



**Arrangements for:
Leadership Award
at SCQF level 6
Award Code: G9D4 46**

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1 Introduction

This is the Arrangements Document for the Award in Leadership at SCQF level 6. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Award structure, and guidance on delivery and assessment.

2 Rationale for the development of the Award

Leadership permeates many areas of society and is recognised and valued in education, employment and life. Leadership can be formal, for example in employment or politics, or it can be informal, for example in social groups. The concept of leadership implies that various abilities exist and that these will be evident in the variety of leadership styles, skills and qualities demonstrated by leaders when taking a leading role in an activity.

This Award is designed to help learners understand the meaning of leadership by finding out about different leadership styles, skills and qualities. They will be able to consider, through comparing a variety of leaders, what makes an effective leader. Learners will be able to use this knowledge to help them consider their own potential for leadership. Learners will also be able to develop their leadership abilities as they will be given the opportunity to take on a leading role for an activity. This Award will give learners an opportunity to explore the relationship between leadership and teamwork. As a consequence this Award should promote opportunities which allow individuals to build self confidence and self esteem.

The Scottish Government's *Skills for Scotland: A Lifelong Skills Strategy* (September 2007) notes that employers seek the promotion of many of the softer skills associated with employment and the success of their organisations. Leadership skills contribute to improving time management, problem solving, skills of working with others, thinking critically and creatively and having the skills to manage or be managed by others.

Curriculum for Excellence (November 2004) attaches great importance to improving self confidence and self esteem and developing the role of individuals as effective contributors to society along with the promotion of responsible citizenship. In particular it states that learning and teaching should emphasise the rights and responsibilities of individuals and nations. It should help young people to understand diverse cultures and beliefs and support them in developing concern, tolerance, care and respect for themselves and others'. Not all leadership styles include such values but by promoting responsible citizenship the Leadership Award should ensure that individuals are encouraged to consider these factors when working with others. Leadership styles vary. Leadership styles may evolve to suit specific circumstances and in other cases the individual may embark on a particular style of leadership to achieve objectives. Leadership strategies may be rigid and autocratic and achieve targets but more open ended and democratic strategies may also be applied. Some leaders may be rigid and unvarying in their approaches within different contexts, while others may be more flexible in the leadership styles they choose to adopt. The Award should therefore aim to make learners aware of these various leadership styles and seek to nurture those which reflect the values outlined above. By completing both Units of the Leadership Award, learners will also have an opportunity to compare their own leadership abilities with those of effective leaders.

3 Aims of the Award

The Leadership Award aims to encourage learners to respect the cultures and beliefs of others through working cooperatively with them and through valuing their contribution. The Award encourages learners to develop knowledge of leadership styles, skills and qualities and to understand the impact a leader can have on others and on the success of an activity.

3.1 Principal aims of the Award

This principal aims of this Award are to provide learners with the opportunity to develop knowledge and abilities in relation to leadership.

Knowledge of:

- ◆ leadership principles, styles, skills and qualities
- ◆ effective leaders
- ◆ self (own skills, qualities and experience related to leadership)

Ability to:

- ◆ gather information
- ◆ produce a report
- ◆ reach conclusions about effective leadership
- ◆ carry out a self evaluation
- ◆ analyse the context within which an activity will take place
- ◆ plan for an activity
- ◆ negotiate with others
- ◆ identify possible risks
- ◆ work cooperatively with others
- ◆ monitor progress
- ◆ adapt to any changes or failures
- ◆ review the success of the activity
- ◆ reach conclusions about self as a leader

3.2 General aims of the Award

In general, the award will:

- ◆ build the confidence that learners have in their own leadership abilities
- ◆ help learners to develop the leadership skills and values necessary for working cooperatively with others
- ◆ help learners to understand the impact they can have on others and on the success of an activity
- ◆ encourage reflective learning
- ◆ contribute to enhancing the self esteem and self awareness of learners in relation to the contribution they can make to society

3.3 Target groups

The award is targeted at learners who are involved, or may become involved, in activities in which they have to take on a leading role. This Award is designed to be flexible and is therefore suitable for learners from a wide range of centres. The target audience for this Award could include:

- ◆ S5 and S6 pupils who wish to develop their skills and knowledge in relation to leadership
- ◆ disaffected students participating in a 'More Chances, More Choices' educational programme
- ◆ college students wishing to develop their skills and knowledge in relation to leadership
- ◆ trainees participating in preparation for entering employment
- ◆ employees wishing to develop their skills and knowledge as part of a CPD programme
- ◆ individuals involved in voluntary activities

3.4 Progressions Routes

Learners who undertake this Award could expect:

- ◆ increased employment opportunities following on from the transferable skills and knowledge developed within this Award
- ◆ further education or training
- ◆ increased career progression, if already employed

3.5 Employment opportunities

The Leadership Award seeks to develop learners' potential as employable, contributing members of society through the development of leadership skills and knowledge.

