



Higher National Unit Specification

General information

Unit title: Leadership Starts with Me (SCQF level 7)

Unit code: H8KC 34

Superclass: AF

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Unit purpose

Central to the Unit are the following definitions of leadership:

Emerging leadership is about demonstrating leadership potential.

Established leadership can be consistently demonstrated in practice.

Accomplished leadership is about providing a model of good leadership to which others can aspire.

The Unit recognises that leadership is about what we do and how we engage and communicate and behave with and towards other people. It aims to help develop understanding of the importance of shared purpose and integrated services to aspire to what could be. It also aims to develop the skills and understanding needed to develop personal and safe services.

The Unit forms a lynchpin to the mandatory Units in the award and also stands alone as a developmental process for workers in all services.

Higher National Unit Specification: General information (cont)

Unit title: Leadership Starts with Me (SCQF level 7)

Outcomes

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

- 1 Evaluate why leadership in social services matters for all those who use services
- 2 Explain what leaders at all levels can do to enhance the delivery and improvement of social services and promote innovative practice.
- 3 Examine and critically evaluate methods to ensure safe and effective care services can be individually focused
- 4 Explain and develop through practice the delivery of integrated services

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Learners for this award should have effective communication and interpersonal 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 as a student or a care worker, or SVQ level 3 in Health and Social Care, Early Education or one of their predecessor qualifications.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment.

Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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Equality and inclusion

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

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

Higher National Unit Specification: Statement of standards

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

Outcome 1

Evaluate why leadership in social services matters for all those who use services.

Knowledge and/or Skills

- ◆ Personal qualities of leadership
- ◆ Active participation
- ◆ Flexibility
- ◆ Positive risk taking
- ◆ Challenging discrimination and inequalities

Outcome 2

Explain what leaders at all levels can do to enhance the delivery and improvement of social services and promote innovative practice.

Knowledge and/or Skills

- ◆ Choice and control
- ◆ Person centred care
- ◆ Promoting health and wellbeing
- ◆ Involving people in their community
- ◆ Inspiring colleagues

Outcome 3

Examine and critically evaluate methods to ensure safe and effective services can be individually focused.

Knowledge and/or Skills

- ◆ Collaborative working
- ◆ Activity and learning
- ◆ Organisational culture
- ◆ Supporting others

Higher National Unit Specification: Statement of standards (cont)

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Outcome 4

Explain and develop through practice the delivery of integrated services.

Knowledge and/or Skills

- ◆ Self-awareness
- ◆ Giving and seeking feedback
- ◆ Critical understanding
- ◆ Promoting action
- ◆ Resilience
- ◆ Exciting new opportunities

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- 1 Identify and describe three personal qualities needed to be an effective leader.
- 2 Describe and explain how active participation contributes to demonstrating flexibility and positive risk taking.
- 3 Describe and evaluate one approach to challenging discrimination and promoting meaningful values.
- 4 Describe and evaluate two ways a leader can involve people who use services to promote; person centred care, choice and control, health and wellbeing.
- 5 Explain how leadership at all levels can inspire colleagues and lead innovative practice.
- 6 Critically evaluate the role collaborative working plays in supporting others and developing organisational culture.
- 7 Using an activity from practice reflect on your learning and demonstrate participation in promoting an integrated service.

Assessment for this Unit may be undertaken through

Assessment may be carried out through use of case study materials for Outcomes 1, 2 and 3 and by reflection of learning through practice for Outcome 4.

Centres must ensure that all of the knowledge and skills identified are assessed for each Outcome.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is based on the principles of the codes of practice or conduct the right to:

- ◆ be treated as an individual.
- ◆ be treated with equality and not be discriminated against.
- ◆ be respected.
- ◆ have privacy.
- ◆ be treated in a dignified way.
- ◆ be protected from danger and harm.
- ◆ be supported and cared for in a way that meets their needs, takes account of their choices and also protects them.
- ◆ communicate using their preferred methods of communication and language.
- ◆ access information about themselves.

Within Childhood Practice, there is a commitment that all staff would lead and manage to share a common set of values with their colleagues and staff teams. This shared ethos allows those within the organisation to:

- ◆ work within a framework of shared values and ethos that underpin all aspects of the organisation.
- ◆ develop and communicate a shared vision and purpose for the organisation.
- ◆ work together towards the shared objectives, Outcomes and goals.
- ◆ share responsibility for improving Outcomes for children and young people.
- ◆ shared commitment to inclusion, diversity, social justice, anti-discrimination, and protecting and caring for children.
- ◆ value individuality of knowledge, experience and expertise.

