



Group Award Specification for:

PDA in Leadership and Management of the Work of Others at SCQF level 7

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The PDA in Leadership and Management of the Work of Others at SCQF level 7 was validated in September 2013 and this document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

1.1 Background Information on PDAs in Management and Leadership

This award is part of a competence-based suite of Professional Development Awards (PDAs) in Management and Leadership, ranging from SCQF level 7 (ie HNC level) to SCQF level 11 (ie Masters level) which have been developed under the SQA Design Principles for Professional Development Awards. These PDAs have been deliberately designed as short stand-alone awards containing two work based Units, which enable learners to enhance their managerial skills and achieve certification in a relatively short period of time.

All the Units included in these PDAs have been developed by the Skills CFA, the standards setting body for management and leadership in the UK. These are the Units which form the basis of the SVQs in Management. The PDAs, therefore, consist of Units which also form part of SVQ 3, 4 and 5 in Management at SCQF levels 7, 9 and 11.

The PDAs within this suite are designed to meet the needs of those who wish to develop as managers and leaders through their own experience in the workplace, ie they are targeted at those who wish to follow a work-based path to management and leadership qualifications but do not wish to embark on a full SVQ Management award.

Candidates who achieve one/some of these Management and Leadership PDAs should enhance their managerial and leadership competences, including their Knowledge and Understanding, through development within the context of their current managerial work/role. In this way, they should be able to work more effectively as managers and leaders to the benefit of themselves and to the organisations for which they work. They will also have demonstrated that they are able to work in accordance with the National Occupational Standards (NOS) for managers. Achievement of one/some of these PDAs may also encourage candidates to undertake either management awards at a higher SCQF level or larger management and leadership qualifications, such as a full SVQ in Management.

These work-based PDAs are short stand-alone awards, which share a number of common aims and characteristics. Each PDA, however, is a qualification in its own right. A list of these competence-based PDAs in Management and Leadership can be found at Appendix 1. SQA also has a capability-based suite of PDAs in Management and Leadership which consist of HN Units and details of this suite can also be found at Appendix 1.

The Chartered Management Institute (CMI) has agreed to jointly certificate the PDA in Leadership and Management of the Work of Others at SCQF level 7 — together with all other Management awards in SQA's portfolio including SVQs in Management, HNC in Management and Leadership, PDA Diploma in Management and Leadership, and the other PDAs in Management and Leadership.

1.2 Title of the award

The title of this award is PDA in Leadership and Management of the Work of Others at SCQF level 7 and has been chosen to reflect the competences of this particular PDA. Several suggested titles were considered by industry, training professionals and SQA and it was agreed that this title is the most appropriate. The PDA is levelled at SCQF level 7 as the majority of credit points within the award are at this SCQF level.

1.3 Rationale for the development of the PDA in Leadership and Management of the Work of Others at SCQF level 7

After consideration of SQA's existing suite of PDAs in Management and Leadership, representatives of industry and training professionals approached SQA with a request to develop a work-based PDA which would specifically cover the areas of leadership and managing the work of others for a specific area of responsibility (eg division, department, section) as opposed to the whole organisation.

SQA and the representatives from industry and training professionals carefully considered the existing SVQ Management Units and it was agreed that the combination of the two Units in this award addresses areas and skills which are common to many management roles as they focus on leading, delivering and managing relationships with other others to achieve objectives. The award formally acknowledges competence in these management areas, as well as allowing progression to other PDAs or full SVQs in Management.

In addition, industry representatives noted that the achievement of a PDA is of greater value than a summary of Units achieved.

This award therefore offers learners the opportunity to develop their management competence in two of the key areas identified by the Skills CFA, ie providing direction and working with people.

Candidates who successfully complete the award will gain a number of benefits, including:

- ◆ Knowledge and Understanding of the different theories, models and styles of leadership and how to select and successfully apply these to different people and situations
- ◆ Knowledge and Understanding of different methods of communication and apply the most appropriate to different people and situations
- ◆ Capability to provide direction to people
- ◆ Capability to select and apply different methods for encouraging, motivating and supporting people and recognising achievement
- ◆ Capability to monitor the progress and quality of work of individuals and/or teams and to review/update plans in light of developments
- ◆ Capability to ensure objectives are met and planning work to make best use of time and resources
- ◆ Capability to effectively allocate work to individuals and/or teams on a fair basis
- ◆ Capability to monitor for conflict, problems and unforeseen events

The above should ensure that candidates possess the skills and competence to provide direction for people in their area of responsibility and enable, inspire, motivate and support them, and also allocate work on a fair basis, making best use of time and available resources to ensure agreed objectives are met.

The levelling of the Units highlights that eligibility for this PDA, as with all others in the suite of PDAs, is determined by the occupational role filled by potential candidates. It is open to those who are involved with providing leadership and managing the progress and quality of the work of others in their area of responsibility.

1.4 Target Group

This award is aimed at 1st line and middle managers who are in occupational roles which will allow them to generate the required evidence in providing direction and managing the work of others in their area of responsibility.

The award is suitable across the private, public and voluntary sectors. It is also appropriate for small, medium and large organisations.

1.5 Employment Opportunities

Those undertaking this award must be in a work-based managerial role where they can generate the necessary evidence. As well as recognising management competency at SCQF level 7, achievement of this award could assist candidates in on-going CPD, applying for promotion, moving to more strategic/senior management roles etc.

1.6 Progression and Articulation

Possible pathways and progression routes, together with additional advice are outlined in Appendix 2.

The PDA in Leadership and Management of the Work of Others at SCQF level 7 is not intended solely as a vehicle for progression. However, both Units are included in the SVQ 4 in Management at SCQF level 9 — *Provide Leadership in your Area of Work* is a mandatory Unit: *Allocate and Monitor Progress and Quality of work in your Area of Responsibility* is an optional Unit — so candidates who complete this PDA could, depending on their experience and level of managerial responsibility, progress to the SVQ 4 in Management.

The structure of the full SVQ 4 in Management at SCQF level 9 is shown at Appendix 3, and linkages between SVQ 4 in Management and PDAs in Management can be found at Appendix 4.

This PDA is also an award which will fully meet the management education needs of those who do not wish to undertake further awards. It is hoped, however, that the PDA will provide an opening for all successful candidates to enhance their professional development after completing the award. This award is jointly certificated by SQA and the Chartered Management Institute, which could help candidates to progress within the CMI framework of qualifications.

1.7 Professional Body Recognition

The PDA in Leadership and Management of the Work of Others at SCQF level 7 is jointly certificated by SQA and CMI. Successful candidates are eligible for studying membership of CMI which means that they can become part of the professional community of managers and can benefit from development opportunities that this can bring.

