



## **Group Award Specification for:**

### **Higher National Certificate in Management and Leadership**

**Group Award Code: GF5V 15**

**Validation date: August 2012**

### **Diploma in Management and Leadership**

**Group Award Code: GF6G 48**

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

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# 1 Introduction

This is the Arrangements Document for the HNC in Management and Leadership and Diploma in Management and Leadership which were validated in August 2012. 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 and assessment.

These HN qualifications in Management and Leadership are designed to equip candidates with the knowledge, understanding and skills required for success in current and future employment in a management role or progression to further academic and/or professional qualifications.

## 2 Rationale for the revision of the award

### 2.1 Background

The HNC and Diploma in Management awards were first offered in centres from 1990 and were the first competence based courses at HN level with the Diploma being a Professional Development Award (PDA) offered by SQA.

Following a major review of the first HNC and Diploma in Management, the awards were updated and validated in 1996. The awards reflected the emerging role and functions of management in the late 1990s and into the new millennium.

As part of the HN Modernisation programme, these awards were again reviewed and validated (in 2006) to reflect the changing demands placed on managers, new management skills required, new technologies and new working practices. In the case of the HNC in Management, operational managers are expected to be highly proficient in change management, performance management, customer-handling, self-development and knowledge management. And in the case of the Diploma in Management, senior managers are expected to be highly proficient in strategic planning, strategic change management, organisational leadership and development.

The 2006 awards took account of:

- ◆ the need for a general Management qualification with specialist provision accommodated for within a flexible structure.
- ◆ Units which allow for progression to meet the HN design principles and SCQF requirements.
- ◆ articulation routes from and to other awards.
- ◆ the need to have qualifications that are suitable for both aspirant and experienced operational/senior managers.

These awards were designed to allow delivery to be contextualised by the offering centre. As well as mandatory Units, specialist Units were available as required from the optional section of the awards. This enabled candidates to study a particular management related topic, eg Managing in a Global Environment, Managing Organisational Risks, Organisational Innovation, Project Management or Human Resource Management — whilst still obtaining the key competences required for management positions in a wide range of work places and organisations.

## **2.2 Rationale for the HNC in Management and Leadership and Diploma in Management and Leadership**

In 2011 a Qualifications Design Team (QDT), consisting of representatives of further education colleges, was established to help support SQA with a review of the HN Management awards. QDT members agreed that this should be a 'light touch review' as in the main:

- ◆ The awards are flexible enough to reflect changes in industry practices and ensure that candidates are equipped with the skills and knowledge needed to be effective managers in a fast-moving environment.
- ◆ The awards allow successful candidates to progress to higher education and/or professional qualifications.
- ◆ The structure and content covered within the awards were still very relevant and continued to meet the needs of employers and other key stakeholders.
- ◆ The content of the awards remains in line with the National Occupational Standards (NOS) for Management and Leadership which are now reviewed and maintained by the Council for Administration (CfA).

However in order to maximise the uptake of these awards, it was agreed that consideration should be given to both the volume and types of assessment across the mandatory Units in the HNC and the Diploma awards.

## **2.3 Market Research, Consultation and Development Processes**

Research was undertaken and a position paper was produced, based on:

- ◆ Desk research
- ◆ Discussions with stakeholders
- ◆ Literature review on competence models and creative/innovative assessment strategies

This paper concluded that the awards continue to ensure that candidates are equipped with the relevant management and leadership skills required by aspirant and effective managers and also meet the needs of employers. However, the analysis showed that there was evidence of 'over assessment' within the awards; there were not many opportunities to integrate assessment due to restrictive nature of the Evidence Requirements; and the assessment strategies used were rather narrow therefore did not encourage innovation and creative assessment approaches.

Key proposals to overcome these issues included:

- ◆ Review of Evidence Requirements to increase flexibility.
- ◆ Integration of assessment across Units where appropriate.
- ◆ Introduction of new assessment strategies, in particular, those using web2.0 technologies (eg VLE, wikis, blogs, podcasts, etc). But also to consider other assessments such as projects; presentations, production of artifacts (eg posters); role plays; debate and discussion; residential exercises and field events; portfolios; and group/peer assessments.
- ◆ Consideration of continued use of assessments in controlled conditions (ie examinations) in two mandatory Diploma Units.

A summary of this paper can be found at Appendix 3.

The QDT also considered carefully changing the title of the awards to include 'leadership' due to the increased focus on leadership skills and to reflect the title of the NOS. It was therefore agreed to amend the title of awards to:

- ◆ HNC in Management and Leadership
- ◆ Diploma in Management and Leadership

The uptake statistics and research suggest that delivery of the awards will continue to primarily take place in all variants of part-time delivery.

Year	HNC Management		Diploma Management	
	Entries	Awards	Entries	Awards
1997/1998	654	303	231	123
1998/1999	490	327	235	175
1999/2000	No figures available			
2000/2001	398	225	139	129
2001/2002	316	343	156	143
2002/2003	304	197	118	111
2003/2004	200	163	73	68
2004/2005	181	106	57	40
2005/2006	81	110	52	39
2006/2007	98	82	15	34
2007/2008	82	52	20	16
2008/2009	39	37	60	13
2009/2010	54	34	29	16
2010/2011	33	26	31	34

## 2.4 Other related qualifications

There are a number of qualifications offered by SQA and other Awarding Bodies which provide progression to and from the HNC in Management and Leadership and Diploma in Management and Leadership.

SQA now jointly awards all their Management and Leadership qualifications with the Chartered Management Institute (CMI). There are many benefits of this joint certification including special membership arrangements for successful candidates. More information can be found later in this section.

## **National Qualifications (NQ)**

There are Awards in Leadership at SCQF levels 5 and 6 (Intermediate 2 and Higher level). These awards are designed for school pupils in S5 or S6, trainees participating in preparation for entering employment, adult returners, etc.

There are also courses from Intermediate 1 to Advanced Higher level (SCQF levels 4, 5, 6 and 7 respectively) covering Business Management practices and techniques. These contain both exam based and project based courses. Group Awards in Business Management which consist of these NQ courses and Units are available at Intermediate 1 to Advanced Higher level.

## **Scottish Vocational Qualifications (SVQ)**

The SVQs in Management are available at four levels: SVQ 2 in Team Leading at SCQF level 5, SVQ 3 in Management at SCQF level 7, SVQ 4 in Management at SCQF level 9, SVQ 5 in Management at SCQF level 11; and Leadership and Management for the Care Services at SVQ level 4 (SCQF level 10). These SVQs are designed for those currently employed in management positions.

## **HNC in Management and Leadership**

The HNC in Management and Leadership is the direct articulation route to the Diploma in Management and Leadership — the first phase of the Diploma being the framework of the HNC.

## **Diploma in Management and Leadership**

The Diploma in Management is the direct articulation route from the HNC in Management and Leadership. The first stage of the Diploma is the framework of the HNC.

## **PDAs in Management and Leadership**

SQA has two suites of short, sharp Management and Leadership Professional Development Awards (PDAs).

One suite is based on HN Units. These are normally delivered by colleges and are designed to develop knowledge and understanding of the principles of management. They are not just relevant to employees already in management **but also** those aspiring to a managerial role. They can also support people who are not currently in employment to develop management skills to help return to the workplace. These PDAs are available from SCQF level 6 (Higher level) to SCQF level 11 (Masters level).

The other suite of management PDAs is made up of SVQ Units. These are designed for managers who wish to develop particular skills or gain recognition for their existing skills. They are designed to be assessed in the workplace, which reduces time spent away from work. They are intended for those who only need development in a specific area or who do not wish to commit to a full SVQ. This suite of PDAs ranges from SCQF level 7 (HNC level) to SCQF level 11 (Masters level).



## **Degree programmes**

Related degree programmes are offered at a range of institutions throughout Scotland. The Diploma in Management and Leadership can provide entry to a variety of degree programmes, eg:

- ◆ part-time one year BA in Business and Enterprise at Edinburgh Napier University.
- ◆ with relevant work experience, the BA (Hons) Management at Glasgow Caledonian University.

## **Professional Body Qualifications**

All SQA's Management qualifications are now jointly awarded with the Chartered Management Institute (CMI).

CMI offers fast-track membership on the achievement of the HNC/Diploma in Management and Leadership, as well as free studying membership for candidates registered on SQA/CMI SVQs in Management.

## **2.5 Progression routes**

The diagram on the following page highlights the progression routes available for candidates studying for management qualifications and associated jobs.

PROGRESSION CHART				
SCQF level	Awards	HNC/Diploma in Management and Leadership	PDAs	SVQs
12				
11			PDA in Organisational Ethics and Decision Making PDA in Strategic Leadership	SVQ 5 in Management
10	Honours Dearee			SVQ in Leadership and Management for Care Services level 4
9	Ordinary Degree			SVQ 4 in Management
8		Diploma in Management and Leadership	PDA in Decision Making and Innovation PDA in Organisational Leadership PDA in Managing Projects and Business Processes (SVQ Units) PDA in Planning and Implementing Change (SVQ Units) PDA in Leading Change (SVQ Units)	
7		HNC in Management and Leadership	PDA in Strategic Management PDA in Managing Self and Others PDA in Leadership and Change PDA in Project Management PDA in Leadership (SVQ Units) PDA in Managing Finances (SVQ Units)	
6	Award in Leadership		PDA in Managing Self and Others PDA in Managing Resources and Quality PDA in Managing Self and the Work of Others (SVQ Units)	SVQ 3 in Management
5	Award in Leadership		PDA in Management	SVQ 2 in Team Leading

## 2.6 Target Client Group

The HNC and Diploma in Management and Leadership are suitable for a wide range of candidates including:

- ◆ adult returners to education.
- ◆ candidates employed in management positions who wish to enhance their career prospects.
- ◆ candidates who are aspirant managers and wish to move into a management position.

## 2.7 Employment opportunities

The HNC and Diploma in Management and Leadership are designed to provide candidates with the skills and knowledge required to enter a range of operational and senior manager roles. The following list provides an indication of the types of post taken up by HNC and Diploma Management and Leadership:

- ◆ Team Leader/Supervisor
- ◆ Operations Team Leader
- ◆ Senior Engineer
- ◆ Office Manager
- ◆ Area Manager
- ◆ Sales Supervisor
- ◆ Facilities Manager
- ◆ Social Work Manager

## 3 Aims of the award

### 3.1 Aims of the HNC in Management and Leadership

**The general aims of the HNC in Management and Leadership are to:**

- 1 develop transferable skills including Core Skills required to meet the demands of employers and/or progression in higher education.
- 2 enable progression within the SCQF.

**The specific aims of the HNC in Management and Leadership are to:**

- 3 develop a range of operational management and leadership competences required by employers of those engaged in or aspiring to managerial positions.
- 4 enhance employment opportunities in operational management roles.
- 5 utilise personal and teamwork competences for effective self-performance and the performance of the team and organisation.
- 6 apply leadership skills in a range of management activities.
- 7 respond to the environment in which the organisation operates.

- 8 progress to further studies and professional qualifications in management, leadership or related disciplines.
- 9 provide underpinning knowledge for the SVQs in Management.
- 10 enable a sound articulation route to the Diploma in Management and Leadership and further studies.

