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Higher National Unit Specification

General information

Unit title: Childhood Practice: Leadership and Team Working (SCQF level 8)

Unit code: HT8K 35

Superclass:	PR
Publication date:	November 2017
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

This unit has been designed to provide learners with a critical knowledge and understanding of a range of issues relating to leadership within the context of childhood practice. It will enable learners to apply and evaluate a number of approaches to leading a team with the aim of raising standards in practice and improving outcomes for children, young people and their families. The learners will become more confident and competent reflective professionals willing to lead and develop the team in a range of innovative and creative ways.

To enable learners to complete this unit ideally they should be appropriately employed or supervised as part of a work placement within a childhood practice setting but there is no need to work directly with children.

Outcomes

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

1 Investigate a range of theoretical approaches and models for leading the team.
2 Evaluate capabilities in leading and developing the staff team.
3 Reflect on applied strategies for building and maintaining an effective team.
4 Analyse the effectiveness of the leadership role on approaches to improving team working.

Credit points and level

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

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Recommended entry to the unit

Learners should have good communication skills, both written and oral, preferably through achievement of Higher English or a communication unit at SCQF level 6. Ideally the learner should have achieved a relevant qualification at SCQF level 7, eg HNC, SVQ level 3 or equivalent to ensure they have the underpinning knowledge to work at SCQF level 8. Ideally learners should be working in a childhood practice setting or have access to a suitable childcare work placement however, there is no need to work directly with children or in a childcare setting

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill   None

Core Skill component   Critical Thinking at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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.

This unit is included in the framework for the PDA Childhood Practice level 8 and could taught in conjunction with the other units in any order.

It could also be delivered as a stand-alone unit and could be useful as part of a professional 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

Investigate a range of theoretical approaches and models for leading the team.

Knowledge and/or skills

♦   Current theoretical approaches or models to leadership
♦   Qualities and capabilities used to lead the team and the service
♦   Theories of team roles and formation
♦   Leadership impact and an enabling organisational culture
♦   Leadership in a social, political and economic context

Outcome 2

Evaluate capabilities in leading and developing the staff team.

Knowledge and/or skills

♦   The contribution of vision, aims and expectations
♦   Leadership styles and building relationships
♦   Methods of motivating staff and inspiring the team
♦   Creative solutions and their application to problems
♦   Leading change and empowering the team

Outcome 3

Reflect on applied strategies for building and maintaining an effective team.

Knowledge and/or skills

♦   The role of leaders in building and maintaining effective and functional teams
♦   Leadership in an integrated context, communication and barriers
♦   Factors influencing team effectiveness including risk
♦   Sources of conflict and responding to situations
♦   Self-evaluation, self-awareness and continuous professional development

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Outcome 4

Analyse the effectiveness of the leadership role on approaches to improving team working.

Knowledge and/or skills

♦ Approaches to leading team working
♦ Standards and principles ensuring equality of opportunity for all to access
♦ Support methods to enable and enhance leadership of a quality service
♦ Monitoring performance and raising standards in creative and adaptive ways

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

♦ investigate theoretical approaches and models to leadership relating to practice examples.
♦ investigate theoretical approaches to team roles and formation relating to practice examples.
♦ describe the social, political and economic context of the setting within which the learner works and analyse the existing organisational culture.

Outcomes 2 and 3

♦ describe and explain how leadership capabilities have been developed by giving an example from practice. Evaluate the benefits to the staff and state the impact.
♦ identify and describe a situation of conflict within the team. Reflect on the strategies applied to identify the risk and resolve the situation.
♦ analyse the resulting impact on the functioning and effectiveness of the team. Describe what professional development was required and analyse the impact.

Outcome 4

♦ explain different approaches to services and improvement.
♦ demonstrate the effectiveness of the use of standards and principles within the setting.
♦ give examples from practice of how the standards and principles are applied and how the leader is ensuring equality of opportunity for all.
♦ analyse the effectiveness of the tools, resources and support in place to enable and enhance the leadership of a quality service.
♦ demonstrate how monitoring performance has raised standards and allowed for creative and adaptive ways for the implementation of initiatives to meet needs and improve outcomes.

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 enable learners to develop their knowledge and understanding of leadership approaches that may be used to improve individual and team performances. This is an advance of the leadership unit at SCQF level 7 in which the focus is on self. The focus now moves from self to team and is interlinked.

The unit aims to focus on the practical application of theory to describe and explain different approaches used within a range of care settings.

This unit will provide an understanding of the theories behind leadership and the learner should be offered opportunities to apply these theories to organisational situations.

It is intended that learners will see the areas of overlap between this unit and the other units of the group award.

