



Using National Occupational Standards in the development of SQA Group Awards

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1 Introduction

1.1 Introduction to this guide

This guide is designed to assist anyone who is developing and reviewing SQA Group Awards. It provides:

- ◆ useful background information on National Occupational Standards (NOS) and their development
- ◆ guidance on how NOS relate to qualification development
- ◆ practical advice on how to use NOS in the development of Group Awards
- ◆ useful contacts and websites

1.2 The importance of National Occupational Standards to SQA Group Awards

For many occupational areas, SQA Group Awards are pivotal vocational qualifications designed at a range of SCQF levels. Group Awards are designed to provide knowledge and skills for people in employment, those seeking employment, and for those who wish to progress to further study.

Relating the design and structure of Group Awards to NOS will ensure that the qualifications are fit for purpose and serve the needs of candidates, employers and the economy. It is very important that everyone involved in the design and development of Group Awards has taken cognisance of NOS at every stage of the qualification's life cycle. This includes:

- ◆ Qualification Managers and Qualification Officers
- ◆ Qualification Design Teams
- ◆ Unit writers
- ◆ Veters
- ◆ Consultants
- ◆ Validation Panel members
- ◆ Qualification Support Teams

2 Information about National Occupational Standards

2.1 Key features of National Occupational Standards

National Occupational Standards specify the standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively. They are agreed by employers and employee representatives.

There are many NOS, with new ones being developed and older ones being revised all the time. They are developed for generic areas, such as Administration, Management, Information Technology and Learning and Development; and for more specific areas, such as Social Care, Community Work and Housing.

All NOS must:

- ◆ identify the main roles and responsibilities within a defined occupational area
- ◆ reflect best employment practice — describing both existing and emerging practice
- ◆ describe what is essential for successful performance
- ◆ specify what an individual needs to know and understand to do their job
- ◆ describe what an individual should achieve, not how they should do it
- ◆ include relevant technical, planning and problem solving skills, the ability to work with others and use information technology (Core/Key Skills)
- ◆ include any statutory or legal obligations
- ◆ include any health and safety requirements
- ◆ include any relevant environmental aspects which are critical to the competence
- ◆ capture defining occupational characteristics such as ethics, values and creativity
- ◆ be written in plain language and in a format that makes sense to the people who will use them
- ◆ be free from any overt or covert discrimination against any sector of the community
- ◆ provide a satisfactory basis for the design of assessment
- ◆ meet the needs and have the support of all significant groups of employers and potential users

- ◆ distinguish clearly between occupational standards and qualifications

2.2 The development of National Occupational Standards

NOS are industry-led. Employers in a given area work with professional or trade bodies to create them. The sector may be supported by a technical consultant who is experienced in the writing of occupational standards, who will help to define its standards of competence through extensive consultation and workshops with people who actually do the job. This means the foundation of the NOS is the workplace itself — the development is rooted in what people actually need to be able to do, and know, in their jobs.

2.3 What are National Occupational Standards used for?

Scottish Vocational Qualifications (SVQs) and National Vocational Qualifications (NVQs) are based on National Occupational Standards. Awarding bodies, such as SQA, Edexcel and City and Guilds, offer SVQs/NVQs through approved centres which may be within employing organisations, colleges, or private training providers. The awarding bodies also provide quality assurance systems to make sure that assessment takes place properly.

However, NOS have also become increasingly important in other vocational qualifications, such as Higher National Certificates and Diplomas, Professional Development Awards, National Certificates and National Progression Awards because part of a qualification's 'fitness for purpose' is to prepare candidates for work.

NOS are also used by organisations and individuals to improve their performance.

Organisations can use NOS to:

- ◆ identify and plan personnel requirements
- ◆ develop job descriptions and person specifications for staff and volunteers
- ◆ design and implement recruitment and selection processes
- ◆ design, deliver and evaluate training
- ◆ quality assure staff and volunteer performance across the organisation
- ◆ meet the indicators for external accreditation, such as Investor in People
- ◆ use common standards of performance and quality in partnerships with other organisations and agencies

- ◆ demonstrate the competence of the organisation when applying for funding, or tendering for projects
- ◆ provide links to the requirements of professional bodies

Managers can use NOS to:

- ◆ provide induction for staff and volunteers
- ◆ identify an individual's development needs
- ◆ plan appropriate development and training
- ◆ provide individuals with necessary coaching and mentoring support
- ◆ delegate responsibilities to staff and volunteers
- ◆ ensure that individuals and teams achieve their objectives
- ◆ use nationally agreed criteria to carry out performance reviews fairly and consistently

Individuals can use NOS to:

- ◆ develop their self confidence and enhance their personal and professional effectiveness
- ◆ track their skills against the requirements of a specific occupational area
- ◆ ensure best practice at work
- ◆ comply with statutory requirements
- ◆ receive constructive and objective feedback from their manager and others
- ◆ build a bridge from unpaid to paid work
- ◆ gain a nationally-recognised qualification (eg SVQ/NVQ)

2.4 The structure of National Occupational Standards

National Occupational Standards are divided into units. Each unit describes a key part of someone's job.

Units are split into elements, which contain performance criteria over a range of situations. Each unit will specify the knowledge, understanding and skills that people need to do their jobs.

Units are often introduced with a summary or commentary, saying what the unit is about, who it is for, how it links to other units and how it fits into the SVQ/NVQ framework.

The full range of performance, knowledge and skills needed for a particular job can be specified by grouping together units of occupational standards.

Examples of some NOS are given in Appendix 1.

2.4.1 Where to find NOS

The National Occupational Standards for each sector can be found on the NOS Directory. This is a website that provides free public access to the full range of National Occupational Standards, signposting users of the website to the relevant Sector Skills Council or standard setting body. The web address is www.ukstandards.org.uk.

2.5 The role of Sector Skills Councils and standard-setting bodies

2.5.1 Sector Skills Councils

Industry and employers develop NOS under the auspices of the Sector Skills Councils (which have replaced the National Training Organisations).

Sector Skills Councils (SSCs) are independent, UK-wide organisations developed by groups of influential employers in industry or business sectors of economic or strategic significance. SSCs are employer-led and actively involve trade unions, professional bodies and other stakeholders in the sector. SSCs are licensed by the Secretary of State for Education and Skills, in consultation with Ministers in Scotland, Wales and Northern Ireland, to tackle the skills and productivity needs of their sector throughout the UK (although they take account of Scotland's distinctive constitutional position, economic development arrangements and education and training systems).

