



Group Award Specification for:

**Professional Development Award in Health and
Social Care Supervision at SCQF level 7**

Group Award Code: GVNA 47

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1. Introduction

The purpose of the 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.

This award is an updated qualification at SCQF level 7 which has been designed to meet the requirements of social service workers who are registered, registerable or prospectively registerable with the Scottish Social Services Council (SSSC) in a supervisory role. As a level 7 qualification it is recommended that learners have already completed a qualification at Level 6 or equivalent prior to undertaking this PDA.

The PDA in Health and Social Care Supervision at SCQF level 7 is also designed to provide Continuing Professional Development (CPD) for employees who are in a first line management role and provide supervision, support and guidance to other staff.

This document includes background information on the development of the award, aims, guidance on access and delivery, and details of the award structure. Delivery of the award involves a combination of reading, research and practice-based learning all of which are assessed through examples generated by real work experience.

Rationale for the development of the award

Rationale

The immediate rationale for this award is predicated on those workers who are currently and imminently affected by the requirements of the SSSC register.

For registration, the SSSC require supervisors in a range of settings to achieve, in addition to a relevant care related qualification at SVQ level 3 (SCQF level 7) or equivalent, A qualification that contains at least 15 credits at SCQF level 7 of supervision or management theory and practice specifically for a supervisor of a care service.

The PDA in Health and Social Care Supervision at SCQF level 7 is for learners who require a qualification of 15 credits at SCQF level 7 or above in order to meet these SSSC requirements. However, this qualification is suitable for those in supervisory roles in all Health and Social Care Settings and can be used to evidence Continuous Professional Learning.

Each PDA progresses according to the qualification's SCQF level and, as far as possible, incorporates SCQF terms of reference. As such, this award has been developed at SCQF level 7 in order to take into account the critical evaluative, analytical and reflective abilities required for a learner in social services to develop professionally.

The PDA in Health and Social Care Supervision comprises 1 double credit unit. The contextualisation for social services is achieved through the meeting the evidence requirements of the unit.

2. Qualification structure

This group award is made up of 2 Qualifications Scotland unit credits. It comprises 16 SCQF credit points at SCQF level 7. A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
J9L7	34	Health and Social Care: Supervision	2	16	7

2.2 Target groups

For this award, including and beyond those currently affected by the requirements of the SSSC register, examples of the typical learner include those who are involved in supervising others in social services and related settings by:

- understanding, adhering to and promoting the organisation's strategic plan, policy and procedure at the service delivery level.
- providing leadership, support and guidance for staff and those using the service.
- having a lead role in the professional development of self and others.
- giving feedback.
- promoting customer care.
- having a lead role and responsibility for health and safety on a daily basis.
- having a lead role and responsibility for safeguarding and protection on a daily basis.
- sharing knowledge, skills and values in relation to service delivery.
- sharing understanding of the service user and carer perspective.
- helping workers understand the relevant Codes of Practice.

Many workers in the sector support others through induction, shadowing, sharing practice and providing supervision. This is typically at a level involving less responsibility than the Unit or project or team manager.

Entry is dependent on previous experience and current level of involvement in the supervision of workers, not necessarily the current job title. Eligibility of potential learners will be at the discretion of centres.

Examples of possible job titles include senior care workers, senior support workers and senior day care workers in services for older people, mental health, care at home and housing support workers.

2.3 Continuous Professional Development (CPD)

The PDA in Health and Social Care Supervision at SCQF level 7 provides CPD for learners who are in supervisory roles within the wider social services workforce. It allows an opportunity for supervisors who wish to further the development of their skills to gain formal recognition.

Completion of the PDA in Health and Social Supervision can provide evidence towards SVQ Social Services and Healthcare at SCQF level 7.

Achievement of the PDA in Health and Social Care Supervision at SCQF level 7 may offer an opportunity to learners to progress to further professional qualifications and to seek some recognition of prior learning from their studies.

2.4 Links to National Standards

The unit and the outcomes may provide some links into the National Occupational Standards for Social Services and Healthcare/Children and Young People at SCQF level 7 or the HNC in Social Services. The mapping of the possible units and outcomes against the standards is shown in the table in **Section 5.2**.

3. Aims of the qualification

The aims as listed in 3.1 and 3.2 reflect the rationale for creating the award; are consistent with the registration criteria of the SSSC; are benchmarked against SCQF level 7; and meet the objectives of those consulted during the design process, including those who are employing workers in a supervisory role.

3.1 General aims of the qualification

The overall aim of the award is to equip learners to recognise their own role and function in taking some responsibility for the work of others within a defined structure and to apply within their supervisory role the policies, procedures and best practice related to the protection of people.

