Arrangements for:

PDA in Organisational Ethics and Decision Making at SCQF level 11

Group Award Codes: G9M9 51

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Acknowledgement

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.

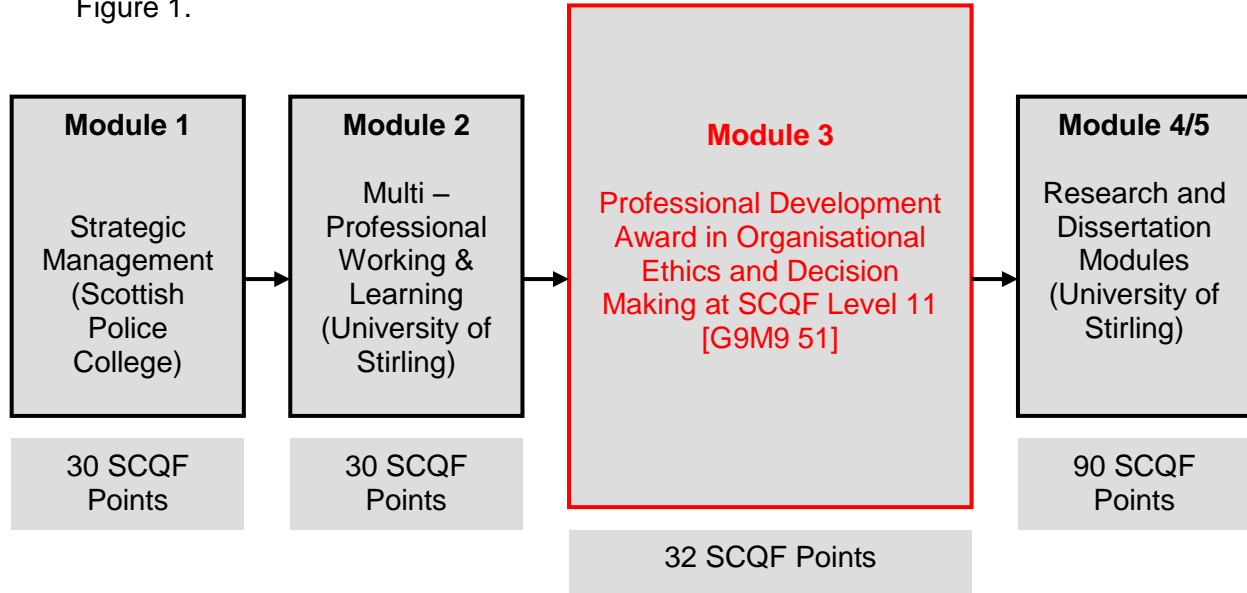| Version number	Description	Date	Authorised by

Contents

1   Introduction

This is the Arrangements Document for the new Professional Development Award (PDA) in Organisational Ethics and Decision Making at SCQF Level 11 which was validated in February 2010. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The new Group Award has been developed as part of a collaborative initiative between the Scottish Police College, the University of Stirling and SQA to develop a Masters level programme aimed specifically at those practising in, or aspiring to strategic management roles within the public sector.

The new PDA is an award in its own right and can be delivered as a free-standing award.   However, it can also be integrated with other qualifications.   For example,   it plays a fundamental role within the MSc in Professional Enquiry: Strategic Leadership which was the broader overall outcome of the collaborative development mentioned above between the Scottish Police College, the University of Stirling and the SQA. An overview of the modules which comprise this MSc is provided in Figure 1 below. It shows where the PDA 'sits' within the overall masters programme and illustrates how the PDA can be delivered as a component of another programme.

Figure 1.

Module 1 Strategic Management (Scottish Police College)	Module 2 Multi – Professional Working & Learning (University of Stirling)	Module 3 Professional Development Award in Organisational Ethics and Decision Making at SCQF Level 11 [G9M9 51]	Module 4/5 Research and Dissertation Modules (University of Stirling)
30 SCQF Points	30 SCQF Points	32 SCQF Points	90 SCQF Points

The intention of this Professional Development Award is to provide candidates with an opportunity to explore the theoretical concepts surrounding organisational ethics and decision making and critically analyse the impact both have on the role of strategic managers within an organisation, through the management of ethical dilemmas and decision making processes. The end result will allow students to explore and develop ideas which will assist them in their role as strategic managers.

