



Arrangements for:
Managing and Leading a Curriculum
Team at SCQF level 9

Group Award Codes: G8RE 49

Validation date: November 2007

Date of original publication: May 2008

Version: 02 (November 2012)

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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.

Version number	Description	Date
02	Core Skills signposting table added.	27/11/12

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1 Introduction

This is the Arrangements Document for the *new (PDA) Award, Professional Development Award in Managing and Leading a Curriculum Team at SCQF level 9, which was validated in November 2007*. This document includes: background information on the development of the PDA, its aims, guidance on access, details of the PDA structure, and guidance on delivery.

In Spring 2003 the Scottish Executive decided to carry out a review of the Occupational Standards, published in *The National Guidelines on occupational standards and provision leading to TQ(FE) and related professional development*¹, which would take account of changes, both within the post-school-educational sector and in the wider policy environment, that have had a significant impact on the current and future skill needs of lecturers in Scottish colleges. The review was to ensure that college lecturers in Scotland are trained to the highest possible standards.

Following analysis of the responses and consultation with the college sector and other key stakeholders, the Steering Group for the Review recommended that a working group should be set up to take forward the task of developing a new standard for the continuing professional development (CPD) of lecturers who lead curriculum teams.

This qualification has been developed from the standard, '*Managing and Leading a Curriculum Team*', published by the Scottish Executive in the '*Professional Standards for Lecturers in Scotland's Colleges*' in June 2006. The publication is available on the Professional Development Forum (PDF) website².

The standards and indicative content included in the Units, which make up the PDA, are included in Appendix 1.

2 Rationale for the development of the Group Award

The rationale for the development of the qualification is to develop the college lecturer's³ skills, knowledge and understanding to help them manage the transition from team member to team leader successfully.

The lecturer normally works as a member of a team contributing to the design, development and evaluation of curriculum programmes. This role often extends to include responsibility for leading and managing a curriculum team but not necessarily in a formal line management capacity. The exact nature of the role may vary from one college to another. Typically, it includes responsibility for the subject area, the quality of the learner experience, liaison with key stakeholders, managing and leading staff and the cost implications of decisions but may not necessarily include responsibility for staff development and career review, staff recruitment or budgets.

It is essential that the lecturer who manages and leads a curriculum team has appropriate training so that he/she can confidently assume his/her responsibilities. Experience in this role may also provide a stepping stone between teaching and management.

¹ <http://www.fepdfscotland.co.uk/documents.htm> (accessed on 03.04.08)

² <http://www.fepdfscotland.co.uk/professionalstandards.htm> (accessed on 20.03.08)

³ A member of teaching staff employed in one of Scotland's Colleges

3 Aims of the Group Award

The transition from team member to team leader is demanding and lecturers need to understand how their role and leadership style will impact on their team's ability to meet the organisation's quality standards and expectations.

Providing them with the opportunity to undertake certificated training in managing and leading a curriculum team will enable them to gain confidence in carrying out this role and become fully effective as smoothly and as quickly as possible.

3.1 General aims of the Group Award

The general aims of the award are to develop candidates' skills, knowledge and understanding required to manage the processes involved in planning and delivering a curriculum programme effectively. It will also enable them to develop their personal effectiveness in bringing about positive change and supporting, influencing and motivating other team members, which are key aspects of the role of the curriculum team leader.

3.2 Specific aims of the Group Award

The specific aims of the qualification are to develop the skills, knowledge and understanding required by curriculum team leaders:

- 1 To manage and improve the delivery of a programme to ensure the quality of the learner experience.
- 2 To manage self, relationships and work demands within a developing role as a team leader.
- 3 To identify and analyse the factors that influence curriculum change at subject area level.
- 4 To influence, motivate and support other team members to create ideas and design a plan to bring about positive change.
- 5 To prepare, implement and monitor a development plan for a curriculum programme.
- 6 To identify individual and team development needs in order to develop individuals for their professional roles and as effective members of a team.
- 7 To contribute to the identification of resource requirements and use resources effectively.

3.3 Target groups

The target group for the qualification is lecturers employed in Scotland's colleges who have responsibility for managing and leading a curriculum team, in a specific subject area, but not necessarily in a formal line management capacity.

