Level 4 Preparing for Leadership and Management in Health and Social Care

August 2018 Version 0.1

Unit Pack
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This pack contains the units for the Level 4 Preparing for Leadership and Management in Health and Social Care qualification:

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Unit 401  Leadership and management to promote individuals’ dignity and rights

Level: 4

Unit Summary: This unit aims to firmly base the personal well-being outcomes of individuals who need care and support and carers at the heart of leadership and management functions and roles in health and social care. Understanding the context of key legislation, social policy and approaches which support these ways of working and culture within organisations are essential to embed changes for the sectors. This unit forms the basis of specialist pathways for practice or continuing professional development.

Learning outcome:
1. Understand Codes of Practice, legislative and regulatory frameworks in relation to promoting well-being, human rights, dignity, safety, voice and control of individuals

Assessment criteria
1.1 Evaluate the role of outcomes based support and services in health and social care
1.2 Describe the different theories, models and frameworks that support person-centred practice and personal well-being
1.3 Identify the legal basis for well-being outcomes, human rights, dignity, safety, voice and control of individuals in Wales
1.4 Explain how regulation and inspection can support the achievement of well-being outcomes on a national and individual level (in Wales)
1.5 Discuss the impact of social policy, social attitudes and service design on personal well-being outcomes

Range
Outcomes based support and services - medical model, social model, institutionalisation, strengths & asset based approaches, rights based approaches
Social policy, social attitudes and service design - integrated services, Citizen focused services including advocacy and co-production, Principles of Prudent Healthcare, Well-being of Future Generations (Wales) Act 2015, Care closer to home, Seven core aims for children and young people, Direct payments and personal assistant, Carer support and assessment, Outcomes for Children looked after and foster care provision, National commissioning strategies, Mental health, Approaches to social care and health including medical and social models

Learning outcome:
2. Understand how values, behaviours and practices promote equality and diversity and overcome barriers and challenges to generate individuals' confidence, trust and a positive sense of identity
Assessment criteria

2.1 Describe the responsibilities of organisations in relation to equality, diversity and participation under current legislation and codes of practice

2.2 Evaluate the impact of discrimination, stereotyping, prejudice and power imbalances on the well-being of individuals, groups and communities

2.3 Explain how to promote a culture where actual and potential discrimination, disadvantage and exclusion is challenged including combating variations such as rurality, language choice and individual circumstances

2.4 Describe how individuals who need care and support and carers can be equal partners who can use their skills and experiences to participate in decision making

2.5 Evaluate approaches to learn from, and respond to, individuals' concerns and complaints including experiences of injustice

Learning outcome:

3. Understand theories and real-life evidence to support community based early intervention and coproduction

Assessment criteria

3.1 Explain theories and describe the evidence of the benefits to individuals' personal outcomes of:
   - formal and informal community support
   - early intervention and prevention
   - co-production

3.2 Explain how co-production within communities and groups can lead to improved personal outcomes and sustainability for all involved

Learning outcome:

4. Understand how to lead practice that supports a preventative and inclusive approach to achieve personal outcomes

Assessment criteria

4.1 Evaluate the use of different models, theories and approaches to promoting a preventative and inclusive approach

4.2 Describe how to challenge barriers to individual's involvement, choice and control of their personal outcomes

4.3 Explain how practice encourages and supports an individual to express their feelings, views and choices about 'what matters' to them

4.4 Describe how practice supports individuals to develop positive, secure and healthy attachments and relationships

4.5 Describe how positive relationships impact on an individual's well-being, considering professional, familial and social relationships

4.6 Explain the methods that professionals can use to support individuals develop positive, secure and healthy attachments in relationships whilst maintaining appropriate professional boundaries

4.7 Explain how policy, practice and active participation support and promote safeguarding

4.8 Explain how positive risk taking can lead to achievement of personal outcomes
4.9 Identify different types of **advocates**, their legal basis and how these support inclusive and empowering practice

**Range**

**Advocates** - peer, family, appropriate individuals and independent professional advocate
Unit 401  Leadership and management to promote individuals’ dignity and rights

Supporting Information

Evidence requirements
- Evidence of documentation that is completed clearly, accurately, legibly

Guidance for delivery
Learners are encouraged to reflect on and reference their own work setting where applicable during the delivery of this unit content.

