



## Higher National unit specification

### General information

**Unit title:** Frameworks for Scrutiny Practice (SCQF level 10)

**Unit code:** HH7P 37

**Superclass:** VD

**Publication date:** January 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit enables learners to demonstrate their knowledge of scrutiny frameworks and the legislative basis for their work. It will explore evidence bases for supporting the contribution scrutiny makes to improving outcomes for people using services. This will include recognising how their own values and beliefs impact on their practice in supporting services to improve. Learners will understand the wider geopolitical aspects which affect scrutiny and improvement, as well as the inter-relationship between scrutiny, inspection, regulation, audit and improvement.

The Inspection of Health and Social Care Standards developed specifically for those working in health and social services, are relevant to this unit. As such, the unit will provide the opportunity for learners 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.

Learners will also be encouraged to critically analyse and apply relevant research as it contributes to developments in this area.

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

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### Outcomes

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

- 1 Demonstrate a critical and analytical overview of the contribution scrutiny makes to improving outcomes, safety and assurance for the public.
- 2 Demonstrate a critical understanding of relevant legislation, standards, policy and guidance and their use in scrutiny and improvement practice.
- 3 Critically investigate the wider geopolitical aspects within scrutiny and improvement practice.
- 4 Critically evaluate the significance that values have on development, delivery and outcomes in care services and scrutiny practice.
- 5 Critically evaluate meanings and dilemmas in making decisions and managing risk to improve outcomes for people using services.

### Credit points and level

2 Higher National unit credits 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**

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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**

Demonstrate a critical and analytical overview of the contribution scrutiny makes to improving outcomes, safety and assurance for the public.

#### **Knowledge and/or Skills**

- ◆ Historical context of scrutiny
- ◆ Contribution of scrutiny
- ◆ Improvement science
- ◆ Scrutiny outcomes

### **Outcome 2**

Demonstrate a critical understanding of relevant legislation, standards, policy and guidance and their use in scrutiny and improvement practice.

#### **Knowledge and/or Skills**

- ◆ Current relevant legislation
- ◆ National standards and codes of practice
- ◆ National policy and strategy
- ◆ Good practice guidance (national and local)

### **Outcome 3**

Critically investigate the wider geopolitical aspects within scrutiny and improvement practice.

#### **Knowledge and/or Skills**

- ◆ Global political landscape
- ◆ Key concepts affecting citizenship and user/carer/stakeholder involvement
- ◆ Community asset-based approaches

### **Outcome 4**

Critically evaluate the significance that values have on development, delivery and outcomes in care services and scrutiny practice.

#### **Knowledge and/or skills**

- ◆ Definition of values
- ◆ Historical attitudes/context to values
- ◆ Personal, professional and organisational values

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

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### Outcome 5

Critically evaluate meanings and dilemmas in making decisions and managing risk to improve outcomes for people using services.

#### Knowledge and/or skills

- ◆ The balance between risk and risk enablement
- ◆ Risk enablement and risk management models
- ◆ Historical perspectives of risk enablement 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:

- ◆ Critically analyse how the historical development of practice has contributed to the contemporary scrutiny and improvement landscape
- ◆ Critically analyse the contribution of scrutiny to improving service provision
- ◆ Provide a critical overview of the role of improvement science in scrutiny and improvement
- ◆ Demonstrate a critical understanding of the key outcomes of scrutiny
- ◆ Critically analyse the impact of three pieces of legislation on scrutiny and improvement practice
- ◆ Critically examine how the Scottish Social Services Council Codes of Practice and at least one set of national standards contribute to outcomes for service delivery
- ◆ Identify and critically analyse at least two national policy, strategy or guidance documents which have an impact on scrutiny practice
- ◆ Critically examine the approach of at least one other country to scrutiny and improvement practice
- ◆ Critically analyse how the concept of citizenship has impacted on user/carer/stakeholder involvement in scrutinised services
- ◆ Critically reflect on community asset-based approaches and how they impact on outcomes for people using services
- ◆ Critically reflect on the meaning of values in care and the relevance to scrutiny practice
- ◆ Critically analyse how attitudes to care have changed over time in at least one area of practice
- ◆ Critically evaluate how personal, professional and organisational values impact on at least one area of practice
- ◆ Critically reflect upon the balance between risk and risk enablement
- ◆ Critically examine how risk management models contribute to outcomes for people using scrutinised services
- ◆ Critically examine how attitudes to risk have changed in one area of practice

