Arrangements for:

Higher National Certificate in Quality

Group Award Code: G86N 15

Professional Development Award in Quality

Group Award Code: G8KW 47

Validation date: March 2006

Date of original publication: June 2006

Version: 03 (April 2014)

Acknowledgement

Contents

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
03	**Revision to Units**: DL5G 34 *Supply Chain Management: An Introduction* revised by H31L 34 *Supply Chain Fundamentals*. DL55 34 *Supply Chain: Business Excellence* revised by H31F 34. Finishing 21/07/2014. DJ42 34 *Creating a Culture of Customer Care* revised by H1F0 34. Finishing 31/07/2015.	24/04/13
02	New code for PDA: G8KW 47 replaces old code G86R 15.	25/10/07

1 Introduction

This is the Arrangements document for the revised Higher National Certificate (HNC) in Quality and Professional Development Award (PDA) in Quality which were validated in March 2006 and will be implemented in centres from August 2006. These qualifications replace the existing HNC in Quality and PDA in Quality.

The new HNC/PDA in Quality are designed to equip candidates with the knowledge, understanding and skills required for success in current and future employment or progression to further academic and/or professional qualifications in this field.

The document is designed to assist centres who will be delivering the revised qualifications and outlines the background to the development, the general and specific aims of the qualifications, changes in the qualification structure and content, recommended delivery and assessment guidance. It also provides details of the frameworks of the new qualifications.

2 Rationale for the revision of the award

2.1 Background

The original unitised HNC in Quality Assurance was introduced in 1993. This was further developed into an HND in Quality Management in 1994.

When the revised awards were introduced in 1999 the titles changed to HNC in Quality and HND in Quality. Unfortunately market demand for the awards has proved disappointing and the HND in Quality is not operating at a sustainable level. Because of this, the HND in Quality will no longer be offered. A PDA in Quality has been developed. This is essentially a subset of the HNC.

2.2 Rationale for HNC Quality

There is a need for the HNC in Quality and this need is demonstrated in a survey conducted by Future Skills, Scotland, information from the Institute of Quality Assurance (IQA) and the initial survey for the review of the HN Quality Group Awards.

Future Skills, Scotland (2002) survey shows that, in Scotland and across various employment sectors, there are employment vacancies that are hard to fill. Furthermore, most of these hard to fill vacancies are caused by a lack of soft skills. The survey also identifies the impact of these soft skills shortages upon companies including:

♦ difficulties in meeting customer service objectives
♦ difficulties in meeting quality standards
♦ difficulties in introducing new work practices

All of these are quality related issues.

In the UK, the IQA has 13,000 individual and 600 company members representing quality practitioners across various sectors. Membership of the IQA is growing.

The initial survey for the review of the HNC in Quality indicates that most employers would consider holders of the HNC in Quality for positions within their companies. The majority of ex-candidates holding the HNC in Quality are employed in quality-related positions in various industries.

2.3 Rationale for PDA Quality

There is a need for the PDA in Quality and this need is demonstrated in a survey conducted by Future Skills, Scotland and the initial survey for the review of the HN Quality Group Awards.

Future Skills, Scotland (2002) survey shows that, in Scotland and across various employment sectors, there are employment vacancies that are hard to fill. Furthermore, most of these hard to fill vacancies are caused by a lack of soft skills. The survey also identifies the impact of these soft skills shortages upon companies including:

♦ difficulties in meeting customer service objectives
♦ difficulties in meeting quality standards
♦ difficulties in introducing new work practices

All of these are quality related issues.

The initial survey for the review of the HN Quality indicates that most employers knew little about the PDA in Quality. The minority who knew about the PDA in Quality said that they would consider holders of the PDA in Quality for positions within their companies. Some employers stated that their quality-related positions required the employee to have engineering qualifications, rather than the PDA/HNC in Quality.

The PDA is a subset of the HNC in Quality. It consists of six credits and could be achieved within one year on a part-time basis. This would be attractive to employees with other qualifications suitable to their core businesses but who wish to move into quality-related positions. Should the candidate wish, with a further year of part-time study, they could achieve the HNC in Quality. It is also possible for HNC candidates to leave the HNC after a year with a PDA in Quality.

A PDA at SCQF level 8 was considered but was felt to be unsuitable because it would not articulate on to either a degree or to the IQA Diploma.

Candidate uptake statistics

ENTRIES

	product									Total
	code	level	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	
HNC	G5DN	15	15	33	61	4	19	33	0	165
HND	G5DN	16	1	0	10	8	0	0	0	19
PDA *	G6MV	17	0	0	15	0	0	12	0	27
			16	33	86	12	19	45	0	211

AWARDS										
	product		1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	Total
	code	level								
HNC	G5DN	15	0	8	59	29	22	11	9	**138**
HND	G5DN	16	0	0	1	10	7	1	0	**19**
PDA	G6MV	17	0	0	0	15	0	12	0	**27**
			0	**8**	**60**	**54**	**29**	**24**	**9**	**184**

* The PDA was validated in 2001 and is offered by one centre

2.4 Market research, consultation and development processes

The initial review of the current HNC/PDA in Quality was conducted using secondary and primary research.

Secondary Research

Secondary research was conducted using information from: Future Skills, Scotland; a survey of Institute of the Quality Assurance (IQA) members by McMillan, Davies Hodes conducted in September 2000 to monitor perceptions of professional value in the fields of quality and health and safety; a 'Body of Knowledge' produced by the Professional Policy Board of the IQA. The IQA Certificate, Diploma and Advanced Diploma are based upon this Body of Knowledge.