In particular, the award will equip learners with the skills, knowledge and understanding required in supervising workers in the monitoring and implementation of care plans.

This will be achieved by learners being able to:

1. Develop their understanding of methods and skills used in supervision.
2. Recognise their role and function in supervising others.
3. Contribute to the professional development of individuals.
4. Understand and apply the process of appraising staff performance.
5. Give and receive feedback.
6. Understand and apply policies, procedures and best practice related to the protection of people.
7. Demonstrate understanding of the supervisor's contribution to and compliance with health and safety.

To achieve the award, learner demonstration of these skills, abilities and competences will be consistent with the SCQF level 7 benchmark.

3.2 Specific aims of the qualification

The specific aims relate to the principles of the supervisory process and to the characteristic outcomes of learning at SCQF level 7.

The PDA in Health and Social Care Supervision at SCQF level 7 enables learners to achieve SCQF level 7 competences in their ability to:

1. Demonstrate effective supervision through behaviour, communication and decision making within the role of supervisor.
2. Understand and apply the key principles of supervision.
3. Promote and monitor compliance in relation to policies, procedures and best practice relevant to the assessment of risk, safe working practices and safeguarding.
4. Understand and develop methods and skills used to supervise staff to assess and manage risks to health and wellbeing.

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 (QDT) 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.

- Learners for this award should have effective communication and inter-personal skills and be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational. This may be demonstrated by relevant qualifications at SCQF level 6 or above.
- Learners should currently be employed in a supervisory role to meet the requirements of the qualification.

Access to the award is determined by individual centres and forms part of their submission for approval to offer the award.

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.

For this reason the level stated should be reflective of the main focus of the qualification which is likely to require a certain level of ability in one or two of the Core Skills. Learners will naturally use and develop aspects of all five Core Skills as they

work through the units making up the qualification through teaching and learning approaches which require to be mapped in the next section.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Reflective Essay, Witness Testimony. Using effective communications with colleagues.
Numeracy	5	Not applicable.
Information and Communication Technology (ICT)	6	Gathering Information, using electronic formats for recording information, storage organisation and retrieval of evidence.
Problem Solving	6	Solving interpersonal relationships, conflicts and dilemmas, research for assessment.
Working with Others	6	Provide supervision to colleagues, gathering information from others, working in Multi-Disciplinary Teams.

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 double-credit unit has also been mapped to meta-skills following the Skills 4.0 framework.

5.1 Mapping of qualification aims to units

Unit code	Unit title	General aims	Specific aims
J9L7 34	Health and Social Care Supervision	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4

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

Unit code	Unit title	National Occupational Standards (NOS) code
J9L7 34	Health and Social Care Supervision	H5RY 04 (SCDHSC0031) H5LD 04 (SCDHSC0032) H5LE 04 (SCDHSC0033) H5SO 04 (SCDHC0035) H5TE 04 (SCDHSC0399) H5TF 04 (SCDHSC03100) H5TW 04 (SCDHSC3115) H5TX 04 (SCDHSC3120) H5TY 04 (SCDHSC3121)

5.3 Mapping of Core Skills development opportunities across the qualifications

Core Skill Communication components: Written (Reading), Written (Writing), Oral

Unit code	Unit title	Communication components
J9L7 34	Health and Social Care: Supervision	Written (Reading) Written (Writing) Oral

Core Skill Numeracy components: Using Number, Using Graphical Information

Unit code	Unit title	Numeracy components
J9L7 34	Health and Social Care: Supervision	Not applicable.

Core Skill Information and Communication Technology (ICT) components:

Accessing Information, Providing / Creating Information

Unit code	Unit title	Information and Communication Technology (ICT) components
J9L7 34	Health and Social Care: Supervision	Accessing Information Providing/Creating Information

Core Skill Problem Solving components: Critical Thinking, Planning and Organising, Reviewing and Evaluating

Unit code	Unit title	Problem Solving components
J9L7 34	Health and Social Care: Supervision	Critical Thinking Planning and Organising Reviewing and Evaluating

Core Skill Working with Others components: Working Co-operatively with Others, Reviewing Co-operative Contribution

Unit code	Unit title	Working with Others components
J9L7 34	Health and Social Care: Supervision	Working Co-operatively with Others Reviewing Co-operative Contribution

5.4 Assessment strategy for the qualifications

Unit title	Assessment: Outcomes 1–3
Health and Social Care: Supervision	<p>All outcomes will be met through integrated assessment methods to include:</p> <ul style="list-style-type: none">• One 2,500–3,000 word evaluation of reflective practice• Observation by an assessor or a witness testimony• Product evidence of a supervision or appraisal session• Professional discussion if required for clarification of knowledge or understanding

6. Guidance on approaches to delivery and assessment

This qualification can be delivered in a number of ways:

- Day release
- Other part-time
- Open Learning

A combination of these approaches can also be used. Centres should ensure when planning a programme of delivery that it reflects the needs and requirements of the learners, especially those in employment. Course delivery should, wherever possible, build on learner knowledge and understanding.

