



Group Award Specification for:

**HNC Management and Leadership at SCQF level 7
and
Diploma in Management and Leadership at SCQF
level 8**

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1 Introduction

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

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

1.1 Background

The HNC and Diploma in Management were first offered in 1990 and were the first competence based awards offered at HN level, the Diploma offered as a Professional Development Award, by SQA.

Since then the awards have undergone a number of revisions (1996, 2006, 2012) reflecting changes in approaches to how awards are offered by SQA. More importantly, the revisions attempted to ensure that the awards reflected the changing role of the manager and continued to support and meet the needs of aspiring and practising managers. In 2012, the awards were retitled and reviewed to reflect the focus on leadership at all levels within a broad range of organisations and to ensure that the awards maintained their relevance.

This review reflects and continues responses to the changing demands placed upon leaders/managers brought about by innovation and development in ICT, globalization, societal and attitudinal change, economic change and changes in working practices. Underpinning the Awards throughout is the view that leaders/managers at all levels play a key role in all organisations and sectors in providing leadership and in delivering organisational objectives. The knowledge and skills required to lead, oversee business operations, manage projects and change, self-manage, manage health and well-being, and effectively communicate with co-workers are core to leader manager roles and are fundamental aspects of both awards. Leader manager roles continue to evolve at pace and the success or otherwise of the revised awards will be determined by their ability to reflect and contribute to a continually changing landscape.

The award levels reflect the two dominant decision levels within organisations ie, strategic and operational decision making; the HNC focuses on the latter and Diploma on the former. The HNC as well as building an understanding of the key functions in an organisation (eg, finance, human resources) also develops skills in areas of change, project and operational management. In addition, critical to the role of any leader is self-management/awareness and the HNC enables individuals to have an understanding of themselves in order to lead others. The Diploma in Management and Leadership is targeted at those aspiring to, or in more senior positions which include oversight of areas of strategic concern and leadership responsibilities across parts of or the whole of the organisation including organisational leadership, strategic planning and change. Both awards are structured to allow flexibility for individuals as well as delivering centres which enables specialised units to be undertaken eg, quality management, HRM, innovation and risk management.

In summary the awards provide:

- ◆ a qualification designed to meet the needs of organisations, individuals and delivering centres
- ◆ 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

1.2 Rationale

In 2016, a scoping exercise was conducted to investigate the continued suitability of the current SQA Management portfolio, including the HNC and Diploma in Management and Leadership in terms of meeting the needs of learners, employing organisations, further and higher education institutions and professional bodies.

A key concern of the report was the decline in the uptake of these awards and whether they had any continuing relevance. The report concluded that there are a number of contributing factors to this decline: structural changes in the employment market, a crowded provider market, in house/bespoke provision, changes in FE College structure and provision, a lack of delivery/teaching staff, the length of time to achieve the award, and questions regarding the relevance of the qualification. The latter point raised interesting dilemmas as it would appear that the decline of management subjects is not confined to SQA's HNC and Diploma in Management awards and is being experienced in other management awards and by other providers in further and higher education sector.

The CBI/Pearson Education and Skills survey published July 2016 suggests that:

'over three quarters of businesses operating in Scotland (77%) expect to have more jobs for people with higher-level skills over the coming years, with more firms and needing more people with leadership and management skills (70%)

Yet, the message from employers, as indicated by the CBI/Pearson study, is that leadership and management skills are desperately required. In addition, those SQA centres contributing to the scoping report strongly supported the relevance of the skills content of the awards.

The scoping report concludes that there is an established academic discourse that sets management as a distinct area and that while related to other awards eg, business administration it is sufficiently different in the knowledge and skills covered. It further concludes that focus of the awards should be leadership, self-management, change and project management and these should provide the basis upon which to reposition and rebuild these awards. Feedback received from all SQA centres involved in the scoping report confirmed that a management offer built on these pillars would be welcomed.

The revised award builds on these ideas and accepts the conclusion of the scoping report that there is a need to reposition both awards to focus on the skills that allow leaders to face the day to day challenges of the modern workplace. It aims to provide the learning and ideas to build skills of personal resilience, confidence and empathy through the *developing self-management skills* unit. In addition it seeks to build a set of practical skills that learners can take back to their workplace as well as a working knowledge of the key functional areas that often shape the leadership role. The leader manager is viewed as someone who is connected to and works with their co-workers, customers, public and all other stakeholders. The aim of the revised awards is therefore to provide the skills required of a connected leader manager.

The structure of both awards, see Section 2 below, are governed by SQA framework rules. However, within the frameworks, every attempt has been made to

- ◆ create an award structure and content that is flexible enough to reflect changes in leadership and management practice
- ◆ create an approach to unit design and assessment that allows the key concepts of leadership and management practice to be applied across and within organisations and sectors
- ◆ allow for learners and delivering centres to undertake or deliver specialised units which reflect individual needs
- ◆ enables progress to further study

A consequence of the SQA design rules has been the need to review the relationship between the two awards. In recent years the HNC Award, (12 credits), has been an integrated part of the 18 credit Diploma Award (12 HNC credits plus 6 Diploma credits) with the result that all Diploma learners would have to successfully complete the HNC Award. However, through the credit rating rules the award would have to be aggregated and averaged at a lower SCQF level than would be expected of a strategically led management diploma and as a result it would not reflect the strategic and higher level thinking content of the six Diploma Units. To maintain the integrity of the Diploma as a strategically focused award it has been agreed that the Award will be independent of the HNC Award ie, the Diploma can be undertaken on its own without learners having completed or needing to complete the HNC units. The Diploma will remain a logical progression for those learners who have successfully completed the HNC Award, however, freeing it from the ties to the HNC Management and Leadership award will allow centres to attract learners from a wider base.

1.3 Target audience

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

- ◆ All individuals who wish to develop their own personal skills, their understanding of organisations and organisational success, along with the practical skills eg, project management skills required of a leader manager. This may include:
 - School leavers
 - Adult returners
 - Learners
 - who find themselves in their very first leader/manager role
 - aspiring to a promoted leader/manager position
 - wishing to develop their leader/manager skills
 - from all organisation types and sectors
 - those seeking to progress their studies

1.4 Employment opportunities

The HNC and Diploma in Management and Leadership are designed to provide learners with the skills and knowledge required to enter a range of roles across all sectors. Positions may or may not include the term 'leader or manager' but may still require employees/crew/team to take leadership responsibility. The following list provides an indication of the types of post:

- ◆ Team/crew member
- ◆ Team/crew leader
- ◆ Project leader
- ◆ Senior administrator
- ◆ Customer service executive/manager
- ◆ Crew manager
- ◆ Senior engineer/trainer/practitioner
- ◆ Facilities manager

1.5 Progression pathways

The diagram on the following page highlights the possible progression routes available for learners studying for management qualifications.

| 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 in Management |
| 10 | | Honours Degree | | SVQ in Leadership and Management for Care Services |
| 9 | | Ordinary Degree | | |
| | | | 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) PDA in Strategic Leadership and Management | SVQ in Management |
| 8 | | Diploma 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) PDA in Organisational Leadership and Management | |
| 7 | | HNC in Management and Leadership | PDA in Managing Self and Others PDA in Managing Resources and Quality PDA in Managing Self and the Work of Others (SVQ units) PDA in Team Leadership and Management | SVQ in Management |
| 6 | Award in Leadership | | PDA in Management PDA in Introductory Leadership and Management | SVQ in Team Leading |
| 5 | Award in Leadership | | | |

1.6 Professional recognition

The Chartered Management Institute (CMI) jointly certifies the HNC and Diploma in Management and Leadership with SQA. On achievement of the HNC or Diploma in Management and Leadership, learners are eligible for Associate (ACMI) membership of the CMI.