## Higher National unit support notes

**Unit title:** Frameworks for scrutiny practice (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

This unit is suitable for learners from different occupational and professional backgrounds who work in scrutiny and improvement organisations for social services or other relevant settings. Examples include chief inspectors, strategic inspectors and inspectors who regulate and/or inspect and/or scrutinise services with a view to protecting people using these services and improving care related outcomes. This list is not exhaustive, but provides a flavour of the diversity of people who might wish to access this unit from a social service or other relevant setting. The unit is designed to enable learners within their own area of expertise to recognise and develop their knowledge of scrutiny frameworks, relevant legislation and the skills that help to promote improved outcomes for people using scrutinised services.

Successful learners will have a critical understanding of the theoretical perspectives of scrutiny frameworks and will be able to use legislation, standards and best practice in ways that contribute to improving outcomes for people using social services or other related settings. Taking account of the impact of contemporary policy and the relationship between values and risk will ensure they can practice a range of skills that support services to improve.

Current relevant legislation that helps define the work that scrutiny bodies undertake in Scotland, in particular relating to social services, is essential to a critical understanding of scrutiny practice. Legislative frameworks underpin scrutiny activity, which is examined to distinguish between the status of legislation, regulations and orders and standards. Services and scrutiny and improvement bodies are led by the information-giving functions which include registration process, support for self-evaluation, the use of quality frameworks such as the European Framework for Quality Management, the setting of standards and the value base of care. The areas that the learner might consider for the five outcomes in this unit are included in the lists and guidance below. It is important to recognise that these lists are not exhaustive and learners should explore the areas related to their own expertise and area of practice.

Outcome 1: it would be important for learners to be familiar with the Crerar report (2007) and the associated principles of better regulation, as they are relevant to ALL scrutiny activity in public services. This sets an important tone and learners should apply these throughout. For this outcome, pages 20-21 of the report are important as it outlines people's perceptions about the role of external scrutiny as:

- ◆ To give or provide assurance to a range of stakeholders including users, funders and taxpayers;
- ◆ To encourage and support, or be a catalyst for, improvement;
- ◆ To assess and ensure safety;
- ◆ To promote the economic, efficient and effective use of resources

## Higher National unit support notes (cont)

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- ◆ To report to stakeholders (including the public) on performance, including financial performance and statutory requirements, in a fair and independent way;
- ◆ To contribute to the development and publication of standards;
- ◆ To support, assist and challenge organisations being scrutinised;
- ◆ To provide advice to Ministers;
- ◆ To investigate complaints and assess complaints-handling;
- ◆ To promote and contribute to sustainable improvements in standards, quality and achievements;
- ◆ To improve quality.

The historical context is important as it sets the scene for a deeper and more critical understanding of scrutiny and improvement. Learners will want to explore reports which show how perceptions and priorities have changed over time. Some of these may include:

The Hampton Report 2005

Better Regulation Commission (2006)

The Francis Inquiry Report (Mid Staffordshire NHS) (2013)

Report of the Review of Winterbourne View Hospital (2012)

The Vale of Leven Hospital Inquiry Report (2014)

Within these reports and through their own practice, learners should synthesise and critically interrogate the key outcomes expected in scrutiny processes. 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. Walsh, S. Martin, H. Davis and J. Brady).

Outcome 2: there is a range of legislation, guidance, policy and standards with which the learner should be familiar. These could include the following:

Primary legislation such as:

The Public Services Reform (Scotland) Act, PSR(S) A, 2011

The Regulation of Care (Scotland) Act, ROC(S) A 2001

The Mental Health Care and Treatment (Scotland) Act 2003

The Mental Health Act 2015

Adults with Incapacity (Scotland) Act AWI(S) A 2000

The Human Rights Act 1998

The Equality Act 2010

Children and Young People (Scotland) Act 2014

British Sign Language (Scotland) Act 2016

Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016

The Adult. Support and Protection (Scotland) Act

Secondary legislation such as:

