Group Award Specification for:

Professional Development Award in Leadership and Management for Care Services at SCQF level 9

Group Award Code: GK2C 49

Validation date: April 2010

Date of original publication: May 2010

Version: 03 (July 2023)

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.

Version number	Description	Date
03	Arrangement Document updated with more guidance on integration as well as improved Assessment Strategy. Units updated to current versions.	26/07/23
02	F36X 04 Monitor and manage the Quality of the Provision of Care Services added as an alternative to DK29 Promote and manage a quality provision	06/10/15

Contents

1. Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

♦ assist centres to implement, deliver and manage the qualification.
♦ provide a guide for new staff involved in offering the qualification.
♦ inform course managers, teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
♦ provide details of the range of Learners the qualification is suitable for and progression opportunities.

The Professional Development Award (PDA) in Leadership and Management for Care Services at SCQF level 9 has been designed to provide a robust and certificated award which equips individuals with a range of knowledge, skills and values to enable them to take on the leadership and management challenges facing care services today.

In September 2022 SQA conducted a scoping exercise amongst providers who were delivering the award and this Group Award Specification has been updated to include feedback from this exercise.

This revised document replaces previous versions and includes information on current units within the framework. The purpose of this revision is to allow further integration of the units to reduce the assessment load in line with current revisions to similar awards.

2. Rationale for the award

2.1 Target groups

This award is aimed at Learners who wish to develop their skills, knowledge and understanding of leadership and management roles and tasks across the range of care services in Scotland. These may be individuals who are experienced and qualified practitioners with qualifications which may include HNC in Social Services and/or SVQ in Social Services and Healthcare/Children and Young People at SCQF levels 7 and 9 or other relevant professional awards. The award is equally applicable to Learners who may be professionally qualified in social work, teaching, nursing, childhood practice and other related professions, who require a management qualification for their registration with professional bodies.

It is hoped that this PDA or Units from it may also be seen as valid for incorporation into a range of leadership development programmes and contribute to the overall development of leadership and management standards in the wider sector.

2.2 Continuous Professional Development

The PDA is designed to offer opportunities for Learners to undertake individual Units in the award as part of certificated professional development. Learners could achieve the combined Group Award through the completion of all Units over a longer time scale by following this route.

Given that practitioners are required to demonstrate evidence of continuous professional development as part of ongoing registration requirements, it seems opportune that they should be able to do this with certificated Units which can also contribute towards complete Group Awards

2.3 Links to other awards within the current framework of qualifications

This PDA links substantially to the SVQ Social Services and Healthcare/Social Services (Children and Young People) at SCQF level 9 (GH61 24 and GH5X 24) and also the HND in Childhood Practice (G97E 16) in the sense that it contains Units from both in the optional section. Learners completing SVQ Social Services and Healthcare/Social Services (Children and Young People) at SCQF level 9 Units, can map these units to the PDA, but equally important; will have gained valuable experience of how to undertake assessment at this level.

This award links substantially to the SVQ 4 Leadership and Management for Care Services (GJ9V 24) at SCQF level 10 and can be delivered as an alternative to this award to meet some Scottish Social Services Council (SSSC) registration requirements for managers.

There are no specific articulation arrangements for this award in relation to Master's programmes and other, higher level awards, but the credit rating and levelling of the award confers SCQF credit points for each Unit which could be used as a basis for credit transfer arrangements

3. Feedback from the Scoping Exercise

During Autumn of 2022 SQA undertook a consultation exercise with regard to the current experiences of Centres currently delivering the award and during the "virtual" meetings received some very positive feedback that has resulted in this revised Group Award Specification. There was a clear agreement that the current Unit Specification assessment guidance didn't reflect the current care landscape.

The impact of Covid resulted in changes from face-to-face delivery to virtual with increased use of electronic platforms. Learners felt this mixed approach better reflected working situations. For learners who are in management roles, the way in which many of them communicate with their managers and family members of service users, has shifted to a mixture of face-to-face and virtual platforms. It makes sense that the centres delivering the PDA change their delivery to match the current work realities. Centres delivering the award have moved the delivery mode to a mixture of Day Release and part-time delivery as they felt it reflected the reality of learners' current preferences and work situation.

