



Group Award Specification for:

Professional Development Award (PDA)

**Diploma in Police Service Leadership and
Management at SCQF level 8**

Group Award Code: GJ6D 48

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1 Introduction

This is the Group Award Specification for the Professional Development Award (PDA) named Diploma in Police Service Leadership and Management at SCQF level 8. The PDA is designed for those individuals who wish to qualify for possible promotion opportunities within the Police Service of Scotland (PSoS).

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.

Rationale for revision of the qualification

Originally validated in 2006, the Diploma has for some time formed the legislative foundation for promotion beyond the rank of constable within the Police in Scotland.

Revalidation of the Diploma has offered an opportunity to evaluate it in the contemporary context of policing in Scotland. To take advantage of this opportunity, evidence based research was undertaken by Dundee University. The resulting Research Report concluded that the Diploma provided a valuable development tool for police officers and that revalidation offered an opportunity to take cognizance of current frameworks for leadership development and incorporate them into the new award. Revalidation also offered an opportunity, at a time of unprecedented change in Scottish Policing, to explore current and future needs of the organisation against the backdrop of reform, allowing those undertaking the award as future leaders and managers of the organisation to meet future challenges and demands set upon the organisation.

Title of the qualification

The title was selected because it best reflects the underlying themes as well as specific content of the Units comprising the award.

PDA's at similar levels prepare learners for roles in Management and Leadership.

Range of learners the qualification is suitable for:

In order to achieve a promoted police post in PSoS, officers are required under legislation to obtain the DPSSLM at SCQF level 8.

The qualification is open to anyone who has completed the required probationary period in the rank of constable; has successfully applied for a place on the course; and holds the post of constable and is looking to promotion beyond the rank of constable.

Possible employment opportunities for learners who gain this qualification

While this award will qualify officers for promotion, it does not guarantee promotion. The final decision regarding who will or will not be promoted in the PSoS remains with the Chief Constable.

Articulation opportunities from this qualification

As part of the promotion process the award is designed to articulate to 'The Police Scotland People Development Framework', which shows articulation routes externally as well as role specific credit rated training.

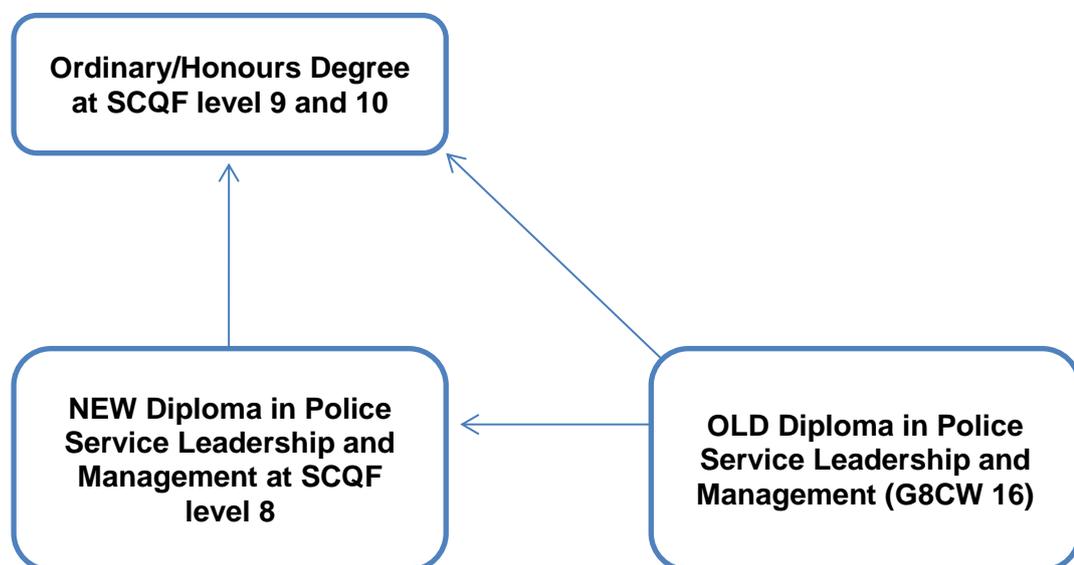
Learners can consult the framework to identify qualifications and training opportunities that will enable them to specialise and develop within the role of Sergeant and beyond. The framework sets out progression pathways, through qualifications and training into promoted posts and linked roles.

The framework delineates key roles within the organisation for police officers and police staff. The Police Scotland People Development Framework links closely to the Skills for Justice Professional Policing Framework Role Profiles.

For each role there is a set of typical competences, typical work tasks, guidance about appropriate qualifications and continuing professional development, and notes about how people might access each role, specialise and develop within them, and finally progress from them, if desired.

Possible Progression Routes

On successful completion of the programme, learners will have the option to progress to Ordinary or Honours degree (SCQF level 9 and 10) through a collaborative agreement, with the Scottish Universities through the Scottish Institute of Policing Research (SIPR). In addition as lateral development they can progress to a full range of role specific credit rated programmes.



2 Qualification structure

2.1 Structure

The Higher National Design Principles state that PDAs will be made up of at least two Units and at SCQF level 8 PDAs will be made up of Units with a minimum credit value of 16 SCQF credit points, with the majority of the Unit credits at the level of the qualification.

Learners will be awarded the PDA Diploma in Police Service Leadership and Management at SCQF level 8 on completion of all nine of the mandatory Units (120 SCQF credit points, 104 at SCQF level 8, including 16 at SCQF level 9).

There are no optional Units in this award. The structure is illustrated below:

4 Code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H6M7	35	Skills for Personal Development and Effectiveness in Policing	2	8	8
HP66	35*	Professional Knowledge in Policing	1	8	8
H1XR	35	Human Resource Management: Performance Management	1	8	8
H6M9	35	Managing Teams in the Police Service	2	16	8
H6MA	35	Ethical Decision Making	2	16	8
H6MB	35	Policing, the Criminal Justice System & Human Rights	2	16	8
F5GH	36	Leadership For Managers	2	16	9
H1F3	35	Management: Plan, Lead and Implement Change	1	8	8
H6MC	35	Effective Partnership Working	2	16	8

*Refer to History of changes for revision changes

The award has been developed as the replacement for the existing DPSLM at level 8 (G8CW 16) which is also a 120 point SCQF level 8 Professional Development Award.

