



Group Award Specification for:

PDA Health and Social Care: Promoting Enhanced Professional Practice (SCQF level 8)

Group Award Code: GK6N 48

Validation date: March 2015

Date of original publication: March 2015

Version: 02 (November 2016)

Contents

1	Introduction	1
2	Qualification structure.....	3
	2.1 Structure.....	4
3	Aims of the qualification	4
	3.1 General aims of the qualification	4
	3.2 Specific aims of the qualification.....	5
4	Recommended entry to the qualification.....	5
	4.1 Core Skills entry profile.....	5
5	Additional benefits of the qualification in meeting employer needs	7
	5.1 Mapping of qualification aims to Units	9
	5.2 Signposting of National Occupational Standards (NOS) and/or trade body standards	10
	5.3 Mapping of Core Skills development opportunities across the qualification(s) ...	12
	5.4 Assessment Strategy for the qualification(s)	14
6	Guidance on approaches to delivery and assessment.....	15
	6.1 Sequencing/integration of Units.....	15
	6.2 Recognition of Prior Learning	17
	6.3 Opportunities for e-assessment.....	18
	6.4 Support Materials	18
	6.5 Resource requirements	18
7	General information for centres	18
8	Glossary of terms	19
9	General information for learners.....	22

1 Introduction

This validation proposal is for a new Group Award: PDA Health and Social Care: Promoting Enhanced Professional Practice (SCQF level 8). This new award is specifically designed for generic and profession specific Health and Social Care Support Workers to provide a robust and certified SCQF level 8 award which equips individuals with a range of knowledge, specialist skills and values to enable them to improve professional practice delivery, and provide continuous professional development. The title of the award reflects both the needs of the intended learner and aims of the award.

It is aimed at Health/Social Care Support Workers aspiring to advance their educational attainment to the recommended SCQF level 8 for posts at career framework level 4 (Skills For Health 2008, NES Toolkit - Health Care Support Worker- HCSW). The award also has potential application to paraprofessional roles within social care. An Assistant Practitioner (AP) can be defined as:

‘A worker who competently delivers health and/or social care to and for people. They have a required level of knowledge and skill beyond that of the traditional health care assistant or support worker. The assistant practitioner would be able to deliver elements of health and social care and undertake clinical work in domains that have previously only been within the remit of registered professionals. The assistant practitioner may transcend professional boundaries. They are accountable to themselves, their employer and more importantly, the people they serve’. (Skills for Health 2008).

The award would provide learners with the knowledge and skills required to carry out their duties whilst working. This would be supported through access to supervision throughout. The award would be at SCQF level 8 in order to take into account the critical evaluative, analytical and reflective abilities required as described by career level 4 attributes (Skills for Health 2008) and the Employability Skills Matrix for Health (2013) level 4 which detail the balance of skills required.

Learners would gain knowledge of key theory in leadership, clinical decision making, team working, supervision, research/audit skills to support practice at an advanced support worker level. The requirement to integrate underpinning knowledge to the evaluation and critical analysis of service delivery supports the need for the award to sit at SCQF level 8. Critically this is not linked to any single profession enabling a progression route from profession specific SCQF level 7 studies (see Section 4) that will also capture the growing body of ‘generic’ multi-professional AP and paraprofessional posts that are being developed. The award will however also support profession specific frameworks such as professional standards and codes of ethics.

An initial informal focus group was established and held over several meetings in 2013 and 2014 to scope interest for the development of the award. This was contributed to by representatives from therapists, nursing and AHP managers, education services and formal education partners. The Outcome of this group was the decision to take forward the development of the award. The formation of a Qualification Design Team (QDT) followed. This was made up of representatives from education, NHS Education Scotland (NES) and service managers.

Strategic drivers for workforce visions across integrated services and existing national work on (HCSW) education (NES) provide consensus that this award would be a valued addition to current educational provision. There are a number of support workers progressing into (and already in) AP and paraprofessional roles and there are recommendations that these roles evolve over the next few years. This SCQF level 8 award would fit across professions thereby capturing the increasing generic posts but also providing consistency of education and articulation of learning across wide service areas, supporting sustainability, business continuity and professional development.