The feedback highlighted that centres no longer rely on the references and resources information in the Unit Specification and have introduced extensive on-line materials that they are able to upload on to learners' portfolios.

It was discussed that the Graded Unit *F92E 36*, is still relevant and centres indicated that learners have developed a range of different useful projects which enhanced their services.

The PDA encourages centres to use a range of assessment methods and strongly encourages integration of assessment. Experience over the years has indicated that centres would like some further guidance on "integrated assessment" as feedback from learners and delivery staff indicated that there was some repetition. In response, SQA have offered some further integrated assessment guidance (Appendix 1) as one example for centres to consider. Centres also have the option of developing their own assessment instruments and have the opportunity to apply for Prior Verification for these.

4. Aims of the Award

The overall aim of this award is to develop knowledge and skills in leadership and management for leaders and managers in the care services and develop critical awareness related to the application of these skills.

4.1 General aims of the Group Award

4.1.1 Develop and strengthen critical and evaluative thinking.

4.1.2 Develop skills and confidence in leading others.

4.1.3 Enhance employability as a leader or manager in the care services sector.

4.1.4 Develop core/transferable skills in communication, problem solving, working with others and information communication technology.

4.1.5 Develop individual autonomy and initiative.

4.1.6 Contribute to the development of stronger and more effective leadership in care services.

4.1.7 Enable progression within the SCQF, including progression to HEI.

4.1.8 Strengthen personal effectiveness.

4.1.9 Enable individuals to meet registration requirements with the Scottish Social Services Council.

4.2 Specific aims of the Group Award

The specific aims of the award relate to the Outcomes identified below. Learners who successfully complete the award will have shown clear evidence of their ability to:

4.3 Demonstrate the critical application of leadership and management approaches and skills in a care service setting.
4.4 Demonstrate the use of supervision to engage and lead staff in the process of change.
4.5 Identify and explore the workforce development needs of own organisation.
4.6 Critically evaluate the impact of key drivers in relation to protecting individuals and manage and support the protection of individuals.
4.7 Show awareness of risk, legislation, professional values in relation to leading change in the workplace.
4.8 Demonstrate the ability to critically analyse and evaluate the application of theoretical approaches to their practice.
4.9 Critically analyse application of approaches to developing and leading teams, motivating individuals and leading change within own professional organisation.
4.10 Demonstrate and critically evaluate the application of transformational approaches which contribute to building and sustaining a leadership culture in their organisation.
4.11 Manage and ensure compliance in relation to policies, procedures and best practice relevant to safeguarding and safe practice.

4.12   Evaluate own organisation's effectiveness in the implementation of protection issues.
4.13   Lead, manage and promote values and ethics in a care setting.
4.14   Critically evaluate quality improvements through performance management.
4.15   Critically evaluate how the service delivery model meets the needs of individuals.

In addition, the Graded Unit for this PDA will assess the candidate's ability to integrate learning from the various Units within the Group Award and more importantly, apply this in a critical way to Learners' actual practice.

5.   Access to Group Award

Centres are required to satisfy themselves that learners have relevant qualifications, experience and a suitable job role to access this award. There may be exceptional circumstances where learners lack necessary practitioner qualifications, but have considerable experience and are undertaking this award in conjunction with a relevant professional award to achieve registration requirements. It would be expected that the professional or practitioner award be achieved, or at least mainly achieved, before this award was commenced. Centres should exercise their judgement in such circumstances and attention is drawn to the fact that this award is at SCQF level 9, indeed with one component at SCQF level 10.

Learners should have good written and oral communication skills which can be evidenced by a qualification at SCQF level 6 or above. The skills to undertake this Group Award could also be demonstrated by the process of application and interview and evidence from the workplace.

Learners wishing to undertake this award should ideally have a relevant practitioner qualification, a minimum of two years as a practitioner and have some experience of supervisory management. They may have already achieved one or more of the following qualifications, please note the following list is indicative and not exhaustive:

♦   HNC Social Services
♦   HNC/HND Childhood Practice
♦   SVQ Social Services and Healthcare at SCQF level 7 or 9
♦   SVQ Social Services (Children and Young People) at SCQF level 7 or 9.

Successful completion of the PDA in Health and Social Care Supervision (G7AM) at SCQF level 7 may be a good introduction and precursor to this award.