The award naturally builds on the Certificate of Higher Education (Cert HE) qualification (SCQF level 7) obtained through the 2 year police probation period and further provides development for potential leadership roles.

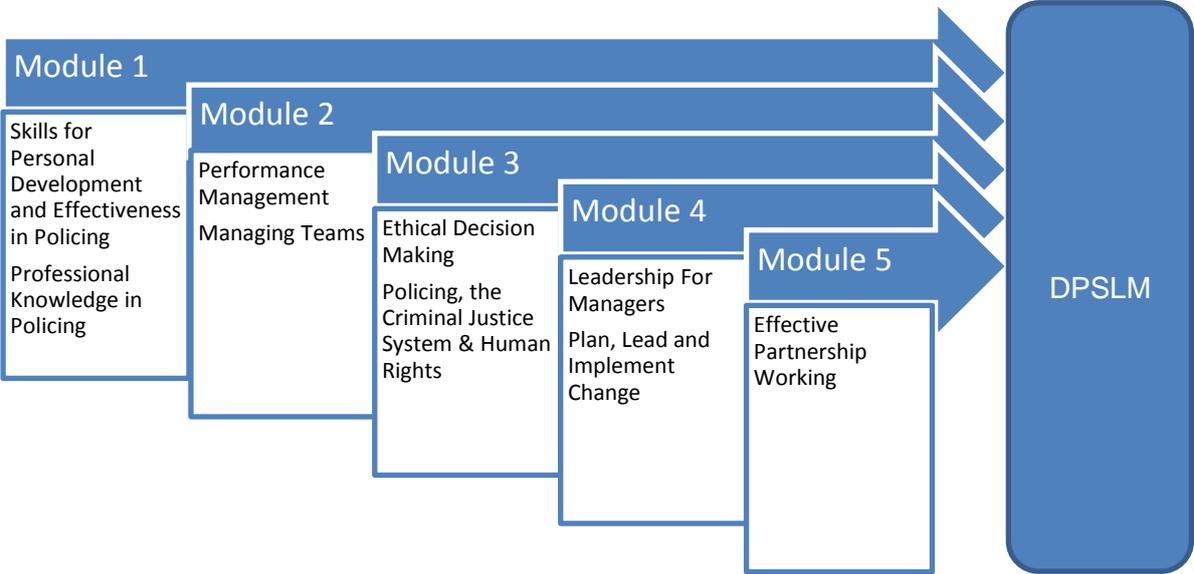
The overall competency level of the award is also reflective of the relevant National Occupational Standards (NOS) developed by Skills for Justice (SfJ).

The qualification sits comfortably at SCQF level 8. The Outcomes and the evidence required within the Unit Specifications have been developed using the SCQF descriptors.

From a delivery point of view, the Diploma is broken into five distinct modules which will take the learner through the overall award. The first module, which comprises *Skills for Personal Development and Effectiveness in Policing* and *Professional Knowledge in Policing*, is

intended as a building module and, as such, must be successfully completed before progressing to any of the subsequent modules.

Programme Delivery



3 Aims of the qualification

The aim of the Diploma is:

To develop the leadership abilities of individuals responsible for policing in society.

3.1 General aims of the qualification

The general aims of the Diploma are:

- G1 Enhance negotiating, influencing and effective communication skills.
- G2 Adopt an enquiring, analytical and ethical approach.
- G3 Proactively undertake relevant routine methods of evidence based research
- G4 Develop the ability to self-manage learning through personal effectiveness.
- G5 Undertake critical analysis and evaluation of theories, concepts, information and issues relevant to policing.
- G6 Enable progression within the Scottish Credit and Qualifications Framework (SCQF).

3.2 Specific aims of the qualification

The specific aims of the qualification are:

- S1 Recognise the importance of personal development and develop autonomous learning skills which will enable learners to continuously develop throughout their career.
- S2 Apply current criminal legislation and procedure to situations relevant to the work of a police officer in Scotland and make recommendations for police action.
- S3 Consider the various aspects of decision making including the ethical nature of decisions that are to be undertaken as a supervisor.
- S4 Analyse the key factors which influence a human rights compliant policing service.
- S5 Understand the concept of performance management and manage individual performance.
- S6 Recognise and analyse the management of teams and the team contribution to operational priority setting and delivery in a creative and innovative manner
- S7 Develop the leadership skills and capabilities required by managers in modern organisations.
- S8 Develop the skills required to develop a strategy to lead change in a way which will secure its implementation in an organisation.
- S9 Evaluate key aspects of partnership and collaborative working and demonstrate them through practical application.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

As prescribed under *The Police Service of Scotland (Promotion) Regulations, 2013*, the minimum criteria for entry which will apply are as follows:

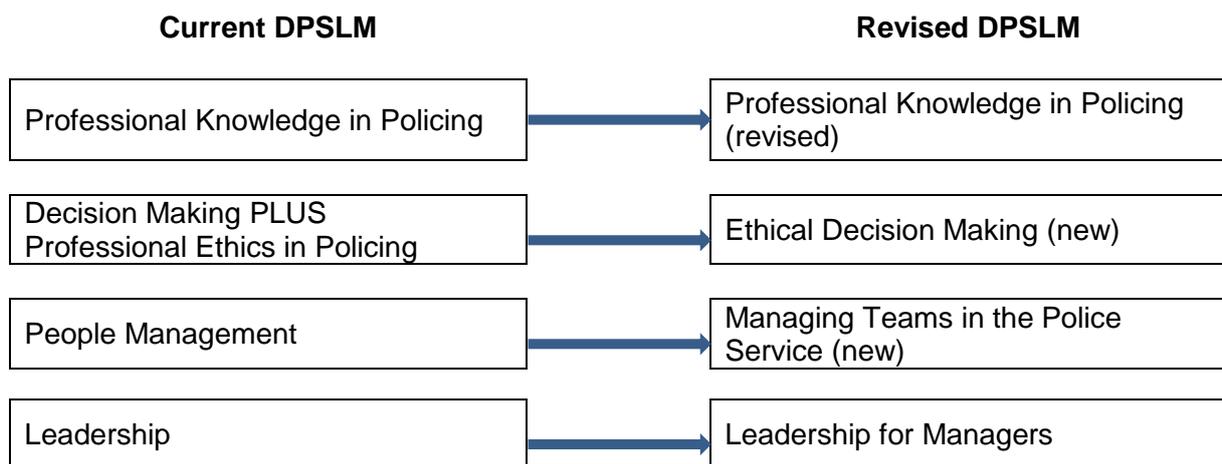
The learner must:

- ◆ be a serving police officer.
- ◆ successfully complete probationer training (minimum 2 years).

Learners may also be nominated through the Accelerated Career Development Programme (ACDP).

Articulation from current DPLSM to new DPLSM

The following Units of the current DPLSM articulate to the revised DPLSM



The following Units of the current DPLSM do not fully articulate to the revised DPLSM, although partial credit may be awarded.

- ◆ *Criminal Justice System in Scotland*
- ◆ *Contemporary Policing*
- ◆ *Organisational Management*
- ◆ *Developing Skills for Personal Effectiveness in Policing*

4.1 Core Skills entry profile

Learners will be expected to have significant analytical, evaluative and diagnostic skills prior to undertaking the award.

Learners would normally be expected to demonstrate competence in the following:

Problem Solving at SCQF level 5

Working with Others at SCQF level 5

Communication at SCQF level 5

Information and Communication Technology (ICT) at SCQF level 5

Numeracy at SCQF level 5

The key aspects of innovation and creativity will be considered as they further develop their management capabilities or prepare themselves for managerial roles. The creation and implementation of a work based project will enhance knowledge, analytical skills and decision making strategies, providing opportunities for developing and enhancing skills in the context of complex organisations and challenging environments. The Units reflect the National Occupational Standards as defined in the Skills for Justice and *The Police Scotland People Development Framework*.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards (as specified through Skills for Justice) and *The Police Scotland People Development Framework*. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

The qualification has been built on the Evidence Based Research Report 'Towards Revalidation of the DPSLM' which was completed by Dundee University.

5.1 Mapping of qualification aims to Units

Code	Unit title	Outcome	Aims Met
H6M7 35	Skills for Personal Development and Effectiveness in Policing	Assess personal attributes, learning styles, development needs and opportunities.	G4, S1, S5
		Create, implement and evaluate a personal action plan.	G1, G2, G4, G6, S1, S5
		Monitor and evaluate personal development and effectiveness through evidence gathering and critical review.	G2, G4, S1, S5
		Use the Personal Development Planning process to learn through reflective practice.	G1, G2, G4, G6, S1, S5
H6M8 35* *HP66 35 as of 01/08/2017	Professional Knowledge in Policing* * Professional Knowledge in Policing (Scotland)	Analyse situations to determine the legal issues.	G5, S2
		Justify an appropriate course of police action.	G2, G5, S2
H1XR 35	Human Resource Management: Performance Management	Explain the process of performance management.	G2, G3, G5, S4
		Review and plan for individual performance.	G3, G5, S4
		Manage individual performance.	G1, G5, S4
H6M9 35	Managing Teams in the Police Service	Appraise the roles and responsibilities of managers of teams.	G3, S3
		Propose actions to monitor, maintain and improve the performance of teams in relation to organisational objectives within Police Scotland.	G2, G3, G5, S3
		Evaluate managerial innovation in relation to the management of teams.	G1, G2, G5, S3
H6MA 35	Ethical Decision Making	Explain processes for effective decision making in organisations.	G3, S5
		Analyse ethical dilemmas in an organisational environment.	G1, S5
		Evaluate ethical decision making (SCQF level 8) in practice.	G1, G2, S1, S5

Code	Unit title	Outcome	Aims Met
H6MB 35	Policing, the Criminal Justice System and Human Rights	Analyse the role of human rights in policing.	G3, S6
		Consider developments in police service delivery on an international level, comparing Scotland with a global counterpart.	G1, G5, S6
		Evaluate the impact of human rights on police and public sector service delivery in Scotland.	G1, G5, S6
F5GH 36	Leadership For Managers	Evaluate approaches to leadership.	G3, S7
		Analyse the effect of interpersonal skills on leadership.	G1, G2, G3, S7
		Analyse the role of leaders in the change process.	G1, G2, G5, S7, S8
H1F3 35	Management: Plan, Lead and Implement Change	Plan change.	S8
		Devise a strategy to lead the implementation of change.	G1, S8
H6MC 35	Effective Partnership Working	Analyse factors in the development of effective partnerships.	G2, G3, S4
		Examine the development and maintenance of stakeholder relationships within partnership working.	G1, G3, S9
		Evaluate collaborative leadership in the delivery of partnership Outcomes.	G1, G2, G5, S7,S9

