



## Higher National Graded Unit specification

### General information for centres

This Graded Unit has been validated as part of the suite of HNC in Architectural Conservation. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit title:** Architectural Conservation: Graded Unit 1

**Graded Unit code:** F558 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Case Study

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC in Architectural Conservation:

- ◆ To develop the candidates' transferable knowledge and skills such as planning, analysis and synthesising
- ◆ To develop the candidates' transferable employment skills to enhance their employment prospects
- ◆ To enable the candidates to progress within the Scottish Credit Qualification Framework
- ◆ To develop study and research skills as appropriate to SCQF level 7
- ◆ To develop transferable skills including Core Skills
- ◆ To develop generic knowledge and skills, such as planning, organisational and review/evaluation skills
- ◆ To provide a basis for future career, educational and personal development
- ◆ To provide the candidates with appreciation of architectural conservation concepts as appropriate to SCQF level 7
- ◆ To provide the candidates with the relevant practical skills and knowledge for employment as a trainee technician working in a sector of the construction industry with a range of employers including Architects, Building Surveyors, Contractors and Building Control, and Historic Scotland as appropriate to SCQF level 7
- ◆ To provide the candidates with an appreciation of the context of their potential employment through their practical skills and knowledge so as to be able to make an immediate contribution in employment in the building industry in the architectural conservation sector

## General information for centres (cont)

- ◆ To provide flexibility within the programme so that candidates may gain skills and knowledge appropriate to their employment requirements
- ◆ To provide a choice of optional Units that will allow candidates to develop in other areas relevant to future employment or progression via an HND in Architectural Conservation or Higher Education
- ◆ To provide a basis for candidates to progress their future career and personal development, such as becoming a technical member of the Royal Institution of Chartered Surveyors or the Chartered Institute of Building

**Recommended prior knowledge and skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

Unit title	SCQF level	Unit code
Architectural Conservation: Principles	7	F4MW 34
Architecture: Influences on the Development of Scottish Architecture	7	F4MY 34
Architectural Conservation: Technology Construction of Walls, Floors and Roofs	7	F4YC 34
CAD 2D1	7	DW1E 34
Statutory Control of Buildings	7	DW3W 34

**Core Skills:** This Unit gives automatic certification of the following Core Skill: *Problem Solving* at SCQF level 5. There are opportunities to develop the Core Skills: *Communication and Information and Communication Technology* and *Working with Others* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Assessment:** This Graded Unit will be assessed by the use of a Case Study. The planning, development, and evaluation of the Case Study should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

This Graded Unit should be conducted by a project based on the submission of a planning application for Listed Building Consent within a determined time scale. An exemplar instrument of assessment and marking guidelines have been produced to provide examples of the type of evidence required to demonstrate achievement of the aims of the Group Award covered by this assessment and to indicate the national standard of achievement required at SCQF level 7.

## Administrative Information

**Graded Unit code:** F558 34

**Graded Unit title:** Architectural Conservation: Graded Unit 1

**Original date of publication:** August 2008

**Version:** 01

**History of changes:**

Version	Description of change	Date

**Source:** SQA

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## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates**

**Graded Unit title:** Architectural Conservation: Graded Unit 1

### **Conditions of assessment**

The candidate should be given a date for completion of the case study. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a substantially different project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the reassessment if this results in a higher grade.

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

The candidate will be presented with a case study based project and a brief within the context of a planning application for Listed Building Consent. The issues selected will focus on the main aims of the HNC Architectural Conservation course, and the need to demonstrate integration of knowledge and skills across the mandatory Units in the award.

In completing the range of tasks defined in the Evidence Requirements of this Graded Unit, the candidate should display his or her ability to provide and integrate appropriate technical knowledge and skills from across the Units whilst maintaining the focus of the HNC course. The knowledge used will depend on the candidate, but in all cases candidates must provide all the minimum Evidence Requirements.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

The candidates will be presented with a Case Study and a brief. The brief will require that the candidate follows through the Case Study and addresses the issues and questions contained in the brief. These issues should include why the listed building is important, its architectural style and context, the nature of the proposed works and a justification or otherwise of the proposed works in line with architectural conservation principles. The candidates will be expected to present photographic and drawing evidence in support of their project.

Candidates will select a Case Study in conjunction with the tutor. The candidates will pick a building, research the history, architectural style and social context, use and change of use and adaptation over the years, access the working file from the local planning department which details the planning application, record the information from the file relevant to the Case Study, including drawings and draw conclusions on the suitability of the proposals within recognised guidelines. The candidate may take photographs of the outside of the building to illustrate their project. The candidates will conclude their project by either being in favour of the planning application or not. If they are not in favour they will be expected to make recommendations and adaptations to the application.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any reassessment of stages must be undertaken before proceeding to the next stage.

