



Group Award Specification for:

**Professional Development Award (PDA) in
Supporting the Healthcare Team in the Workplace
at SCQF level 8**

Group Award Code: GP5M 48

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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 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 PDA in Supporting the Healthcare Team in the Workplace has been designed to enable those who provide support to team members to develop the knowledge and skills required to induct and mentor an existing or new member of staff to ensure safe practice within the workplace. The qualification also examines the value of effective performance management processes within an appraisal system and provides support in providing feedback, setting individual performance management objectives and agreeing personal development plans.

Initially the unit was designed to support the development of those working within the dental team but to respond to feedback from the NHS it has recently been adapted to support learners working within a range of healthcare teams, widening the target audience and providing further learning and professional development opportunities for healthcare staff.

Many staff working in the healthcare environment progress and develop into a management or supervisory role through practical workplace experience with little formal training in managing staff, mentoring or conducting appraisals. This qualification aims to provide a formal learning opportunity, with training, support and practical tools to assist the professional development of healthcare staff in supporting their teams towards providing safe, effective and quality patient care in a variety of healthcare settings.

This qualification also forms part of a suite of occupationally-specific awards for the oral health care domain. This suite includes currently:

- ◆ PDA in Medical and Dental Reception Skills at SCQF level 6
- ◆ SVQ 3 in Dental Nursing at SCQF level 7
- ◆ PDA in Dental Nursing at SCQF level 7
- ◆ PDA in Dental Nursing: Delivering Oral Health Interventions at SCQF level 8
- ◆ PDA in Oral Health Care (OHC): Dental Managers at SCQF level 8
- ◆ PDA in Healthcare Professionals: Facilitating Learning and Training in the Workplace at SCQF level 8
- ◆ PDA in Recording Patient Assessment for Dental Care Professionals at SCQF level 8
- ◆ PDA in Dental Nursing: Supporting Special Care Provision at SCQF level 8
- ◆ PDA in Intravenous Sedation for Dental Nurses at SCQF level 8
- ◆ PDA in Inhalation Sedation for Dental Nurses at SCQF level 8
- ◆ PDA in Orthodontic Dental Nursing at SCQF level 8
- ◆ PDA in Preparing a Practice for Inspection at SCQF level 8
- ◆ PDA Dental Care Professionals: Dental Laboratory Skills at SCQF level 8
- ◆ PDA Dental Radiography (Operator) at SCQF level 9
- ◆ HNC/HND in Dental Nursing
- ◆ HNC/HND in Dental Technology

It will also complement the broad provision for the Health Care Sector.

2 Qualification structure

The design principles for Professional Development Awards at SCQF level 7–12 stipulate that the qualification:

- ◆ will be made up of a minimum credit value of 16 SCQF credit points
- ◆ will be made up of at least 2 HN credits
- ◆ will have at least half the SCQF credit points at the level of the group award

This group award is made up of:

- ◆ 16 SCQF credit points at SCQF level 8
- ◆ 2 Higher National Unit credits at SCQF level 8

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

The PDA in Supporting the Healthcare Team in the Workplace at SCQF level 8 contains one double-credit HN Unit.

Code	Unit title	SQA credit	SCQF credit points	SCQF level
J1LM 35	Supporting the Healthcare Team in the Workplace	2	16	8

3 Aims of the qualification

This unit is designed to enable the learner to demonstrate the knowledge and skills required to induct and mentor existing or new team members to ensure safe practice within the workplace and to understand the value of effective performance management processes.

3.1 General aims of the qualification

- 1 Enable progression within the SCQF.
- 2 Provide opportunities for career planning and enhance learners' future employment prospects.
- 3 Develop transferable skills, eg communication skills, leadership and team working skills, organising/planning/personal effectiveness/time management.
- 4 Develop the Core Skills, ie *Information and Communication Technology (ICT), Communication, Problem Solving, Working with Others* and *Numeracy*.
- 5 Develop upon the four capacities of Curriculum for Excellence, ie:
 - ◆ successful learners
 - ◆ confident individuals
 - ◆ responsible citizens
 - ◆ effective contributors
- 6 Support continued professional development.

