Group Award Specification for:

Professional Development Award in Leadership and Change

Group award code — GT25 48

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Contents

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 higher education institutions of the aims and purpose of the qualification

♦ provide details of the range of learners that the qualification is suitable for and the progression opportunities

This award is part of a suite of Professional Development Awards (PDAs) in Management and Leadership at SCQF level 6 to SCQF level 11 which have been developed under the SQA Design Principles for Professional Development Awards.

The Management and Leadership PDAs are in line with the following pattern:

♦ They all consist of two units. This means that they retain the above benefits of being short and sharp. However, they move on from basic managerial tools to allow candidates the opportunity to develop more specific managerial skills and capabilities at a higher level.

♦ The Management and Leadership PDAs are also designed as practical awards in which candidates are encouraged to apply management concepts and approaches to their own work as managers or to managerial work with which they are familiar.

Candidates who achieve one / some of the Management and Leadership PDAs should, therefore, have enhanced their managerial skills and been able to apply them to a situation they know well. In this way, they should be able to carry out managerial work more effectively to the benefit of themselves and to the organisations for which they work now or in the future.

A Qualifications Development Team (QDT) was established to develop the suite of PDAs in Management and Leadership, which includes the PDA in Leadership and Change at SCQF level 8.

These short awards significantly extend the portfolio of management awards offered by SQA. These PDAs share a number of common aims and characteristics and, as a result, it has been possible to develop them as a cluster of related awards. Each award, however, is a qualification in its own right.

2 Qualification structure

2.1 Nature and purpose of the PDA in Leadership and Change at SCQF level 8

The PDA in Leadership and Change at SCQF level 8 consists of two units, both of which are mandatory.

Unit code	Unit title	SQA credit value	SCQF credit points	SCQF level
H1F2 34	Management: Leadership at Work	1	8	7
H1F3 35	Management: Plan, Lead and Implement Change	1	8	8
Total		2	16	

The PDA in Leadership and Change at SCQF level 8 will be achieved on successful completion of the two mandatory units.

It has been levelled at SCQF level 8 even though Management: Leadership at Work is levelled at SCQF level 7. The recommended prior knowledge and skills for Management: Leadership at Work suggest that it would be beneficial if candidates had achieved Managing and Working with People which is also an SCQF level 7 unit. This suggests that, overall, this PDA approximates more closely to SCQF level 8 than to SCQF level 7.

2.2 Mapping information

Each unit of the PDA in Leadership and Change at SCQF level 8 aligns to all the general aims of the suite of PDAs. The following table shows how the specific aims of the course align to the units in the award:

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
H1F2 34	Management: Leadership at Work	✓	✓	✓		✓
H1F3 35	Management: Plan, Lead and Implement Change	✓		✓	✓	✓

2.3 Professional development and credit transfer

This PDA is an award which fully meets the management education needs of some candidates who would not wish to undertake further awards. It is hoped, however, that the PDA in Leadership and Change at SCQF level 8 will provide an opening for all successful candidates to enhance their professional development after completing the award.

Credit transfer is a decision for centres and can be given where there is broad equivalence between the subject-related content of the units, ie the knowledge and/or skills are covered in the unit for which credit is being awarded. Centres should give some consideration to currency of achievement when awarding credit transfer.

3 Rationale

3.1 Rationale for the development of the PDA in Leadership and Change at SCQF level 8

This PDA is about the management of change. It covers both planning for change and devising strategies and approaches to implement change and to lead others through it. Incremental change is ever present in modern organisations and more significant changes also take place regularly. Nevertheless adapting to change can be a traumatic process even in organisations which are accustomed to change and there is often a chance that unsuccessful adaptation may have serious consequences for the long-term effectiveness of the organisation. Some organisations may be unable to survive if they cannot adapt.

The PDA in Leadership and Change at SCQF level 8 is therefore intended to enable candidates to look at a number of techniques for planning and implementing change and at different approaches and techniques to management and leadership. Together, this should equip candidates to think carefully about change and how best to ensure that they, and their organisations, are able to tackle the change efficiently and effectively so that the benefits are realised and any disruption is minimised. This PDA will help candidates develop suitable management skills but will also enable them to apply them to situations with which they are familiar.