2 Qualification structure

The PDA in Leadership and Management of the Work of Others at SCQF level 7 is made up of two mandatory SQA Units, comprising 23 SCQF credit points of which 14 credits are at SCQF level 7 and 9 credits at SCQF level 8. It has been levelled at SCQF level 7 as the majority of credits are at this level. A mapping of Core Skills development opportunities is available in section 5.3.

2.1 The structure

The PDA in Leadership and Management of the Work of Others at SCQF level 7 will be achieved on successful completion of the two mandatory Units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DR75	04	Provide Leadership in Your Area of Responsibility	1	9	8
FD3K	04	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility	1	14	7
		Total	2	23	7

The Unit specifications can be found at Appendix 5.

3 Aims of the qualification

3.1 General aims of the qualification

The general aims of the PDA in Leadership and Management of the Work of Others at SCQF level 7 are to:

- 1 enable candidates to develop and achieve competence in specific areas of managerial work.
- 2 provide recognition for the management competences achieved by candidates in their work as a manager.
- 3 enable progression within the SCQF framework of qualifications.
- 4 provide flexibility for candidates and centres through alternative ways to undertake Units in SVQs in Management.
- 5 enable candidates to acquire underpinning Knowledge and Understanding of key management concepts and ideas.
- 6 enable candidates to develop generic skills which can apply across the whole range of managerial work.

3.2 Specific aims of the qualification

In addition to the general aims outlined above, the PDA in Leadership and Management of the Work of Others at SCQF level 7 has some specific aims. It will allow candidates to:

- 1 develop capacity to provide leadership and direction for people in their area of responsibility.
- 2 enhance their ability to monitor the progress and quality of work of others in their area of responsibility.
- 3 develop capacity to ensure objectives are met and work is planned, making best use of resources.

4 Recommended entry to the qualification

Access to the award will be determined by the Assessment Strategy developed by Skills CFA for the SVQs in Management which is set out in Appendix 6.

In this case, learners should be in a managerial role which will enable them to demonstrate the competences of both Units in this PDA. There should, however, be no artificial barriers to entry and the award should be open to all those in a suitable managerial post.

Before commencing the award, learner should be able to show that they have the requisite background to attempt Units at SCQF level 7 and 8 and be able to grasp the underpinning Knowledge and Understanding required.

4.1 Core Skills entry profile

As the PDA in Leadership and Management of the Work of Others at SCQF level 7 consists of SVQ Units, there are no specific Core Skills entry requirements. The entry requirement for both Units is that the learner must be in an appropriate managerial job role which will imply the relevant Core Skills and associated SCQF level.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Both Units of the PDA aligns to all the general aims of this award given earlier. The following table shows how the **specific** aims of the award align to the two Units:

Code	Unit title	Aims		
		1	2	3
DR75 04	Provide Leadership in Your Area of Responsibility	✓	✓	✓
FD3K 04	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility		✓	✓

5.2 Mapping of National Occupational Standards (NOS)

Current responsibility for the maintenance and development of these NOS lies with Skills CFA. The NOS highlight six functional areas of management and leadership:

- A Managing Self
- B Providing Direction
- C Facilitating Innovation and Change
- D Working with People
- E Using Resources
- F Achieving Results

Skills CFA has developed, and continues to develop, Units of competence within each of these functional areas. The NOS apply to the work of managers as a whole. The table below shows summarises the links between the Units in the PDA in Leadership and Management of the Work of Others at SCQF level 7 and the NOS/functional areas.

Code	Unit title	NOS	National Occupational Standard (Functional Areas)
DR75 04	Provide Leadership in Your Area of Responsibility	M & LB6	B: Providing Direction
FD3K 04	Allocate and Monitor Progress and Quality of Work in Your Area of Responsibility	M & LD6	D: Working with People

5.3 Mapping of Core Skills development opportunities across the qualification

There are no Core Skills Units/components embedded in the PDA in Leadership and Management of the Work of Others at SCQF level 7. However, it offers opportunities to develop some Core Skills, which are shown in the following 'signposting' table:

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
DR75 04	Provide Leadership in Your Area of Responsibility	SCQF level 6	SCQF level 6	SCQF level 4	SCQF level 4	see note 1	see note 1	SCQF level 5	SCQF level 5	SCQF level 5	SCQF level 6	SCQF level 6
FD3K 04	Allocate and Monitor Progress and Quality of Work in Your Area of Responsibility	SCQF level 5	SCQF level 5	SCQF level 5	SCQF level 5	see note 1	see note 1	SCQF level 5	SCQF level 5	SCQF level 5	SCQF level 5	SCQF level 5

Note 1: Candidates who use an e-portfolio system will also gather evidence which could help them meet the Core Skill of *Information and Communication Technology (ICT)* at SCQF level 6.

5.4 Development of Generic Management Skills

The acquisition of generic management skills are of equal significance to Core Skills as far as managers are concerned.

The following table shows the generic skills which, according to Skills CFA, are developed in each Unit of this PDA.

Generic Skill	Unit Code	
	DR75 04 (B6)	FD3K 04 (D6)
Empowering	X	
Communicating	X	X
Influencing and persuading	X	
Leading by example	X	
Planning	X	X
Prioritising		X
Setting objectives	X	X
Inspiring		
Motivating	X	X
Coaching	X	
Mentoring	X	
Problem solving		X
Valuing and supporting others	X	X
Monitoring		X
Consulting	X	X
Providing feedback	X	X
Obtaining feedback	X	
Following	X	
Managing conflict	X	X
Learning	X	
Information management		X
Delegating		X
Decision making		X
Reviewing		X
Leadership		X
Stress management		X

5.5 Assessment Strategy for the qualification

In line with all other work-based PDAs in Management, the delivery and assessment of the PDA in Leadership and Management of the Work of Others at SCQF level 7 is governed by the Assessment Strategy for the SVQ Management. This is based on the principles set out by the Skills CFA and is reproduced in Appendix 6.

Centres must abide by the requirements of this Assessment Strategy.

6 Guidance on approaches to delivery and assessment

It is expected that centres will deliver the PDA in Leadership and Management of the Work of Others at SCQF level 7 using the methods which they know from past experience comply with the Assessment Strategy. This PDA is a workplace award and candidates will be based at work and complete the Units while carrying out their everyday tasks as a manager.

Predominantly, delivery and assessment in centres is based on a portfolio of evidence gathered by the candidate. This has to be presented in a manner which indicates that the candidate is able, through their work as a manager, to meet the three components of the standards as set out in the Units of this PDA, ie Performance Criteria, behaviours and Knowledge and Understanding. Each Unit specification incorporates a table which gives possible examples of evidence that candidates could use to prove that they are competent in terms of the Performance Criteria, behaviours and Knowledge/Understanding requirements of the Units. Skills CFA have confirmed that it is no longer necessary to assess behaviours.

