Higher National Unit specification

General information for centres

Unit title: Contributing to Workforce Development in Care Services

Unit code: F8VK 36

Unit purpose: This Unit is designed to allow candidates to explore the methodologies related to workforce development. They will consider their own organisational approaches to planning for current and future skills needs and consider the Scottish perspective. Candidates will be encouraged to reflect on their own contribution to workforce development.

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

1   Analyse the infrastructure related to the development of skills within care services in Scotland
2   Evaluate methods of workforce planning and skills development.
3   Evaluate the contribution that managers make to Workforce Planning and Development in care services

Credit points and level: 1HN credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*)

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.

Recommended prior knowledge and skills: Candidates should have good communication skills, both written and oral, this could be evidenced by the achievement of Higher English or a Communication Unit at SCQF level 6. It is recommended that candidates have also achieved a relevant qualification at a minimum of SCQF level 7, but preferably at SCQF level 8, coupled with at least two years experience at practitioner level in the care sector, it is preferable that they also have some experience of supervisory responsibilities. This will ensure they have the required cognitive skills and experience to work at SCQF level 9. Candidates will also have to be in a work situation that allows them to demonstrate the Evidence Requirements for this Unit through real work activities. Alternatively, 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 the Core Skills of *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Problem Solving* at SCQF level 6 and *Information and Communication Technology* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.'

General information for centres (cont)

Unit title: Contributing to Workforce Development in Care Services

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.

Assessment: It is recommended that this Unit is assessed holistically with other Units from the Group Award to which it belongs. Further guidance on developing an integrated assessment scheme is contained in the arrangements documentation for the Group Award. It is important that candidates demonstrate evidence of applying their learning in practice therefore centres are encouraged to make use of the candidate's records of actual practice in the assessment of this Unit. For example, supervision notes, personal development plans and workplace presentations can be used alongside traditional methods of assessment, to demonstrate that the candidate has met the Evidence Requirements of this Unit. Please ensure that documentation from the workplace is anonymised.

Where candidates are working in supervisory situations they should write or discuss real work situations to demonstrate their understanding of theory and how it relates to practice. It is expected that candidates will be supported to take on relevant supervisory responsibilities to allow them to meet the Evidence Requirements of the Unit. Hypothetical situations or material should only be used in the most exceptional of situations.

Whether this Unit is being assessed in an integrated manner with other Units or on a stand-alone basis, all Evidence Requirements must be met. Where appropriate, assessment should also be verified by a manager or senior practitioner from the candidate's workplace to ensure authenticity. It is recommended that assessment of this Unit should not total more than 2,500 words or equivalent, excluding appendices.

Higher National Unit specification: statement of standards

Unit title: Contributing to Workforce Development in Care Services

Unit code: F8VK 36

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

Outcome 1

Analyse the infrastructure related to the development of skills within care services in Scotland

Knowledge and/or Skills

♦ Legislation and policy framework for workforce development
♦ Role of the Alliance of Sector Skills Councils (ASSC) and Skills for Care and Development (the sector skills council for care)
♦ Role of Professional Bodies
♦ Regulatory and Quality Assurance Bodies
♦ National Occupational Standards (NOS) and how they relate to workforce development
♦ Scottish Credit and Qualifications Framework (SCQF)
♦ Role of Skills Development Scotland
♦ National Care Standards (NCS)

Evidence Requirements

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

♦ Review the legislative framework that broadly relates to the development of skills in the Scottish context and focus on the development of skills in care services. Candidates should reference at least two pieces of legislation and two key policy documents or reports
♦ Examine the infrastructure developed to deliver the objectives set out in the legislative framework, with reference to the role of the sector skills councils.
♦ Critically analyse the use of national standards in relation to developing a skilled workforce.

Assessment Guidelines

This Outcome could be assessed by an essay of around 1,000 words, with guidance for completion based on the Evidence Requirements for this Unit. Word limit guidance should be given as this is a broad topic and the skills of the candidate at SCQF level 9 should be demonstrating an ability to synthesise and integrate key aspects of the Outcome to meet the Evidence Requirements.