Social Care and Social Work Improvement Scotland (Fees) Order 2011 (SSI 2011/27)

Social Care and Social Work Improvement Scotland (Applications) Order 2011 (SSI 2011/29)

## Higher National unit support notes (cont)

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Social Care and Social Work Improvement Scotland (Excepted Services) Regulations 2012 (SSI 2012/44)

Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

Social Care and Social Work Improvement Scotland (Requirements for Reports)

Public Services Reform (Social Services Inspections) (Scotland) Amendment Regulation 2012

Public Services Reform (Joint Inspections) (Scotland)

Regulation of Care (Requirements as to Care Services) (Scotland) 2002. Regs. 19-24

Looked After Children (Scotland) Regulations 2009 amended by Looked After children (Scotland) Amendment 2013. Reg. 6(1) (99)

Standards such as:

National Health and Social Care Standards

Dementia Standards

Health Improvement Scotland Specific Condition Standards

Scottish Social Services Council Codes of Practice

National Occupational Standards for Inspectors

European Framework for Quality Management (EQFM)

Scottish Regulators Code

United Nations Convention on the Rights of the Child

United Nations Convention on the Rights of Persons with Disabilities

Best Practice Guidance from:

The Care Inspectorate

The Mental Welfare Commission

Getting it Right for Every Child (GIRFEC)

National Institute for Health and Care Excellence (NICE)

Healthcare Improvement Scotland

Institute for Research and Innovation in Social Services (IRISS)

Scottish Childminding Association (SCMA)

Promoting Excellence

Centre of Excellence for Looked after Children in Scotland (CELCIS)

Institute for Health Care Improvement (IHI)

Scottish Intercollegiate Network (SIGN)

Mental Health Strategy

Dementia Strategy

In addition for Outcome 2, learners should develop a critical understanding of how they can use these frameworks to promote improvement in services. It may therefore be helpful if they explore systems theory — process standards v. outcome standards, which are the same as rule-based standards v. flexible standards. Developing a dialogue on standards would suggest that quality indicators, KPIs and other performance measures also be included as it is recognised that strategic inspection uses a range of such measures. The impact of national standards in the relevant area of practice and also the Scottish Social Services Council Codes of Practice should also be analysed, given their central role in the development of scrutiny practice.

## Higher National unit support notes (cont)

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Outcome 3: learners should start by exploring what is meant by public service organisations, briefly exploring local government organisations and the independent (third) including for profit organisations that are involved in public services. Then, the wider geo-political landscape should be looked at, in relation to its impact on improving outcomes. Learners could be encouraged to use a postmodernist lens to examine some of these influences. Concepts which would be particularly important to understand are the impact of Neo-liberalism and Managerialism on the scrutiny and improvement agenda. In recent times, the impact of the global recession and austerity are particularly relevant. The rise of citizenship, co-production, stakeholder involvement and user-carer partnerships is also an area which needs to be explored. Sociological perspectives on childhood, disability and older people could be explored here, as should relevant current research in these areas. The work of Aries, 1962 (childhood), Finkelstein, 2001, (disability) and Baltes and Baltes, 1990, or Tornstam, 2005 (ageing) may be helpful starting points, though learners should be encouraged to examine recent research relevant to their area of scrutiny. The meaning of community asset-based approaches should be explored and examples should be given.

Outcome 4: the impact of values will be explored. Learners may wish to examine their personal values using perspectives such as virtue ethics. The virtues in ancient philosophical tradition are mostly associated with the work of Plato and Aristotle. Plato described four cardinal virtues which were wisdom, courage, moderation and justice, with justice as the foundational virtue. The key virtues for Aristotle included courage, temperance, and greatness of soul, gentleness and care. Virtue ethicists advocate the development of character habits, such as care, courage and fairness. Virtue ethics may be discussed to provide learners with some guidance about the traits needed as an inspector.

The influence of professional values and codes of practice and how they inform scrutiny and care practice should be explored.

