



SCQF level 6

Unit code: F78D 12

40 hour Unit

What is *Leadership in Practice*?

Society recognises the need for leadership at all levels. This Unit is designed to help you to demonstrate and further develop your abilities in leadership. It will do this by providing you with the opportunity to take a leading role in a team activity.

The other Unit in this Award is:

- ◆ F78C 12: *Leadership: An Introduction* (SCQF level 6)

This Unit is important because it will allow you to develop your abilities as a leader through practical experience. You will lead an aspect of the work and see it through. This will help you learn what makes an effective leader. You may in future be able to use these skills further either in employment or in your own social time.

Improving your abilities helps you cope with today's quickly changing world. Achieving this Unit will help you build confidence, learn more easily, and may improve your career prospects.

Whilst working through this Unit, your tutor will be able to provide non-directive supervision. This means that you will take responsibility for your own progress but you will be able to bounce ideas off your tutor.

What is this Unit about?

This Unit is about taking a leadership role and learning through practical experience.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component Working Co-operatively with Others at SCQF level 6

What should I know or be able to do before I start?

It will help you if you have thought about the qualities that make a good leader and also about the skills and qualities you have to bring to a leadership role. You will have done this if you have completed the Unit F78C12: *Leadership: An Introduction* at SCQF level 6.

What do I need to do?

You will need to carry out the following three Tasks:

Task 1

Lead the planning for an activity.

Task 2

Implement the plan.

Task 3

Review the experience.

How do I get this Unit?

You will need evidence to show that you have successfully completed all three Tasks in this Unit.

Task 1: Lead the planning for an activity

To do this you will have to:

- ◆ Analyse the factors affecting this activity (for example: What is the aim of the activity? What is required? Who is involved? What is to be achieved? What resources are available? When does it have to be completed by?)
- ◆ Describe how it could be done and provide an explanation to support this description.
- ◆ Communicate what has to be achieved to the others involved in the activity.
- ◆ Describe possible risks (for example: Are the resources suitable? Deadlines realistic? Health and safety? Working with new people? It may not work?)
- ◆ Identify own role (explain your part in the work).
- ◆ Agree, through negotiation, the roles of others, taking account of individual strengths and preferences.
- ◆ Produce a plan in negotiation with others.

Task 2: Implement the plan

To do this you will have to:

- ◆ Negotiate procedures for managing the work of the group.
- ◆ Make and accept suggestions (bounce ideas off others) and adapt your approach accordingly.
- ◆ Monitor progress (How are things going? Is everything on track? Are there any problems?)
- ◆ Deploy strategies to cope with any changes or failures.

Task 3: Review the experience

To do this you will have to:

- ◆ Review the success, or otherwise, of the activity. (Did I achieve what I wanted to? What went well? What would I do differently? What was my impact on the work of the team? How did I cope with difficulties?)
- ◆ Reach conclusions about what you have learned about yourself as a leader. (Was I effective? Is there anything I would change? How did others feel I performed? Is there anything I need to work on?)

What might this involve?

The Unit can be achieved in many ways. Examples of activities you might do are:

- ◆ You could be asked to organise a training session for staff.
- ◆ You may be asked to chair a committee to see through a project.
- ◆ You may decide to start a community magazine.
- ◆ You may decide to set up a club.
- ◆ You may take the lead in organising an event.

What can I do next?

You could think about doing other Units in leadership such as:

F78C 12: Leadership: An Introduction (SCQF level 6)

Your tutor can advise you about this.

Guidance for tutors

For this Unit learners are expected to be able to:

- ◆ Lead the planning for an activity
- ◆ Implement the plan
- ◆ Review the experience

Tutors will provide non-directive supervision to learners. This means that learners will take responsibility for their own progress throughout the Unit. However, tutors may provide explanation and interpretation if asked to do so.

Assessment for the Unit will consist of gathering evidence to show that the learner is able to meet the three Tasks of the Unit. Learners should be able to gather evidence as they work through the Unit. Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken, for example:

- ◆ written records
- ◆ recordings of interviews
- ◆ emails
- ◆ blogs
- ◆ assessor record of learner responses
- ◆ review sheets
- ◆ diaries
- ◆ log books
- ◆ evaluation sheets
- ◆ electronic presentations
- ◆ electronic journals
- ◆ videos
- ◆ photographs

Evidence may be paper based, recorded, oral or visual. Learners may be able to present evidence for all three Tasks in a folio of work.

Evidence for the Unit can take a variety of forms depending on the learner's situation and the delivery approach adopted.

Evidence Requirements

For Task 1: Lead the planning for an activity

The following gives some indication of what the evidence could consist of:

Written and/or oral evidence covering:

- ◆ An analysis of the factors affecting the activity
- ◆ A description of how the activity could be carried out
- ◆ A description of possible risks
- ◆ A plan which shows:
 - own role within the activity
 - the roles and responsibilities of others
 - outcomes, resources and timescales

Performance evidence, supported by an assessor checklist, to show that the learner:

- ◆ Communicated what had to be done to others
- ◆ Communicated the plan to others
- ◆ Negotiated roles and responsibilities, taking account of strengths and preferences of those in the main group
- ◆ Made and accepted suggestions and adapted approaches accordingly

For Task 2: Implement the plan

The following gives some indication of what the evidence could consist of:

Written and/or oral evidence covering:

- ◆ Monitoring the activity. This should be done at a suitable mid-point and again towards the end of the activity.
- ◆ Any strategies deployed to account for any changes or failures.

