



Higher National Unit specification

General information for centres

Unit title: Childhood Practice and Social Services: Developing Leadership

Unit code: F56Y 35

Unit purpose: This Unit is designed to provide candidates with a critical knowledge and understanding of issues relating to leadership in their professional context. It will enable them to apply and evaluate a number of approaches designed to attain improved standards of services, resulting in them becoming more competent and confident practitioners who will be able to take the lead in professional situations. Candidates will develop considerable knowledge of, and the ability to apply skills contained in the *4 P's Leadership and Management Model*, which links fully with other frameworks such as the SWIA Performance Improvement Model, Continuous Learning Framework and the European Foundation Quality Model.

The Outcomes of this Unit have been constructed in line with the *4 P's Leadership and Management Model*, which has been adopted as an appropriate professional model for work in this field and focuses on the four aspects of *Purpose, People, Process and Performance*.

To enable candidates to complete this Unit they should be appropriately employed or in a suitable work placement within either a Childhood Practice or Social Services setting.

On completion of this Unit the candidate should be able to:

- ◆ demonstrate a critical knowledge and understanding of purpose of leadership and management in achieving shared objectives (**Purpose**)
- ◆ develop skills in leading people to develop everyone's potential (**People**)
- ◆ demonstrate critical understanding of leadership and management processes and the ability to effectively use support systems and tools (**Process**)
- ◆ critically apply and evaluate Performance Criteria in leading and managing to improve quality of service (**Performance**)

Credit points and level: 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information for centres (cont)

Recommended prior knowledge and skills: Candidates 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 candidate should have achieved a relevant qualification at SCQF level 7 to ensure they have the underpinning knowledge to work at SCQF level 8. Exemplary candidates may still be considered through the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview in the absence of certificated learning.

Core Skills: There are opportunities to develop Core Skills and Core Skill components of *Communication* — Oral Communication and Written Communication (writing and reading) at SCQF level 6 and *Working with Others* as SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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.

It is recommended that if this Unit is undertaken as a part of the HND Childhood Practice or HND Social Services, the *Childhood Practice and Social Services: Applied Sociology* and the *Childhood Practice and Social Services: Applied Psychology* Units are undertaken simultaneously or prior to commencement of this Unit.

It could also be delivered as a stand-alone Unit and could be useful as part of a professional development programme.

Assessment: It is expected that this Unit will be undertaken as part of an integrated award and that delivery and assessment will be carried out in a manner which is integrated with other relevant Units. Guidance on the integrated delivery and assessment for the Group Awards that this Unit forms can be found in the respective Arrangement Documents.

If delivered on a standalone basis the Outcomes within this Unit could be assessed holistically by a single instrument of assessment that requires candidates to produce a report and answer short response questions based on their work place experience (depending on the current situation of the candidates and their prior experience). If need be, it would also be possible to break the report and questions down into four separate assessment events that assess each Outcome separately.

Should it be necessary to assess learning from this Unit alone, it would be necessary to do so in a manner which evidences the candidate's application of learning within a real work context in order to make an assessment of actual practice. This might be achieved by a number of different assessment methods, which should contain elements demonstrating how the candidate uses theoretical constructs to inform practice. It should also be verified by a senior practitioner or manager from the candidate's workplace to ensure authenticity.

Higher National Unit specification: statement of standards

Unit title: Childhood Practice and Social Services: Developing Leadership

Unit code: F56Y 35

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

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. Candidates 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

Demonstrate a critical knowledge and understanding of the purpose of leadership and management in achieving shared objectives (**Purpose**)

Knowledge and/or Skills

- ◆ Traditional and contemporary approaches to leadership and management
- ◆ Current approaches to leadership in public services
- ◆ Difference between leadership and management roles and functions
- ◆ Principles of adaptive leadership and its application at all levels in their professional settings
- ◆ A range of approaches to motivation

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ critically evaluate two traditional and two contemporary approaches to leadership and management
- ◆ analyse effectiveness of current approaches to leadership in public services
- ◆ carry out an analysis of complementary roles and functions of leadership and management in your professional setting
- ◆ undertake the implementation and evaluation of strategies to develop adaptive leadership approaches at all levels in your professional setting
- ◆ critically analyse a range of motivational approaches and their effectiveness in achieving shared objectives in your professional setting

Higher National Unit specification: statement of standards (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

Assessment Guidelines

It is recommended that this Outcome be assessed in an integrated fashion along with related Outcomes from this and other Units from the Group Award in which it belongs, eg HND Childhood Practice, HND Social Services or PDA Childhood Practice at SCQF level 8. 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 standalone basis, this Outcome can be combined with Outcomes 2, 3 and 4 and assessed holistically. Candidates could provide a 2,500 word report which demonstrates their ability to apply theory in an actual work setting; this report could also be supplemented by some short response questions. This may require work to be authenticated by a senior practitioner or manager.