Candidates should be guided through the process of portfolio building by an adviser or mentor who can help them to prepare and implement assessment plans and also offers guidance and support. In many centres, the role of adviser and assessor are combined and one person fills both roles. Traditionally, portfolios were paper based but e-portfolios have become more common.

Some centres cover the Knowledge and Understanding requirements by using specific questions which candidates have to answer. Others encourage candidates to meet the Knowledge and Understanding requirements through personal statements which explain how the evidence submitted demonstrate competence against the Performance Criteria and behaviours in the Units. Any gaps in the knowledge requirements can be filled by asking the candidate to respond to specific questions.

6.1 Sequencing/integration of Units

Delivery of the award is at the discretion of centres but the Units in this award are work-based, therefore the evidence must be produced through the candidate's role as a manager.

However, where it is not possible to integrate the delivery of the two Units, it would be recommended that the Unit *Allocate and Monitor Progress and Quality in your Area of Work* is delivered first as this is at SCQF level 7. Candidates could then undertake the SCQF level 8 Unit, *Provide Leadership in Your Area of Responsibility*.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

As outlined earlier, this award is jointly certificated by SQA and CMI. Candidates registered on the PDA are eligible for 12 months free studying membership of CMI.

Candidates who complete this PDA will have gained two Units of the full SVQ 4 in Management at SCQF level 9. The structure of the full SVQ 4 in Management at SCQF level 9 is shown at Appendix 3. And linkages between SVQ 4 in Management and PDAs in Management can be found at Appendix 4.

6.2.2 Professional recognition

On successful achievement of this PDA, candidates can apply for membership of CMI which means that they can become part of the professional community of managers and can benefit from the development opportunities that this can bring.

6.3 Opportunities for e-assessment

As outlined earlier, the evidence for this PDA must be from the work place and can therefore be generated in the form of an e-portfolio.

6.4 Support materials

There are support packs available for the knowledge requirements of both Units within the PDA in Leadership and Management of the Work of Others at SCQF level 7. These are available from SQA secure site.

SQA has also developed interactive support packs for candidates for the mandatory Units in the HNC in Management, some of which could be useful to candidates undertaking this award, eg *Management: Leadership at Work*, and *Manage Operational Resources*. These interactive activities are available from the HN Management webpage.

In addition, candidates registered on the PDA in Leadership and Management of the Work of Others at SCQF level 7 are eligible for 12 months free studying membership of CMI which allows them access to a range of management information, tools and support materials.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. 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 qualification(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* (**www.sqa.org.uk/GuideToAssessment**).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. 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.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

Welcome to the Professional Development Award (PDA) in Leadership and Management of the Work of Others at SCQF level 7. This PDA is aimed at 1st line and middle managers. You have just made a vitally important decision for your work as a manager and we are delighted that you have decided to undertake this PDA.

The award makes use of the National Occupational Standards (NOS) for management and leadership as specified by the Skills CFA. The NOS are at the forefront of current management practices within leading organisations. This means that by doing the award you will be able to demonstrate that, in your work as a manager, you are able to operate in accordance with these national standards. Success in the award will mean that you will have proof that your work is up to the national standards so you can contribute to your own future and to that of the organisation you work for.

The PDA in Leadership and Management of the Work of Others at SCQF level 7 consists of two mandatory Units, the combination of which, addresses areas and skills which are common to many management roles, it focuses on leading, delivering and managing relationships with others to achieve objectives. The two mandatory Units are:

◆ **Provide Leadership in Your Area of Responsibility**

This is about providing leadership and direction to people in a defined area or part of an organisation, eg a section, department, functional area, operating site, etc. It also covers motivating and supporting people to help them achieve the vision and objectives of this part of the organisation.

◆ **Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

This is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams in line with available resources and finance. It involves monitoring the progress and quality of the work to ensure that the required standard of performance is being met. It also includes reviewing and updating plans in light of developments.

Each Unit contains the following, each of which will enable you to develop different management competences:

- ◆ Performance Criteria
- ◆ Behaviours
- ◆ Underpinning Knowledge and Understanding

You will be guided through the Units by an adviser/assessor who will help you plan for assessment and will advise and help you on how to prove that you can meet the standards in the Units. You will prove that you can meet the required standards by gathering evidence from your place of work — this will include things that you have done, and are doing, as a manager. You will be expected to explain to your assessor, eg in writing or by discussion, exactly how the evidence that you have gathered demonstrates that you meet the standards set out in the requirements of the Units. You will gather your evidence together in a portfolio (which could be an e-portfolio) and you will be able to use this to prove that you are a competent manager in terms of the requirements of the Units of this PDA.

The PDA is a qualification in its own right but it will also help you to progress to further management awards such as the full SVQ 3 in Management at SCQF level 7 or SVQ 4 in Management at SCQF level 9. Or you may consider undertaking other PDAs in Management covering key management aspects such as project management, change management, etc.

The PDA is jointly certificated by SQA and The Chartered Management Institute. While undertaking the PDA in Leadership and Management of the Work of Others at SCQF level 7, you are eligible for 12 months free studying membership of CMI which allows you access to a range of management information, tools and materials. On successful completion of the PDA, you will be able to apply for membership of CMI which means you can become part of the professional community of managers and benefit from the development opportunities that this can bring.

We hope that you enjoy undertaking this PDA and that it is a stimulating learning experience for you.

