leadership for Care Services* (F8VM 37)
- ◆ *Contributing to Workforce Development in Care Services* (F8VK 36)
- ◆ *Supervision and Professional Development for Care Services* (F8VJ 36)
- ◆ *Develop, Manage and Support Practice in Relation to the Protection of Individuals* (F8VL 36)
- ◆ *Managing Care Principles and Quality Improvements* (F8VN 36)

### Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9\*)

*\*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 National 1 to Doctorates.*

### Core Skills

There are opportunities to develop the Core Skill of *Problem Solving* at SCQF level 6, *Working with Others* at SCQF level 6 and *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

### Assessment

The assessment for this Graded Unit will be a Practical Assignment. Candidates are required to critically analyse aspects of their organisation's current performance against national benchmarks and/or recommendations from inspecting and/or Regulatory Bodies and/or feedback from service users. In the light of this analysis, they should then identify an area of practice which requires change. They should then design and implement a Practical Assignment to effect this change. Finally, a critical evaluation of the project will be required.

The Practical Assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates**

**Graded Unit title:** Leadership and Management for Care Services:  
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### **Conditions of assessment**

The candidate should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task.

**It is recommended that the instructions for the project are given out at an early stage of the course as the brief for this particular Practical Assignment requires candidates to undertake research in order to be able to identify and then complete the plan. The content of the planning stage should be agreed with the tutor and if applicable, the candidate's Line Manager.**

During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance, however this is an independent piece of work.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or by recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates**

### **Graded Unit title:** Leadership and Management for Care Services: Graded Unit 1

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

# Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

## Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

This project based assessment consists of three stages: planning; implementation and evaluating and should focus on the following:

### Planning

In this section of the Graded Unit, the candidate should examine current work practice in relation to development points from a number of sources: for example, Care Commission Inspections, SQA External Verification or Systems visits, internal/organisational workforce planning, SSSC guidance, new client specific legislation and/or feedback from service users. Analysis of these should enable the candidate to identify and choose one area of work practice which requires improvement. The Plan for the Graded Unit should describe which area of development has been chosen, why it has been chosen and how it will be implemented.

### Implementation

This section of the Graded Unit should be a brief description of the process of change. It should state clearly what the end result would be ideally, and what steps were taken to achieve this, including who else was involved and in what capacity (other staff, service users, significant others). The reason the written description should be brief is because it is assumed there will be documentation included such as questionnaires, minutes, letters, draft plans, etc. The written description should be a signpost to all of these. This section should end by stating what the result of the project actually was.

### Evaluation

This is almost the most important part of the project, as in-depth and on-going evaluation is essential in any leadership role. The candidate should reflect on the Outcome of the practical assignment and whether or not it has achieved the desired change. If the development has been effective, then the candidate would be expected to say why, using a recognised objective evaluation tool. Similarly if the project has not managed to achieve the proposed change, then good reflection on what the obstacles were, and what lessons have been learned are just as important.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Leadership and Management for Care Services:  
Graded Unit 1

### Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Meets the criteria for all three phases to a high standard and clearly integrates these three phases.</li> <li>◆ Shows the candidate's chosen project has been accurately identified from prior research into workforce development needs.</li> <li>◆ Demonstrates the application of knowledge of leadership, workforce development, social care principles and protection at all stages of the project.</li> <li>◆ Includes involvement of all relevant personnel in the workforce.</li> <li>◆ Evaluates the whole project in an honest and critical way, using a variety of tools.</li> <li>◆ Contains necessary background details, the handling of data, interpretation and reporting of findings is accurate, comprehensive, well written and coherent and uses appropriate language.</li> <li>◆ The candidate demonstrates a clear critical understanding of the knowledge and skills presented in the selected Units of the Group Award and is able to apply them to new or unfamiliar situations.</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Meets the criteria for all three phases but links may not be as coherent as they should be.</li> <li>◆ Shows the candidate has chosen a suitable project, but not necessarily related it clearly to identified workforce development needs.</li> <li>◆ Demonstrates an understanding of the knowledge of all the other Units in the Group Award, but application is at times inconsistent.</li> <li>◆ Indicates involvement of others, but in a tokenistic way.</li> <li>◆ Evaluates fairly and with evidence, but not necessarily critically.</li> <li>◆ The report is generally accurate, and fairly clear written.</li> <li>◆ The candidate demonstrates a good understanding of knowledge and skills presented in the selected Units of the Group Award but does not always apply them to new or unfamiliar situations.</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

**NOTE:** The candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Leadership and Management for Care Services:  
Graded Unit 1

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

The project consists of three stages, a project plan, a report and an evaluation report. Each task has a marking allocation. This is **35/25/40**. Marks cannot be redistributed between stages.