In a shared leadership and distributed management model, staff members share their expertise formally, informally and unconsciously. Less experienced staff have the opportunity to try out their ideas and skills in a challenging but safe context.

The Unit is aligned to the National Occupational Standard Develop your practice through reflection and learning SCDHSC0033 and is suitable for workers seeking to achieve formally assessed continuous professional development.

Higher National Unit Support Notes (cont)

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Each of the Outcomes for this Unit provides information on what learners will need to be able to do to complete the identified Outcomes. There are many types of leaders and many definitions of leadership. In this Unit, we are concerned with the skills of workers across the care sector to lead their own work and the work of others to enable best practice for all of those they support.

Outcome 1 looks at why leadership in social services matters for all those who use the services. This involves understanding how to identify why positive leadership matters, not just for those who work in services but also for all of those who use services. It introduces learners to the personal qualities of leadership, flexibility, positive risk taking, challenging discrimination and inequalities.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

To understand what lies at the heart of this each learner need to look at themselves and learn, at this early stage, the importance of continuous professional development and their own role and responsibilities for this.

The principles of Citizen Leadership are important these arose out of the 21st Century Review 'Changing Lives' in 2008.

Citizen Leadership is about a change of relationship between people who use services and people who provide them. In this new relationship, people as citizens take on shared responsibility for making sure services meet their needs. Everyone is an individual, and can be helped to show leadership in the way that suits them best.

Citizen Leadership happens when individuals have some control over their own services. It also happens when citizens take action for the benefit of other citizens. A leader influences, and enables others to make a contribution to this, and so help to make it happen.

Understanding the Principles of Citizen Leadership can be developed alongside other leadership resources such as the Step into Leadership website, this identifies links between citizen and frontline worker leadership, and how individuals can become more empowered to take the lead when required.

There is a direct link between good performance in social services and effective leadership. Developing leadership at all levels in the social services sector is important if services are to overcome future challenges.

Childhood Practice Standards: 2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities and other agencies and partnerships with whom they work

Journey to Excellence Vision and leadership: provides relevant links to help learners explore leadership this can be found at: www.educationscotland.gov.uk

Higher National Unit Support Notes (cont)

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Play Scotland: www.playscotland.org has information on positive risk taking in play.

In the work of Jillian Rodd leaders are typified as people who give direction, offer inspiration, build teamwork, set an example and gain acceptance Rodd (2005)

A review of leadership in Scotland's social services, commissioned by the Scottish Social Services Council (SSSC) in July 2010, undertaken during September and October 2010 was a collaborative project involving the support and contributions of many individuals and organisations the report can be found at: http://www.sssc.uk.com/doc_view/1630-leading-together-linked-reports

Learners would benefit from looking at areas of this report related to their own area of work.

Some debate could focus on one of the conclusions: Scotland's social services need leadership at all levels but they also need genuine connections and mutual respect between formal and informal leaders if organisations are to be responsive to the challenges that face them.

Working with positive risk taking is central to citizen leadership. To give proper balanced consideration to issues of risk and achievement in the diverse and complex lives of human beings, we need an entirely different approach from the methods that services use to 'risk assess' their hoists, fridges and kettles.

What is 'risk'? The experience of many people who have to rely on human services for their support is that 'risk' is the reason given to them by services why they cannot do the things that other people are doing every day. Risk sometimes used as a verb: a person 'risks' doing something, and sometimes a noun: a person labelled as being a 'risk to society'.

A Positive Approach to Risk Requires Person Centred Thinking Max Neill, Julie Allen, Neil Woodhead, Stephen Reid, Lori Irwin and Helen Sanderson 2008 is an article that looks at the issue of risk in the lives of people supported by human services.

Regulators too want to see the balance of risk decision making shifting toward 'supporting individuals who choose to take informed risks in order to improve the quality of their lives' (CSCI 2006 pvii) in this case CSCI are talking about older people, but this shift in attitude to risk is advocated for all services that offer health or social care to human beings.

Further resources can be found at: <http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-practice/person-centred-risk-.aspx>

Learners should be able to recognise that we can find leadership in every sort of work and play, and in every sort of adventure and project, regardless of scale, and regardless of financial or official authority.

Higher National Unit Support Notes (cont)

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Learners should understand how to challenge discrimination and inequalities they may meet through the course of their work. It is useful to look at Human Rights a wide range of valuable material can be found on Scottish Human Rights Commission website at: <http://www.scottishhumanrights.com/>. The Commission is dedicated to helping everyone understand their rights and the shared responsibilities we all have to each other and to our community and contains many free to download education and learning materials.