Organisational values and organisational culture may be explored using the work of theorists such as S. Covey or C. Handy. Theories about organisational behaviours and cultures (such as J. Wardhaugh and P. Wilding) may also enable learners to critically examine the skills of scrutiny practice and how it can not only help to safeguard people, but also drive forward improvement. Learners should reflect on the changing nature of organisational values, and should also explore any dissonance between vision/mission statement (for example as expressed in the corporate plan) aims and objectives, and the actual experience of organisational culture and values in their organisation. In the more specific sense, learners should understand how religious and spiritual values, and aspects such as ethnicity and diversity impact on outcomes for people using services.

Outcome 5: learners should look at the differing definitions and methodologies of risk assessment, risk management and risk enablement. They should be able to identify the beneficiaries of risk assessment, management and enablement. They should explore the nature of risk, and models of risk enablement and management. This critical understanding of risk is important when one is considering that services should be supported to improve and that people using services should be given every opportunity to have the best life with the widest possible choices. Risk management frameworks such as ISO 3100, or New Zealand-Australian frameworks may also be explored. The contribution of audit to assurance and improvement could also be explored as well as the crucial role of follow up. 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).



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Theory around improvement science will also be helpful. The Institute for Health Improvement is a good source for this. Conceptualisations of what is meant by improvement may be explored. For example low level improvement (moving services from good to very good) means something different to high level improvement (moving a service from poor to adequate). Debate and critical discussion should be encouraged, particularly when evaluating the contribution of risk governance to the principles of scrutiny.

The range of dilemmas which face regulators in their work should be explored. Learners should be encouraged to draw from their own practice. Examples may include how to keep people safe while enabling choice, how the scrutiny and improvement body fits in to the wider statutory agency, community and society, the conflict between risk and protection, public perceptions about the role of scrutiny and improvement body etc. Whistle blowing and how this is responded to should also be examined. Responsiveness and proportionality are also two important concepts which should be examined in relation to risk. Linked to this will be the exploration of the historical perspectives on how risk has been conceptualised and acted upon.

### References

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- Handy C. (2000) *Management and Organisations*. London: Penguin.

## Higher National unit support notes (cont)

**Unit title:** Frameworks for scrutiny practice (SCQF level 10)

Hodges, C. 2016. Ethical Business Regulation: Understanding the Evidence [Online]. Better Regulation Delivery Office. Available:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/497539/16-113-ethical-business-regulation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497539/16-113-ethical-business-regulation.pdf) [Accessed 10/03/2016].

Martin, S. Davis, H. 2008. The Rise of Public Services Inspection IN Davis, H., Martin, S., 2008 Public Service Inspection in the UK Jessica Kingsley Publishers London

Prince, L., Puffit, R., 2001. 'Trust and Distrust in Regulation and Enforcement' IN: Johnson, G., and Scholes K., (eds). Exploring Public Sector Strategy. Dorchester, Pearson Education

Sparrow, M. K. 2000. The Regulatory Craft: controlling risks, solving problems and managing compliance Brookings Institution Washington

Sparrow, M. K. 2008. The Character of Harms: operational challenges in control Cambridge University Press Cambridge.

Tornstam, L. (2005). Gerotranscendence: A Developmental Theory of Positive Ageing. New York: Springer Publishing Company.

Walshe, K., 2003 Regulating healthcare: A prescription for improvement? 1st Edition, Milton Keynes: Open University.

Walshe, K. 2008. Regulation and inspections of health services IN Davis, H., Martin, S., (eds) Public Service Inspection in the UK Jessica Kingsley Publishers London

Wardhaugh, J and Wilding, P. 1993. "Towards an Explanation of the Corruption of Care". Critical Social Policy, 37 (Summer 1993) p. 216-229.

### Additional outcome-specific references

#### Outcome 1

Boyle, J. 2007. Literature Review to Inform Independent Review of Regulation, Audit, Inspection, and Complaints Handling of Public Services in Scotland, Edinburgh.

Baldwin, R., Cave, M. & Lodge, M. 2012. Why Regulate? In: Baldwin, R., Cave, M. & Lodge, M. (eds.) Understanding Regulation: Theory, Strategy, And Practice. 2nd ed. ed. Oxford: Oxford University Press.

Downe, J., Grace, C., Martin, S. & Nutley, S. 2010. Theories Of Public Service Improvement. Public Management Review, 12, 663-678.

