Group Award Specification for:

**Professional Development Award in
Team Leadership and Management at SCQF level 7**

Group Award Code: GT29 47

Publication date: October 2021

Version: 01

Contents

1   Introduction

The purpose of this group award specification 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 institutes of the aims and purpose of the qualification
♦ provide details of the range of learners the qualification is suitable for and the progression opportunities available to them

This document includes background information on the development of the group award, aims, guidance on access, details of the group award structure, and guidance on delivery.

1.1   Background information on Professional Development Award (PDA) in Leadership and Management

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

The Leadership and Management PDA is in line with the others in the suite in that it consists of two units. This means that learners can develop or enhance their managerial skills and achieve certification in a relatively short period of time.

The Leadership and Management PDA offers a wide range of leadership and management units. Learners must achieve two of the units to successfully complete the PDA (one leadership unit from a restricted mandatory section and one other unit from the optional section). The wide range of optional units allows centres and learners the flexibility to choose the unit which is most appropriate for their situation.

The PDA is a practical award designed to meet the needs of those who wish to develop as managers and leaders through their own experience in the workplace or through a more formal learning process, for example at a college or with a training provider.

1.2   Target group

The PDA is aimed at team leaders, first line managers, middle managers and aspiring managers and is suitable across the private, public and voluntary sectors. It is also appropriate for small, medium and large organisations.

The **PDA in Team Leadership and Management at SCQF level 7** is designed for those looking to move into their first formal team leadership role or those new to team leadership. It will provide opportunities to develop competence and knowledge in providing direction and motivation to achieve consistent team success.

2 Qualification structure

2.1 Structure

PDA in Team Leadership and Management at SCQF level 7 (GT29 47)

The PDA in Team Leadership and Management at SCQF level 7 will be achieved on successful completion of one mandatory unit and one optional unit.

Mandatory unit

SQA code	Unit title	SCQF level	SCQF credit points
HV2C 47	Management: Leadership at Work	7	8

Optional units (learners must select at least one unit from the following)

SQA code	Unit title	SCQF level	SCQF credit points
HT5H 47	Management: Developing Self Management Skills	7	8
J1NG 47	Managing and Working with People	7	16
J1E6 47	Manage Operational Resources	7	16
HP73 47	Creating a Culture of Customer Care	7	8
HR1P 47	Health and Safety Legislation: An Introduction	7	8
HP6N 47	Marketing: An Introduction	7	8
J2FD 47	Human Resource Management: Introduction	7	8
HW7W 47	Management of Quality	7	16
HR2P 47	Public Sector: An Introduction	7	8
J1E4 47	Business Management: An Introduction	7	8
J57S 48	Management: Plan, Lead and Implement Change	8	8
J5FB 48	Management: Develop Strategic Plans	8	8
J5FA 48	Management: Strategic Change	8	8
HW8T 48	Management Research	8	8
HR2N 48	Management and Leadership in the Public Sector	8	8
J5RR 48	Human Resource Management: Employee Relationship Management	8	8
HV58 48	Project Management: Project Justification and Planning	8	8
J5RS 48	Human Resource Management: Performance Management	8	8
HP79 48	Presentation Skills	8	8

3   Aims of the qualification

The overall aim of the PDA in Leadership and Management is to provide those in leadership and management positions. or aspiring to such a role, with the opportunity to develop an understanding of key leadership and management theories and concepts. It also aims to develop the skills needed to enhance current levels of competence among leaders, managers and aspiring leaders and managers.

3.1   General aims of the qualification

The general aims of the PDA in Leadership and Management is to:

1   enable progression within the SCQF framework of qualifications
2   develop core and transferable skills
3   develop generic skills which can apply across a range of leadership and managerial roles and activities
4   develop a set of knowledge, skills, behaviours and experiences to prepare and/or enhance learners' skills and knowledge to ensure strong leaders and managers of the future

3.2   Specific aims of the qualification

3.2.1 PDA in Team Leadership and Management at SCQF level 7

1   Enable learners to develop and achieve competence and knowledge in providing direction and motivation.
2   Enhance learners' confidence and achieve consistent team success.
3   Provide recognition for the leadership and management competences achieved by learners in their work as a leader/manager or aspiring leader/manager.
4   Provide flexibility for learners and centres through alternative ways to undertake units in the SQA Advanced Certificate and Diploma in Management and Leadership or SVQs in Management at an appropriate level.