The following table identifies how these aims are met by the HNC mandatory Units:

<b>Management and Leadership Units</b>	<b>Aims</b>
Management: Developing Self Management Skills	1, 2, 4, 5, 9
Management: Leadership at Work	1, 2, 3, 4, 5, 6, 9
Management: Plan, Lead and Implement Change	1, 2, 4, 7, 9
Managing and Working with People	1, 2, 4, 5, 7, 9
Manage Operational Resources	1, 2, 3, 4, 7, 9
Creating a Culture of Customer Care	1, 2, 4, 7, 9
Management and Leadership: Graded Unit 1 — Project	1, 2, 4, 8, 9, 10

### **3.2 Aims of the Diploma in Management and Leadership**

**The general aims of the Diploma in Management and Leadership are to:**

- 11 enable candidates to pursue an advanced level of management and leadership learning, knowledge acquisition and attainment of transferable skills including Core Skills.
- 12 provide pathways to higher education programmes in Management and related subjects such as Business.
- 13 enable progression within the SCQF.

**The specific aims of the Diploma in Management and Leadership are to:**

- 14 Provide suitable strategic competences for future career and personal development in the performance of managerial duties.
- 15 Use strategic management and leadership skills for the long term direction of an organisation in a range of management functions.
- 16 Focus, plan and implement strategic change within an organisation.
- 17 Progress to further studies and professional qualifications in management or related disciplines.
- 18 Provide underpinning knowledge for the SVQ awards in Management.

The following table identifies how these aims are met by the Diploma mandatory Units:

Management and Leadership Units	Aims
Management: Developing Self Management Skills	1, 2, 4, 5, 9
Management: Leadership at Work	1, 2, 3, 4, 5, 6, 9
Management: Plan, Lead and Implement Change	1, 2, 4, 7, 9
Managing and Working with People	1, 2, 4, 5, 7, 9
Manage Operational Resources	1, 2, 3, 4, 7, 9
Creating a Culture of Customer Care	1, 2, 4, 7, 9
Management and Leadership: Graded Unit 1 — Project	1, 2, 4, 8, 9, 10
Management: Develop Strategic Plans	11, 13, 14, 15, 16, 18
Management: Strategic Change	11, 13, 14, 15, 16, 18
Management: Organisational Leadership and Development	11, 13, 14, 15, 16, 18
Management Research	11, 13, 14, 15, 16, 18

**NOTE:** General aim 12 and specific aim 17 will normally be realised upon successful completion of the Diploma in Management and Leadership award.

#### 4 Access to awards

As with all SQA qualifications, access to the HNC and Diploma in Management and Leadership will be at the discretion of the centre. All prospective candidates must be treated fairly in regard to access. These qualifications should be open to all candidates, irrespective of their current employment status, provided candidates have a realistic chance of achievement.

The HNC in Management and Leadership is designed for candidates who want to enter into operational management positions in a wide range of organisations. While the Diploma in Management and Leadership is designed for candidates who want to enter more senior management positions in a wide range of organisations. These qualifications are also intended for experienced managers seeking a nationally/internationally recognised qualification.

The following examples of appropriate entry requirements are for guidance only. They are not exhaustive or mutually exclusive and may be considered in a variety of combinations.

- ◆ Any relevant Scottish Group Award at SCQF level 5 or 6 (ie Intermediate 2 or Higher).
- ◆ Any two National Qualifications at SCQF level 6 (Higher) together with three Standard Grade passes at SCQF level 5 or above.
- ◆ An SVQ at SCQF level 7 in a relevant area.
- ◆ Different combinations of relevant and equivalent qualifications from other awarding bodies.
- ◆ Relevant work experience.
- ◆ For candidates where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) level 5 or a score of 5.5 in International English Language Testing System (IELTS).

In addition, candidates should possess good communication and analytical skills, along with a desire to attain the professional and personal requirements of an operational or senior manager.

## 5 Structure of the Group Awards

### 5.1 Summary of changes

In general, the previous HN Management frameworks were operating effectively and achieving the aims of the awards. However from the results of the consultation, the analysis of the position paper and discussions with QDT members, the following actions have been taken:

- ◆ The Knowledge and/or Skills and Evidence Requirements of the following Units have been revised to enhance delivery and allow more integration of assessment across Units:
  - *Management: Developing Self Management Skills*
  - *Management: Leadership at Work*
  - *Management: Plan, Lead and Implement Change*
  - *Managing and Working with People*
  - *Manage Operational Resources*
  - *Creating a Culture of Customer Care*
  - *Management and Leadership: Graded Unit 1*
  - *Management: Organisational Leadership and Development*
  - *Management: Develop Strategic Plans*
  - *Management: Strategic Change*
  - *Management Research*
- ◆ The Graded Unit now includes embedded Core Skill of *Problem Solving* at SCQF level 6
- ◆ The assessment guidance of the above Units has also been amended to make assessment less rigid and to include more innovative and creative methods such as, the use of Web2.0 approaches (eg wikis; blogs; podcasts; e-portfolios; social bookmarking); group activities; residential events, etc.
- ◆ In the Diploma in Management and Leadership, now only the Unit *Management: Organisational Leadership and Development* includes assessment under controlled conditions.
- ◆ The SCQF level of the four Units noted below has reduced from SCQF level 9 to SCQF level 8 due to amendments to the knowledge, skills or Evidence Requirements:
  - *Management: Organisational Leadership and Development*
  - *Management: Develop Strategic Plans*
  - *Management: Strategic Change*
  - *Management Research*
- ◆ New Optional Units **added** to HNC and/or Diploma since 2006 validation:
  - *Public Sector: an Introduction*
  - *Public Sector Financial Management*
  - *Management and Leadership in the Public Sector*
  - *Project Management: Managing Multiple Projects*
  - *Leadership for Managers*
  - *Decision Making for Managers*
  - *Organisational Management*
  - *Managing People*

- ◆ Optional Units within HNC and/or Diploma **updated** since 2006 validation:
  - *Business Law: An Introduction*
  - *Marketing: An Introduction*
  - *Human Resource Management: An Introduction*
  - *Human Resource Management: Performance Management*
  - *Economic Issues: An Introduction*
  - *Preparing Financial Forecasts*
  - *Statistics for Business*

## 5.2 Awards structures

### 5.2.1 HNC in Management and Leadership

<b>Mandatory Units — 9 credits required</b>	<b>Unit code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>Credit value</b>
Management: Developing Self Management Skills	H1F1 34	8	7	1
Management: Leadership at Work	H1F2 34	8	7	1
Management: Plan, Lead and Implement Change	H1F3 35	8	8	1
Managing and Working with People	H1F4 34	16	7	2
Manage Operational Resources	H1F5 34	16	7	2
Creating a Culture of Customer Care	H1F0 34	8	7	1
Management and Leadership: Graded Unit 1	H1KT 34	8	7	1

<b>Optional Units — 3 credits required</b>	<b>Unit code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>Credit value</b>
Workplace Communication in English	H8T2 33*	8	6	1
Business Law: An Introduction	F84P 34	8	7	1
Individual Employment Relations: Law	H2MK 34*	8	7	1
Managing Knowledge	DV85 34	8	7	1
Management: Managing Financial Resources	DV89 34	8	7	1
Supply Chain Fundamentals	H31L 34*	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Managing Information	DV84 34	8	7	1
Marketing: An Introduction	F7BX 34	8	7	1
Human Resource Management: Introduction	H1KP 34	8	7	1
Economic Issues: An Introduction	F7J8 34	8	7	1



<b>Optional Units — 3 credits required</b>	<b>Unit code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>Credit value</b>
Management of Quality	DW6G 34	16	7	2
Public Sector: An Introduction	F3HN 34	8	7	1
Public Sector Financial Management	F3HL 34	16	7	2
Management and Leadership in the Public Sector	FHM 35	8	8	1
Preparing Financial Forecasts	F84R 35	8	8	1
Project Management: Project Justification and Planning	DV5H 35	8	8	1
Project Management: Managing the Implementation of a Project	DV5J 35	16	8	2
Project Management: Managing Multiple Projects	F1F1 36	8	9	1
Statistics for Business	F84K 35	8	8	1
Marketing Planning: Domestic Market	HX3T 35*	16	8	2
Supply Chain: Tactics and Techniques	H31G 36	8	9	1
Organisational Management	F0EG 35	24	8	3
Leadership for Managers	F5GH 36	16	9	2
Decision Making for Managers	F5GG 36	16	9	2
Managing People	F5GF 35	16	8	2

\*Refer to History of Changes for revision changes.

**Total credits required for the HNC in Management — 12**

**NOTE: For candidates articulating to the Diploma in Management and Leadership please refer to selection criteria of Units in the Diploma structure.**

## 5.2.2 Diploma in Management and Leadership

<b>Mandatory Units — 13 credits required</b>	<b>Unit code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>Credit value</b>
Management: Developing Self Management Skills	H1F1 34	8	7	1
Management: Leadership at Work	H1F2 34	8	7	1
Management: Plan, Lead and Implement Change	H1F3 35	8	8	1
Managing and Working with People	H1F4 34	16	7	2
Manage Operational Resources	H1F5 34	16	7	2
Creating a Culture of Customer Care	H1F0 34	8	7	1
Management and Leadership: Graded Unit 1	H1KT 34	8	7	1
Management: Organisational Leadership and Development	H1S8 35	8	8	1
Management: Develop Strategic Plans	H1S7 35	8	8	1
Management: Strategic Change	H1S6 35	8	8	1
Management Research	H1S9 35	8	8	1

<b>Optional Units Group 'A' — candidates can select a maximum of 1 credits from this group</b>	<b>Unit code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>Credit value</b>
Workplace Communication in English	H8T2 33*	8	6	1
Business Law: An Introduction	F84P 34	8	7	1
Individual Employment Relations: Law	H2MK 34	8	7	1
Managing Knowledge	DV85 34	8	7	1
Management: Managing Financial Resources	DV89 34	8	7	1
Supply Chain Fundamentals	H31L 34*	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Managing Information	DV84 34	8	7	1
Marketing: An Introduction	F7BX 34	8	7	1
Human Resource Management: Introduction	H1KP 34	8	7	1
Economic Issues: An Introduction	F7J8 34	8	7	1
Management of Quality	DW6G 34	16	7	2
Public Sector: An Introduction	F3HN 34	8	7	1
Public Sector Financial Management	F3HL 34	16	7	2

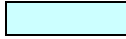
\*Refer to History of Changes for revision changes.

<b>Optional Units Group 'B' — candidates must select a minimum of 4 credits from this group</b>	<b>Unit code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>Credit value</b>
Human Resource Management: Employee Relationship Management	DN7E 35	8	8	1
Collective Employment Relations: Practice	DN7C 35	16	8	2
Preparing Financial Forecasts	F84R 35	8	8	1
Project Management: Project Justification and Planning	DV5H 35	8	8	1
Project Management: Managing the Implementation of a Project	DV5J 35	16	8	2
Project Management: Managing Multiple Projects	F1F1 36	8	9	1
Statistics for Business	F84K 35	8	8	1
Marketing Planning: Domestic Market	HX3T 35*	16	8	2
Human Resource Management: Performance Management	H1XR 35	8	8	1
Managing Organisational Risks	DV7Y 36	8	9	1
Managing in a Global Environment	DV83 36	8	9	1
Management: Organisational Innovation	DV80 36	8	9	1
Supply Chain: Tactics and Techniques	H31G 36	8	9	1
Organisational Management	F0EG 35	24	8	3
Management and Leadership in the Public Sector	F3HM 35	8	9	1
Leadership for Managers	F5GH 36	16	9	2
Decision Making for Managers	F5GG 36	16	9	2
Managing People	F5GF 35	16	8	2

\*Refer to History of Changes for revision changes.

