



**Group Award specification for:  
PDA Strategic Management  
at SCQF level 8**

**Group Award Code: GF93 48**

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## **Acknowledgement**

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



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# 1 Introduction

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

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

The PDA in Strategic Management at SCQF level 8 was originally validated in May 2009 and updated in June 2012. 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.

## 1.1 Title of the award

The title of the award — PDA in Strategic Management SCQF level 8 has been chosen to reflect the competences of this particular PDA. Consultation on the title indicated that 82% of respondents felt the title of the award was appropriate.

The PDA is levelled at SCQF level 8 as both Units making up the award are at this SCQF level.

## 1.2 Background Information

The PDA in Strategic Management is part of a suite of Professional Development Awards (PDAs) in Management and Leadership at SCQF levels 6 to 11 which have been developed under the SQA Design Principles for Professional Development Awards. A table showing the suite of PDAs in Management and Leadership can be found at Appendix 1.

A Qualifications Design Team (QDT) was established to develop the original suite of PDAs in Management and Leadership and to advise on the updating of the Units and awards.

The PDAs in Management and Leadership share the following common themes:

- ◆ They all consist of two Units. This means that they retain the benefits of being short and sharp. However, they move on from basic managerial tools to allow candidates the opportunity to develop more specific managerial skills and capabilities at a higher level.
- ◆ The Management and Leadership PDAs are also designed as practical awards in which candidates are encouraged to apply management concepts and approaches to their own work as managers or to managerial work with which they are familiar.

SQA has also revised its more traditional management awards such as the HNC in Management and Leadership (SCQF level 7) and the Diploma in Management and Leadership (SCQF level 8). The frameworks for these awards can be found at Appendix 2.

### **1.3 Rationale for the development of the Group Award**

The PDA in Strategic Management is about contributing to the strategic process in organisations. It covers different strategic concepts, establishing a strategic position and methods of working out a strategy, particularly the production of a strategic plan. Contributing to strategy is something which middle managers often do, especially in small and medium sized organisations. Even if they do not do this an appreciation of the strategic process can help them as managers in understanding how the organisation is interacting with its environment and how the organisation sees the challenges and opportunities that this produces for the organisation.

This PDA links very closely with the PDA in Organisational Leadership at SCQF level 9 which emphasises the importance for leaders in middle management roles of providing a direction for the organisation which members of the organisation can follow and work towards. This direction, in the form of the organisation's vision, is directly related to strategy. The connection is two-way in that vision may be an influence on strategy but strategy may affect what the vision is and how it is expressed.

This PDA also ties in with the PDA Leadership and Change at SCQF level 8. Change in organisations often flows from strategic decisions. However, in a similar way to the PDA in Organisational Leadership, this PDA takes a broader approach. It focuses much more on the organisation as a whole rather than leading a particular change through as a line manager. In the same way as other PDAs, this PDA will help candidates develop suitable management skills but it will also enable them to apply these skills to situations with which they are familiar and/or to situations which they might reasonably expect to meet.

### **1.4 Target Group**

The target group for this award is managers who contribute to strategic development in organisations as well as managers who wish to enhance their awareness and understanding of the strategic process. Their position in the organisation is likely to depend on factors such as the size of the organisation and its approach to strategy. They could be in middle management positions and may well have responsibility for others such as team or section leaders.

The PDA would also be suitable for people aspiring to this role, although they are likely to be people who already have some work experience.

## 1.5 Employment Opportunities

Candidates achieving the PDA in Strategic Management should have enhanced their managerial skills and be able to apply them to a situation they know well. In this way, they should be able to carry out managerial work more effectively to the benefit of themselves and to the organisations for which they work now or in the future.

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

- ◆ middle managers
- ◆ those aspiring senior/middle manager
- ◆ middle managers in voluntary or public sector
- ◆ project managers
- ◆ production managers

Organisations should benefit from the increased awareness of strategy and the skills that candidates will develop in setting a strategic direction and in strategic planning. These skills are essential if organisations are to continue to operate effectively in the fluid environment in which many now find themselves. The PDA in Strategic Management should help candidates to make a significant and positive contribution to strategic development either directly or in terms of their understanding of the process and their response to it.

## 1.6 Progression and Articulation

The PDA in Strategic Management at SCQF level 8 is not intended solely as a vehicle for progression. However, both Units are mandatory Units in the Diploma in Management and Leadership and the PDA therefore can be used as a stepping stone to this award.

Candidates who complete this PDA will have gained two credits towards the Diploma in Management and Leadership. The progression chart at Appendix 3 highlights progression opportunities and the chart on the next page, illustrates where the PDA in Strategic Management sits on the SCQF in relation to SQA's other Management and Leadership awards.

The PDA is also an award which will fully meet the educational needs of some candidates who would not wish to undertake further awards. The PDA however, will provide an opening for all successful candidates to enhance their professional development after completing the award.

PROGRESSION CHART				
SCQF level	Awards	HNC/Diploma in Management and Leadership	PDA	SVQs
12				
11			PDA in Organisational Ethics and Decision Making PDA in Strategic Leadership (SVQ Units)	SVQ 5 in Management
10	Honours Degree			SVQ in Leadership and Management for Care Services level 4
9	Ordinary Degree			
			PDA in Decision Making and Innovation PDA in Organisational Leadership PDA in Managing Projects and Business Processes (SVQ Units) PDA in Planning and Implementing Change (SVQ Units) PDA in Leading Change (SVQ Units)	SVQ 4 in Management
8		Diploma in Management and Leadership	PDA in Strategic Management PDA in Managing Self and Others PDA in Leadership and Change PDA in Project Management PDA in Leadership (SVQ Units) PDA in Managing Finances (SVQ Units)	
7		HNC in Management and Leadership	PDA in Managing Self and Others PDA in Managing Resources and Quality PDA in Managing Self and the Work of Others (SVQ Units)	SVQ 3 in Management
6	Award in Leadership		PDA in Management	
5	Award in Leadership			SVQ 2 in Team Leading



## 1.7 Professional Body Recognition

The PDA in Strategic Management at SCQF level 8 is jointly certificated by SQA and CMI. Successful candidates are eligible for membership of CMI which means that they can become part of the professional community of managers and can benefit from development opportunities that this can bring.

