



## Higher National unit specification

### General information

**Unit title:** The Craft of Scrutiny (SCQF level 10)

**Unit code:** HH7N 37

**Superclass:** VD

**Publication date:** January 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit enables learners to critically analyse, evaluate and reflect upon the application of theories and methodologies that make up the craft of scrutiny. The craft of scrutiny incorporates understanding of the purpose and nature of different roles and the application of skills and knowledge. It includes the ability to appropriately apply knowledge and skills to novel practice situations, to practice situations that appear the same but have individualities, and to develop innovative practice that promotes improvement. Successful learners will demonstrate the role of risk and responsiveness which includes ethical and value based decision making within their approach to their scrutiny practice. By completing this unit, they will appreciate the craft of scrutiny practice, demonstrating and critically analysing the skills and experience needed to evaluate organisational quality, performance, outcomes that people experience and the contribution of scrutiny to improvement.

The Inspection of Health and Social Care Standards developed specifically for those scrutinising health and social services are relevant to this unit. As such, the unit will provide the opportunity to gain some of the underpinning knowledge and critical understanding related to the NOS. The unit also forms part of the PDA in Scrutiny and Improvement Practice (Social Services), which is approved by the Scottish Social Services Council (SSSC) for registration purposes for Authorised Officers of the Care Inspectorate. Other professional bodies may also recognise the contribution that the award would make to practice development for professionals working in scrutiny organisations.

## Higher National unit specification: General information (cont)

**Unit title:** The Craft of Scrutiny (SCQF level 10)

### Outcomes

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

- 1 Critically analyse and evaluate theories and methodologies of scrutiny and their application to scrutiny activity.
- 2 Critically analyse the practice implications of different scrutiny roles and responsibilities.
- 3 Demonstrate and apply a critical and analytical understanding to the skills, techniques and processes associated with carrying out scrutiny activities.
- 4 Critically review and apply the skills and techniques required to interpret relevant information, deliver effective scrutiny feedback and manage professional dialogue.
- 5 Critically analyse and apply how types of risk inform the choice of approaches to scrutiny practice.

### Credit points and level

2 Higher National unit credit(s) at SCQF level 10: (16 SCQF credit points at SCQF 10)

### Recommended entry to the unit

Learners should have well developed communication and inter-personal skills. They should be able to demonstrate their ability to critically review and consolidate knowledge, skills, practices and thinking in their areas of practice. This may be demonstrated by: relevant professional qualifications at SCQF level 9 (or equivalent), or above with relevant experience in a social services or other related settings. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

### 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.

### 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 at [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## Higher National unit specification: Statement of standards

**Unit title:** The Craft of Scrutiny (SCQF level 10)

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

Critically analyse and evaluate theories and methodologies of scrutiny and their application to scrutiny activity.

#### Knowledge and/or Skills

- ◆ Definitions of scrutiny
- ◆ Theories and concepts of external scrutiny including: proportionality, responsiveness, accountability and transparency
- ◆ Methodologies and application of scrutiny

### Outcome 2

Critically analyse the practice implications of different scrutiny roles and responsibilities.

#### Knowledge and/or Skills

- ◆ Scrutiny roles and responsibilities
- ◆ Collaborative practice and/or Joint inspections
- ◆ Professional judgement
- ◆ Tensions between accountability and flexibility in scrutiny

### Outcome 3

Demonstrate and apply a critical and analytical understanding to the skills, techniques and processes associated with carrying out scrutiny activities.

#### Knowledge and/or Skills

- ◆ Diverse communication strategies and skills
- ◆ The importance of outcomes
- ◆ Evidence gathering

## Higher National unit specification: Statement of standards (cont)

**Unit title:** The Craft of Scrutiny (SCQF level 10)

### Outcome 4

Critically review and apply the skills and techniques required to interpret relevant information, deliver effective scrutiny feedback and manage professional dialogue.