It would also be possible to break the report and questions down into four separate assessment events that assess each Outcome separately.

Outcome 2

Develop skills in leading people to develop everyone's potential (**People**)

Knowledge and/or Skills

- ◆ Leadership styles and contingency approaches
- ◆ Vision, values and ethical issues in leadership
- ◆ Develop leadership qualities in self and others
- ◆ Role of leaders in building and maintaining effective professional teams

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ demonstrate application of effective leadership styles based on an understanding of contingency approaches in your professional situation by identifying and evaluating examples from actual work practice
- ◆ critically evaluate contribution of vision, values and ethical approaches to leadership
- ◆ demonstrate development of leadership qualities and attributes in self and others in your professional context by providing examples from your actual work practice
- ◆ evaluate role in building and maintaining effective teams in your work setting

Assessment Guidelines

It is recommended that this Outcome be assessed in an integrated fashion along with related Outcomes from this and other Units from the Group Award in which it belongs, eg HND Childhood Practice, HND Social Services or PDA Childhood Practice at SCQF level 8. Please see guidance on integrated and holistic approaches to assessment contained within the Arrangements Documents for each respective Group Award.

Higher National Unit specification: statement of standards (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

If undertaking this Unit on a standalone basis, this Outcome can be combined with Outcomes 1, 3 and 4 and assessed holistically. Candidates could provide a 2,500 word report which demonstrates their ability to apply theory in an actual work setting; this report could also be supplemented by some short response questions. This may require work to be authenticated by a senior practitioner or manager.

It would also be possible to break the report and questions down into four separate assessment events that assess each Outcome separately.

Outcome 3

Demonstrate critical understanding of leadership and management processes and the ability to effectively use support systems and tools (**Process**)

Knowledge and/or Skills

- ◆ Effective use of communication processes in leading and managing people
- ◆ Effective models and methods of supervision and performance review appropriate to professional practice
- ◆ Structural and cultural aspects of organisations and methods of developing leadership culture
- ◆ Basics principles of financial and human resource management
- ◆ A range of analytical tools and approaches designed to evaluate systems and processes

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ demonstrate effective use of communication processes which involve giving and receiving feedback
- ◆ critically evaluate a minimum of three approaches, including individual and organisational approaches, to supervision and performance review
- ◆ analyse structural and cultural aspects of work organisation and how they influence leadership approaches in your professional setting
- ◆ demonstrate ability to apply principles of one aspect of financial and one aspect of resource management in your professional setting and evaluate
- ◆ evaluate effectiveness of a minimum of three contemporary analytical tools as applied to systems and processes in your professional context

Assessment Guidelines

It is recommended that this Outcome be assessed in an integrated fashion along with related Outcomes from this and other Units from the Group Award in which it belongs, eg HND Childhood Practice, HND Social Services or PDA Childhood Practice at SCQF level 8. Please see guidance on integrated and holistic approaches to assessment contained within the Arrangements Documents for each respective Group Award.

Higher National Unit specification: statement of standards (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

If undertaking this Unit on a standalone basis, this Outcome can be combined with Outcomes 1, 2 and 4 and assessed holistically. Candidates could provide a 2,500 word report which demonstrates their ability to apply theory in an actual work setting; this report could also be supplemented by some short response questions. This may require work to be authenticated by a senior practitioner or manager.

It would also be possible to break the report and questions down into four separate assessment events that assess each Outcome separately.