Each SSC agrees sector priorities and targets with its employers and partners to address four key goals:

- ◆ reducing skills gaps and shortages
- ◆ improving productivity, business and public service performance
- ◆ increasing opportunities to boost the skills and productivity of everyone in a sector's workforce, including action on equal opportunities
- ◆ improving learning supply, including apprenticeships, higher education and National Occupational Standards

2.5.2 The key functions of Sector Skills Councils

The key functions of SSCs include:

- ◆ developing a forward-looking skills and productivity agenda and action plan for the sector

- ◆ securing commitment to the skills agenda from employers, government, key agencies and learning institutions through consultation and agreement on delivery of the action plan
- ◆ promoting employer investment in skills and innovation
- ◆ building an effective employer network
- ◆ defining key sector occupational skills and promoting career opportunities
- ◆ promoting learning and qualifications
- ◆ reporting on the impact of public and private investment in meeting sector skills priorities and raising productivity

At a strategic level, Sector Skills Councils will also:

- ◆ lead the drive to boost skills and workforce development
- ◆ build intelligence and analysis regarding the skills needs of the sector
- ◆ directly influence the planning and funding of education and training across the whole of the United Kingdom, working within the distinctive arrangements in each nation
- ◆ forge strong links between employers and schools, colleges, training providers and higher education
- ◆ develop convincing evidence and share best practice to promote the business case for skills investment and the more effective use of people in the workforce
- ◆ draw on the expertise and active involvement of employers, trade unions, professional bodies and other stakeholders in the sector

2.5.3 The Sector Skills Development Agency

The Sector Skills Development Agency (SSDA) is responsible for funding, supporting and monitoring the work of the 25 Sector Skills Councils. It hosts a website, which is a useful and rich source of information on the work of the Sector Skills Councils and links to their websites. The web address for the SSDA is www.ssda.org.uk. SSDA and the 25 individual SSCs together form what is called the Skills for Business network.

2.5.4 Sector Skills Agreements and Sector Qualification Strategies

Sector Skills Agreements (SSAs) provide a means for employers and employees in each sector to identify: skills and productivity needs; the action they will take to meet those needs; and how they will collaborate with providers of education and training so that skills demand can directly shape the nature of supply. The focus of the agreements will be on national sector issues, although it is likely that delivery will involve a regional and local dimension. The development of SSAs involves a five stage process and in Scotland is overseen by a project board on which SQA is represented.

Operationally, an SSA will put in place a framework which will allow employers and other key stakeholders to sign up to a key set of sector skill priorities with the main funding and delivery agencies. All SSC action plans resulting from this work are available on the SSDA website along with all the supporting information.

Sector Qualification Strategies (SQS) are currently under development for each sector and this work is being carried out in partnership with sector organisations. The aim of each SQS is to:

- ◆ identify key drivers for sector development in relation to qualifications and other learning provision
- ◆ evaluate how well existing qualifications and other learning provision meets sector needs
- ◆ make proposals for any changes required, including a plan for development and implementation
- ◆ bring coherence and shared direction to on-going development work
- ◆ provide a sound basis for future development and decision-making in each broad sector
- ◆ ensure sector proposals are communicated to, and supported by, key stakeholders

2.5.5 The Sector Skills Councils in Scotland

Although Sector Skills Councils are UK-wide organisations, provision has been made for their operation in the four home nations. SSCs in Scotland will play a crucial role in the provision of data and intelligence to organisations such as Futureskills Scotland; build on established partnerships such as those with Scottish Enterprise and Highlands & Islands Enterprise (HIE); and maintain close links with agencies such as Careers Scotland.

To this end, a Protocol between the Scottish Executive and the Sector Skills Development Agency on Sector Skills Councils in Scotland was signed in January 2003. The SSDA agreed to liaise at a policy level with SQA, Scottish Enterprise, HIE, Careers Scotland, FutureSkills Scotland, Learn Direct Scotland, the Scottish Trade Union Congress, and the Scottish Credit and Qualifications Framework partners. Since then considerable work has taken place to contextualise the work of the SSCs in Scotland and additional information is available on the SSDA website www.ssda.org.uk.

2.5.6 Standard-setting bodies/sector bodies

Although the majority of National Occupational Standards are developed by an occupational sector via a Sector Skills Council, there are some that are developed by a standard-setting body or sector body (SSB). These SSBs can be professional organisations which represent a profession or industry. SSDA may contract directly with them to develop NOS or, more

commonly, may contract directly with an SSC to develop NOS for related sectors. SSBs do not form part of the Skills for Business network.

2.5.7 Further information on Sector Skills Councils

There are 25 Sector Skills Councils representing a range of occupational areas and covering around 85% of the UK workforce. In addition, there are some cross sectoral areas which cross SSCs such as management and leadership, administration and customer service. These will all have a lead SSC although for the purposes of NOS that SSC may subcontract work to a specialist body. Information on each SSC is given in Appendix 2 and on the SSDA website (www.ssda.org.uk). The SSDA website also gives information on cross sectoral areas and groups.

3 The role of NOS in qualification development

3.1 Units and Group Awards

As providers of education and training can only meet skills needs if they respond to individual sectoral requirements, qualification developers have to research and reflect a sector's requirements. This is true for both Units and Group Awards.

Group Awards should have clearly stated general and specific aims, which lay out the knowledge and skills that the award seeks to develop, and say how it will prepare the candidate for work and study. These aims should be developed after research on the NOS for the occupational area(s) that the Group Award is based on.

Units are the building blocks of Group Awards, as well as being qualifications in their own right. It is essential that Units are developed in line with the current NOS for the occupational areas. However, not every Unit will be able to be aligned to NOS, and any one Unit might only partially relate to the NOS. However, within the Group Award, each Unit contributes to the whole, and this will strengthen the link between the Group Award and the NOS.

3.2 The personnel involved

Each person involved in the development, maintenance and review of qualifications must play a part in ensuring that NOS have been given due consideration. This includes: Qualification Mangers and Qualification Officers, members of the Qualification Design Team, Unit writers, Vettors, consultants, Validation Panel members, and members of the Qualification Support Team.

All those involved will have different experience and knowledge of NOS, so relevant training/information will have to be given. For example, it may be that an employer representative on a Validation Panel will be very familiar with NOS and SSCs, but a representative from a higher education institution may need more background information.

3.3 Stages of development of Group Awards

It is important that NOS are considered at every stage of the qualification life-cycle. This includes:

- ◆ **Research.** Since a major success factor of any qualification is its relevance to the market, relevant research must be carried out into the National Occupational Standards for the qualification area.