Learners are also entitled to 12 months free studying membership of CMI when registered on the HNC or Diploma in Management and Leadership.

2 Qualifications structure

The HNC in Management and Leadership is made up of 12 SQA unit credits. It comprises 96 SCQF credit points of which 48 are at SCQF level 7 in the mandatory section including a graded unit of 8 SCQF credit points at SCQF level 7.

The Diploma in Management and Leadership is made up of 6 SQA unit credits. It comprises of 4 Mandatory SQA unit credits, 32 credits at SCQF level 8, and two optional credits. The award is credited at SCQF level 8.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structures

2.1.1 HNC in Management and Leadership

The mandatory units of the HNC in Management and Leadership cover: self-management, the ability to lead teams, managing operations including IT, quality and health and wellbeing, and project management through the graded unit.

To achieve the HNC in Management and Leadership, learners are required to complete 12 SQA credits/96 SCQF credits

Group A — Mandatory units

Learner must complete all mandatory units (7 SQA credits/56 SCQF credits)

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| H1F1 | 34 | Management: Developing Self Management Skills | 1 | 8 | 7 |
| H1F2 | 34 | Management: Leadership at Work | 1 | 8 | 7 |
| J1BY | 34 | Manage Operational Resources | 2 | 16 | 7 |
| J1F5 | 35 | Managing People | 2 | 16 | 8 |
| J1LW | 34 | Management and Leadership: Graded Unit 1 | 1 | 8 | 7 |
| | | Total | 7 | 56 | 7 |

Group B — Restricted mandatory units

Learners are required to complete at least one unit from this group (1 SQA credit/8 SCQF credits) ie, a minimum of 1 SQA credit/8 SCQF credits and a maximum of 5 SQA credits/40 SCQF credits.

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|--|------------|--------------------|------------|
| F7BX | 34 | Marketing: An Introduction | 1 | 8 | 7 |
| H1F0 | 34 | Creating a Culture of Customer Care | 1 | 8 | 7 |
| DV89 | 34 | Management: Managing Financial Resources | 1 | 8 | 7 |
| DW6G | 34 | Management of Quality | 2 | 16 | 7 |
| J4DL | 34* | Managing People and Organisations | 2 | 16 | 7 |
| F1MF | 34 | Organisations and Management | 1 | 8 | 7 |
| F93K | 34 | Financial Accounting Statements: An Introduction | 1 | 8 | 7 |
| F93H | 34 | Using Financial Accounting Statements | 1 | 8 | 7 |

Group C — Optional units

Learners must completed sufficient optional units to ensure an overall total of 12 SQA credits/96 SCQF credits to achieve the HNC Management and Leadership.

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|--|------------|--------------------|------------|
| DV5H | 35 | Project Management: Project Justification and Planning | 1 | 8 | 8 |
| DV5J | 35 | Project Management: Managing the Implementation of a Project | 2 | 16 | 8 |
| H91M | 35 | Managing an Event | 2 | 16 | 8 |
| J2FH* | 34 | Human Resource Management: Introduction | 1 | 8 | 7 |
| H2MK | 34 | Individual Employment Relations: Law | 1 | 8 | 7 |
| DN7E | 35 | Human Resource Management: Employee Relationship Management | 1 | 8 | 8 |
| DN7H | 35 | Human Resource Management: Employee Reward | 1 | 8 | 8 |
| H1XP | 35 | Human Resource Management: Supporting Organisational Change | 1 | 8 | 8 |
| HX3T | 35 | Marketing Planning: Domestic Market | 2 | 16 | 8 |
| FK8K | 35 | Managing Marketing Resources | 1 | 8 | 8 |
| J557 | 35* | Preparing Financial Forecasts | 1 | 8 | 8 |
| F7J7 | 35 | Business Culture and Strategy | 2 | 16 | 8 |
| J45X | 34* | Statistics for Business | 1 | 8 | 7 |
| J56B | 34* | Business Law: An Introduction | 1 | 8 | 7 |
| J1BW | 35 | Behavioural Skills for Business | 1 | 8 | 8 |
| J462 | 34* | Economic Issues: An Introduction | 1 | 8 | 7 |
| J56G | 35* | Economics: Micro and Macro Theory and Application | 1 | 8 | 8 |
| F84W | 35 | Information and Communication Technology in Business | 2 | 16 | 8 |

2.1.2 Diploma in Management and Leadership

Learners must complete all mandatory units (4 SQA credits/32 SCQF credits)

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| H1F3 | 35 | Management: Plan, Lead and Implement Change | 1 | 8 | 8 |
| J1C0 | 35 | Management: Organisational Leadership and Development | 1 | 8 | 8 |
| H1S7 | 35 | Management: Develop Strategic Plans | 1 | 8 | 8 |
| H1S9 | 35 | Management Research | 1 | 8 | 8 |
| | | Total | 4 | 32 | 8 |

Learners must complete two optional SQA credits (16 SCQF credits)

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|--|------------|--------------------|------------|
| H1F0 | 34 | Creating a Culture of Customer Care | 1 | 8 | 7 |
| H1S6 | 35 | Management: Strategic Change | 1 | 8 | 8 |
| J1BX | 36 | Management: Organisational Innovation | 1 | 8 | 9 |
| DV89 | 34 | Management: Managing Financial Resources | 1 | 8 | 7 |
| DV7Y | 36 | Managing Organisational Risks | 1 | 8 | 9 |
| J1C1 | 36 | Managing Strategically in a Global Environment | 1 | 8 | 9 |
| J1C2 | 36 | Organisational Management | 3 | 24 | 9 |
| F5GH | 36 | Leadership for Managers | 2 | 16 | 9 |
| F5GG | 36 | Decision Making for Managers | 2 | 16 | 9 |
| DV5H | 35 | Project Management: Project Justification and Planning | 1 | 8 | 8 |
| DV5J | 35 | Project Management: Managing the Implementation of a Project | 2 | 16 | 8 |
| DW6G | 34 | Management of Quality | 2 | 16 | 7 |
| H91M | 35 | Managing an Event | 2 | 16 | 8 |
| J4DL | 34* | Managing People and Organisations | 2 | 16 | 7 |
| F1MF | 34 | Organisations and Management | 1 | 8 | 7 |
| J2FH* | 34 | Human Resource Management: Introduction | 1 | 8 | 7 |
| H2MK | 34 | Individual Employment Relations: Law | 1 | 8 | 7 |
| DN7E | 35 | Human Resource Management: Employee Relationship Management | 1 | 8 | 8 |
| DN7H | 35 | Human Resource Management: Employee Reward | 1 | 8 | 8 |
| H1XP | 35 | Human Resource Management: Supporting Organisational Change | 1 | 8 | 8 |
| HX3T | 35 | Marketing Planning: Domestic Market | 2 | 16 | 8 |
| FK8K | 35 | Managing Marketing Resources | 1 | 8 | 8 |
| J557 | 35* | Preparing Financial Forecasts | 1 | 8 | 8 |
| DV89 | 34 | Management: Managing Financial Resources | 1 | 8 | 7 |