5.2 Mapping to National Occupational Standards (NOS)

Code	Unit title	National Occupational Standard	
H6M7 35	Skills for Personal Development and Effectiveness	SFJ HA2 SFJ HC6 SFJHA1 SFJHD6 SFJ HC5	Manage your own resources and professional development Implement Change Manage your own resources Allocate and monitor the progress and quality if work in your area of responsibility Plan Change
H6M8 35* *HP66 35 as of 01/08/2017	Professional Knowledge in Policing* Professional Knowledge in Policing (Scotland)	CFACSB9 SFJBE101 SFJFA103 SFJ CD101 SFJ CI105 SFJ HB6 SFJ CB3 SFJ CA1 SFJFA104 SFJ CC5 SFJ DE7 (V&W2) SFJ CC7	Deliver customer service using service partnerships Assess the risk of serious harm to victims, survivors and witnesses Receive detained persons into custody Supervise the response to critical incidents Supervise investigations and investigators Provide leadership in your area of responsibility Conduct Intelligence driven briefings Use law enforcement actions in a fair and justified way Authorise and manage police detention Identify and manage operational threats and risk Undertake needs assessments of victims and witnesses Prepare for, monitor and maintain, law enforcement operations
H1XR 35	Human Resource Management: Performance Management	SFJ HB7 SFJHC6 SFJ HB5 SFJ HB6 SFJHD6 SFJ HC5	Provide leadership for your organisation Implement change Provide leadership for your team Provide leadership in your area of responsibility Allocate and monitor the progress and quality if work in your area of responsibility Plan Change

Code	Unit title	National Occupational Standard	
H6M9 35	Managing Teams in the Police Service	SFJ HB7 HC4 (ML C4) SFJHC6 CFACSB9 SFJ CD101 SFJ CI105 SFJ HB5 SFJ HB6 SFJHD6 SFJ CB3 SFJ CC7 SFJ HC5	Provide leadership for your organisation Lead change Implement change Deliver customer service using service partnerships Supervise the response to critical incidents Supervise investigations and investigators Provide leadership for your team Provide leadership in your area of responsibility Allocate and monitor the progress and quality of work in your area of responsibility Conduct Intelligence driven briefings Prepare for, monitor and maintain, law enforcement operations Plan Change
H6MA 35	Ethical Decision Making	SFJ BE101 SFJFA103 SFJ CD101 SFJ CI105 SFJ HB6 SFJ CB3 SFJ CA1 SFJFA104 SFJ CC5 SFJ CC7	Assess the risk of serious harm to victims, survivors and witnesses Receive detained persons into custody Supervise the response to critical incidents Supervise investigations and investigators Provide leadership in your area of responsibility Conduct Intelligence driven briefings Use law enforcement actions in a fair and justified way Authorise and manage police detention Identify and manage operational threats and risk Prepare for, monitor and maintain, law enforcement operations

Code	Unit title	National Occupational Standard	
H6MB 35	Policing, the Criminal Justice System & Human Rights	SFJ CC4 SFJ BE101 SFJFA103 SFJ CD101 SFJ CI105 SFJ CA1 SFJFA104 SFJ CC5 SFJ DE7 (V&W2) SFJ CC7	Determine and review authorisations Assess the risk of serious harm to victims, survivors and witnesses Receive detained persons into custody Supervise the response to critical incidents Supervise investigations and investigators Use law enforcement actions in a fair and justified way Authorise and manage police detention Identify and manage operational threats and risk Undertake needs assessments of victims and witnesses Prepare for, monitor and maintain, law enforcement operations
F5GH 36	Leadership For Managers	SFJHB7 HC4 (ML C4) SFJ HB5 SFJHD6 SFJ CB3	Provide leadership for your organisation Lead change Provide leadership for your team Allocate and monitor the progress and quality if work in your area of responsibility Conduct Intelligence driven briefings
H1F3 35	Management: Plan, Lead and Implement Change	HC4 (ML C4) SFJHC6 SFJHD6 SFJHC5	Lead change Implement change Allocate and monitor the progress and quality if work in your area of responsibility Plan change
H6MC 35	Effective Partnership Working	HC4 (ML C4) SFJ BA13 SFJCCAA1 SFJAD5 SFJBA9 D3 A3 CFACSB9	Lead change Enable groups, communities and organisations to address issues which address community safety and social inclusion Work in co-operation with other organisations Promote multi-agency working at agencies Contribute to strategies for promoting community justice and social inclusion Develop your professional networks Develop and sustain relationships with colleagues and stakeholders Deliver customer service using service partnerships

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Reading	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H6M7 35	Skills for Personal Development and Effectiveness	S	S	S			S	S	S	S	S		
H6M8 35* *HP66 35 as of 01/08/17	Professional Knowledge in Policing* *Professional Knowledge of Policing (Scotland)	S					S		S	S	S		
H1XR 35	Human Resource Management: Performance Management	S	S	S					S	S	S	S	S
H6M9 35	Managing Teams in the Police Service					S	S	S	S	S	S	S	S
H6MA 35	Ethical Decision Making	S							S	S	S	S	
H6MB 35	Policing, the Criminal Justice System & Human Rights	S		S			S	S					
F5GH 36	Leadership For Managers	S							S	S	S	S	
H1F3 35	Management: Plan, Lead and Implement Change	S	S	S					S	S			

H6MC 35	Effective Partnership Working	S							S	S	S	S	S
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There is no automatic certification of Core Skills or Core Skill components in this Unit.

Problem Solving

- ◆ 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

Analysing and evaluating a complex range of information to develop an approach to ethical decision making consistent with any organisational approved model to assure appropriate, effective and defensible decisions.

Planning and applying experience to comply with legislation and meet organisational aims and diverse needs. Identifying constraints and requirements affecting resources and timescales. Managing and implementing a comprehensive range of complex practical tasks in the gathering, analysing, reporting and presenting of information. Planning, delivering and completion of tasks within available, appropriate and sustainable resources. Planning and organising activities to meet professional and organisational requirements within available timescales.

Personal reflection on approaches and decisions and the processes by which they are made, reviewing, refining and developing approaches in line with the experience.

Communication

- ◆ Read, understand and evaluate complex written communication
- ◆ Produce well-structured written communication on complex topics
- ◆ Produce and respond to oral communication on a complex topic

Effective and appropriate communication with colleagues, teams and partner organisations. Critical analysis and evaluation of a wide range of complex textual and graphic data. Attending during briefing sessions to the individual and group using appropriate verbal and non-verbal communication techniques to meet diverse needs. Production and written/oral presentation of information in the most appropriate structure, format for purpose and end users. Reviewing and modifying approaches to achieve best practice. Professional standards of literacy in reporting.