## Total credits required for the Diploma in Management — 18

To achieve the Diploma Management award candidates must select no more than one optional Credits from the Group 'A' Units (SCQF level 6 and 7) and a minimum of 4 credits from the Group 'B' Units (SCQF level 8 and 9).



The shaded boxes show the mandatory Units that are common to the HNC in Management and Leadership.

### 5.3 Graded Units

For the HN Management and Leadership awards, one single credit Graded Unit at SCQF level 7 must be achieved.

Project based Graded Units assess the application of knowledge and skills in the planning and evaluation of a given task, while an examination based Graded Unit assesses theoretical knowledge and understanding under invigilated conditions.

A project rather than an examination was chosen for the Graded Unit for the HN Management in 2006 as it was felt that a project would be better preparation for candidates for employment and that the project format would be appropriate to assess the candidate's understanding of the award's principal aims.

An investigation was chosen as the format for the project based Graded Unit. It was felt that the skills developed in the investigation, planning the investigation, identifying issues for research, selecting and devising research methods, gathering, interpreting and analysing information, presenting findings and conclusions and evaluating the investigation would effectively test the material covered in the HNC principal aims. These skills will also be an appropriate preparation for relevant types of employment.

This original Graded Unit has been refreshed to ensure it is relevant to the amended Units in the HNC in Management and Leadership. And the Core Skill of Problem Solving at SCQF level 6 is now embedded in this Graded Unit.

Please note that the Graded Unit provides a grade for this particular Unit, not for the overall HNC in Management and Leadership or Diploma in Management and Leadership.

## 5.4 Core Skills

The recommended entry and exit profiles for the HN Management awards are detailed below:

Core Skill	Entry SCQF level	Exit SCQF level
Communication	6	6
Working With Others	6	6
Problem Solving	6	6
ICT	5	6
Numeracy	5	6

This profile is based on the Core Skills framework requirements and from the consultation with the QDT members representing other key stakeholders, including centres and employers.

At present, SCQF level 6 is the highest level of certificated Core Skills. In the table above where Core Skills entry and exit levels are both at SCQF level 6, it should be noted that candidates will have opportunities to extend these skills to a level appropriate to management and leadership best practice.

The Core Skill of *Problem Solving* at SCQF level 6 is now embedded in the Management and Leadership Graded Unit 1.

Please refer to Appendix 2 for a list of all Units which provide the opportunity for the embedding or development of Core Skills.

## 6 Approaches to delivery and assessment

### 6.1 Context and content

The HNC in Management and Leadership is designed for candidates who want to enter into operational management and leadership positions in a wide range of organisations. The Diploma in Management and Leadership is designed for candidates who want to enter into more senior management and leadership positions in a wide range of organisations. The awards are also intended for experienced managers and/or leaders seeking a nationally/internationally recognised qualification.

The awards focus on:

- ◆ developing the candidate's practical skills and ability to apply their knowledge to the relevant organisational environment.
- ◆ preparing candidates for progression to higher education degree programmes in Management and other related subjects (such as Business and Enterprise, etc).

They also underpin the SVQ awards in Management at levels 4 and 5 respectively.

## 6.2 Delivery and assessment

### Delivery

In the main, centres deliver the HNC/Diploma in Management and Leadership on a part-time basis. This can be on an open learning or traditional class room approach or a blended arrangement combining both of these.

Delivery of the award is at the discretion of centres. Please see Appendix 1 for examples of suggested sequences of delivery, together with advice on integration of delivery and assessment of Units.

### Assessment

The design principles for HN awards encourage a holistic approach to assessment and this has been adopted in HNC/Diploma in Management and Leadership awards. Emphasis is placed on assessing whole Outcomes or a combination of Outcomes. However there are opportunities to assess on a whole Unit basis and also integration of assessment across Units where appropriate as this can help reduce the assessment load for both candidates and centres.

A significant amount of care has gone into the Unit contents and the assessment of candidate knowledge and skills. To this end, Units have been specifically designed to complement each other whilst, at the same time, eliminating overlap of content across the Units.

In addition to more traditional assessments (eg reports, essays, case studies, etc), innovative arrangements also let candidates use ICT for providing their evidence (eg Web 2.0 techniques such as blogs, wikis, podcasts, social bookmarking sites and presentation software) and other methods, such as group or collaboration assessment; away days; residential exercises; posters, etc.

As well as reducing the amount of assessment, this also increases flexibility with candidates choosing tools and techniques appropriate to their own situation.

However, the assessment for one Unit in the Diploma in Management and Leadership award, ie Management: Organisational Leadership and Development, **must** be carried out under controlled conditions.

Integration of assessment across Units is encouraged and possible opportunities are outlined in Appendix 1.

Assessment exemplars are provided for exemplification and, for most of the mandatory Units, these include advice on both the traditional assessment methods and approaches using ICT, etc. Assessment exemplars are accessible via the secure section on the SQA website and SQA co-ordinators have details of how to access these.

A suggested assessment summary for Mandatory Units in the HNC/Diploma in Management and Leadership can be found in Appendix 5.

## **6.3 Re-assessment**

The way that centres reassess candidates is integral to the way that they manage assessment as a whole and as such, will be subject to internal verification. In order to ensure that the assessment process is as holistic as possible and that assessors are able to effectively judge candidates' performance in the Outcome or Unit as a whole, it may not always be possible to reassess only those parts of the performance in which candidates have not satisfactorily demonstrated competence. Scenarios where candidates may require to re-do the whole assessment include:

- ◆ assessment which tests knowledge and other cognitive skills and where it may not be possible to extract some of the items for reassessment.
- ◆ where parts of several Outcomes are involved.
- ◆ where a project has been designed as an integrated assessment and where there is a requirement to complete the project as a single complex task.

Candidates may require to do only part of an assessment where their evidence has been generated over a period of time and/or a discrete part of the Unit, such as an Outcome, has been assessed originally.

### **6.3.1 Eligibility for reassessment**

Candidates who have not satisfactorily demonstrated their attainment of Knowledge and/or Skills and/or competence in the whole or only part of an assessment may be considered for re-assessment.

### **6.3.2 Developing alternative assessments**

The design of the assessments inform the reassessment process to a large extent, as these determine the type of assessment instruments used and the purpose of the assessment. Normally, centres build up banks of assessments which can be used in whole or part for reassessment purposes.

Assessment writers should refer to the Unit specification when developing an alternative assessment and ensure that it is of equal demand to the original assessment and that it covers all necessary criteria and Evidence Requirements. Where candidates have not provided satisfactory evidence for knowledge and/or skill items which have been sampled, they would be reassessed on a different sample.

### **6.3.3 Re-assessment of Graded Units**

Re-assessment of the project-based Graded Unit would normally be based on an alternative assessment task. For the latter, centres would be encouraged to set the parameters at the start of the project class giving details of the draft submission date and final submission date. The overall grade is derived from the total number of marks across all the sections. The Conditions of Assessment section on the Graded Unit specification and the Assessment Exemplar gives additional guidance.

## **6.4 Assessment verification**

### **6.4.1 Prior verification of Unit assessments**

For the HNC and Diploma in Management and Leadership, SQA have produced assessment exemplars for mandatory Units. These can be used as instruments of assessment provided that centres ensure the integrity of the assessment in the first and subsequent years of use and between centres. These are available from the HN Management and Leadership page of SQA's secure website.

As explained earlier, the assessment exemplars now include information and guidance on traditional assessments (eg production of reports, essays, case studies, etc) and more innovative assessments including the use of Web2.0 approaches (eg wikis, blogs, e-portfolios, etc); group or collaboration assessment; residential exercises; etc.

The assessment exemplars also aim to enhance the delivery of the awards and to reduce the burden of assessment through, eg e-learning and integration within and/or across relevant Units.

However, if centres wish to amend these exemplars or create their own assessment instruments they may wish to have these instruments prior moderated before use. While it is not mandatory that prior verification takes place, it is **strongly recommended** that centres do take advantage of this service with any new instruments of assessment particularly Graded Units that are devised.

## **6.5 Guidance on the format and style of Unit specifications**

The Unit specification used within the HNC and Diploma in Management and Leadership is in the revised version (and subsequent updates).

## **6.6 Open Learning**

The HNC and Diploma in Management and Leadership offers enhanced flexibility through open, distance or mixed mode learning. All mandatory Units may be delivered through open, distance or mixed mode learning. For example, mixed mode delivery is a practical option where a candidate is in employment.

The introduction of innovative assessment can also assist open, distance and mixed mode learning, eg use of VLEs, blogs, e-portfolios, wikis, etc.

Authentication is not an issue that relates solely to open or distance learning. However, the fewer the opportunities for assessors and candidates to meet face-to-face, then the greater the need to build authentication strategies into the delivery of the award. SQA approved centres are responsible for the authentication of their open, distance or mixed mode programmes through their quality assurance processes. Centres must be confident that:



- ◆ candidates entered for a qualification are who they say they are.
- ◆ evidence submitted for assessment by candidates can be authenticated as their own work.

SQA recommend that a mix of authentication tools be used to ensure the above, these are:

- ◆ Questioning — personal, telephone or online interview
- ◆ Written questioning
- ◆ ICT — on-line conferences, email discussions, password controlled systems, handwriting recognition, computer scanning of facial features, voice prints, finger prints, hand patterns and recognition of key board use
- ◆ Personal logs and personal statements
- ◆ Witness testimony
- ◆ Summative assessment under supervision
- ◆ Audio-taped or video taped evidence
- ◆ Signing and counter-signing of candidates work
- ◆ Assessment supervisors — authenticators, invigilators and mentors

More information and guidance on authentication can be found on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk)

## 6.7 Credit transfer arrangements

Credit transfer can be given where there is broad equivalence between the subject-related content of the Unit (or combination of Units). Candidates who are given credit transfer between the previous HN Units and current HN Units must still satisfy all other conditions of SQA's HN Design Principles for the Group Award, including the:

- ◆ mandatory Units
- ◆ correct number of credits at the correct SCQF level

The credit transfer arrangements have been reviewed by the Senior External Verifier for the verification group. Guidance on credit transfer of previous Management Units to the current Management and Leadership Units is available in the following table. Please note that this guidance is subject to the centre's internal verification processes.