The award will meet the needs of the developing workforce as highlighted in workforce plans across Health and Social Care. Significantly, no other award exists that allows for cross boundary working in job roles for AHPs and other health and social care roles at SCQF level 8. The award would also allow for development from nursing HCSW roles at SCQF level 7 into the AHP profession where SCQF level 8 is required whilst providing an educational award to meet the need of Health and Social Care service.

The award will support staff to access AP and paraprofessional level posts, sustain effective standardised working at this level and provide an articulation route to progress to higher levels of study if desired. Predominantly this award will provide critical sustainability to an emerging role development and vital business continuity to boards /local authorities identifying a need for AP/ paraprofessional posts.

Person centred care; partnership working, integration, self-management and enablement are related key areas for the NHS and local authority workforce to deliver. This is further driven by demographic changes challenging care and service delivery (SEHD 2006, SGHD 2007, SG 2011). Current Policy and consultations such as the Allied Health Professions (AHP) National Delivery Plan (2011) suggests;

'It is now important to develop the workforce at all levels to underpin sustainable and affordable services including strengthening advanced and consultant level practice and, where appropriate, introduce assistant practitioner roles to enhance the skill mix and ensure best use of AHP resources.'

AP and paraprofessional roles have developed in response to these many factors (not least demand for rehab alongside the growing remits of long term conditions and complex care) and its ability to transcend health and social care boundaries (Skills for Health 2008, NES 2014) so providing a potentially effective solution to the integration agenda. The need to meet demand for personalised services requires new roles with education solutions to support these and quick integration to the workforce.

As said policy and strategic initiatives are driving integrated person centred care, putting enablement as the core of effective care delivery. This brings increasing pressure to work in streamlined ways that cross professional boundaries reducing complexity and duplication in the delivery of care. However, a consistent quality response to the complex structure progression and training required to meet the attributes of AP posts has not existed. This has led to challenges for effective efficient work practices between qualified staff, AP and other HCSW posts that need to link together. By articulating the education attainment and learning of this award we define the less tangible but growing strong role awareness within supportive teams and the facilitation of effective communication between AP and qualified levels.

Scottish Government documents such as Health Care Support Workers (HCSW): The development of the clinical HCSW role, A review of the evidence NHS Education for Scotland (2011) and Changing Lives, Changing Practice: Report of the 21st C Social Work Review explored the range and roles of staff required to deliver present and future services. Key drivers such as workforce planning recognise the developing skill mix required within Health and Social care sectors particularly under current Integration of both. Demands remain for safe, quality, effective, person centred practice.

The Healthcare Quality Strategy (2010) and Workforce Vision (2013) support the need to build capacity of staff delivering the right care, from the right people, at the right time. The health and social care integration agenda also supports this need for trained empowered staff with equivalency across sector areas. The award would aim to address widening scope of practice areas relevant to staff working within all service areas.

The award is designed to sit alongside other educational attainment structures and tools for the AP role, such as Skills Maximisation Toolkit version 6, Calderdale Protocols and Skills for Health Career Framework Descriptors (2008) to shape content and delivery of clinical competency.

- ◆ Skills Maximisation Toolkit
- ◆ Calderdale Protocols
- ◆ Skills for Health Career Framework Descriptors
- ◆ SVQ3 awards — Health and Social Care, Healthcare
- ◆ Effective Practitioner — Pillars of Practice
- ◆ PDA Occupational Therapy Support SCQF level 8
- ◆ PDA Healthcare Facilitating Learning Teaching and Assessment In The Workplace SCQF level 8
- ◆ HNC Occupational Therapy Support SCQF level 7
- ◆ HNC Allied Health Professions: Physiotherapy Support SCQF level 7
- ◆ HNC Allied Health Professions: Speech and Language Therapy SCQF level 7
- ◆ HNC Allied Health Professions: Diagnostic Radiotherapy SCQF level 7
- ◆ HNC Care and Administrative Practice SCQF level 7
- ◆ HNC Social Care SCQF level 7

The award is not designed to meet any specific professional degree but it is likely that it will hold currency and alongside the learners previous level 7 awards meet articulation requirements for a number of AHP, nursing and other care related degree programmes.