At this level, candidates should work independently within the context of a typical working environment. Candidates are expected to work autonomously, up to a point, with at least minimal assistance from tutors to reflect the working environment; however, as in practice, a candidate would not be expected to rely very heavily on tutors.

Candidates are expected to justify their proposed solutions with rationale and achieve a 'fit for purpose' solution to the project including a consideration of cost and quality issues, ultimately reviewing their solution for areas of improvement after comparison with their initial objectives.

It is up to centres to take reasonable steps to ensure that the candidates bring their specialist knowledge and experience to the project. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project/case study on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance. Candidates should be allowed to use appropriate technology within and outwith the college environment.

### **Guidance on grading candidates**

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<p>Is a seamless, coherent piece of work which has many more strengths than weaknesses and:</p> <ul style="list-style-type: none"> <li>◆ Clearly addresses a ‘fit for purpose’ objective in arriving at proposed solutions including assessing the planning application with regard to architectural conservation principles</li> <li>◆ Has continuously accessed available guidance in arriving at the answers submitted</li> <li>◆ Considers possible conflicts in integrating investigation, conclusions and recommendations in relation to constraints imposed</li> <li>◆ Has accessed a wide range of research material using multiple sources applicable to the brief</li> <li>◆ Is clear and well structured throughout, with language and terminology used of a consistently high standard in terms of level, accuracy, and technical content</li> <li>◆ Demonstrates an accurate and particularly insightful interpretation of the project brief</li> <li>◆ Provides considerably more than the minimum evidence for each of the three tasks required by the project brief</li> <li>◆ Embodies non-traditional and innovative solutions</li> <li>◆ Answers are of a high standard in terms of level, accuracy and technical content</li> <li>◆ Effectively consolidates and integrates required knowledge and skills</li> </ul>	<p>Is a co-ordinated piece of work which has a balance of strengths and weaknesses and:</p> <ul style="list-style-type: none"> <li>◆ Addresses the main issues but not necessarily all of the items with regard to the principles of architectural conservation which should underpin the justifications or otherwise of the application</li> <li>◆ Has amplified the initial project brief to some extent in arriving at the answers submitted but not necessarily expanded it fully</li> <li>◆ Treats proposed investigation, conclusions and recommendations in isolation</li> <li>◆ Has accessed a narrow range of research material not always appropriate to the brief</li> <li>◆ Is satisfactorily structured, with language and terminology used adequately, although not always consistent, in terms of level, accuracy, and technical content</li> <li>◆ Demonstrates an acceptable interpretation of the project brief</li> <li>◆ Provides the minimum evidence for each of the three tasks required by the project brief</li> <li>◆ Embodies only routine and traditional solutions</li> <li>◆ Answers are adequate in terms of level, accuracy and technical content</li> <li>◆ Integrates knowledge and skills but consolidation may not be effective in all aspects</li> </ul>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<ul style="list-style-type: none"> <li>◆ Includes rationale and justification for solutions proposed</li> <li>◆ Offers logically structured and coherently expressed responses, demonstrating consistent use of correct terminology</li> <li>◆ Clearly identifies key areas for improvement reflecting on technical solutions chosen compared with the initial objectives</li> <li>◆ Clearly identifies key areas for improvement when undertaking the work to the defined time line action plan</li> <li>◆ Clearly demonstrates the candidate's ability to work autonomously with minimum tutor support or intervention</li> </ul>	<ul style="list-style-type: none"> <li>◆ Presents proposed solutions without justification</li> <li>◆ Offers uneven responses that convey limited understanding although some relevant points are made</li> <li>◆ Assumes the technical solutions chosen as the 'most appropriate' with minimal retrospective comparison with initial objectives</li> <li>◆ Achieves answers with minimal evaluation against the time line plan</li> <li>◆ Achieves the answers although additional tutor support and intervention was required</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%  
 B = 60% — 69%  
 C = 50% — 59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 15%	<p><b>An Action Plan</b> that includes:</p> <ul style="list-style-type: none"> <li>◆ the aims of the assessment task, including research, development, and evaluation for the Architectural Conservation Project</li> <li>◆ timescales for achieving these aims</li> <li>◆ identification of those aspects of the task that require further research including the architectural style and listing of the building, nature and justification of the works in line with architectural conservation principles</li> <li>◆ identification of the methods of research and sources to be used.</li> </ul> <p><b>Minimum evidence:</b> 500 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing 70%	<p>A Case Study Report including evidence of:</p> <ul style="list-style-type: none"> <li>◆ collection and collation of further research undertaken</li> <li>◆ interpreting and analysing the case study scenario</li> <li>◆ drawing conclusions</li> <li>◆ presenting recommendations</li> </ul> <p>The report should include:</p> <ul style="list-style-type: none"> <li>◆ a contents page</li> <li>◆ a list of acknowledgements of sources and references</li> <li>◆ a minimum of 1,500 words</li> </ul> <p>The report should be supported by:</p> <ol style="list-style-type: none"> <li>1 A Diary of the activities undertaken during the project.</li> <li>2 Supportive explanatory material including drawings and photographs.</li> </ol> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating  15%	<p>An Evaluation Report which should:</p> <ul style="list-style-type: none"> <li>◆ briefly outline the Architectural Conservation case study</li> <li>◆ review and update the action plan in light of experience</li> <li>◆ assess the effectiveness of the action plan</li> <li>◆ assess the effectiveness of the research methods used</li> <li>◆ identify any knowledge and skills that have been gained and/or developed</li> </ul> <p><b>Minimum written evidence:</b> 500 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