- ◆ **Development.** During this stage it is important that Qualification Design Team’s proposals reflect the research on NOS and have taken them into account. Consultation on the proposals should include clear communication about NOS so that interested parties can give feedback in an informed way. It is also crucial that Unit writers are given a clear brief regarding NOS in each Unit. This should include: a) which NOS need to be taken into account, and b) instructions on including information about NOS in the Support Notes section of Units (see Section 4 for further information on this).
- ◆ **Validation.** Reference to NOS should be made in the appropriate sections of the proposal document, but particularly in the Aims of the Award section, which should be based on an analysis of the market research and the needs of the employment sector. A mapping of NOS to Units should also be made, where applicable. Members of the Validation Panel may require background information on NOS or SSCs, depending on their experience.
- ◆ **Implementation.** The Arrangements Document should contain information on NOS — much of this can be taken from the Validated Document for the Group Award.
- ◆ **Maintenance.** An important aspect of maintenance is keeping up-to-date with any changes in the occupational sector(s) relating to a particular qualification. This includes changes to NOS, which in turn will impact on the timing and extent of any subsequent review of a qualification.
- ◆ **Review.** Changes to NOS and views from SSCs are crucial to any review process and/or decision to review a qualification.

3.4 Use of National Occupational Standards

National Occupational Standards are ‘owned’ by a particular sector via the Sector Skills Councils. Awarding bodies, such as SQA or Edexcel, can then pick these up and prepare a submission for accreditation. This is what happens with SVQs. SQA as an awarding body prepares a submission to SQA’s Accreditation Unit, which will consider quality assurance arrangements, assessment methodology and guidelines and marketing information.

However, NQ/HN Units and Group Awards will not incorporate NOS directly, ie they will not be accredited by SQA’s Accreditation Unit. Instead, Qualification Managers and Qualification Design Teams will have steered the development of the qualification at both Group Award and Unit level to ensure that the Units, Outcomes, Knowledge and Skills and Evidence Requirements reflect each sector’s needs as closely as possible.

This is important as it impacts on:

- ◆ the terminology used to explain the links between a qualification and NOS

- ◆ the depth or level (eg outcome, element, performance criteria) we should consider
- ◆ how we represent this in Units and Group Awards and the amount of detail we should provide

Guidance on this is given in Section 4.

3.5 Using Sector Skills Councils and the Sector Skills Development Agency

Sector Skills Councils are key to the development of relevant, ‘fit for purpose’ and ‘future-proofed’ qualifications.

SSCs will be able to provide information on:

- ◆ the structure of the particular industry/sector
- ◆ the challenges it faces
- ◆ the priorities for skills development

The Sector Skills Development Agency has a rich vein of information which can be tapped into by SQA staff and those involved in developing and writing qualifications. For example, the SSDA provides a Sector Skills Matrix, which is a range of economic, employment and skills data, examined by sector. Using national sources, it provides comparable data for 27 industry categories and 14 more aggregate sector groupings. It also provides the same range of data for a selection of Sector Skills Councils.

4 Practical guidance on using National Occupational Standards

4.1 Getting started

The Qualification Manager, supported by others involved in development or review should:

- ◆ Identify the appropriate Sector Skills Council (SSC) for the qualification area. Remember that not every qualification will have its own occupational area. Some will be cross-sectoral, and some Group Awards that are of a more general nature may not have immediately obvious links to occupational areas.
- ◆ Establish a Scottish contact in the relevant SSC(s). Making contact and setting up an automatic flow of information from the SSC is an important task. Ensuring that regular meetings/telephone contact takes place is another important task as is involving SSC staff in events and accepting invitations to present to and/or attend SSC events becomes critical too.
- ◆ Obtain up-to-date research information for the occupational sector. This can be done by using the Sector Skills Matrix on the SSDA website and looking at the websites of individual SSCs. An important aspect is to look at 'skill shortages' and 'skill gaps'. 'Skill gaps' refer to a situation when employers judge an employee not to be fully proficient in their job. A 'skills shortage' exists when a vacancy is considered hard to fill because applicants lack the necessary skills, qualifications and/or experience. Clearly, those involved in designing qualifications need to be aware of these.
- ◆ Obtain up-to-date copies of National Occupational Standards (and/or any SVQ Units, which are based on these standards). The Qualification Manager might be the best person to obtain copies of the NOS since these could then be shared or passed on between Unit writers, Vectors and Validation Panel members. There are two sources for obtaining the NOS for a particular area:
 - through the NOS Directory — **www.ukstandards.org.uk**
 - approaching the SSC directly — see individual websites
- ◆ Identify NOS, issues and relevant SSC evaluations which may affect the design of the Group Award.
- ◆ Feed this into design of the Group Award, ie aims, structure, Units and levels.
- ◆ Draw up a brief for Unit writers, which states clearly which NOS should be considered and where to put information.

- ◆ Decide on how mapping will be done at Group Award level. This might be done by the Qualifications Manager, someone in the Qualification Design Team or by a consultant commissioned to carry out this piece of work. It is likely that this work will be done towards the end of the development after the Units have been written and before the Validation Proposal Document is finalised.

4.2 Making the link

As discussed in Section 3, the link between vocational qualifications and National Occupational Standards should be made at Unit and Group Award level.

The place for explaining this link in the Unit specification is in the Support Notes. In Group Awards the link should be made in the Validation Proposal Document, the Validated Document, and in the subsequent Arrangements Document. It should be noted that the Support Notes are guidance only and if the qualification is being used as part of professional accreditation, then it will be necessary to ensure the Evidence Requirements cover any professional body requirements.

The way we represent the link between Units/Group Awards and NOS is important. For this reason, the following guidance should be used:

- ◆ The terminology of ‘alignment’ should be used to explain the links between a qualification and NOS.
- ◆ In SQA Units, the depth or level of alignment should indicate how the NOS unit titles and elements map to the content of the SQA Unit. The content of the Unit will be represented by the Outcomes. However, this is not about matching the wording of the Outcome to NOS elements but should be about looking at the knowledge and skills and evidence requirements that are incorporated in the Outcome.
- ◆ In SQA Group Awards, the depth or level of alignment should indicate how the NOS units and elements map to specific SQA Units and the Outcomes within the specified Units.

An example of alignment at Unit level is given in Appendix 3 and at Group Award level in Appendix 4.

4.2.1 Using SVQs for linking NOS to qualifications

As explained above, SVQs are based on National Occupational Standards and some qualifications might use the SVQ to demonstrate the links between the qualification and NOS. In this case the grid/explanation would show the link between the Outcomes/Units in the Unit/Group Award and the Outcomes/Units in the SVQ. The guidance given above on making links applies here also.

4.3 SCQF and NOS levels

NOS are not allocated levels on the SCQF. Where NOS have been ‘badged’ by awarding bodies, eg SVQ/NVQ, some may be levelled against the SCQF or other similar frameworks. For example, SVQs have been **broadly** benchmarked to the SCQF as follows:

SVQ level 1 benchmarks to SCQF level 4
SVQ level 2 benchmarks to SCQF level 5
SVQ level 3 benchmarks to SCQF level 6
SVQ level 4 benchmarks to SCQF level 8
SVQ level 5 benchmarks to SCQF level 11

Therefore, if you are developing an advanced qualification, the likely starting point would be SVQ level 3 to 5 (benchmarking to SCQF level 6 to 11). For non-advanced qualifications SVQ level 1 to 3 (benchmarking to SCQF levels 4, 5 and 6) would be most appropriate.