2 Qualification structure

This Group Award is made up of 4 SQA Unit credits. It comprises 32 SCQF credit points of which 8 are at level 7 and 24 are at level 8. A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

This qualification is a Group Award — Professional Development Award (PDA) Health and Social Care: Promoting Enhanced Professional Practice (SCQF level 8) and comprises of the following Units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DG5D	35	Team Working in Care Settings	1	8	8
FN5T	35	Leadership and Decision Making	1	8	8
HF27*	34	Principles of Professional Practice	1	8	7
H93R	35	Quality Improvement: Audit in a Health or Social Care Setting	1	8	8

*refer to history of changes for revision details

All Units in the award are mandatory. The *Principles of Professional Practice* (H29S 34) Unit will provide a framework for learners' development of competency. Supervision skills are an integral and important feature of this Unit. It is recommended that this Unit should be undertaken first. Other Units will build upon this and assist competency development in relation to leadership, decision making, team working and audit. All of these are recognised as key competencies for AP and paraprofessional roles as discussed above. There is good potential for linking and integrating education delivery and assessment across the Units: *Principles of Professional Practice*, *Leadership and Decision Making* and *Team Working in Care Settings* Units. The Unit *Quality Improvement: Audit in a Health or Social Care Setting* should be delivered last.

3 Aims of the qualification

The award will give those aspiring (or already in) AP and paraprofessional roles across health and social care areas a robust and measurable skill training to provide safe effective service delivery and to enable workers to cope safely with the developing demands and inherent risk of their role. It will also address sustainability of the advanced support worker workforce through consistent opportunity for education leading to robust recruitment and retention of workers. The award will provide a qualification that has not previously been available and has been requested by employers through workforce development.

3.1 General aims of the qualification

General aims of the award:

- 1 Provide academic stimulus and challenge at SCQF level 8.
- 2 Develop advanced knowledge and enhanced personal effectiveness.
- 3 To study academic writing and research skills at SCQF level 8.
- 4 Develop investigative, evaluative and analytical skills.
- 5 Develop planning and solution focused problem solving skills.
- 6 Develop critical thinking and reflective skills.
- 7 Develop core transferrable skills including those required by employers to facilitate sustainability and investment in the health and social care workforce.
- 8 Provide competencies required by employers.
- 9 Develop the ability to work flexibly in a solution focussed way that supports generic posts, MDT working and integration across health and social care.

- 10 Promote career progression routes and academic pathways for and support workers across service areas.

3.2 Specific aims of the qualification

Specific aims of the award:

- 1 Develop underpinning knowledge that enables the integration of theory to practice.
- 2 Demonstrate the ability to integrate and apply relevant skills in advanced practice.
- 3 Gain a deeper understanding of transformational leadership skills.
- 4 Develop an understanding of best practice.
- 5 Explore and evaluate effectiveness of advanced support worker practice.
- 6 Begin to use critical and evaluative thinking in advanced support worker practice.
- 7 Demonstrate the ability to plan and manage work based activities with reference to professional and legal issues in advanced support worker practice.
- 8 Understand risk management inherent to professional practice and accountability/responsibility of delegation of tasks.
- 9 Understand the role and remit of professional supervision.
- 10 Understand and demonstrate knowledge of the care planning process including the ability to set and review individual goals.
- 11 Understand and evaluate the components of team working.
- 12 Demonstrate the ability to plan, conduct, evaluate and record the Audit process producing a standard of report including analysis of data.
- 13 Promote understanding of advanced practice role in clinical effectiveness and support development of person centred, streamlined services.