#### Knowledge and/or Skills

- ◆ Methods of involvement
- ◆ Feedback decisions and processes
- ◆ Conflict and conflict resolution models
- ◆ Synthesising and triangulating evidence for scrutiny decision making

### Outcome 5

Critically analyse and apply how types of risk inform the choice of approaches to scrutiny practice.

#### Knowledge and/or Skills

- ◆ Types of risk in scrutiny and improvement
- ◆ Move from risk aversion to positive risk enablement
- ◆ Support improvement through the use of sanctions and/or strategies
- ◆ The concept of protection and its influence on scrutiny and improvement practice.
- ◆ Risk assessment and management

#### 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:

- ◆ Define scrutiny and critically analyse the relevance of at least two theories of scrutiny practice and demonstrate understanding of their impact on supporting improved outcomes
- ◆ Critically analyse at least two methodologies of scrutiny and how these might influence better outcomes for people using or accessing services
- ◆ Critically analyse at least two scrutiny roles, their inter-relationship and their impact on scrutiny practice
- ◆ Critically analyse the significance of collaboration using at least one practice example from scrutiny practice
- ◆ Critically analyse the role of professional judgement in scrutiny practice and decision making
- ◆ Critically analyse at least one tension between accountability and flexibility in scrutiny practice
- ◆ Demonstrate a critical understanding in practice of at least two communication strategies or tools

## Higher National unit specification: Statement of standards (cont)

**Unit title:** The Craft of Scrutiny (SCQF level 10)

- ◆ Demonstrate and apply a critical and analytical understanding of the importance of outcomes in supporting improvement
- ◆ Demonstrate evidence gathering skills in at least one scrutiny activity
- ◆ Critically review at least three methods of involvement that facilitate the gathering of outcome focused information, using practice examples
- ◆ Critically review how feedback processes and techniques have influenced improvement in own area of practice, using practice examples
- ◆ Demonstrate a critical understanding and application of at least two models of conflict resolution
- ◆ Demonstrate Synthesising and triangulating evidence in relation to at least one area of scrutiny decision making
- ◆ Critically analyse the tensions between safety, protection, positive risk taking and risk aversion in own area of practice
- ◆ Critically analyse the application of sanctions and/or strategies available in own area of practice
- ◆ Critically analyse the difference between risk assessment and risk management as it applies to own area of practice
- ◆ Critically analyse at least two types of risk and how this applies in own area of scrutiny practice

## Higher National unit support notes

**Unit title:** The Craft of Scrutiny (SCQF level 10)

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

The unit is designed to enable learners within their own area of expertise to recognise and develop and enhance the skills and knowledge needed for the craft of scrutiny. The Care Inspectorate use the craft of scrutiny as the way in which they expect learners to practice in whichever area of scrutiny activity they are involved in. As such, the craft of scrutiny will provide the framework for teaching.

Learners will critically analyse and evaluate a range theoretical perspectives and concepts related to the craft of scrutiny. A range of scrutiny methodologies and strategies are considered and the fundamental relationship between risk and proportionality in these approaches is explored. The importance of working together within organisations and externally with other organisations is considered, including joint inspections and working practices. The concepts of responsiveness, accountability and transparency are reviewed in line with the principles of best practice in scrutiny. Learners should also examine this in relation to relevant scrutiny and regulators codes. Responsiveness as a means of helping inspectors to evaluate evidence from inspections and other activity is advocated. This includes complaint investigations, registration assessments, strategic and joint inspections of services, to ensure inspectors can practice and appreciate the range of skills and approaches that support services to improve. The areas that the learner might consider for each outcome are included below. It is important to recognise that this guidance is not exhaustive and learners should explore the areas related to their own expertise and area of practice.

Outcome 1: In examining definitions of scrutiny, the four elements identified in Crerar (2007) should be discussed. Learners should consider the difference between internal and external scrutiny and evaluate the potential contribution that external scrutiny makes. In addition, learners should examine the relationship between internal scrutiny and self-evaluation and/or self-regulation. Concepts of scrutiny methodologies would include acknowledgement of older approaches such as command and control or a compliance based approach. The more contemporary approach, often referred to by theorists as responsiveness, allows the learner to critically reflect on how they approach inspection, complaint investigation and registration processes. For some this will include the ability to enforce change through legislative powers.