## 2 Qualification structure

The PDA in Strategic Management is made up of 2 mandatory SQA Unit credits (16 SCQF credit points). It has been levelled at SCQF level 8 as the two mandatory Units making up the award are at SCQF level 8. A mapping of Core Skills development opportunities is available in section 5.3.

### 2.1 Structure

The PDA in Strategic Management at SCQF level 8 will be achieved on successful completion of the two mandatory Units.

4 code	2 code	Unit Title	SQA credit	SCQF credit points	SCQF level
H1S6	35	Management: Strategic Change	1	8	8
H1S7	35	Management: Develop Strategic Plans	1	8	8
	<b>Total</b>		<b>2</b>	<b>16</b>	

## 3 Aims of the qualification(s)

The PDA in Strategic Management is designed to provide candidates with the skills and knowledge to enable them to contribute to the strategic process in organisations.

As noted above the PDA in Strategic Management is one of a suite of PDAs in Management and Leadership. Each PDA has its own individual aims but, as a group, they share some general aims. These are:

### 3.1 General aims of the qualification(s)

**3.1.1** 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).

**3.1.2** **Provide recognition** for the management skills and achievements of candidates in a relevant work context (either their own or one which they might meet as managers).

- 3.1.3 Meet the **needs of candidates** with different experience and different managerial responsibilities (by providing awards at SCQF level 6 to SCQF level 11).
- 3.1.4 Enable **progression** within the SCQF framework of qualifications.
- 3.1.5 Provide candidates with **alternative exit routes** at SCQF levels 7, 8 and 9.

## 3.2 Specific aims of the qualification(s)

The specific aims of the PDA in Strategic Management at SCQF level 8 are to:

- 3.2.1 Provide candidates with the skills and knowledge to determine a suitable strategy for an organisation based on an assessment of its strategic position.
- 3.2.2 Enable candidates to analyse different strategic concepts and their implications for an organisation.
- 3.2.3 Enable candidates to establish an organisation's strategic position.
- 3.2.4 Enable candidates to assess suitable methods for strategic change, including the planning process.
- 3.2.5 Produce a strategic plan.

## 4 Recommended entry to the qualification(s)

Entry to this qualification is at the discretion of the centre. There should be no barriers to entry and the award should be open to all candidates who have a reasonable chance of achieving the award. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Candidates would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ good written and oral communications skills to a level equivalent to at least SCQF level 6.
- ◆ both Units in this PDA recommend that it will be beneficial if candidates have achieved *H1F3 35: Management: Plan, Lead and Implement Change or equivalent Units or experience*.
- ◆ some experience of working in a management capacity

### 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.

<b>Core Skill</b>	<b>Recommended SCQF entry level</b>	<b>Associated assessment activities</b>
Communication	SCQF 6	<p>Good communication skills are required for learners undertaking this qualification as they need to become familiar with current thinking on strategic planning and strategy. They will be required to read written text which explores for example, different planning techniques and strategy leadership.</p> <p>They will also be required to analyse the strategic position of an organisation and develop a strategic plan. Evidence generated to meet these requirements could be in the form of a management report presenting the analysis of the organisation's strategic position and justifying the strategic plan presented. There are alternative ways to present written evidence such as by personal reports or by contributions to an online forum. Whatever approach is adopted, candidates will be required to organise a substantial body of material and make use of complex language and specialist vocabulary.</p>
Numeracy	N/A	
Information and Communication Technology	N/A	
Problem Solving	N/A	
Working with Others	N/A	

## **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, opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to Units

Unit title and code	Aims				
	1	2	3	4	5
Management: Strategic Change (H1S6 35)	✓	✓	✓	✓	
Management: Develop Strategic Plans (H1S7 35)	✓			✓	✓

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

Current responsibility for the maintenance and development of these NOS lies with Skills CFA.

The NOS highlight six functional areas of management and leadership:

- A Managing Self
- B Providing Direction
- C Facilitating Innovation and Change
- D Working with People
- E Using Resources
- F Achieving Results

Skills CFA has developed, and continues to develop, Units of competence within each of these functional areas.

The NOS apply to the work of managers as a whole. The specialist and focused nature of the PDAs in Management and Leadership mean that each PDA only maps into some functional areas. The table below summarises the links between the PDA in Strategic Management and the functional areas/NOS.

Unit title and code	National Occupational Standards (functional areas)				
	Providing Direction		Facilitating Innovation and Change		Achieving Results
	BA4	BA6	CA2	CA4	FE5
<b>Management: Strategic Change (H1S6 35)</b>	✓			✓	✓
<b>Management: Develop Strategic Plans (H1S7 35)</b>		✓	✓	✓	✓

### 5.3 Mapping of Core Skills development opportunities across the qualification(s)

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

Unit code	Unit title	Communication		Numeracy		ICT	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating information
H1S6 35	Management: Strategic Change	✓	✓			✓	✓
H1S7 35	Management: Develop Strategic Plans	✓	✓			✓	✓

Unit code	Unit title	Problem Solving			Working with Others	
		Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H1S6 35	Management: Strategic Change		✓	✓		
H1S7 35	Management: Develop Strategic Plans	✓	✓			