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.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

This award would provide progression from specific SCQF level 7 studies.

It is recommended that entry qualifications are as follows:

- ◆ Previous SCQF level 7 award such as relevant HNC, eg HNC Care and Administrative Practice, HNC AHP Physiotherapy/Speech and Language Therapy/Radiography, HNC Social Care, HNC Occupational Therapy Support or other relevant previous qualification above SCQF level 7 or equivalent.
- ◆ Learners should be working at or working towards the role of an advanced support worker within health or social care.

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 should 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.

There is no automatic certification of Core Skills or Core Skills components in the Units within the PDA Health and Social Care: Promoting Enhanced Professional Practice (SCQF level 8). There may be opportunities in all Units to gather evidence at SCQF level 6 for each of the Core Skills of *Working with Others*, *Problem Solving*, *Information and Communication Technology (ICT)*, *Communication* and *Numeracy*. Indeed, there is an expectation that learners will be given the opportunity to demonstrate oral skills in presenting information to others, in leading presentations and in responding to others, taking questions. Learners participating in the award will also develop a range of core and transferable skills to improve professional competencies, confidence and employability.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Good communication skills are required for learners undertaking this qualification. Learners will be required to read, understand and evaluate a range of documentation and participate in discussions.
Numeracy	5	Learners will require confident skills in numeracy to read, understand statistics and produce data for the Audit Unit.
Information and Communication Technology (ICT)	6	Learners will be required to use the VLE, research materials using internet and e-books and to produce assignments, reports, data and other materials.
Problem Solving	6	Learners will be required to problem solve throughout the Units. They should be able to reflect, evaluate and integrate theory to practice.
Working with Others	6	Learners will be required to participate with others in their class, with work colleagues and college staff.

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.

The PDA proposed would therefore become part of the education structure delivery to achieve the components of an AP/paraprofessional post:

- ◆ Career Framework Level Attributes
- ◆ National Occupational Standards
- ◆ Employability Skills
- ◆ Factors Specific to Job

Employer needs

The attributes within the skill base of an AP (Skills for Health 2008) or paraprofessional role reflect key areas for progressed care delivery when compared to career frameworks. It is important for successful integration and full potential of posts that this is recognised. Skills for Health have defined the key attributes required by AP to be able to work with clinically specific practical and theoretical knowledge through a defined skill base.

- ◆ Evaluate Outcomes from approaches
- ◆ Apply specialist knowledge and use expert information
- ◆ Solve problems by integrating information from expert sources
- ◆ Manage their role with guidance, self-directing their development and practice
- ◆ Perform in work areas where care is complex – many factors causing change, may be interrelated
- ◆ Suggest improvement to Outcomes, make judgements
- ◆ Supervise routine work of others (creation of new structure in supervision pathways)
- ◆ Plan straightforward tasks (rule/skill based)
- ◆ Work within Standard Operating Procedures/protocols
- ◆ Safely use very complex equipment
- ◆ Take responsibility for training delivery
- ◆ Audit/research skills enabling evaluation of equipment, technique and research

Detailing such skill resource helps clarify the evidence for working at a particular level. The breadth of the attributes and descriptors help clarify learning needs and remind health and social care staff that to achieve the above, but particularly for the remit of AP/paraprofessional roles, requires much more than just developing practice. It requires a robust, consistent approach to training and education (and therefore required risk management) for both those staff working with these posts and supervising staff. This award would support for example the necessary engagement of qualified staff working with APs through the requirement for close supervision. If the process of evidencing roles alongside education and training is done well, there is potentially much to be gained in benefits to care pathways and flow. It is also critical that we articulate the less tangible but now defined evidence of aspiration towards high quality care (Francis 2013).

For effectiveness leaders (which includes all staff at all grades (Hunter 2013) must identify what good care is and be able to articulate this so that others know.