Outcome 4

Critically apply and evaluate Performance Criteria in leading and managing to improve quality of service (**Performance**)

Knowledge and/or Skills

- ◆ Approaches to leading and sustaining change
- ◆ Set and measure performance standards
- ◆ Ensuring effective delivery of service outcomes
- ◆ Address performance problems
- ◆ Development of reflective approach in leadership and management

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ demonstrate understanding of how to lead and sustain an actual process of change in a professional setting
- ◆ critically evaluate setting and measurement of performance standards and how performance problems are addressed
- ◆ demonstrate working in partnership with service users and key stakeholders to evaluate effectiveness of delivery of services, critically evaluating an example from recent practice
- ◆ critically reflect on your own performance and contribution in leading and managing to improve quality of service

Assessment Guidelines

It is recommended that this Outcome be assessed in an integrated fashion along with related Outcomes from this and other Units from the Group Award in which it belongs, eg HND Childhood Practice, HND Social Services or PDA Childhood Practice at SCQF level 8. 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 standalone basis, this Outcome can be combined with Outcomes 1, 2 and 3 and assessed holistically. Candidates could provide a 2,500 word report which demonstrates their ability to apply theory in an actual work setting; this report could also be supplemented by some short response questions. This may require work to be authenticated by a senior practitioner or manager.

It would also be possible to break the report and questions down into four separate assessment events that assess each Outcome separately.

Administrative Information

Unit code: F56Y 35

Unit title: Childhood Practice and Social Services:
Developing Leadership

Superclass category: AF

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Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Childhood Practice and Social Services: Developing Leadership

This part of the Unit specification is offered as guidance. The support notes 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 based on the premise that every person in the childhood practice and social services workforce operating at advanced practitioner level should be encouraged and supported to develop a range of leadership skills and an understanding of approaches to leadership. This will enable them to increase their knowledge about how to lead teams and make a significant difference in developing services.

It is acknowledged that in studying aspects of leadership, it is also necessary to cover aspects of management theory. It should be stressed however that, while the Unit will examine a range of management approaches, it does this in order to essentially assist understanding of leadership. Indeed, Outcome One explores the differences between management and leadership in order to assist candidates in achieving a balanced approach to both functions.

This area of study requires substantial references to general and specific theoretical approaches, some of which may belong in well established classical domains and some of which may be much more contemporary. Candidates need to be aware that both established and contemporary approaches are subject to fairly continual review and are thus subject to sometimes conflicting appraisal from different sources. This is a process they should be aware of and, indeed, encouraged to participate in.

Reference within these support notes is usually to general theories and approaches. More specific information concerning these is found at the start of the reference section.

The Outcomes of the Unit have been constructed in line with the *4 P's Leadership and Management Model*, as detailed below, which links fully with other frameworks such as the Social Work Inspection Agency Performance Improvement Model, Continuous Learning Framework and the European Foundation Quality Model. This model has been selected because it is felt to be very appropriate by advisory bodies in this field but candidates should be made aware that many more models exist.

Outcome 1	Purpose	Demonstrate critical knowledge and understanding of purpose of leadership and management in achieving shared objectives
Outcome 2	People	Develop skills in leading people to develop everyone's potential
Outcome 3	Process	Demonstrate critical understanding of leadership and management processes and the ability to effectively use support systems and tools

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

Outcome 4	Performance	Critically apply and evaluate Performance Criteria in leading and managing to improve quality of service
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Outcome 1: General Guidance

Candidates should be introduced to the main approaches to management and leadership from a historical perspective in order to develop their understanding of the theoretical underpinnings of current approaches. A good starting point is to examine early approaches and look for differences and similarities to people's experiences in their professional settings today. From this point, a broad examination of the scientific and human relations approaches to leadership and management should be undertaken. A critical analysis of these approaches should be encouraged. A very useful exercise is to look for evidence of how much influence such approaches might have within current practice in organisations.

Candidates might then examine a range of current approaches to leadership both within the field of early years and social services and also in the wider field of industry and public services as a whole. They may wish to consider and contrast different approaches taken in public, voluntary and private sectors. They should be guided towards current recommended approaches in their professional fields as determined by relevant guiding bodies. Useful information is contained in recent research by bodies such as the Scottish Leadership Foundation.

A study might then be made of the differences between management and leadership to encourage understanding of what leaders do as compared to managers. There are many readily available studies available to assist in exploring this topic. Candidates should be encouraged to view the roles and functions of leaders and managers as equally necessary and complementary whether from an organisational or individual perspective.

A study should then be made of the nature of adaptive leadership and how this might be applied in a professional context. Candidates should be aware of the difference between technical and adaptive approaches to leadership and be able to apply examples of adaptive leadership in their professional context.