### Detailed credit transfer arrangements

Previous Unit	Current Unit	Credit transfer
Management: Developing Self Management Skills (DV86 34) level 7; 1 credit	Management: Developing Self Management Skills (H1F1 34) level 7; 1 credit	Full credit transfer
Management: Leadership at Work (DV88 34) level 7; 1 credit	Management: Leadership at Work (H1F234) level 7; 1 credit	Full credit transfer
Management: Plan, Lead and Implement Change (DV8C 35) level 8; 1 credit	Management: Plan, Lead and Implement Change (H1F3 35) level 8; 1 credit	Full credit transfer
Managing and Working with People (DV82 34) level 7; 2 credits	Managing and Working with People (H1F4 34) level 7; 2 credits	Full credit transfer
Manage Operational Resources (DV7X 34) level 7; 2 credits	Manage Operational Resources (H1F5 34) level 7; 2 credits	Full credit transfer
Creating a Culture of Customer Care (DJ42 34) level 7; 1 credit	Creating a Culture of Customer Care (H1F0 34) level 7; 1 credit	Full credit transfer
Management: Graded Unit 1 (DW2X 34) level 7; 1 credit	Management and Leadership: Graded Unit 1 (H1KT 34) level 7; 1 credit	Full credit transfer
Management: Organisational Leadership and Development (DV8A 36) level 9; 1 credit	Management: Organisational Leadership and Development (H1S8 35) level 8; 1 credit	Full credit transfer
Management: Develop Strategic Plans (DV87 36) level 9; 1 credit	Management: Develop Strategic Plans (H1S7 35) level 8; 1 credit	Full credit transfer
Management: Strategic Change (DV7W36) level 9; 1 credit	Management: Strategic Change (H1S6 35) level 8; 1 credit	Full credit transfer
Management Research (DV81 36) level 9; 1 credit	Management Research (H1S9 35) level 8; 1 credit	Full credit transfer

**NB:** These arrangements only apply where credit transfer is sought from the 'previous' Unit to the relevant 'current' Unit.

However, the arrangements do **not** apply in the reverse situation, ie the 'current' Unit to the 'previous' relevant Unit.

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

## 8 General information for candidates

Welcome to the HN Management and Leadership awards. The overall aim of these awards is that it is a stimulating and enjoyable learning experience for you.

Whether you are already a manager — or aspiring to be a manager — you have just made a vitally important decision for your future and we are delighted that you have decided to study for your HNC in Management and Leadership and/or Diploma in Management and Leadership. The awards are well respected by employers and are highly valued by holders of the qualification. The awards will give you the opportunity to become a qualified and knowledgeable operational or senior manager.

These awards have been developed through rigorous research and contain invaluable knowledge and skills as specified by the National Occupational Standards (NOS) for Management and Leadership that are at the forefront of current practices within leading organisations.

As well as helping to improve management and leadership skills and knowledge, these awards can provide a flexible route to progress to further study, higher education or professional courses. The HNC and Diploma can be completed on a full-time programme or on a part-time basis. Alternatively, these awards can also be undertaken in an open learning or a 'mixed mode' form of delivery. Your chosen centre will be able to advise you on the modes of delivery available to you.

### ***HNC in Management and Leadership***

This is made up of 12 credits, of which 9 credits are mandatory. The mandatory section provides you with a general background and introduction to key aspects of operational management and leadership such as:

- ◆ developing self management skills
- ◆ leadership at work
- ◆ planning, leading and implementing change
- ◆ managing and working with people
- ◆ customer care

This award also offers you a choice of optional Units in areas such as business law; health and safety; marketing; human resource management; quality; project management; preparing financial forecasts, etc. In addition to the 9 mandatory credits, you will need to achieve three optional credits to gain this HNC award.

### ***Diploma in Management and Leadership***

This is a more advanced award which covers strategic management and leadership issues at an organisational level. It is made up of 18 credits, of which 13 credits are mandatory. In addition to the topics covered in the HNC in Management and Leadership, the mandatory section also covers the following areas:

- ◆ management research
- ◆ organisational leadership and development
- ◆ development of strategic plans
- ◆ managing strategic change

Again there is a range of optional Units which cover topics such as organisational management; managing organisational risks; managing in a global environment, leadership for managers; decision making; managing multiple projects, etc. To achieve the Diploma in Management and Leadership you need to achieve the 13 mandatory credits and achieve five credits from the optional section.

The HNC and Diploma in Management and Leadership will involve a wide range of assessments which can include the production of reports; responding to questions; use of case study materials; role plays; presentations, etc. There may also be the opportunity to use more innovative assessment and learning approaches such as VLEs, wikis, blogs, podcasts, e-portfolios, social bookmarking sites, group activities, residential events, etc. However, your centre will confirm the exact assessment and learning approaches.

The HNC includes a Graded Unit, which is a project in the form of a practical assignment. It is designed to assess your ability to retain and integrate the knowledge and skills gained in the award and also to grade your achievement. There are three grades:

- A — if you achieve 70% or over
- B — if you achieve between 60% and 69%
- C — if you achieve between 50% and 59%

The Diploma includes one assessment in controlled conditions, ie an examination.

Having successfully completed the HNC or Diploma in Management and Leadership you may have the opportunity to progress to a higher education programme, such as a BA in Management or BA in Business and Enterprise. Your centre will be able to advise you on any articulation routes they have with Universities.

SQA jointly awards the HNC and Diploma in Management and Leadership with the Chartered Management Institute (CMI). To help build careers in Management, CMI now offer fast-track membership on the achievement of the HNC/Diploma in Management and Leadership. Further information can be found on the HN Management and Leadership page of the SQA website at the following link

**[http://www.sqa.org.uk/sqa/controller?p\\_service=Content.show&p\\_applic=CC&sector=26269&pContentID=26270](http://www.sqa.org.uk/sqa/controller?p_service=Content.show&p_applic=CC&sector=26269&pContentID=26270)**

Good luck with your studies!

## **9 Appendices**

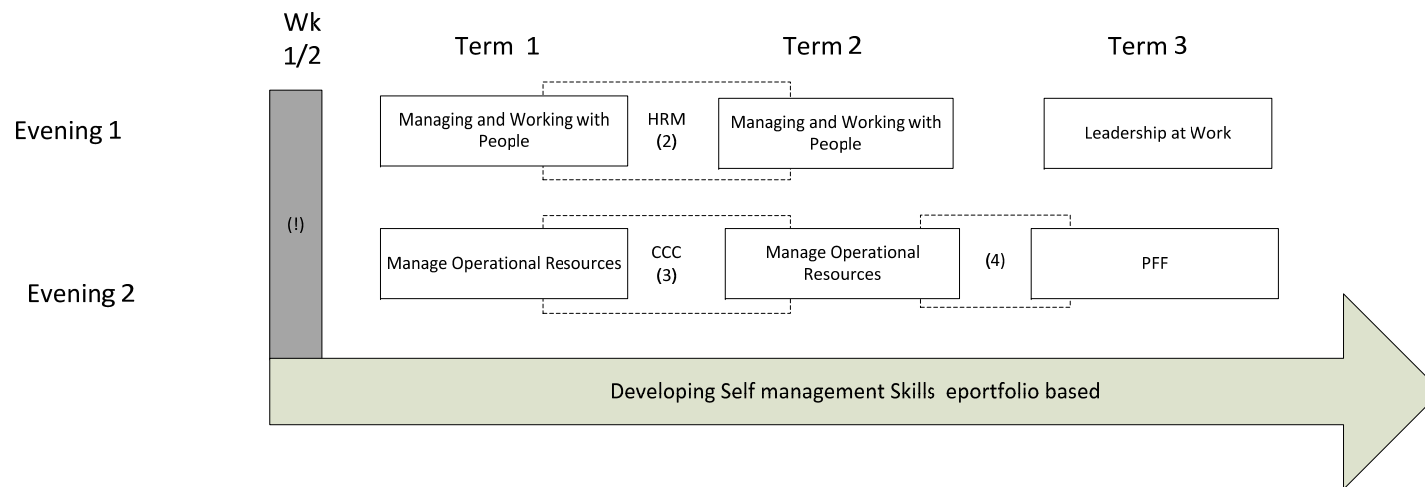
- Appendix 1: Delivery and Integration Advice
- Appendix 2: Core Skills Signposting and Embedding
- Appendix 3: Summary position paper
- Appendix 4: Mapping of Mandatory Unit to National Occupational Standards (NOS)
- Appendix 5: Suggested Assessment of Mandatory Units
- Appendix 6: Glossary of Terms

## **Appendix 1: Delivery and Integration Advice**

### **Delivery**

**Blended Delivery Structure  
2 Years Part Time  
Year 1**

Based on 2 nights/week, 3hrs class contact, 3 terms, 2 year programme includes distance learning

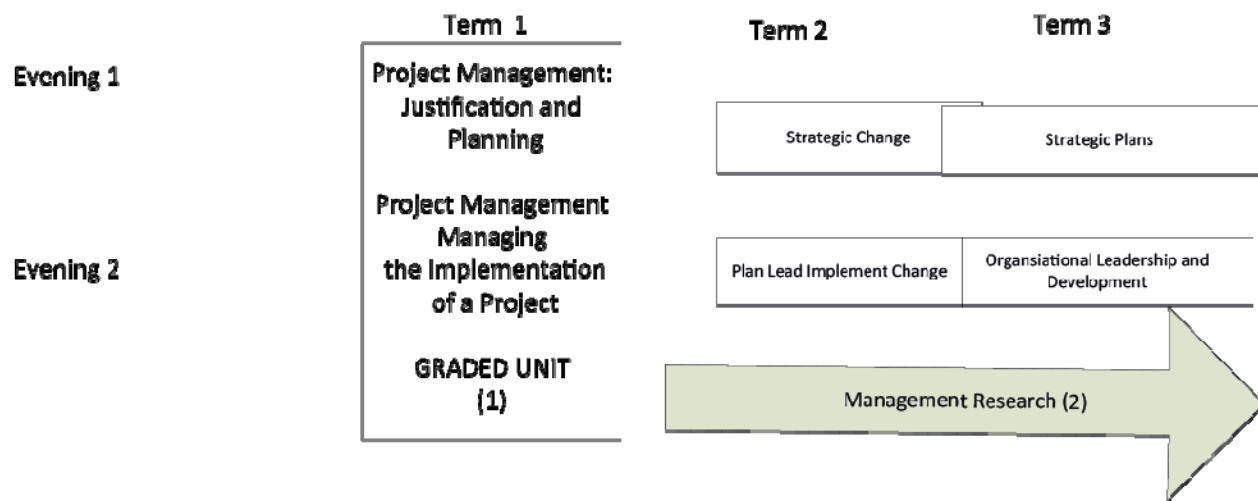


- (1) Week 1/2 used for induction and to introduce portfolio and portfolio management tool. Portfolio built on an on-going basis through the year.
- (2) HRM: Performance Management (level 8; 1 credit) can be delivered on-line at same time as Managing and Working with People as there is an opportunity here to integrate assessment in performance management. Another possible Unit is Managing People (level 8; 2 credits) as there are opportunities to integrate assessment in recruitment and selection.
- (3) Creating Culture of Customer Care can be delivered at same time as Manage Operational Resources — there is an opportunity here to integrate assessment particularly in customer case/quality standards.
- (4) The delivery of finance component within Manage Operational Resources can be delivered through Preparing Financial Forecasts or Managing Financial Resources.