Central to this work are a set of principles, which combine to offer a rights based approach, which contains some underlying principles that are important in applying a Human Rights Based Approach in practice, known as the **PANEL** Principles:

A Human Rights Based Approach requires the recognition of rights as legally enforceable entitlements, linked into national and international human rights law.

Outcome 2 looks at what leaders at all levels can do to enhance and improve the delivery of a service. Good leadership depends on attitudinal qualities, not management processes.

Learners should understand the importance of leadership in the delivery of person centred care.

Person centred care can be understood in terms of the achievement of care experiences in which each individual feels they have been recognised and responded to as:

- ◆ a unique human being with intrinsic value, and a personal identity, life story and life plans that matter but that may be vulnerable in health care contexts; and
- ◆ an individual with a capability for developing and exercising autonomy that matters but that is vulnerable in social contexts, including childcare, adult care and healthcare.

Learners should be encouraged to debate the issues raised in this area for example how the recognition of the achievement of person centred care will depend heavily on the ability of managers and workers to respond flexibly to individuals. This has important implications for professional training programmes ongoing professional development and the assessment of practitioner's competencies.

It also raises questions about organisational policy and contexts: the implications for person centred care of policies that tend to promote standardisation require careful attention.

Positive leadership styles support good quality care (and potentially therefore person centred care) in teams and affect the broader care climate of a care organisation.

Looking at ways individuals' adults and children can be supported to remain active, would be a useful way of examining how the learner's organisation is meeting the health and wellbeing needs of those who use the service. Children have the right to play as well as the need to play in order to grow and develop adults also have these rights and needs; the question is to what degree services are developed to meet these needs.

Higher National Unit Support Notes (cont)

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At this stage of learning it is important to help learners identify what leadership roles they currently hold in their own lives, mother father son daughter etc. what role they currently hold in their work life group leader, organiser, support worker, etc. Where do they see themselves in one year's time, in five years' time, etc? Who do they admire as leaders and why? What skills do they believe leaders need to possess?

Helping learners to consider their own future is important. Time spent looking at what they want to achieve will help learners consider the links into continuous professional development and formally recorded learning. Gaining some understanding of this process will be good preparation for their SVQ level 3 Unit SCDHSC0033: Develop your practice through reflection and learning.

Exercises that can help understanding of themselves: 'where are you now?' and 'where you'd like to be in six months?' what about this time next year? or even 10 years from now? Can help identify not only their ambitions but also the skills they already have.

See more at: <http://www.mindtools.com/pages/article/time-management-mistakes.htm#sthash.MlqIYHJs.dpuf>

Learners should access the SSSC portal Step into Leadership Self leadership:
http://www.stepintoleadership.info/frontline_selfleadership.html

Looking at people skills will provide a good discussion point at this stage and help to demonstrate the overlap with other aspects of the learners learning. The results of their initial scores will help them to identify their development needs, they will return to this later in the Unit. The main message at this point would be:

'*Empowerment* is something someone gives you; self-leadership is what you do to make it work' (Blanchard, K (2006) *Self Leadership and the One Minute Manager*, London, Harper Collins).

Transformational leadership improves the health and well-being of the workforce by empowering staff, increasing productivity and staffs' willingness to go the extra mile to provide high quality care; negative leadership and workplace stress results in the converse.

Outcome 3 looks at the methods used to ensure safe and effective services can, and should be, individually focused; learners should have some insight into the meaning of risk in care services and recognise the need for a person centred approach to risk taking.

Self-leadership is about recognising your own leadership skills and abilities, and taking responsibility for using and developing these. Within all aspects of practice, there needs to be a commitment that all staff will lead and manage the sharing of a common set of values with their colleagues and staff teams. In a shared leadership and with distributed management model, staff members share their expertise formally, informally and unconsciously. Less experienced staff members have the opportunity to try out their ideas and skills in a challenging but safe context.

Higher National Unit Support Notes (cont)

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Learners should focus on their workplace/placement organisation and the methods used to ensure the safe care of those who use the service. This should include revisiting their learning on methods and models of practice and looking at how the care they provide is genuinely individually focused; they should also look at collaborative working.

They could examine the effects on their organisation of the Joint Futures Agenda and GIRFEC (Getting it Right for Every Child) and the extent to which these initiatives have led to greater collaborative working. One of the questions this raises would be in relation to accessing networks of support. It is recommended that learners undertake a piece of research, either in their own workplace or in their placement organisation, comparing it to other similar organisations in order to draw some comparisons and develop their understanding of one of these initiatives.