Performance evidence, supported by an assessor checklist, to show that the learner:

- ◆ Negotiated procedures for managing the work of the group.
- ◆ Provided ongoing support and advice to others in the group.

For Task 3: Review the experience

The following gives some indication of what the evidence could consist of:

Written and/or oral evidence covering:

- ◆ A description of how successful the activity was.
- ◆ Feedback from at least one other on the learner's contribution.
- ◆ An explanation to support these conclusions.

Advice on Generating Evidence

There is no end of Unit assessment. Evidence requirements should be gathered at appropriate points as learners make progress through the Unit. Learners should have access to their notes as they generate the evidence required.

Records of assessment should be maintained and kept up-to-date in order to track learner progress and to provide evidence for verification.

For Task 1: Lead the planning for an activity

To generate the evidence required for this Task, learners must lead the planning for an activity. **This activity may be a stand alone activity or it may be part of a bigger project.** It is likely that prior to this stage some group or class discussion on possible activities will have taken place. Once learners know the activity they will be taking a lead role in, they must consider what has to be done and produce a plan. It is likely that learners will do this through leading discussion with others. This discussion could be directly observed by the tutor or it could be recorded in some format, for example video or the discussion could take the form of a blog. The evidence must show that learners have completed all seven parts of this Task. This should be evident from their analysis, description and plan, as well as the assessor observation checklist.

The Assessment Support Pack for this Unit provides an example of the evidence required at this level.

For Task 2: Implement the plan

To enable them to generate the evidence required for this Task, learners must take the lead in carrying out their plan. They must agree with the group procedures for managing the work, for example, meetings, sub-groups, communication strategies and so on. Learners must monitor progress and lead the group in adapting to any changes required. It is likely that monitoring will be ongoing throughout the activity, however, for the purposes of assessment, monitoring must be recorded at a suitable midpoint and then again towards the end of the activity. It may be useful for learners to use a log or diary to monitor progress as well as their own role within the activity.

Throughout the activity, learners should offer support and advice to others in the group as they require it. Sometimes this will be because the group member has asked for help; on other occasions they may require help when they have not asked for it. The evidence should show that the learner has completed all four parts of this Task. This will be evident in their records of managing and monitoring progress as well as an assessor observation checklist.

The Assessment Support Pack for this Unit provides an example of the evidence required at this level.

For Task 3: Review the experience

To complete both parts of this Task, learners should show that they have reflected on their experience of leading an activity or part of an activity. To help them do this, learners may wish to ask themselves the following questions:

- ◆ Was the activity a success?
- ◆ Could it have been better?
- ◆ What would I do differently?
- ◆ Were there any difficulties?
- ◆ How did I cope with these difficulties?
- ◆ What was my impact on the work of the group?
- ◆ Was I an effective leader?
- ◆ Are there areas that I need to work on to become a more effective leader?

To help them with their review learners should seek feedback from at least one other person. This person could be the tutor, a member of the group or someone else involved with the activity. The tutor may help learners choose someone who is able to give genuine feedback.

The activity does not need to be a success for learners to successfully complete this Task. The review is important. Learners must provide a genuine and realistic review of their experience. The Assessment Support Pack for this Unit provides an example of what is required in a review at this level.

If learners have previously completed the Unit F78C 12: *Leadership: An Introduction* (SCQF level 6), it may be helpful for them to compare their review with the evaluation they carried out for Task 3 in that Unit. This may provide learners with more insight about what they have learned about themselves as leaders. It may also be useful for learners to consider how they could build on their experience of leadership in the future.

Further information about delivery, assessment and Evidence Requirements for this Unit can be found in the corresponding support pack. The support pack also contains examples of the type and amount of activities that meet the standards of this Unit. Sample recording documentation is also included.

Differentiation

The following contains guidance to help assessors in making assessment decisions. It explains how the generic level descriptors at SCQF level 5 and SCQF level 6 may be applied in the context of this and related Units. Differentiation between the two SCQF levels is based on four main principles. They are:

- ◆ The amount of support learners receive
- ◆ The level of participation by learners
- ◆ The level of understanding of learners
- ◆ The level of maturity displayed by learners

The table below outlines how each principle may apply at SCQF level 5 and SCQF level 6 for this Unit and for *Leadership: An Introduction*.

Principle	SCQF level 5	SCQF level 6
Support: learners will work with	minimum support — tutors will answer specific questions to enable learners to progress.	non-directive supervision — the learners will take responsibility for their own learning but the tutor may explain and interpret if requested.
level of participation: learners will	negotiate — put forward suggestions and ideas and agree a way forward	take responsibility for a range of tasks and, where appropriate, for the work of others.
level of understanding : learners will show	knowledge of a range of simple ideas and facts	factual and theoretical knowledge of a range of ideas and practices
level of maturity displayed: candidate will	use some abstract constructs, eg draw conclusions	draw conclusions and suggest solutions.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component Working Co-operatively with Others at SCQF level 6

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required.

Further advice can be found in SQA's web pages (www.sqa.org.uk)



Administrative information

Credit value

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6)

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History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 and Core Skill component Working Co-operatively with Others at SCQF level 6 embedded.	21/01/2013