Individuals who successfully complete the PDA in Organisational Ethics and Decision Making at SCQF Level 11 will benefit from:

♦ A recognised SCQF level 11 qualification
♦ An opportunity to critically examine the role of and links between organisational ethics and decision making within their own organisation
♦ The ability to influence how their organisation responds to ethical dilemmas
♦ The ability to influence and improve decision making processes within their organisation
♦ Personal and professional development

2 Rationale for the development of the Professional Development Award

The main reason for the new PDA is to respond to the need to ensure that managers in strategic level posts in organisations are equipped with the skills that they will need to lead their organisations in the current rapidly changing environment. It is particularly important that strategic managers make good decisions and that these decisions have a sound ethical foundation.

The environment is changing in a number of different ways. As far as public sector organsiations are concerned, for example, there is an ever increasing drive towards enhanced partnership working and collaboration. Working with other organisations forces an organsiation to think very carefully about the ways in which it operates and, in particular, the ethos of the organisation and the way decisions are made.

The importance of ethical behaviour has been highlighted in a number of high profile situations in recent years. These include well known examples such as Enron, the environmental difficulties encountered by oil companies and the morality of large bonus payments in the financial services sector. These highlight the critical link between decision making and organisational ethics and how closely they are related.

For example, in order to make a suitable strategic decision a manager may have to take steps to resolve an ethical dilemma. This could arise, perhaps, when information about products or services provided by the organisation indicates that they may be (or already have been) harmful to users. Another example may be where organisational procedures have come under public scrutiny and their ethical basis is being questioned. Strategic managers have to consider factors such as what action would be appropriate, what ethical standards the organisation should meet, how these ethical standards align with the ethos of the organisation, what might the reaction of customers or clients be to any decision and so on.

Overall, there is a growing demand for effective leaders across all organisations who can cope with the range of new developments. This PDA is a high level professional qualification which enables managers to develop these skills and is appropriate to the strategic positions which these managers occupy.

The PDA in Organisational Ethics and Decision Making at SCQF Level 11 carries 32 SCQF credit points at SCQF level 11 and has been specifically designed for existing and aspiring strategic managers. By focusing on both existing and aspirant strategic managers, the PDA can develop skills among those currently in leadership posts and among people who expect to progress into these positions. In this way the PDA can help organisations to ensure that there will be managers with a suitable skill set at present and in the future.

Although the PDA has been developed specifically in response to demand within the public sector, the nature of its subject matter lends itself equally to non-public sector and also to voluntary organisations. It is also suitable for an international audience.

The Professional Development Award focuses on two critical aspects of strategic leadership – organisational ethics and decision making. These are areas of such critical importance to effective contemporary strategic management that they warrant an award in their own right. They are both important in strategic management in organisations but gain added significance in the context of the changing environment which organisations face. For example, collaboration between organisations requires that those in senior management positions in each organisation find mutually acceptable ways of carrying out joint activities. To do this successfully each organisation must make its own appropriate decisions and do so in a manner which is consistent with the underlying ethos of all partner organisations.

Conceptually, organisational ethics and decision making may be seen as separate but in an organisation which promotes ethical practices and values, they are inextricably linked. All organisations have an obligation to ensure that decisions taken by strategic managers are based on a sound ethical foundation. Organisations with leaders who operate within an ethics and values led framework will ensure that potentially harmful decisions are avoided. The importance of recognising ethical dimensions in decision making has been highlighted on a number of high profile occasions in recent years.

In the development of the PDA, it was recognised that alternative awards provide for the study of professional ethics, normally within the framework of a specific profession. The PDA, however, is aimed at strategic managers in organsiations which could include members from a wide range of different professional backgrounds. The PDA, therefore, looks at the wider study of organisational ethics in the broadest sense. In doing so, it takes into account the range and variety of professions within organisations and recognises that this is certain to be reflected in candidates for the PDA. This more over-arching approach is consistent with the strategic level of studies in the PDA and with an Award at SCQF Level 11.

An increasingly complex and legalistic operating context, particularly within the public sector, has created a need for organisations to ensure that managers make effective decisions based on sound ethical principles. For effective strategic managers, modern managers must develop the ability to evaluate decisions made as a springboard for future organisational improvement and growth. They must also demonstrate the ability to apply

those same principles within the context of organisational ethics. This involves continually evaluating ethical dilemmas faced by them as managers and by their organisations as a whole, as well as evaluating potential responses to those dilemmas.

The PDA in Organisational Ethics and Decision Making at SCQF Level 11 focuses on the knowledge, skills and understanding required to manage complex issues like these at a strategic level. The structure of the award is such that learners will focus on theories, perspectives and models both in the context of the ideas as such and how they have developed and their application with an organisational context. The PDA, therefore, provides a balanced theoretical and practical approach. It is expected that participants will critically examine principal theories, models and approaches to ethical dilemmas and decision making and consider the respective value and relevance to their own organisation.

