



Group Award Specification for:

National Progression Award in Climate Change and Sustainability (SCQF level 3)

Group Award Code: GT7R 43

National Progression Award in Climate Change and Sustainability (SCQF level 4)

Group Award Code: GT7T 44

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1 Introduction

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 National Progression Award in Climate Change and Sustainability is designed to enable learners to learn more about the impacts of climate change and to develop the skills, knowledge, motivation and behaviours to live sustainable lifestyles.

The potential and actual impacts of climate change, including the effects due to human activity and the need to live more sustainably, have become increasingly apparent. Glasgow hosting the 2021 United Nations Climate Change Conference (COP 26) in 2021, where world leaders debated the human causes of climate change and strategies to minimise these causes, brought these issues very much into public focus in Scotland.

The Scottish Government's *Climate Change Plan* sets out how our nation will move towards a low carbon economy that will help to deliver sustainable economic growth and create a greener, fairer and healthier Scotland by 2032. The Scottish curriculum and education system have a crucial role to play in providing learners with opportunities to develop the skills, capabilities, attributes, knowledge, motivation and behaviours to live sustainable lifestyles as informed and committed global citizens. Learning for Sustainability is an entitlement for all learners within Scotland's curriculum and all education practitioners are expected to reflect the principles of Learning for Sustainability within their practice as set out in the *Vision 2030+* report.

The National Progression Award in Climate Change and Sustainability may enable centres to contribute towards the Scottish Government's emphasis on providing learners with the opportunities to develop the skills, knowledge, motivation and behaviours to live sustainable lifestyles. Together, learners can acquire knowledge of climate change and explore solutions to enable sustainable living.

2 Qualifications structure

National Progression Award in Climate Change and Sustainability (SCQF level 3) (GT7R 43)

This group award is made up of 2 SQA unit credits. It comprises 12 SCQF credit points at SCQF level 3 in the mandatory section. There are no optional units. A mapping of Core Skills development opportunities is available in section 5.3.

National Progression Award in Climate Change and Sustainability (SCQF level 4) (GT7T 44)

This group award is made up of 2 SQA unit credits. It comprises 12 SCQF credit points at SCQF level 4 in the mandatory section. There are no optional units. A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

National Progression Award in Climate Change and Sustainability (SCQF level 3) (GT7R 43)

To attain the qualification, candidates must complete both units.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6MV	73	Geography: Global Issues in the Context of Climate Change	1	6	3
H24S	73	Environmental Science: Sustainability	1	6	3

National Progression Award in Climate Change and Sustainability (SCQF level 4) (GT7T 44)

To attain the qualification, candidates must complete both units.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6MV	74	Geography: Global Issues in the Context of Climate Change	1	6	4
H24S	74	Environmental Science: Sustainability	1	6	4

3 Aims of the qualifications

The principal aim of this award is for candidates to develop an interest in, and concern for, climate change and sustainable development.

3.1 General aims of the qualifications

The general aims of the award are for candidates to:

1. develop an appreciation of the ways in which people and the environment interact in response to physical and human processes
2. develop a range of geographical skills
3. develop a range of scientific skills
4. develop problem-solving skills
5. draw conclusions based on evidence
6. develop knowledge and understanding of climate change
7. develop knowledge and understanding of sustainability
8. establish a foundation for more advanced learning about climate change
9. establish a foundation for more advanced learning about sustainability

3.2 Specific aims of the qualifications

The specific aims of the award are for candidates to:

10. develop numerical or graphical information in the context of climate change
11. develop knowledge and understanding in relation to climate change

12. develop scientific enquiry skills
13. carry out an experiment or practical investigation in the context of sustainability
14. develop knowledge and understanding in relation to sustainability

4 Recommended entry to the qualifications

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

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

- ◆ National Progression Award in Climate Change and Sustainability at the level below (if appropriate)
- ◆ National Courses or units in Geography
- ◆ National Courses or units in Environmental Science

5 Additional benefits of the qualifications 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 or professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills, through doing this qualification.

5.1 Mapping of qualification aims to units

SCQF level 3

Code	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		J6MV 73	Geography: Global Issues in the Context of Climate Change	X	X			X	X		X		X	X	
H24S 73	Environmental Science: Sustainability			X	X	X		X		X			X	X	X

SCQF level 4

Code	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14
		J6MV 74	Geography: Global Issues in the Context of Climate Change	X	X			X	X		X		X	X	
H24S 74	Environmental Science: Sustainability			X	X	X		X		X			X	X	X

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

The following indicates where a specific unit could, depending on the activities carried out, link to performance criteria (P) for LANEM15 — Develop an awareness of environmental good practice:

SCQF level 3

Code	Unit title	P1 review the impact of your activities on the environment	P2 identify how your practices impact the environment	P4 review the positive and negative impact of your activities on the environment	P5 report any potential negative impact	P6 encourage others to develop and maintain environmental awareness	P9 identify opportunities to reduce the negative and improve the positive impact on the environment
J6MV 73	Geography: Global Issues in the Context of Climate Change	X	X	X	X		
H24S 73	Environmental Science: Sustainability	X				X	X

SCQF level 4

Code	Unit title	P1 review the impact of your activities on the environment	P2 identify how your practices impact the environment	P4 review the positive and negative impact of your activities on the environment	P5 report any potential negative impact	P6 encourage others to develop and maintain environmental awareness	P9 identify opportunities to reduce the negative and improve the positive impact on the environment
J6MV 74	Geography: Global Issues in the Context of Climate Change	X	X	X	X		X
H24S 74	Environmental Science: Sustainability	X				X	X