Lastly, candidates should be able to critically analyse a number of approaches to motivation. This should include both content and contingency approaches. Candidates should be able to critically apply both types of theory in a sophisticated analysis of individual and team motivation in their work settings.

Outcome 2: General Guidance

Candidates could commence study of this Outcome by studying a range of material on leadership styles. This should assist candidates to appreciate that the most appropriate and effective management style is determined by a range of circumstances and the benefits of understanding and applying a contingency approach.

An examination should then be made of the contribution of vision, values and ethical approaches to leadership. Candidates should be aware that vision is central to the idea of leadership and that they have to be able to articulate such vision clearly and sometimes forcefully.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

Candidates should be encouraged to explore a range of values and ethical challenges which exist in their professional practice. This should also involve them in a critical appraisal of professional codes of conduct or organisational policies and procedures and the impact of these on service delivery. Ideally some examination should take place of particular dilemmas which may involve the crossing of professional boundaries which could help foster understanding of wider professional contexts.

An interesting notion to introduce at this point is that of recognising and building excellence in organisations as it stresses the importance of values as a driver for successful organisations. Candidates should be encouraged to link this thinking to the opportunities for developing such an approach in their professional context in a values driven organisation.

Candidates should then make a critical study of the attributes and qualities of leaders and how these might be developed in self and others. A good starting point would be to make an audit and analysis of personal leadership attributes, there are many tools available in management and leadership text books and internet resources to enable candidates to do this. Critical analysis should be undertaken of current thinking on the qualities of successful leaders, which should also look at related issues such as emotional intelligence and inclusiveness in leadership. Candidates require to be aware of the impact of their leadership attributes (how we lead) and their leadership practice (what we do) on how services are delivered.

There needs to be a real understanding of how leadership capacity needs to be developed at all levels of organisations, irrespective of people's degree of formal authority. This will require an understanding of concepts of power and also a brief look at notions of formal power and authority. Candidates should be assisted to understand that while authority is linked to the organisation and is concerned with accountability, power is essentially personal and concerned with responsibility and arguably, to aspects of leadership.

Lastly, candidates should be introduced to various aspects of building and maintaining effective teams. This should include a critical understanding of nature of teams, a general theory of how teams develop, and an analysis of team roles and functioning, including a look at the potential hazards inherent in team decision making, which tends to be a popular model in this field of work.

Outcome 3: General Guidance

Candidates 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 candidates 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).

The candidates should next look at models and approaches to supervision and performance management systems in use in their workplace setting and this should include a critical evaluation of relevant underpinning theories. Formal professional and or managerial supervision systems may be used in some settings and appraisal and development review systems may be used in others.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

They should then critically evaluate a range of at least three current practice models and their contribution to performance management and individual and organisational development.

Candidates should next be introduced to the study of structural and cultural aspects of organisations. 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. Candidates 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.

Candidates should next be given an introduction to basic tools of financial management to enable them to plan and evaluate financial planning in their organisation. The aim of this part of the Outcome is to enable candidates to confidently and competently help prepare and manage budgets, understand the basics of financial planning and evaluation and where possible, carry out some aspects of real financial management in their organisation. They will be expected to be able to analyse an annual budget sheet, understand and explain variances and virement, and use this to analyse and forecast aspects related to service delivery. They should then go on to look at the basics of human resource management in their work setting which will include an evaluation of current recruitment, selection and retention strategies. This should include an examination of interview strategies and methods and their effectiveness in the selection of suitable appointees.

Lastly, candidates 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.

Outcome 4: General Guidance

This Outcome is essentially based on the notion that leadership is ultimately concerned with the delivery of outcomes which should ultimately 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 candidates should be introduced to a range of contemporary approaches in this area.

Candidates 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. They should also be introduced to leadership strategies to help address performance problems.

Lastly, candidates 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.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

Reference Section

The following is designed to offer guidance on the work of specific theorists for each Outcome. The work of these theorists will be contained in works referred to in the recommended resources below.