The award has been benchmarked against the Management Occupational Standards, developed by the Management Standards Centre (Appendix 1), and the Performance Development and Review behavioural descriptors adopted within the police service in Scotland (Appendix 2). This confirms that the content of PDA is appropriate to the needs of strategic managers within public sector and other organisations.

3　Aims of the Professional Development Award

The overall aim of this Professional Development Award is to provide an opportunity for those in a senior management position, or aspiring to such a role, to develop a critical understanding of the key theories, principles and concepts in relation to organisational ethics and decision making. It also provides candidates with the opportunity to critically analyse and influence professional practice in relation to these areas within their own organisations.

Candidates and their organisations will benefit from the opportunity to directly apply their learning to the critical analysis of existing decision making processes. As a result, they will be able to influence organisational development. Candidates will also focus directly upon the nature of ethical dilemmas faced in practice by their organisations and evaluate possible responses to these dilemmas. There is therefore a direct impact on both individual and organisational development.

3.1 General aims of the Professional Development Award

The general aims of the PDA in Organisational Ethics and Decision Making at SCQF Level 11 are to enable candidates to:

1   critically engage with an advanced level of management learning, knowledge acquisition and attainment of transferable skills.
2   undertake critical analysis and evaluation of key management theories, concepts and principles.
3   enhance their growth and development and that of the organisation for which they work through the application of theory into practice.
4   develop the discipline, skills and attributes required for autonomous learning.
5   progress within the Scottish Credit and Qualifications Framework (SCQF) at SCQF Level 11 and above.

3.2 Specific aims of the Professional Development Award

The specific aims of the PDA in Organisational Ethics and Decision Making at SCQF Level 11 are to enable candidates to:

1   critically analyse ethical dilemmas in an organisation.
2   evaluate responses to ethical dilemmas in an organisation.
3   critically analyse decision making processes in an organisation.
4   propose actions to enhance decision making in an organisation.

3.3 Target groups

The principal target group is existing and aspiring strategic managers operating within the public sector. However, the target group extends to existing and strategic managers in other organisations who may need to develop high level decision making skills within an ethical framework, particularly where this involves partnership and collaboration with other organisations.

Aspiring strategic managers will hold a position of influence within their respective organisations and have a legitimate expectation of progressing to a more senior role with strategic management responsibilities.

The target group will, therefore, consist of people who have considerable experience within organisations. They will also likely have a background of professional expertise and understanding supported by qualifications and training appropriate to their profession.

3.4 Employment opportunities

The PDA in Organisational Ethics and Decision Making at SCQF Level 11 is an applied qualification which requires candidates to relate their work on the PDA to an organisational context with which they are familiar. As a result, it is expected that candidates will already be in employment and hold positions of responsibility within their organisations.

The PDA will open up opportunities for candidates to progress their careers as managers by developing and enhancing the skills that they require to operate at a strategic level within organisations.

For managers who already hold strategic management posts, employment opportunities may be to more senior posts within their current organisation or to positions in other organisations. Eligibility for employment opportunities in other organisations may, however, be influenced by the specialist professional background of candidates. Candidates are likely to find it easier to move between organisations which require similar or compatible areas of professional expertise.

Aspiring strategic managers will be in a stronger positions to gain promotion to posts with strategic management responsibilities within their current organisation or, if they wish, to advance their careers by moving to a strategic management position in another organisation. Again, this may be influenced by the extent to which they have relevant specialist professional expertise.

4 Access to Professional Development Award

Access to this award is at the discretion of the centre.

Candidates will however be expected to be experienced managers who have a detailed knowledge of and understanding of contemporary business processes and procedures. They will be expected also to be in or aspiring to a strategic management position.

Candidates will normally be required to demonstrate evidence of achievement at SCQF level 10 or equivalent and possess well developed research, communication and analytical skills.

None of the foregoing relies solely on existing or recognised qualifications. Candidates who demonstrate that they have sufficient professional experience at an appropriate level can therefore be considered as eligible for access to the award.

Where a significant proportion of learning materials will be delivered on an on-line basis, it would also be beneficial if candidates had a degree of proficiency in Information and Communication Technology. They should have access to computers and the Internet either from home or from their place of work.

Where candidates attempt the PDA as part of a wider award, it may be possible to refine the access requirements outlined above to match the requirements of the wider award.   For example, where the PDA is undertaken as part of the MSc in Professional Enquiry: Strategic Leadership, candidates will be expected to have achieved the 2 preceding modules of Strategic Leadership and Multi-Professional Working and Learning (as shown in the diagram in section 1). Candidates who have done this will, for example, have demonstrated achievement at SCQF Level 10.