Outcome 1

The effectiveness of leading and team working derives from the motives and behaviour of the individual. A study of these influences will support an understanding of the effectiveness of individual, group or team approaches and the circumstances appropriate to each one. Similarly, an understanding of these factors underpins the ability to manage and lead others. The qualities and capabilities required to lead a successful team should be examined.

The stages of team development would be usefully studied through the format of forming, storming, norming, and performing, although different organisational writers use different terms and different representation of stages depending on the situation and the purpose of the team. It would be relevant at this stage to also identify the roles and responsibilities of team members through the application of Belbin's team role theory (plant, resource investigator, co-ordinator, shaper, etc). This could be achieved either through case study investigation or discussion of experiences within teams. The dynamics of the team arise from the interaction of the members and examples of these relationships may be easily derived from the learner's work experience.

Learners should be introduced to the study of structural and cultural aspects of organisations. The culture and values of an organisation hold great importance as they

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underpin and shape how the organisation functions and yet they may be difficult to define as much revolves around perception.

A critical examination should be made of aspects of organisational structure including hierarchy, span of control, centralisation and formalisation, followed by a look at types of structures in organisations including hierarchical (bureaucratic), matrix and collaborative models. Learners should then go on to examine aspects of organisational culture in their professional context. There should be a close study of ways of developing leadership cultures in organisations.

Leadership is influenced by the context within which it takes place and public services will be influenced by social, political and economic factors at any one time. Reference should be made to the Enabling Leadership research carried out by SSSC for further investigation.

Outcome 2

In this outcome factors influencing teams could be explored through personal experience and case study representation. The important contribution of vision, aims and expectations should be explored with an awareness of the importance in articulating a clear direction with common goals to work towards.

Learners need to be provided with the opportunity to evaluate the effectiveness of teams affected by different factors; leadership style (autocratic, democratic, laissez faire), leadership models (situational, transactional, transformational), resources, organisational values, line management structure, work procedures, reward systems. It should be appreciated that as situations/factors change the leadership style may need to vary whilst applying a contingency approach.

It will be important to investigate theories of motivation. Useful theorists in the study of motivation would include Maslow, Hertzberg and McGregor, learners should also consider characteristics which are positively associated with motivation, i.e. involvement, challenge and self-direction. Learners should also investigate other skills involved in leadership such as: why and how to delegate

In this Outcome learners should also investigate communication skills such as active/reflective listening and assertive communication so that they can be applied when coaching, giving feedback and in the context of performance review. Learners could best explore this area through simulations and media examples of effective and ineffective skills related to interviews, counselling and support of staff.

Various models of leadership could be presented (see Outcome 1 above) so that their appropriateness in different circumstances may be appreciated. Problems should be presented and a range of creative solutions considered.

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Skills/qualities that contribute to effective leadership could be considered and applied to key processes within a care setting, such as:

Team building
Conflict resolution
Problem solving; informed decision making
Evaluation of factors promoting change and the management of transition
Time management
Stress management.

It is not envisaged that time management would require an exhaustive study of methods of improving time efficiency but rather that it is the result of effectively managing many of the above factors, eg appropriate delegation, clarification of roles and expected standards of performance, goal setting, etc.

Also, in this context, it would not be necessary to consider the extensive support for the symptoms of stress. However, an understanding of the wide range of symptoms exhibited, possible health risks, likely stressors and personal warnings of overload could be elicited in group discussion. Application of this understanding coupled with appropriate flexibility in the management skills above would provide a suitable basis for stress management here

Outcome 3

Leaders in current social services can maximise the contribution of the workforce by using strategies such as participatory and engaging leadership, both of which are recognised in the document Enabling Leadership by the SSSC which researches relevant theory and practice. Qualities of effective leadership have been identified from the research and include those such as dedication, integrity and credibility to name a few. Following on from this the document Enhancing Leadership puts forward not only a picture of what good leadership looks like in Scotland's Social Services but also a leadership delivery plan.

Learners are required to demonstrate effective use of communication processes and this should include spoken delivery in the context of a presentation, written delivery in memo, report and email format. This communication should show their ability to give and receive feedback across this range. The need for clarity and directness cannot be overstated and learners need to be aware of the dangers of what has come to be known as 'management speak', where excessive use of buzzwords and jargon serves not to communicate, but to obfuscate. It is not difficult to find examples of such language for illustration. The ability to communicate clearly is an essential tool of a leader and is illustrated by the quotation 'There's nothing more demoralizing than a leader who can't clearly articulate why we're doing what we're doing.' (James Kouzes and Barry Posner).

