



**Arrangements for:  
National Progression Award (NPA)  
in Construction (SCQF level 5)**

**Group Award Code: G8H4 45**

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## **Acknowledgement**

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# 1 Introduction

This is the Arrangements Document for the National Progression Award (NPA) in Construction at SCQF level 5 which was validated in February 2007. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

There is currently a Scottish Progression Award (SPA) in Building Crafts, which is being delivered extensively in centres including schools, colleges and training providers. The SPA has been available since 2003 at a time when there was a demand and need for greater access to vocational and enterprise programmes for the young, unemployed, and those who have not been able to benefit from traditional qualifications.

The NPA in Construction, which will supersede the SPA in Building Crafts, is a further development to access qualifications that will provide a structure for vocational learning. This National Award is designed to equip candidates with the skills, knowledge and understanding required for employment, or for progression to further academic and/or professional qualifications.

## 2 Rationale for the revision of the Group Award

### 2.1 Objectives

National Progression Awards are designed to assess a defined set of skills and knowledge in specialist vocational areas and link to National Occupational Standards.

The NPA in Construction will provide structured opportunities for candidates to experience the world of work and enterprise activity while still enjoying the benefits of close contact with their training/education provider.

The NPA in Construction will provide:

- ◆ a National Construction Qualification with detailed common standards and learning outcomes which are recognisable to centres, candidates, employers and professional bodies
- ◆ common mandatory elements of study for various vocational pathways
- ◆ choices of optional Units appropriate to the main career disciplines of each construction occupation
- ◆ flexible approaches within a national framework
- ◆ the opportunity to preserve and build upon existing good practice
- ◆ compatibility with feeder qualifications, in particular Skills for Work (SfW) Construction Crafts at SCQF level 4 and 5
- ◆ compatibility with progression qualifications, eg Scottish Vocational Qualifications (SVQ) in Construction
- ◆ a response to changing training and educational needs
- ◆ preparation for employment
- ◆ a contribution to the skills, knowledge and understanding required to underpin relevant National Occupational Standards (NOS) and SVQs
- ◆ a progression to higher level qualifications eg SVQ awards
- ◆ a focus on the development of candidates practical skills, knowledge and understanding which underpins performance in the workplace

National Progression Awards are designed to develop and assess a defined set of skills and knowledge in specialist vocational areas. They are linked to National Occupational Standards — the basis of Scottish Vocational Qualifications.

## **2.2 National Progression Award**

The National Progression Award (NPA) in Construction includes the seven crafts of Bricklaying, Carpentry and Joinery, Painting and Decorating, Plastering, Plumbing, Roof Slating and Tiling, and Electrical.

NPAs are vocational qualifications which provide practical opportunities for developing real skills that are valid and relevant to the world of work.

This NPA has been developed at Scottish Credit and Qualifications Framework (SCQF) level 5. This means they are comparable with Credit level Standard Grade in terms of the demand they make on candidates and the effort required to achieve them. It also means that activity and attainment out with traditional qualifications can now be recorded and awarded.

The NPA in Construction is made up of National Units and will take a minimum 240 hours of learning, although the flexibility of the framework allows for the option of increasing the hours required, by commensurately increasing the Units taken.

One key feature of the National Progression Award is its flexibility which is designed to allow candidates to have the opportunity to experience a wide range of options across the various crafts in way of a 'pick and mix' of Units or by specialising in Units from any single craft.

The NPA in Construction includes three mandatory generic Units, which introduce the candidate to Construction Safety Practices, Construction Occupation Practices and Efficient Construction Practices. All of which are considered by employers to be highly important.

