



Higher National Unit specification

General information for centres

Unit title: Leadership for Care Services

Unit code: F8VM 37

Unit purpose: This Unit is designed to provide candidates with a critical understanding of the application of leadership concepts and skills in their professional practice. It will provide them with the ability to demonstrate models of best practice which are creative, innovative, flexible and motivating. They will develop a critical understanding of theoretical approaches to professional leadership, skills in leading teams and motivating people, and methods of leading change. They will also be able to apply the principles of transformational approaches to leadership and contribute to the development of a leadership culture in their organisation.

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

- 1 Demonstrate a critical understanding of a range of theoretical approaches to leadership and critically evaluate their application in professional practice.
- 2 Critically analyse application of approaches to developing and leading teams, motivating individuals and leading change within their own professional organisation.
- 3 Demonstrate and critically evaluate the application of transformational approaches which contribute to building and sustaining a positive leadership culture in their organisation.

Credit points and level: 1 HN credit(s) at SCQF level 10: (8 SCQF credit points at SCQF level 10*)

**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 10. 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.

General information for centres (cont)

Unit title: Leadership for Care Services

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, *Problem Solving* at SCQF level 6, *Information and Communication Technology* 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.

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: Leadership for Care Services

Unit code: F8VM 37

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 understanding of a range of theoretical approaches to leadership and critically evaluate their application in professional practice.

Knowledge and/or Skills

- ◆ Traditional and contemporary approaches to leadership through behavioural, contingency and transformational theories
- ◆ Leadership and management roles and functions - transformational change and transactional management
- ◆ Principles of adaptive leadership and their application in professional settings
- ◆ Contemporary leadership models

Evidence Requirements

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

- ◆ Critically evaluate the application of a behavioural, contingency and transformational approach to leadership in professional context.
- ◆ Carry out a critical analysis of complementary roles and functions of leadership and management in professional setting.
- ◆ Undertake the implementation and critical evaluation of at least one strategy to develop adaptive leadership approaches at all levels in their professional setting.
- ◆ Demonstrate application of two leadership models or frameworks and critically analyse the validity and effectiveness of each.

Assessment Guidelines

This Outcome could be assessed by an essay in which candidates are asked to demonstrate their ability to use theoretical constructs to critically analyse leadership in their work practice. Where possible, this could be integrated with assessment of other Outcomes from this Unit or from Group Award.

Higher National Unit specification: statement of standards (cont)

Unit title: Leadership for Care Services

Outcome 2

Critically analyse application of approaches to developing and leading teams, motivating individuals and leading change within their own professional organisation.

Knowledge and/or Skills

- ◆ Key leadership qualities in self and others and how these may be developed
- ◆ Role of leaders in developing and maintaining effective professional teams
- ◆ Theoretical approaches to motivation and how to apply these
- ◆ Approaches to leading change

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 develop leadership qualities in self and others by providing three examples of each from actual work practice.
- ◆ Critically evaluate their role in leading an effective team
- ◆ Critically analyse application of process and contingency approaches to motivation in a professional context.
- ◆ Demonstrate application of two different theoretical approaches to leading change process in their organisational setting, and critically evaluate both.

Assessment Guidelines

This Outcome could be assessed by candidates being asked to research, prepare and present their findings in an individual or group presentation on how they might analyse the application of approaches to developing and leading teams, motivating individuals and leading change within their organisation, accompanied by a summary report. This should contain substantiated evidence of candidate's ability to lead actual processes of change in practice in their work setting. This could be integrated with assessment of Outcome 3 from this Unit. Attention should be taken to ensure that when assessing presentations that candidates are assessed across all Evidence Requirements.

Higher National Unit specification: statement of standards (cont)

Unit title: Leadership for Care Services

Outcome 3

Demonstrate and critically evaluate the application of transformational approaches which contribute to building and sustaining a positive leadership culture in their organisation.

Knowledge and/or Skills

- ◆ Communication processes used in leading and managing people
- ◆ Structural and cultural aspects of organisations
- ◆ Transformational approaches to leadership in professional contexts
- ◆ Characteristics of a positive leadership culture in organisations and the role of power within this

Evidence Requirements

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

- ◆ Demonstrate effective use of a range of communication processes in their organisational setting by a critical analysis of three different processes.
- ◆ Critically analyse at least one structural and at least one cultural aspect of work organisation and how they influence leadership approaches in their professional setting.
- ◆ Demonstrate and critically analyse application of transformational approach to leadership in their professional setting
- ◆ Demonstrate and critically evaluate their contribution to the development of a positive leadership culture in their organisation.