Glossary
Advocacy - taking action to help people say what they want, secure their rights, represent their interests and obtain the services they need. Advocates and advocacy schemes work in partnership with the people they support and take their side. Advocacy promotes social inclusion, equality and social justice (Advocacy Charter, Action for Advocacy)

Advocacy can take many forms from peer advocacy to Independent Professional Advocacy where the advocate is trained and paid as a professional advocate. The Social Services and Well-being (Wales) Act 2014 defines advocacy services as: ‘services which provide assistance (by way of representation or otherwise) to persons for purposes relating to their care and support’. The act refers to services being provided by Independent Professional Advocates in relation to adults and children’s care and support.

Enable - to provide someone with adequate power, means, opportunity, or authority (to do something

Individual - ‘the person you support or care for in your work’ this could be a child or an adult

Safeguarding – protecting people’s health, well-being and human rights, and enabling them to live free from harm, abuse and neglect

Related NOS
- FSN01 Contribute to promoting nutrition and hydration in health and social care settings
- SCDHSC0027 Support individuals in their daily living
- SCDHSC0229 Maintain safety and security when accessing individuals’ homes
- SCDHSC0343 Support individuals to live at home
- SCDHSC0370 Support the use of technological aids to promote independence
- SCDHSC0387 Work in partnership with carers to support individuals
- HSC 2028: Move and position individuals in accordance with their plan of care
- HSC 3001: Contribute to raising awareness of health issues
- SCDHSC3100 Participate in inter-disciplinary team working to support individuals
- HSC 2003: Provide support to manage pain and discomfort
- SCDLMCA4 Manage a dispersed workforce to meet the needs and preferences of individuals at home
- SS OP 3.8: Enable individuals to negotiate environments
- CH HM2 Provide a treatment and management plan to meet the needs of the client
- CM A4 Plan, implement, monitor and review therapeutic interventions with individuals who have a long term condition and their carers
- CM C2 Assess the healthcare needs of individuals with long term conditions and agree care plans
- CM C3 Enable individuals with long term conditions to make informed choices concerning their health and well-being
- PEB Enable individuals to manage their defined health condition
- PHP07 Finalise and disseminate communications about health and well-being and/or stressors to health and well-being
- SS OP 3.3 Support individuals with multiple conditions and/or disabilities
- SCDHSC0344 Support individuals to retain, regain and develop skills to manage their daily living

**Related legislation and guidance**

- Social Services and Well Being (Wales) Act 2014
- CSSIW 'Above and Beyond’ National review of domiciliary care in Wales 2016
- The Code of Professional Practice for Social Care Workers
- Well-being statement for people who need care and support and carers who need support WG 2016
- CC Wales – Care at Home - Challenges, Possibilities and Implications for the Workforce in Wales Final Report May 2010
- Declaration of rights for older people in Wales (2012)
- The Regulation and Inspection of Social Care (Wales) Act 2016
- Lifting Operations and Lifting Equipment Regulations (1992)
- Mental Capacity Act 2013 www.nice.org.uk/guidance
- Lone Workers Policy & Guidelines 2010
- Age Cymru – Intermediate care and reablement in Wales (Factsheet 76w)
- Rehabilitation Council www.rehabcouncil.org.uk
- The Welsh Reablement Alliance
- The Rehabilitation Code, Rehabilitation Working Party www.iua.co.uk/rehabilitation
- Back Care, charity for healthier backs www.backpain.org
- Chartered Society of Physiotherapy - www.csp.org.uk
- College of Occupational Therapists - https://www.cot.co.uk
- Disability Rights Commission - www.drc-gb.org
- Health and Safety Executive - www.hse.gov.uk
- The Code of Professional Practice for Social Care and associated resources
- Positive Approaches: Reducing Restrictive Practices in Social Care
• Manual Handling Guide - www.manualhandlingguide.co.uk
• More Than Just Words and the Follow-on Strategic Framework for Welsh Language Services in Health and Social Care
• Maximising the potential of reablement  SCIE May 2013
• Allied Health Professions Stroke toolkit
• Making Every Contact Count  Public Health Wales  
  http://www.wales.nhs.uk/sitesplus/888/page/65550
• Code of Conduct for Healthcare Support Workers in Wales  NHS Wales 2011
• Falls in older people: assessing risk and prevention  NICE 2013
• Developing a Reablement Service for people with memory problems or a dementia living at home in Wales  SSIA  2017
### Unit 402

**Theories and practices for leadership and management in health and social care services**

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**Unit Summary:**
This context unit has its roots in the key building blocks of leadership and management principles; the theories and models that can support ethical leadership, positive organisational culture and the provision of consistent quality services. It is assumed all learners will have relevant experience in a work setting and may have some management development. This unit will enable the manager to progress in line with their role requirements and specialist areas of practice or interest.