5   Group Award(s) structure

The PDA in Organisational Ethics and Decision Making at SCQF Level 11 consists of 2 mandatory Units. There are no optional Units in the PDA.

5.1   Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Organisational Ethics	F8K9 38	16	11	2
Organisational Decision Making	F8KA 38	16	11	2
Total		32		4

The Professional Development Award in Organisational Ethics and Decision Making at SCQF Level 11 will be awarded to candidates who achieve a total of 32 SCQF points at SCQF Level 11. These will come from successful completion of the 2 mandatory Units which comprise the PDA.

5.2   Mapping information

This is a new PDA which is not part of a sequence or hierarchy of awards.

Section 2 above noted that the PDA has been mapped against the Management Occupational Standards, developed by the Management Standards Centre (Appendix 1), and the Performance Development and Review behavioural descriptors adopted within the police service in Scotland. Appendices 1 and 2 summarise this mapping.

There are opportunities in both the Units which comprise the award to develop all components of the core skills of communication and problem solving at SCQF level 6. However, there are no embedded core skills in the PDA.

5.3 Articulation, professional recognition and credit transfer

The PDA in Organisational Ethics and Decision Making at SCQF Level 11 is designed as an Award which can be undertaken as a stand alone Award as well as an Award which can be integrated into other wider qualifications.

Candidates who take the PDA as a free-standing award in its own right are likely to do so to meet specific development needs that they have as strategic managers. In this way the PDA may help them fulfil a particular professional development objective.   Successful completion of the PDA will enable candidates like this to achieve their objective. They may, not, therefore, see the PDA directly as a stepping stone to other Awards but as a highly appropriate means of meeting specific development and career needs.

However, successful candidates will gain 32 SCQF credit points at SCQF level 11. This could subsequently allow candidates the opportunity for further professional development at level 11. Depending on the nature of this development and the Higher Education learning provider concerned, candidates may be able to gain entry credit into further programmes of study.

The PDA in Organisational Ethics and Decision Making at SCQF Level 11 may be taken as a component of another Award.   In fact, as section 1 above points out, its genesis was a collaboration between the Scottish Police College, the University of Stirling and the SQA.

As Fig 1 in section 1 illustrates, the PDA can be undertaken as part of the MSc in Professional Enquiry: Strategic Leadership. If this is the case, successful completion of the PDA will allow candidates the opportunity to progress onto the subsequent University of Stirling modules in Professional Enquiry and the Dissertation. This assumes completion of the two preceding modules in the MSc, Strategic Leadership and Multi-Professional Working and Learning (see diagram in section 1).

6 Approaches to delivery and assessment

Both units within the award emphasise the requirement for critical analysis and evaluation, as would be expected at SCQF level 11 studies. Both units are however applied in that they deal not only with the underlying principles and theories but afford students the opportunity to utilise their own practical experience as managers while undertaking their learning. There is therefore a significant emphasis on synthesis of theoretical ideas and specific organisational contexts. Candidates will also be expected to reflect on how the analysis and evaluation can inform and develop their own professional practice.

There is an expectation that candidates undertaking the award will work autonomously and take significant responsibility for their own learning. Candidates will be required to undertake a detailed and analytical investigation into, and critique of relevant theory and research within the field of study.

Delivery and assessment of the PDA should take into account the above. The design of the PDA in Organisational Ethics and Decision Making at SCQF Level 11 encourages a holistic approach to delivery and assessment. Both Unit specifications emphasise assessing whole Outcomes or a combination of Outcomes and this can be reflected in their delivery.   In fact, the 2 Units making up the PDA have been specifically designed to complement each other allowing delivery and assessment of both Units to be integrated.

Detailed advice on delivery and assessment is given in the support notes for each of the 2 Units.

6.1 Delivery

Each Unit has been designed in such a way that they can be delivered separately, however it is recommended that, as the two fields of study are so closely related, they are delivered on an integrated basis, with both Units delivered simultaneously.

The following walk-through suggests one way in which the PDA could be delivered on a holistic basis.

STEP 1	Application for Enrolment	Successful candidates nominated to approved centre.
STEP 2 (Attendance Strongly recommended) **Week 1**	Introduction Day	Once registered, candidates meet at approved centre to be briefed on the programme by the programme tutor(s) and receive an explanation of the demands and expectations on them and the support that will be available. This is also an important opportunity to meet peers and develop supportive relationships. Timelines should be discussed and agreed at this point.
STEP 3 **Week 2**	Preliminary research/investigation	Candidates begin work on both units through investigation and study into their own organisation and other organisational contexts in relation to field of study.
STEP 4 **Week 6**	Discussion Forum/Tutorial	Candidates attend nominated centre to discuss learning materials and assessment proposals. **Attendance is strongly recommended.**
STEP 5 **Week 8**	Brief synopsis of proposed assessment submission to be submitted to programme tutor(s).	Candidates will consider and submit brief proposals for how they will meet assessment requirements for each unit. Individually or holistically.
STEP 6 **Week 9**	Self Study	Candidates continue to progress through learning materials and contribute to discussion forums.