Assessment Guidelines

It is suggested that this Outcome is assessed in an integrated manner along with Outcome 2 from this Unit. See Assessment Guideline in Outcome 2 for more details.

Administrative Information

Unit code: F8VM 37
Unit title: Leadership for Care Services
Superclass category: AF
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Higher National Unit specification: support notes

Unit title: Leadership for 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 note 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 B1** Lead and Manage Provision of Care Services that Respects, Protects and Promotes the Rights and Responsibilities of People
- ◆ **LMC C1** Develop and Maintain Systems, Procedures and Practice of Care Services to Manage Risks and Comply with Health & Safety Requirements
- ◆ **LMC E1** Lead and Manage Effective Communication that Promotes Positive Outcomes for People within Care Services
- ◆ **LMC A2** Facilitate and Manage Change within Care Services through Reflective, Motivating and Flexible Leadership
- ◆ **LMC A5** Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility
- ◆ **LMC B2** Lead and Manage Provision of Care Services that Promotes the Wellbeing of People
- ◆ **LMC D3** Lead and Manage Inter-Professional Teams within Care Services
- ◆ **LMC E6** Contribute to the Strategic Policies of Care Services
- ◆ **LMC E11** Manage a Project

This guidance section is laid out in two parts. The first part offers general guidance on the whole Unit and then on each of the three specific Outcomes it contains. This is followed by a short section which offers guidance on the work of specific theorists which may be of additional support. The section concludes with a list of recommended resources for the Unit.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Care Services

General Guidance

This Unit has been designed to provide candidates with a critical understanding of leadership concepts and tools which can be applied to lead services in their professional settings. It is a mandatory Unit in the PDA in Leadership and Management for Care Services at SCQF level 9 but is also suitable for stand-alone delivery as part of continuous professional development, especially for individuals within organisations seeking to develop their positive leadership cultures.

The Unit has a strong emphasis on the development of critical thinking as a pre requisite skill for effective leaders in this area of practice and endeavours to encourage candidates to adopt a critical approach in the application of the theories and approaches covered. It recognises the constant development of theory in this area and encourages candidates to engage in evidence based approaches which test the effectiveness of any application of theory in professional contexts.

The emphasis throughout this Unit is on the development of leadership, but attention is also paid to the development of a parallel understanding of management functions and the complementary nature of both leadership and management roles and functions in work settings. There is also a strong emphasis on the concept of developing leadership at all levels, which is the ultimate target for organisations wishing to embed genuine leadership cultures, rather than those who may have limited their aspirations to the development of strong effective leaders at the top of hierarchical systems.

This Unit is aspirational in the sense that it can be undertaken by candidates who are operating as practitioners, but who may not yet be in senior or promoted posts within organisations, and as such could be seen as a valuable source of learning for those seeking promoted posts. There is a requirement however for candidates to undertake work in their professional settings which will require them to carry out some leadership roles in actual practice. It would be extremely beneficial to candidates to have the support of an existing manager or senior practitioner for guidance in undertaking such tasks.

Outcome 1 – Guidance

Demonstrate a critical understanding of a range of theoretical approaches to leadership and evaluate their application in professional practice.

Candidates will be required to develop their knowledge of current approaches to leadership by starting with an introduction to the main historical perspectives and approaches in this area. A good starting point is to look at the work of Henri Fayol's *Principles of Management* and look for differences and similarities to people's experiences in their professional settings today. From this point, a broad examination of the work of Frederick Taylor and Elton Mayo and the development of their respective approaches of *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.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Care Services

They could go on to examine the subsequent development of understanding through examining a selection of behavioural, contingency and transformational approaches. 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 and candidates should be encouraged to view the roles and functions of leaders as 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, with its approach based on the realisation that certain aspects of leadership primarily needs to get people to change, and how this might be applied in 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.

Candidates should finally examine a range of contemporary leadership models and frameworks which may apply in their professional setting such as the Four P Model or the Continuous Learning Framework. They should then be supported to critically evaluate the effectiveness of these models in their own professional setting.

See Reference Section for Outcome One for guidance on the work of specific theorists relating to the content of this Outcome.

Outcome 2 – Guidance

Critically analyse application of approaches to developing and leading teams, motivating individuals and leading change within their own professional organisation.

Study in this Outcome could commence with 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 and 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.

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 limitations and potential hazards of team decision making.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Care Services

Next candidates should be able to critically analyse a number of approaches to motivation. This should include content approaches and also contingency approaches such as Expectancy Theory. Candidates should be able to critically apply both types of theory in a sophisticated analysis of individual and team motivation in their work settings.

