



Group Award Specification for:

**National Progression Award in Painting at SCQF
level 5**

Group Award Code: GM3Y 45

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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

There is a vested interest from Industry to have a well-qualified workforce. This programme is designed to give experienced workers the opportunity to gain recognition and a qualification within the painting and decorating sector. There is a high demand for a reliable and conscientious workforce who are able to operate within Industry and provide a significant contribution, and successful completion of this programme will help ensure that learners meet the necessary requirements.

The National Progression Award (NPA) in Painting is a qualification based solely for experienced workers. The NPA is designed to allow experienced workers the opportunity to gather and provide evidence in a range of methods and gain a recognised qualification not previously available. This NPA could be the first step in learners self development in the Painting Industry and allow progression on to a higher level of qualification.

The development of a National Progression Award (NPA) in Painting at SCQF level 5 has come from the need to qualify those in the industry unable to meet the requirements of a full SVQ in Painting and Decorating yet holding an important role in the industry.

These people are painters by trade whose role does not require, for example, the wallpaper hanging Unit that is mandatory in the SVQ. These tradespeople are unable to get a Score Card which is a nationally recognised scheme to prove competence to their employer.

The Units contained in the proposed award only cover the painting aspect of the trade which is why the title of the award is only Painting as opposed to Painting and Decorating.

This award will provide the opportunity to 'Qualify the Workforce' and ensure that there are opportunities for all those in the industry to gain the appropriate competencies required.

2 Qualification structure

This Group Award is made up of four mandatory Units. It comprises 72 SCQF credit points 38 of which are at SCQF level 5 and 34 at SCQF level 6 hence the overall level of this award is SCQF level 5. A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

Code	Title	SCQF level	SCQF credit
FN2J 04	Conform to General Workplace Health, Safety and Welfare	6	12
DY04 04	Erect and Dismantle Access/Working Platforms	5	11
F283 04	Prepare Surfaces for Painting/Decorating	5	27
F284 04	Apply Paint Systems by Brush and Roller	6	22

3 Aims of the qualification

The aim of the NPA is to allow experienced workers within the Industry to receive certification for an award where they have no opportunity to develop the knowledge, understanding and skills required of candidates currently working within the Painting and Decorating industry at level 3. Candidates working or practicing at level 3 develop Paperhanging Skills within their learning environment (colleges/centres) and also their working environment, whereas there are numerous experienced workers within the Industry who will never and don't get the opportunity to hang wallpapers hence, placing restrictions on certification for an award. These aims will be met through the certification of the NPA in Painting at SCQF level 5 (equivalent to part of SVQ Level 2).

3.1 General aims of the qualification

General aims include:

- 1 Personal development
- 2 Professional development
- 3 Career progression
- 4 Job mobility
- 5 Practical skills
- 6 Ability to solve problems
- 7 Transferable skills
- 8 Ability to be flexible and work cooperatively with others
- 9 Responsibility for own learning
- 10 Planning, organisational and evaluation skills
- 11 Technical skills
- 12 Oral, written and communication skills
- 13 Numerical and graphical skills
- 14 Enterprise, employability, sustainable, development, and citizenship skills
- 15 Resource management ability
- 16 Flexibility, knowledge, skills and motivation
- 17 Ability to participate in professional discussions

The NPA will provide invaluable practical experience and knowledge to learners who aspire to other professions in Construction outside the role of a developed craftsman, such as Supervision and Management.

3.2 Specific aims of the qualification

The specific aims of the NPA are important as they define the vocationally specific competences that the successful learner will achieve. Specific aims of all the NPAs include:

- 18 Developing painting specific knowledge and skills.
- 19 Developing professional effectiveness in the painting industry.
- 20 Applying knowledge to new technologies in painting.
- 21 Providing specialised studies which are directly relevant to the painting vocation.
- 22 Enabling learners to make an immediate contribution in employment in the painting industry.
- 23 Underpinning practical experience in the workplace.
- 24 Providing increased articulation and opportunities for progression.

4 Recommended entry to the qualification

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 as guidance only.

This NPA is not a Vocational Qualification. It has been designed to demonstrate aspects of competence of an experienced person without the full training and competence requirements of an apprentice.

The NPA is designed to allow experienced workers the opportunity to gather and provide evidence in a range of methods and gain a recognised qualification.

