Arrangements for:

Professional Development Award (PDA) in Supported Employment Advanced Practice

at SCQF level 8

Group Award Code: GF8D 48

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Acknowledgement

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦   No new centres may be approved to offer the Unit which has been revised.
♦   Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version number	Description	Date

Contents

1 Introduction

This is the Arrangements Document for the Professional Development Award (PDA) in Supported Employment Advanced Practice at SCQF level 8. This document includes background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure and guidance on delivery.

2 Rationale for the development of the Group Award

This PDA is part of a suite which also includes the PDA in Supported Employment Practice at SCQF level 7. It came about as the result of the Scottish Government's initiative to develop and expand the provision of Supported Employment services in Scotland. The strategy is set out in the policy document, *A Working Life for All Disabled People: The Supported Employment Framework for Scotland (2010),* which acknowledges that many disabled people in Scotland face substantial barriers to gaining and sustaining work and that more needs to be done to support those who want to work. The development of the two PDAs (at SCQF levels 7 and 8) is set against this backdrop.

Supported Employment services provide individualised support to secure a sustainable, paid job in the open labour market for people with disabilities, long term conditions and multiple barriers to work. The scope and diversity of Supported Employment has had to expand to meet the growing needs of clients in the face of significant reforms to the welfare system and changing economic climate.

The lack of nationally certificated qualifications for this sector was seen as a large gap in provision and development of new qualifications was required in order to increase the value and recognition of practice at national level.

The development of these PDAs was initiated and supported by the Scottish Government Implementation Board for Supported Employment in 2010.

The Professional Development Award in Supported Employment Advanced Practice at SCQF level 8 is designed primarily for managers and supervisors with responsibility for staff and/or volunteers involved in face to face delivery of employment/work placement opportunities for clients with additional needs. This PDA provides individuals with the opportunity to improve their knowledge, skills and understanding needed to manage and supervise frontline Supported Employment Workers supporting clients with additional needs within a variety of work opportunity settings. Additionally, it will develop the skills and knowledge needed to negotiate and sustain relationships with employers offering employment or placement opportunities to clients.

An important aspect of this PDA is to enable senior staff (managers/supervisors) to develop and enhance their management skills within the specific context of Supported Employment in order to improve and develop the service delivered to clients and employers.

The development of this PDA acknowledges the lack of an occupationally-specific qualification for senior staff managing a team of Supported Employment Workers. Whilst generic management qualifications are available, the specific skill-set required for Supported Employment services was not adequately covered within the SQA portfolio of nationally recognised and certificated qualifications. The Policy Document and subsequent Action Plan gave the Qualifications Design Team (QDT) the opportunity to address this and consider the impact of a number of other significant external factors:

♦ The United Nations Convention on the Rights of Persons with Disabilities (2006) is an international human rights instrument intended to protect the rights and dignity of persons with disabilities. Parties to the Convention are required to promote and protect the human rights of people with disabilities and ensure that they enjoy full equality under the law.

♦ The European Union of Supported Employment (EUSE) has a set of values and principles that are consistent with the concepts of empowerment, social inclusion, dignity and respect for individuals. Supported Employment is a dynamic process driven by the individual. A 5-stage process has been identified and acknowledged as a European model of good practice and one that can be used as a framework within Supported Employment.

♦ High levels of unemployment, particularly amongst the young and people with disabilities.

♦ The impact of the current global economic downturn and stagnant economic growth in the UK and in Europe leading to worries that Europe and the rest of the world may be on the verge of a return to recession.

♦ The impact of Welfare Reform in the UK and changes to Incapacity Benefit and Disability Living Allowance. As a result, more disabled people are being assessed as fit for work, which has a knock-on effect on the need for more support for them in the workplace and the consequent need for employers to be supported to provide sustainable job opportunities.

3   Aims of the Group Award

Primary aim of the PDA

The primary aim of the PDA is to provide senior practitioners with the underpinning knowledge and skills required to develop and enhance the Service by:

♦ effectively managing staff and resources in supported employment services.

♦ developing and sustaining relationships with employers/placement providers and relevant agencies.

3.1   General aims of the Group Award

1   To provide a formal occupationally-specific qualification for those who manage staff working in supported employment services.
2   To enable managers to develop the skills of staff in order to support clients with additional needs.
3   To support staff to respond to the ever-changing environment of policies and initiatives at both local and national level.
4   To improve the confidence and ability of staff to raise issues, challenge practice and question values and attitudes.
5   To enhance confidence and put into practice skills and knowledge gained through training.
6   To develop appropriate attitudes, skills and knowledge to work effectively and collaboratively with employers and other agencies.