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| F93K | 34 | Financial Accounting Statements: An Introduction | 1 | 8 | 7 |
| F93H | 34 | Using Financial Accounting Statements | 1 | 8 | 7 |
| F7J7 | 35 | Business Culture and Strategy | 2 | 16 | 8 |
| J45X | 34* | Statistics for Business | 1 | 8 | 7 |
| J56B | 34* | Business Law: An Introduction | 1 | 8 | 7 |
| J1BW | 35 | Behavioural Skills for Business | 1 | 8 | 8 |
| J462 | 34* | Economic Issues: An Introduction | 1 | 8 | 7 |
| J56G | 35* | Economics: Micro and Macro Theory and Application | 1 | 8 | 8 |

3 Aims of the HNC and Diploma in Management and Leadership

3.1 Principle aim

The principle aim of the revised awards is to provide the skills required of a connected leader manager and to build and develop the practical knowledge and skills that allow leaders to face the day to day challenges of the modern workplace.

3.2 General aims of the HNC in Management and Leadership

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

- 1 Provide learners with the skills and knowledge required to enter or progress in a range of leader/manager roles across all industry sectors
- 2 Develop transferable skills including Core Skills required to meet the demands of employers and/or progression in higher education
- 3 Enable progression within the SCQF

3.3 Specific aims of the HNC Management and Leadership

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

- 1 Develop a range of leadership and management competences required by employers of those engaged in or aspiring to leadership or managerial responsibility
- 2 Provide the learning and knowledge to build skills of personal resilience, confidence and empathy
- 3 Establish a working knowledge of the key functional areas that shape the leadership role and build a set of practical skills that learners can take to the workplace
- 4 Develop the skills required of a connected leader manager to enable learners to connect with co-workers, peers, customers and other stakeholders
- 5 Enhance employment opportunities for learners who require to have an understanding of their contribution within an organisation and who may be required to undertake leadership responsibility for a given area/project or idea
- 6 Apply leadership skills in a range of organisational settings
- 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

3.4 HNC Management and Leadership graded unit

The graded unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC in Management and Leadership:

- ◆ develop a range of leadership and management competences required by employers of those engaged in or aspiring to leadership or managerial responsibility
- ◆ enhance employment opportunities for learners who require to have an understanding of their contribution within an organisation and who may be required to undertake leadership responsibility for a given area/project or idea
- ◆ develop the skills required of a connected leader manager to enable learners to connect with co-workers, peers, customers and other stakeholders

The graded unit takes the form of a practical assignment task in the form of a project. Project management is a key element of a leader manager role in many organisations. A project task provides learners with an opportunity to demonstrate that they have the knowledge and skills of a leader manager. It should enable learners to apply concepts of leadership and appropriate models to a particular situation and to deal with contingencies arising from it.

3.5 General aims of the Diploma in Management and Leadership

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

- 1 Enable learners to pursue an advanced level of leadership and management learning, knowledge acquisition and attainment of transferable skills including Core Skills
- 2 Provide pathways to higher education programmes in leadership and related subjects
- 3 Enable progression within the SCQF framework

3.6 Specific aims of the Diploma in Management and Leadership

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

- 1 Provide suitable strategic competences for future career and personal development in the performance of leadership duties
- 2 Use strategic leadership and management skills for the long term direction of an organisation or an area of strategic importance eg, function, product or region across or within in a range of functions and employing organisations
- 3 Focus, plan and implement strategic change within an organisation or an area of strategic importance
- 4 Develop connected leadership skills that are compatible with the needs of an organisation and its internal and external environment
- 5 Progress to further studies and professional qualifications in leadership and management or related disciplines
- 6 Provide underpinning knowledge for the SVQs in management
- 7 Enable articulation and progression to further management study

4 Recommended entry to the qualifications

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 learners must be treated fairly in regard to access. These qualifications should be open to all learners, irrespective of their current employment status, provided learners have a realistic chance of achievement.

The qualifications provide flexibility with a learner focused approach and an emphasis on generating evidence from the learner's workplace.

The **HNC in Management and Leadership** is designed for a wide range of learners including: all individuals who wish to develop their own personal skills, their understanding of organisations and organisational success, along with the practical skills eg, project management skills required of a leader manager.

The following examples of appropriate entry requirements for the HNC in Management and Leadership 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, National 5 or Higher)
- ◆ Any two National Qualifications at SCQF level 6 (Higher) together with three National 5 passes at SCQF level 5
- ◆ An SVQ at SCQF level 6 in a relevant area
- ◆ Different combinations of relevant and equivalent qualifications from other awarding bodies
- ◆ Relevant and current work experience
- ◆ Good communication and analytical skills
- ◆ A desire to attain the professional and personal requirements to acquire and maintain a position of leadership responsibility
- ◆ For learners where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) with a minimum level 5 or a score of 5.5 in International English Language Testing System (IELTS)

The **Diploma in Management and Leadership** is designed for learners who want to further their understanding of strategic leadership either in preparation for or to enhance their role in more senior leadership positions in an organisation. These qualifications are also intended for those seeking nationally/internationally recognised qualifications.

Centres are required to satisfy themselves that learners have relevant qualifications, work experience and/or leader/manager experience in order to access the Diploma Award. There may be circumstances where learners have no formal higher level qualifications but have significant leadership/managerial experience at a strategic level. Centres should exercise their judgement in such circumstances, consider the level of the award and the examples of appropriate entry requirements for the Diploma in Management and Leadership provided below. The examples below are not exhaustive or mutually exclusive and may be considered in a variety of combinations.

- ◆ A Higher National Certificate eg, HNC Management and Leadership, HNC Business Studies, HNC Administration and Information Technology, HNC Hospitality, HNC Retail Management, HNC Care and Administrative Practice
- ◆ Any two Advanced Highers at SCQF level 7
- ◆ An SVQ at SCQF level 7 in a relevant area
- ◆ Different combinations of relevant and equivalent qualifications from other awarding bodies
- ◆ Relevant managerial experience
- ◆ Strong communication and analytical skills
- ◆ A desire to attain the professional and personal requirements to acquire and maintain a promoted position of leadership responsibility. For learners where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) with a minimum level 6 or a score of 6 in International English Language Testing System (IELTS). Learners should be offered additional support if required

4.1 Core Skills entry profile

The Core Skill entry profile in the table below provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information may be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme. At present, SCQF level 6 is the highest level of certificated core skills, where the entry level is identified at level 6 it should be noted that learners will have opportunities to enhance and develop these skills to a level appropriate to leadership and management best practice.

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|--|--------------------------------|--|
| Communication | 6 | Written papers, reports, projects and presentations (oral and written) to questions and case studies based on non-routine and complex business problems/scenarios |
| Numeracy | 6 | Understand, present and interpret a range of statistical, graphical and financial information in order to inform business responses particularly in <i>Manage Operations</i> assessments (finance outcome); and strategic change units |
| Information and Communication Technology (ICT) | 5 | Use and application of standard ICT packages eg, Google Docs, Microsoft Office in order to research, interpret and present relatively complex financial and numerical data |
| Problem Solving | 6 | Problem solving is fundamental across a number of units and is embedded in the graded unit |
| Working with Others | 6 | Learners will have to demonstrate a high level of autonomy across all units and will also have to demonstrate their ability to connect as leader to their audience and this is specifically addressed in the <i>Developing Self Management Skills</i> unit |

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.