Appendix 1: SQA's Suite of PDAs in Management

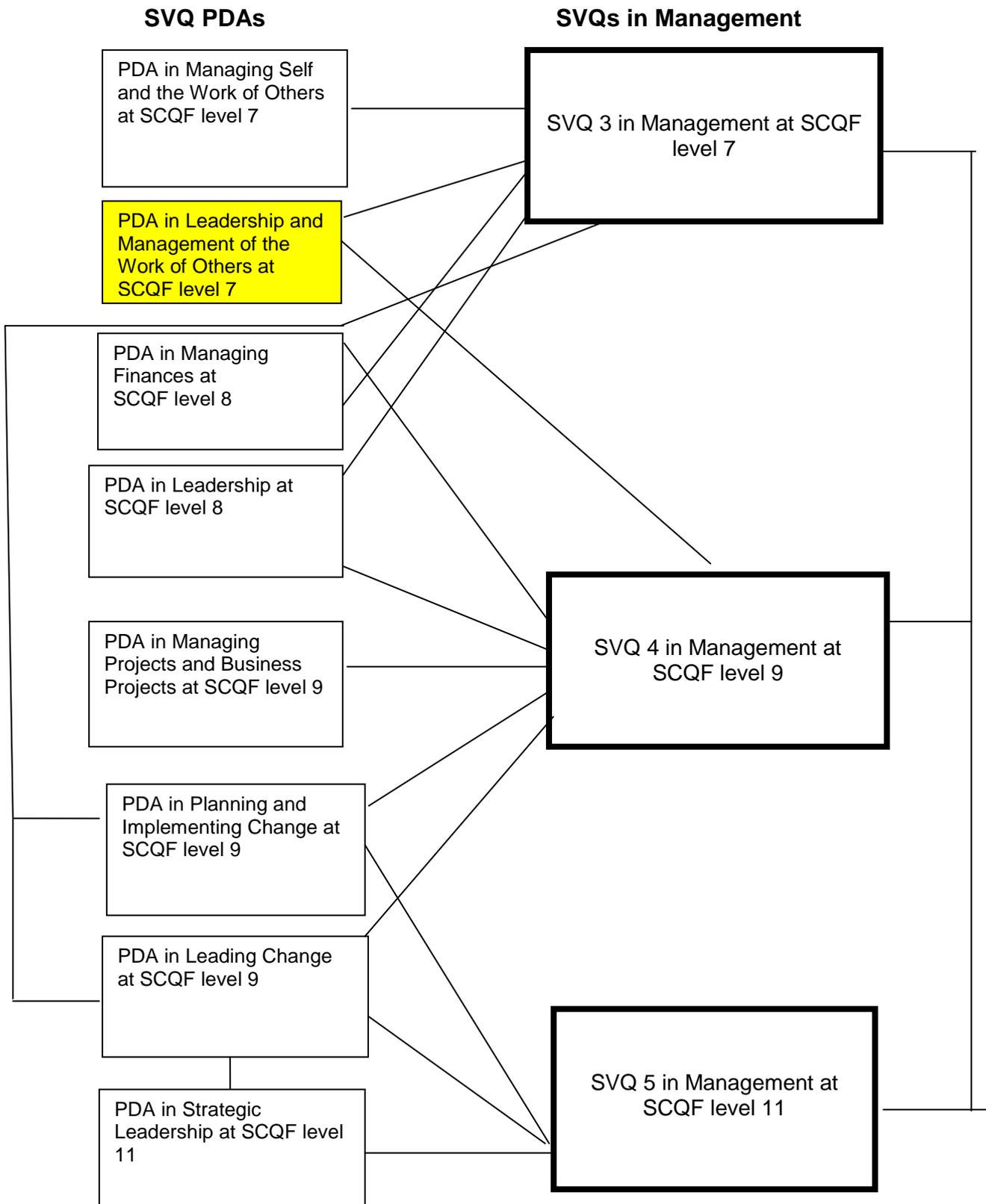
Competency-based PDAs (ie work-based, consisting of SVQ Units)

Title of PDA	Units making up the PDA	SCQF level	SCQF credits points
PDA in Managing Self and the Work of Others at SCQF level 7 (GC6H 47)	A2 (DR67 04) — Managing Your Own Resources and Professional Development (level 7, credits 8) D6 (FD3K 04) — Allocate and Monitor Progress and Quality in Your Area of Responsibility (level 7, credits 14)	7	22
PDA in Leadership and Management of the Work of Others at SCQF level 7 (GH2J 47)	B6 (DR75 04) — Provide Leadership in Your Area of Responsibility (level 8, credits 9) D6 (FD3K 04) — Allocate and Monitor Progress and Quality in Your Area of Responsibility (level 7, credits 14)	7	23
PDA in Leadership at SCQF level 8 (G9MN 48)	B6 (DR75 04) — Provide Leadership in Your Area of Responsibility (level 8, credits 9) B1 (DR47 04) — Develop and Implement Operational Plans for Your Area of Responsibility (level 8, credits 11)	8	20
PDA in Managing Finances at SCQF level 8 (G9N2 48)	E1 (DR5F 04) — Manage a Budget (level 7, credits 11) E2 (DR5T 04) — Manage Finance for Your Area of Responsibility (level 8, credits 14)	8	25
PDA in Managing Projects and Business Processes at SCQF level 9 (G9N3 49)	F1 (DR5J 04) — Manage a Project (level 8, credits 11) F3 (FM5P 04) — Manage Business Processes (level 9, credits 15)	9	26
PDA in Planning and Implementing Change at SCQF level 9 (GC6F 49)	C5 (FM4W 04) — Plan Change (level 9, credits 15) C6 (FM4X 04) — Implement Change (level 8, credits 11)	9	26
PDA in Leading Change at SCQF level 9 (GC6G 49)	C4 (FM4T 04) — Lead Change (level 9, credits 15) C2 (FD3G 04) — Encourage Innovation in your area of responsibility (level 9, credits 12)	9	27
PDA in Strategic Leadership at SCQF level 11 (GC8V 51)	B7 (DR70 04) Provide Leadership for your Organisation (level 11, 13 credits) F12 (DR58 04) — Improve Organisational Performance (level 11, 11 credits)	11	24

Capability-based PDAs (ie consisting of HN Units)

Titles of PDA	Units making up the PDA	SCQF level	SCQF Credit Points
PDA in Management at SCQF level 6 (G972 46)	Managing Self and Resources (F3XP 33) Working in a Team (F3XR 33)	6	16
PDA in Managing Self and Others at SCQF level 7 (G9CR 47)	Management: Developing Self Management Skills (H1F134) Managing and Working with People (H1F434)	7	24
PDA in Managing Self and Others at SCQF level 8 (G9CT 48)	Develop Skills for Personal Effectiveness (DF4F35) Managing People (F5GF 35)	8	24
PDA in Managing Resources and Quality at SCQF level 7 (G9CP 47)	Manage Operational Resources (H1F534) Management of Quality (DW6G34)	7	32
PDA in Leadership and Change at SCQF level 8 (G9CN 48)	Management: Leadership at Work (H1F234) Management: Plan, Lead and Implement Change (H1F335)	8	16
PDA in Project Management at SCQF level 8 (G9CK 48)	Project Management: Project Justification and Planning (DV5H 35) Project Management: Managing the Implementation of a Project (DV5J 35)	8	24
PDA in Strategic Management at SCQF level 8 (GF93 48)	Management: Strategic Change (H1S635) Management: Develop Strategic Plans (H1S735)	8	16
PDA in Organisational Leadership at SCQF level 9 (G9CV 49)	Management: Organisational Leadership and Development (H1S835) Leadership for Managers (F5GH 36)	9	24
PDA in Decision Making and Innovation at SCQF level 9 (G9CM 49)	Decision Making for Managers (F5GG 36) Management: Organisational Innovation (DV8036)	9	24
PDA in Organisational Ethics and Decision Making SCQF level 11 (G9M9 51)	Organisational Ethics (F8K9 39) Organisational Decision Making (F8KA 39)	11	32

Appendix 2: Pathways and Progression Routes



Appendix 3: Structure of SVQ 4 in Management at SCQF level 9

Candidates will need to complete eight Units, ie four mandatory Units and four optional Units, in order to achieve the full qualification.