Higher National Unit specification: statement of standards (cont)

Unit title: Contributing to Workforce Development in Care Services

Outcome 2

Evaluate methods of workforce planning and skills development

Knowledge and/or Skills

♦ Role of strategic planning in care services and how this links to National and Local policy
♦ Methods of Workforce Planning and Development
♦ Organisational workforce planning in relation to operational and team objectives

Evidence Requirements

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

♦ Explain the strategic planning process in their own organisation, with reference to Local and National government objectives. Candidates must demonstrate an understanding of the policy context in relation to their own area of care provision in Scotland
♦ Describe and evaluate at least one methodology in relation to workforce planning and relate these to current practice within their own organisation
♦ Analyse and evaluate how organisations put strategic objectives into action by examining operational planning process. Candidates must use their own organisational system and use knowledge gained within this Unit to analyse and evaluate these systems.

Assessment Guidelines

This Outcome could be assessed by a project which focuses on the context of the candidate's own organisation. They should describe their organisation's context and examine planning processes. Real work products could be included as appendices such as strategic and operational plans that they have been involved in developing. Clear links should then be made to the methods of workforce planning and the evidence base for such plans. Centres should produce a project guide for candidates based on the Evidence Requirements for this Outcome.

Higher National Unit specification: statement of standards (cont)

Unit title: Contributing to Workforce Development in Care Services

Outcome 3

Evaluate the contribution that managers make to Workforce Planning and Development in care services

Knowledge and/or Skills

♦   Service Objectives within their own organisation
♦   Local policy and practice in relation to workforce planning and development
♦   Individual and Team supervision
♦   Personal Development Planning

Evidence Requirements

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

♦   Examine the links between the development of skills of their team and the delivery of service objectives.
♦   Critically evaluate the policy and practice related to workforce development in their organisation and apply to their team.

Assessment Guidelines

This Outcome could be assessed by a portfolio of evidence based on the candidate's real work activities. The candidate could provide reflective accounts and products which reflect on organisational policy and process and methodologies implemented by the candidate during team and individual development planning. The focus of this should be knowledge and skills development. Centres need to consider authenticity issues and this could be dealt with by witness testimony or a direct observation of practice. Centres should develop guidance on the content of the portfolio based on the Evidence Requirements for this Outcome.

Administrative Information

Unit code: F8VK 36

Unit title: Contributing to Workforce Development
                                  in Care Services

Superclass category: PM

Original date of publication: August 2009

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

Higher National Unit specification: support notes

Unit title: Contributing to Workforce Development in Care Services

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 40 hours.

Guidance on the content and context for this Unit

This Unit will provide opportunities to develop underpinning knowledge for the following Units in the SVQ Leadership and Management level 4, however please not that this is not automatic and will depend on the evidence produced by the individual:

♦   **LMC A1** Manage and Develop Yourself and Your Workforce within Care Services
♦   **LMC E5** Plan Operations and Manage Resources to Meet Current and Future Demand on the Provision of Care Services
♦   **LMC E7** Develop, Implement and Review Business Plans and Planning for the Provision of Care Services.

Outcome 1

This Outcome should allow the candidate to develop an understanding of the skills development landscape in the Scottish context. Initially a broad focus should be on current educational and skills development legislation and policy.

The SCQF and its development and ethos should be explored as should policies such as the Skills Strategy for Scotland, which have an effect on Lifelong learning. The SCQF website has additional information and this can be accessed at **www.scqf.org.uk**

As part of this, candidates could look at the role of agencies such as the Alliance of Sector Skills Councils, and Skills Development Scotland. Additionally, funding should be examined this could include funding for education, government priority groups and Modern Apprenticeship funding. A helpful website in this area is **www.sscalliance.org**

The focus should then shift to consider skills development in a Care context. The specific Sector Skills Councils for Care should be looked at. In addition, the role of the Scottish Social Services Council should be examined both as a regulatory body and as a sector skills council. The two main websites here are **www.sssc.uk.com** and **www.skillsforcareanddevelopment.org.uk**

The examination of standard setting is important for this Unit, and this can be looked at both in relation to criteria for registration (including National Care Standards) and the production of National Occupational standards. It would also be helpful to explore concepts such as the minimum data set and labour market intelligence for social services in Scotland. Information on the minimum data set can be obtained at **www.sssc.uk.com** while social service labour market intelligence is available at **http://www.scotland.gov.uk/Resource/Doc/96145/0023284.pdf.** It would also be important for candidates to recognise the role of the Care Commission in relation to Quality Assurance. Candidates need to be supported to understand how the high-level policy context of broad education and skills development links with the issues related to skills development in the care sector.