STEP 7 Week 13	Tutorial	Candidates attend nominated venue for facilitated tutorial and group discussion.
STEP 8 Week 16	Assessment Submission	Assessments are submitted for holistic assessment covering both Units. If individual assessments are used for each unit, submission deadlines for each can be negotiated with the programme tutor(s).

With an emphasis on self-directed learning, it is recommended that the delivery of both Units consists of provision of guidance and support to allow students to organise their own structure to the learning process, based on individual preferences.

Candidates can be provided with some background on current theories, models and concepts within organisational ethics and decision making. This will set the scene especially for those who may have limited previous exposure to these ideas. However, in order to meet the requirements of SCQF Level 11, candidates will need to explore recent developments and are likely, therefore, to benefit from guidance towards suitable texts, current journal articles and other sources of reference.

Use should be made of discussion forums, seminars and case studies in order to provide practical examples of contexts in which students can draw connections between both Units. This should include the opportunity to consider decision making processes and models set within the context of a sound ethical foundation. This would provide candidates with the opportunity to draw comparisons and contrasts between their own organisation and other organisational contexts. In order to achieve this, candidates will be required to undertake some investigative research into their own and other organisations. This can be facilitated through the use of discussion seminars at the early stages of the delivery of the award.

These discussion seminars can be supplemented by electronic methods of delivery. Candidates may be able to participate in electronic forums as well as writing blogs or collaborating in preparing wikis.

Candidates will also be expected to draw on their own experiences as managers in order to place theoretical underpinning knowledge within a practical context. By converting theory into practice, they can be encouraged to develop their own approach to the management of ethical dilemmas and enhancement of decision making processes. Blogs and wikis may be particularly suitable means of helping candidates to do this by sharing experiences and comparing different approaches among themselves.

Both units are particularly suitable for delivery by open learning as candidates will be expected to undertake a significant amount of self-led study. This can be supplemented by distance learning materials and reading lists.

6.2 Assessment

The Assessment Strategy for the PDA is given in Appendix 3. It gives details of assessor and verifier requirements; assessment methods, including re-assessment; advice on Open Learning for this PDA. Centres should ensure that the assessment processes they adopt for the PDA in Organisational Ethics and Decision Making are consistent with the Assessment Strategy (see also section 7 below).

Assessment for both Units requires candidates to analyse organisational ethics/decision making in the context of an organisation which is known to them. In all likelihood this will be the organisation within which the candidate is employed.

Both Units recommend that assessment evidence be presented in the form of a report. It is possible to ask candidates for 2 separate reports, one for each Unit. However, if the suggested approach to holistic delivery is adopted, it may be more appropriate to combine the assessments into a single report. The length of the report can be determined by the candidate but it is likely that a combined assessment covering all evidence requirements will be around 7,000 words excluding supporting material such as appendices. Reports should be presented in a suitable format.

An Award at SCQF Level 11 is demanding and it is critical that candidates adopt an approach in their report(s) which enable them to meet the requirements of this SCQF Level. In order to ensure that candidates select suitable topics for their assessment report(s), it is good practice to ask each candidate to submit a short proposal for their assessment submission prior to commencing any substantive work on their report(s). This gives tutors a chance to review what candidates intend to do and make comments and suggestions. It is possible, if desired, to require that candidates must gain approval for their proposal before starting work on their report(s).

This prior approval can help to ensure candidate work will be at a level which meets SCQF Level 11. Another example of how this can be done is the stipulation in the Units that candidates should show some originality and creativity in the evidence which they present in their report(s). Possible criteria which could be used to demonstrate this include:

♦ choice of theories, concepts and models [e.g. candidates make efforts to consider more specialised ideas which they have identified for themselves; candidates make original choices from material which they have been given; candidates apply models, theories in a different but valid manner; candidates use models developed for a quite different organisational context]

♦ choice of information and evidence to support analysis and evaluation [e.g. candidates choose particularly apposite pieces of evidence from

their chosen organisation; candidates consider more specialised published research; candidates apply research originally undertaken in a different context]

♦ sources used [e.g. candidates gather information to support their analysis from a wide range of organisational sources; candidates consult non-routine publications for research findings]

♦ research methodology [e.g. candidates use innovative methods to gain information to support their critical analysis].