Primary Research

This was conducted through the use of interviews and surveys of: Approved centres; Non-Approved centres, Employers, Candidates, Ex-Candidates and Higher Education Institutions (HEI). All approved centres and HEIs were approached by telephone. Four approved centres currently offer the HNC in Quality. The Course Leaders of the four approved centres who currently offer the HNC in Quality were interviewed in October and November 2004. Several universities offer a Masters Degree and individual modules in Quality but only one HEI, Paisley University currently offers a first degree in Quality. The Course Leader for the Bsc in Quality from Paisley University was also interviewed. Group interviews were also conducted with current students. Employers were approached by telephone, to identify a contact to which a questionnaire could be sent. The Institute of Quality Assurance was approached by telephone and e-mail.

In reviewing these awards consultations were undertaken at key stages in the development schedule. To assist in the review a Qualifications Design Team (QDT) consisting of members of all centres offering the awards was established.

Stakeholder	Method of Consultation
Delivering Centres	♦ Initial one-to-one interview with representatives from all delivering centres. ♦ One Postal questionnaire to all delivering centres. ♦ Three review meetings for all delivering centres. (The first meeting focussed on the proposed content and structure of awards, the second and third meetings focused on the review of Units.)
Non-Delivering Centres	♦ One Postal questionnaire to all non-delivering centres
Employers	♦ Telephone contact with company to identify named individuals to whom questionnaire was sent. ♦ Questionnaire sent to employers (information gathered on award content and structure).
Higher Education	♦ Interview
Ex-Candidates	♦ One Postal questionnaire to a sample of 50 ex-candidates
Current Candidates	♦ Group interview with candidates at two centres ♦ One Postal questionnaire to all current candidates

2.5 Summary of feedback

The majority of respondents have a positive opinion of the current HNC in Quality. Few respondents made adverse comments though many have suggestions of new areas that should improve any new course. In this section, the main issues are highlighted together with areas of commonality and differences of opinion.

Most centres have declining student numbers studying the HNC in Quality and only four centres currently offer the award. Only one Higher Education Institution offers a first degree in Quality and it is unlikely to continue after 2006.

The reasons for the decline are not clear. All the centres, employers, candidates and ex-candidates who responded to this survey are very positive about the awards. Centres suggested poor marketing, a preference for the IQA Professional qualifications and lack of demand. Seventy seven per cent of employers stated that they would consider holders of the HNC in Quality for positions in their companies yet among the employers only 20% have employees who hold an HNC in Quality. No company has any employees with the PDA in Quality. The range of posts for HNC holders varied from Quality Support to Quality Manager. The Quality-related positions held by the ex-candidate responses ranged from Inspector to Quality Manager.

The majority of Quality professionals (IQA members) are employed in medium to large sized companies. Most of the employers who responded to this survey (78%) are also medium to large sized companies. The majority of both the employers and the ex-candidates who replied to this survey are from manufacturing companies (71% and 75% respectively).

The salaries of Quality professionals are enhanced by additional Health and Safety responsibilities and/or Environmental responsibilities. Yet 40% of non-approved centres rated the Units 'Health and Safety' and 'Environmental Issues' as irrelevant.

All candidates studied and are studying on a part time basis. There are no full time students. All candidates, except one, are mature students with job-related experience.

In the Scottish labour market, a lack of soft management skills is likely to be the reason why some vacancies for highly skilled jobs are hard to fill. Most Centre respondents feel that the current framework meets the Core Skills strategy in terms of both level and the needs of the sector and the majority of candidates and ex-candidates agree that the current course develops Core Skills. See Table 1.

Table 1   Centre and Candidate Opinion of the Award in terms of Core Skills Strategy

Core Skill	Approved Centre	Approved Centre	Candidate	Ex-Candidate
	Agree in Terms of Level (%)	Agree in Terms of Sector Relevance (%)	Agree that the Award Develops Skills (%)	Agree that the Award Develops Skills (%)
Communication	100	100	91	88
Numeracy	100	100	83	62
Information Technology	100	100	75	81
Problem Solving	50	50	100	75
Working with Others	50	50	83	69

The majority of employers rate the Core Skills as beneficial or essential to their business, but a minority regard numeracy as irrelevant to their business. See Table 2.

Table 2   Employer Opinion of Core Skills

Core Skill	Employer Beneficial or Essential (%)	Employer Irrelevant (%)
Communication	100	0
Numeracy	93	7
Information Technology	100	0
Problem Solving	100	0
Working with Others	100	0

The majority of candidates and ex-candidates feel that the current course takes account of their skills and knowledge at the start of the course and that there is a good balance between mandatory and optional Units. The majority also feel that the course provides the right skills for employment, entry to a degree and entry to professional qualifications.

The majority of candidates think that the HNC in Quality develops skills apart from the Core Skills. The biggest disagreement concerns contributing to a team.   Open Learning students do not feel that the mode of study lends itself to working with others.

The major strengths of the course are: that it is wide-ranging, broad-based, and in-depth, gives good grounding in the basics, and is relevant to the workplace and useful for employment. A further strength is that the expectations of most candidates are met (68% of candidates are mostly to fully satisfied with the course)

2.6   Other related qualifications

There are a number of qualifications which provide opportunities for progression to and from the HNC/PDA in Quality which are outlined below:

NQ Units
A wide variety of NQ Units are available in Quality at SCQF level 4 (Intermediate 1), level 5 (Intermediate 2) and level 6 (Higher), eg Introduction to Quality (level 4); Quality Assurance (level 5); Quality Assurance Procedures (level 6); Quality Management Techniques (level 6), etc. These NQ Units provide progression to the PDA in Quality and HNC in Quality.