Year 1 — 9 credits

**Blended Delivery Structure  
2 Years Part Time  
Year 2**

**Based on 2 nights/week, 3hrs class contact, 3 terms, 2 year programme**

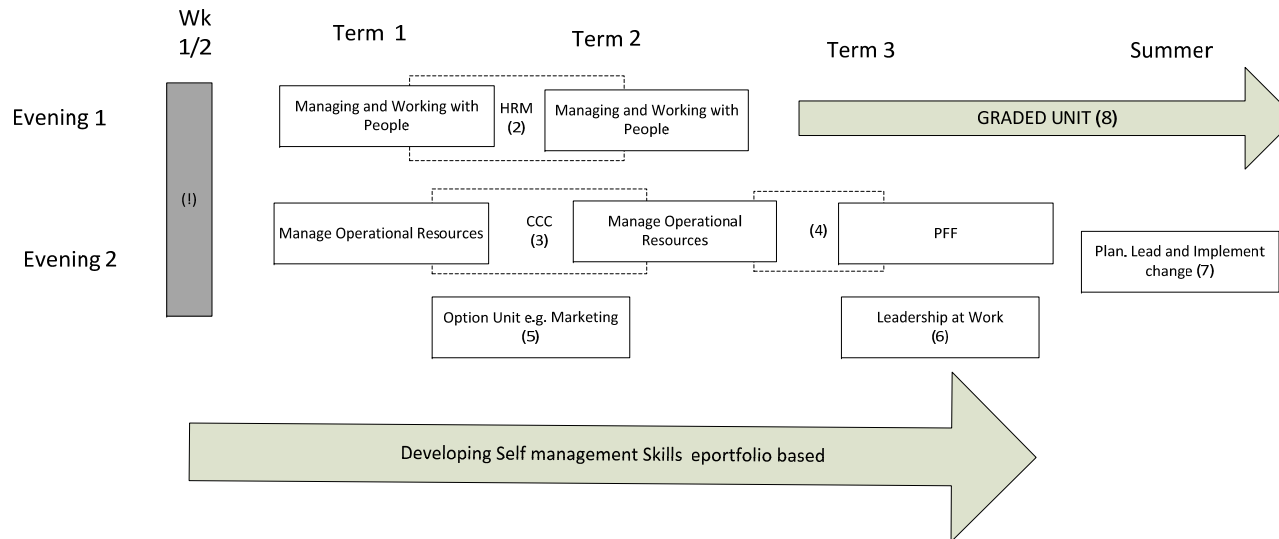


- (1) It is possible here to use the Graded Unit as a project, however, great care must be taken to ensure that the evidence requirement of all three Units are met. It should also be noted that the HNC requirements are not met until the end of term 2/year 2 in this model.
- (2) Having completed the Project Units — Management Research could be delivered on-line over two terms to allow time to fully research the issue at hand.
- (3) The two strategic Units and the two leadership Units mesh well and could be integrated.



**Blended Delivery Structure  
2 Years Part Time  
Year 1 Exit with HNC 12 months**

Based on 2 nights/week, 3hrs class contact, 3 terms, summer term – distance learning 2 year programme

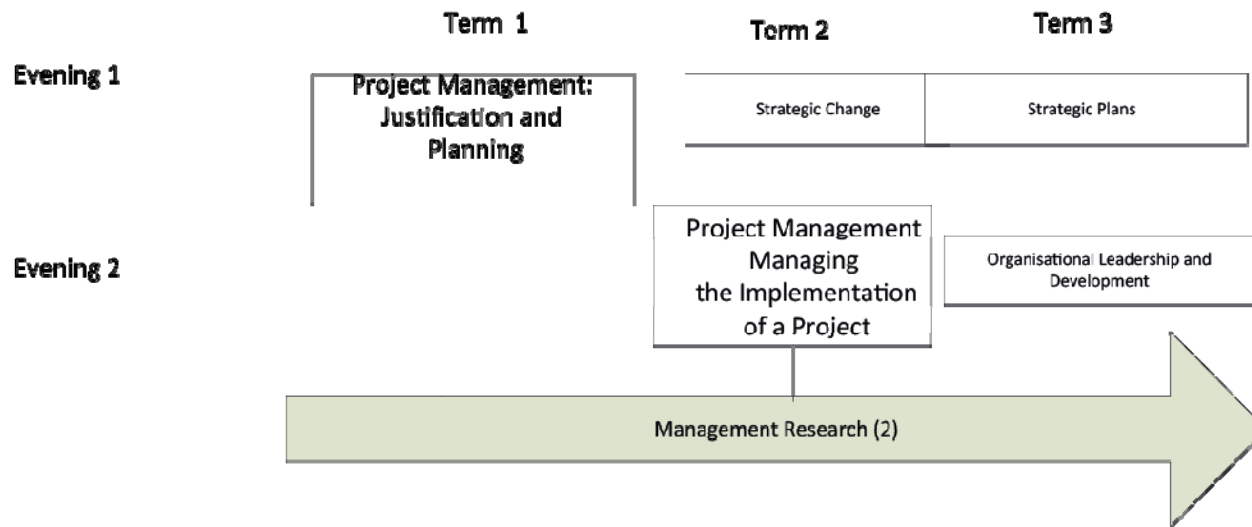


- (1) Week 1/2 used for induction and to introduce portfolio and portfolio management tool. Portfolio built on an on-going basis through the year.
- (2) HRM: Performance Management (level 8; 1 credit) can be delivered on-line at same time as Managing and Working with People as there is an opportunity to integrate assessment in performance management. Another possible Unit is Managing People (level 8; 2 credits) as there are opportunities to integrate assessment in recruitment and selection.
- (3) Creating Culture of Customer Care can be delivered at same time as Manage Operational Resources — there is an opportunity here to integrate assessment particularly in customer care/quality standards.
- (4) The delivery of finance component within Manage Operational Resources can be delivered through Preparing Financial Forecasts or Managing Financial Resources.
- (5) Optional Unit delivered on-line, probably, geared to what suits candidate/centre best.
- (5) (6) (7) all on-line delivery outwith classes.
- (8) Graded Unit could be delivered in term 3 and candidates enabled to work through summer. it may be possible at this stage to support a flexible Unit in these contact hours.

Calendar Year 1 — 12 credits

**Blended Delivery Structure  
2 Years Part Time  
Year 2 (HNC ENTRY)**

Based on 2 nights/week, 3hrs class contact, 3 terms, 2 year programme



- (1) It is possible here to use the Management Research as a project, however, great care must be taken to ensure that the Evidence Requirements of all three Units are met.
- (3) The two strategic Units mesh well and could be integrated.

## Advice on Integration of Delivery and Assessment

There are a number of opportunities within the HN Management and Leadership Group Awards to deliver and/or assess across Units and/or Outcomes within Units and the table below indicates where this may take place.

**NB:** Please note that where integration takes place the requirements of the Units are fully met and that any evidence presented clearly fits those requirements.

Mandatory Units	Integration/Partnering Opportunity	Comments
Management: Leadership at Work (level 7)	Managing People Outcomes 1 and 3	The Managing People Unit offers straightforward integration. Centres may wish to consider whether this limits the width of the course being delivered.
Managing and Working with People (level 7)	Managing People Outcomes 2 and 4 Human Resource Management: Performance Management covers Outcome 2	Level 8 Unit Level 8 Unit
Manage Operational Resources (level 7)	Create a Culture of Customer Care potentially three out of the four requirements for Outcome 1, ie transformation; quality standards; and ICT. Preparing Financial Forecasts includes variance management.	
Management: Plan, Lead Implement Change (level 8)	Can be delivered alongside / partnership with the Unit Management: Organisational Leadership Unit and Development (Level 8) as a means of providing some of the foundation knowledge/skills at level 8	The assessment for the level 8 Unit remains as a closed book assessment . The level 7 content may still be best assessed as per the exemplar.
Creating a Culture of Customer Care (level 7)	See Manage Operational resources	

Mandatory Units	Integration/Partnering Opportunity	Comments
Management: Self Management Skills (level 7)	Can be delivered alongside all Units.	It should be possible to use evidence generated by the other Units to build portfolio.
HN Management and Leadership Graded Unit (level 7)	Both Project Management Units (at level 8) can be delivered alongside to support the Management and Leadership Graded Unit project.	Care has to be exercised to ensure that the requirements of the Management and Leadership Graded Unit are not compromised and the candidates maintain responsibility for planning, developing and evaluating the Graded Unit.
Management: Strategic Change and Management: Develop Strategic Plans (both at level 8)	<p>Opportunities exist here for meshing the delivery and to identify the change first and then the plan for that change.</p> <p>It is also possible here to build links with the Plan, Lead and Implement Change Unit with these two Units.</p> <p>If the change is innovative there is the opportunity to mesh with Management: Organisational Innovation Unit (level 9) which asks candidates to make proposals for a change.</p>	
Management: Organisational Leadership and Development (level 8)	See above	
Management Research (level 8)	This offers opportunities across all the Units. Both Project Management Units offer close links, eg a Project Initiation document could cover the planning aspects of the research as well as meeting the needs of the Project Unit.	Care should still be exercised here to ensure that the requirements of all the Units are still met fully.

## **Appendix 2: Core Skills Signposting and Embedding**

***NB: Please note that the signposting guidance that follows is indicative only and depends on the teaching/assessment approaches adopted for the mandatory Units of the HNC/Diploma in Management and Leadership.***

## Communication (SCQF level 6)

### Skill component: Written Communication (Reading)

#### Signposted:

Core Units	Knowledge and Skills/Evidence
Management: Leadership at Work	Candidates have to understand current managerial thinking on leadership approaches and team development. This requires reading written text which explores leadership from different perspectives and may also present a structured and detailed argument for or against particular approaches. Candidates may summarise their understanding by posting messages to other through a VLE, in a blog or in a written report.
Management: Develop Self Management Skills	Candidates have to become familiar with current thinking on self-awareness such as the work-life balance, the ethical aspects of self-awareness and techniques of self-awareness. They need to read written text which explores different perspectives as well as presenting a structured, detailed argument for or against particular approaches. They may summarise their understanding by posting messages on a VLE, in a blog or in a written report.
Management: Plan, Lead and Implement Change	Candidates have to know current thinking on change and leading change. They need to read written text which explores change management from different perspectives, as well as presenting a structured, detailed argument for or against particular approaches. They could summarise their understanding by posting messages on a VLE, in a blog or through the production of a written report.
Managing and Working with People	Candidates must be aware of current good practice in managing people. They need to read written text which explores different aspects of current human resource management (HRM) practice and which deal with principles of HRM. These will draw attention to different approaches and place different emphases on different aspects. Texts are also likely to present structured, detailed explanations and arguments. Candidates could summarise their understanding by posting messages on a VLE, in a blog or in a written report.
Manage Operational Resources	Candidates have to understand current managerial thinking on managing operations and operational management in general. They have to read written text which explores different aspects of operations management and which is likely to draw attention to different approaches and place different emphases on different aspects. Texts are also likely to present structured, detailed explanations and arguments. Candidates can summarise their understanding by posting messages through a VLE or in a blog or by producing a written report.

Core Units	Knowledge and Skills/Evidence
Creating a Culture of Customer Care	Candidates have to understand current ideas of excellent customer care and how this can be implemented. This involves them reading written text which explores customer services issues and which is likely to include detailed argument for or against particular aspects of customer service. They could summarise their understanding by posting messages through a VLE or in a blog or by a written report.
Management: Develop Strategic Plans	Candidates have to understand current thinking on strategic planning and how to prepare and analyse a strategic plan. This involves them reading written text which explores, for example, different planning techniques and assesses the overall value of strategic planning which can be a contentious issue. Candidates are therefore exposed to structured, detailed argument for or against particular approaches. They could summarise their understanding by posting messages through a VLE or in a blog or in a written report.
Management: Organisational Leadership and Development	Candidates have to understand current thinking on vision and organisational leadership including appropriate theoretical ideas and models. This involves reading written text, including diagrams and charts and which uses sophisticated language to convey sustained argument. <b>In order to generate evidence for this Unit candidates have to respond to questions in controlled conditions.</b> This will require them to read about a particular organisational context which will be complex and involve specialist vocabulary. In order to provide responses to the questions, candidates will have to extract suitable information and ensure that it is fit for their purpose.
Management: Strategic Change	Candidates have to become familiar with current thinking on strategy and how to generate and assess options for strategic change. They are required to read written text which explores strategic leadership from different perspectives and which may also present a structured, detailed argument for or against particular approaches. They could summarise their understanding by posting messages through a VLE or in a blog or in a written report.
Management Research	Candidates have to understand current thinking on both research methodology and on the research topic, for which they have provided a literature review. This involves them reading written text and summarising their findings in a structured and coherent fashion. <b>The literature review is an Evidence Requirement for the Unit</b> but candidates could summarise their understanding, eg by posting messages through a VLE or in a blog or in a written report.