Working with Others

- ◆ In complex interactions, work with others co-operatively on an activity/activities
- ◆ Review work with others

Defining the nature and scope of goals, roles and responsibilities to ensure effective practice. Negotiation and co-operative working with colleagues and partner agencies, to ascertain diverse needs, share and disseminate relevant data.

Listening actively to respond effectively and progress best practice using the most appropriate methods and technologies while working to the strengths of all involved in the learning process. Managing group dynamics while encouraging the principles of health and wellbeing, ethics and citizenship. Reflectively evaluating personal achievement in meeting stated aims and objectives, with adaptation and modification of approaches throughout.

ICT

- ◆ Accessing Information /Providing and Creating Information
- ◆ Use ICT independently to carry out complex searches across a range of tasks
- ◆ Use ICT independently to carry out a range of processing tasks

Effective use of PINS to access and analyses complex data from a range of sources across a range of tasks. Management and presentation of data in most appropriate format for purpose and readership/audience. Effective organisation and efficient storage of records. Ability to deal with simple hardware/software problems. Awareness and full consideration and care with security issues throughout all activities.

Numeracy

- ◆ Using Graphical Information
- ◆ Apply a wide range of graphical skills to interpret and present complex information in everyday situations
- ◆ Using Number
- ◆ Apply in combination a wide range of numerical methods to solve complex problems in everyday and specialised situations

Interpretation of numerical, statistical and graphic data in order to support resource calculations and quality requirements. Understanding and communicating numerical information as an element of strategic management. Application of a wide range of methods to calculate targets and measure achievements. Production and presentation of graphics as required in reporting.

5.4 Assessment Strategy for the qualification

Module	Unit	Assessment methods	
Module 1	Skills for Personal Development and Effectiveness	Self-assessment Tools Reflective Account Personal Development Review and Personal Development Plan (PDR/PDP) Portfolio of Evidence	
	Professional Knowledge in Policing	Holistic Assessment through Open-book (PINS) Examination — Scenario Based	
Module 2	Human Resource Management: Performance Management	Scenario based assessment Reflective Account PDR Scenario	Project — Evidence Based Portfolio Written and/or oral evidence by way of presentation, blog or journal
	Managing Teams in the Police Service	Project Proposal — outline and review using Reflective Account and Scenarios	Reflective Journal
Module 3	Ethical Decision Making	Project Proposal — outline and review Case Study	Project — Evidence Based Research and Portfolio of Evidence
	Policing, the Criminal Justice System and Human Rights	Learner take part in an observed discussion by either group or one-to-one using current headline cases	Written and/or oral evidence by way of presentation, blog or journal

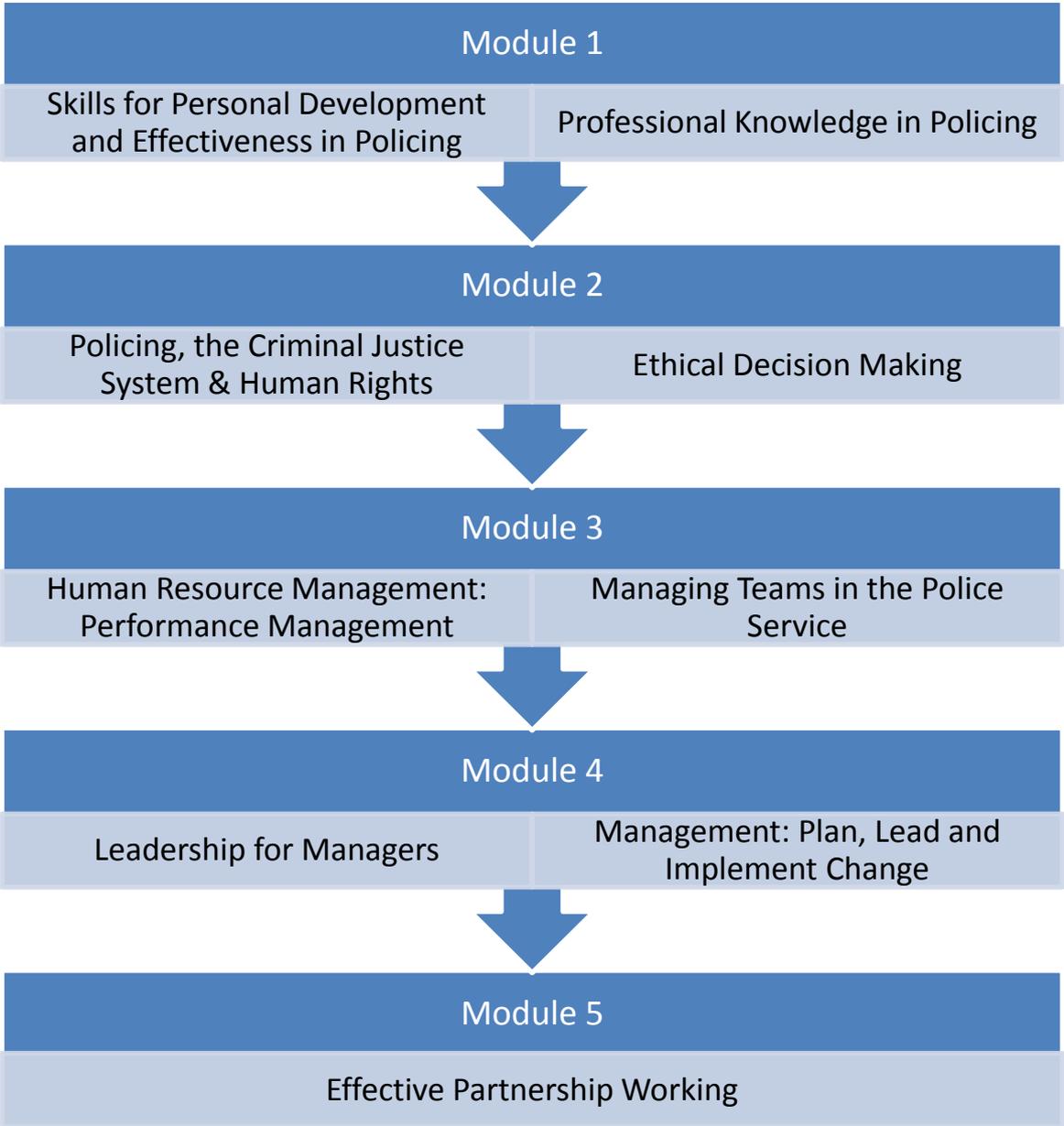
Module	Unit	Assessment methods	
Module 4	Leadership For Managers	Project Proposal — outline and review	Project — Evidence Based Portfolio
	Management: Plan, Lead and Implement Change	Case Study	Written and/or oral evidence by way of presentation, blog or journal
Module 5	Effective Partnership Working	Holistic Assessment Project — Evidence Based Portfolio Written and/or oral evidence by way of presentation, blog or journal Reflective Journal	