HN Units/Group Awards
Over 200 HNC/HND awards include HN Units in Quality which would provide opportunities for candidates transferring to other awards, eg Engineering, Tourism and Enterprise all include the Fundamentals of Quality Unit.

The PDA in Quality is the direct articulation route to the HNC in Quality. The PDA is a subset of the HNC and four mandatory credits of the PDA are also mandatory credits within the HNC.

Higher Education

The University of Paisley currently runs a degree programme in Quality Management which includes the following core modules:

♦ Quality Assurance and Management Systems
♦ Software Quality Technology
♦ Statistical Quality Control
♦ Strategy and Risk Management
♦ Interpersonal Skills and Change Management Project

As can be seen from the above core modules and the HNC structure included in Section 5.3.1 there is a clear link between the two awards which would allow candidates opportunities for progression to the degree programme. The University of Paisley has indicated that it is unlikely to continue with this degree programme. However, there are a wide variety of degree programmes which include elements of Quality and Quality Management.

Professional Body Qualifications

The Institute of Quality Assurance (IQA) is the main professional body offering progression to and from the HNC in Quality. The IQA Certificate in Quality would provide a good basis for progression to the HNC in Quality and the HNC in Quality would provide a good grounding for progression to the IQA's Diploma in Quality. Candidates achieving the new HNC in Quality are eligible for accreditation of prior learning for 2 Units of IQA's Diploma in Quality — D1, Introduction to Quality and D2, Quality Management.

2.7 Progression

The diagram below provides an illustration of possible progression to and from the PDA in Quality and the HNC in Quality.

```
┌─────────────────────────────┐
│      NQ Quality Units       │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   IQA Certificate in Quality │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       **PDA in Quality**     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       **HNC in Quality**     │
└─────────────────────────────┘
        ╱             ╲
       ▼               ▼
┌──────────────┐  ┌──────────────┐
│ Degree in    │  │ IQA Diploma  │
│ Quality      │  │ in Quality   │
│ Management   │  │              │
└──────────────┘  └──────────────┘
```
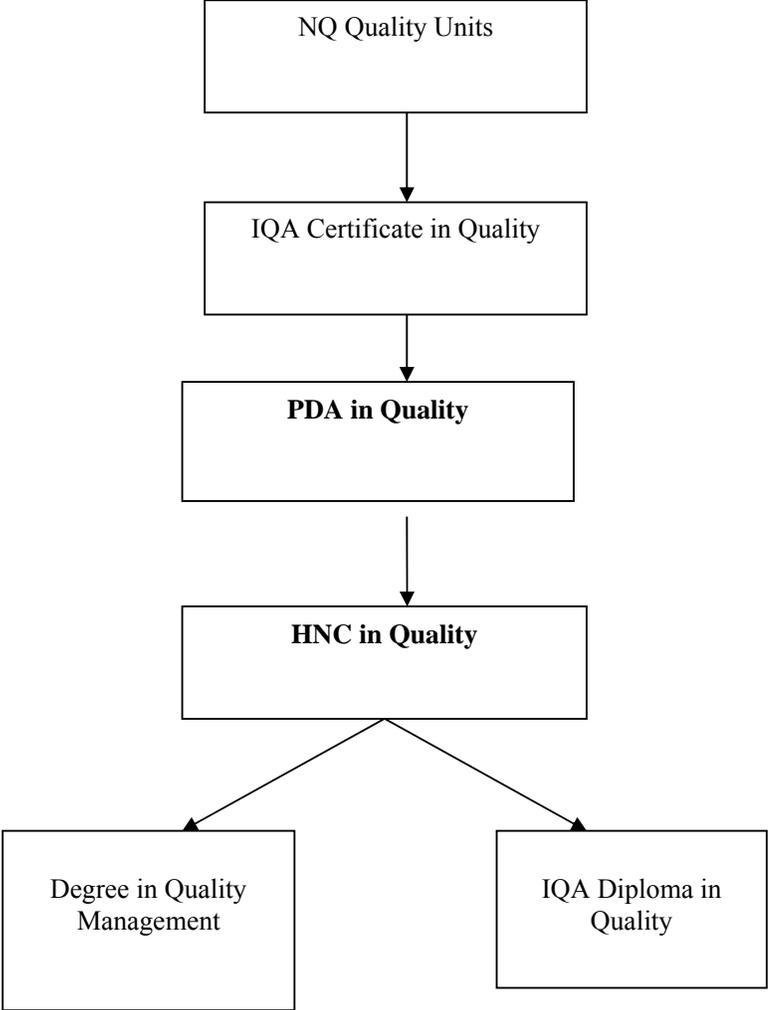
The table below details examples of SQA qualifications in this sector and shows possible progression pathways.