Lastly in this Outcome, candidates should be introduced to some contemporary approaches to leading change which should include an examination of at least two theoretical models, as outlined in relevant section below. This area of study also links to notions of transformational leadership which are covered in the next Outcome.

See Reference Section for Outcome Two for guidance on the work of specific theorists relating to the content of this Outcome.

Outcome 3 – Guidance

Demonstrate and critically evaluate the application of transformational approaches which contribute to building and sustaining a positive leadership culture in their organisation.

Work in this Outcome should start with an analysis of effective use of communication processes and their importance in effective leadership. This should include spoken delivery in the context of a presentation, written delivery in memo, report and email format. 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 aptly 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)

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 and concluding with Handy’s *Shamrock* model. Using the work of Handy and Schein, candidates should then go on to examine aspects of organisational culture. An excellent contemporary approach to understanding the relevance of culture to organisational change is embodied in the notions of dependent, independent and interdependent cultures as proposed by the Centre for Creative Leadership.

Candidates should be encouraged to evaluate ways in which transformational approaches to leadership can be effectively applied and evaluated in their professional settings. This should include use of the concept of piloting and linking this to evidence based approach.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Care Services

In terms of the development of a positive leadership culture 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 which could be covered by looking at the work of French and Raven (*Bases of Social Power*) and also a brief look at Weber's 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. The development of leadership culture emphasises approaches focusing on flexibility, collaboration, crossing boundaries and collective 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

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 should 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*) An essential model for study is the 'Four P' leadership framework which is recommended for application across a range of social service settings as it links fully with other frameworks such as the Social Work Inspection Agency Performance Improvement Model, Continuous Learning Framework and the European Foundation Quality Model. The model is summarised in the table below and full details are available on the Social Services Knowledge Scotland (SSKS) website.

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

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Care Services

Outcome 2

There are many current approaches to leadership qualities and attributes which can be found in most of the general management and leadership textbooks in the reference list, but some of the best are found in Ronald Heifetz and Marty Linsky (*Leadership on the Line*). 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. In connection with process theories of motivation, candidates should critically examine the theories of Maslow, Alderfer and Herzberg, and for a contingency theory they should be introduced to the general approach of Expectancy theory. For information on contemporary approaches to leading change they should be encouraged to visit <http://www.sks.org.uk/topic-rooms/leadership.aspx> which contains information on Scottish initiatives concerned with developing skills specific to this area of professional practice. This site also contains additional and useful information relevant to other material in this Outcome.

Outcome 3

There is a wide range of contemporary articles available on communication relating to leadership and these can be accessed by visiting the websites identified in the reference list. 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. 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. See resource list for management and leadership general textbooks. Current approaches relating to transformational leadership and leadership cultures are available in SSKS and Centre for Creative Leadership (CCL) websites.

Recommended Resources

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.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Care Services

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

Transforming Your Organisation: <http://www.ccl.org/leadership/pdf/solutions/TYO.pdf>

Managing in Health and Social Care: Martin V and Henderson E, Open University, 2001

Leadership and Management in Social Care, Hafford-Letchfield, T., Leonard, K. and Begum, N. (London, Sage). 2007

<http://www.sks.org.uk> The Social Service Knowledge Scotland website 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> This site provides information on the Social Work Inspection Agency which is responsible for monitoring and inspecting social service agencies in Scotland.

<http://www.ccl.org> This is the website for the Centre for Creative Leadership which contains a good range of contemporary material especially on transformational leadership and leadership cultures.

<http://www.efqm.org> An excellent site for up to date information on European Foundation Quality Model and other matters relating to ensuring quality.

Guidance on the delivery and assessment of this Unit

This Unit is designed to encourage candidates to develop a critical understanding of the application of leadership concepts and skills in their professional practice. While the delivery of the Unit will involve a degree of direct teaching in the form of lectures or tutorials, candidates at this level should be able to carry out a substantive amount of guided research, working autonomously as individuals or in small groups.

It is essential that candidates are encouraged to relate theories to their actual work practice in a critical fashion. To this end, tutors should promote the analysis of how concepts might be critically applied in an environment that promotes the sharing of good practice and cross fertilisation of ideas. It is also vital that candidates apply and evaluate the teaching material in their own organisational context.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Care Services

It is recommended that Outcome 1 should be assessed by an essay and Outcomes 2 and 3 in an integrated individual or group presentation. The focus in the essay should be on providing evidence of appropriate critical analysis of the application of theories and concepts, and it should be short and focussed, with a recommended word count of no more than 1,500 words. With regard to the presentation, the focus should be similar and candidates may use any appropriate presentation methods, but should also supply written summaries of their material.