Mandatory Units (all of the following):

CFA Code	SQA Code	Units	SCQF Level	SCQF Credit
B1	DR47 04	Develop and implement operational plans for your area of responsibility	8	11
B6	DR75 04	Provide leadership in your area of responsibility	8	9
D2	FD3J 04	Develop productive working relationships with colleagues and stakeholders	9	12
F3	FM5P 04	Manage business processes	9	15

Optional Units (four of the following):

CFA Code	SQA Code	Units	SCQF Level	SCQF Credit
A2	DR67 04	Manage your own resources and professional development	7	8
A3	FM4F 04	Develop your personal networks	9	10
B8	FM4K 04	Ensure compliance with legal, regulatory, ethical and social requirements	9	12
B11	FM4L 04	Promote equality of opportunity, diversity and inclusion in your area of responsibility	8	10
C2	FD3G 04	Encourage innovation in your area of responsibility	9	12
C4	FM4T 04	Lead change	9	15
C5	FM4W 04	Plan change	9	15
C6	FM4X 04	Implement change	8	11
D3	FM4Y 04	Recruit, select and keep colleagues	9	12
D6	FD3K 04	Allocate and monitor the progress and quality of work in your area of responsibility	7	14
D7	FM53 04	Provide learning opportunities for colleagues	8	11
D9	FD3L 04	Build and manage teams	7	8
D10	FM55 04	Reduce and manage conflict in your team	7	5
D11	F2H2 04	Lead meetings	7	4

CFA Code	SQA Code	Units	SCQF level	SCQF Credit
D13	FM56 04	Support individuals to develop and maintain their performance	7	5
D14	FM57 04	Initiate and follow disciplinary procedure	6	6
D15	FM58 04	Initiate and follow grievance procedure	6	6
D16	FM59 04	Manage redundancies in your area of responsibility	7	5
E2	DR5T 04	Manage finance for your area of responsibility	8	14
E3	FM5C 04	Obtain additional finance for the organisation	10	18
E6	DR52 04	Ensure health and safety requirements are met in your area of responsibility	7	11
E8	FM5F 04	Manage physical resources	8	9
E9	F2H3 04	Manage the environmental impact of your work	8	4
E10	F2H4 04	Take effective decisions	8	4
E12	FM5G 04	Manage knowledge in your area of responsibility	9	4
E14	FM5K 04	Support team and virtual working*	N/A	N/A
E15	FM5L 04	Procure supplies	8	5
E16	FM5M 04	Select suppliers through a tendering process	9	6
E17	FM5N 04	Outsource business processes	9	9
F1	DR5J 04	Manage a project	8	11
F2	DT4K 04	Manage a programme of complementary projects	10	12
F4	FM5R 04	Develop and implement marketing plans for your area of responsibility	9	5
F9	DR41 04	Build your organisation's understanding of its market and customers	9	12
F11	DR61 04	Manage the achievement of customer satisfaction	9	9
F13	FD3M 04	Manage quality systems	9	5
F14	FM5Y 04	Prepare for and participate in quality audits	8	6
F15	FM60 04	Carry out quality audits	10	6
F16	FM61 04	Manage the development and marketing of products/services in your area of responsibility	10	9
F18	FM63 04	Prepare sales proposals and deliver sales presentations*	N/A	N/A
F19	FM64 04	Sell products/services to customers*	N/A	N/A
BB2		Develop, maintain and evaluate business continuity plans and arrangements	10	11
BB3		Manage corporate social responsibility (CSR)	8	14

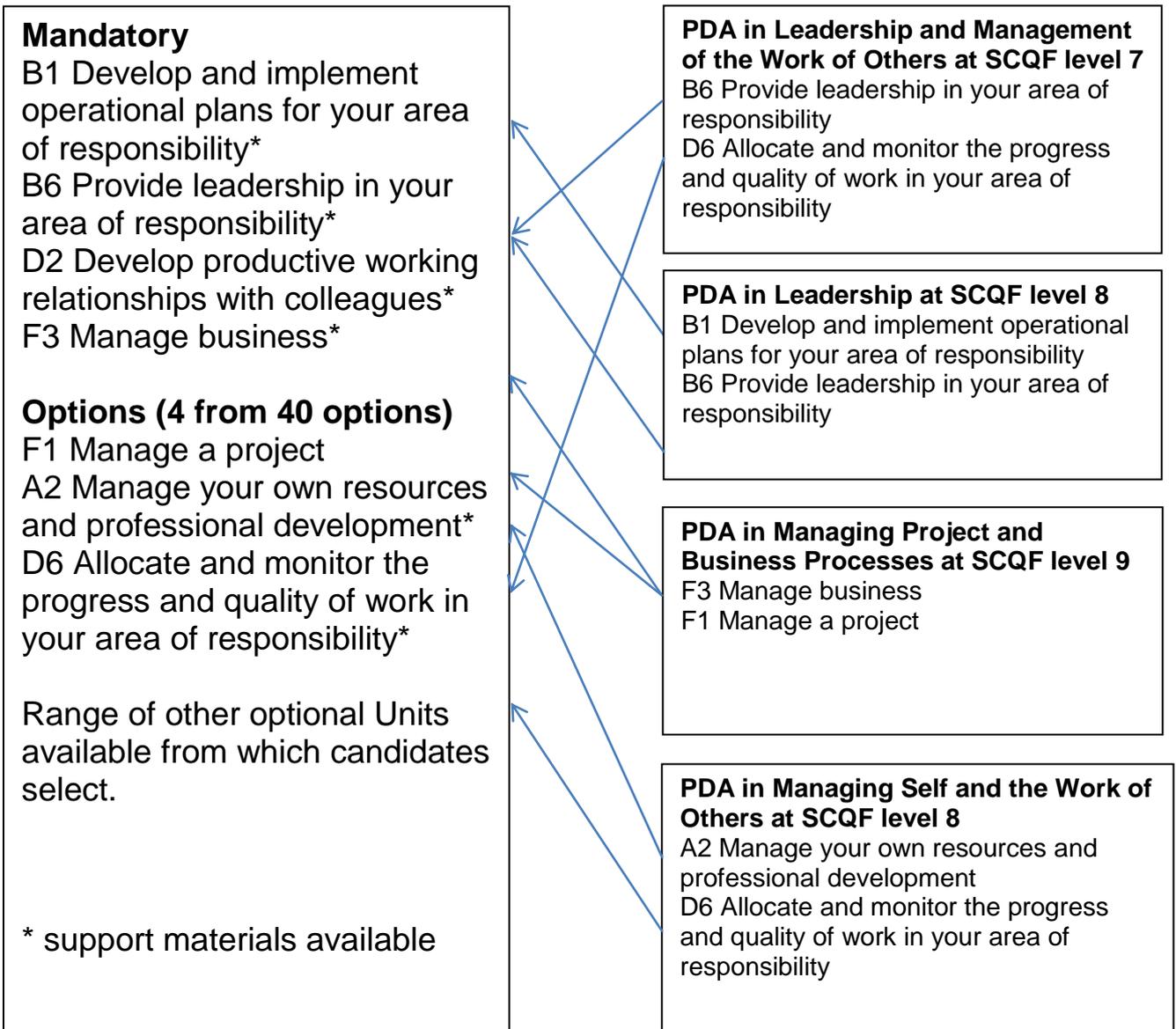
CFA Code	SQA Code	Units	SCQF level	SCQF Credit
CA1		Identify and evaluate opportunities for innovation and improvement	10	12
CA3		Engage people in change	10	8
CA5		Evaluate change	9	6
DA4		Manage the redeployment of people	7	7
DB7		Manage flexible working	8	8
DD5		Manage conflict in the broader work environment	9	7
EA1		Identify and justify requirements for financial resources	10	8
ED1		Decide whether to produce or buy in products and/or services	9	6
FC1		Plan and monitor the work of sales teams	9	5
FC2		Bid for contracts	10	10
FE2		Manage quality audits	7	7