## Written Communication (Writing)

**Skill component: Produce well-structured Written Communication on complex topics**

**Signposted:**

Unit	Knowledge/Skills/Evidence
Management: Leadership at Work	Candidates have to produce evidence to demonstrate that they have achieved both Outcomes. This may take the form of a management report where they present their analysis in a suitable manner, using a recognised format. Other ways that written evidence can be presented includes personal reports or contributions to an on-line forum. Whichever approach is used, candidates organise a substantial body of material and make use of complex language and specialist vocabulary.
Management: Developing Self Management Skills	Candidates have to generate evidence to demonstrate that they have achieved both Outcomes of this Unit. They have to produce a personal development plan, devising clear personal and career objectives. They have to evaluate and reflect upon their plan by drawing reasoned conclusions on what worked well and what lessons can be learned for future. A portfolio method of assessment is particularly suited to this Unit and they can also contribute to discussion forums, writing blogs and wikis, etc.
Management: Plan, Lead and Implement Change	Candidates will have to generate evidence to demonstrate that they have achieved all Outcomes, which may take the form of a management report outlining and justifying a plan for leading change. In this, they are expected to present their analysis in a suitable manner using a recognised format. Alternative ways to present written evidence include personal reports or contributions to an online forum. Whatever approach is adopted, candidates have to organise a substantial body of material and make use of complex language and specialist vocabulary.
Managing and Working with People	To complete Outcome 2, candidates may provide evidence in the form of a management report where they present their evaluation of performance management in a suitable manner, using a recognised format. Other ways to present written evidence include personal reports, a blog, responses to questions or by contributions to an online forum. Whatever approach is adopted, candidates have to organise a substantial body of material and make use of complex language and specialist vocabulary.
Manage Operational Resources	In Outcome 1, candidates could provide evidence in the form of a management report where they present their analysis in a suitable manner using a recognised format. Other forms of written evidence include personal reports, an article for a business magazine or by contributions to an online forum. Whatever approach is adopted, candidates have to organise a substantial body of material and make use of complex language and specialist vocabulary.



Unit	Knowledge/Skills/Evidence
Creating a Culture of Customer Care	To complete the Unit, candidates have to demonstrate that they have achieved both Outcomes. This could take the form of a management report, where they present their analysis in a suitable manner using a recognised format. There are alternative ways to present written evidence, eg by personal reports or by contributions to an online forum. Whatever approach is adopted, candidates have to organise a substantial body of material and make use of complex language and specialist vocabulary.
Management: Graded Unit 1	Planning, Developing and Evaluating the practical assignment will be may be evidenced by extended formal reports, including graphic communication as appropriate.
Management: Develop Strategic Plans	Candidates have to generate evidence to demonstrate that they have achieved both Outcomes, which may take the form of a management report presenting a strategic plan and justification of the way it has been put together. Candidates are expected to make use of a recognised format in the form of a plan. They could present their plan as part of a management report which, again, would require them to make use of a recognised format. There are alternative ways to present written evidence such as by personal reports or by contributions to an online forum. Whatever approach is adopted, candidates are required to organise a substantial body of material and make use of complex language and specialist vocabulary.
Management: Organisational Leadership and Development	Candidates have to generate evidence to demonstrate that they have achieved both Outcomes. <b>This is done in controlled conditions.</b> Candidates have to provide responses which analyse information given to them and make use of complex language and specialist vocabulary. Candidates also have to organise their responses and structure them in a manner which directly meets the requirements of the question.
Management: Strategic Change	Candidates must generate evidence demonstrating that they have achieved both Outcomes. This could take the form of a management report which presents the results of an analysis of an organisation's strategic position and proposes options for strategic change. In this, they will be expected to present their analysis in a suitable manner using a recognised format. There are alternative ways to present written evidence, eg by personal reports or by contributions to an online forum. Whatever approach is adopted, candidates need to organise a substantial body of material and make use of complex language and specialist vocabulary.

<b>Unit</b>	<b>Knowledge/Skills/Evidence</b>
Management Research	Candidates have to generate evidence to demonstrate that they have achieved both Outcomes. This could take the form of a management report which presents the results of their analysis of their research findings, draws conclusions and makes recommendations. And they are expected to present their work in a suitable manner using a recognised format. There are alternative ways to present written evidence, eg by personal reports or by contributions to an online forum. Whatever approach is adopted, candidates need to organise a substantial body of material and make use of complex language and specialist vocabulary.

## Oral Communication

**Skill component: Produce and respond to oral Communication on a complex topic**

**Signposted:**

Unit	Knowledge/Skills/Evidence
Management: Leadership at Work	Candidates may give a presentation on leadership approaches (eg in their place of work or to other members of their group) which conveys essential relevant information and ideas. Candidates may also respond to questions/queries from others. They can also contribute to debates and discussion or participate in a viva — all of which requires the use of vocabulary, register and sentence structure appropriate to the audience.
Management: Developing Self Management Skills	Candidates may give a presentation a range of issues, such as the ways have developed their self-awareness; progress of their personal development plans, etc. These may be given orally to other members of the class group and candidates have to convey essential information and ideas. Self-awareness is a complex topic and candidates may also respond to questions/queries from others. They can also contribute to debates and discussions or participate in a viva — all of which requires the use of vocabulary, register and sentence structure appropriate to the audience.
Management: Plan, Lead and Implement Change	Candidates could give a presentation on ways of leading change, perhaps in an organisation they know, to other members of the group in a manner which conveys essential information and ideas. Change management can be a very complex topic and candidates may also respond to questions or queries from others. They can contribute to debates and discussions or participate in a viva - all of which requires the use of appropriate vocabulary, register and sentence structure.
Managing and Working with People	It would be possible for candidates to give a presentation on any aspect of managing and working with people to other members of the group in a manner which conveys essential and relevant information and ideas. In addition, candidates could respond to questions or queries from others on the complex issues involved in managing and working with people. Candidates could contribute to debates and discussions or participate in a viva — all of which requires the use of relevant vocabulary, register and sentence structure.
Manage Operational Resources	Candidates could give a presentation on any aspect of managing operations, including budgetary control, to other members of the group in a manner which conveys essential information and ideas. These can be very complex topics so candidates could respond to questions/queries from others to convey understanding. Candidates could also contribute to debates and discussions or participate in a viva — all of which will require the use of vocabulary, register and sentence structure appropriate to the audience.

Unit	Knowledge/Skills/Evidence
Creating a Culture of Customer Care	It is possible for candidates to give a presentation on their experiences of aspects of customer service work to other members of the group in a manner which conveys essential information and ideas. This involves the application of principles of customer service so candidates could also respond to questions or queries from others to demonstrate understanding. Candidates could also contribute to debates and discussions or participate in a viva - all of which involves the use of appropriate vocabulary, register and sentence structure.
Management: Develop Strategic Plans	Candidates could give a presentation to other members of the group on strategic planning techniques used by organisations, including examples known to them. This should be in a manner which conveys essential information and ideas. This complex topic can involve considering pros and cons of different techniques and linking them to suitable theoretical approaches so candidates may also respond to questions or queries from others to demonstrate understanding. Candidates could contribute to debates and discussions or participate in a viva — all of which requires the appropriate use of vocabulary, register and sentence structure.
Management: Organisational Leadership and Development	Candidates could give a presentation on various aspects of both Outcomes, eg development of leadership within their own organization and factors affecting vision, in a manner which conveys essential information and ideas. Organisational leadership and development are complex issues and candidates so candidates could respond to oral questions/queries from others to demonstrate understanding. Candidates could also contribute to debates and discussions or participate in a viva — all of which require the use of appropriate vocabulary, register and sentence structure.
Management: Strategic Change	Candidates may be asked to give a presentation on ways of analysing the strategic position in an organisation (perhaps one that they already know) in a manner which conveys essential information and ideas. Strategic change is complex topic, involving examining different theoretical approaches so candidates may also respond to oral questions/queries from others to demonstrate understanding. Candidates could contribute to debates and discussions or participate in a viva — all of which require the use of appropriate vocabulary, register and sentence structure.
Management Research	A candidate presentation on various aspects of their research, eg research methodology; analysis of results to other members of the group in a manner which conveys essential information and ideas. The research may be complex so candidates could also respond to oral questions/queries from others to confirm understanding. It is also possible for candidates to give a presentation (eg on their recommendations) to senior management in an organisation. Candidates could contribute to debates and discussions or participate in a viva — all of which requires the use of appropriate vocabulary, register and sentence structure.

## **Information and Communication Technology (SCQF level 6)**

Information and Communication Technology focuses on the ability to use IT to process information in ways which will be useful in work — it is not about developing IT specialists.

The Core Skill in ICT has two components:

- ◆ **Accessing Information**
- ◆ **Providing/Creating Information**

### **Signposted:**

The mandatory Units can now offer a wide range of opportunities for developing the two components of the ITC Core Skill:

- ◆ A variety of tasks which require candidates to access information from the internet, eg research for management theories and approaches; a key aspect of Management Research Unit, etc. This also provides essential underpinning knowledge for the HN in Management and Leadership awards.
- ◆ Flexibilities in the approaches that candidates can take to generate evidence, eg Web2 — use of VLEs; wikis; blogs; social bookmarking; podcasts; e-portfolios; presentations, etc.
- ◆ Professional presentation of reports and supporting materials which involve extensive access to and use of ICT.
- ◆ Management and security of information created are important aspects of good ICT practice.

## Numeracy (SCQF level 6)

### Skill component — Using Number

#### Apply a wide range of numerical skills

#### Signposted:

Unit	Knowledge/Skills/Evidence
Manage Operational Resources	Analysing, recording and presenting financial data in an appropriate format.
Management: Develop Strategic Plans	Assessment of financial position of an organisation business, including calculating profitability and financial safety and liquidity, preparing project budgets, reporting on financial progress, market information and participation trends.
Management: Organisational Leadership and Development	Theoretical and underpinning knowledge for the Unit requires an understanding of numerical concepts and analysis, including qualitative and quantitative methods to measure achievement.
Management: Strategic Change	Assessment of risks and costs, benefits. Analysing financial data in a range of business formats.

## Numeracy (SCQF level 6)

### Skill component — Using Numbers

#### Signposted:

<b>Unit</b>	<b>Knowledge/Skills/Evidence</b>
Manage Operational Resources	Theoretical and underpinning knowledge for the Unit requires an understanding of numerical concepts and analysis, including demographic information and participation trends.