Learners should be able to satisfy an additional entrance requirement which requires them to be supported to lead and manage actual changes in organisational practice during the period they undertake the award. They will also be required to undertake actual supervision responsibilities for at least one individual. The first requirement is determined by the demands of the Leadership and Management for Care Services: Graded Unit, firstly to demonstrate the application of learning to achieve actual change, and the second by the need for real supervision to be undertaken in the Supervision and Professional Development for Care Services Unit (F8VJ 36).

Ideally, learners should have the support of a manager or senior practitioner who may be required to authenticate accounts of practice. The support received by learners could be considerably strengthened if this individual was also able to act as a mentor to the candidate.

6. Structure of the Group Award

6.1 Conditions of the Award

The award is achieved on the successful attainment of all mandatory Units and two additional optional units which are listed in the table in 6.2. The award comprises a minimum of 64 SCQF credits.

6.2 Framework

The PDA will be awarded on successful completion of a total of 64 SCQF credits.

Mandatory Units:

48 SCQF credits must be selected.

4 code	2 code	Unit title	SQA credit value	SCQF level
F8VK	36	Contributing to Workforce Development in Care Services	8	9
F8VM	37	Leadership for Care Services	8	10
F8VL	36	Develop, Manage and Support Practice in Relation to the Protection of Individuals	8	9
F8VN	36	Managing Care Principles and Quality Improvements	8	9
F8VJ	36	Supervision and Professional Development for Care Services	8	9
F92E	36	Leadership and Management for Care Services: Graded Unit 1	8	9

Optional Units

A minimum of **16 SCQF credits** must be selected.

4 code	2 code	Unit title	SQA credit value	SCQF level
F8VP	36	Resource Management for Care Services	8	9
F56X	35	Childhood Practice & Social Services: Professional Development and Practice	8	8
H5RD Or H7LP	04 04	Monitor and Manage the Quality of the Provision of Care Services	9 9	10 10
H5RN Or H7LM	04 04	Actively Engage in the Safe Selection and Recruitment of Workers and their Retention in Care Services	9 10	10 10

6.3 Recognition of prior learning

It is expected that centres delivering the award implement Recognition of Prior Learning (RPL) mechanisms and policies. The document entitled *Recognition of Prior Informal Learning (PPL): guidance and resources for mentors and learners, SSSC 2007* provides guidance on the mechanisms, policies and support. Implementation of the guidelines helps ensure consistent RPL policies across Scotland. The purpose of the guidelines is to assist providers in developing and operating processes of recognising prior learning within the suite of Health and Social Care Qualifications.

6.4 Credit transfer

The Qualification Design Team did not identify any common credit transfer opportunities from other awards, therefore credit transfer will require to be judged on an individual basis and centres will be required to follow SQA guidance.

7. Development of core/transferable skills

There is no automatic certification of Core Skills or Core Skills components within the Units in the PDA in Leadership and Management for Care Services at SCQF level 9. There may be opportunities in the award to gather evidence at SCQF level 6 for each of the Core Skills of Working with Others, Problem Solving, Information and Communication Technology (ICT) and Communication. Learners participating in the award will develop a range of core and transferable skills to improve professional competencies, confidence and performance in their leadership and management roles. It is envisaged that as learners progress through the award they will have the opportunity to develop specific Core Skills as outlined below.

Communication — This can be evidenced through written and oral presentation of assessments and observed practice.

Working with Others -This is a key element to the role of leadership and management. This can be evidenced through observation of mutuality with individuals.

Problem Solving — This can be evidenced through planning, critical thinking and evaluation of issues as they arise within the formative and summative assessment tasks.

Information and Communication Technology (I(CT) — Can be evidenced through use of online resources for research and discussion, as well as use of PowerPoint or similar for presentations.

8. Approaches to delivery and assessment

8.1 Delivery

It is envisaged that the PDA in Leadership and Management for Care Services will be delivered by a range of training providers and centres who will do so in a flexible manner which meets the needs of learners and their organisations.

It is expected that centres delivering this award will provide learners with a broad range of contemporary approaches to leadership and management in care services. Centres are urged to seek opportunities to use expert speakers with experience of current leadership challenges in practice.

The award should be delivered and assessed in an integrated and holistic manner wherever possible. This ensures that learners are able to integrate and synthesise learning from the different units.