3.2 Specific aims of the qualification

On completion of the qualification the learner should be able to:

Provide support to new and current members of staff by:

- 1 Producing an induction programme for a new member of staff.
- 2 Carrying out an effective induction.
- 3 Evaluating the effectiveness of the induction programme.
- 4 Mentor a new or existing member of staff.
- 5 Evaluate the role and function of mentoring within the workplace.
- 6 Explain the process of performance management within the workplace and evaluate its value to promoting personal development.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Access to this PDA is at the discretion of the centre. Learners should be involved with the induction and support of new and existing staff, mentoring and contributing to performance reviews within an appraisal system. This will enable learners reflect on previous experiences, their personal skills, and critique workplaces processes, towards identifying recommendations for improvements where required.

It is recommended that learners should have strong communication and interpersonal skills which may be evidenced by previous achievement of relevant qualifications at SCQF level 6 or above, eg Higher English.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Report writing, supporting colleagues through induction, mentoring, providing feedback, setting objectives and agreeing action plans and personal development goals/plans.
Numeracy	5	Reviewing SMART objectives and outcomes that are quantifiable.
Information and Communication Technology (ICT)	6	Report writing, developing processes, recording information, utilisation of web-based resources to find information and support training and development.
Problem Solving	6	Supporting colleagues through mentoring, providing feedback on poor performance, handling complaints.
Working with Others	6	Leadership skills, team working, supporting colleagues through induction, mentoring and conducting appraisals and performance reviews.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification specific aims to units

Code	Unit title	Aims					
		1	2	3	4	5	6
J1LM 35	Supporting the Healthcare Team in the Workplace	X	X	X	X	X	X

On completion of the qualification the learner should be able to:

- 1 Produce an induction programme for a new member of staff.
- 2 Carry out an effective induction.
- 3 Evaluate the effectiveness of the induction programme.
- 4 Mentor a new or existing member of staff.
- 5 Evaluate the role and function of mentoring within the workplace.
- 6 Explain the process of performance management within the workplace and evaluate its value to promoting personal development.

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The unit J1LM 35 may be relevant for a range of healthcare sectors where team members are required to provide support to new and existing team members during induction and through providing mentoring support and performance management as part of an appraisal process.

The unit is designed to provide learners with the knowledge and skills to provide support and guidance to team members to ensure safe working practices within the healthcare environment, where workplace policies and procedures must be aligned to relevant current guidelines and legislation, eg Health & Safety Executive: COSHH, RIDDOR and General Data Protection Regulation (GDPR). The learner must also consider professional guidelines and standards of the relevant profession's regulatory body. Such standards must be embedded into working practices, towards ensuring professional conduct of staff and the delivery of quality patient care and services, eg The General Dental Council's 'Standards for the Dental Team' or the General Optical Council's 'Standards'.

Learners may access a range of resources for relevant professional bodies to assist their development of knowledge and skills, eg The Institute of Healthcare Management: <https://ihm.org.uk/>, or the relevant sector's National Occupational Standards, which can be downloaded from www.ukstandards.co.uk.

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J1LM35	Supporting the Healthcare Team in the Workplace	X	X	X		X	X	X	X	X	X	X	X

5.4 Assessment strategy for the qualification

Please refer to the support notes within the unit J1LM 35: *Supporting the Healthcare Team in the Workplace* for guidance on appropriate assessment methods.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
J1LM 35 Supporting the Healthcare Team in the Workplace	<p>Production of a workplace induction checklist and formal induction process/protocol for inducting a new staff member.</p> <p>Evaluative report reflecting on process with supplementary feedback from colleagues and or assessor.</p> <p>Witness testimony may also be included as supplementary evidence.</p>	<p>Evaluative report/case study reflecting on conducting mentoring, which includes an analysis of two advantages and two limitations of mentoring.</p> <p>Production of an individual mentoring action plan.</p>	<p>Evaluative report — evaluating the effectiveness of the performance management system and processes used in the learner’s own workplace, identifying recommendations for improvements if necessary.</p>