It is important to remember that although the subject Unit may be developed at a particular level, eg SCQF level 7, the link to an SVQ might be at the same level or at a level below, or it might provide underpinning knowledge, skills, etc for a higher level competence, which might be assessed at some time in the future.

4.4 Using NOS in Units

Two points are crucial here. These are:

- 1 that NOS are actively used by writers when developing a Unit
- 2 providing good information in the Support Notes for individual Units makes it easier to map NOS within a Group Award

The following items and advice will help Unit writers to use NOS in the development of a Unit:

- ◆ A copy of the relevant and up to date NOS and/or SVQ Units for the qualification area. See Section 2.4.1 and 4.1 for advice on how to obtain these. It should be noted here, that links may not be immediately obvious and some subject areas may not be covered by a discrete SSC — therefore this may mean some research and enquiry to ensure that any links have been explored. Also, as mentioned in Section 3.1, there may be Units that are not linked to NOS.
- ◆ An indication of which NOS elements are being considered. This should have been discussed by the Qualification Design Team and written into the brief for Unit writers.
- ◆ Instructions not to skew Units artificially.
- ◆ Instructions on where to include the link between the Unit and NOS and how this should be expressed. This should include:
 - instructions to put links in the Support Notes section

- the use of the terminology of ‘alignment’
 - the depth or level should be between Outcome (Unit) and Element (NOS)
 - representation through a grid that maps the Outcomes and Elements with additional information where appropriate.
- ◆ If Units need to incorporate a professional body requirement, then there is a need to ensure that the Evidence Requirements/assessments cover this.

4.5 Using NOS in Group Awards

The relationship of NOS to Group Awards should be made clear in:

- ◆ The Validation Proposal Document and the subsequent Validated Document. These should indicate the research carried out on NOS and the way the proposal for the aims and structure of the Group Award reflects the findings of the research. Summary information in the form of a grid should also be provided. This information can be taken from individual Units and should map Outcomes in Units to elements in NOS. Examples of summary information used in Professional Development Awards and National Certificates is given in Appendix 4.
- ◆ The Arrangements Document. Information on NOS will largely be taken from that given in the Validated Document.

Appendix 1: Examples of National Occupational Standards

UNIT 3-8: Contribute to the planning and evaluation of learning activities

UNIT SUMMARY

This unit is for:

Teaching/Classroom Assistants who help teachers to plan and evaluate learning activities.

This unit is about:

Helping the teacher to plan how learning activities will be implemented, including your own role in supporting the activities, and sharing your views and opinions with the teacher about how well the activities achieved the learning objectives.

This unit contains two elements:

- 3-8.1 Contribute to the planning of learning activities
- 3-8.2 Contribute to the evaluation of learning activities.

This is what you need to show:

In order to contribute to the planning of learning activities, you need to show that you understand the learning objectives of the planned activities and how success is to be measured. You will offer constructive and realistic suggestions for the support that you can provide, taking account of your own experience and expertise and your job role and responsibilities. You will share any concerns you have about the practicalities of implementing the planned activities with the teacher. You will make sure you understand the contribution that you will make to the planned activities and plan your time to meet your responsibilities and make effective use of allocated time.

When contributing to the evaluation of learning activities, you will need to show that you offer realistic and fair judgements on the success of the activities, taking account of the agreed success measures and the contexts within which the activities took place. You will make constructive comments about the strengths and weakness of the activities and how the activities might be improved. You will deal with any differences of opinion in a way that maintains effective working relationships with the teacher and other colleagues.

UNIT 3-8: Contribute to the planning and evaluation of learning activities

GLOSSARY OF TERMS USED IN THIS UNIT

Activities	The learning activities planned by the teacher for individual pupils, groups of pupils and the whole class.
Contexts	The factors that need to be taken into account when evaluating learning activities, for example: <ul style="list-style-type: none">• the relevant curriculum frameworks and policies• the age and stage of development of the pupils• any special educational needs of the pupils involved in the learning activities.
Difficulties	Potential barriers and hindrances to implementing the planned learning activities. Difficulties could relate to: <ul style="list-style-type: none">• learning materials e.g. availability, cost, quality• time e.g. timetable restrictions, your contractual hours• learning environment e.g. space, facilities, potential distractions or disruptions• your role and expertise e.g. your job description and requirements for supporting particular pupils, your subject knowledge.
Evaluation	An assessment of how well the learning activities achieved their objectives.
Planning	Deciding with the teacher what you will do, when, how and with which pupils, to ensure that planned learning activities are implemented effectively.
Plans	Plans may relate to a single lesson or span a number of lessons, e.g. project plans, scheme of work. The plan may be recorded in writing or just agreed verbally between you.
Success measures	The criteria against which the learning activities are evaluated. Success measures could relate to: <ul style="list-style-type: none">• the impact on individual or groups of pupils• coverage of the curriculum• individual learning targets.

Standard 3-8.1: Contribute to the planning of learning activities

Performance indicators

You must show that you:

1. Clarify your understanding of the expected learning outcomes to be achieved and how *success* is to be measured
2. Offer constructive and realistic suggestions as to the support you can provide, taking account of any particular strengths and weaknesses in your expertise and experience which could affect the *plans* being made
3. Give constructive and timely feedback on ideas and options being explored
4. Bring attention to any *difficulties* you foresee in carrying out the *plan* as required
5. Confirm your understanding of your contribution to implementing the *plan* with the teacher
6. Plan your time to meet your responsibilities for implementing the planned *learning activities* and make effective use of allocated time.

Scope of *success* measures to which this standard applies

- a. relating to impact on individual or groups of pupils
- b. relating to coverage of the curriculum
- c. relating to individual learning targets.

Scope of *plans* to which this standard applies

- a. relating to a single lesson
- b. relating to activities spanning several lessons.

Scope of *difficulties* to which this standard applies

- a. lack of suitable materials
- b. inadequate time
- c. related to the learning environment
- d. related to your role and/or expertise.

Scope of *learning activities* to which this standard applies

- a. relating to a single pupil
- b. relating to a group of pupils
- c. relating to the whole class.

Knowledge base

You must know and understand:

- i. The role and responsibilities of self and others in planning and implementing learning activities
- ii. Your role and responsibilities for supporting pupils' learning and the implications of this for the sort of support you can provide
- iii. The relationship between your own role and the role of the teacher within the learning environment
- iv. The school principles and policies for equal opportunities and inclusion, and the implication of these for how you work with pupils
- v. Relevant school curriculum policies and how these relate to national and local curricular frameworks and policies
- vi. How pupils learn and the implications of this for planning learning activities
- vii. Any particular learning needs and learning styles of the pupils concerned and how these may affect the planned learning activities
- viii. Principles underlying effective communication, planning and collaboration
- ix. Your experience and expertise in relation to supporting learning activities and how this relates to the planned activities
- x. Your strengths and weaknesses in relation to supporting different types of learning
- xi. The importance of effective time management and how to achieve this.