5.3 Mapping of Core Skills development opportunities across the qualifications

There are no Core Skills embedded in the units however, depending on learning and teaching activities, there may be opportunities to develop the following:

SCQF level 3

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J6MV 73	Geography: Global Issues in the Context of Climate Change	X	X	X	X	X	X		X			X	
H24S 73	Environmental Science: Sustainability	X	X	X	X	X	X	X	X	X		X	

SCQF level 4

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J6MV 74	Geography: Global Issues in the Context of Climate Change	X	X	X	X	X	X		X			X	
H24S 74	Environmental Science: Sustainability	X	X	X	X	X	X	X	X	X		X	

5.4 Assessment strategy for the qualifications

SCQF level 3

Unit	Assessment	
	Outcome 1	Outcome 2
J6MV 73 Geography: Global Issues in the Context of Climate Change	<p>Evidence can be produced in any format including practical, written, oral and/or recorded.</p> <p>Candidates must be able to extract at least one factual point from a numerical or graphical source.</p> <p>Candidates must be able to interpret at least one relevant factual point from a source.</p>	<p>Evidence can be produced in any format including practical, written, oral and/or recorded.</p> <p>Candidates must be able to produce at least two relevant factual descriptions about the features of climate change.</p> <p>Candidates must be able to make two relevant descriptive points about the causes and the effects of climate change.</p>
H24S 73 Environmental Science: Sustainability	<p>The candidate should be seen to safely follow a given set of procedures correctly, to carry out and evaluate an experiment or practical investigation.</p>	<p>Candidates should be given the opportunity to make accurate statements for all of the key areas of the unit and demonstrate each of the problem-solving skills through answering a set of questions.</p> <p>At least 50% of the marks available, in the set of questions, must be correct.</p>

SCQF level 4

Unit	Assessment	
	Outcome 1	Outcome 2
J6MV 74 Geography: Global Issues in the Context of Climate Change	<p>Evidence can be produced in any format including practical, written, oral and/or recorded.</p> <p>Candidates must be able to use at least two numerical and graphical sources to interpret at least two characteristics or features.</p> <p>Candidates must be able to use evidence to draw a conclusion from numerical or graphical information.</p>	<p>Evidence can be produced in any format including practical, written, oral and/or recorded.</p> <p>Candidate must be able to describe two key characteristics or features of climate change.</p> <p>Candidates must be able to give at least two explanations that make climate change plain or clear, for example by showing connections between factors or causal relationships.</p> <p>Candidates must be able to make two relevant descriptive points about the causes or the effects of climate change.</p> <p>Candidate must be able to explain two strategies that deal with climate change.</p>
H24S 74 Environmental Science: Sustainability	<p>Candidates should plan, safely carry out and evaluate, an experiment or practical investigation.</p>	<p>Candidates should be given the opportunity to make accurate statements for all of the key areas of the unit and demonstrate each of the problem-solving skills through answering a set of questions.</p> <p>At least 50% of the marks available, in the set of questions, must be correct.</p>

6 Guidance on approaches to delivery and assessment

The National Progression Award in Climate Change and Sustainability is designed to raise candidates' awareness of the effects of climate change and sustainable living through the development and application of geographical and scientific skills and knowledge.

Where possible, methods of assessment and assessment conditions should be as flexible as possible within the requirements of the units. Centres must, therefore, make sure that they are familiar with the mandatory information contained in the unit specifications and the unit assessment support packs, particularly the judging evidence tables.

6.1 Sequencing/integration of units

The structure of the award lends itself to a variety of delivery approaches and could be delivered on a part-time or full-time basis. It could be embedded within a broader programme of study, for example, in conjunction with National Courses in Geography and Environmental Science.

There is no preferred sequence for the delivery of the units; this could depend on:

- ◆ duration of the programme of study
- ◆ teacher or lecturer availability
- ◆ resources
- ◆ timetabling

Delivery should be cross-curricular in approach, involving teachers or lecturers from the Geography and Science departments. Learning should be experiential, active, challenging and enjoyable and could include:

- ◆ the teacher or lecturer working with groups or individuals
- ◆ use of a range of resources such as maps, diagrams, graphs, charts, statistical information and so on
- ◆ practical experiments and activities
- ◆ investigation
- ◆ internet research
- ◆ fieldwork
- ◆ groupwork
- ◆ learner presentations

These are indicative and are neither mandatory nor exhaustive.

Centres could take a holistic approach to delivery by integrating learning and assessment across the geographical and scientific units of the award.

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.

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.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in units. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence.

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

It is recommended that appropriate IT facilities are made available to learners.

For the H24S Environmental Science: Sustainability units, learners will need access to the resources required to carry out an experiment or practical investigation; this may include use of laboratory equipment.

7 General information for centres

Equality and inclusion

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

Internal and external verification

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

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

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

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ 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)

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.

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 that arise in learning and teaching but are not automatically certificated.

History of changes

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

NOTE: Where a unit is revised by another unit:

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

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

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.

This award is a National Progression Award that focuses on climate change and sustainability.

The award is available at SCQF levels 3 and 4 and consists of two mandatory units:

- ◆ Geography: Global issues in the Context of Climate Change
- ◆ Environmental Science: Sustainability

To achieve the award you must successfully complete both units.

The award offers the opportunity for you to expand your knowledge in relation to the effects of climate change and sustainable living and development. You will be able to develop geographical skills such as interpreting and using information from numerical sources, and develop the scientific skills to enable you to carry out an experiment or practical investigation.

If you are already studying for National Courses in Geography or Environmental Science, you may wish to take this award to further your knowledge about the relationships between climate change and sustainable living.