Getting it Right for Every Child: GIRFEC
<http://www.scotland.gov.uk/Resource/0042/00423979.pdf>

Reshaping Care for Older People and the Integration of Health and Social Care are set within the context of Public Service Reform and delivering continuous quality improvement.
<http://www.jitscotland.org.uk/action-areas/reshaping-care-for-older-people/reshaping-care-improvement-network/>

The definition of Managed Clinical Networks is 'linked groups of health professionals and organisations from primary, secondary and tertiary care, working in a coordinated manner, unconstrained by existing professional and Health Board boundaries, to ensure equitable provision of high quality clinically effective services throughout Scotland'.
<http://www.knowledge.scot.nhs.uk/child-services/resources/managed-clinical-networks.aspx>

The work of CYANS will develop recommendations to the Scottish Government, in order to help shape future allergy services and provide support for children, young people and their families and the health care professionals who care for them.
<http://www.cyans.org.uk/>

The introduction of regulation and inspection has produced a marked change defining appropriate quality standards and delivering care and education congruent with these standards. Inspecting against continuous improvement and the quality of the services delivered is being achieved and documented.

<http://www.careinspectorate.com/>
<http://www.sssc.uk.com/>
<http://www.educationscotland.gov.uk>

Learners would benefit from spending some time considering the impact of regulation and inspection on an organisation in their area of practice.

To end this part of the Unit learners could reflect on something that has happened in their workplace that represents a positive move forward whether they were personally involved or not does not matter what they are looking at is the Outcome for those who use the service.

Higher National Unit Support Notes (cont)

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They should also look at a personal event that has encouraged and or inspired them and try to identify what their role in that was.

A useful web resource for prompting discussions on self-challenges and achievements can be found at: <http://wordfromthewell.com/page/2/>

Learners should be encouraged to recognise how they can support each other and their work colleagues. Thinking about their own role as a worker in relation to the above could be in small group discussions and scenarios focusing on their own workplace. How can they inspire others?

Outcome 4 is about the learner being able to explain and develop through practice the delivery of integrated services. The later this takes place in the overall programme the more opportunities learners will have to consider not only changes in their own practice but also changes in the delivery of services.

By taking learners back to self-reflection, this provides the opportunity for them to re-evaluate their own practice by looking at self-awareness, giving and receiving feedback, critical understanding, promoting action, and resilience finally considering exciting new opportunities will enable them to further grow and develop in the practitioner role.

At the end of the Unit through this Outcome, learners should reflect and consider how integration of services has and in the future can progress and what their roles as workers may become. This could involve them working in small groups to give and receive feedback on their own learning to date. It is important they realise how services changing impacts on the need for continuous professional development for all workers.

They should revisit the exercise of where they are now, where they see themselves going and identify new opportunities for their own development.

The Continuous Learning Framework principles and vision is to remind us what is possible for individual's families and communities now and in the future. The Continuous Learning Framework (CLF) has thirteen personal capabilities, which focus on how social service workers manage themselves and their relationship with others in the workplace.
<http://www.continuouslearningframework.com/clf/home/welcome-to-the-continuous-learning-framework-website.html>

There are many links between these and the leadership capabilities. Some of the following indicators for leadership capabilities taken from the CLF sometimes with some minor changes to the wording to align with other leadership capability indicators can be located at http://www.stepintoleadership.info/assets/pdf/frontline_indicators.pdf

In considering their personal and professional development over the period of study, learners should now look at how resilience is affected through experiences, both positive and negative. Resilience has often been a difficult concept for practitioners to incorporate into their assessments. As such, its use within the National Practice Model has been the most difficult to understand. People using it need to be confident they are clear about the basic principles of resilience and how it fits in the National Practice Model.

Higher National Unit Support Notes (cont)

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These three building blocks of resilience offer a simple explanation of what we mean by the term: Secure base, Self-esteem, Self-efficacy.

Further useful reading and research for all the Unit Outcomes are available on the self-leadership section of the SSSC site

http://www.stepintoleadership.info/frontline_selfleadership.html

Under the sub sections: Additional Resources and e learning include the following:

Everyone fails: Using emotion regulation and self-leadership for recovery

Self-leadership: a cross-cultural perspective

The relationship between self-leadership and personality: a comparison of hierarchical factor structures.

The revised self-leadership questionnaire: testing a hierarchical factor structure for self-leadership

Two decades of self-leadership theory and research: past developments, present trends and future possibilities.