Methodologies such as appreciative inquiry should be critically examined. Learners must explore how their evaluations about the outcomes people experience are formed and how they can be sure they reflect peoples' experiences.

## Higher National unit support notes (cont)

### Unit title: The Craft of Scrutiny (SCQF level 10)

Outcome 2: Both scrutiny and regulation approaches should be explored by all learners regardless of their role. Learners should be encouraged to look at this from a strategic viewpoint as well as from an individual viewpoint. Levels of outcomes could inform this, for example individual, service and organisational outcomes. Crucially, learners should be able to understand the purpose and aims of scrutiny roles and responsibilities. The roles and responsibilities within the different parts of the organisation and how they work together to enable the Care Inspectorate to carry out its functions (registered services, strategic inspection, complaints, registration and enforcement) should be explored.

Collaboration should be examined from the internal and the external perspective. By internal, we mean within the organisation. By external, we mean explicitly formal relationships with scrutinised services and other professionals, and organisations we work with (for example Education Scotland, Healthcare Improvement Scotland, local authorities, health boards, and integrated joint boards) or as best practice (for example service user and carers). These are both important aspects. Collaborative approaches reflect best practice but can present challenges. For example, recommendations are voluntary, necessitating collaboration, but requirements are mandatory. So some time could be spent thinking about the potential conflicts between collaboration and enforcement. Challenges and opportunities of working together across roles will tease out benefits, pros and cons and a greater understanding of the different scrutiny roles and responsibilities. Critical reflection about how different roles and responsibilities and their inter-relationship might promote innovative and improved practice will be an important part of the unit. Theories that inform truly collaborative practice will help learners to consider how different roles can work together to improve practice. In particular, there should be some focus on how to share best practice. Learners should explore how to implement a focus on people using services and use evidence and professional judgement in reaching decisions. They should understand how they provide advice and guidance appropriate to their role. Further, they should be given opportunities to critique the boundaries of the scrutiny role and the respective roles of those who are subjects of this process. Professional judgement refers to decision-making that reflects key values and principles. Evetts (2003) lists these as:

- ◆ The importance of trust between the professional and the client
- ◆ The analysis of risk
- ◆ The use of discretion
- ◆ Expert knowledge
- ◆ High level of service for client and colleague

There are many sectors, for example schools, where scrutiny activity demands professional judgement (Baxter and Clarke, 2013). Biesta (2007) believes that professional judgement uses principles and values to make complex decisions. Principles and values are paramount over other considerations such as economy and efficiency. The use of punishment in the teaching of children provides an example. The removal of privileges and the use of detention may upset a child sufficiently that they try their best to learn, meaning that their results improve and the school seems to show improvement. However, this approach risks alienating teacher and pupil alike not to mention the implications regarding the child's social development and view of society. Inspectors' judgements in all sectors will often rely on professional principles and values and are guided by relevant codes of practice. Practice examples from learners' own practice where professional judgement was called for should be used for discussion and critical reflection.

## Higher National unit support notes (cont)

### Unit title: The Craft of Scrutiny (SCQF level 10)

Outcome 3: The quality frameworks used for inspection, registration and complaint approaches should be considered in relation to how they support scrutiny activity, for example EFQM or other Quality Assurance Frameworks. The skills and techniques used to gather relevant information in preparation for and during a scrutiny activity are important to explore, with a focus on outcomes. Outcomes can be difficult to determine, for example during registration activities, but the knowledge, skills and techniques to predict outcomes are equally important as those used to determine outcomes.

How evidence is gathered to inform scrutiny activities and inform decision making should be discussed. Influences such as legislation related to for example data protection and human rights may be considered. Organisational structures, systems, processes, social policy, best practice, values, ethics and codes of practice as explored in the unit entitled 'Frameworks for Scrutiny Practice' may also be revisited. Learners should explore how they set expectations and use transparency, fairness and reciprocity in their dealings with those being scrutinised. The principles of equality and equity should be examined in terms of how they are applied in practice. At all times, ethical business and professional practice should be emphasised. The debates around how to achieve this should be explored.

