Group Award Specification for:

Professional Development Award in Management at SCQF level 6

Group Award code — GT28 46

Publication date: February 2022

Version: 01

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

The rationale for the PDA in Management at SCQF level 6 is primarily based on the need to meet the educational requirements of a more extensive range of managers, in particular, those who aspire to managerial positions. There are also strong indications of a requirement among employers for management awards at an introductory level.

All SQA's management awards are intended for managers in positions appropriate to the level of the award. However, they are also a means by which managers who have yet to enter such positions can prepare themselves for the managerial demands of these positions prior to embarking on them. This PDA in Management at SCQF level 6 also has this dual role.

This PDA in Management at SCQF level 6 is an introductory award which will enable candidates to grasp fundamental management principles and apply them to a relevant work context (either their own or one which they might meet as managers). Candidates undertaking the award will probably be in, or aspiring to, roles with limited managerial responsibility. The benefits for candidates are that the award will provide them with the basic tools they need to function effectively in the managerial roles that they will be expected to fulfil.

2 Qualification structure

2.1 Nature and Purpose of the PDA in Management at SCQF level 6

The PDA in Management at SCQF level 6 consists of two units. There are several reasons for this:

♦ It will help make the award very attractive to employers and to candidates as it will enable both to see the benefits of it quickly.

♦ It enables candidates and employers to make a short-term commitment which can help to alleviate any apprehension that they may have about undertaking an introductory award such as this.

♦ A short award is consistent with the approach of other awarding bodies whose awards at this level are designed to be completed relatively quickly.

The nature of management is such that it demands a level of maturity and the ability to take account of a number of factors at any given time. This award meets the requirements of SCQF level 6 in a number of ways as it:

♦ provides generalised knowledge of key areas of management

♦ requires candidates to apply their knowledge and understanding in routine situations but ones which may have non-routine elements

♦ requires candidates to obtain information and draw conclusions from it

♦ requires candidates to take account of the roles and responsibilities related to tasks being carried out and take a role in the evaluation of what has been undertaken

2.2 Structure

The PDA in Management at SCQF level 6 consists of two units, both of which are mandatory:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Managing Self and Resources	J5RN 46	8	6	1
Working in a Team	J5RP 46	8	6	1

The PDA in Management at SCQF level 6 will be awarded to candidates who achieve 16 SCQF points at SCQF level 6 made up from the two mandatory units in the award.

The unit specifications of this award have been designed to be delivered in a flexible way and could, if required, be tailored to the needs of particular employers.

3 Aims of the qualification

The PDA in Management at SCQF level 6 is seen as an introductory award which will enable candidates to grasp fundamental management principles and apply them to a relevant work context (either their own or one which they might meet as managers). It is intended to achieve two distinct purposes:

♦ Some candidates may attempt it as an end in itself and may have no reason to embark on subsequent awards.

♦ Others may well use it as a stepping-stone to further awards.

3.1 General aims of the qualification

♦ to 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)

♦ to **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)

♦ to enable **progression** within the SCQF framework of qualifications

3.2 Specific aims of the qualification

The PDA in Management at SCQF level 6 has been designed as an award which can be delivered in a flexible manner to enable candidates to understand and apply key aspects of management. It is an introductory award which will help candidates to operate effectively in situations where they will be undertaking management responsibility for the first time. It is designed for candidates who are in posts with some management responsibility and for those who hope to take up such posts. The award also seeks to extend the SQA's portfolio of management awards. The specific aims of the PDA in Management at SCQF level 6 are to:

♦ enable candidates to gain knowledge and understanding of fundamental management principles

♦ enable candidates to apply their knowledge and understanding of these principles in a relevant work context (either their own or one which they might meet as managers)

♦ enable candidates to develop general management skills

♦ provide a progression route to SQA Management awards at SCQF level 7 and above

♦ enable candidates to gain professional recognition

3.3 Target groups

The main targets for this award are people in posts which have some management responsibility and people who anticipate that they will take up such roles. These posts are likely to be ones where people gain their first experience of managerial work but they may well combine this with operational or specialist work. Within these broad categories, three main target groups have been identified:

1 those in employment who are in supervisory/team leading roles — including those aspiring to enter these roles

2　　those seeking a bridge to enable them to prepare for progress to further awards, such as the SQA Advanced Certificate in Management and Leadership

3　　those wishing to return to employment after a period of absence

These target groups are consistent with the dual role referred to earlier. Target group 1 are likely to see the award as an end point which will fit them for their current or anticipated occupational role. Target group 2 are more likely to see the award as a stage which will eventually culminate in obtaining a further qualification. Those in target group 3 may also see the award as an end in itself in that it may be a passport to returning to work. However, once they have resumed employment, persons in this group may well wish to proceed to further qualifications. The PDA in Management at SCQF level 6 should help them to do this.