Organisations benefit from the increased effectiveness that candidates will bring to their management roles when change occurs. As already noted, adapting successfully to change may be the only way that an organisation can continue to meet its objectives. For aspiring managers, organisations can be confident that they will be in a better position to recognise and understand change and to contribute to its effective implementation in their current capacity. When they gain management responsibility, the skills and knowledge gained from this PDA will help them reach effective performance levels more quickly. In a rapidly changing environment this may be critical as there could be limited time for people to learn while actually in post.

The title of the award has been chosen to reflect the competences of this particular PDA. Consultation indicated that 87% of respondents felt the title of the award was appropriate.

3.2 Consultation with stakeholders: meeting employers' needs

In order to confirm that the suite of Management and Leadership PDA awards would meet the needs of employers, the QDT made use of information from three main sources, ie:

1. Research by the SQA on its own awards
2. Consultation with relevant stakeholders on the proposed suite of new awards
3. Consultation undertaken for the PDA Management at SCQF level 6

In addition, generic research on managers in the UK was also considered.

3.3 Relationship to and alignment with NOS

The PDA in Leadership and Change at SCQF level 8 covers a number of the functional areas identified by the Skills CFA for National Occupational Standards in Management. The

following table gives some indication and examples of how the units making up the award align with the Management NOS.

Management and Leadership Occupational Standard	SQA Unit	Outcomes
A Managing self		
AA3 Develop and maintain your personal networks	Management: Leadership at Work	2
B Providing direction		
BA3 Lead your team	Management: Leadership at Work	1, 2
BA2 Provide leadership in your area of responsibility	Management: Leadership at Work	1, 2
C Facilitating innovation and change		
CA3 Engage people in change	Management: Plan, Lead and Implement Change	2
CA2 Plan change	Management: Plan, Lead and Implement Change	1
CA4 Implement change	Management: Plan, Lead and Implement Change	2
D Working with people		
DB4 Manage people's performance at work	Management: Leadership at Work	1
E Using resources		
EC4 Communicate information and knowledge	Management: Plan, Lead and Implement Change	2
F Achieving results		
FE5 Manage continuous improvement	Management: Plan, Lead and Implement Change	1, 2

3.4 Professional development

This PDA is an award which will fully meet the management education needs of some candidates who would not wish to undertake further awards. It is hoped, however, that this PDA will provide an opening for all successful candidates to enhance their professional development after completing the award.

4 Aims of the qualification

4.1 General aims of the qualification

Each PDA has its own individual aims but, as a group, they share some general aims. These are to:

1. enable candidates **to develop** skills and knowledge across a range of management principles and apply them to a relevant work context (either their own or one which they might meet as managers)
2. **provide recognition** for the management skills and achievements of candidates in a relevant work context (either their own or one which they might meet as managers)
3. meet the **needs of candidates** with different experience and different managerial responsibilities (by providing awards at SCQF level 6 to SCQF level 11)
4. enable **progression** within the SCQF framework of qualifications
5. provide candidates with **alternative exit routes**

4.2 Specific aims of the qualification

The PDA in Leadership and Change at SCQF level 8 has some specific aims. It will:

1. provide candidates with the skills and knowledge to plan for change and develop approaches and strategies to lead others through a period of change
2. enable candidates to analyse the principles of management and leadership
3. enable candidates to analyse approaches to leadership and apply them to leading a team
4. enable candidates to plan for change
5. enable candidates to devise a strategy to lead change and to implement change

4.4 Employment opportunities

A range of appropriate of job roles for those achieving the PDA in Leadership and Change at SCQF level 8 was highlighted by stakeholders during the consultation process and include:

♦ middle management positions
♦ change facilitators
♦ programme managers
♦ team leaders in change situations

5   Access to the PDA

Access to this PDA will be at the discretion of the centre. There should be no barriers to entry and the award should be open to all candidates who have a reasonable chance of achieving the award.