Consumer Focus 2010. Regulating in the consumer interest, London, Consumer Focus,

Scottish Consumer Council 2007. Literature Review on the Consumer Approach to Scrutiny, Edinburgh: Scottish Consumer Council.

Downe, J., Grace, C., Martin, S. & Nutley, S. 2010. Theories Of Public Service Improvement. Public Management Review, 12, 663-678.

Consumer Focus 2010. Regulating in the consumer interest, London, Consumer Focus,

Scottish Consumer Council 2007. Literature Review on the Consumer Approach to Scrutiny, Edinburgh: Scottish Consumer Council.

Nutley, S., Downe, J., Grace, C. & Martin, S. 2008. Best Value Audits in Scotland: Winning without Scoring? Public Money and Management, 28, 77-84.

## Higher National unit support notes (cont)

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### Outcome 2

Baldwin, R., Cave, M. & Lodge, M. 2012. Standards and Principles. In: Baldwin, R., Cave, M. & Lodge, M. (eds.) *Understanding Regulation: Theory, Strategy, And Practice*. 2nd ed. ed. Oxford: Oxford University Press.

Braithwaite, J. & Braithwaite, V. 1995. The Politics of Legalism: Rules Versus Standards in Nursing Home Regulation. *Social and Legal Studies*, 4, 307.

Brady, J. & Brady, A. 2016. Chapter 2: Regulation and Standards. *Regulation: Audit, Inspection, Standards and Risk – A Handbook for Street-level Regulators*. Second ed. Cappoquin, Ireland: Precepts Books.

Scottish Government 2015. *Scottish Regulators' Strategic Code of Practice*. Edinburgh: Scottish Government.

### Outcome 3

Cairney, P. & McGarvey, N. 2013. *Scottish Politics*, Palgrave Macmillan.

Cairney, P., Russell, S. & St, D. E. 2015. The 'Scottish approach' to policy and policymaking: what issues are territorial and what are universal? [Online]. Available: [http://www.storre.stir.ac.uk/bitstream/1893/22140/1/pp\\_cairney\\_uploaded\\_1435335191712.pdf](http://www.storre.stir.ac.uk/bitstream/1893/22140/1/pp_cairney_uploaded_1435335191712.pdf) [Accessed].

Osborne, S. P., Radnor, Z. & Nasi, G. 2013. A new theory for public service management? Toward a (public) service-dominant approach. *The American Review of Public Administration*, 43, 135-158.

### Outcome 4

Stewart, E. 2013. What is the point of citizen participation in health care? [Online]. Available: [http://www.research.ed.ac.uk/portal/files/14568889/STEWART\\_What\\_is\\_the\\_Point\\_of\\_Citizen\\_Participation\\_in\\_Health\\_Care.pdf](http://www.research.ed.ac.uk/portal/files/14568889/STEWART_What_is_the_Point_of_Citizen_Participation_in_Health_Care.pdf) [Accessed 2 18].

### Outcome 5

Black, J. 2010. The Role of Risk in Regulatory Processes. In: Baldwin, R., Cave, M. & Lodge, M. (eds.) *The Oxford Handbook of Regulation*. Oxford: Oxford University Press.

Van Asselt, M. B. A. & Renn, O. 2011. Risk Governance. *Journal of Risk Research*, 14, 431-449.

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
- SCDINSPC2 — Work with service providers to carry out self-assessment
- 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

## Higher National unit support notes (cont)

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Other related NOS:

SCDHSC 0452 — Lead practice that promotes the rights, responsibilities, equality and diversity of individuals

### Guidance on approaches to delivery of this unit

This is the foundation unit for the Group Award of PDA in Scrutiny and Improvement Practice (Social Services). It is therefore recommended that this unit is delivered first.

It is envisaged that the Group Award, of which this unit is part, will be delivered to fixed cohorts of learners who will work in learning sets for the duration of the Group Award delivery. For this unit, the learning sets will have a number of face-to-face meetings supported by online discussion facilitated by tutors/assessors. The learners will also complete self-directed study based on a workbook and this will be supported with one-to-one contact with tutors/assessors as necessary. The focus of the work will be on critical reflection relating to learning on the unit and how this is put into practice. There will also be an active engagement by learners on how they are meeting the NOS. Additional guidance on delivery and also on which parts of the NOS are most relevant to this unit can be found in the content and context notes for this unit.