3.2   Specific aims of the Group Award

7   To develop and enhance skills in negotiating with employers and sustaining relationships with employers for the mutual benefit of both employer and client.
8   To understand and utilise the methodology, styles and approaches embedded in the practice of supported employment practitioners.
9   To develop the skills to identify suggest new and innovative ways of engaging and working with clients and employers.
10   To enhance leadership and management skills.
11   To improve service delivery in response to the needs of clients and employers.

3.3   Target groups

The PDA is aimed at managers and supervisors who aspire to enhance their career opportunities and who are experienced in Supported Employment service delivery. They may already hold more generic qualifications which are unrelated to this area of service delivery and therefore not directly relevant to Supported Employment.

This PDA will provide an occupationally-specific work-related qualification to enhance their skills while in employment. The PDA will enable senior staff working in Supported Employment to develop knowledge in their respective job roles, gain opportunities for career progression and provide evidence for continuous professional development.

3.4 Employment opportunities

Candidates will normally be working within the Supported Employment sector at a senior level, eg the level of manager/supervisor.

The following list is not exclusive but is illustrative of the range of potential staff groups in related sectors to whom this PDA and its component Units may be of value:

♦ Social work staff — including through-care and aftercare workers
♦ Housing staff and benefits managers/supervisors
♦ Family Liaison supervisors/managers
♦ Vocational rehabilitation supervisors/managers

4 Access to Group Award

4.1 General Requirements

Entry will be at the discretion of the centre.

During the selection and admission process, presenting centres should ensure that each prospective candidate has sufficient academic ability and the appropriate personal qualities to succeed.

It is essential that candidates are in a supervisory/management role in an appropriate work or volunteering environment in order that they can meet the Evidence Requirements of the component Units.

Candidates should have good interpersonal and communication skills, both written and oral.

4.2 Specific requirements

Candidates should be able to demonstrate that they have the qualities and ability to achieve the Outcomes of the PDA. This could be evidenced either by the achievement of nationally recognised qualifications or by other methods which could include any of the following:

♦ The PDA in Supported Employment Practice at SCQF level 7.
♦ SQA qualifications (or their equivalent from other Awarding Bodies), eg English/Communication or other language-based subjects to a minimum of SCQF level 6.
♦ An HNC in a related sector, eg Working with Communities, Additional Support Needs, Social Care, Health Care, Occupational Therapy.
♦ An SVQ at Level 3 or 4 in a related area, eg Advice and Guidance, Health and Social Care.
♦ Process of application and interview.
♦ Current relevant evidence from the workplace eg reference from employer.

NB: This is an indicative list for guidance when selecting candidates and is not prescriptive.

5   Group Award structure

The design principles for PDAs stipulate that there must be at least 16 SCQF Credit Points at the level of the award. The PDA presented exceeds this minimum condition.

PDA in Supported Employment Practice at SCQF level 8

The PDA will be awarded on successful completion of four component Units, two mandatory Units and two optional Units. This PDA carries 32 SCQF points at SCQF level 8.

5.1   Framework

Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Supported Employment Practice: Professional Practice	H1J5 35	8	8	1
Supported Employment Practice: Managing Relationships with Employers and other Agencies	H28Y 35	8	8	1

Optional Units

NB: A Minimum of 1 credit must be achieved from Group 1; balance may be taken from either Group 1 or Group 2.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Group 1 **1 credit must be achieved**				
Management: Plan, Lead and Implement Change	H1F3 35	8	8	1
Managing People	F5GF 35	8	8	1
Group 2 **Up to 1 credit may be achieved**				
Management: Leadership at Work	H1F2 34	7	7	1
Systematic Instruction: Facilitation for Everyday Living	H1SX 34	7	7	1

5.2   Development of Core/Transferable Skills

The Core Skills are not formally assessed in the PDA Supported Employment Advanced Practice. There are opportunities, however, to develop relevant elements of the Core Skills in the Units.

Communication **(Oral and Written Communication)**

There are ample opportunities in all Units of the PDA Supported Employment Advanced Practice for candidates to develop communication skills, particularly in the Units H1J5 35 *Supported Employment: Professional Practice;* H28Y 35 *Supported Employment: Managing Relationships with Employers and other Agencies,* F5GF 35)*Managing People and* H1F2 34 *Management: Leadership at Work.*

Written Communication skills will be confirmed and developed through candidates producing written (or word processed) responses to assessments (in a variety of media as appropriate to need) which may include presenting research findings to colleagues and information to clients and employers. Candidates will also require well-developed written communication skills in order to write reports and to prepare papers for meetings.