Please refer to Appendix 1 for a list of units which provide the opportunity for the embedding or development of Core Skills.

5 Additional benefits of the qualification in meeting employer needs

Both qualifications are designed to meet the needs of those aspiring to or working in a position of leadership responsibility. What follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, as seen in the previous section, and in Appendix 1, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to mandatory units

HNC Management and Leadership

| Code | Unit title | Specific Aims HNC Management and Leadership | | | | | | | | | |
|---------|---|--|---|---|---|---|---|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| H1F1 34 | Management: Developing Self Management Skills | X | X | | X | X | X | X | X | X | X |
| H1F2 34 | Management: Leadership at Work | X | X | X | X | X | X | X | X | X | X |
| J1BY 34 | Manage Operational Resources | | | X | | | | X | X | X | X |
| J1F5 35 | Managing People | X | | X | X | X | | X | X | X | X |
| J1LW 34 | Management and Leadership: Graded Unit 1 | X | X | | X | X | | | | | |

- 1 Develop a range of leadership and management competences required by employers of those engaged in or aspiring to leadership or managerial responsibility
- 2 Provide the learning and ideas to build skills of personal resilience, confidence and empathy
- 3 Build a set of practical skills that learners can take to the workplace as well as a working knowledge of the key functional areas that shape the leadership role
- 4 Develop the skills required of a connected leader manager to enable learners to connect with co-workers, peers, customers and other stakeholders
- 5 Enhance employment opportunities for posts that require learners to have an understanding of their contribution and who may be able to undertake leadership responsibility for a given area/project or idea
- 6 Apply leadership skills in a range of organisational settings
- 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.

Diploma in Management and Leadership

| Code | Unit Title | Specific Aims Diploma in Management and Leadership | | | | | | |
|---------|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| H1F3 35 | Management: Plan, Lead and Implement Change | X | X | X | X | X | X | X |
| J1C0 35 | Management: Organisational Leadership and Development | X | X | X | X | X | X | X |
| H1S7 35 | Management: Develop Strategic Plans | X | X | X | X | X | X | X |
| H1S9 35 | Management Research | X | X | X | X | X | X | X |

- 1 Provide suitable strategic competences for future career and personal development in the performance of leadership duties
- 2 Use strategic leadership and management skills for the long term direction of an organisation or an area of strategic importance eg, function, product or region across or within in a range of functions and employing organisations
- 3 Focus, plan and implement strategic change within an organisation or an area of strategic importance
- 4 Develop connected leadership skills that are compatible with the needs of an organisation and its internal and external environment
- 5 Progress to further studies and professional qualifications in leadership and management or related disciplines
- 6 Provide underpinning knowledge for the SVQs in Management
- 7 Enable articulation and progression to further management study

5.2 Mapping of National Occupational Standards (NOS) and trade body standards

The following grid maps the HNC and Diploma mandatory units against the Management NOS

| Code | Unit title | National Occupational Standard | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------|---|--------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| | | M&LAA2 | M&LAA3 | M&LBA2 | M&LBA5 | M&LBA6 | M&LBA7 | M&LBA8 | M&LBA9 | M&LCA2 | M&LCA3 | M&LCA4 | M&LCA5 | M&LDA2 | M&LDA3 | M&LDB1 | M&LDB4 | M&LDC2 | M&LDC3 | M&LDC4 | M&LEA4 | M&LEB1 | M&LEB3 | M&LEB5 | M&LFA5 | M&LFB1 | |
| H1F1 34 | Management: Developing Self Management Skills | X | X | | | | | | | | | | | | | | | | | | | | | | | | |
| H1F2 34 | Management: Leadership at Work | X | X | X | | | | | | | | | | | | X | X | | | | | | | | | | |
| J1BY 34 | Manage Operational Resources | | | | | | | | X | | | | | | | | | | | | X | X | X | X | | | |
| J1F5 35 | Managing People | | | | | | X | | | | | | X | X | X | X | X | X | X | | | | | | | | |
| J1LW 34 | Management and Leadership: Graded Unit 1 | X | X | | | | | | | | | | | | | | | | | | X | | X | | X | | |
| H1F3 35 | Management: Plan, Lead and Implement Change | | | | X | X | | X | X | X | X | X | | | X | | | | | | | | | | | | |
| J1C0 35 | Management: Organisational Leadership and Development | | X | X | X | X | | X | X | X | X | | | | | | | | X | X | | | | | | | |
| H1S7 35 | Management: Develop Strategic Plans | | | | X | X | | | | | | | | | | | | | | | | | | | | | |
| H1S9 35 | Management Research | | | | X | X | | X | X | | | | | | | | | | | | X | | X | | X | | |

Key to NOS

| | | |
|-----------|---------|---|
| CFAM&LAA2 | HK26 04 | Develop your knowledge, skills and competence |
| CFAM&LAA3 | HK27 04 | Develop and maintain your professional networks |
| CFAM&LBA2 | H8GY 04 | Provide leadership in your area of responsibility |
| CFAM&LBA5 | H429 04 | Develop your organisation's vision and strategy (SCQF level 11) |
| CFAM&LBA6 | H8H5 04 | Develop strategic business plans (SCQF level 11) |
| CFAM&LBA7 | H69C 04 | Promote equality of opportunity, diversity and inclusion |
| CFAM&LBA8 | HK29 04 | Develop your organisation's values and culture |
| CFAM&LBA9 | H68E 04 | Develop operational plans |
| CFAM&LCA2 | HK2A 04 | Plan change |
| CFAM&LCA3 | H423 04 | Engage people in change |
| CFAM&LCA4 | HF80 04 | Implement change |
| CFAM&LCA5 | H41T 04 | Evaluate change |
| CFAM&LDA2 | H5XR 04 | Recruit, select and retain people |
| CFAM&LDA3 | H41M 04 | Induct individuals into their roles |
| CFAM&LDB1 | H683 04 | Build teams |
| CFAM&LDB4 | HA9V 04 | Manage people's performance at work |
| CFAM&LDC2 | HA9X 04 | Support individuals' learning and development |
| CFAM&LDC3 | H41X 04 | Mentor individuals |
| CFAM&LDC4 | HK2K 04 | Coach individuals |
| CFAM&LEA4 | H68K 04 | Manage budgets |
| CFAM&LEB1 | H8H2 04 | Provide healthy, safe, secure and productive working environments and practices |
| CFAM&LEB3 | HK2P 04 | Manage physical resources |
| CFAM&LEB5 | HK2R 04 | Optimise effective use of technology |
| CFAM&LFA5 | H8H0 04 | Manage projects |
| CFAM&LFB1 | H8H4 04 | Develop understanding of your markets and customers |