**NOTE:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning (35 marks)	<p>The candidate must submit a <b>project plan</b> which includes:</p> <ul style="list-style-type: none"> <li>◆ A critical analysis based on recent research into current workplace performance.</li> <li>◆ Identification of development needs of the organisation.</li> <li>◆ A detailed design for the project to meet these development needs. The candidate's line manager must be fully consulted and be in agreement with the identification of these development needs and subsequent assignment topic.</li> <li>◆ Discussion of motivational issues, timescales, resource implications, relevant legislation, protection and safeguarding issues of individuals, people who might be involved and possible attitudes to change.</li> <li>◆ Workplace documentation which supports the choice of project and need for the planned change.</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Leadership and Management for Care Services:  
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Project stage	Minimum Evidence Requirements
Stage 2 — Implementing (25 marks)	<p>The candidate must provide a <b>report</b> which includes:</p> <ul style="list-style-type: none"> <li>◆ A <b>brief</b> outline of the processes and progress of the development project.</li> <li>◆ Implementation over time, comments on motivational issues, timescales, resources implications and relevant legislation.</li> <li>◆ How protection and safeguarding issues of individuals were addressed, people involved and actual attitudes to change.</li> <li>◆ Documentation/records of meetings, letters, agendas, supervision notes, etc which show the trail of events and work undertaken (<b>this is why the written description should be brief</b>).</li> <li>◆ Throughout the description of this process, the application of leadership and management knowledge and skills used should be highlighted.</li> </ul>
	<i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i>

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating (40 marks)	<p>The candidate should provide a detailed <b>evaluation report</b> which includes:</p> <ul style="list-style-type: none"> <li>◆ A statement about whether the proposed change was effective or not.</li> <li>◆ A critical analysis of the <b>Development Project</b>, which includes reasons for progress (or not) using information from workforce development perspectives — both local and national.</li> <li>◆ How well the rights and protection of individuals were addressed as part of the process of change.</li> <li>◆ How commitment to values and ethics enhanced (or not) the quality of provision of the service.</li> <li>◆ A <b>personal reflection on how the candidate's own leadership and management skills and knowledge</b> contributed to the effectiveness of the project including theories of motivation and support to staff through supervision.</li> </ul>
	<i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i>



## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

**Graded Unit title:** Leadership and Management for Care Services:  
Graded Unit 1

### Support notes

Below is a suggested marking scheme for each stage of this project which has been provided for the guidance. Centres may prefer to devise their own scheme.

While the Evidence Requirements for each section are clearly laid out below, the professional judgement of the tutor/assessor is also important. It is assumed that these individual judgements on marking will be subject to cross marking and internal verification to ensure consistency in the overall grading.

Please also consult the Guidance in Grading Table when deciding on an overall grade for the candidate.

### General guidance

The suggested overall word count for this Graded Unit is 3,000–3,500 words. The suggested word count for each section is:

Stage 1 — Planning (1,100 approx)

Stage 2 — Implementing (900 approx — excluding supporting documentation)

Stage 3 — Evaluating (1,500 approx)

Candidates should not be constricted by this advice. However they should be encouraged not to write significantly more or less than the suggested word count (within a margin of 10%). Candidates should indicate their actual word count at the end of each section. The word count does not include information that they may choose to put in an appendix or reference section.

### Planning (35 marks)

It is strongly recommended that the instructions for the Project are given out at **an early stage of the course** as the brief for this particular Practical Assignment requires candidates to do some research in order to be able to identify and then complete the Plan.

The Graded Unit should be explained to candidates by the tutor, emphasising the need for them to explore and research issues of workforce development relevant to their own setting. These issues will be pertinent because of national developments such as 'The Personalisation Agenda', Direct Payments, the Bichard Enquiry, Changing Lives, etc. Other relevant documents will be 'service specific' — for example, in Residential Child Care the Sofi Report and the work of the NIRCC, in Adult Care 'Same as You' and 'Remember I'm Still Me'.

Services are subject to Care Commission Inspections, and staff subject to registration by the SSSC, both of which result in recommendations for improvement, which could provide a necessary Practical Assignment for the Graded Unit and the workplace. The project should fit in with the organisation's existing mission, organisational and team objectives.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

### **Graded Unit title:** Leadership and Management for Care Services: Graded Unit 1

As part of the planning, candidates should be reminded to include learning from all the mandatory Units in this Group Award. For example, given the candidate has to lead this development/change, they should explain what type of leadership and management skills they will use, and how they will use Motivation theory to engage all staff and any other relevant people in the development.

**In order to achieve 35 marks for this section, candidates must cover the following Evidence Requirements fully. The tutor/assessor will have to use professional judgement as to the depth and quality of the candidate's response in allocating the marks.**

- ◆ The candidate should explain the research they conducted in order to choose an appropriate project concluding with a clear statement about what the end result/development/change will be based on the analysis of the research. They should be able to demonstrate an understanding of the national, local and government initiatives and/or legislation which impel workplaces to change practice.
- ◆ There should be a timeline for the Plan with clear stages of how the change or development will be promoted and an explanation of who will be involved and why.
- ◆ Consideration must be given to how service users will be affected, and if there are any issues in relation to protection.
- ◆ As in all sections of any Graded Unit, reference must be made throughout to theories and knowledge from other Units in the Group Award.