It is recommended that assessment of this Unit should not total more than 2,500 words or equivalent, excluding appendices.

Opportunities for developing Core Skills

The following Core Skills will be developed by:

Communication (at SCQF level 6) could be developed and evidenced by undertaking essays, presentations and reports as part of assessment process for Unit. This includes both written and verbal communication and as such as will be developed by practice in presenting information in formal presentations, and the writing of reports dealing with complex information. Candidates will also have the opportunities to develop communication skills in discussions and collaborations with colleagues.

Working with Others (at SCQF level 6) will be developed by participation in groups working to prepare material for presentations and also in collaborations with staff and other professionals as part of research into practice.

Problem Solving (at SCQF level 6) will be developed through the application of critical thinking, planning and organising, reviewing, evaluating and resolving practice issues.

Information and Communication Technology (at SCQF level 6) could be evidenced through the use of technology to research, critically analyse and communicate complex information in presentations. Further IT skills may be developed by participation in online discussion forums and submission of assessment evidence online.

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

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This Unit has been designed to provide you with a critical understanding of leadership concepts and tools which can be applied to help you lead and manage services in your professional setting. It is a mandatory Unit in the PDA in Leadership and Management for Care Services at SCQF level 9 but is also suitable for you to undertake as part of continuous professional development and would be especially valuable in any organisation seeking to develop a leadership culture.

The Unit has a strong emphasis on the need for you to develop a critical thinking approach. This is seen as a pre requisite skill for effective leaders in this area of practice and you are encouraged to adopt a critical approach in the application of the theories and approaches covered. The Unit recognises the constant development of theory in this area and you are encouraged to engage in evidence based approaches which test the effectiveness of any application of theory in professional contexts.

The emphasis throughout this Unit is on the development of leadership, but attention is also paid to the development of a parallel understanding of management functions and the complementary nature of both leadership and management roles and functions in work settings. There is also a strong emphasis on the concept of developing leadership at all levels, which is the ultimate target for organisations wishing to embed genuine leadership cultures, rather than those who may have limited their aspirations to the development of strong effective leaders at the top of hierarchical systems.

This Unit is aspirational in the sense that it can be undertaken by candidates who are operating as practitioners, but who may not yet be in senior or promoted posts within organisations, and as such could be seen as a valuable source of learning for those seeking promoted posts. There is a requirement however for you to undertake work in your professional settings which involves you in carrying out some leadership roles in actual practice. This needs to be organised if it is not part of your existing role. Generally there are a range of options available to meet these criteria such as taking on a supervisory role with a member of staff or a student on placement. It would be extremely beneficial for you to have the support of an existing manager or senior practitioner for guidance and support in undertaking this task and indeed, for their insight into other aspects of the Unit.

General information for candidates (cont)

Unit title: Leadership for Care Services

The notes below are intended as a brief overview of areas covered in each Learning Outcome.

Outcome 1: Demonstrate a critical understanding of a range of theoretical approaches to leadership and evaluate their application in professional practice.

Work in this Outcome begins with an examination of traditional and contemporary approaches to leadership, which is followed by a look at leadership and management roles and functions and links to notions of transformational change and transactional management. There follows an examination of the principles of adaptive leadership and then broad look at a range of contemporary leadership models. Throughout this Outcome, the focus is on the identification and evaluation of models and approaches which will not only assist you in the analysis of your leadership and management roles in care services, but also help you improve your effectiveness.

Outcome 2: Critically analyse application of approaches to developing and leading teams, motivating individuals and leading change within a professional organisation.

This Outcome focuses on how we might develop leadership qualities and attributes in ourselves and in others. It goes on to examine how leaders might effectively develop and maintain effective teams in work settings and then undertakes a detailed examination of a range of motivational theories. Lastly, it explores how leaders might begin to take on what is in many respects their prime function, which is to lead change and make things happen. After all, if we were happy with the way things were we'd only need managers whose function was to make sure everything stayed the same!

Outcome 3: Demonstrate and critically evaluate the application of transformational approaches which contribute to building and sustaining a leadership culture in their organisation.

This Outcome begins with an examination of communication processes and their importance in how effectively we lead and manage people. It then goes on to examine the hugely important area of structural and more importantly still, cultural aspects of organisations. It concludes with a detailed study of the application of transformational approaches to leadership and how we might contribute to the development of genuine leadership cultures and not fall in to the trap which so many organisations have done so, of appointing someone they regard as a strong leader who will sort everyone out!

There is a full list of recommended resources attached to the guidance section of these notes which is designed for use by both candidates and centres delivering the Unit.