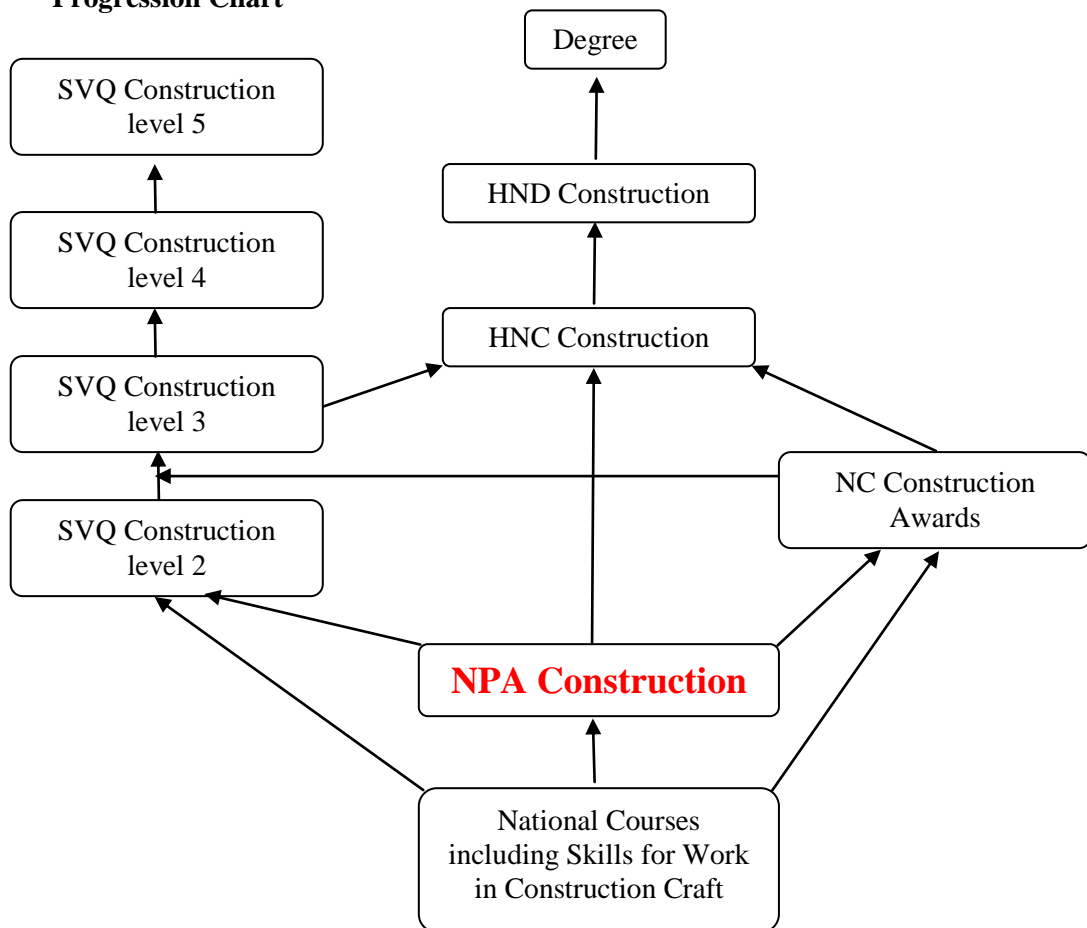
This Award has been designed for candidates to gain or develop their skills within the construction occupational area by demonstrating their knowledge of construction principles, legislation and specifications as well as developing their ability to carry out given practical tasks in specialised construction areas.

Through Market research and consultation with centres and employer it was recognised that there was a need of further development to fully meet the needs of a wider range of candidates including school leavers, adult returners, unemployed adults, the Scottish Prisons Service (SPS) and those who had previously not been able to benefit from traditional qualifications.

This Award has been designed with this target client group in mind.

National Occupational Standards (NOS) form the basis of the industrial standards as set by Construction Skills, which is the Sector Skills Council (SSC) for the construction industry. All of the Units contained in the National Progression Award (NPA) framework, lead towards these full National Occupational Standards. The standards and tolerances used in the NPA are set at a marginally lower level in comparison to the full NOS, but nevertheless will enable candidates who gain modern apprenticeships, to progress successfully to the full industrial standards as set by the SCC which are the basis of Construction SVQs.

### Progression Chart



## 2.3 The Group Award Development

At the meetings of the NPA Design Team it was noted that the SPA in Building Crafts had been extremely successful since its implementation, particularly for meeting the needs of young people.

