

**Mapping the leadership capabilities with the
Scottish Vocational Qualifications at SCQF levels 6,
7 and 9 in Social Services (Children and Young
People)**

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1. Introduction

This guidance details the outcomes from the mapping carried out for the Scottish Social Services Council (SSSC) to identify how and where the National Occupational Standards (NOS) within Scottish Vocational Qualifications (SVQ) at Scottish Credit and Qualifications Framework (SCQF) levels 6, 7 and 9 Social Services (Children and Young People) map against the six leadership capabilities.

This guidance describes how the mapping can inform leadership development and support the achievement of qualifications in practice. We have included examples from practice to illustrate this.

This guidance allows frontline workers, their managers, supervisors and training providers or assessors to:

- use the mapping exercise to identify, within the worker's job role:
 - where leadership capabilities are required
 - how leadership capabilities can be developed
 - how leadership capabilities can be evidenced

- identify links between the NOS and the leadership capability indicators for frontline workers.

2. Tools to support your leadership

There are three main tools which can be used together to support your practice.

a. Leadership capability grids

You should refer to the relevant [leadership capability grids](#) for the NOS you are using to develop your leadership capability. The detailed mapping for each NOS was carried out at knowledge and performance level. Each NOS has a specific leadership capability grid. These grids highlight the links between the leadership capabilities at the theme of indicator from the Step into Leadership website.

At the beginning of each grid a summary is provided of the assumptions regarding how leadership may be demonstrated at the SVQ level for that NOS.

b. Leadership capability ready reckoner for [Managers](#) and [Frontline Workers](#)

Leadership capability ready reckoners provide a visual representation of the leadership capabilities in the form of a spider's web. Workers are encouraged to colour in different leadership capability themes which will show them (and, where appropriate, their assessor or line manager) how they are progressing in relation to each.

Illustrations of how the leadership capability ready reckoners can be used are included in the examples from practice.

c. Leadership capability evidence collection tool

There is an evidence collection tool to help support evidence collection against the leadership capability grids. The tool provides space for workers to note their evidence for the leadership capabilities against a particular NOS.

Two evidence collection tools have been devised:

- one for [frontline workers](#) to be used with those working with the SVQ level 2 and 3 NOS
- one for [managers](#) for those working with SVQ level 4 NOS.

3. Examples from practice

The following examples show how a worker undertaking SCQF level 7 can use the mapping and supporting tools.

The three examples show:

1. emerging practice (Kate)
2. established practice (Mhairi)
3. accomplished practice (Jon).

Leadership emerging in practice: Kate

Kate has worked as a childminder for several years and has an SVQ 3 Children's Care, Learning and Development which she gained early in her career. She has got a new job in a large multi-agency centre and although she is looking forward to this new challenge, she is also worried about working as part of such a large multi-agency team having worked autonomously for several years.

Kate is delighted to find at her induction meeting that her new manager recognises this would be different for Kate and discusses ways they will support her. The centre has a well-established system for incorporating the Continuous Learning Framework (CLF) into inductions, staff development, support and appraisal and has recently introduced the Leadership Capabilities Indicators for Frontline Workers into their systems. Kate and her manager plan to use regular support and supervision to discuss and review her work in relation to these.

As part of her induction programme, Kate and her manager complete a skills gap analysis relating to her new role and identify two NOS units she will work towards:

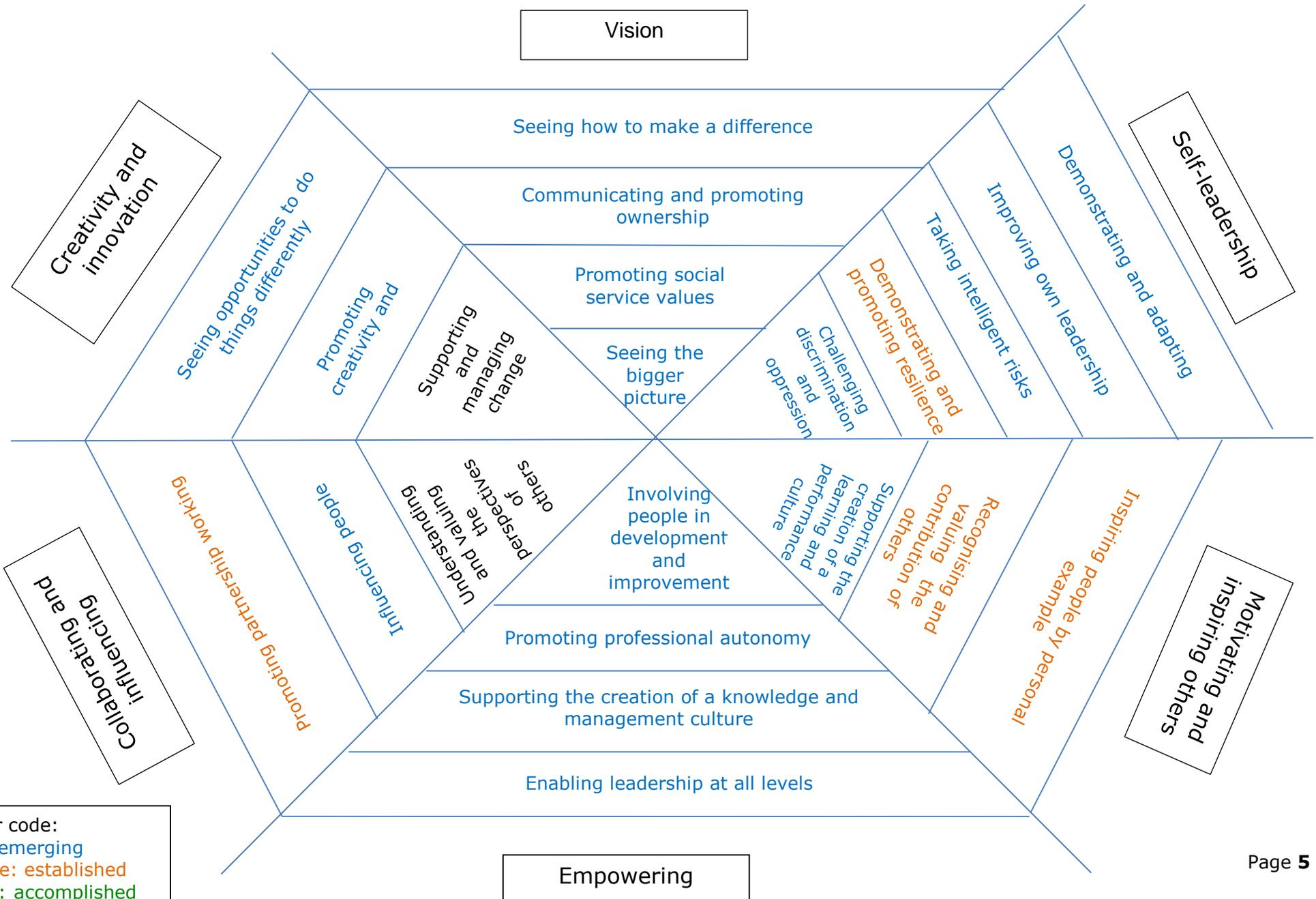
SCDCCLD0338: Develop productive working relationships with others

SCDCCLD0313: Support early intervention for the benefit of children and families.

Kate shows her assessor the leadership capability ready reckoner (see Figure 1) she completed with her manager during her induction which shows at a glance the emerging leadership capabilities that Kate will focus on whilst working towards the two NOS units. Together they examine the leadership capability grids for each NOS unit and discuss Kate's work and situations where she will gather evidence against the leadership capabilities using the leadership capability evidence record at the same time as gathering evidence for the NOS units.

Figure 1

Frontline Worker Leadership Capability Ready Reckoner: Kate



Colour code:
 Blue: emerging
 Orange: established
 Green: accomplished

Leadership accomplished in practice: Mhairi

Mhairi works as a playleader in a Gaelic medium pre-school class. Working in pre-school is a career change for Mhairi whose previous work involved teaching Gaelic to adults and children. As a native Gaelic speaker, Mhairi has another key role supporting parents who are non- Gaelic speakers to support their children in learning a new language and promoting the principles and techniques of language immersion.

Mhairi has an induction meeting with her peripatetic assessor Alex to start working towards an SVQ Social Services (Children and Young People) at SCQF level 7 and discusses her previous experience and career goals. Alex recognises that Mhairi has existing leadership skills and suggests she collects evidence for the Accomplished Leadership Capabilities Indicators for Frontline Workers while working on the SVQ. Together they choose the following four NOS optional units:

SCDCCLD0347: Promote the acquisition of a new language by children through immersion in an early years setting

SCDCCLD0303 Promote the development of children and young people

SCDCCLD0309: Implement frameworks for early education through the development of curriculum planning

SCDCCLD0310: Assess children's progress according to relevant curriculum frameworks