3.4 Employment opportunities

The qualification is intended to be part of a CPD programme for lecturers. The capability of lecturers who manage and lead curriculum teams is critical to colleges in terms of implementing effective processes of quality assurance, improvement and enhancement. Achievement of the award by lecturers in this role would provide excellent evidence to present for HMIE review that they had engaged in appropriate CPD.

4 Access to Group Award

Access to the PDA will be at the discretion of the centre. Candidates would normally be expected to have a recognised teaching qualification, eg TQ (FE), with experience in the role of leading a curriculum team.

5 Group Award structure

The Award comprises two Higher National Units, each with a SQA credit value of 1 credit, making a total of 2 SQA credits. The Units in the PDA are mandatory and are at SCQF level 9. There are no optional Units.

5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Managing Curriculum Processes	F1HK 36	8	9	1
Managing Curriculum Teams	F1HL 36	8	9	1

5.2 Mapping information

The aims of the PDA are met in the Units as follows:

Aim	Unit/Outcome
1	Manage Curriculum Processes — Outcome 1
2	Manage Curriculum Teams — Outcome 1
3	Manage Curriculum Processes — Outcome 2
4	Manage Curriculum Teams — Outcome 2
5	Manage Curriculum Processes — Outcome 3
6	Manage Curriculum Teams — Outcome 3
7	Manage Curriculum Processes — Outcome 4

5.3 Core Skills signposting

The PDA provides a number of opportunities for the development of Core Skills at SCQF level 6 as outlined in the table below.

Core Skills at SCQF level 6	Managing Curriculum Processes (F1HK 36)	Managing Curriculum Teams (F1HL 36)
Communication		✓
Numeracy	✓	
Information and Communication Technology		
Problem Solving	✓	✓
Working with Others	✓	✓

Further details on how the Core Skills development can be achieved are exemplified in the Unit specifications

5.4 Articulation, professional recognition and credit transfer

The PDA, Diploma in Quality Improvement at SCQF level 9, could provide further development opportunities. Candidates with a role in the management of self-evaluation or internal quality auditing in a college could undertake the full qualification. For other candidates the Unit from the award, Principles and Practice of Self-evaluation and Internal Quality Auditing, would provide an opportunity for additional CPD.

6 Approaches to delivery and assessment

The achievement of the skills and underpinning knowledge required for *Managing Curriculum Teams* would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the Outcomes, the use of role-play and simulations for practice in soft skills and case studies. Using illustrations sourced from candidates and their work experience will serve to make the learning more relevant and familiar. The discussions will also develop the skills required to reflect on their own practice. It would be useful to have examples of well-written development plans and relevant documentation for quality monitoring, improvement and enhancement for illustration.

Candidates should generate evidence of achievement from the workplace. The candidate should also keep a well-evidenced reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source. Assessments must not be carried out as case studies, simulations or theoretical exercises. Candidates should have several opportunities to prepare for the summative assessment. The additional support needs of individual candidates must be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units.

There are opportunities for integrating the assessment of Outcomes 2 and 3 of the Unit, *Managing Curriculum Teams* with the assessment for the Unit, *Managing Curriculum Processes*.

The Scottish Government, Lifelong Learning Directorate has agreed to fund the development of open learning materials, including assessment instruments, to support the delivery of the award. The materials will be available to Scottish colleges from August 2009.

Staff delivering, assessing and internally verifying the award should normally have sufficient recent experience of managing curriculum teams, a management qualification or experience of working as an Associate Assessor with HMIE Review teams. They should also have proven ability to assess at SCQF level 9. Any new member of staff to the delivery team must be approved by the PDF in advance. A CV template is available on the PDF website.⁴

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* (www.sqa.org.uk).

⁴ <http://www.fepdfscotland.co.uk/applications.htm> (accessed on 09.05.08)

8 General information for candidates

The Professional Development Award in *Managing and Leading a Curriculum Team* at SCQF level 9 is based on the Standard for 'Managing and Leading a Curriculum Team' from 'Professional Standards for Lecturers in Scotland's Colleges', published by the Scottish Executive in June 2006, <http://www.fepdfscotland.co.uk/professionalstandards.htm>. It has two mandatory Units, *Managing Curriculum Processes* and *Managing Curriculum Teams*, both of which are at SCQF level 9. It provides an opportunity for continuing professional development (CPD) of teachers, employed in Scotland's colleges, who have responsibility for managing and leading a curriculum team but not necessarily in a formal line management capacity.