Evidence gathering techniques should be critically analysed. For example, working with groups and communities, research methodologies, co-production, outcome focussed evidence gathering, taxonomies of need and triangulation. The use of Inspection Volunteers and Young Inspectors could be considered. The use of assistive technologies to gather and collate information should also be considered. There is a substantive range of contexts in which this can be explored for example; use of recording devices, the different ways in which people communicate (language, development, cultural, sensory) and accessing expert and best practice information.

Learners should explore and critically analyse a range of communication techniques, strategies and skills and how they can be deployed to gather information from people using services and other stakeholders. For example the use of talking mats, Short Observation Framework for Inspection (SOFI), storytelling, appreciative inquiry, verbal and written communication, appropriate use of assertiveness, self-awareness and professional standards and codes of practice relevant to the learner's area of work.

Outcome 4: Triangulating evidence gathered and then synthesising this into professional evaluative judgements are essential areas of exploration. The concept of feedback is important. Providing constructive feedback is a necessary skill if services are to improve. It should be carefully planned. The concept of feedback loops is also important and how feedback influences performance and outcomes. Learners should be encouraged to examine research studies in this area. Learners should also explore different ways to communicate, as ways of engaging with and involving people using services. Some examples were given in the notes for Outcome 3 (talking mats, dementia care mapping, storytelling, etc). Working with groups as a method of involvement would be important to explore. Investigative methodology and research skills should be emphasised, as should be the necessity of enabling effective conversations. Learners should explore how they set expectations and use transparency, fairness and reciprocity in their dealings with those being scrutinised. The principles of equality and equity should be examined in terms of how they are applied in practice. At all times, ethical business and professional practice should be upheld. The debates around how to achieve this should be explored.



## Higher National unit support notes (cont)

### Unit title: The Craft of Scrutiny (SCQF level 10)

In the drive to improve outcomes, conflict may emerge. It is therefore important for learners to consider conflict and how to resolve it. The inter-relationship between: recommendations and requirements; complaints resolutions; strategic inspection outcomes; registration decisions could be critically analysed. Potential tensions and conflict between scrutiny and supporting improvement should be recognised. Conflict typically arises from one of three sources. *Personal* Conflict is conflict between people and can arise when one person behaves in a negative manner or another person has skewed perception due to factors like, for example, stereotypes or preconceptions. The relationship between people is affected negatively. *Value* Conflict arises when two people or groups have dissenting views on moral or ethical values--that basic understanding of what is naturally right or wrong within the professional situation. *Interest* Conflict arises when one person's desired outcome is in conflict with another person or group's interests. Typically, this occurs when one person believes that another person's desires, if enacted, will prevent his or her own interests from being met. It is important for inspectors to recognise what type of conflict they are dealing with and how to best resolve this. Restorative practices could be examined in this area, as could coaching, mediation and conciliation, as ways to move forward in improvement practice.

Intelligence should be considered and would include what is known about the service, relevant data, its past performance and capacity to improve. In registering a service with an existing provider, intelligence may include the performance of their other services.

Outcome 5: This outcome is concerned with how risk and risk management impacts on scrutiny activities and influences decisions at all stages of the process. Learners should critically analyse, using examples from their own practice, how risk assessment and management has influenced the way in which they carried out their role. Approaches and methodologies to scrutiny are now heavily informed by risk assessment and management. Models and concepts were examined in the unit entitled 'Frameworks for scrutiny practice.' For this outcome the learner should focus more on types of risk in scrutiny and improvement (eg are these personal, professional, organisational). The impact of duties such as co-operation, consultation, raising awareness of reports to local authorities and user focus, the consideration of safety, moving from risk aversion towards risk enablement and the sanctions and strategies available to scrutiny bodies should be explored. The relationship and potential tensions between risk, protection, freedom, safety, human rights and scrutiny practice should be considered.