Standard 3-8.2: Contribute to the evaluation of learning activities

Performance indicators

You must show that you:

1. Express a realistic and fair view on the success of the *learning activities* taking account of the agreed *success measures*
2. Take account of the *contexts* within which the *learning activities* took place when offering comments upon it
3. Identify and share information on the strengths and weaknesses of the activities in a constructive manner
4. Offer realistic and constructive suggestions for improvements to the activities and your role in supporting them
5. Deal with any differences of opinion in a way that maintains effective working relationships with colleagues.

Knowledge base

You must know and understand:

- i. Principles underlying effective communication and collaboration
- ii. The role and responsibilities of self and others in contributing to and evaluating learning activities
- iii. Relevant school curriculum policies and how these relate to national and local curricular frameworks and policies
- iv. How pupils learn and the implications of this for evaluating learning activities
- v. Any particular learning needs and learning styles of the pupils involved in the activities and how these may affect the planned learning activities
- vi. How to give feedback in a constructive manner and in a way that ensures that working relationships are maintained.

Scope of *learning activities* to which this standard applies

- a. relating to a single pupil
- b. relating to a group of pupils
- c. relating to the whole class.

Scope of *success measures* to which this standard applies

- a. relating to impact on individual or groups of pupils
- b. relating to coverage of the curriculum
- c. relating to individual learning targets.

Scope of *contexts* to which this standard applies

- a. the relevant curriculum frameworks and policies
- b. the age and stage of development of the pupils involved
- c. any special educational needs of the pupils involved.

Assemble and Erect Structural Timber Roofs**Description:**

This unit is about:

- interpreting information
- adopting safe and healthy working practices
- selecting materials, components and equipment
- erecting in-situ, pre-fabricated structural timber walls and floors

Performance Criteria	Scope of Performance
You must be able to:	Evidence must be work-based, simulation alone is only allowed where shown in <i>bold italics</i> .
1 Interpret the given information relating to the work and resources to confirm its relevance.	Interpretation of drawings, specifications, manufacturers' information and cutting lists related to the work to be carried out.
2 Comply with the given, relevant legislation and official guidance to carry out your work and maintain safe work practices.	Safe use of personal protective equipment (PPE), lifting equipment and access equipment to carry out the activity, in accordance with legislation and/or organisational requirements. Safe use and storage of tools and equipment. <i>Safe use of fire extinguishers, as appropriate to the fire.</i>
3 Select the required quantity and quality of resources for the methods of work.	Selection of resources associated with own work: – materials and structural components – timber and metal fixings – bracing system – tools, machines and equipment.
4 Comply with organisational procedures to minimise the risk of damage to the work and surrounding area.	Protection of the work and its surrounding area from damage. Disposal of waste in accordance with legislation. Minimise damage and maintain a clean work space.

Unit No. VR 33: Assemble and Erect Structural Timber Roofs

Performance Criteria (continued)	Scope of Performance (continued)
<p>You must be able to:</p> <p>5 Comply with the given contract information to carry out the work efficiently to the required specification.</p>	<p>Evidence must be work-based, simulation alone is only allowed where shown in <i>bold italics</i>.</p> <p>Work skills to:</p> <ul style="list-style-type: none">- measure, mark out, joint, fit, fix, finish, position, secure and record. <p>Use and maintain:</p> <ul style="list-style-type: none">- hand tools- hand-held portable power tools- power tools/machines- ancillary equipment. <p>Unload, assemble and erect components to carpenter's marks and contractor's working instructions to:</p> <ul style="list-style-type: none">- timber roofs.
<p>6 Complete the work within the allocated time, in accordance with the programme of work.</p>	<p>Completion of own work within the estimated, allocated time to meet the needs of other occupations and/or client.</p>

Unit No. VR 33: Assemble and Erect Structural Timber Roofs

<p>Knowledge and Understanding relating to Performance Criteria You must know and understand:</p>	<p>Scope of Knowledge and Understanding The knowledge and understanding evidence should relate to the occupational area being assessed.</p>
<p><i>Performance Criteria 1</i> <i>Interpretation of information</i></p> <p>The organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented.</p> <p>The types of information, their source and how they are interpreted.</p> <p>The organisational procedures to solve problems with the information and why it is important they are followed.</p> <p><i>Performance Criteria 2</i> <i>Safe work practices</i></p> <p>The level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied.</p> <p>The types of fire extinguishers and how and when they are used.</p> <p>How emergencies should be responded to and who should respond.</p> <p>The organisational security procedures for tools, equipment and personal belongings.</p> <p>What the accident reporting procedures are and who is responsible for making the reports.</p> <p>Why and when personal protective equipment (PPE) should be used.</p>	<p>Disposal of waste Environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.</p> <p>Emergencies Operative's response to situations in accordance with organisational authorisation and personal skills when involved with: – fires, spillages, injuries.</p> <p>Fire extinguishers Water, CO₂, foam, powder and their uses.</p> <p>Hazards Those identified by method of work, manufacturers' technical information, statutory regulations and official guidance.</p> <p>Information Drawings, specifications, schedules, manufacturers' information and regulations governing: historical timber framing, post and beam construction, tension and compression timber structural engineering.</p> <p>Legislation and official guidance This relates to the operative's understanding of their responsibilities regarding current legislation whilst working: – in the workplace, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.</p> <p>Maintenance Operative care of hand tools and/or portable power tools, machines and ancillary equipment.</p>