The following grid maps the HNC and Diploma mandatory units against the Chartered Management Institute's (CMI) units

| Code | Unit title | CMI Units | | | | | | | | | | | | | |
|---------|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--|
| | | 3001 V1 | 3002 V1 | 3005 V1 | 3006 V1 | 3007 V1 | 3008 V1 | 3010 V1 | 4001 V1 | 4003 V1 | 4004 V1 | 4005 V1 | 4006 V1 | 4007 V1 | |
| H1F1 34 | Management: Developing Self Management Skills | X | | X | | | | | X | | | X | | | |
| H1F2 34 | Management: Leadership at Work | X | | X | | | X | X | X | | X | | | | |
| J1BY 34 | Manage Operational Resources | | X | | | X | | | | X | | X | | | |
| J1F5 35 | Managing People | | | X | X | | X | X | | | X | | | X | |
| J1LW 34 | Management and Leadership: Graded Unit 1 | | X | | | | | | | | | X | | | |
| H1F3 35 | Management: Plan, Lead and Implement Change | | X | | | | | X | | | X | | X | | |
| J1C0 35 | Management: Organisational Leadership and Development | | | X | | | | X | | X | X | | X | | |
| H1S7 35 | Management: Develop Strategic Plans | | X | | | | | | | | | | X | | |
| H1S9 35 | Management Research | | | | | | | | | | | X | | | |

CMI UNITS INCLUDED IN THE QCF LEVEL 3 AND 4 MANAGEMENT AND LEADERSHIP QUALIFICATIONS

| | |
|-------------|--|
| Unit 3001V1 | Personal development as a first line manager |
| Unit 3002V1 | Resource planning |
| Unit 3005V1 | Identifying development opportunities |
| Unit 3006V1 | Recruitment and selection process |
| Unit 3007V1 | Maintaining quality standards |
| Unit 3008V1 | Improving team performance |
| Unit 3010V1 | Being a leader |
| Unit 4001V1 | Managerial styles and behaviours |
| Unit 4003V1 | Understanding organisational culture, values and behaviour |
| Unit 4004V1 | Understanding team dynamics |
| Unit 4005V1 | Management report writing |
| Unit 4006V1 | Management and leadership influencing skills |
| Unit 4007V1 | Managing interviews |

5.3 Mapping of Core Skills development opportunities across the mandatory units of the qualifications

This table outlines the Core Skills that will be developed in each mandatory unit.

- ◆ **E: Embedded** — the Core Skill/Core Skill component is embedded within the unit which means that learners who achieve the Unit will automatically have their Core Skills profile updated on their certificate
- ◆ **S: Signposted** — which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|---|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| H1F1 34 | Management: Developing Self Management Skills | S | S | S | | | | | S | S | S | | |
| H1F234 | Management: Leadership at Work | S | S | S | | | | | S | | | | |
| J1BY 34 | Manage Operational Resources | S | S | S | S | S | S | S | S | | | S | S |
| J1F5 35 | Managing People | S | S | S | | | S | S | S | | | S | S |
| J1LW 34 | Management and Leadership: Graded Unit 1 | | | | | S | | | E | E | E | | |
| H1F3 35 | Management: Plan, Lead and Implement Change | S | S | S | | | | | S | S | | | |
| J1C0 35 | Management: Organisational Leadership and Development | S | S | S | | | S | S | S | | S | S | S |
| H1S7 35 | Management: Develop Strategic Plans | S | S | S | | | | | S | S | | | |
| H1S9 35 | Management Research | S | S | S | | | S | S | S | S | S | | |

Appendix 1 provides examples of opportunities for embedding Core Skills

5.4 Assessment strategy for the mandatory units of the qualifications

| Unit | Assessment | | |
|---|--|--|-----------|
| | Outcome 1 | Outcome 2 | Outcome 3 |
| Management: Developing Self Management Skills | Open-book. Integrated report or portfolio/e-portfolio of evidence. | | |
| Management: Leadership at Work | Open-book. Integrated report or portfolio/e-portfolio of evidence. | | |
| Manage Operational Resources | Open-book. Report or portfolio of evidence. | Open-book. Responding to questions on a case study | |
| Managing People | Open-book. Integrative assessment. Portfolio of evidence or case study. | | |
| Management and Leadership: Graded Unit 1 | Open-book. Project — practical assignment. | | |
| Management: Plan, Lead and Implement Change | Open-book. 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. | | |
| Management: Organisational Leadership and Development | Open-book. Responding to questions on a case study. | | |
| Management: Develop Strategic Plans | Open-book. Integrated investigative report based on response to questions (strategic plan and commentary) or a portfolio/e-portfolio. | | |
| Management Research | Open-book. Fully referenced research report with recommendations covering both Outcomes. This could be supported by a portfolio/e-portfolio. | | |

6 Guidance on approaches to delivery and assessment

Context and content

The revised awards attempt to focus on the skills that allow leaders to face the day to day challenges of the modern workplace. It aims to provide the learning and ideas to build skills of personal resilience, confidence and empathy through the developing self-management skills unit. In addition it seeks to build a set of practical skills that learners can take back to their workplace as well as a working knowledge of the key functional areas that often shape the leadership role. The leader manager is viewed as someone who is connected to and works with their audience of co-workers, customers, public and all other stakeholders. The aim of the revised awards is therefore to provide the skills required of a connected leader manager.

It is important therefore not to present the role of the manager as an all-knowing and all-seeing individual who has a singular view of where the future lies and the solutions to make it all happen. Likewise, leadership is not about the great visionary focusing on building visions and motivating others. The awards are designed to take a much more nuanced approach to reflect the view that leadership may occur at any level and in any circumstance. In a world where discussions include ideas of distributed leadership and in some cases even managerless organisations we have to find a way to understand how organisations make both operational and strategic decisions. As a result the context and content needs to be real, learner led where possible and contemporary.

Delivery and Assessment

Delivery

In the main, centres deliver the HNC/Diploma in Management and Leadership on a part-time basis, often on blended learning model, however, this does not have to be the case and it is possible to deliver the awards on a full time basis. The awards and all of the units within can be delivered through a variety of approaches face to face, on line or combinations of these.

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 to integrate assessment across units.

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

In addition to more traditional assessments (eg, reports, essays, case studies etc), innovative arrangements also let learners use ICT for providing their evidence (eg, 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 learners choosing tools and techniques appropriate to their own situation. Integration of assessment across units is encouraged.

Assessment exemplars are provided for exemplification 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 website which is available to centres via their SQA coordinator.

6.1 Sequencing/integration of units

The awards are designed to provide flexibility in approach and generally may be taught in any order with the exception of the graded unit. For many centres, how the awards are delivered may depend upon the availability of resources, staff and general timetabling pressures. However, it makes good sense to introduce *Management: Developing Self Management Skills* earlier on eg, Term 2, perhaps using a portfolio/journal approach based on eg, Moodle, Mahara or OneNote and encouraging learners to maintain an online journal/log over a period of time eg, two terms.