6 Guidance on approaches to delivery and assessment

The Group Award is specifically designed to meet the requirements of *The Police Service of Scotland (Promotion) Regulations 2013*. The approaches to delivery and assessment will be communicated through the Police Scotland Standard Operating Procedure which will be agreed through the Programme Management Board.

6.1 Sequencing/integration of Units

It is strongly recommended that learners of the Diploma should undertake the Units in the following sequence; in order to ensure background knowledge and skills are in place as learners meet each Outcome:



6.2 Recognition of Prior Learning

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

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

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

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

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

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

6.2.1 Articulation and/or progression

The Diploma in Police Service Leadership and Management is a key programme within the Police Scotland People Development Framework. There are a range of opportunities for future and further development — these may either be role specific Credit Rated courses delivered by Police Scotland or may be externally delivered through the relationship with the Scottish Institute of Policing Research to the Scottish Universities. Through the Police Scotland People Development Framework governance board articulation agreements will allow these progression routes to be clearly signposted to officers and staff. This should be in place during 2014.

6.2.2 Professional recognition

In order to achieve a promoted police post in PSoS, officers are required under legislation to obtain the DPSSLM.

The qualification is open to anyone who has completed the required probationary period in the rank of constable; has successfully applied for a place on the course; and holds the post of constable and is looking to promotion beyond the rank of constable.

6.2.3 Transitional Arrangements

The revised Diploma in Police Service Leadership and Management is a revision of the existing qualification.

The transitional arrangements are as follows:

- 1 With relation to currency — through the Programme Management Board and Programme Assessment Committee, which are the governance boards for the DPSLM, agreement was reached in 2007 that individual Unit passes would remain current for a period of 3 years. So if an officer has completed a number of Unit passes, leaves the programme and returns beyond the 3 year period then they would have to re-sit the Units. The logic for this was that as the qualification is a promotion qualification it was essential to ensure that the knowledge they have in relation to policing is current. This rule is still valid, so currency of Unit passes is relevant to the transitional arrangements.
- 2 With relation to content — the following Units are identified as being “new” Units or Units which have undergone significant change. So any learners registering on the new award, even with current Unit passes would have to undertake the following Units:
 - (a) *Human Resource Management: Performance Management*
 - (b) *Leadership for Managers*
 - (c) *Management: Plan, Lead and implement change*
 - (d) *Effective Partnership Working*
- 3 With relation to direct match — the following Units (if current) are a direct (or significantly similar match) and as such articulate to the new award:



- 4 With relation to a need for some additional assessment to demonstrate ‘working in line with the new Unit’ – the following Units have been updated and contain significant aspects of difference from the previous Unit:



6.2.4 Credit transfer

The Diploma in Police Service Leadership and Management will adhere to the Police Scotland Recognition of Prior Learning Policy, which addresses the processes for Credit Transfer.

In relation to Credit Transfer between the 'old' DPSSLM and the 'new' DPSSLM please see Appendix 1.

6.3 Opportunities for e-assessment

The following Unit Outcomes would be suitable for e-assessment, though a more desirable delivery model using technology, with respect to all Outcomes, would be a blended approach:

Skills for Personal Development and Effectiveness in Policing

- ◆ Assess own existing strengths, learning styles, development needs and opportunities.
- ◆ Create, implement and evaluate a personal action plan.
- ◆ Review own experiences and learning on an ongoing basis.
- ◆ Use the Personal Development Planning process to learn by reflecting on experience.

Professional Knowledge in Policing

- ◆ Analyse situations to determine the legal issues.
- ◆ Justify an appropriate course of police action.
- ◆ Explain the process of performance management.

Performance Management

- ◆ Review and plan for individual performance.
- ◆ Manage individual performance.
- ◆ Appraise the roles and responsibilities of managers of teams.

Managing Teams

- ◆ Propose actions to monitor, maintain and improve the performance of teams in relation to organisational objectives.
- ◆ Evaluate managerial innovation in relation to the management of teams.
- ◆ Explain processes for effective decision making in organisations.

Ethical Decision Making

- ◆ Analyse ethical dilemmas in an organisational environment.
- ◆ Evaluate ethical decision making in practice.
- ◆ Evaluate the impact of human rights on police and public sector service delivery in Scotland.

Policing, the Criminal Justice System and Human Rights

- ◆ Analyse the role of human rights in policing.
- ◆ Consider developments in police service delivery on an international level, comparing Scotland with a global counterpart.

Leadership for Managers

- ◆ Evaluate approaches to leadership.
- ◆ Analyse the effect of interpersonal skills on leadership.
- ◆ Analyse the role of leaders in the change process.

Plan, Lead and Implement Change

- ◆ Plan change.
- ◆ Devise a strategy to lead the implementation of change.

Effective Partnership Working

- ◆ Analyse factors in the development of effective partnerships.
- ◆ Examine the development and maintenance of stakeholder relationships within partnership working.
- ◆ Evaluate collaborative leadership in the delivery of partnership Outcomes.

Current e-learning facilities, such as SOLUS, would provide opportunities for both e-learning and e-assessment. This should not impact on any of the modes of delivery or sequencing of the award.