The Unit specifications provide further detail on the opportunities to develop Core Skills

#### 5.4 Assessment strategy for the qualification(s)

Unit	Assessment Outcomes 1 and 2
<b>Management: Strategic Change</b>	<p>Open-book</p> <p>The Unit lends itself to holistic assessment. The two Outcomes and their associated Knowledge and/or Skills items in this Unit are very closely linked and, if at all possible, the method of assessment should take both of them together.</p> <p>Candidates may generate evidence for this Unit in a number of different ways and should be encouraged to provide evidence in a format which suits their particular situation.</p> <p>The Unit lends itself to an assessment approach whereby candidates generate evidence during the delivery of the Unit and gather it together in a portfolio. This could be either paper based or electronic.</p>
<b>Management: Develop Strategic Plans</b>	<p>Open-book</p> <p>The assessment for this Unit is similar to the above Unit, The Unit also lends itself to holistic assessment. The two Outcomes and their associated Knowledge and/or Skills items in this Unit are very closely linked</p> <p>Candidates may generate evidence for this Unit in a number of different ways and should be encouraged to provide evidence in a format which suits their particular situation.</p> <p>This Unit lends itself to an assessment approach whereby candidates generate evidence during the delivery of the Unit and gather it together in a portfolio; this could be either paper based or electronic. A portfolio based approach like this can facilitate combined assessment between this Unit and with Management: Strategic Change.</p>

## 6 Guidance on approaches to delivery and assessment

The Units contained in the PDA in Strategic Management at SCQF level 8 may be delivered as standalone qualifications, as part of the PDA or in conjunction with a programme leading to the Diploma in Management and Leadership. Where they are delivered as the PDA, they provide a coherent, attractive and relevant programme which will equip candidates with the knowledge and skills required for employment as a middle/senior manager (depending on the size of the organisation) or as a change facilitator. The PDA would also be attractive to those already in employment who do not possess a relevant qualification.

The PDA enables candidates to develop practical skills in strategic management and thereby, contribute positively to strategic management. It covers strategic management in all types of organisations and thus includes organisations of different size, public and private organisations and organisations operating in different markets.

Throughout the delivery of the Units, the emphasis should be on the practical aspects of strategy and how these are underpinned by both theoretical approaches and techniques. Candidates should be encouraged to draw on their own experience of being a manager and/or of working in organisations and being managed. Candidates should relate theory to practice, particularly to their own organisations and their own experience. It should help candidates to think about how theory can inform what they do in their contributions to strategic management and how strategic management affects them, whatever role they currently have in an organisation. Candidates who are not yet in positions where they can contribute to strategic management may reflect on how strategic management influences them and how they influence it. Delivery can be augmented with case studies and real life examples to encourage candidates to compare their own experience with other situations and to recognise the importance of different organisational contexts.

### 6.1 Sequencing/integration of Units

Delivery of the award is at the discretion of centres. The two Units in the award overlap and it is possible to integrate the delivery of them. For example, candidates could begin by analysing different approaches to strategy *H1S6 35: Management: Strategic Change* as this will set the scene and enable them to recognise that there are a number of different ways to approach strategy; one of which is a rational approach which sees planning as the main strategic technique. This should enable candidates to establish an organisation's strategic position and to begin the process of determining the direction of strategic change and the methods by which it can be achieved. As part of this, they can explore the planning process within an organisation which is part of *H1S7 35: Management: Develop Strategic Plans*. This should prepare them for the task of producing a strategic plan but ensure that they do so in the knowledge that any plan is uncertain and conditional and that the essence of a good plan is that it is flexible and can be readily modified as circumstances require.



## 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://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

As highlighted earlier, the PDA in Strategic Management at SCQF level 8 is not intended solely as a vehicle for progression. However, both Units are mandatory Units in the Diploma in Management and Leadership and the PDA therefore can be used as a stepping stone to this award. Candidates who complete this PDA will have gained two credits towards the 18 SQA credits required for the Diploma in Management and Leadership.

The PDA in Strategic Management at SCQF level 8 offers progression to the SVQs in Management as the Units making up the award have been aligned to the NOS and therefore provide the underpinning knowledge and skills for particular SVQ Units as shown in the earlier table. At this stage, depending on the extent of their management responsibility candidates who choose to progress to an SVQ Management may well be thinking of SVQ Management level 4.

Candidates achieving the Diploma in Management and Leadership or the SVQ 4 in Management would be able to progress to a degree programme, for example, the one year part time BA in Business and Enterprise offered by Napier University.

## 6.2.2 Professional recognition

The PDA in Strategic Management at SCQF level 8 is jointly certificated by SQA and CMI. Candidates registered on the PDA are eligible for 12 months free studying membership of CMI.

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

## 6.2.3 Credit transfer

The Units making up the PDA in Strategic Management were previously levelled at SCQF level 9. The Units have been revised and relevelled at SCQF level 8. However, the content of the Units is broadly similar to justify credit transfer from the old Units to the new Units. Please see the table below. Credit transfer would not work in reverse, as candidates would be moving from a lower SCQF level Unit to a higher SCQF level Unit. .

