



Higher National Unit specification

General information

Unit title: Additional Support Needs: Effective Leadership and Management (SCQF level 8)

Unit code: HD87 35

Superclass: AF

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Unit purpose

This Unit is designed to develop the learner's knowledge and understanding of leadership, management and teamwork expected of those working in a promoted post within an Additional Support Needs (ASN) setting. The learner will examine a range of theoretical and practical based perspectives related to practice and management and explore requirements for training and continued professional development in the ASN setting.

Outcomes

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

1. Explain appropriate leadership and management styles for those working in a promoted post in an ASN setting.
2. Evaluate team working practices in an ASN setting.
3. Investigate training and CPD needs and processes for an individual and the team.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

Entry is at the discretion of the centre. Learners should have good communication and interpersonal skills. It would be expected that the learner will be working at an appropriate level (or have access to a placement) in a setting that provides support to individuals with ASN.

Higher National Unit Specification: General information (cont)

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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.

However, the Unit could be studied as a free-standing Unit as part of a continuous personal development programme.

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.

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. Learners 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

Explain appropriate leadership and management styles for those working in a promoted post in an ASN setting.

Knowledge and/or Skills

- ◆ Management and leadership styles.
- ◆ Effective communication styles.
- ◆ Decision-making techniques.
- ◆ Stress management techniques.
- ◆ Change management techniques.
- ◆ Challenging discrimination and inequalities.

Outcome 2

Evaluate team working practices in an ASN setting.

Knowledge and/or Skills

- ◆ Stages of team development.
- ◆ Team characteristics.
- ◆ Working practices of the individual and as a member of a team.
- ◆ Internal and external factors that contribute to the effectiveness of a team.
- ◆ Shared goals and values.

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Outcome 3

Investigate training and CPD needs and processes for an individual and the team.

Knowledge and/or Skills

- ◆ Effective strategies for setting goals and objectives.
- ◆ Effective strategies for staff development and training.
- ◆ Training needs analysis.
- ◆ Person centered training.
- ◆ Policies and procedures for recording continuous personal development.
- ◆ Appraisal systems.

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:

Outcome 1

- ◆ evaluate trait, style and contingency approaches to leadership.
- ◆ examine the effects of leadership style in relation to:
 - motivation.
 - communication
 - conflict resolution.
 - stress management.
 - team working.
 - service delivery.
 - discrimination, inclusion and equality.
- ◆ explore workplace conditions that may influence change.
- ◆ describe change management techniques.

Outcome 2

- ◆ describe stages of team development.
- ◆ explain the contribution of individual team members to the dynamics of the team.
- ◆ outline factors that can impact on team working.
- ◆ describe the impact external factors can have on the day to day operation of the team.
- ◆ explain the impact internal factors can have on the day to day operation of the team.

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

- ◆ describe systems for CPD within own work setting.
- ◆ explain how to encourage active participation in formal or informal learning.
- ◆ investigate appropriate CPD/training models in relation to staff needs.
- ◆ describe the training needs of an individual staff member.
- ◆ describe the training needs of the staff team.
- ◆ explain how CPD fits into the Appraisal system.



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 80 hours.

Guidance on the content and context for this Unit

This Unit is designed to develop the learner's knowledge and understanding of teamwork, leadership and management expected of those working within a promoted post within an ASN setting. The learner will examine a range of theoretical and practical based perspectives related to practice and management and explore requirements for training and continued professional development in the ASN setting.

Guidance on approaches to delivery of this Unit

Outcome 1 and 2 can be taught together as they are inter-related. The learner could explore how effective working practices depend greatly on the leadership and management style of those in promoted posts. The learner could explore how people skills can impact on the work setting. The learner will also look at the individual within a team, and how a team works when each individual's strengths are used to their best.

Delivery of Outcome 3 would benefit from group work: learners could work together to compare and contrast training, CPD and appraisal systems from their own workplace, identifying and sharing good practice.

Case studies could be used to demonstrate how Training Needs Analysis (TNA) and CPD 'fit' into organisational appraisal systems.

Outcome 1

Learners are required to investigate and evaluate a range of leadership and management styles using theoretical models including:

- ◆ Trait; Behavioural (Ohio, Tannenbaum and Schmidt, Blake and Monton, Lewis).
- ◆ Contingency (Fiedler, Hersey and Blanchard).
- ◆ Transformational models (Kanter).