8.2 Assessment

In general terms, the emphasis is on promoting assessment which adopts an integrated and holistic approach and thus assists learners to integrate their learning and demonstrate its application in real work settings.

Each Unit Specification contains general guidance concerning assessment of Evidence Requirements. However, an integrated approach to assessment is strongly recommended to reduce assessment load and repetition for learners.

Given the reduction in assessment load, when using an integrated approach, all learner presentations should be carried out on an individual basis and not as a group.

Feedback from the scoping exercise indicated that some further guidance on integrated assessment would be of benefit to the centres currently involved in delivering the award. As an alternative, an integrated approach template has been provided in Appendix 1. This integrated map covers the core units only; however, it is expected that centres will fully integrate the optional units into these projects. Prior verification is offered for any centre devised assessments.

Where the candidate has not fully met an evidence requirement, centre staff may use professional discussion to supplement the evidence. This may be in addition to any remediation.

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8.3   Open learning/online learning

While it is hoped that learners will be supported to use online methods to support their learning such as utilising discussion forums and internet research, the nature of this award means that it is not suitable for delivery by an open learning platform alone. Some element of blended learning would be possible, but only if part of a wider approach which included elements of face to face interaction. Feedback from centres during the scoping exercise indicated that opportunities for networking with fellow learners, during face to face tutorials and externally in small groups was very beneficial.

8.4   Learners with additional support needs

The additional support needs of individual learners 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**.

8.5   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.

Centres are encouraged to adopt a holistic approach to assessment and those centres devising their own assessment instruments are strongly advised to apply for prior verification.

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**).

8.6   Graded Unit

While it is recognised that there is no mandatory requirement for Professional Development Awards to have a Graded Unit, feedback from employers in the sector and the Sector Skills Council indicated that it was highly desirable to include such a Unit in this award. This is in line with recent awards in the sector (at HNC, HND level) and helps promote integration of learning from across the various units in the mandatory section.

The project for the graded unit should be substantially different to previous projects undertaken in the integrated assessment approach.

9. General information for Learners

Professional Development Award in Leadership and Management for Care Services (SCQF level 9)

This information is intended to give potential learners a brief overview of the main aspects of this award. For further information, please do not hesitate to contact your approved learning provider or SQA direct.

Who is this award for?

This award is aimed at learners who wish to develop their skills, knowledge and understanding of leadership and management roles and tasks across the range of care services in Scotland. These may be individuals who are experienced and qualified practitioners with qualifications and who are currently in or aspiring to be in first line leadership and management roles. The award is equally applicable to Learners who may be professionally qualified in social work, teaching, nursing, childhood practice and other related professions, who require a management qualification as a registerable qualification.

What can this award lead to?

Successful completion of this award may lead to increased personal and professional competence as well as increased self-confidence in a management role. It will help provide evidence of professional competence in a supervisory management role or increased capacity to take on such a role. It thus may assist in securing a promoted post, although obviously cannot guarantee this. The SCQF credits from this award may also contribute to securing access to higher awards.

How long will it take?

The award is made up of eight Units each of which requires about forty hours of study. This will be undertaken in group learning sessions (such as lectures and tutorials) and individual research and study and virtual teaching. You should also be prepared to make a commitment to studying in your own time as well as the time you spend 'in class'. On a day release basis, you should be able to complete the course in slightly less than an academic year.

You will be required to complete assessments and a graded unit to achieve this award. In general terms, the emphasis is on promoting assessment which adopts an integrated and holistic approach and thus assists learners to integrate their learning and demonstrate its application in real work settings.

Each Unit Specification contains general guidance concerning assessment of Evidence Requirements. However, an integrated approach to assessment is strongly recommended to reduce assessment load and repetition for learners.

The award is achieved on the successful attainment of all mandatory Units and two additional option units which are listed in the table in 5.2. The award comprises a minimum of 64 SCQF credits.