The aims of the revision of the SPA to the newly developed NPA have been achieved by:

- ◆ widening the range of Units available within the award
- ◆ increasing the amount of practical training contained in each Unit
- ◆ introducing a new additional Unit in each occupational pathway
- ◆ introducing generic Units which would reflect developments in the SVQ Construction Awards
- ◆ increasing the flexibility of the award

Taking on board a range of opinions expressed in consultation exercises it was decided that the framework of the NPA would reflect the success of the SPA by including the occupational route which were successful through the delivery of the SPA – Bricklaying, Carpentry and Joinery, Painting and Decorating, Plastering, Plumbing, Roof Slating and Tiling and Electrical.

Due to the success, support and feedback for the SPA in Building Crafts the first phase of development of the National Progression Award in Construction has focused on developing the current SPA Units.

These Units were developed to increase the amount of practical training with an additional Unit developed in the areas of Bricklaying, Carpentry and Joinery, Painting and Decorating, Plumbing and Roof Slating and Tiling.

The three mandatory generic Units within the NPA are common to each occupational pathway. The design of the Award allows for these Units to be integrated with the optional Units and would be assessed as far as possible, during the delivery of the Units underpinning knowledge and understanding and practical activities.

There will be a further phase of this development which will look at the construction areas of Wall and Floor Tiling, Stonemasonry, Technician Operative and Specialist routes. This next stage of the review will be developed over the coming year for implementation in August 2008.

## **2.4 SSC (Construction Skills)**

Construction Skills are the Sector Skills Council with strategic responsibilities for education and training in the construction industry. They have been strong supporters of the development of recognised construction vocational and pre-vocational qualifications and have endorsed the development of the NPA. There is a gathering body of evidence which indicates that candidates who complete these pre-vocational construction awards are favourably placed to gain a Modern Apprenticeship (MA) in a Construction occupation.

# **3 Aims of the Group Award**

## **3.1 Principal aims of the Group Award**

This award should:

- 3.1.1 prepare candidates for a career in a construction occupation
- 3.1.2 provide specialised studies which are directly relevant to the individual vocations in which candidates are aspiring towards, or in which they intend to seek employment
- 3.1.3 enable candidates to make an immediate contribution in employment in the building sector



## **3.2 General aims of the Group Award**

This award should develop candidates:

- 3.2.1 practical skills
- 3.2.2 ability to solve problems
- 3.2.3 transferable skills
- 3.2.4 ability to be flexible and work cooperatively with others
- 3.2.5 responsibility for own learning
- 3.2.6 planning, organisational and evaluation skills
- 3.2.7 basic technical skills
- 3.2.8 oral, written and communication skills
- 3.2.9 numerical and graphical skills
- 3.2.10 resource management ability
- 3.2.11 flexibility, knowledge, skills and motivation as a basis for progression

## **3.3 Target groups**

This National Progression Award is suitable for a wide range of candidates including:

- ◆ S5 and S6 candidates
- ◆ school leavers
- ◆ progression candidates (eg Skills for Work)
- ◆ adults returning to education
- ◆ employed candidates who wish to enhance their career prospects
- ◆ unemployed candidates who wish to enhance their job prospects

## **3.4 Employment opportunities**

The National Progression Award in Construction can lead to lucrative employment within the Construction Industry, particularly through Modern Apprenticeships. There are a large number of Modern Apprentices employed in the Construction sector and each year brings a significant increase in the number of apprentice registrations. All available research and projections indicate that this trend will continue in the foreseeable future.

As well as the traditional crafts the National Progression Award will provide invaluable practical experience and knowledge to candidates who aspire to the more technical professions which exist in Construction such as Civil Engineering and Management.

The National Progression Award is also suitable for those returning to work or transferring from other sectors and could be delivered on a full time or part time basis.

## **4 Access to Group Award**

As with all SQA qualifications, access to the awards will be at the discretion of the centre although the National Progression Award in Construction is fundamentally designed to encourage open access to all candidates in so far as possible.