'Leadership must be exercised across shifts, 24/7 and reach to every individual; good practice can be destroyed by one person who fails to see themselves as able to exercise leadership, as required to promote organisational change or who leaves something undone or unsaid because someone else is in charge. The NHS needs people to think of themselves as leaders not because they are personally exceptional, senior or inspirational to others, but because they can see what needs doing and can work with others to do it.' Kings Fund (2011)

Harnessing Leadership as education delivers key risk management to employers. Hunter (2013) states it enables confidence in uncertainty by encouraging staff to see potential in it and individuals can tolerate uncertainty more (key abilities in a sustainable workforce in Health and Social Care today). The connectedness of staff (critical to leadership) gives staff purpose and meaning and the ability for some to embrace the vulnerability of leadership in care and so adding once again to those elements of care essential in effective practitioners now being defined.

The AHP National Delivery Plan (date) also sites that AHP directors and directors in social care work in partnership to strengthen and embed professional leadership and governance infrastructure thus enabling integrated service delivery Outcomes. The SSSC Framework for Continuous Learning in Social Services (CLF) also highlights the drive towards the development of leadership at all levels and recognises concepts of supervision, research and personal capabilities.

5.1 Mapping of qualification aims to Units

Code	Unit title	General aims										
		1	2	3	4	5	6	7	8	9	10	
DG5D 35	Team Working in Care Settings	X	X	X	X	X	X	X	X	X	X	X
FN5T 35	Leadership and Decision Making	X	X	X	X	X	X	X	X	X	X	X
H29S 34	Principles of Professional Practice		X		X		X	X	X	X	X	X
H93R 35	Quality Improvement: Audit in a Health or Social Care Setting	X	X	X	X	X	X	X	X	X	X	X

Code	Unit title	Specific aims											
		11	12	13	14	15	16	17	18	19	20	21	22
DG5D 35	Team Working in Care Settings	X	X		X	X	X	X	X	X	X		X
FN5T 35	Leadership and Decision Making	X	X	X		X	X	X	X	X	X		X
H29S 34	Principles of Professional Practice	X	X		X	X	X	X	X		X		X
H93R 35	Quality Improvement: Audit in a Health or Social Care Setting	X	X	X	X	X	X	X	X		X	X	X

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

Leadership and Decision Making — 1 credit FN5T 35 (SCQF level 8)	Content mapped to Skills for Health and Skills for Care Descriptors	Content mapped to Employability Skills Matrix for Health	Content mapped to key government policy: Francis Report, Vale of Leven Enquiry	Content mapped to AHP National Delivery Plan
Approaches to Leadership Leadership Styles Models of decision Making Approach to making decisions Evaluate decision making process	Supervision, Knowledge, skills Training, Experience Professional Competence Analytical and clinical skill Planning, Policy, service development	Communication skills Analyse texts, presenting info Select and compare info Assessing root cause of problems Pro-actively raise concerns Coping with uncertainty and change Minimising risk Solving problems	Person centred Healthcare Transformational leadership Good communication Policy — 2020 workforce vision Healthcare Quality Strategy Delivering Care, Enabling Health	Embed professional leadership
Team Working in Care Settings — 1 credit DG5D 35 (SCQF level 8)	Content mapped to Skills for Health and Skills for Care Descriptors	Content mapped to Employability Skills Matrix for Health	Content mapped to key government policy: Francis Report, Vale of Leven Enquiry	Content mapped to National Delivery Plan
Evaluate team effectiveness Factors of good team working Effect of interpersonal skill and dynamics on group and team work Performance review Goal setting in organisations	Supervision, Knowledge, skills Training, Experience Professional Competence Analytical and clinical skill Planning, Policy, service development Research and development	Communication and customer care Working with others Solving problems Assessing root cause of problems Pro-actively raise concerns	Policy — 2020 workforce vision Healthcare Quality strategy Delivering Care, Enabling Health	Governance infrastructure for AHPs across Health & Social Care, Professional leadership, Deliver best value and enhance care experiences
Principles of Professional practice — 1 credit H29S 34 (SCQF level 7)	Content mapped to Skills for Health and Skills for Care Descriptors	Content mapped to Employability Skills Matrix for Health	Content mapped to key government policy: Francis Report, Vale of Leven Enquiry	Content mapped to National Delivery Plan
Principles of regulation for professional practice Health and Social Care Values Health and Social care Principles Influence on practice Understand, apply care planning Collaborative Team work Goal setting (Outcome 3) Supervision tied in (Outcome1)	Supervision, Knowledge, skills Training, Experience Professional Competence Analytical and clinical skill Planning, Policy, service development Research & development	Work towards achieving goals Communication and customer care Demonstrate positive attitudes, values, behaviours Be responsible	Values Based Healthcare delivery Professional Practice Policy — 2020 workforce vision Healthcare Quality Strategy Delivering Care, Enabling Health	Deliver best value and enhance care experiences