Old Unit	New Unit	Credit transfer
Management: Strategic Change (DV7W 36)	Management: Strategic Change (H1S6 35)	Full credit transfer
Management: Develop Strategic Plans (DV87 36)	Management: Develop Strategic Plans (H1S7 35)	Full credit transfer

## 6.3 Opportunities for e-assessment

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 the PDA 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 in the SQA website ([www.sqa.org.uk](http://www.sqa.org.uk))

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

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

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

- ◆ questioning — personal, telephone or online interview
- ◆ written questioning
- ◆ ICT — 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 or video taped evidence
- ◆ signing and counter-signing of candidates work
- ◆ assessment supervisors — authenticators, invigilators and mentors

## **6.4 Support materials**

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

- ◆ Assessment Exemplar
- ◆ Candidate Support Pack
- ◆ Interactive Activities

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

The Assessment Exemplars and the Candidate Support packs are available to download from SQA's secure website. The interactive activities can be found on the open site, the HN Management and Leadership subject webpage <http://www.sqa.org.uk/sqa/26294.html>

In addition to the above support materials, candidates registered on the PDA are eligible for 12 months free studying membership of the Chartered Management Institute (CMI). This allows candidates to access a range of management information, tools and materials.

## **6.5 Resource requirements**

Staffing requirements are covered by the Assessment Strategy (see Appendix 4). There are no other special resource requirements for this 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 candidates 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](http://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](http://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:

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

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. **(Note to writer:** delete if not applicable to product type)

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

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

**SQA Credit Value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

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

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

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

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

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

## 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 opportunities for further learning and employment.

The Professional Development Award (PDA) in Strategic Management at SCQF level 8 is designed to enable you to develop skills and knowledge that will help you to contribute to the strategic management and planning of an organisation. It will enhance your understanding of the different theoretical approaches to strategy and the implications that they have for strategic management and enable you to develop a strategic plan and consider the issues which could arise during the operation of the plan.

The PDA will, therefore, contribute to your development as a manager. If you have current management experience it will help you to explore and reflect on strategic management and enable you to contribute to strategic planning. If you have not yet been involved in strategic management the PDA can help prepare you for a different management role which does include strategic responsibilities. If you have not yet worked as a manager but hope to do so in the future, the PDA will give you insights into an important area of management and how it can impact on the work of all managers. In this way the PDA can help you gain vital background for a management role and help you to meet the challenges and demands of it. Also, if you have worked as a manager in the past but have not done so for a little while, the PDA can help you review your experience and update it in the light of recent developments.

The PDA in Strategic Management at SCQF level 8 is made up of two mandatory Units:

- ◆ H1S6 35: Management: Strategic Change
- ◆ H1S7 35: Management: Develop Strategic Plans

The overall focus of this PDA is at the organisational level as this is where strategic management takes place. The PDA, therefore, goes beyond first line management and addresses the challenges you may have to face in higher level posts as a middle or senior manager.

The PDA enables you to analyse different strategic concepts and establish your organisation's strategic position. You will look at how to determine the direction of strategic change and some methods, including the planning process, for doing this. You will get practical experience of devising a strategic plan for an organisation that you are familiar with — perhaps the one you work for just now.

Both Units in the PDA are very closely linked and in many respects the two are complementary. *Management: Strategic Change* is about the prior process of analysing an organisation's current strategic position and, from this, identifying and assessing potential strategic options. This can be assessed through a portfolio of evidence either paper based or electronic. You can use your conclusions from *Management: Strategic Change* as the starting point for *Management: Develop Strategic Plans* to produce a strategic plan supplemented by a short report explaining the planning process behind it.

The PDA lends itself to an assessment approach that allows you to generate evidence during the delivery of the Units and gather it together in a portfolio. A portfolio approach allows you to combine the assessments of the two Units. Sources of suitable evidence for portfolios could include:

- ◆ personal statement by you in response to learning and teaching exercises
- ◆ contributions by you to discussion forums
- ◆ Wikis
- ◆ extracts from a blog or blogs
- ◆ a statement of strategic options (this could be in the form of a paper from senior management)
- ◆ statements of organisational capabilities or competences
- ◆ analysis of rival organisations and how their activities affect the organisation's external environment
- ◆ a strategic development plan
- ◆ organisational audits such as a human resource audit

Support packs, including interactive activities have been developed for the Units making up this PDA. Your tutor will be able to provide you with a copy of the candidate support pack and the interactive activities can be found on the HN Management and Leadership subject webpage  
**<http://www.sqa.org.uk/sqa/26294.html>**

The PDA is a qualification in its own right but it will also help you to progress to further management awards such as the Diploma in Management and Leadership at SCQF level 8.

The PDA is jointly certificated by SQA and The Chartered Management Institute (CMI). Once you are registered on the PDA, you will be eligible for 12 months free studying membership of CMI allowing you access to management information, tools and materials.