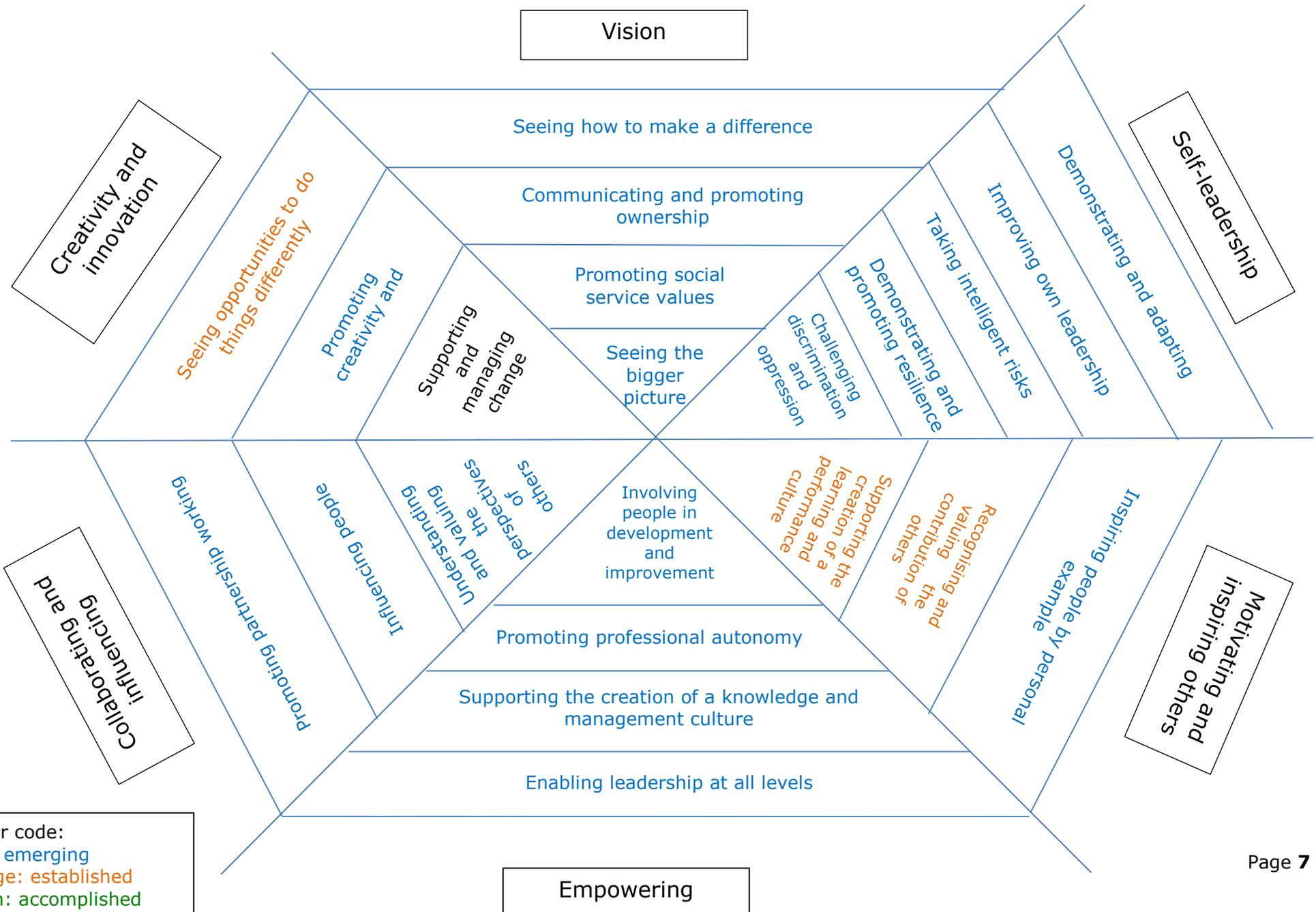
As a first step Alex and Mhairi use the leadership capability ready reckoner to track where the direct links between the NOS units and leadership capabilities are. Mhairi finds that colouring in the reckoner helps her to see at a glance the leadership capabilities she is focusing on (see Figure 2).

During her SVQ Alex supports Mhairi to use the leadership capability grids for the four mandatory and four optional NOS units to identify where she demonstrated the leadership capabilities and to use the leadership capability evidence record to record her evidence.

As well as gaining her SVQ Mhairi has gathered evidence demonstrating her competence against the leadership capability indicators for frontline workers.

Figure 2

Frontline Worker Leadership Capability Ready Reckoner: Mhairi



Leadership established in practice: Jon

Jon works as a practitioner in the pre-school room in a day care centre and has an SVQ 3 in Children's Care, Learning and Development. The baby room leader has discussed her forthcoming maternity leave with the manager who has offered Jon the temporary position as baby room leader during this time. Jon has deputised when room leaders were absent in the past and is pleased to be given this longer-term opportunity for personal development. His long-term goal is to be a childhood practice manager.

Jon's manager discusses his continuous learning and development at his supervision. They agree Jon will transfer to the baby room as a practitioner while the current room leader is still at work and that he will collect evidence against the established leadership capabilities for frontline workers in relation to three NOS units for Social Services (Children and Young People) at SCQF level 7. Together they chose three optional NOS units to represent Jon's work in the baby room.

SCDCCLD0312: Implement positive environments for babies and children

SCDCCLD0314: Promote the care of babies and children

SCDCCLD0317: Engage with families in ways that encourage them to be involved with their children's learning and development

Jon colours in the leadership capability ready reckoner to use as a reminder for the leadership capability indicators he is focusing on (see Figure 3). They then refer to the leadership capability grids for the three units which help Jon see where he can generate evidence of his leadership capabilities. Whilst working as a practitioner Jon's confidence as a baby room team member grows as he gathers evidence of his established leadership capabilities using the leadership capability evidence record.

When he meets his SVQ assessor for the SCQF level 9 award Jon shows his portfolio of evidence and discusses how he will continue his leadership journey.

Figure 3

Frontline Worker Leadership Capability Ready Reckoner: Jon