Conflicts between protection and appropriate risk taking should be explored and critically analysed along with their impact on individual life experiences. Concepts which may be explored include Clinical Risk Assessment, Actuarial Risk Assessment, Risk Control Perspectives, Risk Management Perspectives, Defensible Decision Making. How potential harms to individuals have historically presented and have been responded to, and how they have continued to influence the scrutiny process should also be critically analysed.

The concept of organisational memory should be considered. More proportionate approaches aim to reduce the burden of scrutiny on services that perform well while also allowing the inspector more time for the services that are not. The nature of risk to people using services and the capacity and motivation of the service to improve will inform choices about approaches for scrutiny. Proportionate regulation/scrutiny and the associated risks should be explored. Risks around outcomes of care should be examined, particularly related to safety verses independence, the impact of new technologies could be examined here.

## Higher National unit support notes (cont)

### Unit title: The Craft of Scrutiny (SCQF level 10)

Choosing the approach, depth of scrutiny, what to focus on and how it is done will play an important part of the role and may be assessed through direct observations of practice.

The knowledge and skills obtained from the outcomes of this unit will be developed in a range of ways. However specific theories of regulation, inspection and scrutiny frameworks and strategies will enable learners to develop their knowledge (for example those of J. Braithwaite, R. Baldwin and J. Black, N. Gunningham, G. Boyne, C. Hodges, K. Walshe, S. Martin, H. Davis and J. Brady). Theories about collaborative practice and inter-professional working (for example P Beresford and C. Huxham and S Vangen) and evidence bases for innovation will enable learners to critically examine the skills of scrutiny approaches and how they can promote improvement. Methodology for gathering information and evidence about the experience people using services have is explored, including ways to effectively involve and communicate with people using services; in particular people who are either very young or who communicate in different and diverse ways.. Theories related to this might include participation models for children (eg Hart's ladder) or dementia care mapping for people with dementia (P Kitwood); the learner can choose an area relevant to their practice to consider communication models and methodologies. Risk factors will be considered using a theoretical base (for example M. Sparrow, L. Prince and R Puffit, as well as the consideration of risk within the scrutiny framework theory).

Centres should ensure that systems are in place to authenticate the assessments provided by learners. For example, they may use software which examines written work to ensure that it has not been plagiarised, or direct observation of practice can be used for verification purposes.

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## Higher National unit support notes (cont)

**Unit title:** The Craft of Scrutiny (SCQF level 10)

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## Higher National unit support notes (cont)

**Unit title:** The Craft of Scrutiny (SCQF level 10)

The Inspection of Health and Social Care Standards developed specifically for those working in health and social services are relevant to this unit. In particular:

- SCDINSPA1 — Provide information, advice and guidance about inspection activities
- SCDINSPB1 — Manage suitability for registration through evaluation of application
- SCDINSPC1 — Plan inspection of service
- SCDINSPC2 — Work with service providers to carry out self-assessment
- SCDINSPC3 — Inspect services
- SCDINSPC4 — Manage challenges to inspection findings
- SCDINSPC5 — Manage personal caseload as an inspector
- SCDINSPD1 — Evaluate information of concern received about provider services
- SCDINSPD2 — Plan investigation of service
- SCDINSPD3 — Contribute to investigation of service failures
- CDINSPE1 — Promote compliance through use of regulatory framework
- SCDINSPE2 — Support compliance through legal procedures
- SCDINSPE3 — Act to secure the health, safety and wellbeing of individuals
- SCDINSPE1 — Promote compliance through use of regulatory framework
- SCDINSPG1 — Contribute to the improvement of services
- SCDINSPF1 — Engage with people who use services and their carers in inspection activities

Other related NOS:

- SCDHSC 0452 — Lead practice that promotes the rights, responsibilities, equality and diversity of individuals
- SCDHSC3121 — Promote the effectiveness of teams