6.1 Programme delivery schedule

The approach to delivery and assessment in this new qualification is varied in order to give the learners and centres the opportunity to deliver a variety of teaching, learning and assessment approaches. The following suggested delivery methods could be adopted by centres:

- Lectures
- Tutorials
- Study packs
- Case studies
- Group work
- Presentation
- Online materials
- IT-based teaching materials
- Projects
- Virtual Learning Environments and digital approaches to learning and assessment

This qualification can be delivered through open/e-learning, however there must be adequate provision for robust interaction, groupwork and discussion. Throughout delivery, learners should be set clear standards in terms of presentation of information and it is recommended that standard referencing conventions such as the Harvard referencing system are used throughout so that learners are confident about using wider evidence in support of research and academic reporting and to support the evidence-based practice approaches required by care professionals. This should also ensure compliance with copyright and avoid issues of plagiarism. Centres must ensure that they have suitably qualified and vocationally experienced staff and appropriate resources and equipment for the delivery and assessment of this qualification.

6.2 Recognition of prior learning

Qualifications Scotland 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: [Qualifications Scotland Home Page](http://www.qualifications.gov.scot) (www.qualifications.gov.scot).

6.2.1 Articulation and/or progression

Learners who complete the PDA, can use this evidence towards the SVQ Social Services and Healthcare/Children and Young People at SCQF level 7. There is a significant amount of reflection on practice required for the PDA, which is transferable.

There is also the opportunity for those who have completed the PDA to progress to the SVQ Social Services and Healthcare/Children and Young People at SCQF level 9, depending on the development of their work role.

6.2.2 Professional recognition

Achievement of both the PDA, and SVQ Social Services and Healthcare at SCQF level 7 meet the SSSC registration requirements for supervisory staff in most care services.

6.3 Opportunities for e-assessment

Centres are encouraged to use new technologies to support and enhance the delivery and assessment of the PDA Health and Social Care Supervision Group Award. This may involve e-portfolios, e-learning packages and/or Virtual Learning Environments.

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on Qualifications Scotland's website: [Internal Assessment Support Materials](http://www.sqa.org.uk/internal-assessment-support-materials) (www.sqa.org.uk/internal-assessment-support-materials).

For this PDA, Qualifications Scotland have issued an Assessment Support Pack and Centres can access the materials on the Qualifications Scotland Secure Site.

6.5 Resource requirements

In order to contextualise the teaching and learning for learners it is strongly recommended that those delivering the PDA Health and Social Care Supervision have a qualification at or above the level being delivered, as well as significant experience in a supervisory role

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:

[Qualifications Scotland Assessment Arrangements](http://www.sqa.org.uk/assessmentarrangements)
(www.sqa.org.uk/assessmentarrangements).

Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by Qualifications Scotland.

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

Further information on internal and external verification can be found in Qualifications Scotland [Guide to Assessment](http://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf)
(www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf)

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 and / or 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 and / or candidates 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 Qualifications Scotland's website and archived.
- no new centres may be approved to offer the group award.
- centres should only enter learners and / or candidates whom they expect to complete the group award during the defined lapsing period.

Qualifications Scotland credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to a Qualifications Scotland group award. A Qualifications Scotland credit value of 1 given to a Qualifications Scotland 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 to 9 and graded units will be at levels 7 and 8. National Qualification Group Awards are available at SCQF levels 2 to 6 and will normally be made up of National Units which are available from SCQF levels 2 to 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 Qualifications Scotland's APS Navigator to confirm they are using the up-to-date qualification structure.

Please 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 and /or 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

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

9. General information for learners

Unit title: PDA Health and Social Care: Supervision

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

This unit is designed to enable you to supervise individuals effectively, through recognising your own role and responsibilities in the supervision process. You will develop skills in communicating effectively in an environment conducive to supervision, providing support and constructive feedback to support the development of effective practice. You will be able to explain your role and the functions of supervision. You will reflect on your own practice as a supervisor and your role within the team. You will develop an awareness of your role in developing practice through your own and others' continuous professional learning.