Quality Improvement: Audit in a Health or Social Care Setting — 1 credit	Content mapped to Skills for Health and Skills for Care Descriptors	Content mapped to Employability Skills Matrix for Health	Content mapped to key government policy: Francis Report, Vale of Leven Enquiry	Content mapped to AHP National Delivery Plan
<p>Plan an audit</p> <ul style="list-style-type: none"> ◆ Topic for audit ◆ Aims and objectives of audit ◆ Literature review ◆ Audit protocol ◆ Current ethical guidelines <p>Conduct an audit according to protocol</p> <ul style="list-style-type: none"> ◆ Record of audit process ◆ Data collection ◆ Professional standards <p>Produce an audit report</p> <ul style="list-style-type: none"> ◆ includes an analysis of the data from the audit ◆ contains information under the following sections: <ul style="list-style-type: none"> — Title — Aims — Objectives — Introduction — Literature review — Methodology — Results — Conclusion <p>Evaluate a completed audit</p> <ul style="list-style-type: none"> ◆ Self appraisal ◆ Lessons learned ◆ Improvements ◆ referencing 	<p>Research and Development</p>	<p>Work towards achieving goals Communication, customer care Solving problems Select and compare info Assessing root cause of problems Pro-actively raise concerns Coping with uncertainty and change Minimising risk</p>	<p>Leadership — Use evidence to articulate value</p> <p>Policy — 2020 workforce vision Healthcare Quality strategy Delivering Care, Enabling Health.</p>	<p>Deliver best value and enhance care experiences</p> <p>Review existing work practices, promote efficiency, productivity and flexibility, implement findings</p>

5.3 Mapping of Core Skills development opportunities across the qualification(s)

Core Skills are signposted within Units. There may be opportunities through teaching and learning in all of the Units for learners to develop aspects across all Core Skills — Communication, Numeracy, ICT, Problem Solving and Working with Others:

Communication Skills: Could be evidenced through the production of essays, presentations, recording/reporting, reflective accounts and the use of communication. Both oral and written communication skills could be practiced and developed through discussion, information sharing and assignment writing.

Numeracy Skills: The Audit Unit (title and number) provides opportunities through the use and production of quantitative or qualitative data, statistics, tables, percentages and graphs in the audit Unit. Learners will interpret and communicate graphical information in everyday and generalised contexts.

ICT: Could be developed through researching and accessing information from the internet and through the learner's presentations, preparation of assignments. The Audit Unit (title and number) provides particular opportunities in relation to the presentation of graphs/tables and data.

Problem Solving: Could be developed through explanations of how the learner dealt with issues relating to intervention planning, leadership, decision making and audit. Components of Critical Thinking, Planning, Organising, Reviewing and Evaluating will be integral to all Units, eg use of reflection, time management and evaluation of practice and self.