Mandatory Units

48 SCQF credits must be selected.

4 code	2 code	Unit title	SQA credit value	SCQF level
F8VK	36	Contributing to Workforce Development in Care Services	8	9
F8VM	37	Leadership for Care Services	8	10
F8VL	36	Develop, Manage and Support Practice in Relation to the Protection of Individuals	8	9
F8VN	36	Managing Care Principles and Quality Improvements	8	9
F8VJ	36	Supervision and Professional Development for Care Services	8	9
F92E	36	Leadership and Management for Care Services: Graded Unit 1	8	9

Optional Units

A minimum of **16 SCQF credits** must be selected.

4 code	2 code	Unit title	SQA credit value	SCQF level
F8VP	36	Resource Management for Care Services	8	9
F56X	35	Childhood Practice & Social Services: Professional Development and Practice	8	8
H5RD Or H7LP	04 04	Monitor and Manage the Quality of the Provision of Care Services	9 9	10 10
H5RN Or H7LM	04 04	Actively Engage in the Safe Selection and Recruitment of Workers and their Retention in Care Services	9 10	10 10

These notes are intended for general guidance only. Please discuss any aspects of this course you may be unsure of with your SQA Approved Learning Centre.

10. Glossary of terms

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. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess Learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage Learners to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

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

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

11. Appendices

Appendix 1 provides a template of a more "integrated approach" to assessment and should reduce the assessment burden on centres. This template is offered as one way of reducing the Assessment load and whilst it does not replace the Assessment Guidance outlined in "individual units" it does offer an alternative strategy for assessing the evidence requirements. Centres are encouraged to develop their own integrated assessment and can submit their revised assessment instrument(s) to SQA for Prior Verification.

Appendix 1: Integrated Assessment Map

Evidence requirements — F8VK 36: Contribute to Workforce Development in Care Services	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
1. 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.	X					
2. Examine the infrastructure developed to deliver the objectives set out in the legislative framework, with reference to the role of the sector skills councils.	X					
3. Critically analyse the use of national standards in relation to developing a skilled workforce.	X					

Evidence requirements — F8VK 36: Contribute to Workforce Development in Care Services (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
4. 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.	X					
5. Describe and evaluate at least one methodology in relation to workforce planning and relate these to current practice within their own organisation.		X				
6. 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.		X				

Evidence requirements — F8VK 36: Contribute to Workforce Development in Care Services (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
7. Examine the links between the development of skills of their team and the delivery of service objectives.			X			
8. Critically evaluate the policy and practice related to workforce development in their organisation and apply to their team.		X				
Evidence requirements — F8VM 37: Leadership for Care Services						
1. Critically evaluate the application of a behavioural, contingency and transformational approach to leadership in professional context.	X					
2. Carry out a critical analysis of complementary roles and functions of leadership and management in professional setting.	X					

Evidence requirements — F8VM 37: Leadership for Care Services (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
3. Undertake the implementation and critical evaluation of at least one strategy to develop adaptive leadership approaches at all levels in their professional setting.	X					
4. Demonstrate application of two leadership models or frameworks and critically analyse the validity and effectiveness of each.		X				
5. Demonstrate understanding of how to develop leadership qualities in self and others by providing three examples of each from actual work practice.		X				
6. Critically evaluate their role in leading an effective team.			X			
7. Critically analyse application of process and contingency approaches to motivation in a professional context.	X					

Evidence requirements — F8VM 37: Leadership for Care Services (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
8. Demonstrate application of two different theoretical approaches to leading change process in their organisational setting, and critically evaluate both.		X				
9. Demonstrate effective use of a range of communication processes in their organisational setting by a critical analysis of three different processes.		X				
10. 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.			X			
11. Demonstrate and critically analyse application of transformational approach to leadership in their professional setting.		X	X			

Evidence requirements — F8VM 37: Leadership for Care Services (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
12. Demonstrate and critically evaluate their contribution to the development of a positive leadership culture in their organisation.		X	X			
Evidence requirements — F8VL 36: Develop, Manage and Support Practice in Relation to the Protection of Individuals						
1. Critically evaluate the key legislation in relation to the protection of individuals with whom they work from possible harm and abuse by analysing its impact on practice.					X	
2. Critically analyse the impact on practice of at least three reports or inquiries into failures to protect individuals.					X	