Unit No. VR 33: Assemble and Erect Structural Timber Roofs

<p>Knowledge and Understanding relating to Performance Criteria (continued)</p> <p>You must know and understand:</p>	<p>Scope of Knowledge and Understanding (continued)</p> <p>The knowledge and understanding evidence should relate to the occupational area being assessed.</p>
<p><i>Performance Criteria 3</i> <i>Selection of resources</i></p> <p>The characteristics, quality, uses, limitations and defects associated with the resources and how defects should be rectified.</p> <p>How the resources should be used and how any problems associated with the resources are reported.</p> <p>The organisational procedures to select resources, why they have been developed and how they are used.</p> <p>The hazards associated with the resources and methods of work and how they are overcome.</p> <p><i>Performance Criteria 4</i> <i>Minimise the risk of damage</i></p> <p>How to protect work from damage and the purpose of protection.</p> <p>Why disposal of waste should be carried out safely and how it is achieved.</p> <p><i>Performance Criteria 5</i> <i>Meet the contract specification</i></p> <p>How methods of work, to meet the specification, are carried out and problems reported.</p> <p>How maintenance of tools and equipment is carried out.</p>	<p>Methods of work Application of knowledge for safe work practices, procedures, skills and transference of competence, relating to the area of work and materials used, to:</p> <ul style="list-style-type: none"> - unload and handle pre-fabricated components - erect in-situ components to form pitched roofs with trusses, purlins, hips, valleys and braces - form dormers - use roofing squares and layout methods - apply the theorem of Pythagoras - determine geometrical angles - determine graded timber tree anatomy and growth rates, shrinkage and defects - assess the milling and cleaving process - form joints associated with structural timber frame components - work with lifting equipment (an awareness of the necessity for user certification) - finish surfaces, including sandblasting and pest control - use hand tools, hand-held power tools and specialised equipment - use mechanical lifting equipment - work at height - use access equipment. <p>Team work and communication.</p> <p>Needs of other occupations associated with the erection of structural timber roofs.</p> <p>Personal protective equipment (PPE) Occupational use, types, purpose of each type and work situations.</p> <p>Problems Those arising from information, resources and methods of work:</p> <ul style="list-style-type: none"> - own authority to rectify - organisational reporting procedures - inclement weather.

Unit No. VR 33: Assemble and Erect Structural Timber Roofs

Knowledge and Understanding relating to Performance Criteria (continued)	Scope of Knowledge and Understanding (continued)
<p>You must know and understand:</p>	<p>The knowledge and understanding evidence should relate to the occupational area being assessed.</p>
<p><i>Performance Criteria 6</i> <i>Allocated time</i></p> <p>What the programme is for the work to be carried out in the estimated, allocated time and why deadlines should be kept.</p>	<p>Programme Types of progress charts, timetables and estimated times. Organisational procedures for reporting circumstances which will affect the work programme.</p> <p>Protect work Against damage from general workplace activities, other occupations and adverse weather conditions.</p> <p>Resources Materials, components and equipment relating to types, quantity, quality and sizes of standard and/or specialist: <ul style="list-style-type: none"> - timber, pre-fabricated components - pegs and metal fixings - mechanical lifting equipment - hand tools and hand-held power tools. Methods of calculating quantity, length, area and wastage associated with the method/procedure to assemble and erect structural timber roofs.</p> <p>Security procedures Site, workshop, company and operative.</p>
<p>Approved by UKCG September 2004</p>	<p>Page 5 of 5</p>

Appendix 2: Sector Skills Councils

Asset Skills — www.assetskills.org

All businesses and people involved in the maintenance and development of the built environment for the benefit of employers, individuals, residents and communities. The sector lies firmly at the heart of the interface between people and the built environment. The sector includes certain surveyors, property managers, residential estate agents, caretakers, facilities management professionals, cleaners, town planners, letting agents and housing managers.

Cogent — www.cogent-ssc.com

Oil and gas exploration and extraction, chemicals manufacturing and processing, petroleum refining, blending, storage and distribution, forecourt operations, oil fired heating services, manufacture of aviation fuels, bitumen, inks, polymer and nuclear industries.

Energy & Utility Skills — www.euskills.co.uk

The industries comprising Energy & Utility Skills form the top tier of the UK's energy and utility supply pyramid representing all facets of the creation and delivery of electricity, fuel for heat, water, the removal of waste water and the waste management sector.

Financial Services Skills Council — www.fssc.org.uk

Banks, retail and wholesale, building societies, leasing, investment and unit trusts and venture capital, life insurance, non-life insurance, insurance brokers, administration of financial markets, pension funding, Independent Financial Advisers, unit trust companies, fund managers, asset managers, stockbrokers, actuaries, loss adjusters, exchanges — stock, futures foreign, etc., fund management.

Lantra — www.lantra.co.uk

Agricultural livestock and crops, animal care, animal technology, aquaculture, environmental conservation, equine, farriery, fencing, floristry, forestry and timber processing game conservation, land-based engineering, landscaping, productive horticulture, veterinary nursing.

Science, Engineering & Manufacturing Technologies Alliance (SEMTA) — www.semta.org.uk

Basic metal manufacture, metal products, mechanical equipment, electronics, electrical equipment, motor vehicles, aerospace, other transport equipment. Also, building and repairing of ships, boats, railway and tramway locomotives, and rolling stock, motorcycles, bicycles, pharmacy, forensic science, meteorology, parts of the pharmaceutical

industry, biotechnology, genetics, nanotechnology and part of the packaging industry.

SkillsActive — www.skillsactive.com

Sport, recreation, children's play, health and fitness, outdoor education, training, caravans, recreation and adventure.

Skills for Health — www.skillsforhealth.org.uk

Skills for Health represents the four UK health departments, all key stakeholders within the health sector, and has close working relationships with similar bodies working in related sectors eg Social Care.

Skills for Logistics — www.skillsforlogistics.org

Freight transport by road, storage and warehousing, activities of other transport agencies, courier services, air freight (other scheduled air transport) rail freight (other transport via railways), freight inland sea and coastal water transport.

Summit Skills — www.summitskills.org.uk

Electrotechnical, Heating, Ventilating, Air Conditioning, Refrigeration and Plumbing Industries.

Automotive Skills — www.automotiveskills.org.uk

All businesses and people in the sales, maintenance and repair of new and used vehicles including passenger cars, motorcycles, commercial vehicles, light and heavy trucks and specialist vehicles throughout the UK.

ConstructionSkills — www.citb.co.uk

ConstructionSkills covers a wide range of sectors in the development and maintenance of the built environment and includes: house-building (public and private); infrastructure (roads, railways and utilities); non-residential building in the private sector (schools, colleges, hospitals and offices); industrial building by the private sector (factories and warehouses); commercial building by the private sector (offices, shops, entertainment, health and education).

Repair and maintenance work in all sectors is covered, as is the renting of construction machinery and professional design work in consultancies (engineering, architecture and surveying). Those doing construction work in other sectors eg public administration, real estate, building engineering services (plumbing and electrical contracting) are not covered.

e-skills UK — www.e-skills.com

Information technology, telecommunications and contact centres.

Improve — www.improveltd.co.uk

The Food and Drink SSC will represent employers operating in all sectors of the food and drink manufacturing and processing industry including sea fishing, craft bakery, meat and poultry, dairy and general food and drink.

People 1st — www.htf.org.uk

Hotels, restaurants, pubs and bars, hospitality services, contract catering, holiday parks (some aspects), caravan parks (some aspects), youth hostels, travel services, tourist services, events, gambling and betting, clubs, dance halls and discos, and visitor attractions.

Skillfast-UK — www.skillfast-uk.org

Apparel, footwear, textiles, leather, man-made fibres and related businesses.

Skillset — www.skillset.org.

Broadcast, film, video, interactive media and photo imaging.