## Appendix 1: Table of PDAs in Management and Leadership jointly certificated by SQA and CMI

Title of PDA	Units making up the PDA	SCQF credit points (PDA)	SQA credits (PDA)
PDA in Management at SCQF level 6 (G972 46)	<ul style="list-style-type: none"> <li>◆ F3XP 33: Managing Self and Resources; SCQF level 6, 8 SCQF credit points</li> <li>◆ F3XR 33: Working in a Team; SCQF level 6, 8 SCQF credit points</li> </ul>	16	2
PDA in Managing Self and Others at SCQF level 7 (G9CR 47)	<ul style="list-style-type: none"> <li>◆ H1F1 34: Management: Developing Self Management Skills; SCQF level 7; 8 SCQF credit points</li> <li>◆ H1F4 34: Managing and Working with People; SCQF level 7; 16 SCQF credit points</li> </ul>	24	3
PDA in Managing Self and Others at SCQF level 8 (G9CT 48)	<ul style="list-style-type: none"> <li>◆ DF4F 35: Develop Skills for Personal Effectiveness; SCQF level 8; 8 SCQF credit points</li> <li>◆ F5GF 35: Managing People; SCQF level 8; 16 SCQF Credit points</li> </ul>	24	3
PDA in Managing Resources and Quality at SCQF level 7 (G9CP 47)	<ul style="list-style-type: none"> <li>◆ H1F5 34: Manage Operational Resources; SCQF level 7; 16 SCQF credit points</li> <li>◆ DW6G 34: Management of Quality; SCQF level 7; 16 SCQF credit points</li> </ul>	32	4
PDA in Project Management at SCQF level 8 (G9CK 48)	<ul style="list-style-type: none"> <li>◆ DV5J 35: Project Management: Managing the implementation of a project; SCQF level 8; 16 SCQF credit points</li> <li>◆ DV5H 35: Project Management: Project justification and planning; SCQF level 7; 8 SCQF credit points</li> <li><b>Additional Unit:</b></li> <li>◆ F1F1 36: Project Management: Managing Multiple Projects; SCQF level 9; 8 SCQF credit points</li> </ul>	24	3
PDA in Leadership and Change at SCQF level 8 (G9CN 48)	<ul style="list-style-type: none"> <li>◆ H1F2 34: Management: Leadership at Work; SCQF level 7; 8 SCQF credit points</li> <li>◆ H1F3 35: Management: Plan, Lead and Implement Change; SCQF level 8; 8 SCQF credit points</li> </ul>	16	2
PDA in Strategic Management at SCQF level 8 (GF93 48)	<ul style="list-style-type: none"> <li>◆ Management: Strategic Change (H1S6 35) SCQF level 8; SCQF credit points 8</li> <li>◆ Management: Develop Strategic Plans (H1S7 35) SCQF level 8; SCQF Credit points 8</li> </ul>	16	2
PDA in Organisational Leadership at SCQF level 9 (G9CV 49)	<ul style="list-style-type: none"> <li>◆ H1S8 35: Management: Organisational Leadership and Development; SCQF level 8; 8 SCQF credit points</li> <li>◆ F5GH 36: Leadership for Managers; SCQF level 9; 16 SCQF credit points</li> </ul>	24	3



Title of PDA	Units making up the PDA	SCQF credit points (PDA)	SQA credits (PDA)
PDA in Decision Making and Innovation at SCQF level 9 (G9CM 49)	<ul style="list-style-type: none"> <li>◆ Decision Making for Managers (F5GG 36) SCQF level 9; SCQF credit points 16</li> <li>◆ Management: Organisational Innovation (DV80 36) SCQF level 9; SCQF credit points 8</li> </ul>	24	3
PDA in Organisational Ethics and Decision Making at SCQF level 11 (G9M9 51)	<ul style="list-style-type: none"> <li>◆ Organisational Ethics (F8K9 39)</li> <li>◆ Organisational Decision Making (F8KA 39)</li> </ul>	32	4

## Appendix 2: HNC in Management and Leadership

<b>Mandatory Units — 9 credits required</b>	<b>Unit code</b>	<b>SCQF Credit Points</b>	<b>SCQF level</b>	<b>Credit value</b>
Management: Developing Self Management Skills	H1F1 34	8	7	1
Management: Leadership at Work	H1F2 34	8	7	1
Management: Plan, Lead and Implement Change	H1F3 35	8	8	1
Managing and Working with People	H1F4 34	16	7	2
Manage Operational Resources	H1F5 34	16	7	2
Creating a Culture of Customer Care	H1F0 34	8	7	1
Management and Leadership: Graded Unit 1	H1KT 34	8	7	1

<b>Optional Units — 3 credits required</b>	<b>Unit code</b>	<b>SCQF Credit Points</b>	<b>SCQF level</b>	<b>Credit value</b>
Workplace Communication in English	DE1K 33	8	6	1
Business Law: An Introduction	F84P 34	8	7	1
Individual Employment Relations: Law	DN75 34	8	7	1
Managing Knowledge	DV85 34	8	7	1
Management: Managing Financial Resources	DV89 34	8	7	1
Supply Chain Management: An Introduction	DL5G 34	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Managing Information	DV84 34	8	7	1
Marketing: An Introduction	F7BX 34	8	7	1
Human Resource Management: Introduction	H1KP 34	8	7	1
Economic Issues: An Introduction	F7J8 34	8	7	1
Management of Quality	DW6G 34	16	7	2
Public Sector: An Introduction	F3HN 34	8	7	1
Public Sector Financial Management	F3HL 34	16	7	2
Management and Leadership in the Public Sector	FHM 35	8	8	1
Preparing Financial Forecasts	F84R 35	8	8	1
Project Management: Project Justification and Planning	DV5H 35	8	8	1
Project Management: Managing the Implementation of a Project	DV5J 35	16	8	2
Project Management: Managing Multiple Projects	F1F1 36	8	9	1

<b>Optional Units — 3 credits required</b>	<b>Unit code</b>	<b>SCQF Credit Points</b>	<b>SCQF level</b>	<b>Credit value</b>
Statistics for Business	F84K 35	8	8	1
Marketing Planning for a Domestic Market	DG6P 35	16	8	2
Supply Chain Management: Tactics and Techniques	DL5M 36	8	9	1
Organisational Management	F0EG 35	24	8	3
Leadership for Managers	F5GH 36	16	9	2
Decision Making for Managers	F5GG 36	16	9	2

**Total credits required for the HNC in Management and Leadership — 12**

**Note — For candidates articulating to the Diploma in Management and Leadership please refer to selection criteria of units in the Diploma structure.**

## Diploma in Management and Leadership


<b>Mandatory Units — 13 credits required</b>	<b>Unit Code</b>	<b>SCQF Credit Points</b>	<b>SCQF level</b>	<b>Credit value</b>
Management: Developing Self Management Skills	H1F1 34	8	7	1
Management: Leadership at Work	H1F2 34	8	7	1
Management: Plan, Lead and Implement Change	H1F3 35	8	8	1
Managing and Working with People	H1F4 34	16	7	2
Manage Operational Resources	H1F5 34	16	7	2
Creating a Culture of Customer Care	H1F0 34	8	7	1
Management and Leadership: Graded Unit 1	H1KT 34	8	7	1
Management: Organisational Leadership and Development	H1S8 35	8	8	1
Management: Develop Strategic Plans	H1S7 35	8	8	1
Management: Strategic Change	H1S6 35	8	8	1
Management Research	H1S9 35	8	8	1