6.4 Support materials

There are currently no published assessment support materials available for this qualification. However the support materials will be developed and delivered before the launch of the award.

6.5 Resource requirements

Staff delivering this qualification should be experienced in delivering training in both Leadership and Management. The Role Profile for the Programme Tutors stipulate that they should be qualified to SCQF level 9. In addition all staff and police officers involved in delivering the award have to complete or be in the process of working towards the Diploma in Higher Education.

Assessors for this award have to attend an annual Assessor Development day, be subject to Internal Verification Procedures and take place in standardisation activities, they are supported by the relevant Internal Verifier, 100% sampling takes place initially with detailed feedback and support.

Internal Verifiers of the award have to be experienced assessors, they must also be Programme Tutors and have the relevant qualifications and experience of both the subject matter and the Internal Verification processes. All Internal Verifiers will work towards the HN Internal Verifier Unit.

Learners must be confirmed in the rank of Constable and have opportunities to undertake activities that will provide them with suitable experience and evidence to complete the DPSLM.

Modules 2, 3, 4 and 5 require learners to provide evidence of practical application through portfolio of evidence from their workplace practice, this will also be reflected on in their final assessment submission for the award.

The award will be delivered through a process of blended learning. All students and staff will be employees of Police Scotland.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

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

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

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

8 Glossary of terms

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

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

History of changes

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

NOTE: Where a Unit is revised by another Unit:

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

Version Number	Description	Date
02	Revision of Unit: H6M8 35 Professional Knowledge in Policing (finish date: 30/06/2017) has been replaced by HP66 35 Professional Knowledge in Policing (Scotland) (Start date:01/08/2017)	July 2017

Acknowledgement

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

9 General information for learners

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

The Professional Development Award (PDA) is designed for those individuals who wish to qualify for possible promotion opportunities within the Police Service of Scotland (PSoS). While this award will qualify officers for promotion, it does not guarantee promotion. The final decision regarding who will or will not be promoted in the PSoS remains with the Chief Constable.

The aim of the PDA is to develop the leadership abilities of individuals responsible for policing in society, and consists of 9 mandatory SQA Units totaling 120 SCQF credit points at SCQF level 8.

As prescribed under *The Police Service of Scotland (Promotion) Regulations, 2013* the minimum criteria for entry which will apply are as follows:

The learner must:

- ◆ be a serving police officer.
- ◆ have successfully completed probationer training (minimum 2 years).

Learners may also be nominated through the Accelerated Career Development Programme (ACDP). This would entitle learners to seek nomination and support for entry to the award through the Police Scotland selection process.

The award naturally builds on the Certificate of Higher Education (Cert HE) qualification (SCQF level 7) obtained through the 2 year police probation period and further provides development for potential leadership roles. The overall competency level of the award is also reflective of the National Occupation Standards (NOS) developed by Skills for Justice (SFJ).

From a delivery point of view, the Diploma is broken into five distinct modules which will take the learner through the overall award. The first module, which comprises of Developing Skills for Personal Development and Effectiveness and Professional Knowledge in Policing, is intended as a building module and, as such, the relevant components must be successfully completed before progressing to any of the subsequent modules.

On successful completion of the programme, learners will have the option to progress to Ordinary or Honours degree (SCQF level 9 and 10) through a collaborative agreement, with the Scottish Universities through the Scottish Institute of Policing Research (SIPR). In addition, learners could progress laterally to a full range of role specific credit rated programmes.

Appendix 1: Mapping for Credit Transfer between Current DPSLM Units and Revalidated Units identifying additional Benefits in Meeting Employer Needs

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs
<p>Developing Skills for Personal Effectiveness</p> <p>1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)</p>	<ol style="list-style-type: none"> 1 Develop self awareness and their use of personal skills. 2 Demonstrate an understanding of effective approaches to stress management. 3 Develop and apply a range of interpersonal skills for working effectively with others. 	<p>Skills for Personal Development and Effectiveness in Policing</p> <p>2 HN credits at SCQF level 8</p>	<ol style="list-style-type: none"> 1 Assess personal attributes, learning styles, development needs and opportunities. 2 Create, implement and evaluate a personal action plan. 3 Monitor and evaluate personal development and effectiveness through evidence gathering and critical review. 4 Use the Personal Development Planning process to learn through reflective practice. 	<p>No, as this is now a double credit Unit with different Outcomes</p>	<p>The focus of this Unit is to develop individuals as autonomous learners. They have to consider throughout the award what they personally have gained and applied from the learning. Most of the assessments of the award relate strongly to the workplace and the organisational objectives.</p> <p>This Unit allows them to consider how they contribute through practical application and evidencing the developments in their own effectiveness to deliver this.</p> <p>This is the overarching Unit for the qualification. The first two Outcomes will be assessed as part of Module 1, they will build</p>

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs
					their evidence portfolio with tutor support throughout and will finally present a reflective account supported by the portfolio as evidence.
Professional Knowledge in Policing 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)	1 Analyse a situation to determine the legal issues. 2 Determine an appropriate course of police action.	Professional Knowledge in Policing 1 HN credit at SCQF level 8	1 Analyse situations to determine the legal issues. 2 Justify an appropriate course of police action.	Yes	The main developments within this Unit will be the approach to the exam questions, they will still be using PINS however the questions will now be scenario based to address both learning Outcomes and will be from the perspective of a supervisor.
Criminal Justice System in Scotland 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)	1 Analyse the development of the Scottish criminal justice system. 2 Analyse the delivery of criminal justice in Scotland.	Policing, the Criminal Justice System & Human Rights 2 HN credits at SCQF level 8	1 Analyse the role of human rights in policing. 2 Consider developments in police service delivery on an international level, comparing Scotland with a global counterpart. 3 Evaluate the impact of human rights on police and public sector	No, although it may be feasible to develop a 'bridging assessment' to address the changes. If developed	CJSS and CP learning Outcomes and content have been combined and brought up to date through the additional aspect of Human Rights. The main learning content of both Units has been retained although the perspective has changed,