Outcome 1

A good starting point for historical perspective is Henri Fayol's *Principles of Management*. For an understanding of the scientific management approach a study of the work of Frederick W Taylor is recommended and an examination of the ideas contained in 'Fordism' would also be of benefit. Any study of the Human Relationship approach needs to start with the work of Elton Mayo. When examining the difference between management and leadership, the work of Warren Bennis (*Managers do things right. Leaders do the right thing*), John Kotter and Abraham Zaleznik is essential (in *Harvard Business Review on Leadership*). In studying adaptive approaches to leadership then reference could be made to the work of Ronald Heifetz and Donald Laurie (again in *Harvard Business Review on Leadership*) and Ronald Heifetz and Marty Linsky (*Leadership on the Line*). For a study of content approaches to motivation those developed by Maslow, Alderfer and Herzberg are essential and for a good approach to a contingency then the candidate may be guided to look at expectancy theories.

Outcome 2

Study of leadership styles could start with an examination of the work of Tannenbaum and Schmidt and their *Leadership Matrix*, move on to Blake and Mouton's *Leadership Grid*, and then look at a delegation empowerment model. There is substantial contemporary literature on the notion of vision in leadership available, but the work of Kohn Kotter (*Harvard Business Review on Leadership*) makes a good starting point. For interesting work on recognising and building excellence in organisations, see the work of Tom Peters. There are many current approaches to leadership qualities but some of the best are found in Ronald Heifetz and Marty Linsky (*Leadership on the Line*). Concepts of power are covered in the work of French and Raven (*Bases of Social Power*) and notions of formal power and authority can be found in the work of Weber. The work of the following theorists is all relevant to the study of teams and groups- Handy, Robbins and Decenzo, McGregor on the nature of teams and groups; Tuckman, Belbin on team formation and roles; and Asch and Janis on the effects of conformance and groupthink. See resource list for management and leadership general textbooks.

Outcome 3

Theories which underpin approaches to supervision include those of Kadushin, Payne and Thompson (Managerial and Professional Supervision) which are all referred to in recommended resources. Study of aspects of organisational structure and culture may be best informed by reference to general leadership and management texts in resource list and particular attention might be paid to the work of Schien and Handy in these areas, particularly with reference to Handy's *Shamrock* structure which reflects the model adopted by many organisations in this line of work today. There are several resources to be found on the internet which give good insight into financial planning at the appropriate level. It may also be useful to seek input from a specialist in this area, such as a local authority or voluntary sector finance officer for advice on current practice. Information on SWOT, PLEST and similar analytical tools can be found in any of the recommended general leadership and management texts.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

Outcome 4

For information on very contemporary approaches to leading change see <http://www.sks.org.uk/topics/leadership.aspx> which contains information on Scottish initiatives concerned with developing skills in this area specific to this sector. This site also contains additional and very useful information relevant to other material in this Outcome. Other material such as that concerned with setting and measuring performance standards is available in general texts as recommended. Information on national standards, reflective practice is readily available online.

The following is a list of recommended resources for this Unit.

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, 2002

<http://www.businessballs.com>: Despite an unfortunate title, this is a first class resource with many teaching and learning resources available for free download, and which covers a huge range of leadership, management and related topics. It also contains a number of first class teaching exercises, which are again, free to use, provided copyright is acknowledged.

People Skills, Thompson N, Palgrave MacMillan, Basingstoke, 2002

Management and Organisational Behaviour, Mullins L J, Pearson Education Limited, Harlow, 2005

Management Theory and Practice, Cole G A, Thomson, London, 2004

Ethics and Values in Social Work, Banks S, Palgrave MacMillan, Basingstoke, 2006

Early Years Management in Practice, Maureen Daly et al Heinemann, Oxford (2004)

Essential Skills for Managers of Child-Centred Settings, Iles-Buck E & Newstead S, David Fulton Publishers: London (2003)

Leadership in Early Childhood, Rodd J (2005) OU Press: London

<http://www.sks.org.uk/topics/leadership.aspx> — this is a part of the Social Service Knowledge Scotland website which focuses on leadership and has a large range of first class resources relating to contemporary approaches to leadership.

<http://www.socialworkscotland.org.uk/> — this site provides access to a range of resources which allow the candidate to keep up to date with the very latest professional developments.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

<http://www.swia.gov.uk/swia/566.html> — this site provides information on the Social Work Inspection Agency which is responsible for monitoring and inspecting social service agencies in Scotland.

<http://www.efqm.org> — for up to date information on European Foundation Quality Model.

Possible Links to Other Units in HND Childhood Practice and HND Social Services

This Unit is linked to all other mandatory Units in the Group Awards HND Childhood Practice and HND Social Services.