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**Learning outcome:**
1. **Understand leadership styles, theories and models that support effective and innovative practice in health and social care services**

**Assessment criteria**

1.1 Describe the qualities, role and responsibilities of leadership

1.2 Explain the difference and overlap of 'leadership' and 'management' roles/responsibilities

1.3 Describe the suitability and impact in different leadership and management styles in different contexts and with competing demands of managing services and front line provision

1.4 Evaluate personal leadership and management skills, behaviours, attitudes and values

1.5 Describe how to improve own leadership style and effectiveness, using an action plan and including monitoring of the action plan

**Range**

**Different leadership and management styles** - recognised models of situational leadership with examples of own context such as: John Adair, Blake and Mouton managerial grid (1985), Tannenbaum and Schmidt model (1973), Hersey and Blanchard (1974)

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**Learning outcome:**
2. **Understand organisational culture and context**

**Assessment criteria**

2.1 Describe the broader environment in a health/social care setting, such as the key implications of the policies, procedures, regulations and legal requirements that are relevant

2.2 Explain the organisational/work management structure and its impact on personal role and function
2.3 Identify the links between the application of the organisation’s **core values and key outcomes**

2.4 Examine and describe own **organisation’s culture**

2.5 Describe the customs and behaviours that help to define the organisation/setting's unique characteristics

**Range**

**Core values and key outcomes** - active participation, inclusion, accountability

**Organisation’s culture** - values, attitudes, beliefs

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**Learning outcome:**

3. Understand how to lead change and improvement through innovation and creativity in social care services

**Assessment criteria**

3.1 Explain what drives change in organisations, including internal and external factors

3.2 Describe how to assess the benefits & risks of changes

3.3 Develop a change implementation plan, including monitoring & reviewing within the organisation or setting

3.4 Explain how innovation links to creativity and change within the health/social care service

3.5 Describe how to use creative techniques

3.6 Explain how innovation is influenced by
   - external factors
   - drivers within an organisation
   - individuals

3.7 Explain how culture and environment can support or promote innovation and creativity and how barriers can be overcome

3.8 Explain how to use solution focused approaches to support innovative thinking

3.9 Describe how the success of innovation or creativity can be measured and evaluated

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**Learning outcome:**

4. Understand effective communication and partnership working

**Assessment criteria**

4.1 Identify the **models and theories of communication and interpersonal skills**

4.2 Describe the role of mutual trust, respect, honesty and openness in relationships that support partnership working, referring to the codes of professional practice

4.3 Identify potential stakeholders, partners and networks and the mutual benefit of relationships with these groups

4.4 Explain how agreed goals, boundaries, guidelines and information support stakeholders/partners/networks and how to reach a partnership working agreement

4.5 Describe ways to respond to challenges referring to conflict resolution or negotiation techniques between partnerships

4.6 Monitor, review and evaluate processes that evidence the achievement of outcomes in partnership working
Range
Models and theories of communication and interpersonal skills – emotional intelligence, Osgood, Transactional Analysis, Shannon and Weaver, Mehrabian

Learning outcome:
5. Understand how to lead and manage reliable, sustainable health and social care services within the context of operational challenges including limited resources

Assessment criteria
5.1 Identify different types of budget and resources supporting the organisation/setting
5.2 Explain how financial planning can support the effective use of resources
5.3 Summarise the operational constraints imposed on an organisation by
   o budgets
   o limited resources
   o staffing/workforce
5.4 Explain how sustainable services are supported by the contribution of carers, volunteers and the workforce
5.5 Explain alternative ways in which people in communities can support each other and develop local resources
Unit 402 Theories and practices for leadership and management in health and social care services

Supporting Information

Evidence requirements
- Evidence of documentation that is completed clearly, accurately, legibly

Glossary
Enable - to provide someone with adequate power, means, opportunity, or authority (to do something)

Individual - ‘the person you support or care for in your work’ this could be a child or an adult

Organisational culture - the values, attitudes, beliefs, written and unwritten rules, customs and behaviours that help to define the unique characteristics of an organisation which are expressed in its internal and external relationships.