One of the major attractions to using a progression award is that they are tailored to the needs and circumstances of the candidates. The assessments for the NPA will be challenging and meaningful, but nonetheless still achievable for all candidates who are prepared to work to gain the award. They are designed to get candidates acclimatised to a culture of attainment where assessments will challenge them, but do not put unreasonable obstacles between them and real achievement.

## 5 Group Award structure

### 5.1 Framework

No	Code	Title	SCQF credit points	SCQF level	SQA credit value
<b>Mandatory Units — all required</b>					
1	F1JP 10	Construction Safety Practices: An introduction	3	4	0.5
2	F1JN 10	Construction Occupation Practices: An Introduction	3	4	0.5
3	F1JR 10	Efficient Construction Practices: An Introduction	3	4	0.5
<b>Specialist Options (0.5 credit) — minimum 1/maximum 3 required</b>					
4	DD1R 10	Solid and Bench Plasterwork Skills: An Introduction	3	4	0.5
5	DD1T 10	Single Lap Roof Tiling: An Introduction	3	4	0.5
6	F1K7 10	Preparing and Painting Surfaces	3	4	0.5
7	F1JS 10	Half Brick Walling: An Introduction	3	4	0.5
8	F1KL 10	Carpentry and Joinery: An Introduction	3	4	0.5
9	F1L6 10	Plumbing Services: An Introduction	3	4	0.5
10	DH58 10	Application of Electrical Hand Tools and Accessories	3	4	0.5
44	F50P 10	Wall and Floor Tiling: An Introduction	3	4	0.5

No	Code	Title	SCQF credit points	SCQF level	SQA credit value
<b>Specialist Options (1 credit) — minimum 3/maximum 4 required</b>					
<b>Roof Slating and Tiling</b>					
11	DD1W 11	Roof Slating: An Introduction	6	5	1
12	DD1V 11	Plain Roof Tiling: An Introduction	6	5	1
13	DH24 11	Single Lap Roofing Skills	6	5	1
14	DH26 11	Roofing: Regular Sized Natural Slates with Random Widths	6	5	1
15	F1L5 11	Plain Tile Roofing Skills	6	5	1
<b>Painting and Decorating</b>					
16	F1K9 11	Decorative Painting	6	5	1
17	F1KA 11	Decorative Treatments	6	5	1
18	F1KE 11	Paperhanging: Foundation and Plain Paper	6	5	1
19	F1KG 11	Colour Practice: Painting and Decorating	6	5	1
20	F1KK 11	Paperhanging: Patterned Paper	6	5	1
<b>Bricklaying</b>					
21	F1JV 11	One Brick Walling: An Introduction	6	5	1
22	F1JX 11	Fundamentals of Cavity Walling	6	5	1
23	F1K5 11	Block Walling	6	5	1
24	F1K1 11	Simple Decorative Brickwork	6	5	1
25	F1K3 11	Simple Arch Construction	6	5	1
<b>Carpentry and Joinery</b>					
26	F1KN 11	Develop Bench Joinery Skills	6	5	1
27	F1KX 11	Manufacture Joinery Components	6	5	1
28	F1L0 11	Develop Constructional Carpentry Skills	6	5	1
29	F1L3 11	Develop Site Joinery Skills	6	5	1
30	F1L4 11	Carpentry & Joinery Repair and Maintenance	6	5	1
<b>Plumbing</b>					
31	F1L7 11	Hot and Cold Water Systems: An Introduction	6	5	1
32	F1L8 11	Prepare and Secure Domestic Plumbing Appliances: An Introduction	6	5	1
33	F1L9 11	Install and Connect Domestic Plumbing Appliances: An Introduction	6	5	1
34	F1LA 11	Sheet Lead Weathering: An Introduction	6	5	1
35	F1LB 11	Discharge Systems: An Introduction	6	5	1
<b>Plastering</b>					
36	DH27 11	Applying Lightweight Plaster: An Introduction	6	5	1
37	DH28 11	Fixing Plasterboard and Applying Plastering Materials: An Introduction	6	5	1
38	DH29 11	Applying External Cementwork: An Introduction	6	5	1
39	DH2A 11	Producing and Fixing Plaster Mouldings: An Introduction	6	5	1
<b>Electrical</b>					
40	D9AF 11	Fundamental Electrical Principles	6	5	1
41	D9AG 11	Basic Electrical Installation Systems and Protection	6	5	1
42	D9AH 11	Basic Electrical Installation Skills	6	5	1
43	X06C 11	Electrical External Component Project	6	5	1