SCQF	SQA National Units Courses and Group Awards	Higher Education	Scottish Vocational Qualifications (SVQs)	SCQF
12		**Doctorate**		12
11		**Masters**	**SVQ level 5**	11
10		**Honour Degree**		10
9		**Ordinary Degree**		9
8		**HND/ Dip HE**	**SVQ level 4** Quality Management (finish date 2009)	8
7	**Advanced Higher**	**HNC /PDA** Quality		7
6	**Higher** *NQ Units eg:* Quality Assurance Procedures Quality Management Techniques		**SVQ level 3**	6
5	**Intermediate 2** *NQ Units eg* Quality assurance		**SVQ level 2**	5
4	**Intermediate 1** *NQ Units, e.g.:* Introduction to Quality		**SVQ level 1**	4
3	**Access 3**			3
2	**Access 2**			2
1	**Access 1**			1

2.8 Target client group

The HNC and PDA in Quality are suitable for a wide range of candidates including:

♦ adult returners to education
♦ candidates in employment in quality related positions who wish to enhance their career prospects
♦ candidates in employment who wish to move into quality-related fields

2.9 Employment Opportunities

The PDA in Quality and HNC in Quality are designed to provide candidates with the skills and knowledge required to enter a range of quality related roles. The following list provides an indication of the types of post taken up by HN Quality candidates:

Quality Officer
Quality Inspector
Senior Quality Officer
Quality Manager
Quality Technician
Quality Engineer

3 Aims of the award

3.1 General aims of the HNC in Quality

1   To develop an understanding of the field of Total Quality.
2   To develop an understanding of the holistic nature of quality and thus the scope for quality improvement
3   To provide opportunities for access to higher education
4   To develop understanding of the principles of quality assurance.
5   To develop understanding of the principles of quality systems.
6   To develop understanding of the implementation of quality management.
7   To develop transferable skills, such as Core Skills and soft management skills, to the levels demanded by employers and/or progress to professional qualifications.

3.1.1 Specific aims of the HNC in Quality

8   To develop the communication and analytical skills necessary to understand the process of quality auditing, assessment and problem solving.
9   To prepare candidates for employment in quality-related posts at supervisory/junior managerial level, eg Quality Inspector, Technician or Systems Officer.
10   To develop a range of contemporary vocational skills relating to the establishment, maintenance and improvement of quality within organisations.
11   To develop options to allow an element of sector specialisation.
12   To develop a wide range of Units that provide a broad-based course suitable for all industry sectors
13   To prepare candidates for progression to the IQA Diploma.

3.2 Aims of the PDA in Quality

3.2.1 General aims of the PDA in Quality

14 To develop an understanding of the field of Total Quality.
15 To develop an understanding of the holistic nature of quality and thus the scope for quality improvement
16 To develop understanding of the principles of quality assurance.
17 To develop understanding of the principles of quality systems.
18 To develop understanding of the implementation of quality management.
19 To develop transferable skills, such as Core Skills and soft management skills, to the levels   demanded by employers.

3.2.2 Specific aims of the PDA in Quality

20 To develop the communication and analytical skills necessary to understand the process of quality auditing, assessment and problem solving.
21 To prepare candidates for employment in quality-related posts at supervisory/junior managerial level, eg Quality Inspector, Technician or Systems Officer.
22 To develop a range of contemporary vocational skills relating to the establishment, maintenance and improvement of quality within organisations.
23 To prepare candidates for progression to the HNC in Quality.

The following table identifies how these aims are met by individual Units:

3.3 General and specific aims, linked to individual Units

Unit	Objectives
DV9T 34 Fundamentals of Quality	1,2,3,4,12,13,14,15,16,23
DW6G 34 Management of Quality	1,2,3,4,5,6,7,8,9,10,12,13,14,17, 18,19,20,21,22,23
DW6K 34 Quality Improvement	1,2,3,8,9,10,12,13,14,15,19,20, 21, 22, 23
DJ42 34 Creating a Culture of Customer Care	7,9,10,12,19,21.
DW6J 34 Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual	1,2,3,4,5,6,7,8,9,10,12,13,14,15, 16,17,18,19,20,21,22,23
DW9F 34 Quality: Graded Unit 1	1,2,3,7,8,12,13,14,15
DW6D 34 Quality Project	1,2,3,7,8,12,13,14,15
DW6H 34 Measurement of Quality	2,3,7,9,10,12,13,15,19,20,21,22, 23
DW6E 34 Auditing Management Systems	2,3,7,8,9,10,12,13,15,19,20,21, 22, 23,
DW8Y 34 Quality Models	1,2,3, 12,13,14, 15, 23
DW8X 34 Environmental Issues for Quality Managers	3,11,12,13,21,22,23
DF87 34 Health and Safety Legislation: An Introduction	3,11,12,13, 21, 22, 23
D85F 34 Using Software Application Packages	3,7,10,12,13,19,22,23
DL5G 34 Supply Chain Management: An Introduction	3,7,9,12,13,19,21,23
DL55 34 Supply Chain: Business Excellence	3,7,9,12,13,19,21,23

Unit	Objectives
DF8F 34 Quality Service Operations for Sport and Recreation Organisations	3,11,12,13
DF82 34 Quality and Health and Safety in Science Industries	3,11,12,13

4   Access to the awards

As with all SQA qualifications, access to the awards will be at the discretion of the centre. The following recommendations are for guidance only. Examples of appropriate formal entry qualifications are specified below. They are not exhaustive or mutually exclusive and may be considered in a variety of combinations.

♦   appropriate groupings of National Units
♦   any relevant Scottish Group Award at Higher
♦   any two National Qualifications at Higher together with 3 Standard Grade passes at 3 or above.
♦   an SVQ at level 3 or above in a relevant area
♦   different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may also be acceptable
♦   relevant work experience
♦   for candidates where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) level 5 or a score of 5.5 in IELTS (International English Language Testing System)

5   Awards structure

5.1   Summary of changes

5.1.1   The main changes to the qualifications:

♦   The introduction of the Scottish Credit and Qualifications Framework (SCQF). Each Unit that is included in the awards has been levelled against a SCQF level descriptor. This levelling process ensures that the Units within the awards that are at the same level are broadly comparable in terms of the general level of difficulty. When reviewing the Units in the practical areas thought had to be given to how practical skills would be developed to an advanced level.