<b>Optional Units Group 'A' — candidates can select a maximum of 1 credits from this group</b>	<b>Unit Code</b>	<b>SCQF Credit Points</b>	<b>SCQF level</b>	<b>Credit value</b>
Workplace Communication in English	DE1K 33	8	6	1
Business Law: An Introduction	F84P 34	8	7	1
Individual Employment Relations: Law	DN75 34	8	7	1
Managing Knowledge	DV85 34	8	7	1
Management: Managing Financial Resources	DV89 34	8	7	1
Supply Chain Management: An Introduction	DL5G 34	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Managing Information	DV84 34	8	7	1
Marketing: An Introduction	F7BX 34	8	7	1
Human Resource Management: Introduction	H1KP 34	8	7	1
Economic Issues: An Introduction	F7J8 34	8	7	1
Management of Quality	DW6G 34	16	7	2
Public Sector: An Introduction	F3HN 34	8	7	1
Public Sector Financial Management	F3HL 34	16	7	2

<b>Optional Units Group 'B' — candidates must select a minimum of 4 credits from this group</b>	<b>Unit Code</b>	<b>SCQF Credit Points</b>	<b>SCQF level</b>	<b>Credit value</b>
Human Resource Management: Employee Relationship Management	DN7E 35	8	8	1
Collective Employment Relations: Practice	DN7C 35	16	8	2
Preparing Financial Forecasts	F84R 35	8	8	1
Project Management: Project Justification and Planning	DV5H 35	8	8	1
Project Management: Managing the Implementation of a Project	DV5J 35	16	8	2
Project Management: Managing Multiple Projects	F1F1 36	8	9	1
Statistics for Business	F84K 35	8	8	1
Marketing Planning for a Domestic Market	DG6P 35	16	8	2
Human Resource Management: Performance Management	H1XR 35	8	8	1
Managing Organisational Risks	DV7Y 36	8	9	1
Managing in a Global Environment	DV83 36	8	9	1
Management: Organisational Innovation	DV80 36	8	9	1
Supply Chain Management: Tactics and Techniques	DL5M 36	8	9	1
Organisational Management	F0EG 35	24	8	3
Management and Leadership in the Public Sector	F3HM 36	8	9	1
Leadership for Managers	F5GH 36	16	9	2
Decision Making for Managers	F5GG 36	16	9	2

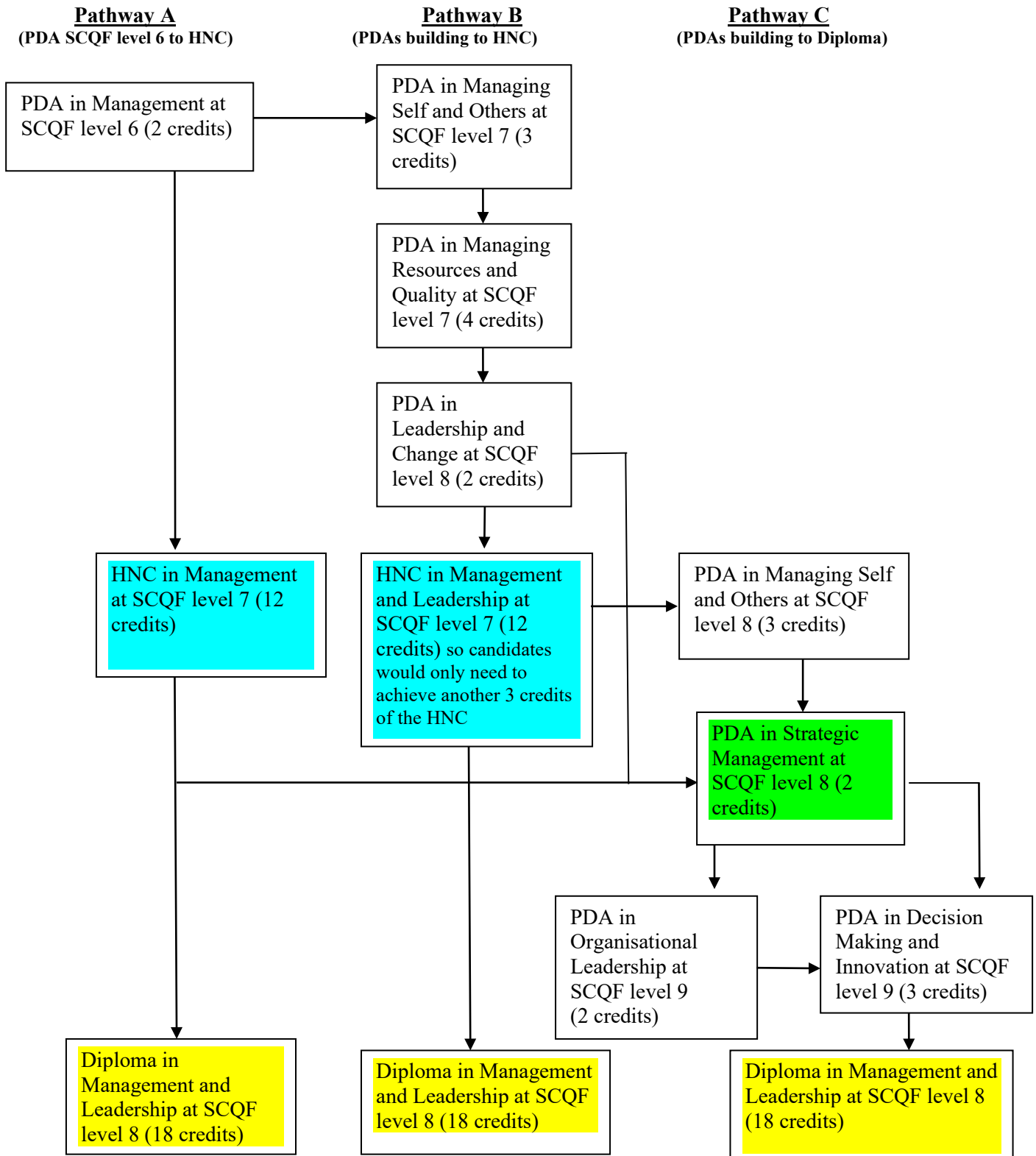
### **Total credits required for the Diploma in Management and Leadership — 18**