6 Guidance on approaches to delivery and assessment

Access to this unit is at the discretion of the centre. However, to enable learners to successfully achieve this qualification it is essential that they are working in a suitable environment where they can carry out the appropriate knowledge and skills required in supporting new and existing staff members. Practical workplace activities must include inducting new staff members, mentoring colleagues, and conducting performance reviews within an appraisal system.

Learners are required to evaluate their experience and workplace processes and using feedback from colleagues and personal reflection to consider and make recommendations for improvements.

The mode of delivery will be determined by the nature of the centre. Examples may include face to face, small or large group teaching, via an e-learning platform or a blended learning programme.

6.1 Sequencing/integration of units

The sequence of the delivery of the learning outcomes will be determined by the centre, although the order of topics within the unit outcomes provide a logical order for delivery.

This qualification promotes and requires the implementation of experiential learning, therefore sufficient time between teaching sessions and assessment submission is required to enable the learner to implement their learning and reflect on their experience and workplace processes and complete the unit assessments based on their experience and findings.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Successful completion of the individual unit of this PDA will offer learners the opportunity to progress within their relevant healthcare sector, for example the HND in Dental Nursing.

6.2.2 Professional recognition

There is no professional recognition attached to achievement of this qualification.

6.2.3 Transitional arrangements

Please see Section 6.2.4 Credit transfer.

6.2.4 Credit transfer

It may be possible for learners to request full or partial credit transfer for the PDA Unit, eg learners who present with equivalent qualifications from other awarding bodies, but this will be on a case by case basis.

Learners who have already achieved FN3T 35 *Supporting the Dental Team in the Workplace* will be eligible for full credit transfer.

Credit transfer is at the discretion of the delivering centre and will be subject to SQA's external verification quality assurance process. The centre must ensure the currency and validity of the learner's claim prior to granting credit transfer.

6.3 Opportunities for e-assessment

E-assessment is appropriate for this qualification which enables learners to produce their assessments using Information and Communication Technology (ICT). Aspects of the qualification would also offer opportunities for e-assessment, for example the use of e-portfolios. Guidance on the use of e-assessment to support SQA qualifications is available at: www.sqa.org.uk/e-assessment.

6.4 Support materials

Not applicable.

6.5 Resource requirements

It is recommended that teaching and assessment staff are experienced in the relevant subject area holding academic qualifications in the relevant area at SCQF level 8 or above.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) 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/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This unit is about the knowledge and skills you need to support individuals within your workplace and contribute to the overall effectiveness of the team.

It is a part of the HND in Dental Nursing but contains knowledge and skills that are applicable across other healthcare environments. It is a stand-alone unit that could also be utilised for your own CPD purposes.

You will learn about the content and purpose of induction for a new member of staff, develop your understanding of the benefits of mentoring in the workplace and increase your knowledge of the value of an effective performance management process.

To undertake this unit, you should be in a role where you are required to induct and support new and existing staff members during induction and through mentoring and the workplace appraisal process.

There are **three** outcomes which you will need to successfully complete to achieve the unit. You will be asked to:

- 1 Produce an induction programme for a new member of staff and evaluate its effectiveness.
- 2 Evaluate the role and function of mentoring within the workplace.
- 3 Explain the process of performance management within the workplace and evaluate its effectiveness.

Evidence for assessment will come from a range of evidence, evaluative reports, products of work, assessor/tutor observation, structured questioning.

While undertaking this unit you will have the opportunity to develop your Core Skills in *Communication*, *Numeracy*, *Working with Others*, *Information and Communication Technology* and *Problem Solving* and your transferable skills, eg interpersonal and evaluation skills.