Learners should also investigate communication skills such as active/reflective listening and assertive communication so that they can be applied when coaching, giving feedback and in the context of performance review. Learners could best explore this area through simulations and media examples of effective and ineffective skills related to interviews, counselling and support of staff. Effective mentoring could be simulated and a range of contexts considered to support learning and development in the workplace.

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Lastly, learners should be encouraged to provide evidence at all times in their application of all the approaches contained in this Unit, of their ability to think and act in a genuinely reflective manner and demonstrate real learning from performance. Reflective practice is an essential skill of leadership and there is much guidance on this in current literature.

Outcome 4

Learners will explore a range of approaches to monitoring and evaluating services with a view to improving the service in all areas. One approach in use is that of Education Scotland providing a framework for self-evaluation and self-improvement. Frameworks are provided for different settings and one such document is *How Good is Our Early Learning and Childcare*. In this example quality indicators are given and the question raised 'What is our capacity for Improvement?' Although early level is named this analysis can be used and is guided at all levels.

Lastly, learners should be introduced to and demonstrate their ability to use a range of analytical tools including SWOT analysis and environmental analysis such as PLEST. They should demonstrate competence in using these and similar tools to analyse effectiveness of real work activities in their professional context.

This outcome is essentially based on the notion that leadership is ultimately concerned with the delivery of outcomes which should aim to improve the quality of service. Connected to this is the notion of accountability, whether for success or for learning and improving when things don't go as planned.

Integral to this process is an understanding of how to lead and sustain change within organisations and learners should be introduced to a range of contemporary approaches in this area.

Learners should be introduced to methods of setting and measuring performance standards and could benefit enormously by a comparative study of how different organisations achieve this. They should also be aware of how standards may be set nationally and also how these might be assessed and verified by statutory bodies. They should demonstrate an ability to work in partnership with service users and other stakeholders to measure and evaluate the effectiveness of delivery of service outcomes. Peer assessment and observation could be explored.

They should also be introduced to leadership strategies to help address performance problems and a range of processes to engage staff in becoming motivated to work together for success and improvement.

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Guidance on approaches to delivery of this unit

This unit can be undertaken as a standalone unit for CPD, however, it is recommended that there will be integration between this unit and the mandatory units of the PDA/HND Childhood Practice to facilitate integration of assessment.

It is recommended that this unit is delivered through lectures, practical class room activities, visits by professionals and visits to appropriate childhood practice settings. Group work will be particularly relevant to this unit where learners can put theory into practice. There are a variety of media resources that can be used to support the delivery of this unit and learners should be given choice and the opportunity to lead their learning.

Learners should investigate not only a range of theoretical approaches but also the barriers that make leading an effective team a dynamic process, always under review. Learning and teaching approaches which encourage creative thinking should be offered and those which allow learners to take risks with their innovative ideas should be encouraged.

Group working to share practical experiences will add to the learner's chances to try different strategies.

Useful sources for this unit include:

Management Challenges for the 21st Century, Drucker P, 2007, (Classic Drucker Collection edition)
Butterworth Heinemann, Burlington
Management in Social Work, Coulshed V and Mullender A, Palgrave, Hampshire, 2001
Harvard Business Review on Leadership, Harvard Business School Press, Boston, 1998
Effective Leadership in the Early Years Sector (ELEYS) Study, Siraj-Blatchford I, Manni L, Institute
of Education, University of London, November 2006
Leadership on the Line, Heifetz R, Linsky M, Harvard Business School Press, Boston, 2017
which are again, free to use, provided copyright is acknowledged.
People Skills, Thompson N, Palgrave MacMillan, Basingstoke, 2015
Management and Organisational Behaviour, Mullins L J, Pearson Education Limited, Harlow, 2005
Management Theory and Practice, Cole G and Kelly P, Thomson, London, 2015
Ethics and Values in Social Work, Banks S, Palgrave MacMillan, Basingstoke, 2006
Early Years Management in Practice, Maureen Daly et al, 2nd Edition, Heinneman, Oxford (2009)
Essential Skills for Managers of Child-Centred Settings, Newstead S, Routledge Publishers: London (2005)
Leadership in Early Childhood, Rodd J (2012) 4th Edition OU Press: London

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Useful weblinks include:

Scottish Social Services Council, Enabling Leadership, Research to identify what good leadership looks like in Scotland's Social Services.
http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications/209-research/enabling-leadership

Scottish Social Services Council, Enhancing Leadership capability - The strategy for enhancing the leadership capability of Scotland's social services Delivery plan 2017-2020
http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications/67-social-services-workforce/enhancing-leadership-capability

How good is our Early Learning and Childcare?
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

Step into Leadership SSSC UK
http://www.stepintoleadership.info/

Annex C: The Framework for Educational Leadership in Scotland

http://www.gov.scot/Publications/2012/11/7834/10

The Standard for Childhood Practice Revised 2015 (a SSSC document)
http://www.stepintoleadership.info/assets/pdf/2015-Standard-for-Childhood-Practice.pdf

Team working
http://www.flyingstart.scot.nhs.uk/learning-programmes/teamwork/teamworking/
http://rcnhca.org.uk/46-2/teamwork/

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 there will be integration between this Unit and the mandatory Units of the PDA/HND Childhood Practice to facilitate integration of assessment.