To achieve the Diploma Management and Leadership award candidates must select no more than **one** optional credit from the Group 'A' Units (SCQF level 6 and 7) and a minimum of **four** credits from the Group 'B' Units (SCQF level 8 and 9).

 The shaded boxes show the mandatory Units that are common to the HNC in Management and Leadership.

## Appendix 3: PDAs in Management — possible pathways and progression routes

As already noted the PDAs in Management are not intended solely as a vehicle for progression. However, this diagram illustrates possible pathways and progression routes



This diagram illustrates possible linkages between the Managements and Leadership PDAs and the HNC and Diploma in Management and Leadership. The HNC Management and Leadership is, in fact, a sub-set of the Diploma in Management and Leadership. See Appendix 2 for the structure of the HNC and the Diploma in Management and Leadership.

The diagram also shows that there is some progression between the various PDAs in the suite of Management and Leadership awards, including the PDA in Strategic Management at SCQF level 8. This is a deliberate aspect of the design of the suite as this enables it to cater for the development needs of managers at different stages of their managerial careers. However, providing a structured progression route through the PDAs is not the main purpose of the suite — rather each individual PDA is intended to meet a particular management development need and is, therefore, valid in its own right.

Nevertheless, if a candidate wished to do so it would be possible to structure an individual management development programme by progressing from one PDA to another. Some PDAs, especially those at levels 8 and 9, recommend that candidates have studied topics which appear in Units in other PDAs. For example, the Unit *Management: Plan, Lead and Implement Change* (at SCQF level 8) which is part of the PDA Leadership and Change at SCQF level 8 is suggested as a suitable background for entry into both the Units which make up the PDA in Strategic Management.

Such a development route may not necessarily involve all PDAs particularly since it should be aligned as closely as possible to the candidate's own development needs as a manager. Candidates who have completed the PDA Managing Self and Others at SCQF level 7 may find that their development needs mean that they would not benefit substantially by undertaking the PDA Managing Self and Others at SCQF level 8. For other candidates, the PDA Managing Self and Others at SCQF level 8 may be the starting point for a development programme involving PDAs at SCQF Levels 8 and 9.

Please note that one drawback of the diagram is that it tends to give the impression that candidates who do wish to undertake a number of PDAs should do so in a particular order. **This is not the case.** While there are some good reasons (such as recommended prior knowledge and understanding as noted above) why it may be beneficial to undertake one PDA before another, this does not apply to all PDAs. In any case, recommended entry requirements are for guidance and the test should be whether candidates will benefit as managers from whichever PDA they decide to attempt. The PDAs at SCQF level 9, for example, are linked to each other but candidates wishing to undertake them all could do so in any order which suited them. The major determining factor in deciding which PDA to undertake, and which order to take more than one, should be the candidate's development needs.

## Appendix 4: Assessment Strategy for the PDAs in Management and Leadership

### Purpose of this document

The document outlines the Assessment Strategy for the following PDAs in Management and Leadership.

- ◆ Management SCQF Level 6
- ◆ Managing Resources and Quality SCQF Level 7
- ◆ Managing Self and Others SCQF Level 7
- ◆ Leadership and Change SCQF Level 8
- ◆ Managing Self and Others SCQF Level 8
- ◆ Project Management SCQF Level 8
- ◆ Strategic Management SCQF Level 8
- ◆ Decision Making and Innovation SCQF Level 9
- ◆ Organisational Leadership SCQF Level 9

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 suite of Management and Leadership PDAs. 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 in the PDAs in Management and Leadership. They are not hard and fast rules but are intended to help centres to determine whether individual members of staff meet the three 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 least one SCQF level above that of the Unit(s) concerned. For example, an Honours degree in Management or Business (i.e. SCQF Level 10) may well be appropriate for relevant PDA Units at SCQF Level 9 or below; an SQA Diploma in Management (SCQF Level 8) could be appropriate for PDA Units at SCQF Level 7 or below. 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 in Management. The Units in the PDAs in Management and Leadership are designed to provide aspirant and existing managers with an understanding of managerial concepts and principles. Their purpose is to enhance managerial effectiveness by encouraging candidates to apply these concepts and principles to situations that they encounter as managers. The qualifications which assessors/internal verifiers possess, therefore, should be ones which give them a suitable background in management theory and principles.

Some management qualifications such as SVQ Management seek to enhance managerial effectiveness by encouraging managers to reflect on their own experience as managers. Qualifications of this type take a slightly different approach to that of the Units in the PDAs in Management and Leadership. Both approaches are equally important. However, it is possible that in some cases, assessors/internal verifiers whose only relevant qualification is an SVQ Management (particularly at level 3) may not necessarily be suited to the delivery of some of the HN Units making up the PDAs in Management and Leadership. Each situation should be considered on its own merits.