However, it would be beneficial if candidates had good written and oral communications skills. For this PDA, it would be beneficial if candidates also had some relevant work experience especially if this includes (or is about to include) situations where change is taking/has taken place. This could include management experience (eg as a team leader) but the PDA is suitable for those who aspire to management positions — particularly those who expect to take up such a position in the near future. Candidates who attempt this PDA will benefit from prior knowledge of business and management principles. They could have obtained this through the unit Managing and Working with People (or an equivalent).

6 Guidance on approaches to delivery and assessment

6.1 Approaches to delivery

The units contained in the PDA Leadership and Change at SCQF level 8 may be delivered as standalone qualifications or as part of the PDA. Where they are delivered as the PDA, they provide a coherent, attractive and relevant programme which will equip candidates with the knowledge and skills required for employment in a senior team leading role, as a middle manager with line management responsibilities or a change facilitator. The PDA would also be attractive to those already in employment who do not possess a relevant qualification.

Delivery of this award is at the discretion of centres. However, in this case there is a strong reason to begin with Management: Leadership at Work. This is partly because it is recommended that candidates have achieved this unit before commencing Management: Plan, Lead and Implement Change. There are sound reasons for this. Management: Leadership at Work looks at the principles of management and leadership and approaches to leadership and applies these to leading a team. Candidates therefore develop skills and techniques in leadership and team building. Management: Plan, Lead and Implement Change enables them to apply these generic leadership/management principles and techniques to the specific managerial task of managing change. The units are closely connected to each other and can be seen very much as complements. However, taking Management: Leadership at Work first sets the scene for Management: Plan, Lead and Implement Change and should help candidates reflect on their role, actual or potential, as managers and think how best they, and their team, can work through change.

The delivery of both units should merge theory and practice. The focus is on the practical aspects of effective team leadership and leading change within a modern organisation to achieve competitive advantage. Candidates will be expected to relate the ideas in the PDA to their own experience. For example, they will be expected to work through at least one complete change. It would be possible, therefore, for candidates who are about to embark on a change to use this PDA as a basis for preparing for the challenge they have to face.

6.2 Approaches to assessment

Assessment of this award is at the discretion of centre. However, where possible assessment should centre on the candidate's own organisational experience, as a manager and/or as someone being managed. It is also possible to use case studies where candidates do not have access to suitable information from their own work experience. Candidates can be encouraged, in delivery and in assessment, to draw lessons for their own managerial situation. They may be able, for example, to identify a leadership approach which they think will suit their situation or explore team building techniques which may work with a team that they work with or have worked with.

Candidates could present assessment evidence in the form of reports based on their own research of an organisation or on case studies. These reports would include a plan for change and strategies for implementing and leading the change. They could be presented in a management report format or in other ways such as using presentation software. They could gather it all together in a portfolio.

6.3 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:

♦ SQA Advanced 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 license 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 may be found on our website: www.sqa.org.uk.

6.4 Support materials

The following support materials are available for both units making up the PDA:

♦ assessment exemplar
♦ candidate support pack
♦ interactive activities

The candidate support packs together with the interactive activities provide a comprehensive learning package which give assistance particularly if candidates are undertaking the PDA as an open or distance learning student. Each candidate support pack is broken down into sections which link broadly to the relevant unit and provide a framework for learning leading the candidate through the development in a logical way. The interactive activities reinforce the learning and provide illustrations of theory, activities and case studies.

The assessment exemplars and the candidate support packs are available to download from SQA's secure website on the qualification subject page for this PDA.

6.5 Arrangements for open/distance learning

This PDA is ideally suited to candidates wishing to study on a part-time basis or open / distance learning as both units could be delivered in an open, distance or mixed-mode learning basis, especially where the candidate is in employment. However they are primarily practical awards and any open, distance or mixed-mode learning arrangements should be

firmly grounded in the candidate's own particular situation. Appropriate arrangements would need to be made by centres for assessment and quality assurance. Full information on these can be found in the SQA website (www.sqa.org.uk).