This unit forms the Professional Development Award in Health and Social Care: Supervision. The PDA meets the SSSC registration requirements for a supervisory qualification for supervisors.

This unit is equivalent to 2 Higher National Unit credits at Scottish Credit and Qualifications Framework (SCQF) level 7: (16 SCQF credit points at SCQF level 7).

You should be employed, paid or voluntary, in a supervisory role in a care service. It is recommended that you have experience of working in a care service and good communication skills. This could be evidenced through a qualification at SCQF level 6.

There are three outcomes for this unit. On successful completion of the unit, you will be able to:

1. Demonstrate your role as a supervisor.
2. Evaluate teamworking functions which enhance service delivery.
3. Evaluate the key functions of supervision.

An understanding of both theory and its relation to practice, are required for all outcomes. Assessment must therefore include the requirements to discuss knowledge in the context of real work activities.

You will be given opportunities to develop your core skills in the following areas although these will not be certificated:

Communication (at SCQF level 6): could be evidenced through reporting, assessments and use of effective communication. Communication skills will be practiced and developed through supervision practice, recording and reporting.

Working with Others (at SCQF level 6): could be evidenced through explanations of the supervision process, team meetings, interactions with other staff involved in the delivery of the service and service users.

Problem Solving (at SCQF level 6) could be evidenced through explanations of methods of working through issues and dilemmas in the supervisory role, methods used in working with staff to develop values and attitudes in line with the codes of practice and principles of practice.

Information Technology (at SCQF level 6): could be evidenced through using technology to communicate information internal to the organisation and externally, maintaining records and presenting reports, submitting assessment evidence in electronic formats.

This unit also supports the development of Meta-skills, particularly:

- Leading; through the supervisor's role and responsibilities. You will develop an understanding of leadership theories, reflect on, and develop your own leadership styles.

- Curiosity and Critical Thinking: through learning, own research, and reflection on the supervisory role.
- Feeling; through reflecting on the role of kindness and compassion in supervisory practice.
- Collaboration; working with other staff, your team and service users.
- Focussing; through researching, evaluating your own understanding
- Adapting; through reflection and changing and improving practice
- Communicating; through sharing ideas and perspectives during assessment, communicating within the supervisory role and within your own team.

This unit can be delivered full time, part time, or through distance learning. The knowledge for the unit can be taught through lectures, group work, practical classroom activities, and reflections on practice. There are a variety of media resources that can be used for teaching.

You will be supported to carry out autonomous learning and independent research and use tutorials and group exercises to consolidate learning, prior to assessment.

The outcomes for this unit can be assessed holistically through an evaluation of reflective practice of 2,500–3,000 words in lightly controlled conditions and requires authentication. You will reflect on your own practice in supervision and within your team.

There is the opportunity for some evidence to be claimed by others either through observation by an assessor, or Witness Testimony. This may be particularly suitable for evidence requirements 12,13 and 14 which directly relate to supervision practice.

It is useful for anonymised Product evidence to be provided, where possible, to ensure the authentication of practice, including where Witness Testimony is not suitable. Product evidence can be used to reduce word count of the reflective evaluation where the product is sufficiently descriptive to meet the evidence requirements.

Where some remediation is required, Professional Discussion can be used to clarify understanding. This could be recorded separately, by video, audio or written with the evidence requirements clearly referenced.

You will meet the following evidence requirements across the assessment methods:

1. Describe methods used to support the wellbeing and resilience of staff.
2. Explain the benefits and challenges of neurodiversity and multi-culturalism in the workplace.
3. Explain the role of supervision and appraisal in the development of staff.
4. Explain the role of the supervisor in ensuring the safety and wellbeing of staff.
5. Describe a situation where they have supported staff development following legislative, regulatory and organisational requirements.
6. Use an example from practice to explain the supervisory role in the management of performance, including absence management.
7. Describe how team values and standards of practice can enhance service delivery and promote positive outcomes for individuals.
8. Describe supervisory responsibilities in relation to legislation, Service and Practice Standards, organisational policy and procedure relevant to safeguarding.
9. Give an example from practice of how they and their team have promoted a trauma informed approach.
10. Describe the functions of a team with reference to relevant theory.
11. Describe the key functions of supervision with reference to relevant theory and models.
12. Select and prepare an environment for effective supervision.
13. Apply key functions of supervision to practice.
14. Evidence through practice the concept of dignity, kindness and compassion.
15. Explain methods of having difficult conversations and giving constructive feedback.
16. Explain the principles of reflection and why it is important.