A typical learner would have several years experience in the painting industry and no formal qualification. Learners would benefit from having attained the skills, knowledge and understanding required holding prior knowledge, skills and experience from the workplace.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry level
Communication	4
Numeracy	4
Information and Communication Technology	3
Problem Solving	4
Working with Others	4

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. The Units in this qualification are the National Occupational Standards and therefore developed and supported by the Sector Skills Council, ConstructionSkills. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

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

Unit title and code	National Occupational Standard			
	VR250	VR332	VR333	VR641
FN2J 04 — Conform to General Workplace Health, Safety and Welfare				✓
DY04 04 — Erect and Dismantle Access/Working Platforms	✓			
F283 04 — Prepare Surfaces for Painting/Decorating		✓		
F284J 04 — Apply Paint Systems by Brush and Roller			✓	

The content of each of the Units the National Occupational Standards (NOS) to ensure that the content of NOS are reflected in these individual Units. The four Units listed above comply fully with the requirements and content of the (NOS).

5.2 Mapping of qualification aims to Units

Unit title	Aims																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Conform to General Workplace Health, Safety and Welfare	✓	✓	✓	✓			✓	✓	✓					✓		✓	✓			✓	✓	✓	✓	✓
Erect and Dismantle Access/Working Platforms				✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Prepare Surfaces for Painting/Decorating					✓		✓	✓		✓	✓			✓	✓			✓	✓		✓	✓		
Apply Paint Systems by Brush and Roller					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	

5.3 Mapping of Core Skills development opportunities across the qualification

Code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	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
FN2J 04	Conform to General Workplace Health, Safety and Welfare		4									
DY04 04	Erect and Dismantle Access/Working Platforms		4	3							3	
F283 04	Prepare Surfaces for Painting/Decorating		4	3							3	
F284 04	Apply Paint Systems by Brush and Roller		4	3							3	

The above Core Skills are signposted, which means learners will be developing aspects of Core Skills through demonstrating their competence. This Core Skills mapping has been carried out by the SSC ConstructionSkills.

5.4 Assessment strategy for the qualification

As this competence qualification relates directly to the NOS the Construction Skills Consolidated Assessment Strategy applies full to this award. All delivering centres must comply with this strategy to gain approval to deliver this NPA

A more specific assessment strategy for this award would include:

- ◆ Personal Statements
- ◆ Professional Discussion (Experienced Worker Practical Assessed Route)
- ◆ Practical Assessment
- ◆ Practical Assessment and observation reports
- ◆ Questioning

An exemplar of this assessment methodology being used to full potential can be found in SQA's OSAT Quality Manual and would be an excellent model to be used in this process.

6 Guidance on approaches to delivery and assessment

The main objective of the qualification is to certificate experienced workers with a vocational qualification with the evidence of competence for each Unit and PC being generated in the candidate's natural working environment. Units should not be assessed in isolation and much of the evidence will be naturally occurring evidence. Therefore, assessment should be carried out in a holistic way as evidence will be generated for all Units collectively.

6.1 Sequencing/integration of Units

Units should be not be assessed in isolation and much of the evidence will be naturally occurring evidence. Therefore, assessment should be carried out in a holistic way as evidence will be generated for all Units collectively.

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

Due to the nature of the programme being strictly work based generated evidence, opportunity for e-assessment would prove to be problematic and possibly provide barriers to assessment. It would however be acceptable to develop and use e-portfolios for the gathering of evidence.

6.4 Support materials

There are no available Assessment Support materials for the gathering and recording of evidence at present, however this material will be developed centrally by SQA through a subject specialist and in liaison with partners.

6.5 Resource requirements

Staff delivering this qualification should be familiar with on-site assessment approaches including observation reporting, assessment planning and the use of secondary evidence sources such as witness testimonies, photographic evidence and professional discussion.

Industry assessors could also be involved in the assessment of this NPA providing they meet the requirements of the Assessment Strategy in that they are appropriately qualified.

Centre's will need to provide facilities to allow candidates to undertake practical assessments when required this would include specialist practical workshop, facilities, materials, equipment and access 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 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 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 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.

You are about to begin an interesting and very exciting programme of training based solely on experience gained whilst working within your industry. There is a vested interest from Industry to have a well-qualified workforce. This programme is designed to give experienced workers the opportunity to gain recognition and a qualification within that sector. There is a high demand for a reliable and conscientious workforce who are able to operate within Industry and provide a significant contribution, and successful completion of this programme will help ensure that you meet the necessary requirements.

The National Progression Award (NPA) in Painting is a qualification based solely for experienced workers and all of your time will be spent on site. The NPA is designed to allow experienced workers the opportunity to gather and provide evidence in a range of methods and so if successful, gain a recognised qualification not previously available. This NPA could be the first step in your own self development in the Painting Industry and allow progression on to a higher level of qualification within your occupational area.

You will be assessed on your knowledge and skills gained during your occupational experience and time spent in industry. These assessment/s will take a number of forms, including question papers, witness testimony and professional discussion to name a few.