### Guidance on approaches to delivery of this unit

This is one of the four units for the Group Award of PDA in Scrutiny and Improvement Practice (Social Services). It is recommended that this unit is delivered second. It builds on the learners' appreciation of the theories and frameworks introduced in the 'Frameworks for Scrutiny Practice' unit and how they are implemented. The unit lends itself to a variety of teaching approaches for example; either holistically by including all outcomes or by examining each outcome separately; integrating the broad scrutiny process (planning, action evaluation) over the knowledge, skills and values and examining their impact at each stage. Delivery can be chosen from a broad range of theory and implementation methodology. For example, it is envisaged that there will be discussion which will be facilitated by tutors/assessors. The learners may also complete self-directed study based on study resources and this could be supported with one-to-one contact with tutors/assessors as necessary. Peer review and work in learning sets may also be considered. There will also be an active engagement by learners on how they are meeting the NOS. Additional guidance on delivery and on which parts of the NOS are most relevant to this unit can be found in the content and context notes for this unit. Whichever approach is chosen, the key element is that learners are supported to critically reflect upon their learning and link it to their own practice.

## Higher National unit support notes (cont)

**Unit title:** The Craft of Scrutiny (SCQF level 10)

### 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.

For this unit, there are two assessments.

The first assessment, covering Outcomes 1 and 2, will be a piece of work exploring a chosen practice area of one role that is different to the learner's current role. Consideration of how this area of practice within the role could or should impact on the learner's role should be explored. The learner may wish to undertake some joint work, interview other inspectors or participate in a chosen area of practice from another role. The exploration should focus on how the chosen area in the role works collectively and/or separately with the learner's role to support improved outcomes for people using or accessing services. The assignment can be in the form of either a short written report (1500 words) which is shared online with other learners and the tutor, or a short presentation (10 minutes) to a relevant audience, which will be observed by the tutor or filmed by the learner and reviewed by the tutor. In either case, the learner must present how at least two theories and related methodologies from their own and the chosen role support or challenge conclusions reached about the exploration of different roles. The following aspects must be covered:

- ◆ Define scrutiny and critically analyse the relevance of at least two theories of scrutiny practice and demonstrate understanding of their impact on supporting improved outcomes.
- ◆ Critically analyse at least two methodologies of scrutiny and how these might influence better outcomes for people using or accessing services.
- ◆ Critically analyse at least two scrutiny roles, their inter-relationship and their impact on scrutiny practice.
- ◆ Critically analyse the significance of collaboration using at least one practice example from scrutiny practice.
- ◆ Critically analyse the role of professional judgement in scrutiny practice and decision making.
- ◆ Critically analyse at least one tension between accountability and flexibility in scrutiny practice.

The second assessment, covering Outcomes 3, 4 and 5, will be **a direct observation of practice**. The practice activity could be, for example, an inspection, registration, complaint or enforcement activity. The observation will focus on the range of communication strategies used to enhance relationships, how the learner involves stakeholders, how they use feedback as a tool for improvement, how they deal with conflict, and how they analyse and deal with the tensions arising between risk and protection in this scrutiny activity.

## Higher National unit support notes (cont)

### Unit title: The Craft of Scrutiny (SCQF level 10)

The assessment will be in the form of a portfolio evidencing how the learner has achieved the required outcomes. The learner should provide evidence of the following:

- ◆ Demonstration of a critical understanding in practice of at least two communication strategies or tools.
- ◆ Demonstrate and apply a critical and analytical understanding of the importance of outcomes in supporting improvement.
- ◆ Demonstrate evidence gathering skills in at least one scrutiny activity.
- ◆ Critically review at least three methods of involvement that facilitate the gathering of outcome focused information, using practice examples.
- ◆ Critically review how feedback processes and techniques have influenced improvement in own area of practice, using practice examples.
- ◆ Demonstrate a critical understanding and application of at least two models of conflict resolution.
- ◆ Demonstrate Synthesising and triangulating evidence in relation to at least one area of scrutiny decision making.
- ◆ Critically analyse the tensions between safety, protection, positive risk taking and risk aversion in own area of practice.
- ◆ Critically analyse the application of sanctions and/or strategies available in own area of practice.
- ◆ Critically analyse the difference between risk assessment and risk management as it applies to own area of practice.
- ◆ Critically analyse at least two types of risk and how this applies in own area of scrutiny practice.