One approach could be to deliver this over the period of 1 year with a timetable based on two evenings per week (12 week term). The same approach could be taken with the graded unit. If starting a new cohort it would be possible with a little planning to run the graded unit and self-management skills unit on the same hour using online and a drop in clinic approach, this would help maintain a viable combined Year 1 and 2 class.

| Year 1 | Term 1 | | Term 2 | | Term 3 | |
|------------|------------|--------------------------------------|------------|--------------------------------------|------------|--|
| Mon 6–9.00 | Wed 6–9.00 | Mon 6–9.00 | Wed 6–9.00 | Mon 6–9.00 | Wed 6–9.00 | |
| J1F5 35 | H1F2 34 | H1F1 34* HRM unit* | F7BX 34 | H1F1 34* HRM unit* | Option | |
| | | <i>*Integrated class plus online</i> | | <i>*Integrated class plus online</i> | 6 credits | |

| Year 2 | Term 1 | | Term 2 | | Term 3 | |
|------------|------------|----------------|------------|---------------|------------|--|
| Mon 6–9.00 | Wed 6–9.00 | Mon 6–9.00 | Wed 6–9.00 | Mon 6–9.00 | Wed 6–9.00 | |
| Option | option | GU (1hr)* | Option | GU (2hr)* | option | |
| | | J1BY 34 (2 hr) | | J1BY 34 (1hr) | | |
| | | Online* | | Online* | 6 credits | |

Other approaches could include the introduction of summer terms or online learning modules.

There are some opportunities for integration across units especially when optional units are considered eg:

Manage Operational Resources — Outcome 2 could be overtaken if learners undertook option *Preparing Financial Forecasts* F84R 35

Organisational Leadership could be partnered with the optional HRM unit — *Supporting Organisational Change*

The mandatory unit *Develop Strategic Plans* with the optional unit *Strategic Change* and/or the other mandatory unit *Plan, Lead and Implement Change*. The same case study or organisational scenario could be used with learners developing the plan in Term 1 and seeing the plan through in the next term. Again, the use of on line journals or planning templates could be used to manage and assess this process.

It is important to note that where integration does take place it is the responsibility of the centre to ensure that the evidence can be clearly attributed to the units and their evidence requirements. Where appropriate centres may wish to seek prior verification for combined assessment instruments.

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

There are opportunities for learners undertaking the HNC and Diploma in Management and Leadership to progress to further study, for example, those achieving the HNC would be able to progress to the Diploma in Management and Leadership. There may be opportunities for learners achieving the Diploma in Management and Leadership to progress to the final year of the BA Business and Enterprise at Napier University. Other universities will consider entry on an individual basis.

The table in Section 1 provides examples of possible progression routes.

6.2.2 Transitional arrangements

As the aims and content of the previous and revised group award are broadly the same, learners in the transitional phase should not be adversely affected. The following outlines possible scenarios and ways of crediting learners' previous achievement:

- ◆ Learners who have been certificated for the current HNC in Management and Leadership (GF5V 15) will be able to complete the current Diploma in Management and Leadership (GF6G 48) using either current or revised units. The current Diploma in Management and Leadership framework will incorporate the revised units where these have been identified as a direct replacements.
- ◆ Where learners have partially completed the previous HNC in Management and Leadership (GF5V 15) via a number of discrete units, credit transfer will need to be agreed on a unit-by-unit basis.
- ◆ Where learners have partially completed the previous Diploma in Management and Leadership (GF6G 48) via a number of discrete units, credit transfer will need to be agreed on a unit-by-unit basis.

6.2.3 Credit transfer

Credit transfer can be given where there is broad equivalence between the subject-related content of the unit (or combination of units). Learners 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.

| Previous unit | Current unit | Credit transfer |
|---|--|----------------------|
| <i>Management: Developing Self Management Skills</i> (H1F134) level 7; 1 credit | <i>Management: Developing Self Management Skills</i> (H1F134) level 7; 1 credit | No change |
| <i>Management: Leadership at Work</i> (H1F234) level 7; 1 credit | <i>Management: Leadership at Work</i> (H1F234) level 7; 1 credit | No change |
| <i>Management: Plan, Lead and Implement Change</i> (H1F335) level 8; 1 credit | <i>Management: Plan, Lead and Implement Change</i> (H1F335) level 8; 1 credit | No change |
| <i>Managing and Working with People</i> (H1F434) level 7; 2 credits | <i>Managing People</i> (J1F5 35) level 8, 2 credits | No transfer |
| <i>Manage Operational Resources</i> (H1F534) level 7; 2 credits | <i>Manage Operational Resources</i> (J1BY 34) level 7; 2 credits | Full credit transfer |
| <i>Creating a Culture of Customer Care</i> (H1F0 34) level 7; 1 credit (previously mandatory) | <i>Creating a Culture of Customer Care</i> (H1F0 34) level 7; 1 credit (now an optional unit) | No change |
| <i>Management and Leadership: Graded Unit 1</i> (H1KT34) level 7; 1 credit | <i>Management and Leadership: Graded Unit 1</i> (J1LW 34) level 7; 1 credit | Full credit transfer |
| <i>Management: Organisational Leadership and Development</i> (H1S835) level 8; 1 credit | <i>Management: Organisational Leadership and Development</i> (J1C0 35) level 8; 1 credit | Full credit transfer |
| <i>Management: Develop Strategic Plans</i> (H1S735) level 8; 1 credit | <i>Management: Develop Strategic Plans</i> (H1S735) level 8; 1 credit | Full credit transfer |
| <i>Management: Strategic Change</i> (H1S635) level 8; 1 credit | <i>Management: Strategic Change</i> (H1S635) level 8; 1 credit | Full credit transfer |
| <i>Management Research</i> (H1S935) level 8; 1 credit | <i>Management Research</i> (H1S935) level 8; 1 credit | No change |
| <i>Marketing: an Introduction</i> (F7BX 34) level 7 1 credit | <i>Marketing: an Introduction</i> (F7BX 34) level 7 1 credit (now a restricted mandatory unit) | No change |

6.3 Opportunities for e-assessment

E-assessment may be particularly appropriate for some assessments across both awards. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. A number of the Units may lend themselves to e-assessment approach in particular the Graded Unit and *Management: Developing Self Management Skills* where an online portfolio could provide a flexible alternative way of collecting evidence. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

6.4 Support materials

There are a number of management subject support packs and assessment support packs available on SQA's secure website that may provide assistance to centres. A list is attached at Appendix 2.

6.5 Resource requirements

There are no specific resource requirements for the award. It is anticipated that centres will have appropriate delivery staff in place with experience in the various subjects. General resources such as classroom, online delivery models and general access to reference and support materials via a library or internet resources are sufficient for delivery.

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

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

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

8 Glossary of terms

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

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' 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 learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

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

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

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

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

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

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

VLE — Virtual Learning Environment: Web based platform for digital aspects of study eg, Moodle, Mahara and OneNote

9 General information for learners

This section will help you decide whether the qualifications are 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.

Whether you are already a leader or manager with responsibility for a significant area of work and/or have responsibility for staff - or aspiring to such a role of responsibility or further responsibility - 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.

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=CCC§or=26269&pContentID=26270

The awards will give you the opportunity to become a qualified and knowledgeable leader in your area of work. The awards offer a learner focused approach with the emphasis on generating evidence from your workplace. They 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 SQA credits (96 SCQF credits), of which 8 SQA credits (64 SCQF 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 people

This award also offers you a choice of optional units in areas such as business law; health and safety; human resource management; quality; project management; preparing financial forecasts etc. In addition to the 8 mandatory SQA credits, you will need to achieve 4 optional SQA 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 6 SQA credits (48 SCQF credits). The HNC Management and Leadership provides ideal preparation for this award, but you may have some leadership/managerial experience or have completed another HNC and in that case this award may still be for you. If you think this may be the case, discuss it with your centre, they will advise what would be suitable.