Skills for Justice — www.skillsforjustice.com

Custodial care, community justice and policing.

Skillsmart — www.skillsmartretail.com

Retail.

GoSkills — www.goskills.org

Aviation (airports, operators and ground services), chauffeurs, coaches — both scheduled and non-scheduled, community bus services, driving instructors — all modes, private hire vehicles, scheduled bus services, taxis, trams and transport planners — public, private and schedulers.

GoSkills is in discussions with car parking, bus lane and congestion charge enforcement interests over the possible inclusion of car parking and is also holding discussions with leading trade bodies in the merchant navy and ports industries.

Skills for Care — www.sssc.uk.com

Social care policy is fully devolved to each of the four countries. The scope of the sector is defined by legislation in each of the countries, with some differences for the devolved administrations. It is anticipated that differences in the sector footprints will continue as services evolve to meet specific needs and changing legislative frameworks in individual countries.

In Scotland, Skills for Care covers the complete spectrum of those working in Social Work and Social Services in the statutory, voluntary and private sectors. Skills for Care is a partnership among the Care Council for

Wales, the Scottish Social Services Council, the Northern Ireland Social Care Council and TOPSS England.

**Creative and Cultural Industries Sector Skills Council —
www.ccskills.org.uk**

The arts (music, the performing arts, visual arts and literary arts); cultural heritage (museums, galleries and heritage organisations); crafts; design (specialist consultancies covering graphics, spatial and domestic products).

**Lifelong Learning Sector Skills Council —
www.lifelonglearninguk.org**

Employers who deliver and/or support the delivery of lifelong learning, including higher education, further education, work-based learning, community-based learning and development, youth work, libraries, archives and other information services.

ProSkills — www.proskills.co.uk.

A group of process and manufacturing industries — glass, extractives, coatings (paint), refractories and building products, paper, print and printed packaging

Government Skills — www.government-skills.gov.uk

Government Departments, Executive Agencies, Non-Departmental Public Bodies, Armed Forces.

Appendix 3: Example of NOS in Unit Support Notes

It is recommended that information about alignment to NOS should be in the Context section of the Support Notes.

Example

The Outcomes of this Unit are aligned to selected parts of the NOS for Management and Leadership, namely A1, A2, B2 and F12.

A1 'Managing your own resources' is about making sure a person has the personal resources to undertake a work role, identifies gaps in knowledge/skills, and undertakes activities to meet these gaps. A2 'Manage your own resource and professional development' builds on A1 and also looks at how a work role fits with the objectives of the organisation. F12 'Improve organisational performance' is about the continuous overall performance of the organisation. Outcomes 1, 2, 3 and 4 of the Unit align to these three Management & Leadership standards as the candidate is required to analyse their own professional practice, within the needs of the organisation. In addition Management & Leadership standard B2 'Map the environment in which your organisation operates' is covered in Outcome 2, where the candidate is required to evaluate the relevance and importance of current trends to his/her own professional practice and the needs of the organisation.

Appendix 4: Examples of NOS mapping at Group Award level

Professional Development Award (PDA): Personal Enterprise (SCQF level 9) — comparison with Management & Leadership Occupational Standards

The new National Occupational Standards (NOS) in Management and Leadership (M&L) have been developed by the Management Standards Centre (MSC), the government-recognised standard-setting body for management and leadership. These NOS are the product of an extensive research project carried out by the MSC between 2002 and 2004. The NOS are designed to act as a benchmark of best practice.

There are 47 standards covering 6 functional areas of management and leadership:

- ◆ Managing self and personal skills
- ◆ Providing direction
- ◆ Facilitating change
- ◆ Working with people
- ◆ Using resources
- ◆ Achieving results

Four of the seven Units which comprise the PDA provide a range of generic skills which can be applied across many of the standards in management and leadership. For example, communications skills, covered by the Unit ‘Professional Development: Communicating and Influencing for Effective Decision Making’, are required by every one of the management and leadership occupational standards. The table below lists some of the generic skills listed as required by many of the standards and the PDA Units which specifically develop these skills.

M&L NOS Generic skills	Professional Development: Communicating and Influencing for Effective Decision Making	Personal Development Planning	Action Learning	Professional Development: Personal Effectiveness
Communicating	X	X	X	X
Influencing	X			X
Planning		X		
Time management		X		X
Problem solving		X	X	X
Reflection	X	X	X	X
Conflict resolution			X	X
Delegating				X
Negotiation	X			X
Self assessment	X	X	X	X
Evaluation	X	X	X	X
Learning	X	X	X	X

The table below presents a mapping of the 47 standards against relevant outcomes from the PDA in Personal Enterprise (level 9). Matching of generic skills is not shown on the mapping table. The Unit ‘Professional Development: Communication and Influencing for Effective Decision Making’ does not appear in the table as the generic skill of communicating covers all standards.

M&L Occupational Standard	SQA Developing Personal Effectiveness Unit	Outcome
A Managing Self and Personal Skills		
A1 Manage your own resources	Personal Development Planning Action Learning Personal Effectiveness Professional Effectiveness	1, 2 1, 2, 3 2 1, 2, 3, 4
A2 Manage your own resources and professional development	Personal Development Planning Action Learning Professional Effectiveness	2, 3 1, 2, 3 1, 2, 3, 4
A3 Develop your personal networks		
B Providing Direction		
B1 Develop and implement operational plans for your area of responsibility	Managing a Project for an Organisation	2
B2 Map the environment in which your organisation operates	Professional Effectiveness	1, 2
B3 Develop a strategic business plan for your organisation		
B4 Put the strategic business plan into operation		
B5 Provide leadership for your team	Leadership for Performance Improvement Personal Effectiveness	2 1
B6 Provide leadership in your area of responsibility	Leadership for Performance Improvement	2

M&L Occupational Standard	SQA Developing Personal Effectiveness Unit	Outcome
B7 Provide leadership for your organisation	Leadership for Performance Improvement	2
B8 Ensure compliance with legal, regulatory, ethical and social requirements		
B9 Develop the culture of your organisation		
B10 Manage risk	Managing a Project for an Organisation	3
B11 Promote equality of opportunity and diversity in your area of responsibility		
B12 Promote equality of opportunity and diversity in your organisation		
C Facilitating Change		
C1 Encourage innovation in your team	Leadership for Performance Improvement	2
C2 Encourage innovation in your area of responsibility	Leadership for Performance Improvement	2
C3 Encourage innovation in your organisation	Leadership for Performance Improvement	2
C4 Lead change		
C5 Plan change	Managing a Project for an Organisation	3
C6 Implement change	Managing a Project for an Organisation	3
D Working with people		
D1 Develop productive working relationships with colleagues	Action Learning Leadership for Performance Improvement Managing a Project for an Organisation	1, 2, 3 2, 3 3
D2 Develop productive working relationships with colleagues and stakeholders	Leadership for Performance Improvement Managing a Project for an Organisation	2,3 3
D3 Recruit, select and keep colleagues		
D4 Plan the workforce		
D5 Allocate and check work in your team	Managing a Project for an Organisation	3
D6 Allocate and monitor the progress and quality of work in your area of responsibility	Managing a Project for an Organisation	3
D7 Provide learning opportunities for colleagues	Action Learning	1, 2, 3
E Using Resources		
E1 Manage a budget	Managing a Project for an Organisation	3
E2 Manage finance for your area of responsibility		
E3 Obtain additional finance for the organisation		
E4 Promote the use of technology within your organisation		
E5 Ensure your own action reduces risks to health and safety		
E6 Ensure health and safety requirements are met in your area of responsibility		
E7 Ensure an effective organisational approach to health and safety		