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All instruments of assessment used within this Professional Development Award 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 and Quality Assurance for Colleges of Further Education* **(www.sqa.org.uk)**.

8 General information for candidates

Welcome to the Professional Development Award (PDA) in Organisational Ethics and Decision Making at SCQF level 11.

The overall aim of this PDA is to provide you with the opportunity to develop a critical understanding of the key theories, principles and concepts in relation to organisational ethics and decision making. It will provide you with the opportunity to critically analyse and influence professional practice in relation to these areas within your own organisation.

You and your organisation will benefit from the opportunity to directly apply learning by critically analysing existing decision making processes and influencing organisational development in this regard. You will also focus directly upon the nature of ethical dilemmas faced in practice by your organisation and evaluate possible responses to these dilemmas. There is therefore a direct impact on organisational development and your own development.

The award is made up of 2 Units – Organisational Ethics and Organisational Decision Making.   Organisational Ethics is about analysing ethical dilemmas and evaluating organisational responses to them. Organisational Decision Making concentrates on the analysis of decision making and proposing ways by which decision making can be enhanced.

In many respects the two are closely related. One example may be that in order to make a suitable strategic decision a manager may have to take steps to resolve an ethical dilemma. This type of situation arises, for instance, when information about products or services provided by the organisation indicates that they may be (or already have been) harmful to users. Another example may be situations where organisational procedures have come under public scrutiny and their ethical basis is being questioned. You as a strategic manager may have to consider factors such as what action would be appropriate, what ethical standards the organisation should meet, how these ethical standards align with the ethos of your organsiations, likely customer or client reaction to any decision and so on.

Both Units emphasise critical analysis and evaluation   However, they are both applied Units and you would be expected to make use of your own experience as a manager while undertaking the analysis and evaluation. Both Units, therefore, involve the synthesis of theoretical ideas with specific organisational contexts. In addition, you will be expected to reflect on how the analysis and evaluation can guide and inform your work as a manager. In studying them, you will also be expected to adopt a critical approach to current thinking and research.

The PDA is at SCQF Level 11 and, when undertaking it, you will be expected to work autonomously. You will not, however, be on your own and you will get full tutorial support as well as access to learning materials such as support packs and case studies. You will also get advice on suitable journal articles which you will be expected to access. All these will help you to build on the knowledge and understanding you already have and give you a framework within which to review your own experience.

You will get the chance to work co-operatively with others through seminars and discussion which may well include electronic forums. These will be monitored by tutors and give you an opportunity to share experiences and thoughts with others. You can also use these discussions to test out ideas that you have and comment on suggestions from others.

As part of this shared learning, programme tutors may propose learning assignments. For example, early on in your work you may be asked to undertake some initial research into your own organisational practice as a preliminary activity. This can then form the basis of an initial tutorial or seminar session as well as providing material for on-line discussion if arrangements for this are available.

Assessment for both Units in the PDA takes the form of a report.   It is possible that assessment will be combined and you will be asked to submit one report which covers both units holistically. The report must follow a suitable structure. It is likely to be around 7,000 words, excluding supporting material such as appendices.

Your programme tutor will explain the requirements of the report and you will be given a brief for it. In broad terms, you will be expected to undertake a detailed and analytical investigation into current thinking and research in organisational ethics and decision making and apply this to current and possible future practice in your organisation.

You will probably be asked to submit a short proposal in relation to your proposed assessment report prior to starting work on it.   This will give your programme tutor a chance to check that your proposal is suitable and will enable you to meet the requirements of each of the 2 Units. Your tutor will be able to give you feedback on your proposal. It is possible that you will require the approval of your tutor before starting any substantive work on your report. This should help to ensure learning and assessment work is kept focused and relevant.

You will succeed in obtaining the PDA in Organisational Ethics and Decision Making at SCQF Level 11 if you successfully complete the assessment work.

Successful achievement of the PDA may also provide you with opportunities for further professional development and progression within the Scottish Credit and Qualifications Framework (SCQF). For example, the PDA forms part of an MSc in Professional Enquiry: Strategic Leadership, developed and run by the Scottish Police College and the University of Stirling and achievement of the PDA will provide opportunities for progression to this MSc.

9   Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology 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: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

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

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

10　Appendices

Appendix 1: Comparison with Management and Leadership Occupational Standards

Appendix 2: Matching with Performance and Development Review (Police Service for Scotland) version 21.02.05.

Appendix 3: Assessment Strategy for the PDA in Organisational Ethics and Decision Making at SCQF Level 11

Appendix 1: **Comparison with Management and Leadership National Occupational Standards**

Functional Map

The Key Purpose of Management and Leadership is to…

Provide direction, gain commitment, facilitate change and achieve results through the efficient, creative and responsible use of resources.