### 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](http://www.sqa.org.uk/e-assessment).

## Higher National unit support notes (cont)

**Unit title:** The Craft of Scrutiny (SCQF level 10)

### Opportunities for developing Core and other essential skills

Assessment of this unit will assume the development of Core Skills necessary in the performance of work tasks at this level. For example, the assessment is likely to include the use of appropriate information technology. Taking part in the activities of the learning set will lead to the demonstration of skills required to undertake presentations, written, oral and online, which will include the use of complex information.

Learners will have the opportunity to further 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 professionals and key people.

**Working with Others:** This will be developed as learners will be required to work collaboratively with colleagues from their own learning set and with others in the exploration of subject matter, and demonstrated during the direct observation where they will be working with others, and also in the preparation and research for their assessments.

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

**Problem Solving:** Learners will have the opportunity to develop problem solving skills through the presentation of their written and oral assignments, peer review, and relating their findings to their own area of practice.

**Numeracy:** Learners will build upon their numeracy skills by analysing numeric and statistical information in relation to inspections. Learners will also interpret graphical and tabular data.

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### Unit title: The Craft of Scrutiny (SCQF level 10)

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 enables learners to critically analyse, evaluate and reflect upon the application of theories and methodologies that make up the craft of scrutiny. The craft of scrutiny incorporates understanding of the purpose and nature of different roles and the application of skills and knowledge. It includes the ability to appropriately apply knowledge and skills to novel practice situations, to practice situations that appear the same but have individualities and to develop innovative practice that promotes improvement. Successful learners will demonstrate the role of risk and responsiveness within their approach to their scrutiny practice. By completing this unit, they will appreciate the craft of scrutiny practice, demonstrating and critically analysing the skills and experience needed to evaluate organisational quality, performance, outcomes that people experience and the contribution of scrutiny to improvement.

This is the second unit of the four units that make up the Group Award of PDA in Scrutiny and Improvement Practice (Social Services). The unit lends itself to a variety of teaching approaches for example; either holistically by including all outcomes or by examining each outcome separately; integrating the broad scrutiny process (planning, action evaluation) over the knowledge, skills and values and examining their impact at each stage. Delivery can be chosen from a broad range of theory and implementation methodology. For example, it is envisaged that there will be discussion which will be facilitated by tutors/assessors. The learners may also complete self-directed study based on study resources and this could be supported with one-to-one contact with tutors/assessors as necessary. Peer review and work in learning sets may also be considered. There will also be an active engagement by learners on how they are meeting the NOS. Additional guidance on delivery and on which parts of the NOS are most relevant to this unit can be found in the content and context notes for this unit. Whichever approach is chosen, the key element is that learners are supported to critically reflect upon their learning and link it to their own practice. You will also critically analyse and apply relevant research as it contributes to developments in this area.

You will be assessed by means of a short written report or presentation and a direct observation of scrutiny practice, for which a portfolio of evidence will be compiled. You will provide a short report/presentation relating to your use and understanding of theories and methodologies of scrutiny, and the different roles, relationships and inter-relationships in scrutiny and improvement practice. The direct observation will examine how you critically use communication strategies, gather evidence, provide feedback and critically review involvement methods, feedback, types of risk and the application of sanctions and/or strategies that lead to improvement.

Successful completion of the unit will enable you to develop a critical understanding of the craft of scrutiny. You should further enhance some of your Core Skills in communication, ICT, working with others, numeracy and problem solving. The unit is based on the the Inspection of Health and Social Care Standards and forms part of the Group Award entitled PDA in Scrutiny and Improvement Practice (Social Services), which is accepted by the Scottish Social Services Council as evidence for registration of Authorised Officers of the Care Inspectorate.