

This work is taken from an analysis of leadership development in social work and social services qualifications and awards. It was undertaken by Jean Gordon and Mary Coles for the Scottish Social Services Council in 2011. In this extract, the authors demonstrate where the Framework of Standards and Learning Outcomes for the Practice Learning Qualifications (PLQ) and Practice Learning Qualifications (Social Services) (PLQ (SS)) support the development of leadership knowledge, skills and values.

The Mapping

The Framework of Standards and Learning Outcomes for the PLQ (SS) is set across four stages (linked to roles within practice learning arrangements) and across four Scottish Credit and Qualification Framework (SCQF) levels - 7, 9, 10 and 11. Skills, knowledge and values which relate to the Continuous Learning Framework's leadership capabilities are mainly to be found in Standard 8: Leadership with contributory aspects in the other seven standards particularly:

- **Standard 1:** Establish effective working relationships
- **Standard 2:** Facilitate Learning
- **Standard 4:** Evaluate learning
- **Standard 5:** Create a Learning Environment
- **Standard 7:** Evidence based practice

Knowledge, skills and values in the PLQ and PLQ (SS) have been mapped below. Those elements which '**must be applied to demonstrate leadership in practice**' are in **bold**, and those elements which are 'foundations for leadership' are not.

Plq and PLQ (SS) Knowledge	Stage	Standard
Awareness of leadership styles and their effect on individuals and organisations	1	8
Own leadership style and how this impacts on others	2	8
Models of leadership; personal effectiveness;	3	8
Negotiation and conflict resolution	3	8
Theories of leadership;	4	8
Strategic management of learning and development	4	8
Links between individual and organisational development;	4	8
Personal and organisational change	4	8
The wider inter-professional context within which they work	1	1
Working effectively with difference and diversity in relation to learners	2	1
Power differentials associated with difference (diversity of learners) and avoidance of disadvantage	3	1
Power differentials associated with inter-professional working	3	1
How people learn	1	2
Reflective practice	2	2
Debates and issues associated with achieving effective inter-professional collaboration	3	2
A range of innovative approaches to learning	4	2
How to communicate information effectively	1	4
The role of evaluation within the wider learning context	2	4
Evaluation processes and frameworks	3	4
Evaluation processes and frameworks at a strategic level	4	4

Plq and PLQ (SS) Knowledge	Stage	Standard
Factors involved in creating a supportive learning environment	1	5
The importance of appropriate mechanisms to engage effectively with service users and carers in relation to learning	2	5
Process of change and their role as a change agent	3	5
Theories of adult learning (models and methods)	3	5
Organisational structures and systems that work for and against the development of learning	4	5
An awareness of inquiry processes and systems	1	7
The meaning of evidence based practice and its relevance to learning	2	7
Interpreting and analysing research methods and findings	3	7
Research and enquiry methods	4	7

Plq and PLQ (SS) Skills	Stage	Standard
Demonstrate effective and constructive feedback skills	1	8
Model professional leadership	3	8
Influence others	3	8
Identify trends and patterns in practice and management	4	8
Work with others in developing organisational learning and development strategies	4	8
Actively listen	1	1
Communicate effectively with a range of individuals and groups orally and in written form to progress learning	3	1
Appropriately intervene in, engage with and develop learning processes across organisations	4	1
Be able to a range of approaches and ideas particular to their setting	1	2

Plq and PLQ (SS) Skills	Stage	Standard
Utilise a range of learning strategies including supervision, to appropriately support learners in practice	2	2
Effectively impart own knowledge and experience	3	2
Facilitate integration of learning from practice and academic settings	4	2
Gather and collate information	1	4
Contribute with others to the evaluation of learning in practice	2	4
Evaluate learning in practice	3	4
Work collaboratively to evaluate own and others learning within and across organisations	4	4
Contribute with others to the evaluation of learning in practice	1	5
Effectively engage with others including service users and carers to progress learning	2	5
Work with others to set and adhere to role boundaries	3	5
Work effectively with others to establish appropriate professional roles and boundaries to support learning within an inter-disciplinary context	4	5
Work together with others to share learning	1	7
Contribute to the support of learners in creating an evidence base for practice	2	7
Interpret and represent research	3	7
Undertake and appropriately share research findings with others	4	7

Plq and PLQ (SS) Values (Implicit/variously placed within this framework)	Stage	Standard
Support learners, take appropriate responsibility and be accountable for their work	2	3
Recognise and work positively with difference and disadvantage	3	1
Work effectively from a strong value base (as set out in the SSSC Codes of Practice or other relevant Codes of Practice) to contribute to embedding learning within and across organisations	4	5
Through use of self and others, successfully support a wide range of individuals and groups to adapt to and embrace change	4	6
Ethical issues related to research	4	7
Work with others to involve service users and carers in supporting and extending the evidence base of social work practice	4	7
Influence others	3	8