4 Recommended entry to the qualifications

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

The PDA in Team Leadership and Management at SCQF level 7 is designed for those looking to move into their first formal team leadership role or those new to team leadership. It is recommended that learners have good communications skills which could be evidence by prior experience or SQA units at SCQF level 6.

For those learners aspiring to leadership and managerial posts or in leadership/managerial posts and undertaking SQA Advanced units, entry will be at the discretion of the centre. Centres should however consider the learner's previous achievement, experience and ability to ensure that they are registered on the appropriate level of PDA, ie one which allows them to have a reasonable chance of achievement.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should 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.

The most important Core Skills for leaders and managers and aspiring leaders/managers are *Communication, Working with Others* and *Problem Solving*. It is expected that learners undertaking a PDA in Leadership and Management would have well-developed skills in these areas at an appropriate level to the PDA being undertaken, for example, learners undertaking a PDA at level 7 would be expected to have these Core Skills at SCQF level 6 (the highest level of Core Skills).

Finally, good ICT and Numeracy are sought-after skills for managers but the level of Core Skill required should be influenced by the level and type of specific unit learners are selecting. For example, it is expected that anyone wishing to undertake a unit on budgeting or financial management would have well-developed numeracy skills.

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 the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

All units in the PDA will contribute to the achievement of the general aims.

The following grid shows how the mandatory unit meets the specific aims of the award.

The PDA in Team Leadership and Management at SCQF level 7

Unit title	Aim 1	Aim 2	Aim 3	Aim 4
Management: Leadership at Work	X	X	X	X

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

The Management and Leadership SQA Advanced units were based on management and leadership NOS.

5.3 Mapping of Core Skills development opportunities across the qualifications

The opportunity to develop Core Skills in the mandatory unit is as follows.

Unit title	Communication	Numeracy	ICT	Problem Solving	Working with Others
Team Leadership	X			X	X
Leadership and Motivation	X			X	
Provide Leadership for your Team	X	X		X	X
Lead your Team	X			X	X
Management: Leadership at Work	X			X	
Provide Leadership in your Area of Responsibility	X	X		X	X
Provide Leadership in your Area of Responsibility	X	X		X	X

Unit title	Communication	Numeracy	ICT	Problem Solving	Working with Others
Leadership and Decision Making Skills	X			X	
Leadership	X			X	
Leading the Organisation	X			X	X
Leadership for Managers	X			X	X

The unit support notes provide details for developing Core Skills across the other units in the framework.

5.4 Assessment strategy for the qualification

Please see Appendix 1 for the Assessment Strategy for the PDA in Leadership and Management.

6 Guidance on approaches to delivery and assessment

It is expected that centres will deliver the PDA in Leadership and Management using assessment methods/approaches which comply with the Assessment Strategy (see Appendix 1).

SQA Advanced units can be delivered and assessed in a classroom/training room or the workplace.

Predominantly, delivery and assessment should be based on a portfolio of evidence gathered by the learner. This should be presented in a manner which indicates that the learner is able to meet the requirements of the units. The unit specifications detail the evidence learners are required to generate.

Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken, for example:

♦ written records, reports and presentations
♦ meeting agenda, minutes
♦ recordings of interviews/professional discussions
♦ emails/blogs
♦ assessor record of learner responses
♦ review sheets
♦ observation records
♦ video/photographs
♦ diaries
♦ journals
♦ reflexive journal/account

Evidence may be paper based, recorded, oral or visual.

It is anticipated that the evidence will be produced in the form of a portfolio of evidence based on a case study. Mini case studies, questioning and/or professional discussion can be used to fill any gaps where it may not be possible to provide appropriate evidence.

If using a portfolio, learners should be guided through the process of portfolio building by their tutor/assessor or mentor who can help them to prepare and implement assessment plans and offer guidance and support. Portfolios may be paper based or centres may wish to use one of the many e-portfolio platforms available.

6.1 Sequencing/integration of units

Delivery of the award is at the discretion of centres. Sequencing of the units is likely to depend on the particular units selected and/or the learners' work situation. It may also be possible to integrate the delivery and assessment of the two units selected.

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:

♦ 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 licence to practise
♦ 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

Learners completing a PDA in Leadership and Management will have many progression opportunities, eg other PDAs, SVQs in Management, SQA Advanced Certificates or Diplomas.