You will study four mandatory units which are at a strategic level so you will need to have strong communication and problem solving skills for this one. The Units are:

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

In addition, you will have to take two further units, there is quite a wide range of options but these will depend on what the centre has available and you will have to discuss it with the tutors.

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%.

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.

Good luck with your studies.

Examples of opportunities for embedding Core Skills

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 | Learners 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. Learners 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 | Learners 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 | Learners 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. |
| People Management | Learners 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. Learners could summarise their understanding by posting messages on a VLE in a blog or in a written report. |
| Manage Operational Resources | Learners 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. Learners 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 |
|--|---|
| Management: Develop Strategic Plans | Learners 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. Learners 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 | Learners 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. |
| Management: Strategic Change | Learners 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 | Learners 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. The literature review is an evidence requirement for the unit but learners 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 and skills/evidence |
|---|--|
| Management: Leadership at Work | Learners 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 online forum. Whichever approach is used, learners organise a substantial body of material and make use of complex language and specialist vocabulary. |
| Management: Developing Self Management Skills | Learners 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 | Learners 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, learners have to organise a substantial body of material and make use of complex language and specialist vocabulary. |
| Managing People | Learners 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, learners have to organise a substantial body of material and make use of complex language and specialist vocabulary. |
| Manage Operational Resources | In Outcome 1, learners 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, learners have to organise a substantial body of material and make use of complex language and specialist vocabulary. |

| Unit | Knowledge and skills/evidence |
|--|--|
| 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 | Learners 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. Learners 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, learners are required to organise a substantial body of material and make use of complex language and specialist vocabulary. |
| Management: Organisational Leadership and Development | Learners have to provide responses which analyse information given to them and make use of complex language and specialist vocabulary. Learners also have to organise their responses and structure them in a manner which directly meets the requirements of the question. |
| Management: Strategic Change | Learners 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, learners need to organise a substantial body of material and make use of complex language and specialist vocabulary. |
| Management Research | Learners 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, learners 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 and skills/evidence |
|--|--|
| Management: Leadership at Work | Learners 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. Learners 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 | Learners 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 learners have to convey essential information and ideas. Self-awareness is a complex topic and learners 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 | Learners 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 learners 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 People | It would be possible for learners 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, learners could respond to questions or queries from others on the complex issues involved in managing and working with people. Learners 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 | Learners 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 learners could respond to questions/queries from others to convey understanding. Learners 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 and skills/evidence |
|--|--|
| Management: Develop Strategic Plans | Learners 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 learners may also respond to questions or queries from others to demonstrate understanding. Learners 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 | Learners could give a presentation on various aspects of both outcomes eg, development of leadership within their own organisation and factors affecting vision, in a manner which conveys essential information and ideas. Organisational leadership and development are complex issues and learners so learners could respond to oral questions/queries from others to demonstrate understanding. Learners 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 | Learners 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 learners may also respond to oral questions/queries from others to demonstrate understanding. Learners 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 learner 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 learners could also respond to oral questions/queries from others to confirm understanding. It is also possible for learners to give a presentation (eg, on their recommendations) to senior management in an organisation. Learners 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 (ICT) focuses on the ability to use ICT 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 *Information and Communication Technology (ICT)* Core Skill:

- ◆ A variety of tasks which require learners 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 learners 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 and 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. |

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 and 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 <i>Problem Solving</i> embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show that they have achieved <i>Problem Solving</i> at SCQF level 6.</p> |

Signposted:

Component: Critical Thinking

| Unit | Knowledge and skills/evidence |
|---|---|
| Management: Leadership at Work | Learners 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 | Learners 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 and skills/evidence |
|---|---|
| Managing People | Learners 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 |
| Manage Operational Resources | To complete the unit, learners 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 | Learners 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 assess 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, learners 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, learners 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. |
| Management: Strategic Change | Learners 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, learners 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**

| Unit | Knowledge and skills/evidence |
|--|---|
| Management: Plan Lead and Implement Change | Learners 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, learners 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, learners 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, learners 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, learners 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. |
| Management Research | In this unit, learners 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. Learners 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 learners may also need human and physical resources. |

Signposted:**Component: Reviewing and Evaluating**

| Unit | Knowledge and skills/evidence |
|--|---|
| Management: Developing Self Management Skills | In Outcome 2, learners 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, learners 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. |
| Management: Strategic Change | Learners 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 learners have to identify and use suitable evidence to justify their evaluation. Throughout learners 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 | Learners will analyse approaches that define strategic leadership in an organisational context. They will be required to evaluate contemporary leadership concepts, theoretical models and approaches to vision, characteristics of strategy, mission and vision and approaches to coaching and mentoring. |
| Management Research | Learners 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 and skills/evidence |
|---|--|
| Managing 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. |

Details of available Assessment Support Packs and Learner Support materials for the HNC and Diploma in Management and Leadership

Assessment Support Packs

Title: Creating a Culture of Customer Care
Unit Code: H1F0 34
Publication: H1F0 34/AEX001
Edition: 1st Edition - November 2012
Downloads: [Creating a Culture of Customer Care Exemplar](#)

Title: Decision Making for Managers
Unit Code: F5GG 36
Publication: F5GG 36/AEX001
Edition: 2nd Edition, January 2015
Downloads: [Decision Making for Managers](#)

Title: Developing Skills for Personal Effectiveness (Business Context)
Unit Code: DF4D 33, DF4E 34, and DF4F 35
Publication: CB2700
Edition: Version 1 - August 2005
Downloads: [Exemplar for Developing Skills for Personal Effectiveness \(Business Context\)](#)

Title: Developing Skills for Personal Effectiveness
Unit Code: DF4D 33, DF4E 34, and DF4F 35
Publication: CB2646
Edition: 2nd Edition - June 2005
Downloads: [Developing Skills for Personal Effectiveness Exemplar](#)

Title: Individual Employment Relations: Law
Unit Number: H2MK 34
Code: H2MK 34 AEX001
Edition: November 2012
Download: [Individual Employment Relations: Law Exemplar](#)

Title: Leadership for Managers
Unit Code: F5GH 36
Publication: F5GH 36/AEX001
Edition: 2nd Edition, January 2015
Downloads: [Leadership for Managers](#)

Title: Manage Operational Resources
Unit Number: H1F5 34
Code: H1F5 34/ASP001
Edition: 1st Edition, February 2013
Download: [Manage Operational Resources](#)

Title: **Managing People**
Unit Code: F5GF 35
Publication: F5GF 35/AEX001
Edition: *1st Edition, December 2009*
Downloads: [Managing People](#)

Title: **Management and Leadership: Graded Unit 1**
Unit Number: H1KT 34
Code: H1KT 34/AEX001
Edition: *1st Edition, January 2013*
Download: [Management and Leadership: Graded Unit 1 Exemplar](#)

Title: **Management of Quality**
Unit: DW6G 34
Publication: CB3694
Edition: *1st Edition, March 2007*
Downloads: [Management of Quality](#)

Title: **Management: Develop Strategic Plans**
Unit Number: H1S7 35
Code: H1S7 35
Edition: *1st Edition, October 2012*
Downloads: [Management: Develop Strategic Plans Exemplar](#)

Title: **Management: Developing Self Management Skills**
Unit Code: H1F1 34
Publication: H1F1 34/AEX001
Edition: *1st Edition, October 2012*
Downloads: [Management: Developing Self Management Skills Exemplar](#)