Well-developed listening and talking skills are extremely important for all Supported Employment professionals and particularly for those at a senior level.

Participation in group discussions and interacting with others will also further develop existing skills.

Working with Others

Working with Others permeates all aspects of this PDA and is essential to the successful delivery of Supported Employments services. The skills involved in working as part of a team are extremely important — not only within the organisation — but with wider networks when developing relationships with other agencies and other professionals.

This Core Skill is developed through all Units. For example the mandatory Units H1J5 35 *Supported Employment: Professional Practice;* and H28Y 35 *Supported Employment: Managing Relationships with Employers and other Agencies,* require candidates to demonstrate their ability to work collaboratively in partnership with clients, employers and to collaborate with other staff and agencies.

The optional Units focus on the development of management skills and this will provide ample opportunities to demonstrate negotiation and leadership skills in work settings.

Problem Solving

There are many opportunities to develop aspects of *Problem Solving*, particularly in analyse and evaluation skills, in all the Units of the PDA Supported Employment Advanced Practice. The mandatory Units provide opportunities to develop strategies, carry out SWOT and PEST analyses and evaluation of the effectiveness of service provision.

Information and Communication Technology (ICT)

There will be opportunities to develop aspects of *Information and Communication Technology (ICT)* in all Units of the PDA Supported Employment Advanced Practice. Candidates will in most circumstances use the internet for research and may utilise intranet/e-mail/professional networking sites to communicate with their clients and employers.

Numeracy

There may be opportunities to develop *Numeracy* skills, for example, using statistical skills in PEST/SWOT analyses, preparing financial forecasts, managing budgets*.*

5.3   Articulation, professional recognition and credit transfer

Articulation and progression opportunities

There is direct articulation with the PDA in Supported Employment Practice at SCQF level 7. This award at SCQF level 8 will provide a progression route for candidates who have successfully completed the level 7 award.

The PDA has been designed to allow candidates to undertake the full Group Award or specific Units from the PDA to meet their individual development needs through certificated provision and will provide formal recognition of their skills. The PDA is also designed to offer opportunities for candidates to undertake individual Units from the PDA as part of certificated continuing professional development and candidates may aggregate these into the full award at a later stage.

Achievement of the PDA in Supported Employment Advanced Practice at SCQF level 8 may offer an opportunity to candidates to progress to further professional qualifications and to seek some recognition of prior learning from their studies.

Candidates who successfully complete the PDA may seek to progress to:

♦   SVQs in Advice and Guidance at Level 4
♦   SVQs in Community Development Work at Level 4
♦   SVQs in Health and Social Care at Level 4
♦   PDA in Health and Social Care: Personalisation in Practice at SQCF level 8
♦   HND Management or other related HNDs

It should be noted that entry to the qualifications listed above will be at the discretion of the delivering centre and dependent on the individual candidate's circumstances.

Credit transfer

Inclusion of Units from the HND Management H1F3 35, F5GF 35 and H1F2 34 will allow candidates to achieve credit towards the full HND.

6 Approaches to delivery and assessment

6.1 Content and context

The delivery of this award should focus on the occupational requirements specific to working within the Supported Employment sector as part of a service provision team.

6.2 Conditions of award

The award comprises **two** mandatory HN Units.

H1J5 35   *Supported Employment Practice: Professional Practice*
H28Y 35   *Supported Employment Practice: Managing Relationships with Employers and Other Agencies*

and **two** Optional Units from a choice of four:

Group 1 — a minimum of 1 must be taken from this Group

H1F3 35   *Management: Plan, Lead and Implement Change*
F5GF 35   *Managing People*

Group 2 — up to 1 may be taken from this Group

H1F2 34   *Management: Leadership at Work*
H1SX 34   *Systematic Instruction: Facilitation for Everyday Living*

6.3 Delivery and assessment

6.3.1 Delivery

This PDA has been designed to be delivered by SQA Approved Centres. This Group Award will be available to candidates across Scotland and should be delivered in an accessible and flexible manner without any candidate being disadvantaged due to his/her geographical location or other structural factors. The delivery mechanisms adopted for each approved Centre should be flexible and demonstrate a widening access approach to recruiting candidates. Delivery approaches such as distance learning, e-learning and workplace learning are actively encouraged and where possible should be used to enrich all candidates' experiences of the Group Award, and not just for those individuals living and working at a distance.