The qualification covers the knowledge, skills and understanding that are needed in managing the processes involved in planning and delivering a curriculum programme effectively. You will develop your personal effectiveness in bringing about positive change and supporting, influencing and motivating other team members, all of which are key aspects of the role.

You will develop the knowledge, skills and understanding to enable you to:

- ◆ manage and improve the delivery of a programme to ensure the quality of the learner experience
- ◆ manage self, relationships and work demands within a developing role as a team leader
- ◆ identify and analyse the factors that influence curriculum change at subject area level
- ◆ influence, motivate and support other team members to create ideas and design a plan to bring about positive change
- ◆ prepare, implement and monitor a development plan for a curriculum programme
- ◆ identify individual and team development needs in order to develop individuals for their professional roles and as effective members of a team
- ◆ contribute to the identification of resource requirements and use resources effectively

Assessment includes both written/oral evidence, in the form of reports, and performance evidence from the workplace. There are opportunities for professional discussion. You are required to prepare, implement and monitor a curriculum development plan which will bring about positive change and manage its delivery to ensure the quality of the learner experience. You are also required to outline individual and team professional development needs and ways of achieving them.

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 HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

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

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg HN 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.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Professional Standards for CPD — Managing and Leading a Curriculum Team

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Context and rationale

The lecturer normally works as a member of a team contributing to the design, development and evaluation of programmes. This role often extends to include responsibility for leading and managing curriculum teams but not usually in a formal line management capacity. The exact nature of this role may vary from one college to another but typically includes responsibility for the subject area, the quality of the learner experience, liaison with key stakeholders, managing and leading staff and the cost implications of decisions. It does not typically include responsibility for staff development and career review, staff recruitment or budgets. Key aspects of the role include influencing and motivating others. Experience in this role may provide a stepping stone between teaching and management.

Standards

The lecturer should be able to:

Notation used

MCP indicates Managing Curriculum Processes, MCT indicates Managing Curriculum Teams, O = Outcome

Outcomes or included in Knowledge and/or Skills (k/s)		
1	Manage and improve the delivery of a programme to ensure the quality of the learner experience.	MCP — O1
2	Manage self, relationships and work demands within a developing role as a team leader.	MCT — O1
3	Identify and analyse the factors that influence curriculum change at subject area level.	MCP — O2
4	Influence, motivate and support other team members to create ideas and design a plan to bring about positive change.	MCT — O2
5	Prepare, implement and monitor a development plan for a curriculum programme.	MCP — O2
6	Identify individual and team development needs in order to develop individuals for their professional roles and as effective members of a team.	MCT — O3
7	Contribute to the identification of resource requirements and use resources effectively.	MCP — O4

Indicative content

Included in Knowledge and/or Skills + Context for delivery (guidance notes)	
Quality assurance and improvement arrangements: policies and procedures; information management systems; benchmarks and examples of best practice in learning and teaching; self-evaluation methods; internal audit; staff and learner perceptions; moderation and verification; performance indicators.	MCP — O1
Self development: prioritising; time management; obtaining feedback on own performance; reflection on, and review and evaluation of, performance and development activities; objective setting; negotiation of appropriate support; delegation.	MCT — O1
Supporting team members and learners: communication; agreeing and reviewing objectives; modelling, mentoring and delegating; giving feedback and advice; setting professional standards.	MCT — O2 and O3
Leading people: motivating; encouraging; inspiring; communicating; gaining commitment; promoting a positive culture.	MCT — O2
Factors that influence curriculum change: government policies; national priorities; employment trends and employer feedback; learner feedback; community needs; access and inclusion; awarding/validating body requirements; funding environment; social and cultural diversity; progression.	MCP — O3
Planning: college planning cycles; college quality systems and procedures; principles of planning; consultation; negotiation; sensitivity to culture; values and operating environment; aims, objectives and target setting.	MCP — O2
Supporting individuals and the team to meet professional development needs: prioritising development needs in line with team objectives; designing and contributing to team training and development; promoting best practice in learning and teaching, e.g. appropriate use of ICT; adoption of effective tools for managing the programme team; using a range of methods for team communication.	MCT — O3
Identification and use of resources: costings; budgets; timetabling; space allocation; deployment; evaluation and adjustment; alternative modes of delivery; value for money; unit costs; wSUMs per FTE.	MCP — O4