* Sales Units not SCQF rated

Appendix 4 Linkages between SVQ 4 in Management at SCQF level 9 and PDAs in Management

SVQ 4 Management at SCQF level 9

PDAs in Management and Leadership



Appendix 5 Unit Specifications

B6 Provide leadership in your area of responsibility (DR75 04)

Unit summary

What is the Unit about?

The Unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the Unit for?

The Unit is recommended for first line managers and middle managers.

Links to other Units

This Unit is linked to Units B1 — *Develop and implement operational plans for your area of responsibility* (DR47 04), B5 — *Provide leadership for your team* (DR73 04), B7 *Provide leadership for your organisation* (DR70 04) and D6 *Allocate and monitor the progress and quality of work in your area of responsibility* (DR3Y 04) in the overall suite of National Occupational Standards for management and leadership.

Skills

Listed below are the main generic 'skills' which need to be applied in providing leadership in your area of responsibility. These skills are explicit/implicit in the detailed content of the Unit and are listed here as additional information.

- ◆ communicating
- ◆ influencing and persuading
- ◆ leading by example
- ◆ motivating
- ◆ consulting
- ◆ planning
- ◆ setting objectives
- ◆ providing feedback
- ◆ coaching
- ◆ mentoring
- ◆ valuing and supporting others
- ◆ empowering
- ◆ learning
- ◆ following
- ◆ managing conflict
- ◆ obtaining feedback

B6 Provide leadership in your area of responsibility (DR75 04)

Outcomes of effective performance

You must be able to do the following:

- 1 Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area.
- 2 Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation.
- 3 Steer your area successfully through difficulties and challenges, including conflict within the area.
- 4 Create and maintain a culture within your area which encourages and recognises creativity and innovation.
- 5 Develop a range of leadership styles and select and apply them to appropriate situations and people.
- 6 Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say.
- 7 Give people in your area support and advice when they need it especially during periods of setback and change.
- 8 Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful.
- 9 Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries.
- 10 Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead.
- 11 Win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance.

Behaviours which underpin effective performance

- 1 You articulate a vision that generates excitement, enthusiasm and commitment.
- 2 You create a sense of common purpose.
- 3 You take personal responsibility for making things happen.
- 4 You make complex things simple for the benefit of others.
- 5 You encourage and support others to take decisions autonomously.
- 6 You act within the limits of your authority.
- 7 You make time available to support others.
- 8 You show integrity, fairness and consistency in decision-making.
- 9 You seek to understand people's needs and motivations.
- 10 You model behaviour that shows respect, helpfulness and co-operation.
- 11 You encourage and support others to make the best use of their abilities.

B6 Provide leadership in your area of responsibility (DR75 04)

Knowledge and Understanding

You need to know and understand the following:

General Knowledge and Understanding

- 1 The fundamental differences between management and leadership.
- 2 How to create a compelling vision for an area of responsibility.
- 3 How to select and successfully apply different methods for communicating with people across an area of responsibility.
- 4 A range of different leadership styles and how to select and apply these to different situations and people.
- 5 How to get and make use of feedback from people on your leadership performance.
- 6 Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them.
- 7 The benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation.
- 8 The importance of encouraging others to take the lead and ways in which this can be achieved.
- 9 How to empower people effectively.
- 10 How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.

Industry/sector specific Knowledge and Understanding

- 1 Leadership styles common in the industry/sector.
- 2 Legal, regulatory and ethical requirements in the industry/sector.

Context specific Knowledge and Understanding

- 1 Your own values, motivations and emotions.
- 2 Your own strengths and limitations in the leadership role.
- 3 The strengths, limitations and potential of people that you lead.
- 4 Your own role, responsibilities and level of power.
- 5 The vision and objectives of the overall organisation.
- 6 The vision, objectives, culture and operational plans for your area of responsibility.
- 7 Types of support and advice that people are likely to need and how to respond to these.
- 8 Leadership styles used across the organisation.

B6 Provide leadership in your area of responsibility (DR75 04) — Evidence Requirements

Outcomes	Evidence of Outcomes: ◆ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
1 2 5 6 7 8 9 10	Plans, procedures, records of meetings and other communications you have prepared that clearly articulate your vision and show how it is to be translated into action				
	◆ vision statement, policy statements, operational objectives plans and procedures	1, 2, 3, 6	1, 2, 3, 7	1, 2	1, 2, 3, 4, 5, 6, 7, 8
	◆ notes, presentations and materials from team briefings and other meetings and discussions, newsletters, notices, intranet and internet pages	1, 2, 3, 4, 5, 6, 7, 8, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
	◆ personal statements (how you ensured that your vision was understood and used by others to shape their behaviour)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7, 8
	◆ witness statements (by those using your vision to shape their behaviour)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	—	—	—
2 3 4 5 6 7 8 9 10	Records of critical incidents that show decisions you have made and how you have delegated responsibility to others, and have authorised activities designed to address significant problems and seized opportunities				
	◆ contemporaneous notes, diary entries or memoranda to record significant difficulties or problems (eg those with possible disciplinary, business or legal consequences).	2, 3, 5, 6, 11	1, 3, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
	◆ letters, memoranda, e-mails, reports and other communications to inform appropriate people and make a formal records of your decisions and actions (eg to resolve problems and delegate responsibility for future actions).	2, 3, 4, 5, 6, 8, 10, 11	1, 3, 4, 6, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
	◆ minutes or notes of progress report meetings.	2, 3, 5, 6, 7, 8, 9, 10, 11	1, 4, 5, 6, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
	◆ personal statements (how you made significant decisions and delegated responsibility to others).	3, 5, 6, 7, 8, 9, 10, 11	1, 4, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 7, 8
◆ witness statements (how you made significant decisions and delegated responsibility to others).	3, 5, 6, 7, 8, 9, 10, 11	—	—	—	