The Management Standards Centre (MSC) is the Government recognised standards setting body for the management and leadership areas. Between 2002 and 2004, the MSC carried out extensive research to develop a new set of National Occupational Standards (NOS) for management and leadership. The new standards, which were approved in May 2004, describe the level of performance expected in employment for a range of management and leadership functions/activities.

There are six functional areas of management and leadership. Within each function, areas of competence were identified that became the forty-seven Units of competence.

The following table represents a mapping of Units which comprise the PDA in Organisational Ethics and Decision Making at SCQF Level 11 against the six functional areas of Management and Leadership.

NOS 6 Functional Areas of Management & Leadership	Organisational Ethics	Organisational Decision Making
Managing self and personal skills		X
Providing Direction	X	X
Facilitating Change		X
Working with People	X	X
Using Resources	X	
Achieving Results	X	X

Appendix 2:   Matching with Performance and Development Review (Police Service for Scotland) version 21.02.05

Performance and Development Review (Police Service in Scotland) version 21.02.05

Performance and Development Review – Behavioral Descriptors	SQA Unit	Organisational Ethics	Organisational Decision Making
Leadership		X	X
Effective Communication		X	X
Respect for Diversity		X	X
Team Working		X	X
Personal Awareness		X	X
Problem Solving		X	X
Job Knowledge		X	X
Management Ability		X	X
Partnership Working		X	X
Service Delivery		X	X
Personal Effectiveness		X	X

Appendix 3:   Assessment Strategy for the PDA in Professional Ethics and Decision Making

Assessment Strategy for the PDA in Organisational Ethics and Decision Making (G9M9 51)

Purpose of this document

The document outlines the Assessment Strategy for the PDA in Organisational Ethics and Decision Making at SCQF level 11.

It contains information on the requirements for assessors and internal verifiers; assessment; and open learning, including authentication and plagiarism.

1   Assessor and Internal Verifier requirements

There are no set qualifications required for assessors and internal verifiers of the PDA in Organisational Ethics and Decision Making. 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

The following gives some guidance on factors that centres should bear in mind when deciding whether or not staff should be involved in the delivery process for Units making up the PDA in Organisational Ethics and Decision Making. They are not hard and fast rules but are intended to help centres to determine whether individual members of staff meet the 3 conditions above.

a)   competent in the subject/occupational area to a level appropriate to the qualification

Assessors/internal verifiers should be able to show that they possess qualifications which are at an appropriate SCQF level for the PDA Unit(s) with which they are involved. Ideally, the qualification should be at an SCQF Level which is at or above the SCQF level of the Unit(s) concerned. Centres should consider all qualifications held by an individual in making a judgement on whether the level of qualifications held by assessors/internal verifiers is appropriate. This may be particularly important for individuals who have both technical/specialist qualifications and specific management or business qualifications.

As well as possessing qualifications at a suitable SCQF level, assessors/internal verifiers should possess relevant knowledge and skills in the subject area of the PDA Unit(s) with which they are involved.   The qualifications they hold, for example, may include study of the subject content of the Unit(s) they are delivering. Assessors/internal verifiers may, however, have obtained suitable knowledge/skills of the subject matter in other ways.   If so, they should have suitable evidence of this.

In addition, assessors/internal verifiers should also be able to show that their qualifications are equivalent to the type of Units which make up the PDAs. The Units in the PDA in Organisational Ethics and Decision Making are designed to provide aspirant and existing strategic managers with an

opportunity to explore the theoretical concepts surrounding ethics and decision making and critically analyse the impact both have on the role of strategic management within an organisation, through the management of ethical dilemmas and decision making processes. The qualifications which assessors/internal verifiers possess, therefore, should be ones which give them a suitable background in ethics and/or decision making theory and practice. It is possible that an individual may have the background and qualifications to be an assessor/internal verifier in one of the two Units making up the PDA in Organisational Ethics and Decision Making but not the other.

Relevant experience in a strategic management post and an understanding of strategic management theory and principles may also help to show that a member of staff is competent in the subject/occupational area of the PDA Unit(s) for which they could act as an assessor/internal verifier.

b) competent in assessment (or internal verification) of the type involved in the qualification

Ideally, assessors should have suitable experience of assessment in the type of Units which comprise the PDA Organisational Ethics and Decision Making. Not all assessors will have had the opportunity to gain this experience and where this is the case centres should make arrangements to mentor and support new assessors.