3.4 Employment opportunities

A wide and interesting range of job roles have been highlighted as appropriate to the PDA in Management at SCQF level 6. These include:

- operational support services manager
- contract supervisor
- office manager
- team leader
- project manager
- crew manager
- domestic services manager
- catering manager
- 1st level of management
- lower–middle management
- administrator looking for promotion

4 Recommended entry to the qualification

There are no specific recommended entry requirements for the award of PDA in Management at SCQF level 6. Entry to the award will be at the discretion of the centre. Candidates would normally be in a situation where they expect to undertake some management responsibility within a team in the future or already have some such experience.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards 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.

5.1 Mapping of qualification aims to units

Linkage of units to the specific aims of the award

The units link to the specific aims of the PDA in Management at SCQF level 6 as outlined in the table below:

Mandatory units	Linked to aims
J5RN 46: Managing Self and Resources	♦ to enable candidates to gain knowledge and understanding of fundamental management principles ♦ to enable candidates to apply their knowledge and understanding of these principles in a relevant work context (either their own or one which they might meet as managers) ♦ to enable candidates to develop general management skills to enable candidates to gain professional recognition
J5RP 46: Working in a Team	♦ to enable candidates to gain knowledge and understanding of fundamental management principles ♦ to enable candidates to apply their knowledge and understanding of these principles in a relevant work context (either their own or one which they might meet as managers) ♦ to enable candidates to develop general management skills ♦ to enable candidates to gain professional recognition

5.2 Relationship to and alignment with National Occupational Standards (NOS)

There have been occupational standards in management and leadership for some time. Current responsibility for the maintenance and development of standards lies with the Skills CFA. The standards were completely revised in 2005 and are now subject to a process of regular incremental review. This led to the development and introduction of standards in additional aspects of management.

The NOS appropriate to the PDA in Management at SCQF level 6 are those for the Team Leading SVQ. These standards form the basis of the SVQ 2 Team Leading at SCQF level 5. The PDA in Management at SCQF level 6 takes into account the knowledge and

understanding requirements of the standards on which these units are based. In this way, the new award is closely related to relevant occupational standards. This award is intended for both existing and aspiring managers and for this reason only the knowledge and understanding parts of the occupational standards for management are relevant.

The SVQ 2 Team Leading at SCQF level 5 has four mandatory units which, in broad terms, map into the PDA in Management at SCQF level 6 as follows:

Mandatory Unit in SVQ Team Leading level 2		PDA in Management at SCQF level 6	
AA1	Manage yourself	J5RN 46	Managing Self and Resources: Outcomes 1 and 3
BA3	Lead your team	J5RP 46	Working in a Team: Outcome 2
DD1	Develop and sustain productive working relationships with colleagues	J5RP 46	Working in a Team: Outcome 1
EB1	Provide healthy, safe, secure and productive working environments and practices	J5RN 46	Managing Self and Resources: Outcome 2
		J5RP 46	Working in a Team: Outcome 2

5.3 Opportunities for developing Core Skills

The PDA in Management at SCQF level 6 provides Core Skill opportunities for candidates as follows:

Work towards the Core Skill components of *Problem Solving*: *Planning and Organising* and *Problem Solving: Critical Thinking* at **SCQF level 5**. The following are examples of the opportunities for developing these Core Skill components within the unit J5RN 46: *Managing Self and Resources*.

♦ Problem Solving: Planning and Organising (SCQF level 5):
  — Candidates develop a plan for a management task in a context where the variables may be unfamiliar. They are expected to determine how the task will be carried out and to identify and manage the resources required for the task.
♦ Problem Solving: Reviewing and Evaluating (SCQF level 5):
  — Candidates review their personal contribution to a management task and, on the basis of evidence from the task, draw conclusions about their own future knowledge and skills requirements and their own personal objectives.

Work towards the Core Skill of *Working with Others* at **SCQF level 5**. The following is an example of opportunities for developing this Core Skill within the unit J5RP 46 *Working in a Team*.

♦ Candidates work with other members of a team in order to ensure that activities consistent with the objectives of the team are successfully undertaken. As part of this, they encourage co-operative working by contributing to team decisions and offer advice and support to others which is likely to include keeping them up to date with progress. Also they seek information from others as part of the requirement to monitor progress of the team.