♦   The introduction of Graded Units. Candidates have to achieve a 1 credit Graded Unit to gain the HNC. The Graded Unit will assess the application of knowledge and skills in the planning and evaluating of a given task.

♦   Ten Units were created/revised for the development of these awards. Some Units have been amalgamated to reduce the overlap of content or assessment between current single credit Units.

♦   Seven Units were included from other moderation groups. These Units are from disciplines that complement Quality. Their inclusion reflects the marketing research findings.

♦   Two Mandatory Units, 20 optional Units and all language Units were removed from the framework.

5.1.2 The main changes to the Units in the qualifications:

♦ Fundamentals of Quality Systems has been removed from the framework. The contents of this Unit are now covered in Management of Quality and Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual.

♦ Quality Information Management has been removed. The contents of this Unit overlapped several other Units including: The Quality Project, Information Technology Applications 1 and 2, Principles and Techniques of Quality Management. The contents of this Unit have been redistributed among Management of Quality, the Graded Unit, Using Software Applications Packages and the Quality Project.

♦ Fundamentals of Quality replaces Fundamentals of Quality Assurance and provides a generic introduction to Quality principles and the role of Quality in organisations.

♦ Management of Quality replaces Principles and Techniques of Quality Management (IQA) and builds on the principles introduced in Fundamentals of Quality. It now includes legal issues for Quality.

♦ Quality Improvement is a new Unit designed to identify and apply a range of techniques used to improve Quality in organisations.

♦ Creating a Culture of Customer Care replaces Customer Care. It is a mandatory Unit and is designed to elevate the role of the customer in the framework. The marketing research showed that employers need customer service skills. This Unit provides the candidate with an opportunity to develop these skills.

♦ Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual replaces Integrated Documentation for Quality, Environmental and Health and Safety Systems. The emphasis of this Unit has changed and has a more practical application the candidate has the opportunity to produce an, integrated policy manual.

♦ The Quality Project has been reduced from 3 credits to 2 in line with marketing research findings.

♦ Measurement of Quality has replaced Statistical Process Control and is no longer a mandatory Unit. Marketing research findings are that a substantial minority of ex -candidates said that the Statistical Process Control Unit has low relevance for further study or future employment. This was also reflected in that a substantial minority of employers said that it was irrelevant.

♦ Auditing Management Systems replaces Management Systems Auditing.

♦ Quality Models replaces Quality Models.

♦ Environmental Issues for Quality Managers replaces Environmental Issues in Business: Explaining their Impact and Management.

♦ Health and Safety Legislation: an Introduction replaces Health and Safety in Industry.

♦ Using Software Application Packages replaces Information Technology Applications 1 and 2.

♦ Supply Chain Management: An Introduction is a new Unit.

♦ Supply Chain: Business Excellence is a new Unit

♦ Quality Service Operations for Sport and Recreation Organisations replaces Quality Service in the Leisure Industry

♦ Quality and Health and Safety in Science Industries replaces Introduction to Laboratory Management and Organisational Structure.

♦ The following Units have been removed from the framework: Workplace Quality Systems, Reliability for Quality, Service Quality, Total Quality Management, Quality in the Public Sector, Inspection Systems, Materials Selection and Testing, Metrology: Dimensional, Physical Distribution, Food Hygiene Applications, Introduction to Operations Management, Organisation and Management Theories, Using Financial Accounting Systems, Introduction to Purchasing Operations, Developing Entrepreneurial Skills, Introduction to Statistics for Quality Analysis, Statistics for Quality Analysis, Managing Financial Resources and all language Units. Most of these Units were either found by candidates and employers to be irrelevant or had very low participation rates.

5.2 Key competences common across the framework

During the development of the framework there was consensus on the essential knowledge and skills for the sector. These are represented in the common Units in the mandatory section. Desirable skills are presented in the optional section. This is illustrated in the following chart.

Units	HNC Quality Mandatory Units	HNC Quality Optional Units	PDA Quality Mandatory Units	PDA Quality Optional Units
Fundamentals of Quality	X		X	
Management of Quality	X		X	
Quality Improvement	X		X	
Creating a Culture of Customer Care	X			X
Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual.	X			X
Quality: Graded Unit 1	X			
Quality Project		X		
Measurement of Quality		X		X
Auditing Management Systems		X		X

Units	HNC Quality Mandatory Units	HNC Quality Optional Units	PDA Quality Mandatory Units	PDA Quality Optional Units
Quality Models		X		X
Environmental Issues for Quality Managers		X		X
Health and Safety Legislation: An Introduction		X		X
Using Software Application Packages		X		X
Supply Chain Management: An Introduction		X		X
Supply Chain: Business Excellence		X		X
Quality Service operations for Sport and Recreation Organisations		X		
Quality and Health and Safety in Science Industries		X		
Total credits required	**8**	**4**	**4**	**2**

5.3   Awards structure

5.3.1   HNC in Quality

Mandatory Units — 8 credits	Unit code	SCQF Credit points	SCQF level	SQA Credit value
Fundamentals of Quality	DV9T 34	8	7	1
Management of Quality	DW6G 34	16	7	2
Quality Improvement	DW6K 34	8	7	1
Creating a Culture of Customer Care	H1F0 34*	8	7	1
Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual	DW6J 34	16	7	2
Quality: Graded Unit 1	DW9F 34	8	7	1
Optional Units — 4 credits				
Quality Project	DW6D 34	16	7	2
Measurement of Quality	DW6H 34	8	7	1
Auditing Management Systems	DW6E 34	8	7	1
Quality Models	DW8Y 34	8	7	1
Environmental Issues for Quality Managers	DW8X34	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Using Software Application Packages	D85F 34	8	7	1

*Refer to History of Changes for revision changes.