Title: **Management: Leadership at Work**
Unit Number: H1F2 34
Code: H1F2 34/AEX001
Edition: *1st Edition, July 2012*
Downloads: [Management: Leadership at Work](#)

Title: **Management: Organisational Leadership and Development Exemplar 1**
Unit Number: H1S8 35
Code: H1S8 35 AEX001
Edition: *1st Edition, July 2012*
Downloads: [Management: Organisational Leadership and Development Exemplar](#)

Title: **Management: Organisational Leadership and Development - Exemplar 2**
Unit Number: H1S8 35
Code: H1S8 35 AEX002
Edition: *1st Edition, July 2012*
Downloads: [Management: Organisational Leadership and Development — Exemplar 2](#)

Title: **Management: Plan, Lead and Implement Change**
Unit Code: H1F3 35
Publication: H1F3 35 AEX001
Edition: *1st Edition, May 2012*
Downloads: [Management: Plan, Lead and Implement Change](#)

Title: Management Research
Unit Number: H1S9 35
Code: H1S9 35/AEX001
Edition: 1st Edition, November 2012
Downloads: [Management Research Exemplar](#)

Title: Management: Strategic Change
Unit Code: H1S6 35
Publication: H1S6 35 AEX001
Edition: 1st edition, October 2012
Downloads: [Management: Strategic Change Exemplar](#)

Learner Support Packs

Title: Management: Developing Self Management Skills (H1F1 34)
Code: CB3496 Version 2
Date: October 2012
Downloads: [Developing Self Management Skills](#) - Learner Support Pack (PDF)
[Developing Self Management Skills](#) - Learner Support Pack (Word)
[Sample Activities - Management Self Review](#)

Title: Management: Leadership at Work
Code: H1F2 34
Date: December 2012
Downloads: [Learner Support Pack](#)
[Learner Support Pack](#)
[Sample Activities - Leadership at Work](#)

Title: Management: Plan, Lead and Implement Change
Code: H1F3 35
Date: December 2012
Downloads: [Learner Support Pack](#)
[Learner Support Pack](#)
[Sample Activities - Plan Lead and Implement Change](#)

Title: Managing and Working with People
Code: H1F4 34
Date: December 2012
Downloads: [Learner Support Pack](#)
[Learner Support Pack](#)
[Sample Activities - Managing and Working with People](#)

Title: Manage Operational Resources
Code: H1F5 34
Date: December 2012
Downloads: [Learner Support Pack](#)
[Learner Support Pack](#)
[Sample Activities - Manage Operational Resources](#)

Title: Creating a Culture of Customer Care
Code: H1FO 34
Date: December 2012
Downloads: [Learner Support Pack](#)
[Learner Support Pack](#)
[Sample Activities - Creating a Culture of Customer Care](#)

Title: Organisational Decision Making
Unit: F8KA 38
Code: CB5503
Date: April 2015
Downloads: [Learner Support Pack](#)
[Learner Support Pack](#)

Title: Management: Organisational Leadership and Development
Unit Code: H1S8 35
Publication: CB6079
Edition: February 2013
Downloads: [Learner Support Pack](#)
[Learner Support Pack](#)
[Sample Activities - Organisational Leadership Development](#)

Title: Management: Strategic Change
Code: H1S6 35
Date: February 2013
Downloads: [Learner Support Packs](#)
[Learner Support Packs](#)
[Sample Activities - Strategic Change](#)

Title: Management: Develop Strategic Plans
Code: H1S7 35
Edition: January 2013
Downloads: [Develop Strategic Plans - Learner Support Pack](#)
[Develop Strategic Plans - Learner Support Pack](#)
[Sample Activities - Develop Strategic Plans](#)

Title: Management Research
Code: H1S9 35
Date: January 2013
Downloads: [Learner Support Pack](#)
[Sample Activities - Management Research](#)

Title: Management: Organisational Innovation
Code: CB4561
Date: April 2015
Downloads: [Learner Support Pack](#)
[Learning and teaching pack](#)

Title: Decision Making for Managers
Code: CB5047
Date: March 2015
Downloads: [Decision Making for Managers](#)
[Decision Making for Managers](#)

Title: Leadership for Managers
Code: CB5048
Date: March 2015
Downloads: [Leadership for Managers](#)
[Leadership for Managers](#)

Title: Managing People
Code: CB5049
Date: March 2015
Downloads: [Managing People](#)
[Managing People](#)

Title: Management: Project Justification and Planning
Unit Code: DV5H 35
Edition: 2nd Edition, February 2015
Downloads: [Management: Justification and Planning Support Pack](#)
[Management: Justification and Planning Support Pack](#)

Title: Management: Managing the Implementation of a Project
Unit Code: DV5J 35
Edition: 2nd Edition, February 2015
Downloads: [Management: Managing the Implementation of a Project Support Pack](#)
[Management: Managing the Implementation of a Project Support Pack](#)

Interactive activities for learners

- ◆ [Management: Creating a culture of Customer Care \(DJ42 34/H1F0 34\)](#)
- ◆ [Management: Leadership at Work \(DV88 34/H1F2 34\)](#)
- ◆ [Managing and working with People \(DV82 34/H1F4 34\)](#)
- ◆ [Manage Operational Resources \(DV7X 34/H1F5 34\)](#)
- ◆ [Management: Plan, Lead and Implement Change \(DV8C 35/H1F3 35\)](#)
- ◆ [Management: Developing Self Management Skills \(DV86 34/H1F1 34\)](#)
- ◆ [Management: Develop Strategic Plans \(DV87 36/H1S7 35\)](#)
- ◆ [Management: Organisational Leadership and Development \(DV8A 36/H1S8 35\)](#)
- ◆ [Management: Strategic Change \(DV7W 36/H1S6 35\)](#)

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 |
|----------------|---|----------|
| 05 | Revision of Units: F84P 34: Business law: An Introduction (finish date 31/07/2023) has been replaced by J56B 34 Business Law: An Introduction (start date 01/08/2021). F7J6 35 Economics 1: Micro and Macro Theory and Application (finish date 31/07/2023) has been replaced by J56G 35 Economics: Micro and Macro Theory and Application (start date 01/08/2021). F84R 35 Preparing Financial Forecasts (finish date 31/07/2023) has been replaced by J577 35 Preparing Financial Forecasts (start date 01/08/2021). | 16/02/21 |
| 04 | Revision of Unit: F84T 34 Managing People and Organisations (finish date 31/07/2023) has been replaced by J4DL 34 Managing People and Organisations (start date 01/08/20) for both frameworks | 03/07/20 |
| 03 | Revision of Unit: F84K 35 Statistics for Business (finish date 31/07/2022 has been replaced by J45X 34 Statistics for Business (start date 01/08/2019) for both frameworks Revision of Unit: F7J8 34 Economics Issues: An Introduction (finished 31/07/2021) has been replaced by J462 34 Economics Issues: An Introduction (start date 01/08/2020) for both frameworks | 06/04/20 |
| 02 | Revision of Units: H1KP 34 Human Resource Management: Introduction has been replaced by J2FH 34 Human Resource Management: Introduction in HNC and HND frameworks. H1KP 34 will finish 31/07/2021 | 19/07/19 |