



## **Group Award Specification for the:**

**Professional Development Award in Recruitment and Performance Management of the Healthcare Team at SCQF level 8**

**Group Award Code: GV3C 48**

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# 1. Introduction

The purpose of this document is to:

- ◆ Assist centres to implement, deliver and manage the qualification.
- ◆ Provide a guide for new staff involved in offering the qualification.
- ◆ Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ Provide details of the range of learners the qualification is suitable for and progression opportunities.

This Professional Development Award (PDA) in Recruitment and Performance Management of the Healthcare Team at SCQF level 8 is an occupationally-specific, sector-led qualification that has been developed under the Design Principles for Professional Development Awards (PDAs). It has been produced in collaboration with key stakeholders from the dental sector.

The award has been designed to develop the knowledge and skills required to facilitate the recruitment, selection, and induction processes of new members 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 importance of providing constructive feedback, setting individual performance management objectives and agreeing personal development plans.

Many staff working in the healthcare environment progress and develop into a management or supervisory role through practical workplace experience with minimal formal training in recruiting and managing staff or conducting appraisals. This qualification aims to address this gap by providing a formal learning opportunity, with training, support and practical skills 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.

Completion of this qualification aims to develop the key management skills, knowledge and competences required of those involved in recruitment and performance management within a dental or other healthcare environment. In addition, this award will provide individuals with the opportunity to improve on their professional practice, to evidence continuing professional development and to engage in reflective practice.

## 2. Qualification structure

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 Recruitment and Performance Management of the Healthcare Team contains one double-credit HN Unit:

<b>4 code</b>	<b>2 code</b>	<b>Unit title</b>	<b>SQA credit</b>	<b>SCQF credit points</b>	<b>SCQF level</b>
J7LC	45	Managing the Recruitment, Induction and Performance of the Healthcare Team	2	16	8

### **3. Aims of the qualification**

The principal aim of the PDA is to equip the learner with knowledge and skills required to effectively manage the recruitment and induction of new staff, and performance management processes within the healthcare team.

#### **3.1 General aims of the qualification**

All PDAs aim to:

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

#### **3.2 Specific aims of the qualification**

Upon successful completion the learner will be able to:

1. Carry out effective workplace planning.
2. Produce accurate job descriptions and person specifications
3. Manage the recruitment and selection process and evaluate its effectiveness.
4. Produce an induction programme for a new member of staff and evaluate its effectiveness.
5. Explain the process of performance management within the workplace and evaluate its effectiveness.
6. Identify methods of providing constructive feedback.

## 4. Recommended entry to the qualification

Access to this award is at the discretion of the centre. Learners should be involved with the recruitment, selection, and induction of new staff and with conducting performance reviews within a formal appraisal system.

All learners must be able access opportunities to meet the learning outcomes and demonstrate the evidence requirements stated in the component unit.

### 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.

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.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	6	Reading, Oral, Listening and Writing. Meetings which may include one-to-one, small groups to a wide range of individuals using a range of technology to communicate. Providing feedback in a range for formats (verbal, written).
Numeracy	6	Calculation of recruitment and selection outcomes. Creation of qualitative and quantitative evaluation tools, analysing and presenting/reporting on data in a graphical and statistical format.
Information and Communication Technology (ICT)	6	Use range of technological tools and applications to support workplace processes and communication. Handling, maintaining and safe storage of all records to keep information safe, accurate and up to date.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Problem Solving	6	Planning the recruitment and selection process and use critical thinking to evidence a fair and transparent approach. Planning a manageable induction process for a range of different roles and working patterns. Managing and reviewing performance and creating supportive action plans or personal development plans.
Working with Others	6	<p>Range of activities which will include working with others and a range of individuals in the recruitment, induction and performance management processes within the workplace.</p> <p>Providing and receiving feedback will be required across all activities.</p> <p>Working in collaboration to develop induction plans, personal development plans and setting performance management objectives.</p>

## **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 aims to units

### General aims

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J7LC 35	Managing the Recruitment, Induction and Performance of the Healthcare Team	X	X	X	X	X	X

### Specific aims

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J7LC 35	Managing the Recruitment, Induction and Performance of the Healthcare Team	X	X	X	X	X	X

## 5.2 Alignment to Trade body standards

The PDA may be relevant for a range of healthcare sectors where team members are required to provide support to new and existing team members during recruitment, induction and performance management. The PDA 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, for example Health and Safety Executive: Control of Substances Harmful to Health (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (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, for example The General Dental Council's 'Standards for the Dental Team'.