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Change Management Techniques – for example;

James, Aguirre and Calderone suggests to be successful it needs a nine step programme:

1. Address the 'human side' systematically.
2. Start with the top management level.
3. Involve every layer.
4. Make a formal case.
5. Create ownership among staff.
6. Communicate the message to all levels.
7. Assess the cultural landscape.
8. Address culture explicitly.
9. Speak to the individual as the journey is both institutional and personal.

Prosci's suggests a four step methodology:

1. Preparing for Change — define strategy, prepare teams, develop model.
2. Managing Change — develop plans, take action.
3. Reinforcing Change — collect and analyse feedback, manage resistance, implement corrective action.

Outcome 2

Learners are required to understand the concepts of stages of development, group norms, dependency needs and roles using a variety of theoretical models which could include:

- ◆ initial stage: Orientation, Hesitant Participation, Search for meaning, Dependency; Second stage: Conflict, Dominance, Rebellion; Third stage: Development of Cohesiveness (Yalom, 1995).
- ◆ forming, storming, norming, performing (Tuckman 1965).
- ◆ anxiety, Discord, Trust, Commitment, Closure (Hough 1996, 1998).

Outcome 3

Continuous personal development of staff is important at all levels in an ever changing work environment. The learner should be aware of how to approach the need for CPD and how to encourage/motivate staff to undertake either formal or informal learning.

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- ◆ The following is one example of a CPD model, other models should be explored:
- 1. Where am I? — the manager/leader would encourage staff to explore this question in relation to self-development and work related development.
- 2. Where do I want to be? — This question is equally important as it gives ‘the worker’ and the management guidance as to what type of CPD is needed. It also enables both worker and manager to phase and plan learning.
- 3. How do I approach CPD? — This is a process driven approach but it is useful as it ensures continuity across staff team:
 - ◆ Self-directed.
 - ◆ Focus on learning.
 - ◆ Set of developmental goals.
 - ◆ Document process.
 - ◆ Include formal and informal learning.
 - ◆ Include review.

Training due to legislation and regulation — this list is not exhaustive.

Compulsory:

- ◆ Health and Safety.
- ◆ Safeguarding.
- ◆ Risk Assessment.
- ◆ Administering medication.

Interest led due to client group, eg:

- ◆ new policies, eg Carers Bill 2016.
- ◆ any changes to Benefits.
- ◆ housing regulations.

Self-evaluation/self-reflection/self-leadership.

‘Empowerment is something someone gives you; self-leadership is what you do to make it work’ (Blanchard, K 2006).

The skills the learner would reflect on would cover the following:

- ◆ empowering other staff.
- ◆ increasing staff involvement in goals.
- ◆ recognising own skills and abilities.
- ◆ taking responsibility to use these skills effectively.
- ◆ inspire shared purpose.
- ◆ setting future goals for own CPD.

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Guidance on approaches to assessment of this Unit

Evidence can be generated using different types 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.

Outcome 1 and 2 could be assessed together in an extended response to cover all Evidence Requirements.

For Outcome 3 the learner may be assessed by the development of a case study covering the training needs analysis and/or CPD requirements of either an individual or the staff team. The case study should be accompanied by a reflective account which details their own role in the process and identifies the reasons for the training/CPD.

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

There is opportunity within the Unit to develop aspects of the Core Skills in *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Problem Solving* at SCQF level 6 and *Information and Communication Technology* at SCQF level 5.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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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 designed to develop your knowledge and understanding of leadership, management and teamwork expected of those working in a promoted post within an Additional Support Needs (ASN) setting. You will examine a range of theoretical and practical based perspectives related to practice and management and explore requirements for training and continued professional development in the ASN setting.

There are three learning Outcomes to complete:

1. Explain appropriate leadership and management styles for those working in a promoted post in an ASN setting.
2. Evaluate team working practices in an ASN setting.
3. Investigate training and CPD needs and processes for an individual and the team.

Assessment will likely be an extended response to cover Outcomes 1 and 2 and a case study and reflective account for Outcome 3.

Your Core Skills in Communication, Problem Solving, Working with Others and Information and Communication Technology will be developed throughout the Unit.

The Unit will enhance employability skills in an area of responsibility within the field of Additional Support Needs. In addition the transferable skills of planning and evaluation, research and reflective practice will also be developed.