Higher National Unit specification: support notes (cont)

Unit title: Contributing to Workforce Development in Care Services

Outcome 2

Broad discussion should take place with candidates on processes related to strategic and operational planning. The purpose and practice of workforce planning and skills development should be examined and their role in relation to both should be explained. Objectives from their own organisational, service and team plans should be considered and links should be made to the drivers for such objectives. These will be derived from both National and Local policies. Legislative priorities may differ for candidates depending on the service sector they are currently associated with. Links should then be made with objectives specifically related to workforce planning and skills development. It may also be useful here to discuss Sector Skills Strategy and The Continuous Learning framework as well as Social Care Institute of Excellence (SCIE) work on Learning Organisations.

Methodologies in this context refer to strategies used by employers to ensure that supply of workers meets demand both in the present and in the future. The Scottish Government and the Sector Skills Council have a key supporting role for employers. They have a responsibility in statute to:

♦ identify the numbers of social workers and social service workers required
♦ determine the education and training requirements of the workforce
♦ draw up National Occupational Standards
♦ address the challenge of recruitment and retention of social service workers.

Candidates should be encouraged to look at how their own organisation approaches this. Issues of registration and Post Registration Training and Learning (PRTL) will be covered here.

The Sector Skills Council (SSSC) set key criteria in relation to their responsibilities under the Regulation of Care (Scotland) Act 2001. They set out a mission statement which is to improve the confidence of employers in the competence of their workforce, improve confidence of employees in their knowledge and skills and ultimately to improve delivery and quality of services provided.

Outcome 3

Candidates should be encouraged to consider how their organisation develops their current workforce planning and development (appraisal, personal development planning etc.) They should also be asked to consider how their role connects with the organisation's strategy to ensure that the staff that they manage have the skills to undertake their job competently.

Tutors should be encouraging candidates to look at organisational policy and procedure but also directing them to evidence based research in relation to good practice in these areas. Questions should be posed in terms of the process and practice in relation to these tasks. For example are there clear links to service objectives when personal development planning is undertaken. The needs of the organisation or service should be clearly linked to an action plan for learning and development.

Higher National Unit specification: support notes (cont)

Unit title: Contributing to Workforce Development in Care Services

References

Scottish Executive, 2002, Scottish Community Care Statistics, Scottish Executive
Scottish Executive, 2003, Scotland Social Care: Labour Market, Scottish Executive
Scottish Executive, 2003, The framework for Social Work education in Scotland,

Scottish Executive, National Workforce Group, 2004, Scotland's Social Care, Labour Market,
Scottish Executive, 2006, Changing Lives: Implementation Plan, Scottish Executive
Scottish Executive, 2006, Report or the 21st Social Work Review: Changing Lives,
Scottish Executive, 2006, Scotland's Social Care Labour Market Summary,
Scottish Executive, 2006, Social Work: A 21st Century Profession, Scottish Executive

Unwin, L et al. (2004) What Determines the Impact of Vocational Qualifications?
 A Literature Review, Nottingham: Department for Education and Skills.

Scottish Government (2007) Skills for Scotland: a lifelong skills strategy,
Edinburgh: HMSO.

Pavey, R (2004) The Effectiveness of SVQs in Care: a study of candidates' and line managers'
perceptions of change and process issues, Glasgow: Scottish Qualifications Authority.

Scottish Executive (2003b) Life Through Learning; Learning Through Life
The Lifelong Learning Strategy for Scotland, Edinburgh: Scottish Executive.