### Support notes

At this level candidates should work independently within the context of a typical working environment. It is up to centres to take reasonable steps to ensure that the candidates bring their specialist knowledge and experience to the project. For example centres may wish to informally question candidates at various stages on their knowledge and understanding of the case study on which they have embarked. Centres should ensure that where research etc is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance. Candidates should be allowed to use appropriate technology within and outwith the college environment.

Specific evidence to document a case study of an application for the Listed Building Consent should include material which:

- ◆ identifies and reviews a planning application for Listed Building Consent
- ◆ identifies the importance of the building in terms of its listing
- ◆ identifies the constructional changes to be made as part of the application
- ◆ draws the ‘before’ and ‘after’ details of the changes, including maps and location plans.
- ◆ takes photographs of the building
- ◆ evaluates the impact of the changes
- ◆ recommends acceptance or alteration of the changes with justification

The evidence will be assessed for showing:

- ◆ practical skills
- ◆ analytical skills of the planning application
- ◆ problem-solving skills
- ◆ reference to concepts covered in the Group Award
- ◆ self-directed learning

All evidence should be presented to a professional standard as shown in the original submission to the planning department.

## **Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)**

There should be regular meetings between the tutor and the candidate(s) to review progress and each candidate should record these meetings in a diary, which is required to be submitted as evidence. The candidate can also use the diary to record his or her progress in completing the required tasks and these entries in the diary can serve as authentication of work by the candidate. The tutor can use the opportunity of the meetings to verify this authentication, for example by questioning the candidate.

Each assessment task should be marked as soon as possible after the completion date. The final grading should reflect the quality of the candidate's evidence at the time of the completion date, including any oral presentation required. Reassessment of this Graded Unit should be based on a significantly different assessment task.

### ***Opportunities for developing Core Skills***

There are opportunities to develop aspects of the following Core Skills.

*Communication* at SCQF level 5. Candidates will be required to read materials relating to the planning application for the listed building. If candidates produce written reports or essays this will provide opportunities to develop Witten Communication.

*Numeracy* at level 5. This Unit offers candidates the opportunity to use graphical information as part of their answers which will provide opportunities to develop the Core Skill of *Numeracy*.

*Information and Communication Technology* at SCQF level 5. This Unit offers candidates the opportunity to research, source information, and produce evidence using ICT.

*Problem Solving* at SCQF level 5. Candidates will be required to carry out an appraisal of a planning application for a listed building which will provide opportunities to develop the Core Skill of Critical Thinking.

The following grid provides a general guide to opportunities for the development of Core Skills in this Graded Unit.

## Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Core Skill		Stage 1	Stage 2	Stage 3
<b>1 Communication</b>				
Written Communication	(Reading) (Writing)	SCQF level 5		SCQF level 5
Oral Communication				
<b>2 Numeracy</b>				
Using Number				
Using Graphical Information		SCQF level 5	SCQF level 5	SCQF level 5
<b>3 Information and Communication Technology</b>				
Using Information Technology		SCQF level 5	SCQF level 5	SCQF level 5
<b>4 Problem Solving</b>				
Critical Thinking		SCQF level 5	SCQF level 5	SCQF level 5
Planning and Organising		SCQF level 5	SCQF level 5	SCQF level 5
Reviewing and Evaluating		SCQF level 5	SCQF level 5	SCQF level 5
<b>5 Working with Others</b>				
Working with Others		SCQF level 5	SCQF level 5	SCQF level 5

### Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).