Learners will find out about different leadership styles and qualities. They will also gain knowledge about themselves as leaders. Learners are given the opportunity to take ownership for particular activity or to take on a leading role within a wider activity. Thus learners may be able to develop lifelong, transferable skills which could serve them well in employment. This will complement and enhance learning in other areas giving learners the potential to achieve success in the new and challenging situations that the world of employment may present.

4 Access to the Award

No specific knowledge is required to embark on this award. Learners may come to this award from circumstances in which they have had little or no experience of undertaking leading roles. At this level it is likely that they will already have demonstrated leadership skills in a variety of contexts but may not have had these recognised as SQA qualifications.

5 Award structure

This is a 1.5 credit award consisting of two Units. The first Unit, which is worth 0.5 credit, aims to help learners to develop an understanding of what is meant by leadership. The second single credit Unit allows learners to gain practical experience of taking a leadership role.

5.1 Framework

Unit title	Mandatory/ Optional	Duration (hours)	Code	SCQF credit points	SCQF level	SQA credit value
Leadership: An Introduction	Mandatory	20		3	6	0.5
Leadership in Practice	Mandatory	40		6	6	1.0

5.2 Mapping information

This award may be taken as a stand alone award or it may be part of a wider programme looking at the personal development of learners. For example it may be used alongside a Unit or Units from the Course in Personal Development (C255 12).

Mapping of Units against Aims

General Aims	Unit
build the confidence that learners have in their own leadership abilities	Leadership in Practice
help learners to develop the leadership skills and values necessary for working cooperatively with others	Leadership: An Introduction Leadership in Practice
help learners to understand the impact they can have on others and on the success of an activity	Leadership in Practice
encourage reflective learning	Leadership: An Introduction Leadership in Practice
contribute to enhancing the self esteem and self awareness of learners in relation to the contribution they can make to society	Leadership: An Introduction Leadership in Practice

5.3 Core Skills

This Unit provides an opportunity for the development of Core Skills but does not carry any embedded Core Skills.

5.4 Articulation, recognition and credit transfer

This is a stand-alone award. Learners may find that the knowledge and abilities developed in this Award are relevant when studying in other areas of the curriculum and for training and employment. This Award may contribute to the recognition of wider achievement.

6 Approaches to delivery and assessment

The award has been designed to allow the maximum flexibility in the way it is delivered and assessed. It may be incorporated into school or college timetables where it may be one of a number of subjects or activities in which the learner is involved over a period of time. On the other hand it is equally likely to be found in the context of volunteering or a training programme where the delivery model may vary. In each case it is possible that projects may be more intensive and short term in duration.

6.1 Delivery

Delivery of the Award should take account of the needs and aspirations of each individual learner. Learners will have different levels of experience in relation to leadership and therefore their ability to take on a leadership role will vary. Delivery of this award should recognise these differences and use them as a basis for developing a wider understanding and application of leadership styles, skills and knowledge. The Award exists in a hierarchy with the Leadership Award at Intermediate 2 (SCQF level 5). This means it is possible to deliver this Award to a group of candidates operating at different levels.

Learners will have the opportunity to find out about different leadership styles, skills and qualities and consider what makes an effective leader. Learners can use this knowledge in relation to their own potential for leadership and the approach which would most suits:

- ◆ their own needs
- ◆ the chosen activity
- ◆ the others they will be working with

Learners will have an opportunity to take on a leading role for a whole or part of an activity. On completion, learners will be able to reflect on the success or otherwise of their activity. Within the programme of activities it is likely that opportunities will arise to allow learners to reflect on the leadership styles, skills and qualities of peers and provide feedback on these. Additional experiences such as these will enhance their own learning about their own approaches to situations where they have to carry out a leadership role.

Learners should be encouraged to look at real examples of leaders, past and present. A range of activities which encourage creative and critical thinking and sharing of ideas may be useful for encouraging learners to exchange information about leadership styles, skills and qualities and to discuss their ideas about what makes an effective leader. Learners could be encouraged to consider how prepared they might be for taking on leadership roles by considering their own qualities and comparing them to those they may have investigated or discussed.

Opportunities could also be taken to allow them to develop and practise these skills by using them in role play or other learning environments. The recognition of their own relevant skills, qualities and experience can help learners to feel confident about taking on a leading role for an activity. Emphasis should be placed on creating learning situations which enable learners to develop self confidence and self esteem through planning tasks and leading the execution of these in cooperation with others with whom they may be working.