Good practice suggests that internal verifiers are people who have a track record as competent and effective assessors of the type of Units which they will internally verify. In this case, good assessment experience would be in Units in Organisational Ethics and Decision Making.

The PDA in Organisational Ethics and Decision Making does not require that assessors/internal verifiers hold specific qualifications in assessment or internal verification. It is clearly beneficial, however, if assessors/internal verifiers have completed relevant awards. Again, there are no specific requirements but a teaching qualification such as TQFE and/or assessment qualifications such as A1 are good indicators of competence in assessment and V1 for internal verification.

c) familiar with the procedures and documentation for the qualification

This can be seen as the responsibility of the members of staff who act as assessors/internal verifiers. The procedures and systems operated in centres can help staff to become familiar with the requirements of PDA in Organisational Ethics and Decision Making. Good practice in centres includes meetings between assessors and internal verifiers to standardise approaches to assessment; induction and/or training programmes for new assessors/internal verifiers, mentoring of new assessors by experienced assessors or internal verifiers and cross marking of assessment work from candidates.

2   Assessment

a)   Assessment methods

The Units making up the PDA in Organisational Ethics and Decision Making are likely to be assessed by means of a management report based on the candidate's own experience in an organisation. 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 (see section 1 above).

b)   Eligibility for reassessment

Candidates who have not satisfactorily demonstrated their attainment of knowledge and/or skills and/or competence in the whole or only part of an assessment may be considered for re-assessment. Candidates would normally be offered one re-assessment opportunity.

c)   Developing alternative assessments

The design of the original assessments informs the reassessment process to a large extent. This is because the original assessments determine the type of assessment instruments used and the purpose of the assessment for a particular Unit in the PDA. Normally, centres build up banks of assessments which can be used in whole or part for reassessment purposes.   Assessors can play a key role in the development of suitable instruments of assessment to include in these assessment banks. Centres should also ensure that instruments of assessment are internally verified before being used with candidates.

Assessment writers should refer to the Unit specification when developing an alternative assessment and ensure that it is of equal demand to the original assessment and that it covers all necessary criteria. Where candidates have not provided satisfactory evidence for knowledge and/or skill items which have been sampled, they would normally be reassessed on a different sample.

As noted in section 2 (a) above, both the Units in this PDA are assessed using evidence from a specific organisation known to the candidate.   This is likely to take the form of a management report but alternative assessments could, for example, be developed on the basis of different methods of presentation.

d)   Prior moderation of unit assessments

Centres may wish to have their Unit assessment instruments prior verified before use. While it is not mandatory that prior verification takes place, it is strongly recommended that centres take advantage of this service with any new instruments of assessment that are devised.

3 Open Learning

SQA has developed candidate centred support material for the Units making up the PDA and as such, the PDA is particularly suited to open, distance or mixed mode learning.

While authentication is not an issue that relates solely to open or distance learning, the fewer the opportunities for assessors and candidates to meet face-to-face; the greater the need to build authentication strategies into the programme. Centres which adopt open, distance or mixed mode learning methods for Units in the PDA will need, therefore, to develop suitable authentication strategies.

SQA approved centres are responsible for the authentication of their open, distance or mixed mode programmes through their quality assurance processes. Centres 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.

Centres which do not use these delivery methods may also find it beneficial to have authentication strategies in place. Candidates increasingly have access to rich sources of information, for example through the internet, and everyone concerned with the delivery of the PDA in Organisational Ethics and Decision Making has a duty to support candidates to make sure that they do not plagiarise material from the sources available to them. Candidates should be made fully aware, for example, that it is not acceptable to pass off as their own work, material which has been produced by someone else. The Units in the PDA require candidates to be familiar with management theories, principles and concepts and candidates should, therefore, know the importance of acknowledging the sources that they have used to gather relevant information. Candidates should also know how to use a recognised system of referencing.

As well as supporting candidates to provide authentic evidence, centres should be vigilant in identifying instances where plagiarism may have occurred. This, in turn may require procedures to deal with candidates who are suspected of plagiarism.

This combination of vigilance and support applies to all assessment evidence produced by candidates. It covers all types of assessment work and includes evidence based on candidates' working environments.

SQA recommend that centres make use of a mix of tools to ensure that the work of candidates is authentic. They can be applied to all forms of delivery but they may be particularly important in open, distance or mixed mode learning. Centres will need to decide which tools to use and how they will be used. It is possible that different Units may require a different mix of authentication procedures. Recommended authentication tools are:

♦ Questioning — personal, telephone or online interview
♦ Written questioning
♦ ICT — on-line 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-taped or video taped evidence
♦ Signing and counter-signing of candidates work
♦ Assessment supervisors — authenticators, invigilators and mentors