#### **Some suggested examples of projects:-**

- ◆ Quality Assurance project to measure customer satisfaction
- ◆ Improving recruitment and selection of staff
- ◆ Developing clearer workplace policies on, eg protection, rights, etc
- ◆ Making changes in the light of a Care Commission Inspection and suchlike.

Any Project should endeavour to involve service users.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

**Graded Unit title:** Leadership and Management for Care Services:  
Graded Unit 1

### **Implementing (25 marks)**

It is recommended the actual written description of the activities in relation to the Practical Assignment undertaken over time is brief. This is because it is assumed that there will be a 'paper trail' of the project — so the description can simply signpost to these documents. These might include; extracts from Care Commission reports, letters to higher managers with proposals for a Project, notices to staff about pending meetings, minutes of meetings, copy of project brief distributed to relevant people, consultation questionnaire, graphical representation for project timeline, supervision notes from one-to-one, team or peer supervision sessions etc.

**In order to achieve 25 marks for this section, candidates must cover the following Evidence Requirements fully. The tutor/assessor will have to use professional judgement as to the depth and quality of the candidate's response in allocating the marks.**

- ◆ There should be a clear, coherent description of how the project was conducted with an analysis of the contribution of others — how they helped or hindered progress. It is expected that the explanation will be supported by professional, supporting documentation/appendices.
- ◆ As in the Planning section, reference should be made to theories and knowledge from other Units of the Group Award — in particular reflection of how own leadership skills were used to facilitate the implementation of the project.

### **Evaluation (40 marks)**

This section is allocated the most marks as any Project will only be worthwhile if properly evaluated and analysed to ensure the Project meets its aims and is effective in achieving the planned change. Critical evaluation is also crucial in ensuring that the Group Award is at SCQF level 9. The Evaluation should include two main strands:

- ◆ Was the development a positive change for the workplace and the individuals receiving a service — if so, why, and if not, why not.
- ◆ What tools, methods, legislation, etc (and why) were used to measure quality. What worked really well, and what aspects proved difficult.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

**Graded Unit title:** Leadership and Management for Care Services:  
Graded Unit 1

### **The leader/manager**

Reflection on candidate's own performance throughout the project, and how their leadership and management skills were used and enhanced to achieve the change identified. How flexible they were in response to the suggestions of others, or to change course if necessary. There should be a substantial and critical analysis of the candidate's leadership roles, tasks and performance throughout the project. This should include how changes in approach were adopted to meet changing needs identified at the project implementation stage.

**In order to achieve 40 marks for this section, candidates must cover the following Evidence Requirements fully. The tutor/assessor will have to use professional judgement as to the depth and quality of the candidate's response in allocating the marks.**

- ◆ Candidates should state the Outcome of the Project clearly, analysing why and how the aims of the Project were achieved.
- ◆ Candidates should demonstrate a knowledge and understanding of the particular analytical tools used including any difficulties encountered along the way.
- ◆ The analysis should include reflection on the flexibility of the process, the role of other staff and service users involved, and any changes deemed necessary during the course of the project.
- ◆ A well constructed conclusion on the overall value of the Project is expected, combined with reference to how own leadership skills were used to achieve this.
- ◆ As with Planning and Implementation, reference to learning from other Units of the Group Award is expected, as well as references to all literature sources used throughout.

### **Equality and inclusion**

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

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## History of changes to Unit

Version	Description of change	Date
02	Update of Conditions of Assessment	Jul 2018

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## General information for candidates

### Graded Unit title: Leadership and Management for Care Services: Graded Unit 1

This Graded Unit will require you to use the learning from all five mandatory Units of the Group Award, PDA in Leadership and Management for Care Services at SCQF level 9.

You are asked to undertake a Practical Assignment, which you will identify by undertaking some research into workplace performance by using recommendations from inspecting and/or Regulatory Bodies.

Once the project has been identified, you will need to **plan** how to effect this change, using leadership skills, identifying who should be involved and how to support staff to participate and engage in the change process.

Once the Plan has been put in place, you will write up a detailed report of how you **implemented the plan**, and finally when the work is completed, you will be asked to **evaluate** the whole process.

There are more marks for the Evaluation section of this Graded Unit, as this is a crucial skill which leaders and managers need. Encouraging or suggesting change is not just about 'good ideas', but about the ability to undertake critical evaluation of all aspects of your job role. It is this skill, well applied which will make for excellent practice in the workplace which you can be proud of.

On completion of this Graded Unit, you will be able to demonstrate that you have achieved the following principal aims of the PDA in Leadership and Management for Care Services at SCQF level 9:

- 1 Demonstrate the critical application of leadership and management skills using evidence from the management of a practical project.
- 2 Identify and explore the workforce development needs of their own organisation.
- 3 Demonstrate the use of supervision to engage and lead staff in the process of change.
- 4 Support and manage issues in relation to Protection of Individuals.
- 5 Demonstrate awareness of risk, legislation, professional values in relation to leading change in the workplace.