Outcomes	Evidence of Outcomes: ◆ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
1 3 4 5 9 10	Proposals you have made, parameters you have set, plans you have made and records you have kept of development meetings and projects designed to encourage creative ideas-generation and innovation:				
	◆ proposals for, and agenda and reports of meetings.	1, 2, 3, 5, 6, 11	4, 6, 7, 8, 9, 10	2	2, 3, 4, 5, 6, 7,
	◆ criteria used to sort and evaluate creative ideas.	6, 8	4, 7	2	4, 5, 6
	◆ proposals to develop new and innovative products, production systems or operational procedures.	1, 3, 4, 6	2, 3, 7	2	4, 5, 6
1 2 11	Records of feedback you have received from managers, peers, those you manage and other colleagues, about your management and leadership performance:				
	◆ records of appraisal or performance review interviews with your line manager.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ records of 360o appraisals by colleagues.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ notes of informal feedback, reflective logs or CPD records.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
	◆ critical incident personal reports.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5	1, 2	1, 2, 4, 7, 8
◆ witness statements (experiences of your leadership and management performance).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	—	—	—	

Appendix 6 Unit Specifications

M&LD6 Allocate and monitor the progress and quality of work in your area of responsibility (FD3K 04)

Unit summary

What is the Unit about?

This Unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the Unit for?

The Unit is recommended for first line managers and middle managers.

Links to other Units

This Unit is linked to all other Units in the overall suite of National Occupational Standards for Management and Leadership where work must be allocated and progress and quality must be monitored.

If your organisation is a small firm, you should look at Unit *K1 Make Sure Your Staff Can Do Their Work*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which may be more suitable to your needs. You can obtain information on the Unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in allocating and monitoring the progress and quality of work in your area of responsibility. These skills are explicit/implicit in the detailed content of the Unit and are listed here as additional information.

- ◆ Communicating
- ◆ Consulting
- ◆ Decision-making
- ◆ Delegating
- ◆ Information management
- ◆ Leadership
- ◆ Managing conflict
- ◆ Monitoring
- ◆ Motivating
- ◆ Planning
- ◆ Problem-solving
- ◆ Providing feedback
- ◆ Prioritising
- ◆ Reviewing
- ◆ Setting objectives
- ◆ Stress management
- ◆ Valuing and supporting others

M and LD6 Allocate and monitor the progress and quality of work in your area of responsibility

Outcomes of effective behaviour

You must be able to do the following:

- 1 Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues.
- 2 Plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources.
- 3 Ensure that work is allocated to individuals and/ or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development.
- 4 Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance.
- 5 Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.
- 6 Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work.
- 7 Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
- 8 Support individuals and/or teams in identifying and dealing with problems and unforeseen events.
- 9 Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
- 10 Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
- 11 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams.
- 12 Recognise successful completion of significant pieces of work or work activities by individuals and/or teams.
- 13 Use information collected on the performance of individuals and/or teams in any formal appraisals of performance.
- 14 Review and update plans of work for your area, clearly communicating any changes to those affected.

M and LD6 Allocate and monitor the progress and quality of work in your area of responsibility

Behaviours which underpin effective performance

- 1 You recognise changes in circumstances promptly and adjust plans and activities accordingly.
- 2 You prioritise objectives and plan work to make best use of time and resources.
- 3 You make time available to support others.
- 4 You take personal responsibility for making things happen.
- 5 You show an awareness of your own values, motivations and emotions.
- 6 You show integrity, fairness and consistency in decision-making.
- 7 You clearly agree what is expected of others and hold them to account.
- 8 You seek to understand people's needs and motivations.
- 9 You take pride in delivering high quality work.
- 10 You are vigilant for possible risks and hazards.
- 11 You encourage and support others to make the best use of their abilities.
- 12 You use a range of leadership styles appropriate to different people and situations.

Knowledge and Understanding

You need to know and understand the following

General knowledge and understanding

- 1 How to select and successfully apply different methods for communicating with people across an area of responsibility.
- 2 The importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively.
- 3 How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work.
- 4 How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources.
- 5 How to identify sustainable resources and ensure their effective use when planning the work for your area of responsibility.
- 6 The importance of seeking views from people working in your area and how to take account of their views in producing the plan of work.
- 7 The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.

M and LD6 Allocate and monitor the progress and quality of work in your area of responsibility

General knowledge and understanding (cont)

- 8 Why it is important to allocate work to individuals and/or teams on a fair basis and how to do so effectively.
- 9 Why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively.
- 10 The importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation.
- 11 Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.
- 12 Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance.
- 13 How to provide prompt and constructive feedback to individuals and/or teams.
- 14 Why it is important to monitor your area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
- 15 How to take account of diversity and inclusion issues when supporting and encouraging individuals and/or teams to complete the work they have been allocated.
- 16 Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance with them.
- 17 The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.
- 18 The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this.
- 19 How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated and improve their performance, and for recognising their achievements.
- 20 How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.
- 21 The importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and how to clearly communicate the changes to those affected.

Industry/sector specific knowledge and understanding

- 1 Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.
- 2 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.

M and LD6 Allocate and monitor the progress and quality of work in your area of responsibility

Context specific Knowledge and Understanding

- 1 The individuals and/or teams in your area of responsibility.
- 2 The vision and objectives for your area of responsibility.
- 3 The vision and objectives of the overall organisation.
- 4 The work required in your area of responsibility.
- 5 The available resources for undertaking the required work.
- 6 The plan of work for your area of responsibility
- 7 The organisation's written health and safety policy statement and associated information and requirements.
- 8 Your organisation's policy and procedures in terms of personal development.
- 9 Organisational standards or level of expected performance.
- 10 Organisational policies and procedures for dealing with poor performance.
- 11 Organisational grievance and disciplinary policies and procedures.
- 12 Organisational performance appraisal systems.