Dunworth, Moira (2007) 'Growing Your Own: The Practice Outcomes of Employment-based Social
Work Training. An Evaluative Case Study of One Agency's Experience', Social Work Education, 26:
2, 151 - 168

Useful websites

www.scqf.org.uk
www.sscalliance.org
www.sssc.uk.com
www.skillsforcareanddevelopment.org.uk

Higher National Unit specification: support notes (cont)

Unit title: Contributing to Workforce Development in Care Services

Guidance on the delivery and assessment of this Unit

This Unit is designed to support candidates to reflect on wider Scottish and organisational issues in relation to the development of skills within the care sector in Scotland. It should be linked to their wider managerial role in relation to operational objectives and candidates should be encouraged to make the links with learning in other Units of the Group Award, to which the Unit belongs. Real work situations will be beneficial to use to put this Unit into context. Relevant government and organisational documents will be useful learning tools.

Group discussion will allow candidates to reflect on other methods and practice which will help them to evaluate their own organisational context.

It is recommended in this Unit that candidates undertake three separate pieces of work to demonstrate their learning in relation to the Statement of Standards. A range of assessment methods is recommended to be used to allow candidates to demonstrate complex skills associated with this level of study. In relation to the first Outcome candidates could be asked to complete an academic essay of 1000 words, the subject matter of this Outcome lends itself to this method of assessment.
In Outcome 2 it is recommended that candidates undertake a project based assignment which will allow candidates to integrate knowledge with their own work practice. Outcome 3 could be assessed by means of a portfolio which should contain reflective accounts and real work products as well as testimony of authenticity which could be direct observation or witness testimony. It is recommended that assessment of this Unit should not total more than 2,500 words or equivalent, excluding appendices.

Where possible it is recommended that this Unit is assessed holistically with other Units from the Group Award to which it belongs. Further guidance on developing an integrated assessment scheme is contained in the arrangements documentation for the Group Award.

Opportunities for developing Core Skills

Communication (at SCQF level 6): could be evidenced through reporting, assessments and use of effective communications with staff, colleagues and other professionals. For example, analytical communication skills will be practiced and developed through presentations, negotiations and collaborations with staff, colleagues and other professionals.

Working with Others (at SCQF level 6): could be evidenced through feedback and critical analysis of collaborations with staff, colleagues and a wide range of professionals.

Problem Solving (at SCQF level 6): critical thinking, planning and organising, reviewing and evaluating could be evidenced through supervised practice, assessments and discussions with supervisor about the most appropriate courses of action for learning for an individual or group of learners.

Information and Communication Technology (at SCQF level 6): could be evidenced through the use of technology to research, critically analyse and present complex reports. Further IT skills may be developed if a candidate opts to submit assessment evidence in the form of an e-portfolio.

Higher National Unit specification: support notes (cont)

Unit title: Contributing to Workforce Development in Care Services

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 and 3 is assessed by an appropriate supervisor. For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

General information for candidates

Unit title: Contributing to Workforce Development in A Care Setting

This Unit is designed to allow you to explore the methodologies related to workforce development. You will consider your own organisational approaches to planning for current and future skills needs and consider the Scottish perspective. You will be encouraged to reflect on your contribution to workforce development.

Key learning opportunities in this Unit will help you to look how planning is carried out in organisations to ensure sufficiency and effective use of human resources that have the appropriate skills to deliver an adequate level of service to service users. You will examine workforce development in relation to current legislation and policy.

On achievement of this Unit you will be able to:

♦ Analyse the infrastructure related to the development of skills within care services in Scotland
♦ Evaluate methods of workforce planning and skills development
♦ Evaluate the contribution that managers make to Workforce Planning and Development in care services.

The Core Skills that will be signposted on completion of this Unit are *Communication* (at SCQF level 6), *Working with Others* (at SCQF level 6), *Information and Communication Technology* (at SCQF level 6) and *Problem Solving* (at SCQF level 6)

Transferrable skills that will be gained whist studying this Unit include analysis, evaluation and synthesis and integration. These skills will be gained and demonstrated via the assessment process. Gaining underpinning knowledge related to workforce planning and development will enhance your skills in relation to your job role as manager.

Reference materials

Scottish Executive, 2002, Scottish Community Care Statistics, Scottish Executive
Scottish Executive, 2003, Scotland Social Care: Labour Market, Scottish Executive
Scottish Executive, 2003, The framework for Social Work education in Scotland,

Scottish Executive, National Workforce Group, 2004, Scotland's Social Care, Labour Market,
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www.scqf.org.uk
www.sscalliance.org
www.sssc.uk.com
www.skillsforcareanddevelopment.org.uk