### 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.

It is recommended that the assessment for this unit will take the form of two essays.

The first essay will address Learning Outcomes 1 and 2. For this essay, learners should provide a critical and analytical overview of the contribution scrutiny makes to improving outcomes, safety and assurance for the public. They should also show that they have developed a critical understanding of relevant legislation, standards, policy and guidance and their use in scrutiny and improvement practice. The guidance given to learners for this essay should include the following:

- ◆ Critically analyse how the historical development of practice has contributed to the contemporary scrutiny and improvement landscape
- ◆ Critically analyse the contribution of scrutiny to improving service provision
- ◆ Provide a critical overview of the role of improvement science in scrutiny and improvement
- ◆ Demonstrate a critical understanding of the key outcomes of scrutiny

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- ◆ Critically analyse the impact of three pieces of legislation on scrutiny and improvement practice
- ◆ Critically examine how the Scottish Social Services Council Codes of Practice and at least one set of national standards contribute to outcomes for service delivery
- ◆ Identify and critically analyse at least two national policy, strategy or guidance documents which have an impact on scrutiny practice

The essay should be around 2000 words long.

The second essay will address Outcomes 3, 4 and 5. In this essay, learners will critically investigate the wider geopolitical aspects within scrutiny and improvement practice. They will critically examine the meaning of care values. They will also critically reflect upon meanings and dilemmas in making decisions and applying professional judgement when managing risk to improve outcomes for people using services.

The guidance given to learners for this essay should include the following:

- ◆ Critically examine the approach of at least one other country to scrutiny and improvement practice
- ◆ Critically analyse how the concept of citizenship has impacted on user/carer/stakeholder involvement in scrutinised services
- ◆ Critically reflect on community asset-based approaches and how they impact on outcomes for people using services
- ◆ Critically reflect on the meaning of values in care and the relevance to scrutiny practice
- ◆ Critically analyse how attitudes to care have changed over time in at least one area of practice
- ◆ Critically evaluate how personal and organisational values impact on at least one area of practice
- ◆ Critically reflect upon the balance between risk and risk enablement
- ◆ Critically examine how risk management models contribute to outcomes for people using scrutinised services
- ◆ Critically examine how attitudes to risk have changed in one area of practice

The essay should be around 2,000 words long.

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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### 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).

### 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 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.

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### Unit title: Frameworks for Scrutiny Practice (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 is designed to enable learners to demonstrate their knowledge of scrutiny frameworks and the legislative basis for their work. It will explore evidence bases for supporting the contribution scrutiny makes to improving outcomes for people using services. This will include recognising how your own values and beliefs impact on your practice in supporting services to improve. Learners will understand the wider geopolitical aspects which affect scrutiny and improvement, as well as the inter-relationship between scrutiny, inspection, regulation and improvement.

This is the foundation unit for the Group Award of PDA in Scrutiny and Improvement Practice (Social Services). As such, you will complete this unit first. It is envisaged that the Group Award, of which this unit is part, will be delivered to fixed cohorts of learners who will work in learning sets for the duration of the Group Award delivery. For this unit, your learning set will have a number of face-to-face meetings supported by online discussion which will be facilitated by tutors. You will also complete self-directed study based on a workbook and this will be supported with one-to-one contact with tutors as necessary. The focus of the work will be on critical reflection relating to learning on the unit and how this is put into 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 two essays. In the first essay, you will provide a critical and analytical overview of the contribution scrutiny makes to improving outcomes, safety and assurance for the public. You will be given the opportunity to show that you have developed a critical understanding of relevant legislation, standards, policy and guidance and their use in scrutiny and improvement practice. In the second essay, learners will critically investigate the wider geopolitical aspects within scrutiny and improvement practice. They will critically examine the meaning of care values. They will also critically reflect upon meanings and dilemmas in making decisions and applying professional judgement when managing risk to improve outcomes for people using services.

Successful completion of the unit will enable you to develop a critical understanding of frameworks for scrutiny practice. You should further enhance some of your Core Skills in *Communication, Information and Communication Technology (ICT), Working with Others* and *Problem Solving*. The unit is based on 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 in the Care Inspectorate.