M&LD6 Allocate and monitor the progress and quality of work in your area of responsibility

Evidence Requirements

PC	Evidence of Performance Criteria: ◆ possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Records of work allocation to people and teams in your area of responsibility:				
PC1 PC2 PC3 PC4 PC5 PC6	◆ Notes or minutes of meetings with your manager regarding the work required from your team, and any priorities.	1, 2, 4, 9,10	1, 2, 3, 21	1, 2	1, 2, 3, 4, 5, 7
	◆ Business, operational or production plans or schedules and other documents identifying the work required from your area of responsibility that you have agreed, and any priorities you have identified.	1, 2, 4, 7, 9, 10	1, 2, 3, 21	1, 2	1, 2, 3, 4, 5, 7
	◆ Detailed work plans or schedules, timetables and other plans for individuals' and teams' work activities, tasks, production targets or other ways of defining workloads.	1, 2, 4, 7, 9, 10, 11	3, 4, 5, 6, 7, 8, 21	1, 2	1, 2, 3, 4, 5, 6, 7
	◆ Notes of meetings and briefings to discuss work plans or schedules, timetables and allocate individual and team work activities, tasks, production targets, etc.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2	1, 2, 3, 4, 5, 6, 7
	◆ Personal statements (reflections on the process and reasoning behind work planning and allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members).	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12,	2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2	1, 2, 3, 4, 5, 6, 7
	◆ Witness statements (comments on the process of work planning and allocation and perceptions of its fairness, appropriateness and clarity).	3, 6, 7, 8 11, 12	—	—	—

Records of the quality and quantity of the work of people and teams in your area of responsibility:					
PC5 PC6 PC7 PC8 PC9 PC10 PC11 PC12 PC13 PC14	◆ Records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control sampling records, control charts, etc) that you have collected or commissioned.	7, 9, 10	12, 15, 16, 17, 20, 21	1, 2	1, 2, 3, 4, 5, 6, 7, 9
	◆ Records of individual and team work output or production records, production/operational reports that you have prepared, etc.	1, 7, 9, 10	15, 16, 17, 18, 20, 21	1, 2	1, 2, 3, 4, 5, 6, 7, 9
	◆ Records of any changes to work plans or schedules that you have initiated.	1, 4, 6, 7, 9, 10, 12	17, 18, 19, 20, 21	1, 2	1, 2, 3, 4, 5, 6, 7, 9
	◆ Notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities; product/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have organised or undertaken).	1, 4, 6, 6, 7, 9, 10, 12	14, 15, 16, 17, 18, 19, 20, 21	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	◆ Notes, e-mails, memos or other records of formal or informal feedback or performance appraisal of team members.	3, 5, 6, 7, 8, 10, 11, 12	12, 13, 14, 15, 16, 17, 18, 19, 20, 21	1, 2	1, 4, 5, 6, 7, 8, 9, 10, 11, 12
	◆ Personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services).	1, 3, 5, 6, 10, 11, 12	12, 13, 14, 15, 16, 17, 18, 19, 20, 21	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
	◆ Witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services).	3, 6, 7, 8, 11, 12	—	—	—

Appendix 6 Assessment Strategy for the SVQs in Management

This section of the document is based on the final Assessment Strategy developed by Skills CFA and provides information on the requirements of the Assessment Strategy for centres.

The full Assessment Strategy document is available to view on and download from the CFA website (<http://www.cfa.uk.com/qualifications/leadership-and-management.html>).

1 External quality control

The CFA has included a number of measures in the assessment strategy relating to appropriate risk management processes to achieve external quality control of assessment. To comply with these measures, SQA will apply its normal risk rating strategy to ensure that any risk to National Standards and wrongful certification is minimised. This will involve the use of a structured approach to risk identification and subsequent targeting of SQA's support and monitoring activity.

2 Assessing performance

The SVQs in Management are intended to be assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence, etc), witness testimony, etc. Such evidence, together with information gained from discussion with and questioning by the assessor, should enable candidates to show that they:

- ◆ have achieved all the stated Performance Criteria
- ◆ have demonstrated all the behaviours which underpin effective performance
- ◆ possess and are capable of applying all the required items of Knowledge and Understanding

Assessment of all Units at any level of Management and Team Leading SVQs may be based on either candidate performance at work or through simulation. However, simulation can only be used in exceptional circumstances and must be approved by SQA (See Section 3 below).

Units which have been imported by Skills CFA in their Management and Team Leading SVQs will be assessed in compliance with the imported assessment strategies.

3 Simulation of SVQ Units

Simulation is only permitted in exceptional circumstances where natural work evidence is unlikely to occur. If simulated evidence is used, it should be done sparingly and should only form a small part of the evidence for the qualification. It should **not** be used for any part of the leadership and management role that involves the direct supervision of others.

Where a centre believes simulation that exceptional circumstances exist and that simulation is necessary for a candidate to achieve the award, it must seek prior approval from SQA. This must be obtained before the simulation is undertaken and the simulated evidence is obtained. Evidence of prior agreement for the use of simulation must be retained for External Verification purposes.

4 Occupational expertise to assess performance, and verify assessments

The following applies to all levels of SVQs in Management and Team Leading.

Candidates work achievements must be assessed or verified **at work** by:

- a) **Assessors** or **verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment or verification (see section 5 below for details)

OR

- b) A trainer, supervisor or manager, elected by an employer, who must either:
- 1 Have achieved, or be working towards achieving, appropriate regulatory body approved Unit qualifications for assessment, moderation or verification.

OR

- 2 Seek guidance and approval from their awarding body to demonstrate that the:
 - ◆ Organisation has appropriate processes in place to facilitate assessment or verification functions.
 - ◆ Trainer, supervisor or manager is able to map their assessment or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model in Scotland.

Assessors must be occupationally competent to make Management and Team Leading assessment judgements about the level and scope of individual candidate performance at work, and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

Internal Verifiers must be occupationally competent to make Management and Team Leading verification judgements about the quality of assessment and the assessment process.

Skills CFA and SQA requires all assessors, and verifiers to maintain current Management and Team Leading competence to deliver these functions. Skills CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Management and Team Leading assessment centres.

5 Requirements for competence in undertaking assessment and verification of SVQs

In addition to the occupational expertise requirements noted above, assessors and internal verifiers will also need to meet the requirements for competence in undertaking assessment and verification of SVQs as laid down by the regulatory authorities.

Assessors must hold or be working towards the Assessor Unit, L & D9DI *Assess Workplace Competence Using Direct and Indirect Methods* or be in possession of A1* *Assess Candidates Using a Range of Methods* or D32* and D33*. Internal verifiers must hold or be working towards the Verifier Unit, L & D11 *Internally Monitor and maintain the Quality of Workplace Assessment* or be in possession of V1* *Conduct Internal Quality Assurance of the Assessment Process* or of D34*.

* plus CPD: working in line with current standards