Evidence requirements — F8VL 36: Develop, Manage and Support Practice in Relation to the Protection of Individuals (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
3. Critically evaluate the impact on practice of relevant sections from the Codes of Practice for Social Service Workers and one from the National Care Standards which bear direct relevance to the protection of individuals.					X	
4. Critically analyse how cultural factors may have an impact on protection in practice.					X	
5. Critically analyse abuse and vulnerability using at least three theoretical perspectives.					X	
6. Critically evaluate the effectiveness of organisational and inter-agency protection procedures in the workplace and their relationship to the relevant legislation.					X	

Evidence requirements — F8VL 36: Develop, Manage and Support Practice in Relation to the Protection of Individuals (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
7. Critically analyse the relationship of risk assessment to the protection of individuals.					X	
8. Critically evaluate systems for collaboration in relation to protecting individuals and reflect on the roles of key agencies in protection processes.					X	
9. Review and critically evaluate staff support and human resources procedures to support the protection of individuals.						X
10. Critically analyse aspects of their organisation's culture and practice in relation to protection issues, including responses to allegations against staff, carers or service users.						X
11. Research and evaluate the effectiveness of protection policies and procedures in practice in their workplace.						X

Evidence requirements — F8VL 36: Develop, Manage and Support Practice in Relation to the Protection of Individuals (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
12. Critically evaluate your own skills, knowledge and role in promoting safeguarding and protection and identify at least one situation where you may require external support.						X
Evidence requirements — F8VN 36: Managing Care Principles and Quality Improvements						
1. Critically analyse the importance of values, ethics and anti-discriminatory practice to the leadership of their care service.	X					
2. Critically evaluate at least one policy, system or procedure which is influential in supporting rights, equality and diversity in the candidate's organisation. Demonstrate how this is informed by legislation and how it is relevant when sharing confidential information.					X	

Evidence requirements — F8VN 36: Managing Care Principles and Quality Improvements (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
3. Evaluate at least one current strategy which enables the application of values and ethics in the candidate's workplace.						X
4. Implement and critically evaluate the effectiveness of three performance management procedures in improving quality in their organisation against the National Care Standards which are relevant to the candidate's workplace and the SSSC Codes of Practice.				X		
5. Critically analyse how well employment practice in their organisation address issues of conduct and capability, both generally and with specific regard to dealing with complaints and whistleblowing.					X	
6. Identify and critically analyse the factors which affect the success of inter professional and partnership working in their professional setting.					X	

Evidence requirements — F8VN 36: Managing Care Principles and Quality Improvements (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
7. Critically analyse their service delivery in relation to physical and emotional, social and educational needs of individuals.						X
8. Critically evaluate age appropriate service user involvement in the evaluation of their service.					X	
Evidence requirements — F8VJ 36: Supervision and Professional Development for Care Services						
1. Critically evaluate the application of two models of supervision, one from their own organisation and one from another care service organisation.	X					
2. Plan, deliver and critically evaluate their delivery of supervision sessions for two individuals with different levels of experience including an analysis of their role, methods and strategies.		X				

Evidence requirements — F8VJ 36: Supervision and Professional Development for Care Services (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
3. Critically analyse the effects of organisational constraints and barriers on the delivery of effective supervision and formulate a strategy for reducing these.		X				
4. Critically evaluate the educative role of supervision in professional development in their organisation.			X			
5. Construct detailed professional development plans for two individuals within their own workplace which demonstrates a critical understanding of learning methods and styles.		X				
6. Critically evaluate the contribution of supervision to organisational development with an outline of the use of mentoring and coaching approaches.			X			
7. Critically evaluate the managerial/monitoring role of supervision in professional development in their organisation.	X					

Evidence requirements — F8VJ 36: Supervision and Professional Development for Care Services (continued)	Workforce Development Project Part 1 — Essay	Workforce Development Project Part 2 — Portfolio	Workforce Development Project Part 3 — Presentation	Care Principles and Safeguarding Project Part 1 — Products from meeting	Care Principles and Safeguarding Project Part 2 — Reflective essay	Care Principles and Safeguarding Project Part 3 — Presentation
8. Evaluate their own effectiveness in giving and obtaining feedback by using one reflective model to analyse their supervision practice.	X					
9. Critically analyse how processes of supervision with performance appraisal systems in their organisation.	X					
10. Provide a critical review of the effectiveness of supervision systems in their organisation with identification of strategies to address areas of weakness.	X					
Evidence requirements total:	14	12	7	1	12	6