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

### 5.3 Mapping of Core Skills development opportunities across the qualification

#### Communication at SCQF level 6

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J7LC 35	Managing the Recruitment, Induction and Performance of the Healthcare Team	X	X	X

#### Numeracy at SCQF level 6

Unit code	Unit title	Using Number	Using Graphical Information
J7LC 35	Managing the Recruitment, Induction and Performance of the Healthcare Team	X	X

#### Information and Communication Technology (ICT) at SCQF level 6

Unit code	Unit title	Accessing Information	Providing/Creating Information
J7LC 35	Managing the Recruitment, Induction and Performance of the Healthcare Team	X	X

#### Problem Solving at SCQF level 6

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J7LC 35	Managing the Recruitment, Induction and Performance of the Healthcare Team	X	X	X

### Working with Others at SCQF level 6

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J7LC 35	Managing the Recruitment, Induction and Performance of the Healthcare Team	X	X

## 5.4 Assessment strategy for the qualifications

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Managing the Recruitment, Induction and Performance of the Healthcare Team	<p>Outcome 1 may be assessed by an assignment/report based on a case study relating to the process of attraction, recruitment, and selection of staff in the health care environment.</p> <p>The case study could be based on the learner's workplace or scenario based.</p> <p>Learners will reflect and evaluate workplace recruitment and selection processes to identify recommendations for change and improvement.</p>	<p>For outcome 2, learners could develop an induction programme for their workplace to include an induction checklist and relevant induction documentation, for example, health and safety requirements and guidelines which impact on patient/customer care.</p> <p>Learners will gather feedback, reflect on and evaluate the workplace induction programme to identify recommendations for change and improvement.</p>	<p>For outcome 3, learners will review their current workplace performance management system and processes to provide an evaluation report of its effectiveness and make recommendations for improvements if necessary.</p> <p>If the workplace does not have a process in place the learner can use the learning from this unit to create a performance management process.</p>

## 6. Guidance on approaches to delivery and assessment

### 6.1 Sequencing/integration of units

Centres may use the order of outcomes in the unit as a logical approach to guide delivery.

Centres may use a range of methods to facilitate the delivery of the outcomes' knowledge and skills to encourage a learner-centred, experiential, and practical approach to learning. Approaches may include formal learning activities, completion of e-learning modules, self-directed research, and opportunities for practical application of knowledge and skills to meet the evidence requirements.

The list of topics within the unit descriptor are suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

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

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

More information and guidance on the Recognition of Prior Learning (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk). The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this PDA. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## **6.4 Support materials**

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

## **6.5 Resource requirements**

Centres may use a range of methods to facilitate the delivery of the outcomes' knowledge and skills to encourage a learner-centred, experiential, and practical approach to learning.

Approaches may include formal learning activities, completion of e-learning modules, self-directed research, and opportunities for practical application of knowledge and skills to meet the evidence requirements.

Centres should ensure that personnel involved in the delivery and assessment of this award are experienced within the context of the subject matter being taught.

## 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](http://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 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* [https://www.sqa.org.uk/files\\_ccc/Guide\\_To\\_Assessment.pdf](https://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 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:

- ◆ 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 SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates 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](http://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.



## 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.

Many staff working in the healthcare environment progress and develop into a management or supervisory role through practical workplace experience with minimal formal training in recruiting and managing staff or conducting appraisals.

This Professional Development Award in Recruitment and Performance Management of the Healthcare Team at SCQF level 8 has been designed to address this gap by providing a formal qualification to those working (or who aspire to work) in a supervisory or managerial role within the dental or other healthcare environment.

Entry to the award is at the discretion of the centre. To undertake this award, you should be in a role where you are required to recruit, select and induct new members of staff and contribute to the workplace appraisal process.

All learners must be able access opportunities to meet the unit's learning outcomes and demonstrate the evidence requirements.

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

You will complete the following double-credit unit.

Managing the Recruitment, Induction and Performance of the Health Care Team (SCQF level 8).

Assessments are varied and include assignments, report writing, investigations, reflection and evaluations.