Optional Units — 4 credits (cont)				
Supply Chain Fundamentals	H31L 34*	8	7	1
Supply Chain: Business Excellence	H31F 34*	8	7	1
Quality Service Operations for Sport and Recreation Organisations	DF8F 34	8	7	1
Quality and Health and Safety in Science Industries	DF82 34	8	7	1

*Refer to History of Changes for revision changes.

Total credits required — 12

5.3.2   PDA in Quality

Mandatory Units — 4 credits	Unit code	SCQF Credit points	SCQF level	SQA Credit value
Fundamentals of Quality	DV9T 34	8	7	1
Management of Quality	DW6G 34	16	7	2
Quality Improvement	DW6K 34	8	7	1
Optional Units — 2 credits				
Creating a Culture of Customer Care	H1F0 34*	8	7	1
Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual	DW6J 34	16	7	2
Measurement of Quality	DW6H 34	8	7	1
Auditing Management Systems	DW6E 34	8	7	1
Quality Models	DW8Y 34	8	7	1
Environmental Issues for Quality Managers	DW8X34	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Using Software Application Packages	D85F 34	8	7	1
Supply Chain Fundamentals	H31L 34*	8	7	1
Supply Chain: Business Excellence	H31F 34*	8	7	1

*Refer to History of Changes for revision changes.

Total credits required — 6

5.4   Graded Unit

For the HNC in Quality, one single credit Graded Unit at SCQF 7 must be achieved.

Project based Graded Units assess the application of knowledge and skills in the planning and evaluation of a given task, while an examination assesses theoretical knowledge and understanding under invigilated conditions.

A project rather than an examination was chosen for the Graded Unit for the HNC in Quality. It was felt that a project would be better preparation for candidates for employment and that the project format would be appropriate to assess the candidate's understanding of the award's principal aims.

An investigation was chosen as the format for the project based Graded Unit. It was felt that the skills developed in the investigation, planning the investigation, identifying issues for research, selecting and devising research methods, gathering, interpreting and analysing information, presenting findings and conclusions and evaluating the investigation would effectively test the material covered in the HNC principal aims. These skills will also be an appropriate preparation for types of employment likely to be entered by HNC candidates.

5.5   Core Skills

The recommended entry and exit profiles are detailed below:

HNC Quality

Core Skill	Entry SCQF level	Exit SCQF level
Communication	5	6
Working With Others	5	6
Problem Solving	5	6
IT	4	5
Numeracy	4	5

PDA Quality

Core Skill	Entry SCQF level	Exit SCQF level
Communication	5	6
Working With Others	5	6
Problem Solving	5	6
IT	4	5
Numeracy	4	5

These profiles have been derived from feedback from centre and industry questionnaires.

Please refer to Appendix 1 for a list of all Units which carry Core Skills certification and Units which provide the opportunity for the development of Core Skills.

6   Approaches to delivery and assessment

6.1   Context and content

The HNC and PDA awards in Quality are designed for candidates who want to enter into, or progress within, Quality-related positions in a range of organisations across all sectors at supervisory or managerial level. Both awards have a heavy focus on developing candidate's soft management skills and their ability to apply their knowledge to the relevant business environment. The PDA award prepares candidates for progression to the HNC Quality. The HNC award prepares candidates for progression to the IQA Diploma in Quality and to a range of further programmes of study in higher education.

6.2   Delivery and assessment

The design principles for HN awards have encouraged a more holistic approach to assessment and this has been adopted in both awards. The new HN specification places emphasis on assessing the whole Outcome or combination of Outcomes rather than individual Performance Criteria. The new addition of the Graded Unit should be considered when reviewing the overall picture of the HNC in Quality. The Graded Unit brings a level of integration and synthesis not featured in the current award. The new Unit specification allows the use of sampling of knowledge and/or skills. This has reduced the assessment loading for both candidates and centres. The Unit specifications detail exactly what the Evidence Requirements and assessment procedures are for each assessment event and assessment exemplars have been provided for exemplification. Assessment exemplars are accessible via the secure section on SQA's website. SQA Co-ordinators in centres have details of how to access these

6.3   Re-assessment

The way that centres reassess candidates is integral to the way that they manage assessment as a whole and as such, will be subject to internal moderation. In order to ensure that the assessment process is as holistic as possible and that assessors are able to effectively judge candidates' performance in the Outcome or Unit as a whole, it may not always be possible to reassess only those parts of the performance in which candidates have not satisfactorily demonstrated competence. Scenarios where candidates may require to re-do the whole assessment include:

♦   assessment which test knowledge and other cognitive skills and where it may not be possible to extract some of the items for re-assessment

♦   where parts of several Outcomes are involved

♦   where a project has been designed as an integrated assessment and where there is a requirement to complete the project as a single complex task

Candidates may require to do only part of an assessment where their evidence has been generated over a period of time and/or a discrete part of the Unit, such as an Outcome, has been assessed originally.

6.3.1 Eligibility for re-assessment

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

6.3.2 Developing alternative assessments

The design of the original assessments inform the re-assessment process to a large extent, as these determine the type of assessment instruments used and the purpose of the assessment. Normally, centres build up banks of assessments which can be used in whole or part for re-assessment purposes.