6.2.2 Professional recognition

On successful achievement of this PDA, learners can apply for membership of the Chartered Management Institute (CMI) which means that they can become part of the professional community of managers and can benefit from the development opportunities that this can bring.

6.3 Opportunities for e-assessment

Learners undertaking this PDA can generate evidence using an e-portfolio.

6.4 Support materials

SQA has developed a wide range of assessment support packs (ASPs) and learner support materials which are available to download from SQA's secure site. Not all units have support materials.

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

The ASPs and learner support packs are available to download from SQA's secure website.

SQA has recently launched **https://ushare.education**; a free-to-use online community that allows users to comment on, rate and share links to open-source learning and teaching materials.

Ushare allows students, teachers, lecturers and other education professionals to share links to relevant resources, such as articles and videos, presentations and research that assist with the delivery and study of a number of SQA qualifications and awards.

There are a number of contributions on Ushare for leadership and management materials.

6.5 Resource requirements

There are no set qualifications required for assessors and internal verifiers of the SQA Advanced units. However, centres must be able to show that staff are:

♦ competent in the subject/occupational area to a level appropriate to the qualification
♦ competent in assessment (or internal verification) of the type involved in the qualification
♦ familiar with the procedures and documentation for the qualification

Centres should keep up to date with developments in legislation and management practices relevant to the knowledge and skills within the PDA.

7 General information for centres

Equality and inclusion

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

Internal and external verification

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

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

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

8 Glossary of terms

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)

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 SQA Advanced 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. SQA Advanced Certificates and 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 levels 7 and 8. National Qualification group awards are available at SCQF levels 2–6 and will normally be made up of National units which are available from SCQF levels 2–7.

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

History of changes

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

NOTE: Where a unit is revised by another unit:

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

Version number	Description	Date

9   General information for learners

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

The Professional Development Award (PDA) in Leadership and Management at SCQF level 7 is aimed at team leaders, first line and middle managers, and individuals aspiring to these roles.

The SQA Advanced units in the award develop your management and leadership skills and knowledge but you don't need to be in an actual management position to achieve them. SQA Advanced units can be used by those aspiring to managerial roles.

The PDA in Leadership and Management consists of two units — one mandatory unit and one optional unit — the combination of which addresses areas and skills which are common to many leadership and management roles. There is a wide range of units available in each PDA allowing you to choose which units best meet your particular needs.

You will be guided through the units by a tutor/assessor who will help you plan for assessment and will advise and help you on how to prove that you can meet the standards in the units.

The PDA is a qualification in its own right but it will also help you to progress to further leadership and management awards.

We hope that you enjoy undertaking the PDA and that it is a stimulating learning experience for you.

Assessment Strategy for PDA in Leadership and Management

1   Introduction

This Assessment Strategy provides the criteria SQA approved centres must meet for the assessment of the PDA in Leadership and Management.

This document outlines the criteria in relation to:

♦   requirements of assessors/tutors and internal verifiers
♦   evidence

2   Requirements of assessors/tutors and internal verifiers

2.1 Assessors

The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

To assess candidates undertaking a PDA in Leadership and Management, assessors must be:

♦   competent in the subject/occupational area to a level appropriate to the qualification
♦   competent in assessment of the type involved in the qualification
♦   familiar with the procedures and documentation for the qualification

2.2 Internal verifiers

The primary responsibility of internal verifiers is to assure the quality and consistency of assessments by assessors. Internal Verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding of the qualifications that they are internally verifying.

To internally verify a PDA in Leadership and Management, internal verifiers must be:

♦   competent in the subject/occupational area to a level appropriate to the qualification
♦   competent in internal verification of the type involved in the qualification
♦   familiar with the procedures and documentation for the qualification

2.3 Continuing professional development (CPD) records

The Assessment Strategy requires all assessors and internal verifiers to maintain current competence in leadership and management and quality assurance and assessment practices to deliver these functions. SQA recognises this can be achieved in many ways. However, for PDA in Leadership and Management, such information must be formally recorded in individual CPD records that are maintained in centres and available to SQA on request.

3 Evidence

3.1 Evidence from classroom-based activities

The units making up the PDA in Leadership and Management are assessed in a variety of ways, for example, reports, extended responses, open-book and closed-book examinations. Full details of the evidence requirements and assessment guidance are provided in each unit specification which is available to download from SQA's website. Centres should consider the requirements of the units making up the PDA carefully in deciding on the appropriate assessor.