Assessment 1 could take the form of a group presentation which meets the evidence requirements of outcome 1 accompanied by evidence of research and a 500 word reflective report of the role the learner played in the task. Although a group presentation, work should include practice examples from each individual.

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Assessments for Outcomes 2, 3 and 4 could take the form of three reflective accounts which could cover each outcome or be presented to give a holistic picture of how the evidence requirements have been met. The reflective account should identify not only self-evaluation of current skills and knowledge of each outcome but also relate directly to Childhood Practice in a professional capacity.

Each reflective account of practice should show the leadership development, the outcome of the practice and how the quality of the environment and experiences offered was improved. The raising of standards through monitoring and adapting provision should be clear along with the improved outcomes for the children and their families.

The total word count of the three reflective accounts should be approximately 2,500 words.

Strategies should be in place to ensure authentication of all assessed work.

Assessment guidelines

This unit can be undertaken as a standalone unit for CPD, however it is recommended that this unit be assessed in an integrated fashion along with related outcomes from this and other units from the group award in which it belongs, PDA/HND Childhood Practice.

Please see guidance on integrated and holistic approaches to assessment contained within the Arrangements Documents for each respective group award.

If undertaking this unit on a stand-alone basis, all outcomes can be combined and assessed holistically. Learners could produce a report and answer questions based on a case study or on examples from their work place experience (depending on the current situation and previous experience).

Evidence can be generated using different types of assessment. The following are suggestions only.

Assessment 1 could take the form of a group presentation which meets the evidence requirements of Outcome 1 accompanied by evidence of research and a 500 word reflective report of the role the learner played in the task. Although a group presentation, work should include practice examples from each individual.

Assessments for Outcomes 2, 3 and 4 could take the form of three reflective accounts which could cover each outcome or be presented to give a holistic picture of how the evidence requirements have been met. The reflective account should identify not only self-evaluation of current skills and knowledge of each outcome but also relate directly to childhood practice in a professional capacity.

Each reflective account of practice should show the leadership development, the outcome of the practice and how the quality of the environment and experiences offered was improved. The raising of standards through monitoring and adapting provision should be clear along with the improved outcomes for the children and their families.

The total word count of the three reflective accounts should be approximately 2,500 words.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Leadership and Team Working (SCQF level 8)

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

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

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

♦ *Communication* — written communication will be developed through learners producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.
♦ *Working with Others* — will be developed as learners will be required to work collaboratively with colleagues from their own and other service areas in the preparation and research for their assessments. Citizenship will be developed as learners gather awareness of diversity and range of ideas as they work with others in teams.
♦ *Information and Communication Technology (ICT)* — learners will develop their *ICT* skills through research and the presentation of written assignments.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	24/11/2017

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Childhood Practice: Leadership and Team Working (SCQF level 8)

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 has been designed to support you in the development of a critical knowledge and understanding of a range of issues relating to leadership within the context of childhood practice. After investigating a number of theoretical approaches to leading a team, you will be able to apply and evaluate the capabilities required to lead and develop effective teams with the aim of raising standards in practice and improving outcomes for children, young people and their families. You will become more confident and competent reflective professionals ready to lead and develop the team in a range of innovative and creative ways.

On successful completion of this unit you will be able to:

♦ Investigate a range of theoretical approaches and models for leading the team.
♦ Evaluate capabilities in leading and developing the staff team.
♦ Reflect on applied strategies for building and maintaining an effective team.
♦ Analyse the effectiveness of the leadership role on approaches to improving team working.

In order to achieve this unit you are required to present sufficient evidence that you have met all the evidence requirements for each outcome. You will have the chance to do this via research and written accounts of your reflective practice.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 6.

There are also further opportunities for you to develop the core skills of *Communication*, *Working with Others* and *Problem Solving* in this unit. Skills of Childhood Practice: Leadership and Team Working will develop as you work with other professionals in your field. Alongside this skills of independent thinking and creativity may be enhanced.

As you use the internet to conduct research you will also have opportunities to develop skills in *Information and Communications Technology (ICT)*.