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

6.3.3 Re-assessment of Graded Units

Re-assessment of the project-based Graded Unit would normally be based on an alternative assessment task. For the latter, centres would be encouraged to set the parameters at the start of the project class giving details of the draft submission date and final submission date. The overall grade is derived from the total number of marks across all the sections. The Conditions of Assessment section on the Graded Unit specification and the assessment exemplar gives additional guidance.

6.4   Assessment moderation

All instruments of assessment used within these qualifications should be internally moderated, including exemplar material provided, using the appropriate policy within the centre and the guidelines set by SQA. This will ensure the validity and reliability of the instruments of assessment used within the centre.

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

For further information on internal and external moderation refer to the SQA *Guide to Assessment and Quality Assurance for College of Further Education, August 2003, publication code AA0841/3.*

6.4.1 Prior moderation of Unit assessments

SQA will produce Assessment Exemplars for high uptake Units including Graded Units and these can normally be used as instruments of assessment provided that centres ensure the integrity of the assessment in the first and subsequent years of use and between centres. These can be downloaded from SQA's secure website and it is anticipated that centres will make full use of them. However, if centres wish to amend these exemplars or create their own assessment instruments they may wish to have these instruments prior moderated before use. While it is not mandatory that prior moderation takes place, it is strongly recommend that centres take advantage of this service with any new instruments of assessment particularly Graded Units that are devised.

6.5 Guidance on the format and style of Unit specifications

The Unit specification used within the new qualifications has changed in style and format. All Units used in the framework are in the new format.

6.6 Assessment integration opportunities

Within each Unit specification the section 'Guidance on delivery and assessment' details ways to integrate Units and/or details the sequence of delivery in the HNC and PDA. The table below indicates a few examples of how assessment could be integrated across Units.

Unit title	Integration opportunity
Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual — Outcome 2	Health and Safety Legislation: An Introduction — Outcomes 1 and 2 Environmental Issues for Quality Managers — Outcomes 1 and 3
Management of Quality — Outcome 3	Creating a Culture of Customer Care — Outcome 3 Quality Improvement Outcomes 1 and 2
Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual	Quality Project
Measurement of Quality — Outcome 1	Creating a Culture of Customer Care — Outcome 1

6.7 Open learning

Open learning is currently operated as a delivery mode on the existing awards. The HNC includes a sufficient number of Units which are suitable for open learning study although some attendance at a centre would be desirable unless the candidate is able to provide video evidence of oral and group activity or access to interactive media. Flexible part time study with open delivery is a practical option where a candidate is in employment. All the Mandatory Units are suitable for Open Learning delivery. Auditing Management Systems may present some practical delivery and assessment difficulties. These may be overcome by use of information communications technology, eg use of video camera and telephone links for meetings, or video conference links with a college in the candidates locale.

6.8 Credit transfer arrangements

For existing candidates the following credit transfer guidance is provided:

Candidates may be given credit transfer between HN Units (developed using 1988 design principles) and the new HN Units (developed using 2003 design principles).

A candidate who is transferring, from an award in the same subject area, with a number of HN Units should:

♦ achieve a Graded Unit(s) of 8 SCQF points at level 7
♦ be given opportunities to develop Core Skills
♦ be given credit for the Units achieved in the previous award
♦ achieve the mandatory Units in this award by credit transfer or normal study
♦ obtain the remaining SCQF credit points required at the SCQF level to gain the award (either by credit transfer or normal study)

Credit transfer can be given where there is broad equivalence between the subject related content of the Unit (or combination of Units). Candidates who are given credit transfer between current HN Units and the new HN Units must still satisfy all other conditions of the award including the mandatory Units and the correct number of credits at the correct SCQF level.

Credit transfer — HN Quality

Title New Unit	Title Old Unit	Credit transfer conditions
Fundamentals of Quality	Fundamentals of Quality Assurance	Full transfer
Management of Quality	Principles and Techniques of Quality Management (IQA)	Full transfer
Creating a Culture of Customer Care	Customer Care	Full transfer
Production of an Intergrated Quality, Environmental and Health and Safety Systems Policy Manual.	Integrated Documentation for Quality, Environmental and Health and Safety Systems	Full transfer
Quality Project	Quality Project	Full transfer
Measurement of Quality	Statistical Process Control	Full transfer
Auditing Management Systems	Management Systems Auditing	Full transfer
Quality Models	Quality Models	Full Transfer
Environmental Issues for Quality Managers	Environmental Issues in Business: Explaining Their Impact and Management	Full transfer
Health and Safety Legislation: An Introduction	Health and Safety in Industry	Full transfer
Using Software Application Packages	Information Technology Applications 1 Information Technology Applications 2	Full transfer for either Unit
Quality Service Operations for Sport and Recreation Organisations	Quality Service in the Leisure Industry	Full transfer
Quality and Health and Safety in Science Industries	Introduction to Laboratory Management and Organisation Structure	Full transfer

7   General information for centres

Equality and inclusion

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

Internal and external verification

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

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

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

8   General information for candidates

The overall aims of the Professional Development Award (PDA) in Quality and of the Higher National Certificate (HNC) in Quality are to develop an understanding of the field of Total Quality. We want you to appreciate the holistic nature of Quality Assurance, Quality Management Systems, Quality Management and Quality Improvement. We aim to furnish you with the skills to practice effectively in the field of Quality.

The PDA and HNC awards in Quality have been designed for candidates who want to enter, or progress within quality related positions in a range of organisations at supervisory or managerial level and across all sectors.