## Problem Solving (SCQF level 6)

### Skill components

#### Critical Thinking

- ◆ Analyse a complex situation or issue

#### Planning and Organising

- ◆ Plan organise and complete a complex task

#### Reviewing and Evaluating

- ◆ Review and evaluate a complex problem solving activity

### Embedded:

**All Components: Critical Thinking; Planning and Organising; Reviewing and Evaluating**

Unit	Knowledge/Skills/Evidence
Management: Graded Unit 1	<p>The Unit is undertaken in three stages, Planning, Implementing and Evaluating an in-depth, complex practical assignment in Management.</p> <p>This Unit has the Core Skill of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show that they have achieved Problem Solving at SCQF level 6.</p>

### Signposted:

#### Component: Critical Thinking

Unit	Knowledge/Skills/Evidence
Management: Leadership at Work	Candidates are to identify key factors in a team which will determine a suitable approach to the leadership of that team. They have to assess the relevance of these factors to the situation and make use of them, in conjunction with appropriate management theories, to develop and justify an effective team leadership approach.
Management: Plan Lead and Implement Change	Candidates have to identify key factors which stimulate a change and then determine a suitable approach to leading a change once it has been decided to change. They have to assess the relevance of all the factors which impinge on the change and decide on their relative importance. Then they, in line with appropriate management theory, develop and justify an approach to planning and leading the change which allows it to be successfully implemented.



Unit	Knowledge/Skills/Evidence
Managing and Working with People	Candidates are to analyse and evaluate key aspects of managing people and then consider how these can be applied in a specific organisational context. They are to identify the main factors involved in the situation from a HRM perspective and assess their significance and relevance. In addition, they have to refer to appropriate good practice and relevant concepts in order to make this assessment.
Culture of Customer Care	To complete Outcome 2, candidates are to identify those factors in customer service which will enable them to evaluate the customer care strategy of an organisation. They have to assess the relevance of these factors and apply customer service principles to judge the efficiency and effectiveness of the strategy and make proposals for ensuring continuous improvement. In this way they are able to develop and justify an approach relevant to the organisation.
Manage Operational Resources	To complete the Unit, candidates are to analyse the key aspects of operations management in a specific part of an organisation. They are to identify the main factors involved in the situation from an operational management perspective and then assess their significance and relevance. They need to refer to appropriate theoretical ideas in order to make this assessment and justify the approach to operational management which they have identified.
Management: Developing Self Management Skills	Candidates have to use established techniques to enhance their own self-awareness. They are expected to draw conclusions from this and incorporate these into a personal development plan. They have to assessing the relevance of their conclusions and consider how best to make use of them in their plan. They are to provide reasons to justify the way they have made use of these conclusions.
Management: Develop Strategic Plans	In order to complete the Unit, candidates have to identify key factors which affect the development of a strategic plan and have to assess the relevance of all these factors then decide on their relative importance. On the basis of this, they have to devise and justify a development plan to successfully implement a strategy which is suitable for the organisation. In addition, they have to analyse the operation of the plan which, again, will involve the identification of key factors and assessing their relevance in a particular situation.
Management Research	In this Unit, candidates have to identify key factors in relation to their research topic. In order to draw valid conclusions and make feasible recommendations, they have to assess the relevance of all these factors and decide on their relative importance. They also have to justify these recommendations in terms of their analysis and show how they are practical and realistic as far as the organisation is concerned.

<b>Unit</b>	<b>Knowledge/Skills/Evidence</b>
Management: Strategic Change	Candidates have to identify key factors which influence the current strategic position of an organisation; they also have to assess the relevance of all these factors and decide on their relative importance. Making use of appropriate theoretical models of strategy, they identify and assess various options for strategic change. They will draw conclusions on which option(s) are most suitable for the organisation given its current strategic position.
Management: Organisational Leadership and Development	When generating evidence for assessment, candidates have to identify key factors in an organisation which impinge on vision and leadership development. They are to assess the importance of these factors and make use of this when responding to questions. Also, they are to justify the points they make with reference to suitable theoretical ideas and models and show how they are applicable in a particular organisational context.

**Signposted:**

**Component: Planning and Organising**

<b>Unit</b>	<b>Knowledge/Skills/Evidence</b>
Management: Plan Lead and Implement Change	Candidates have to prepare a plan to implement a change. The change is likely to be complex so the plan will involve several different strands. Through a resource audit, candidates are to identify the resources required by the plan, which will involve some search activity to determine the type and availability of resources needed. The resources will depend on the change in question but will almost certainly include human and physical resources and information.
Management: Developing Self Management Skills	In Outcome 2, candidates develop, implement and evaluate their own personal development plan. They are required to identify the learning resources that they will need in order for the plan to be implemented. They are responsible for determining the personal development plan and for carrying it out.
Management: Develop Strategic Plans	In order to complete the Unit, candidates have to prepare a plan which will enable a strategy to be implemented. Strategic action can be complex and the strategic programme will involve a number of different strands. When developing their strategic programme, candidates have to identify the resources required and this will probably involve some search activity to determine the type and availability of resources needed. The resources will depend on the nature of the strategy but, almost certainly, will include both human and physical resources and information.

Unit	Knowledge/Skills/Evidence
Management Research	In this Unit, candidates have to plan their research. This involves a number of different strands such as deciding on a topic, carrying out a literature review, making arrangements for collecting data and so on. Candidates have to identify the type and availability of resources required by the research and this will involve some search activity. Information is likely to be a key resource requirement but candidates may also need human and physical resources.

**Signposted:**

**Component: Reviewing and Evaluating**

Unit	Knowledge/Skills/Evidence
Management: Developing Self Management Skills	In Outcome 2, candidates review the way their personal development plan has turned out and evaluate what has happened. To do this, they make use of suitable evidence (including feedback from others) to draw conclusions on what worked well and what lessons they can learn for future personal development plans as part of their own continuous personal development (CPD).
Managing and Working with People	Within Outcome 2, candidates are to evaluate the effectiveness of an organisation's approaches to managing the performance of people. This includes assessing the effectiveness of the organisation's performance management system and the role of coaching and mentoring in developing individuals.
Creating a Culture of Customer Care	As part Outcome 2, candidates are to evaluate the efficiency and effectiveness of standards of customer service and an organisation's customer care strategy. To do this, they are to make use of suitable evidence and to draw conclusions. On the basis this, they are to make proposals to ensure continuous improvement in customer care.
Management: Strategic Change	Candidates have to assess the relative worth of different options for strategic change using a range of criteria including success criteria. The options cover all aspects of the strategic situation of the organisation and candidates have to identify and use suitable evidence to justify their evaluation. Throughout candidates have to draw on the work they have done for the Unit, which involves reviewing and evaluating the usefulness of different theoretical models and approaches.
Management: Organisational Leadership and Development	Candidates must <b>respond to questions in controlled conditions</b> . Some of these responses will require them to draw conclusions and make recommendations, which have to be justified in the light of the information available to candidates, some of which they may have gathered themselves.

<b>Unit</b>	<b>Knowledge/Skills/Evidence</b>
Management Research	Candidates have to draw conclusions and make recommendations. In order to do this, they have to review their work and evaluate the results of their work. Otherwise, they will not be able to make recommendations which are realistic, practical and feasible.

## Working with Others (SCQF level 6)

### Working co-operatively with others

#### Signposted:

Unit	Knowledge/Skills/Evidence
Managing and Working with People	A range of scenarios requiring an understanding of encouraging best practice in co-operative working is explored, including coaching, mentoring and implementing disciplinary procedures. Evaluation is continuous.
Management: Develop Strategic Plans	Significant theoretical underpinning knowledge is used to produce a detailed response to industry case study on best practice in planning and leading significant organisational change involving a range of others.
Management: Organisational Leadership and Development	Advanced understanding of the tools and techniques used to foster co-operative working and overcome potential barriers by negotiation, persuasions and assertive behaviours underpins the competencies of the Unit.
Management: Strategic Change	Underpinning knowledge on approaches to establishing and maintaining relationships with others including involving and gaining commitment of staff across an organisation.

## Appendix 3: Summary of position paper

# Scottish Qualifications Authority

## Position Paper on the HNC/Diploma in Management

### 1 Introduction

This paper sets out proposals for the review of the HNC and Diploma in Management.

### 2 Background

The HNC and Diploma in Management were first introduced in 1989/90 and have been revised a number of times since. The most recent revision of the qualifications took place in 2004/2005 with the first delivery in August 2006. The HNC consists of 12 SQA credits and the Diploma 18 SQA credits (the HNC is subsumed within the Diploma).

Participation on the HNC and Diploma in Management has continued to decrease over recent years (around 600 candidates in 1987 to 60 in 2010) and now only five active centres (of 31 approved) despite SQA investing in comprehensive support material. Some centres are now delivering alternative courses offered by other awarding bodies the main ones being the ILM and the CMI. Both bodies offer a wide range of Management and Leadership qualifications, eg CMI's Certificate and Diploma in Management. The qualifications are also very flexible, for example, ILM's level 3 award for Effective Management contains 50 Units of which none are mandatory thereby allowing centres/employers the flexibility to design their own award. These qualifications like the SQA HNC/Diploma are premised on the same NOS and cover the same subject matter and in that regard are still viewed as comparable courses.

Discussions with centres, students and others involved suggest that one of the reasons for these defections may be the perceived, and for many real, view that the programmes are rigid in their approach to assessment resulting in over assessment of candidates and a programme that is inflexible and unable to meet the needs of candidates and delivering centres.

All centres offering the HNC/Diploma in Management do so, on a part-time basis and specifically target those already in employment. It is the employed position of this target group of aspirant managers or managers that is driving the need for greater flexibility. Centres are exploring new ways to deliver, including on-line and fast-track approaches, to meet market requirements and there appears to be a general opinion that the existing assessment structure hinders these developments.

A review of the mandatory Units in the HNC Management (9 SQA credits) highlights a programme which consists of:

- ◆ 25 Outcomes
- ◆ 61 Evidence Requirements
- ◆ 11 assessments of which six are case studies, two open-book exams (including financial), two reports (including Graded Unit), one portfolio,
- ◆ A total minimum word count of between 14,000–15,000 words excluding the examinations and portfolio

A similar breakdown of the Diploma Management mandatory Units (4 SQA credits) fares slightly better

- ◆ 10 Outcomes
- ◆ 26–29 Evidence Requirements
- ◆ four assessments of which two of which are closed-book exams, one report, one case study
- ◆ A total word count of 7,000 words excluding the exams.

The above totals do not include assessments within the required optional Units.

While the analysis above, may be of a general nature, and as a result, subject to criticism it does reinforce the view that the programme is over assessed. Few, however, have indicated that there are problems with the content of the programme. Any problems appear to lie with assessment. It is worth noting that the Unit Specifications suggest a degree of flexibility in how assessments may be conducted which is not reflected in the assessment exemplars. There is evidence to suggest that the assessment exemplars provided for Units are viewed by centres as the definitive assessment tool and are in the main adopted verbatim with limited consideration. The crude analysis, provided above indicates that the assessment strategies deployed in the exemplars consist of traditional approaches for Business Management courses and lack innovation and creativity.

While the award is seen as demanding it is well respected and is often used as a vehicle for students to gain 3rd year entry to a degree programme or even an MBA. However, universities appear to be pulling back from this informal agreement. Many universities are looking for 240 credit points for entry to 3rd year of related degree programmes and as a result, the Diploma is losing its standing with Universities.