M&L Occupational Standard	SQA Developing Personal Effectiveness Unit	Outcome
F Achieving Results		
F1 Manage a project	Managing a Project for an Organisation	1, 2, 3, 4
F2 Manage programme of complementary projects		
F3 Manage business processes		
F4 Develop and review a framework for marketing		
F5 Resolve customer service problems	Personal Effectiveness	3
F6 Monitor and solve customer service problems	Personal Effectiveness	3
F7 Support customer service problems		
F8 Work with others to improve customer service		
F9 Build your organisation's understanding of its market and customers		
F10 Develop a customer focused organisation		
F11 Manage the achievement of customer satisfaction		
F12 Improve organisational performance	Professional Effectiveness	1, 2, 3, 4

National Certificate in Building Services Engineering

Example of alignment to the National Occupational Standards

The National Occupational Standards on which the new S/NVQ in Building Services Engineering were based were developed by SummitSkills and approved in 2006. It was decided to align the National Certificate's Units with the new S/NVQ in Building Services Engineering.

Table 1 indicates which S/NVQ Units are mapped to the SummitSkills National Occupational Standards (SST/NOS).

Table 1

SST/NOS reference	S/NVQ Unit Title
SST/NOS 1	Monitor and implement health and safety during building services engineering projects
SST/NOS 2	Monitor and implement building services engineering projects in the work location
SST/NOS 3	Apply design principles to building services engineering projects
SST/NOS 4	Contribute to estimating and tendering processes for building services engineering projects
SST/NOS 5	Monitor commissioning and testing procedures for building engineering projects
SST/NOS 6	Apply contract conditions for building services engineering projects
SST/NOS 7	Provide technical and functional information to relevant people
SST/NOS 8	Contribute to planning work methods, resources and systems to meet building services engineering project work requirement

Table 2 indicates which of the Units from the National Certificate align to the S/NVQ Unit Title, which in turn map to the SST/NOS.

Table 2

Mandatory/Optional	Unit Title	S/NVQ Unit Title	SST/NOS Reference
Mandatory	Health, Safety and Welfare	Monitor and implement health and safety during building services engineering projects	SST/NOS 1
Mandatory	Construction Technology and Design	Monitor and implement health and safety during building services engineering projects Apply design principles to building services engineering projects Contribute to estimating and tendering processes for building services engineering projects Monitor commissioning and testing procedures for building engineering projects Apply contract conditions for building services engineering projects Provide technical and functional information to relevant people	SST/NOS 1 SST/NOS 3 SST/NOS 4 SST/NOS 5 SST/NOS 6 SST/NOS 7
Mandatory	Building Services Science		
Mandatory	Graphical Detailing	Monitor and implement health and safety during building services engineering projects Apply design principles to building services engineering projects Contribute to estimating and tendering processes for building services engineering projects Monitor commissioning and testing procedures for building engineering projects Provide technical and functional information to relevant people	SST/NOS 1 SST/NOS 3 SST/NOS 4 SST/NOS 5 SST/NOS 7
Mandatory	Analytical Methods		
Mandatory	Electrical Technology	Monitor and implement health and safety during building services engineering projects Apply design principles to building services engineering projects	SST/NOS 1 SST/NOS 3

Mandatory/Optional	Unit Title	S/NVQ Unit Title	SST/NOS Reference
		Contribute to estimating and tendering processes for building services engineering projects Monitor commissioning and testing procedures for building engineering projects Provide technical and functional information to relevant people	SST/NOS 4 SST/NOS 5 SST/NOS 7
Mandatory	Building Services Technology	Monitor and implement health and safety during building services engineering projects Apply design principles to building services engineering projects Contribute to estimating and tendering processes for building services engineering projects Monitor commissioning and testing procedures for building engineering projects Provide technical and functional information to relevant people	SST/NOS 1 SST/NOS 3 SST/NOS 4 SST/NOS 5 SST/NOS 7
Mandatory	Thermofluids		
Mandatory	Project	Monitor and implement health and safety during building services engineering projects Apply design principles to building services engineering projects Contribute to estimating and tendering processes for building services engineering projects Monitor commissioning and testing procedures for building engineering projects Provide technical and functional information to relevant people Contribute to planning work methods, resources and systems to meet building services engineering project work requirement	SST/NOS 1 SST/NOS 3 SST/NOS 4 SST/NOS 5 SST/NOS 7 SST/NOS 8
Optional	Planning, Organisation and Control of Resources	Monitor and implement building services engineering projects in the work location Apply contract conditions for building services engineering projects Contribute to planning work methods, resources and systems to meet building services engineering project work requirement	SST/NOS 2 SST/NOS 6 SST/NOS 8
Optional	Applied Mathematics		

Mandatory/Optional	Unit Title	S/NVQ Unit Title	SST/NOS Reference
Optional	Heating & Plumbing Technology	Monitor and implement health and safety during building services engineering projects Apply design principles to building services engineering projects Contribute to estimating and tendering processes for building services engineering projects Monitor commissioning and testing procedures for building engineering projects Provide technical and functional information to relevant people	SST/NOS 1 SST/NOS 3 SST/NOS 4 SST/NOS 5 SST/NOS 7
Optional	Air Conditioning & Ventilation Technology	Monitor and implement health and safety during building services engineering projects Apply design principles to building services engineering projects Contribute to estimating and tendering processes for building services engineering projects Monitor commissioning and testing procedures for building engineering projects Provide technical and functional information to relevant people	SST/NOS 1 SST/NOS 3 SST/NOS 4 SST/NOS 5 SST/NOS 7
Optional	Refrigeration Technology	Monitor and implement health and safety during building services engineering projects Apply design principles to building services engineering projects Contribute to estimating and tendering processes for building services engineering projects Monitor commissioning and testing procedures for building engineering projects Provide technical and functional information to relevant people	SST/NOS 1 SST/NOS 3 SST/NOS 4 SST/NOS 5 SST/NOS 7