Working with Others: Could be developed through working as part of differing teams, participating in team meetings, care planning, interacting with other staff involved in the delivery of the service and service users, negotiating, leadership and decision making.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	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
DG5D 35	Team Working in Care Settings	X	X			X	X	X	X	X	X	X
FN5T 35	Leadership and Decision Making	X	X			X	X	X	X	X	X	X
H29S 34	Principles of Professional Practice	X	X			X	X	X	X	X	X	X
H93R 35	Quality Improvement: Audit in a Health or Social Care Setting	X	X	X	X	X	X	X	X	X	X	X

5.4 Assessment Strategy for the qualification(s)

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
DG5D 35 Team Working in Care Settings	Case study		Essay or reports based on previous case study	
FN5T 35 Leadership and Decision Making	Essay 1,500 words			
H29S 34 Principles of Professional Practice	Report 1,500 words	Case study — unseen questions under closed-book conditions		
H93R 35 Quality Improvement: Audit in a Health or Social Care Setting	Plan Audit Carry out literature search Produce a Protocol	Conduct Audit Produce evidence of progression through logs, reports	Produce an audit report	Evaluate audit — Report

There is good potential for linking and integrating assessment across the Units: Principles of Professional Practice, Leadership and Decision Making and Team Working in Care Settings Units.

6 Guidance on approaches to delivery and assessment

This Group Award is made up of 4 SQA Unit credits. It comprises 32 SCQF credit points of which 8 are at level 7 and 24 are at level 8. The notional teaching allocation for each credit is 40 hours.

The qualification is suitable for those who:

- ◆ have completed previous SCQF level 7 award such as relevant HNC, eg HNC Care and Administrative Practice, HNC Social Care, HNC Occupational Therapy Support.
- ◆ are currently working at or working towards the role of an advanced support worker within health or social care.

The award is designed to equip workers with the knowledge and skills required to carry out their duties whilst working. It takes into account the critical evaluative, analytical and reflective abilities required. Learners would gain knowledge of key theory in leadership, clinical decision making, team working, supervision, research/audit skills to support practice at an advanced support worker level. The requirement to integrate underpinning knowledge to the evaluation and critical analysis of service delivery supports the need for the award to sit at SCQF level 8

6.1 Sequencing/integration of Units

It is suggested that the award be delivered over one year. Suggested sequencing of Units is below although there may be opportunities for the integration of delivery and assessment of the Units: *Principles of Professional Practice*, *Team Working in Care Settings* and *Leadership and Decision Making*. It is suggested that the *Quality Improvement: Audit in a Health or Social Care Setting* be delivered towards the end of the course.

1	H29S 34	Principles of Professional Practice
2	DG5D 35	Team Working in Care Settings
3	FN5T 35	Leadership and Decision Making
4	H93R 35	Quality Improvement: Audit in a Health or Social Care Setting

Potential for integration Units	Principles of Professional Practice H29S 34	Team Working in Care Settings DG5D 35	Leadership and Decision Making FN5T 35	Quality Improvement: Audit in a Health or Social Care Setting H93R 35
Regulation for professional practice	X	X	X	
Health and Social care values and principles	X		X	
Care planning process and team work	X	X	X	
Team effectiveness	X	X		
Interpersonal skills & dynamics	X	X	X	
Performance review and goal setting	X	X	X	
Approaches to leadership and styles		X	X	
Models of decision making	X		X	
Approach and evaluation of decision making	X	X	X	X
Plan and lead audit		X	X	X
Conduct Audit			X	X
Analyse and report			X	X
Evaluate audit	X		X	X

Learners must provide evidence for all of the Evidence Requirements and all of the knowledge and skills. The evidence they provide should relate to their own work setting. A variety of assessment methods will be adopted. See Section 5.4. Additional guidance can be found in the Unit descriptors.

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.

It should be noted that learners who have achieved the HNC Care and Administrative Practice will already have completed the Unit: H29S 34 *Principles of Professional Practice*. It is recommended however that as they will be studying this from a more advanced perspective that they have access to teaching and learning materials for this Unit and if the course is delivered and assessed in an integrated fashion that the centre considers arrangements for RPL on a case by case basis

6.2.1 Articulation and/or progression

This award is not designed specifically to meet with degree programmes although it is recognised that as an SCQF level 8 award it may, along with profession specific HNC level 7 awards hold currency for articulation to some related degree programmes. As discussed in the introduction the function of this award is to enhance skills within the AP and paraprofessional workforce in health and social care.