6 Guidance on approaches to delivery and assessment

6.1 Approaches to delivery

Both the units in the award are practical units and it is expected that this will be reflected in the approaches to delivery.

Depending on the requirements of candidates, the units can be delivered as separate entities or integrated into a combined programme where they are delivered simultaneously. Where the units are delivered separately, it is recommended that J5RN 46 Managing Self and Resources is delivered first.

The units can be delivered in a context appropriate to the candidates. The flexibility of the units means that the award can be tailored to the particular situation and needs of specific employers and/or of a specific group of candidates. One possible approach, therefore, may be to deliver the PDA in Management at SCQF level 6 as part of a workplace training and development programme structured to meet the requirements of a particular employer. The programme could then be built directly around the team or teams within which the candidate works.

Another delivery approach is to base the award in a centre environment. This may be particularly suitable for candidates who aspire to a management role or where candidates come from a number of different employers.

Whatever the context for delivery, the methods used will make considerable use of practical exercises (eg in developing inter-personal skills) and setting objectives are likely to be an important part of delivery. Candidates will be encouraged to make use of any work experience they have. Candidates may, for example, be able to use examples of teams which they work in at the moment or have worked in previously or examples of management tasks with which they have been involved. Candidates not currently working in a management role may be able to make reference to their experiences of being managed and use this as a basis for considering how they might act when they undertake a management role. They may also be able to use experience of the performance of a team with which they are familiar.

6.2 Approaches to assessment

Assessment for both units and thus for the award as a whole can be closely integrated with the delivery. Where candidates are in management positions, assessment can be based on work which arises naturally from their current situation. It may be possible also for candidates not yet in managerial posts to make use of their current work situation, perhaps by participating in special projects. Candidates aspiring to management posts and who do not have suitable current work experience may be able to make use of other situations with which they are involved in other capacities, eg a voluntary organisation, charity, church or a sports or social club.

Assessment recommends that candidates produce a short report which can be written or given orally. It is expected that the report will be supplemented with performance evidence of

activities that the candidate has actually carried out and which can be gathered together in a portfolio format. This should help to integrate delivery and assessment as well as emphasising the practical nature of the units and the award.

Further details on delivery and assessment are provided in the unit specifications. However, additional support material is provided for delivery and assessment of the units. This includes:

♦ Exemplar assessment packs for each of the two units.
♦ Teaching and learning materials to support the delivery of the award. This follows a model which has been very successful for the SQA Advanced Certificate and the PDA Diploma in Management and Leadership. Material to support the delivery of the mandatory units in each of these awards was commissioned by SQA and is available on the SQA website. It is perceived by deliverers as being of high quality and very relevant to the awards. Similar material for this PDA in Management at SCQF level 6 will enhance the delivery of this award in the same way as the existing support material has added value to other SQA management awards.

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.

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.

6.4 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 it is primarily a practical award 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 at **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, the greater the need to build authentication strategies into the award. 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

7   General information for centres

Equality and inclusion

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

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

Internal and external verification

All instruments of assessment used within 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).

8   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:
- ♦ 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)

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 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.

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.

9   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.

10 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.

PDA in Management at SCQF level 6 (GT28 46)
Welcome to the PDA in Management at SCQF level 6, which offers you the opportunity to develop knowledge and understanding of fundamental principles of management and to apply them in a context relevant to you. It will be suitable for you if you are currently in a management position or if you hope to take up a managerial post in the future. You can also undertake this award if you are not currently in work but would like to develop fundamental management skills eg to help you return to the workplace.

The benefits of the award are that it will give you the basic tools that you need to function effectively in the managerial roles you will be expected to fulfil. It is a practical award and, wherever possible, learning and assessment will be based on your own experience either as a manager or of being managed.

The PDA in Management at SCQF level 6 is a qualification in its own right but it will also help you to progress to further management awards such as SQA Advanced Certificate in Management and Leadership.

The award consists of two mandatory units and you must successfully complete both of them to achieve the PDA in Management at SCQF level 6:

- ♦ Managing Self and Resources
- ♦ Working in a Team

It is a practical award and you will be required to provide evidence to show that you can contribute to the managing of a task and working in a team.

There are no specific entry requirements for the PDA in Management at SCQF level 6. However, it will help you if you already have some experience of taking management responsibility within a team or expect to undertake such responsibility in the future.