Related NOS
- FSN01 Contribute to promoting nutrition and hydration in health and social care settings
- SCDHSC0027 Support individuals in their daily living
- SCDHSC0229 Maintain safety and security when accessing individuals' homes
- SCDHSC0343 Support individuals to live at home
- SCDHSC0370 Support the use of technological aids to promote independence
- SCDHSC0387 Work in partnership with carers to support individuals
- HSC 2028: Move and position individuals in accordance with their plan of care
- HSC 3001: Contribute to raising awareness of health issues
- SCDHSC3100 Participate in inter-disciplinary team working to support individuals
- HSC 2003: Provide support to manage pain and discomfort
- SCDLMCA4 Manage a dispersed workforce to meet the needs and preferences of individuals at home
- SS OP 3.8: Enable individuals to negotiate environments
- CH HM2 Provide a treatment and management plan to meet the needs of the client
- CM A4 Plan, implement, monitor and review therapeutic interventions with individuals who have a long term condition and their carers
- CM C2 Assess the healthcare needs of individuals with long term conditions and agree care plans
- CM C3 Enable individuals with long term conditions to make informed choices concerning their health and well-being
- PE8 Enable individuals to manage their defined health condition
- PHP07 Finalise and disseminate communications about health and well-being and/or stressors to health and well-being
- SS OP 3.3 Support individuals with multiple conditions and/or disabilities
- SCDHSC0344 Support individuals to retain, regain and develop skills to manage their daily living

**Related legislation and guidance**

- Social Services and Well Being (Wales) Act 2014
- CSSIW ‘Above and Beyond’ National review of domiciliary care in Wales 2016
- The Code of Professional Practice for Social Care Workers
- Well-being statement for people who need care and support and carers who need support WG 2016
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- www.nice.org.uk/guidance
- Lone Workers Policy & Guidelines 2010
- Age Cymru – Intermediate care and reablement in Wales (Factsheet 76w)
- Rehabilitation Council www.rehabcouncil.org.uk
- The Welsh Reablement Alliance
- The Rehabilitation Code, Rehabilitation Working Party www.iua.co.uk/rehabilitation
- Back Care, charity for healthier backs www.backpain.org
- Chartered Society of Physiotherapy - www.csp.org.uk
- College of Occupational Therapists - https://www.cot.co.uk
- Disability Rights Commission - www.drc-gb.org
- Health and Safety Executive - www.hse.gov.uk
- The Code of Professional Practice for Social Care and associated resources
- Positive Approaches: Reducing Restrictive Practices in Social Care
- Manual Handling Guide - www.manualhandlingguide.co.uk
- More Than Just Words and the Follow-on Strategic Framework for Welsh Language Services in Health and Social Care
- Maximising the potential of reablement SCIE May 2013
- Making Every Contact Count Public Health Wales
  http://www.wales.nhs.uk/sitesplus/888/page/65550
- Code of Conduct for Healthcare Support Workers in Wales NHS Wales 2011
- Falls in older people: assessing risk and prevention NICE 2013
- Developing a Reablement Service for people with memory problems or a dementia living at home in Wales SSIA 2017
Unit 403
Leadership and management of effective performance in health and social care services

Level: 4

Unit Summary:
This unit aims to develop understanding of theory, tools and techniques used for reviewing the performance of self, teams and others and how to improve effectiveness. The importance of the organisation’s vision, goals and purpose, together with effective communication, motivation and the need for individual and team development is embedded. The unit has a strong leadership & management focus; with the context firmly within the health/social care environment.