6.2.2 Professional recognition

This is not linked to any single profession but captures the growing body of 'generic' multi-professional AP/paraprofessional posts that are being developed. The award will however also support profession specific frameworks such as professional standards and codes of ethics.

6.3 Opportunities for e-assessment

It is anticipated that delivery of all Units can be through a distance/e-learning and assessment. The use of Virtual Learning Environments will support delivery and within these tools such as anti-plagiarism packages could support assessment

6.4 Support Materials

Not applicable.

6.5 Resource requirements

The PDA is a specialist award. It is recommended that it is delivered by centres that have experience, knowledge and understanding of support workers across health and social care services. Centre staff should be specialists in this area and able to demonstrate knowledge and experience of leadership, team work supervision and audit within health and social care. It is anticipated that, due to the potential geographical spread of learners and economic pressures in relation to the release of staff for training that the award be delivered through a distance learning mode supported by online and phone tutor support and study days. Resources to support this, eg VLE are therefore essential.

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 instruments of assessment 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)

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.

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
02	Revision of Unit: H29S 34 Principles of Professional Practice has been replaced by HF27 34 Principles of Professional Practice and will finish 31/07/2018.	01/11/2018

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.

The PDA Health and Social Care: Promoting Enhanced Professional Practice (SCQF level 8). award recognises the importance of key generic skills (in profession specific and multi-professional roles) required at this level to reach the full potential of these advanced support worker roles and to fully recognise the development opportunities and sustainability for such roles within the rapid pace of change in Health and Social Care. By recognising and developing learning in key skill areas post holders will develop the integrated knowledge to become effective practitioners who actively engage in the opportunity of healthcare delivery.

It is suitable for those who:

- ◆ have successfully completed an SCQF level 7 award such as relevant HNC, eg HNC Care and Administrative Practice, HNC Social Care, HNC Occupational Therapy Support.
- ◆ are currently working at or working towards the role of an advanced support worker within health or social care.

The award is not linked to any single profession but captures the growing body of 'generic' and multi-professional AP/ paraprofessional posts that are being developed. The award will support profession specific frameworks such as professional standards and codes of ethics. It is also not designed specifically to meet with degree programmes although it is recognised that as an SCQF level 8 award it may, along with profession specific HNC level 7 awards hold currency for articulation to some related degree programmes.

The PDA is at SCQF level 8 in order to take into account the critical evaluative, analytical and reflective abilities required. You would gain knowledge of key theory in leadership, clinical decision making, team working, supervision, research/audit skills to support practice at an advanced support worker level.

This Group Award is made up of 4 SQA Unit credits. It comprises 32 SCQF credit points of which eight are at level 7 and 24 are at level 8.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DG5D	35	Team Working in Care Settings	1	8	8
FN5T	35	Leadership and Decision Making	1	8	8
H29S	34	Principles of Professional Practice	1	8	7
H93R	35	Quality Improvement: Audit in a Health or Social Care Setting	1	8	8

All Units in the award are mandatory. The *Principles of Professional Practice* (H29S 34) Unit will provide a framework for development of competency. Supervision skills are an integral and important feature of this Unit. It is recommended that this Unit should be undertaken first. Other Units will build upon this and assist competency development in relation to leadership, decision making, audit and team working. All of these are recognised as key competencies for AP and paraprofessional roles as discussed above.

Each Unit will be assessed. A range of assessment methods may be adopted: case studies, essays, reports, reflective accounts, audit plan, development, report and evaluation.

This is an SCQF level award and as such you should be aware that although support and guidance will be provided by your tutor and workplace supervisor you are expected to develop higher order skills in relation to independent study and presentation of work. Whilst undertaking the award you will have opportunities to further develop your Core Skills of *Communication, Numeracy, ICT, Problem Solving* and *Working with Others*.