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs
Contemporary Policing 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)	1 Analyse the development of policing in Scotland. 2 Evaluate the role of policing in society. 3 Assess potential developments in policing in Scotland.		service delivery in Scotland.	this would apply to students who had completed both CJSS and CP previously.	to focus on the police and public sector service delivery in Scotland. In addition the assessment will now be through an evidence portfolio and a written report rather than two closed-book exams. This style of assessment is more suitable for the learning Outcomes and the award.
Decision Making 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)	1 Analyse models of decision making. 2 Develop an approach to making decisions. 3 Evaluate the decision making process.	Ethical Decision Making 2 HN credits at SCQF level 8	1 Explain processes for effective decision making in organisations. 2 Analyse ethical dilemmas in an organisational environment.	Yes, if the student has achieved both Decision Making PLUS Professional	Bringing together PEP and DM has enabled a Unit to be developed which addresses for Police Scotland the Code of Ethics, the values considerations as well as the National Decision Model, and the

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs
Professional Ethics in Policing 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)	1 Recognise ethical dilemmas 2 Analyse possible responses to an ethical dilemma in a policing environment 3 Evaluate action taken in response to an ethical dilemma in a policing environment.		3 Evaluate ethical decision making in practice.	Ethics in Policing.	consideration of applied ethical decision making which is highly relevant for Police Scotland. This will enable officers completing this Unit to develop confidence and competence in applying the organisational approach through considering external comparisons and a strong evidence based research approach.
Leadership 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)	1 Evaluate approaches to leadership. 2 Analyse the effect of inter-personal skills on leadership. 3 Analyse the role of leaders in organisational change.	Leadership For Managers 2 HN credits at SCQF level 9	1 Evaluate approaches to leadership. 2 Analyse the effect of interpersonal skills on leadership. 3 Analyse the role of leaders in the change process.	Yes	These Units are remarkably similar. Leadership for Managers is an SQA revalidated (2012) Unit graded at level 9. The previous DPSLM Unit is a level 8 although the only difference is the words 'police organisation' instead of 'organisation'. The assessment approach with the new Unit will be contextualised to Police Scotland in 2013.

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs
		<p>Management: Plan, Lead and Implement Change</p> <p>1 HN credits at SCQF level 8</p>	<ol style="list-style-type: none"> 1 Plan change. 2 Devise a strategy to lead the implementation of change. 	N/A	<p>This Unit builds on Leadership for Managers, and considers the strategy to lead the implementation of change, this will be considered from the appropriate level. Change is a constant within Police Scotland and will be for the foreseeable future. There has been a strong focus on change training for supervisors and managers within the organisation, this Unit will provide strong building blocks for future leaders in relation to change.</p>

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs
<p>People Management</p> <p>2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)</p>	<ol style="list-style-type: none"> 1 Analyse the role and responsibilities of managers. 2 Propose actions to maintain and improve the performance of people at work. 3 Advise on the management of teams. 4 Evaluate processes for the recruitment and selection of people. 	<p>Managing Teams in the Police Service</p> <p>2 HN credits at SCQF level 8</p>	<ol style="list-style-type: none"> 1 Appraise the roles and responsibilities of managers of teams. 2 Propose actions to monitor, maintain and improve the performance of teams in relation to organisational objectives. 3 Evaluate managerial innovation in relation to the management of teams. 	<p>Yes</p>	<p>This Unit has been developed to reflect changes within policing. The performance in relation to organisational objectives focuses very much on the first line manager. Innovation in all aspects of efficiencies and performance is relevant. LO 4 within PM has always been problematic within this organisation for the students to consider.</p>
		<p>Human Resource Management: Performance Management</p> <p>1 HN credits at SCQF level 8</p>	<ol style="list-style-type: none"> 1 Explain the process of performance management. 2 Review and plan for individual performance. 3 Manage individual performance. 	<p>N/A</p>	<p>As above regarding performance management, this Unit focuses on individual performance management. The assessment will be contextualised and will include a practical mentoring aspect. With the introduction of the new</p>

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs
					<p>Conduct and Performance Regulations in April 2014 then both the practical as well as knowledge aspects of learning from this Unit will be useful for officers. Although this Unit is an existing SQA Unit the learning materials and assessments will relate to the Conduct and Performance Regulations learning materials which are going to be delivered.</p>
<p>Organisational Management</p> <p>3 HN credits at SCQF level 8: (24 SCQF credit points at SCQF level 8)</p>	<ol style="list-style-type: none"> 1 Analyse the nature of organisations. 2 Analyse the impact of organisational structure on the work of managers. 3 Analyse the impact of organisational culture on the work of managers. 	<p>Effective Partnership Working</p> <p>2 HN credits at SCQF level 8</p>	<ol style="list-style-type: none"> 1 Analyse factors in the development of effective partnerships. 2 Examine the development and maintenance of stakeholder relationships within partnership working. 3 Evaluate collaborative leadership in the delivery of partnership Outcomes. 	<p>No, these Units bear no resemblance to each other</p>	<p>Partnership Working was not high profile for Policing to any great degree in 2006 when the DPSLM was being developed. Financial considerations and Scottish Government initiatives have encouraged the public sector and beyond to work more collaboratively through shared resources and information to deliver a more 'joined up'</p>

Current Units	Learning Outcomes	New Units	Learning Outcomes	Credit Transfer	Additional Benefits in Meeting Employer Needs
	<p>4 Evaluate managerial actions to improve organisational performance.</p> <p>5 Analyse the role of the manager in the development of strategy.</p>				<p>approach. The Christie report has been a significant driver for change. As such the development of Police Scotland Officers in working effectively within partnerships is essential. This is the final Unit within the award and the assessment will bring together components from other Units. The assessment project for this Unit will be applied to an existing partnership and will provide the partnership, and the students line manager with valuable evidence based research. In addition it will develop the officers skill in considering a project based approach to a situation.</p>