



**SCQF level 5**

**Unit code: F78D 45**

**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 for an activity.

The other Unit in this award is:

- ◆ F78C 45: *Leadership: An Introduction* (SCQF level 5)

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 minimum support. This means that your tutor will be able to help you to make progress by answering some of your questions.

## What is this Unit about?

This Unit is about taking a leading 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 5

Core Skill component      Working Co-operatively with Others at SCQF level 5

## 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 when taking a leading role. You will have done this if you have completed the Unit F78A 11: *Leadership: An Introduction* at SCQF level 5.

## What do I need to do?

**You will need to carry out each of the following Tasks:**

### Task 1

Prepare to carry out an activity.

### Task 2

Carry out the activity.

### 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: Prepare to carry out an activity

To do this you will have to:

- ◆ Describe the factors affecting this activity (for example: What is the aim of the activity? Who is involved? What resources are available? When does it have to be completed by?)
- ◆ Describe possible risks (for example: Are the resources suitable? Deadlines realistic? Health and safety?) Working with new people? It may not work?)
- ◆ Share what has to be achieved with others
- ◆ Identify own role (explain your part in the work)

### Task 2: Carry out the activity

To do this you will have to:

- ◆ Recognise the role of others and work with them appropriately
- ◆ Make and accept suggestions (bounce ideas of 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 of the activity (Did I achieve the aim of the activity? What went well? What would I do differently? What was my impact on the work of the team?)
- ◆ Reach conclusions about what you have learned about yourself as a leader (Was I effective? Is there anything I would change? 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 may be put in charge of the decorations for a ball.
- ◆ You could be asked to organise a training session in your work.
- ◆ You may be asked to chair a committee.
- ◆ You may decide to start a newsletter.
- ◆ You may decide to become a peer mentor.
- ◆ You may take the lead in some aspect of the organisation of a publicity event.

## What can I do next?

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

F78C 45: *Leadership: An Introduction* (SCQF level 5)

You could move on to:

F78D 12: *Leadership in Practice* (SCQF level 6)

Your tutor can advise you about this.

## Guidance for tutors

For this Unit learners are expected to be able to:

- ◆ Prepare to carry out an activity
- ◆ Carry out the activity
- ◆ Review the experience

Tutors will provide minimum support to learners by answering specific questions to enable learners to make progress.

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: Prepare to carry out an activity**

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

Written and/or oral evidence covering:

- ◆ A description of the factors affecting the activity
- ◆ A description of the possible risks
- ◆ Own role within the activity

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

- ◆ Communicated what had to be done by others

### **For Task 2: Carry out the activity**

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

Written and/or oral evidence covering:

- ◆ The roles and responsibility of others.
- ◆ 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:

- ◆ Made suggestions
- ◆ Accepted suggestions and adapted approaches accordingly

### **For Task 3: Review the experience**

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

- ◆ The success of the activity
- ◆ The learner's contribution to this success
- ◆ What the learner has learned about self as a leader

## **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: Prepare to carry out an activity**

To generate the evidence required for this Task, learners must work out what has to be done for an activity or part of an activity and come up with ideas on how this could be achieved. It is likely that prior to this stage some group or class discussion on possible activities will have taken place. The activity that the learner is involved in could be an individual activity or it could be part of a bigger project involving others.

Once learners know which activity they will carry out, they must consider all the factors affecting the activity such as resources, others involved, timelines and so on and propose a way forward. Learners must also identify their own role, ie what they will do, and share their ideas on how to proceed with others. Others could be their tutor, other group members, or, if they are leading a small part of a wider project, the others involved. It is likely that learners will do this in 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 four parts of this Task. This should be evident from their descriptions of what has to be done and how this could be achieved as well as their own role. An assessor observation checklist of learners sharing their ideas with others is also required.

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

## **For Task 2: Carry out the activity**

To enable them to generate the evidence required for this Task, learners must put their ideas for carrying out what has to be achieved into action. Part of this will involve working with and communicating with others. Learners must recognise the roles of others and work with them effectively. Others may be other group members, their tutor, someone they need permission from, or someone they need administrative support from and so on. Learners must monitor progress and adapt to any changes or failures. 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 make and accept suggestions as required to enable progress. The evidence should show that the learner has completed all four parts of this Task. This should be evident in their records of monitoring progress and 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 taking a leading role for 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?
- ◆ Are there areas that I need to work on to become a more effective leader?

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 *Leadership: An Introduction at Intermediate 2* (SCQF level 5), 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 Course gives automatic certification of the following:

Complete Core Skill      Problem Solving at SCQF level 5

Core Skill component      Working Co-operatively with Others at SCQF level 5

## **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](http://www.sqa.org.uk))



## Administrative information

### Credit value

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5)

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## History of changes to Unit

Version	Description of change	Date