Face-to-face and other forms of directed/self- directed learning can also be facilitated via video conferencing or other web applications (as appropriate) to the candidates and approved centre's needs/capabilities.

Candidates should be encouraged to apply their learning to the experiences of the clients, organisation/agency and employers with whom they work.

Candidates should be encouraged and supported to carry out their own research. They should also consult with colleagues and other stakeholders and participate in group work. This approach will provide a basis of information for the analysis and evaluation required throughout the PDA. The learning and teaching for all Units could be complemented by group discussion, lectures from senior practitioners, self-study and investigation.

The Unit specifications for each of the Units in the PDA provide the approved Centres with details of the Outcomes, Evidence Requirements and detailed guidance on the content, context, method of delivery and assessment requirements for each Unit.

6.3.2 Assessment methodology

Centres require to have assessments in place for each of the Units, and should develop a range of flexible assessment methods to allow candidates to evidence their knowledge and skills. Wherever possible, the holistic assessment of Outcomes within Units is encouraged. The provision of a clear and accessible Recognition of Prior Learning process is also encouraged given the nature and purpose of the award.

The focus of the qualification is on the development of competence, skills and knowledge. As such, assessments should allow candidate evidence to be based, where appropriate, on naturally occurring circumstances during the course of day to day work activity. This approach will encourage candidates to reflect on the nature of their job role in relation to implementing a person-centred approach to their practice.

Assessments could take a variety of forms including structured questions, case studies, reports, reflective accounts and work diaries or portfolios.

Candidates could be encouraged to compile a portfolio of evidence. This will facilitate a holistic approach to delivery and assessment. A portfolio is a collection of the work that has been produced by the candidate. Portfolios of evidence will normally include:

♦ Reports, evaluations and records
♦ Written assignments
♦ Reflective accounts of practice
♦ Case studies
♦ Structured questions

It is expected that candidates completing the PDA will collect evidence for the Award when working in real work settings. This will normally be the candidate's own workplace or volunteer position.

The Unit specifications detail the Evidence Requirements for each Unit. Centres should devise varied assessments in order to meet the needs, learning styles and environments of candidates. Assessments should exemplify the national standard for achievement and provide a valid, reliable and practicable instrument of assessment. SQA has produced Assessment Exemplars for use by centres as a model to develop their own assessments. These can be accessed by centres from the secure area of the SQA website.

6.3.3 Sequence of delivery

The delivery of the component Units may be either concurrent or sequential. However, where the Units are delivered as part of the PDA, it is strongly recommended that candidates begin with the Unit H1J5 35 *Supported Employment Practice: Professional Practice,* in order to fully understand the value base and philosophy underpinning the provision of employment support.

This should be followed by the Unit H28Y 35 *Managing Relationships with Employers and Other Agencies.*

There is a choice of optional Units and delivery of these may be concurrent with the Mandatory Units. This is likely to be dependent on the level of experience of the candidate or other factors such as opportunity to demonstrate competence/gather evidence.

6.3.4 Assessment grid for mandatory Units

Unit title	Assessment
H1J5 35 Supported Employment Practice: Professional Practice	This Unit is assessed holistically by a portfolio of evidence which will include PEST analysis, SWOT analysis, Personal Action Plan based on evaluation of the learning opportunity and reflective account of own practice.
H28Y 35 Supported Employment Practice: Managing Relationships with Employers and Other Agencies	Outcome 1 is assessed by the production of a strategy document. Outcome 2 is assessed by an assignment based on a case study. Outcome 3 is assessed by an evaluation report.

7 General information for centres

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**.

Internal and external verification

All instruments of assessment used within this Group Award should be internally verified, using the appropriate policy within the Centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk)**.

8 General information for candidates

The PDA in Supported Employment Advanced Practice at SCQF level 8 is a higher level practice-based qualification. It offers you the opportunity to develop your knowledge of the barriers and issues faced by Supported Employment Workers working with clients with additional needs. It develops your skills to support other Supported Employment workers to help clients to find and sustain employment and to work with them using a Supported Employment approach to overcome these barriers. The Unit also develops your skills in how to build and sustain relationships with employers and with other agencies and identify opportunities to expand the Supported Employment service.

This PDA is for you if you:

♦ have responsibility for managing and supporting Supported Employment workers.
♦ have responsibility for liaising and negotiating with employers and other agencies to secure job opportunities/placements for clients.