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

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

SQA recommend that a mix of authentication tools be used to ensure the above including:

♦ questioning — personal, telephone or online interview
♦ written questioning
♦ ICT — online conferences, email discussions, password controlled systems, handwriting recognition, computer scanning of facial features, voice prints, finger prints, hand patterns and recognition of key board use
♦ personal logs and personal statements
♦ witness testimony
♦ summative assessment under supervision
♦ audio or video taped evidence
♦ signing and counter-signing of candidates work
♦ assessment supervisors — authenticators, invigilators and mentors

6.6 Opportunities for developing Core Skills

There are no Core Skills embedded in this PDA but it offers opportunities to develop some Core Skills. These are shown in the following table:

Unit	Core Skill				
	Communication	**Numeracy**	**ICT**	**Problem Solving**	**Working with Others**
Management: Leadership at Work	SCQF 6				
Management: Plan, Lead and Implement Change	SCQF 6		SCQF 6	SCQF 6	SCQF 6

7 Additional benefits of the qualification in meeting employer needs

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

8 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within these group awards 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).

9   Glossary of terms

Embedded Core Skills: 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:

♦ Candidates 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).

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 candidates 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 SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and SQA Advanced Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced 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: These contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: These refer to opportunities to develop Core Skills in learning and teaching, but are not automatically certificated.

10 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 Connect to confirm that they are using the most up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

♦ No new centres may be approved to offer the unit which has been revised.

♦ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgements

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

Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

11   General information for learners

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

Welcome to the Professional Development Award (PDA) in Leadership and Change at SCQF level 8, which offers you the opportunity to develop the knowledge and skills that you will need to plan for change and develop strategies to lead others through a period of change. Once you have completed the PDA, you should be in a position to not only tackle change in a positive manner but also be able to avoid the pitfalls which can derail change programmes — even well-intentioned ones.

The target group for this award is managers, especially team leaders, with responsibility for leading or managing change. Typical job roles could include: middle management positions; change facilitators; programme managers; team leaders in change situations.

The PDA in Leadership and Change at SCQF level 8 is made up of two mandatory units:

♦   Management: Leadership at Work
♦   Management: Plan, Lead and Implement Change

The two units in this PDA complement each other, and between them, enable you to plan for change and develop approaches and strategies to lead others through a period of change. It is likely that you will begin with the Management: Leadership at Work unit as this gives you a chance to think about the principles of management and leadership and how they apply to your own situation as a manager (or as someone who hopes to become a manager). This unit enables you to analyse different approaches to leadership and to think about how you could apply these to your own leadership approach. In particular, you can relate it to techniques of team building and consider how you can use these to develop your effectiveness as a team leader.

This sets the scene for Management: Plan, Lead and Implement Change because in this unit you apply the ideas of leadership and teambuilding to the particular managerial challenge of managing change. You will have the opportunity to work through at least one complete change — from making a plan to devising strategies for leading and implementing the plan. Again, you can relate this directly to your own experience at work, whether as a manager or as someone who has been managed during change.

Change is an important part of modern organisation and it is something which every manager has to deal with. Overall, the PDA helps you to extend and develop your skills as a manager/leader and become more effective in managing change and in meeting the challenges which this involves. It also helps you to avoid the common pitfalls which often make change a more difficult process for leaders and managers than it needs to be. If you have not yet started on your managerial career, this PDA can give you the confidence to successfully tackle change when you meet it as a manager. It may also help you contribute to the successful management of change in a non-management capacity.

The units are likely to be assessed by a combination of methods including reports, plans and strategies. You will be encouraged to make use of information from organisations with

which you are familiar, such as the one you work for or one you have worked for in the past. You may also encounter some case studies – on particular aspects of change or teambuilding for example.

Support packs, including interactive activities have been developed for the units making up this PDA. Your tutor will be able to provide you with a copy of the candidate support pack. The interactive activities can be found on the qualification subject page for this PDA.