Delivery models may include some partnership working with, for example, Skills Development Scotland, employers, voluntary groups or outdoor education centres. Their involvement in the learning process may help to ensure that learners develop leadership abilities across a wide spectrum of contexts.

The tasks which learners are required to complete successfully to achieve this Award should be able to be completed within 60 hours. However, the Leadership Award is designed to be flexible allowing centres to deliver the Units in a manner which best suits their situation and their learners. For example, a centre wishing to provide a wider breadth of knowledge or a greater emphasis on the development of relevant skills may choose to spend more time delivering those particular aspects of the Units. It is also possible that Units may be taken at different times and that the credits achieved for these can be accumulated toward the Award over a period of time.

6.2 Assessment

Evidence should be gathered at appropriate points as learners make progress through the Units of this Award. Evidence must show that learners have successfully completed all tasks within the Units. It is possible that the generation of evidence will take place in an integrated way across the Units. Many centres will choose to adopt this method of gathering evidence rather than seeking to gather the evidence for each task independently. Such evidence may be included in a single folio of work although, for verification purposes, tutors will be expected to identify the specific evidence relating to each task for each Unit.

The assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Written and/or recorded oral evidence may be produced in a variety of formats, for example:

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

Some tasks require performance and product evidence. This type of evidence should be supported by assessor observation checklists and/or oral questions and answers. The table below summarises the nature of the assessment evidence required for each Unit.

Type of Evidence	Leadership: An Introduction	Leadership in Practice
Written/Orally Recorded	Task 1 Task 2 Task 3	Task 1 Task 2 Task 3
Performance		Task 1 Task 2
Product	Task 1	

6.3 Differentiation

Learners generating evidence at Higher (SCQF level 6) will be working independently. This means that learners will take responsibility for completing their tasks. For some tasks this will have involved working with others. Tutors may explain, interpret and offer general advice to enable progress if asked to do so by learners.

Learners will have shown factual and theoretical knowledge of a range of facts and ideas by demonstrating their awareness of the underpinning theories behind different leadership styles. They will have shown on a number of occasions that they can draw conclusions and propose alternative strategies to those they have used. Tutors are best placed to judge these criteria in relation to individual learners and their judgement about this is very important in determining the level at which the learner is working.

Differentiation between the two SCQF levels of the Award 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 in Practice.

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.

Support packs are available for both Units in the award. They include further information on delivery and assessment as well as the Evidence Requirements for each Unit. They contain examples of the type and amount of activities that meet the standards of the Unit and include sample recording documentation.

7 General information for centres

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 on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* at www.sqa.org.uk.

8 General information for learners

This award is designed to enhance your knowledge of leadership styles, skills and qualities by finding out about different leaders. You will be able to compare different styles of leadership and consider their effectiveness. The knowledge you will gain will help you to reflect on your own skills, qualities and experience in relation to leadership. The award is also designed to allow you to develop your potential for leadership by giving you the opportunity to take a leading role in an activity.

To gain the award you must successfully complete:

<i>Leadership: An Introduction (Higher)</i> (SCQF level 6)	20 hours
<i>Leadership in Practice (Higher)</i> (SCQF level 6)	40 hours

In the Unit *Leadership: An Introduction* you will be able to think about your potential for taking on a leadership role. You will gather information about leadership principles, styles, skills and qualities used both in the past and at present. Examples may be drawn from well known historical events, current political or other high profile individuals in the media or from your local community. These different examples may help inform your views about what makes an effective leader. You will think about your own qualities, skills and experience in relation to leadership. This reflection on your own leadership potential may help you to think about styles of leadership you may wish to adopt in leadership roles.

In the Unit *Leadership in Practice* you will be able to further develop your potential for leadership. You will be given the opportunity to lead the planning for an activity. This activity may be a stand alone activity or it may be part of a bigger project. You will lead others to carry out the plan. On completion of the activity you will have time to reflect on its success and consider carefully the contribution you made to this. You will also reflect on what you have learned about yourself as leader.

Throughout each of the above Units you will be expected to work largely without guidance from your tutor but you may use your tutor as a sounding board for ideas you may have.

To complete the Award successfully you must show that you have thought about and completed a number of steps that will enable you to develop both your knowledge of and abilities in leadership. As a result of completing this Award you will be better prepared for undertaking a leadership role, whether this is in the workplace, education or within the voluntary sector.

You will do this by completing assessment activities which could include:

- ◆ researching the principles skills, styles, qualities of leadership and the effectiveness of different leaders
- ◆ producing a report based on your research
- ◆ evaluating your own potential for leadership
- ◆ leading the planning and carrying out of an activity role play
- ◆ drawing conclusions about your own effectiveness as a leader

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2-6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2-7.

SQA Credit Value: One credit is equivalent to 40 hours of learning.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg National Units in Information Technology or Communications.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.