Learning outcome:
1. Understand how the development of knowledge, skills, values, behaviours & resilience supports effective performance in yourself and others, referencing own work setting where applicable

Assessment criteria
1.1 Explain how the following can be used to support the development and resilience of self and others:
   - supervision
   - appraisal
   - reflective practice
   - coaching approaches
   - mentoring approaches
   - training

1.2 Explain the benefits of continuing personal development and updated knowledge and skills to the organisation, members of staff and individuals

1.3 Explain the responsibility to support required learning and development within the current work setting

1.4 Identify approaches to learning and development which take into account:
   - different learning styles
   - previous experiences
   - the learners specific needs such as language preference or access to information
   - current level of knowledge and competence - motivation/commitment
   - the individual learners’ responsibility for their own learning and development

1.5 Explain how a personal development plan can improve own ability in leadership and management skills when using a structured approach/technique which identifies the learning and development required

1.6 Review with an employment supervisor or learning supervisor the achievement of the learning and development plan and how these have affected work performance
Learning outcome:
2. Understand how to empower, motivate & inspire

Assessment criteria
2.1 Identify approaches to empowering, motivating and inspiring teams and others in the work setting
2.2 Identify internal and external factors which can affect motivation and empowerment
2.3 Explain the effects of low motivation on an organisation
2.4 Describe how to apply motivation theory and associated techniques in the work setting and the impact on improving resilience and performance
2.5 Describe the benefits of effective delegation to the organisation/setting, staff and others
2.6 Explain how delegation processes can be used to develop, motivate and empower others

Range
Effects - ability to change, conflict, staff retention, service quality, negative culture, achievement of personal well-being outcomes

Learning outcome:
3. Understand how to support strategic direction, goals and objectives

Assessment criteria
3.1 Explain the importance of having a common sense of values, purpose and responsibilities
3.2 Explain how values driven leadership supports teams to achieve goals and objectives in social care services
3.3 Describe the relationship between the wider organisational goals and specific objectives for a team or project in social care services
3.4 Explain how leaders/managers communicate and model the organisation’s goals, values and objectives
3.5 Describe how to plan SMART objectives for members of a team or project using a model/tool/technique which can plan and monitor progress
3.6 Explain the benefits of feeding back operational challenges, good practice and emerging themes to senior managers

Learning outcome:
4. Understanding how to work with individuals and teams to monitor, evaluate and improve performance in health and social care

Assessment criteria
4.1 Explain the nature and characteristics, values and behaviours of effective teams in health and social care
4.2 Explain factors that can influence team development, resilience and performance
4.3 Review the effectiveness and performance of a team in a specific health and social care setting using appropriate theory, models or techniques
4.4 Describe how to work with individuals and teams to improve performance in health and social care, including responsibilities for taking appropriate action if this does not happen.

Learning outcome:
5. Know about measuring, recognising and improving performance in health and social care.

Assessment criteria
5.1 Explain how organisations measure performance and outcomes including the use of Key Performance Indicators (KPIs) as standards of performance in health and social care settings.
5.2 Explain how managers can use person-centred approaches to support, develop and value their staff.
5.3 Explain how supervision and appraisal can be used to identify and measure performance or underperformance.
5.4 Identify internal and external factors which can affect performance within a specific work organisation/setting.
5.5 Explain how constructive feedback, recognition of achievement and contributions staff can make will improve performance.
Unit 403  Leadership and management of effective performance in health and social care services

Supporting Information

Evidence requirements
- Evidence of documentation that is completed clearly, accurately, legibly

Glossary
Individual - ‘the person you support or care for in your work’ this could be a child or an adult

Related NOS
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- PE8 Enable individuals to manage their defined health condition
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• Declaration of rights for older people in Wales (2012)
• The Regulation and Inspection of Social Care (Wales) Act 2016
• Welsh Government (2016) Well-being statement for people who need care and support and carers who need support
• Health and Safety at Work Act 1974  www.hse.gov.uk/legislation/hswa.htm
• Lifting Operations and Lifting Equipment Regulations (1992)
• Mental Capacity Act 2013
• www.nice.org.uk/guidance
• Welsh Language Act 1993 and Welsh Language Standards Regulations 2015
• Lone Workers Policy & Guidelines   2010
• Age Cymru – Intermediate care and reablement in Wales (Factsheet 76w)
• Rehabilitation Council www.rehabcouncil.org.uk
• The Welsh Reablement Alliance
• The Rehabilitation Code, Rehabilitation Working Party  www.iua.co.uk/rehabilitation
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