Links to other Group Awards

The Unit also forms part of the mandatory section of the PDA Childhood Practice at SCQF level 8 (G96H 48).

This Unit may supply considerable underpinning knowledge for SVQ level 4 Leadership and Management Award for Care Services (G8W8 24).

Guidance on the delivery and assessment of this Unit

This Unit forms part of the mandatory section of the following Group Awards:

- ◆ HND Childhood Practice
- ◆ HND Social Services
- ◆ PDA in Childhood Practice at SCQF level 8.

It is recommended that this Unit be delivered at the beginning of the HND Childhood Practice and the HND Social Services Group Awards.

To lessen assessment burden for candidates it is recommended that an integrative approach to assessment and delivery should be undertaken.

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

Opportunities for developing Core Skills

There are opportunities to develop Core Skills and Core Skill components of *Communication* — Oral Communication and Written Communication (writing and reading) at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Communication: Both oral and written communication could be developed by the candidate compiling assessment materials for this Unit.

Working with Others: This could be developed by candidates participating in group work in the class and in a workplace setting.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

Open learning

This Unit is suitable for Open Learning, provided there is authentication of the candidate's evidence. However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. It would be preferable to ensure that candidates undertaking this through an Open Learning mode were afforded the opportunity to meet regularly to share ideas and encourage individuals to work across current practice boundaries. Arrangements would have to be made to ensure that assessment of Outcomes 1, 2, 3 and 4 is assessed by an appropriate supervisor.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Childhood Practice and Social Services: Developing Leadership

In order to be able to complete this Unit you should be appropriately employed or in a suitable work placement within either a Childhood Practice or Social Services setting, which will allow you to reflect upon your practice, while undertaking this Unit.

On completion of this Unit you will have gained a critical knowledge and understanding of issues relating to leadership in your professional setting. You will be able to apply and evaluate a number of approaches designed to attain improved standards of services and you will become more competent and confident practitioners who will be able to take the lead in your professional situations.

You will develop considerable knowledge of, and the ability to apply skills contained in the *four P's Leadership and Management Model (see below)*, which links fully with other frameworks such as the SWIA Performance Improvement Model, Continuous Learning Framework and the European Foundation Quality Model.

The Outcomes of the Unit have been constructed in line with the *four P's Leadership and Management Model*, as detailed below.

Outcome 1	Purpose	Demonstrate a critical knowledge and understanding of purpose of leadership and management in achieving shared objectives
Outcome 2	People	Develop skills in leading people to develop everyone's potential
Outcome 3	Process	Demonstrate critical understanding of leadership and management processes and the ability to effectively use support systems and tools
Outcome 4	Performance	Critically apply and evaluate Performance Criteria in leading and managing to improve quality of service

You may be given the opportunity to develop the Core Skills and the Core Skills components of *Communication* and *Working with Others* to SCQF level 6, although these will not be certificated.

You may find that the assessment of this Unit may be integrated with other related Units from the HND Childhood Practice, HND Social Services or PDA in Childhood Practice at SCQF level 8 Group Awards. Alternatively, the Unit may be assessed on a stand alone basis. Assessment methods will be decided by your lecturer, following guidance from SQA.

Below is a list of useful resources/publications you may find of use while undertaking this Unit. Please note the most recent publication should be referred to at all times.

General information for candidates (cont)

Unit title: Childhood Practice and Social Services: Developing Leadership

Resources/Publications

The following is a list of recommended resources for this Unit:

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

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<http://www.businessballs.com>: Despite an unfortunate title, this is a first class resource with many teaching and learning resources available for free download, and which covers a huge range of leadership, management and related topics. It also contains a number of first class teaching exercises, which are again, free to use, provided copyright is acknowledged.

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<http://www.sks.org.uk/topics/leadership.aspx> — this is a part of the Social Service Knowledge Scotland website which focuses on leadership and has a large range of first class resources relating to contemporary approaches to leadership.

<http://www.socialworkscotland.org.uk/> — this site provides access to a range of resources which allow the candidate to keep up to date with the very latest professional developments.

<http://www.swia.gov.uk/swia/566.html> — this site provides information on the Social Work Inspection Agency which is responsible for monitoring and inspecting social service agencies in Scotland.

<http://www.efqm.org> — for up to date information on European Foundation Quality Model.