Relevant experience in a managerial post 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. Previous experience in project management, for example, particularly if it has led to a professional qualification such as PRINCE2, is likely to indicate that a member of staff is competent to deliver Units in the PDA in Project Management. However, it is possible that experience alone may not provide the underpinning theoretical background which many Units in the PDAs in Management and Leadership require.

**(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 PDAs in Management and Leadership. 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. As noted above, many of the Units in the PDAs in Management and Leadership require a background in principles and concepts of management. It would be expected that new assessors would have this background.

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 from PDAs in Management and Leadership or from working with equivalent qualifications.

The PDAs in Management and Leadership do 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 L&D9D/L&D9DI are good indicators of competence in assessment and L&D11 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 PDAs in Management and Leadership. 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 PDAs in Management and Leadership are assessed in a variety of ways, for example, reports, extended responses, open-book and closed-book examinations. Appendix 5 provides a summary of the assessment methods for each Unit making up the PDAs. 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) Re-assessment**

In some cases for some Units, re-assessment might be partial where candidates are re-assessed only on those parts of the original assessment in which they did not satisfactorily demonstrate competence. In other situations it may not be possible to re-assess only those parts of the performance in which candidates have not satisfactorily demonstrated competence. In these cases, candidates must make a further attempt at all parts of the Unit covered by the original assessment. Scenarios where candidates may require to re-do the whole assessment include:

- ◆ assessment which tests knowledge and other cognitive skills and where it may not be possible to extract some of the items for reassessment
- ◆ where parts of several Outcomes are involved
- ◆ where a project has been designed as an integrated assessment and where there is a requirement to complete the project as a single complex task

#### **(d) Developing alternative assessments**

The design of the original assessments informs the re-assessment 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 a Management and Leadership PDA. Normally, centres build up banks of assessments which can be used in whole or part for re-assessment 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.

#### **(e) Prior moderation of Unit assessments**

SQA has produced Assessment Exemplars for the PDA Units and these can be used as instruments of assessment provided that centres ensure the integrity of the assessment in the first and subsequent years of use and between centres. These can be downloaded from SQA's secure website. If centres wish to amend these exemplars or create their own assessment instruments they may wish to have these 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 each Unit making up the PDAs and as such, the PDAs in Management and Leadership are 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 PDAs in Management and Leadership 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 PDAs in Management and Leadership 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. Most Units in the PDAs in Management and Leadership 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 for Units in the Management and Leadership PDAs. It covers all types of assessment work listed in Appendix 1 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 for PDAs in Management and Leadership 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.

The 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

## Appendix 5: Assessment summary

Unit title	Code	Outcome number	Suggested assessment method
<b>PDA in Management at SCQF level 6 (G972 46)</b>			
Managing Self and Resources	F3XP 33	1,2,3	Written or oral report on a management task
Working in a Team	F3XR 33	1,2	Written or oral report on a practical task
<b>PDA in Managing Self and Others at SCQF level 7 (G9CR 47)</b>			
Management: Developing Self Management Skills	H1F1 34	1,2	Integrated portfolio of evidence (e-portfolio or paper based)
Managing and Working With People	H1F4 34	1	Extended responses to Case study or report
		2	Group wiki or group poster presentation or storyboard
<b>PDA in Managing Self and Others at SCQF level 8 (G9CT 48)</b>			
Develop Skills for Personal Effectiveness	DF4F35	1,3	Action Plan
		2	Case study or simulated scenario
Managing People	F5GF 35	1,2,3,4	Report approximately 3000 words
<b>PDA in Managing Resources and Quality at SCQF level 7 (G9CP 47)</b>			
Manage Operational Resources	H1F534	1	Extended response to case study
		2	Financial calculations and short report
Management of Quality	DW6G34	1, 2	Report approximately 1750-2000 words
		3	Report approximately 1000-1250 words
		4	Analysis and presentation of data
		5	Open book extended responses
<b>PDA in Leadership and Change at SCQF level 8 (G9CN 48)</b>			
Management: Leadership at Work	H1F2 34	1,2	An holistic approach combining both outcomes is suggested. Centres can use web 2.0 technologies eg blogging platforms or more traditional approaches eg extended responses to case study.
Management: Plan Lead and Implement Change	H1F3 35	1,2	An holistic approach combining both outcomes is suggested. Centres can use web 2.0 technologies eg staged/staggered e-portfolio based on a change effort or more traditional approaches eg report based on case study.

Unit title	Code	Outcome number	Suggested assessment method
PDA in Project Management at SCQF level 8 (G9CK 48)			
Project Management: Project Justification and Planning	DV5H 35	1,2,3	Project documentation covering all 3 outcomes
Project Management: Managing the Implementation of a Project	DV5J 35	1,2,3,4,5	Integrated portfolio of evidence
PDA in Strategic Management at SCQF level 8 (GF93 48)			
Management: Strategic Change	H1S6 35	1,2	Portfolio of evidence – paper based or electronic
Management: Develop Strategic Plans	H1S7 35	1,2	Integrated investigative report based on response to questions (strategic plan and commentary) or a portfolio/e-portfolio
PDA in Organisational Leadership at SCQF level 9 (G9CV 49)			
Management: Organisational Leadership and Development	H1S8 35	1,2	Controlled conditions; closed-book for Outcomes 1 and 2 — 50% required to pass
Leadership for Managers	F5GH 36	1,2	Report, approximately 4000 words
PDA in Decision Making and Innovation at SCQF level 9 (G9CM 49)			
Decision Making for Managers	F5GG 36	1,2,3	Report, approximately 4000 words
Management: Organisational Innovation	DV8036	1,2	Proposal for an innovation