The awards have been developed through rigorous research involving employers, centres, universities and current holders of the awards. They contain valuable knowledge and skills that are at the forefront of current practices in leading organisations.

Both awards offer flexible modes of study. The PDA in Quality may be achieved in one year on a part time basis, eg day release, evening class, open learning, on-line learning or a combination. The HNC in Quality may be achieved in one year on a full time basis or two years on a part time basis, eg day release, evening class, open learning, on-line learning or a combination. Your chosen centre will be able to advise on the modes of delivery available to you.

The PDA in Quality comprises a range of mandatory and optional Units, each worth either 1 or 2 Credits. Units carry a value called a credit which reflects the length of study required for that subject eg:

1 SQA Credit = approximately 40 hours of study
2 SQA Credits = approximately 80 hours of study
To achieve the PDA in Quality, you must achieve 6 Credits. The mandatory section of the award comprises 4 Credits and the optional section comprises 2 credits. You must choose 2 Credits from a range of options.

The following table shows the mandatory Units and a typical delivery sequence.

Sequence	Unit Title	Credit Value
First Unit	Fundamentals of Quality	1
Second Unit	Management of Quality	2
Third Unit	Quality Improvement	1
Fourth and Fifth Units	Any optional Units to the value of 2 Credits	2
Total credits		**6**

The HNC in Quality comprises a range of mandatory and optional Units, each worth either 1 or 2 Credits. To achieve the HNC in Quality, you must achieve 12 Credits. The mandatory section of the award comprises 8 Credits, covering a range of subjects. The optional section comprises 4 Credits. You must choose 4 credits form a range of options.

The following Table shows the mandatory Units and a typical delivery sequence.

Year 1	Unit Title	Credit Value
First Unit	Fundamentals of Quality	1
Second Unit	Management of Quality	2
Third Unit	Quality Improvement	1
Fourth and Fifth Units	Any optional Units to the value of 2 Credits	2
Total credits for year 1		**6**
Year 2		
Sixth Unit	Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual	2
Seventh Unit	Creating a Culture of Customer Care	1
Eighth and Ninth Units	Any optional Units to the value of 2 Credits	2
Tenth Unit	Quality: Graded Unit 1	1
Total Credits		**12**

The Graded Unit in the HNC in Quality is a project-based investigation. It aims to provide you with the opportunity to carry out a piece of research and to demonstrate that you possess the personal competences required to operate effectively as a Quality practitioner. It will also help you to apply principles of Quality to a situation.

You will be able to chart your progress through the award by means of a series of formative and summative assessments. Each Unit comprises a number of Outcomes, defined by a set of knowledge and skills that you must achieve. Each of these Outcomes is assessed by a summative assessment. Each summative assessment assesses whether or not you have achieved the required knowledge and skills to satisfy the Outcome. You must pass all the summative assessments in order to pass the Outcome and you must pass all the Outcomes in order to achieve the Unit. You must also achieve all the Units in order to achieve the award.

Formative assessments are less formal than summative assessments and they provide you with the opportunity to practice your skills and test your knowledge. Formative assessments are ongoing throughout the course.

By undertaking the PDA or HNC in Quality, you will have opportunities to develop Core Skills in Communication, Working With Others, Problem Solving, Numeracy and IT.

Successful completion of the PDA in Quality allows you to progress to the HNC in Quality. Successful completion of the HNC in Quality prepares you for progression to the Institute of Quality Assurance's Diploma in Quality or to a range of further programmes of study at Higher Education levels. The HNC in Quality provides exemption for D1 and D2 of the IQA Diploma.

9   Appendices

Core Skills Development and Signposting

The following Units are automatically certificated for Core Skills:

Unit Title	Unit Code	Core Skills Certificated
Using Software Application Packages	D85F 34	Using Information Technology: Intermediate 2

The table below details where there are opportunities for developing Core Skills
within the mandatory and optional Units in the frameworks.

Unit No	Unit Name	Written Comms Reading	Written Comms Writing	Oral Comms	Using Graphical Info	Using Number	Using IT	Problem Solving – CT	Problem Solving – P&O	Problem Solving – R&E	WWO
DV9T 34	Fundamentals of Quality	√	√								
DW6G 34	Management of Quality	√	√		√	√	√				√
DW6K 34	Quality Improvement	√	√	√	√	√	√	√	√	√	
DW6J 34	Production of an Integrated Quality, Environmental and Health and Safety Systems Policy Manual	√	√	√			√	√	√	√	√
DJ42 34	Creating a Culture of Customer Care	√	√	√						√	√
DW9F 34	Quality: Graded Unit 1	√	√	√	√	√	√	√	√	√	
DW6E 34	Auditing Management Systems	√	√	√		√		√	√	√	√
DW8Y 34	Quality Models	√	√				√			√	
DW6H 34	Measurement of Quality	√	√		√	√		√		√	
DW8X 34	Environmental Issues for Quality Managers	√	√					√			
DL5G 34	Supply Chain Management: An Introduction	√	√					√	√	√	√
DL55 34	Supply Chain: Business Excellence	√	√					√	√	√	√
DF8F 34	Quality Service Operations for Sport and Leisure Organisations	√	√		√	√	√	√			
DF82 34	Quality and Health and Safety Systems in Science Industries	√	√								√
D85F 34	Using software applications	√	√				√				
DW6D 34	Quality Project	√	√	√	√	√	√	√	√	√	

Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

SCQF credits: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

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

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

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

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

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

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.