As they reach the end of the Unit and prior to their final assessment the importance of communication skills cannot be over emphasised. It is recommended that learners, no matter how experienced they are as workers, undertake the communication skills quiz found at http://www.mindtools.com/pages/article/newTMM_36.htm

Another important area which will be useful prior to assessment is the learner's ability to be a reflective practitioner an exercise which aims to help them look at some of the skills and processes for this, can be found at <http://content.iriss.org.uk/reflectivepractice/>

Guidance on approaches to delivery of this Unit

This Unit is designed to be delivered across the period of the Group Award for direct entry learners, it can also be used for workers as continuous professional development. It provides evidence of knowledge and understanding that can be used to evidence Units from the SVQ level 3 Health and Social Services and the SVQ level 3 Social Services Children and Young People. Learners wishing to use the Outcomes of their work for this purpose are advised to complete the Recording your Learning document available on the SSSC web site. <http://www.stepintoleadership.info/assets/pdf/Learning%20log.pdf>

It is recommended that learners work through this Unit in class groups and small groups in order to be able to give and receive feedback. Group and individual presentations provide opportunities for each learner to demonstrate their learning and increase their self-awareness.

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Use of the Knowledge Network is encouraged learners may join at this link:
<http://www.knowledge.scot.nhs.uk/home.aspx>

Some self-directed learning and research are also encouraged in order that learners recognise the importance of their own self-development.

The Regulation of Care Act and the subsequent registration of the workforce offers all care workers the opportunity to develop practice through reflection and learning not just once but rather as a continual process. This Unit aims to embed that process and therefore move a step closer to the objectives of Changing Lives. Since the publication of the Changing Lives Report significant work has been undertaken to progress the apparent gaps in leadership development within social services.

We are still on the journey towards:

- ◆ people who use services and carers get the right support to be actively involved in a leadership role, including independent advocacy.
- ◆ people who use services and carers have the opportunity to show their leadership qualities in different ways.
- ◆ everyone should be assumed to have leadership potential.
- ◆ people who are unable at any time to exercise responsibility and leadership (eg because of illness) should be supported and encouraged to develop responsibility for themselves and others at a later time.

Guidance on approaches to assessment of this Unit

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

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

Assessment may be carried out through use of case study materials for Outcomes 1, 2 and 3 and by reflection of learning through practice for Outcome 4.

Centres may consider giving learners the opportunity to present a piece of learning to a group. This could be assessed through the use of a video where their skills could be peer reviewed and assessed by means of a self-profiling tool where the learner is in the role of facilitator and the assessor identifies their leadership strengths and areas for development.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Knowledge and Skills requirements for each Outcome.

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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 learners are already working in practice it is asked that they write about real work situations.

Only in exceptional circumstances should a centre-devised hypothetical assessment be used. Learners are expected to produce evidence relating to undertaking responsibilities as a practitioner wherever possible.

Opportunities for e-assessment

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

Opportunities for developing Core and other essential skills

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

Communication: Written communications will be developed through learners producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.

Working with Others: Will be developed as learners will be required to work collaboratively with colleagues from their own and other service areas in the preparation and research for their assignments.

Information and Communication Technology (ICT): Learners will develop their *ICT* skills through research and the presentation of written assignments.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Leadership Starts with Me (SCQF level 7)

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

This Unit is about you and the role you play in the work that you do. It will help you to recognise that you lead and how you do that. It is not about being a manager it is about being an effective person.

Emerging leadership is about demonstrating leadership potential.

Established leadership can be consistently demonstrated in practice.

Accomplished leadership is about providing a model of good leadership to which others can aspire.

The Unit is designed to help you to recognise that leadership is about what we do and how we engage and communicate and behave with and towards other people. It aims to help develop understanding of the importance of shared purpose and in practice to aspire to what could be. It also aims to develop the skills and understanding needed to develop personal and safe services.

You will begin a journey towards being an effective leader and develop your knowledge skills and continue this as you develop in your job role and your life.

You will be assessed through the production of case study material as well as observed practice in a class situation.

Through your learning you will develop your Core Skills in *Communication, Working with Others* and *Information and Communication Technology (ICT)* by:

- ◆ producing written work in a variety of formats; discussion, debate and evidence of engagement with other learners, professionals and key people.
- ◆ working collaboratively with colleagues from your own and other service areas in preparation and research for their assignments
- ◆ research and the presentation of written assignments.

All of the research you undertake and your presentation will be relevant for the core Units in your SVQ level 3 award and prepare you for further study