Throughout the Units there will be opportunities for you to gather evidence from your work practice.

Framework

This PDA carries a total of 32 SCQF credit points and comprises four Higher National Units. You must complete two mandatory Units plus two Optional Units to achieve the PDA:

Mandatory Units:

H1J5 35   *Supported Employment Practice: Professional Practice*
H28Y 35   *Supported Employment Practice: Managing Relationships with Employers and Other Agencies*

Optional Units

NB: *A* minimum of 1 credit ***must*** be from Group 1 as follows:

Optional Group 1

H1F3 35   Management: Plan, Lead and Implement Change
F5GF 35   Managing People

Group 2, up to 1 may be taken from this Group

H1F2 34   Management: Leadership at Work
H1SX 34   Systematic Instruction: Facilitation for Everyday Living

Assessments take a variety of forms including case studies, reports, reflective accounts and structured questions. Evidence may be drawn from your practice in a Supported Employment setting.

Upon completion of the PDA there may be opportunities for you to progress to other Qualifications, eg:

♦   SVQs in Advice and Guidance at Level 4
♦   SVQs in Community Development Work at Levels 3 and 4
♦   SVQs in Community Justice: Work with Offending Behaviour at Level 4
♦   SVQs in Health and Social Care at Level 4
♦   PDA in Health and Social Care: Personalisation in Practice at SQCF level 8
♦   PDA in Management at SCQF level 8

9   Glossary of terms

Supported Employment: The purpose of Supported Employment is to provide sustained employment underpinned by specialist, personalised, individualised in-workplace support for individuals who require additional help in finding work.

Supported Employment Worker: Workers in the Supported Employment field may have a variety of job titles. For the purposes of this award, the term *Supported Employment Worker* is used to cover the differing titles.

Candidate: Person undertaking the qualification — in the context of this PDA, the manager or supervisor of other Supported Employment Workers

Centre: an organisation, such as an employer, training agency, employment training provider, Further Education College, having SQA Approval to deliver SQA qualifications.

EUSE: European Union of Supported Employment

SUSE: Scottish Union of Supported Employment

PDA: Professional Development Award — this category of SQA Group Award is available at SCQF levels 6 and above. The minimum size of a PDA is 16 SCQF credit points at the level of the award.

Higher National Unit: Units contain vocational/subject content and are designed to cover a specific set of knowledge and skills relevant to the occupational/subject area.

Qualification Design Team: The QDT works in conjunction with a Qualification Development Manager to steer the development of qualifications from inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

RPL: Recognition of Prior Learning

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification. The five Core Skills are:

♦ *Communication*
♦ *Numeracy*
♦ *ICT*
♦ *Problem Solving*
♦ *Working with Others*

SVQs — Scottish Vocational Qualifications — competence-based and workplace assessed qualifications derived from National Occupational Standards (NOS).

10 Appendices

Appendix 1: Core Skills Mapping
Appendix 2: Relationship of Units to Aims

Appendix 1: Core Skills Mapping

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Unit code	Unit name	Communication		Information and Communication Technology (ICT)		Numeracy		Problem Solving			Working with Others	
		Oral	Written	Accessing Information	Providing/Creating Information	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H1J5 35	Supported Employment Practice: Professional Practice	X	X	X	X	X	X	X	X	X		
H28Y 35	Supported Employment Practice: Managing Relationships with Employers and other Agencies	X	X		X		X	X	X	X	X	X
H1F2 34	Management: Leadership at Work	X	X					X			X	X
H1F3 35	Management: Plan, Lead and Implement Change	X	X					X	X			X
F5G5 35	Managing People	X	X					X	X	X	X	X
H1SX 34	Systematic Instruction: Facilitation for Everyday Living	X	X			X		X	X	X	X	X

Appendix 2:   Relationship of Units to Aims

Unit title	Unit code	Aims
Supported Employment Practice: Professional Practice	H1J5 35	1, 2, 3, 6, 8, 9, 10
Supported Employment Practice: Managing Relationships with Employers and Other Agencies	H28Y 35	1, 3, 4, 5, 6, 7, 9, 11
Management: Leadership at Work	H1F2 34	3, 5, 6
Management: Plan, Lead and Implement Change	H1F3 35	3, 4, 5, 10, 11
Managing People	F5G5 35	3, 4, 5, 6, 7, 9, 10, 11
Systematic Instruction: Facilitation for Everyday Living	H1SX 34	4, 5