### 3 Proposal

This is an important sector in SQA's portfolio of qualifications. Almost all SSC action plans have highlighted there are gaps in the skills of managers and leaders within their sector and many specialist qualifications include management Units.

The restrictive nature of the Evidence Requirements makes it difficult to integrate assessments and centres appear to be slavishly following the assessment exemplars. It is therefore proposed that SQA undertake a review of the HNC/Diploma in Management focusing on the assessment of the Units but looking to trim some of the knowledge and skills items and/or include broader headings to create more flexibility. The review should also look to provide examples of how the delivery of Units could be integrated see annex (a) for suggestions on integration.

It is also suggested that revised assessment exemplars be developed and writers should be guided to consider more innovative assessment<sup>1</sup> put forward by Hounsell et al (2007):

- ◆ Presentations and other non-written assessments, eg viva, mini-viva, group presentation, individual presentation, production of artifact, eg poster, video, audio, role play, debate and discussion, residential periods.
- ◆ Portfolios and other unconventional writing assignments, eg e-portfolios, learning journals, project documentation, diaries, reading logs, blogs and reflexive notebooks.
- ◆ Assessment of groups and collaboration, eg projects, posters, events, work based learning, residential exercises and field events.
- ◆ Student involvement in assessment, eg peer assessment.
- ◆ Use of new Technology, eg blogs, social media tools, VLE, e-portfolio, eg Mahara.

SQA should be involved in negotiations with Universities for 3rd year entry to related degree programmes to ensure the Diploma in Management is seen as at least equivalent to an HND in terms of entry to degree programmes.

### 4 Recommendation

It is recommended that SQA establish a QDT to take forward the review of the HNC and Diploma in Management. The review should adopt a light touch with regards to the content of the Units, focusing on assessment and ways of integrating assessment across Units.

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<sup>1</sup> Innovative assessment across the disciplines An analytical review of the literature. The Higher Education Academy, Hounsell et al November 2007

## Possible Opportunities for Integration

Units	Approach	Comments
Graded Unit Management: Developing-Self Management Skills (DV86 34)	<ul style="list-style-type: none"> <li>◆ Full integration of Unit possible through portfolio approach</li> </ul>	Creation of an exemplar may be required to demonstrate how this may be achieved
Graded Unit (DW2X 34) and matched Units, eg Creating a Culture of Customer Care; Manage Operational Resources	<ul style="list-style-type: none"> <li>◆ Identify subject focus of GU</li> <li>◆ Create a literature review component either as part of GU or as an appendix to the GU which addresses the requirements of the matched Unit</li> <li>◆ Create mini viva to manage any gaps</li> </ul>	Will require modification of Evidence Requirements in some Units to create flexibility. Will also require clear marking matrices from delivering centres
Leadership at Work (DV88 34) and Plan, Lead and Implement Change (DV8C 35)	<ul style="list-style-type: none"> <li>◆ Creation of single case study, portfolio based approach or residential weekend</li> <li>◆ Create marking matrix reflecting both Units</li> <li>◆ Use blogs, etc as a lead to case study. Blogs will provide DV88 34 requirements and case answers DV8C 35 requirements</li> </ul>	Relaxation of Evidence Requirements to enable sampling in non-examined setting
Managing and Working with People (DV82 34)	<ul style="list-style-type: none"> <li>◆ Create single piece of work oriented around performance management</li> <li>◆ Use web 2.0 technologies to build evidence</li> <li>◆ Use peer assessment to reinforce some aspects of Unit</li> <li>◆ Possibility of Integrating certain Outcomes with Graded Unit</li> </ul>	Revisit Evidence Requirements to reduce loading

Units	Approach	Comments
Manage Operational Resources (DV7X 34)	<ul style="list-style-type: none"> <li>◆ Look at current evidencing to enable greater flexibility, eg create blog, e-portfolio approach</li> <li>◆ Possibility of Integrating certain Outcomes with Graded Unit</li> </ul>	Rework Evidence Requirements to allow flexibility required
Creating Culture of Customer Care (DJ42 34)	<ul style="list-style-type: none"> <li>◆ Create single piece of work, eg case study or investigative report</li> <li>◆ Possibility of Integrating with Graded Unit</li> </ul>	Rework Evidence Requirements to allow flexibility required
Develop Strategic Plans (DV87 36) and Strategic Change (DV7W 36)	<ul style="list-style-type: none"> <li>◆ Create single piece of work, eg case study or investigative report</li> <li>◆ Use of Web 2.0 technologies to provide evidence</li> <li>◆ Possibility of Integrating with Management Research</li> </ul>	Relaxation of Evidence Requirements to enable sampling in non-examined setting
Organisational Leadership and Development (DV8A 36)	<ul style="list-style-type: none"> <li>◆ Single investigative report</li> <li>◆ Assessed through web 2.0 approaches</li> </ul>	Relaxation of Evidence Requirements to enable sampling in non-examined setting
Management Research (DV81 36)	<ul style="list-style-type: none"> <li>◆ Identify subject focus</li> <li>◆ Create a literature review component either as part of Research report or as an appendix to the research report which addresses the requirements of the matched Unit</li> <li>◆ Create mini viva to manage any gaps</li> </ul>	Will require modification of Evidence Requirements in some Units to create flexibility. Will also require clear marking matrices from delivering centres

## **Appendix 4: Mapping of Mandatory Units to Management and Leadership National Occupational Standards (NOS)**

<b>Management and Leadership Occupational Standard</b>	<b>HNC/Diploma in Management Mandatory Unit</b>	<b>Full or Partial Mapping</b>
A1 Manage your own resources	<b>Management: Developing Self Management Skills</b>	Partial
A2 Manage your own resources and professional development	<b>Management: Developing Self Management Skills</b>	Full
A3 Develop your personal networks	<b>Management: Leadership at Work</b>	Partial
B1 Develop and implement operational plans for your area of responsibility	<b>Manage Operational Resources</b>	Full
B5 Provide leadership for your team	<b>Management: Leadership at Work</b>	Full
B6 Provide leadership in your area of responsibility	<b>Management: Leadership at Work</b>	Full
B7 Provide leadership for your organisation	<b>Management: Organisational Leadership and Development</b>	Full
B11 Promote equality of opportunity and diversity in your area of responsibility	<b>Managing and Working with People</b>	Partial
C4 Lead change	<b>Management: Plan, Lead and Implement Change</b>	Partial
C5 Plan change	<b>Management: Plan, Lead and Implement Change</b> <b>Management: Develop Strategic Plans</b>	Partial Full
C6 Implement change	<b>Management: Plan, Lead and Implement Change</b> <b>Management: Strategic Change</b>	Partial Full
D1 Develop productive working relationships with colleagues	<b>Managing and Working with People</b>	Partial
D3 Recruit, select and keep colleagues	<b>Managing and Working with People</b>	Full
D6 Allocate and monitor the progress and quality of work in your area of responsibility	<b>Management: Leadership at Work</b>	Partial
E1 Manage a budget	<b>Manage Operational Resources</b>	Partial
E4 Promote the use of technology within your organisation	<b>Manage Operational Resources</b>	Partial
E6 Ensure health and safety requirements are met in your area of responsibility	<b>Manage Operational Resources</b>	Partial
F8 Work with others to improve customer service	<b>Creating a Culture of Customer Care</b>	Partial
F9 Build your organisation's understanding of its market and customers	<b>Creating a Culture of Customer Care</b>	Partial
F10 Develop a customer focused organisation	<b>Creating a Culture of Customer Care</b>	Partial
F11 Manage the achievement of customer satisfaction	<b>Creating a Culture of Customer Care</b>	Partial

**NB: Optional Units**

**Many optional Units map to specific Management and Leadership NOS in areas such as Finance, Project Management, Innovation, Equality and Diversity; Managing Risk; Marketing, etc.**

## Appendix 5: Suggested Assessment of Mandatory Units

Unit title	Outcome Number	Suggested Assessment Methods	Possible Alternative Assessment Methods (incl Web2.0 approaches)
Management: Developing Self Management Skills H1F1 34	1 and 2	Integrated report or portfolio/e-portfolio of evidence.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residentials.
Management: Leadership at Work H1F2 34	1 and 2	Integrated report or portfolio/e-portfolio of evidence.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residentials; poster displays.  <b>NB:</b> Could link assessment with the Unit Management: Plan, Lead and Implement Change, eg a narrative report analysing leadership then link to a particular team.
Management: Plan Lead and Implement Change H1F3 35	1 and 2	Integrated report or portfolio/e-portfolio of evidence. The report could include a plan based on three broad categories — plan for change; strategy to lead the change; strategy to implement the change.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residentials; plans for change; resource audits.  <b>NB:</b> Could link assessment with the Unit Management: Leadership at Work, eg a narrative report analysing leadership then link to a particular team.

Unit title	Outcome Number	Suggested Assessment Methods	Possible Alternative Assessment Methods (incl Web2.0 approaches)
Managing and Working with People H1F4 34	1 and 2	Combined case study with a report or portfolio/e-portfolio.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residential; materials from candidate's own experience (eg on performance review or coaching); provide a commentary of stages of recruitment and selection for a post of their choice (Outcome 1) and a narrative report on performance management (Outcome 2); posters (eg on grievance or disciplinary procedures).
Manage Operational Resources H1F5 34	1	Report or portfolio/e-portfolio of evidence.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residential; posters (eg on health and safety).  <b>NB:</b> Could be linked to part of the assessment for the Unit Creating a Culture of Customer Care at Work.
	2	Case study covering two consecutive budget periods.	



Unit title	Outcome Number	Suggested Assessment Methods	Possible Alternative Assessment Methods (incl Web2.0 approaches)
Creating a Culture of Customer Care H1F0 34	1 and 2	Integrated report based on case study or real organisation or portfolio/e-portfolio.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residential; posters (eg customer service concepts and principles).  <b>NB:</b> Part of assessment for this Unit could be linked to the assessment for the Unit Manage Operational Resources.
Management and Leadership: Graded Unit 1 H1KT 34		Project — practical assignment	<b>NB:</b> Could link assessment with the Unit Management: Developing Self Management Skills.
Management: Develop Strategic Plans H1S7 35	1 and 2	Integrated investigative report based on response to questions (strategic plan and commentary) or a portfolio/e-portfolio.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residential; strategic plan; organisational audits (eg for HRM); poster displays (eg strategy paradigms).
Management: Strategic Change H1S6 35	1 and 2	Holistic report or narrative based on responses to questions or portfolio/e-portfolio.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residential; statements to senior management (eg strategic options; organisational capabilities/competences; analysis of rival organisations, etc)

<b>Unit title</b>	<b>Outcome Number</b>	<b>Suggested Assessment Methods</b>	<b>Possible Alternative Assessment Methods (incl Web2.0 approaches)</b>
Management: Organisational Leadership and Development H1S8 35	1 and 2	Compulsory assessment under controlled conditions, with at least three skills and/or knowledge items of both Outcomes covered.	
Management Research H1S9 35	1 and 2	Fully referenced research report with recommendations covering both Outcomes. This could be supported by a portfolio/e-portfolio.	Personal statements; discussion fora; social networking sites; wikis; blogs; vivas; away days; residential; research proposal in a given template; literature review; research diary; recommendations based on research; poster (eg research methodologies or analysis of investigation).

## Appendix 6: 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](http://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 Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**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/HND 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.