No	Code	Title	SCQF credit points	SCQF level	SQA credit value
<b>Wall and Floor Tiling</b>					
45	F50V 11	Fundamentals of Wall Tiling	6	5	1
46	F50X 11	Fundamentals of Floor Tiling	6	5	1
47	F511 11	Wall and Floor Tiling: Basic Cement Work	6	5	1
48	F514 11	Wall and Floor Tiling: Basic Cutting, Shaping and Fixing	6	5	1
49	F516 11	Wall and Floor Tiling: Basic Pattern Work	6	5	1
50	H3PF 11	Textile Floorcoverings An Introduction	6	5	1
51	H3PB 11	Intricate Sheet and Tile Impervious Floorcoverings: An Introduction	6	5	1.0
52	H3PC 11	Impervious Floorcoverings: An Introduction	6	5	1.0
53	H3PD 11	Basic Setting Out for Floorcovering	6	5	1.0
54	H3PE 11	Basic Preparation of Surfaces	6	5	1.0

## 5.2 Core Skills Signposting

Within the National Progression Award there is the opportunity to develop candidates Core Skills in:

- ◆ Communication
- ◆ Numeracy
- ◆ Working with Others
- ◆ Problem Solving

Applied problem solving, including logical thinking and on-going evaluation of proposed and actual solutions are essential elements in all practical building activities. There are also ample opportunities within the award to develop key numerical and graphical competencies in the context of applying the knowledge and skills. The focus in the award is on practical activities. As candidates undertake the award, formative activities will replicate group problem solving approaches using the communication methods required in the construction industry today. Awareness and development of Core Skills is also incorporated into the award by the fact that candidates, supported by assessors, have to take responsibility for their own learning.

The Qualifications Design Team has agreed that the delivery of mandatory and optional Units should provide many opportunities for tailoring relevant elements of the Core Skills to the specific demands of the vocational area.

Candidates who achieve the award will have developed relevant aspects of Core Skills to the following levels:

Communication	SCQF level 4
Numeracy	SCQF level 4
Problem Solving	SCQF level 4
Working with Others	SCQF level 4

Across the award the mandatory and optional Units can all provide a development focus for Core Skills during delivery.



## Oral Communication (SCQF level 4)

### Produce and respond to straightforward oral communication

- a Convey appropriate information, opinions and/or ideas.
- b Sequence and link information, opinions and/or ideas.
- c Use appropriate language.
- d Take account of situation and audience during delivery.
- e Respond to others taking account of their contributions.

Core Unit	Knowledge/Skills/Evidence	a	b	c	d	e
Construction Craft Practices: An Introduction	Underpinning skills — practical development of listening and talking skills in formative activities to ensure good workshop practices are established at the core of the award.	4	4	4	4	4
Construction Safety Practices: An Introduction	Outcome 2 — use of active communication techniques as an aspect of using safe working practice in construction activities with others.	4	4	4	4	4
Efficient Construction Practices: An Introduction	Outcome 2 — ability to interact effectively and appropriately with a range of people will be demonstrated in the use of safe and efficient working practice.	4	4	4	4	4
<p>All Units in the award — active listening skills will be developed, and the ability to adopt tone and language appropriate to industry practice and situations will be emphasised. Candidates will learn essential terminology and use it accurately in practical task based activities. Discussions with co-workers, supervisors and/or assessors will be integral to the range of construction tasks undertaken. Many Units include the option of oral reporting of knowledge based evidence.</p>						

## Communication (SCQF level 4)

### Written Communication (Reading)

#### Read, understand and evaluate straightforward written communication

- a Give an account of significant information and ideas.
- b Make a basic evaluation.

Core Unit	Knowledge/Skills/Evidence	a	b
Construction Craft Practices: An Introduction	Underpinning knowledge has a focus on significant information on main trades, type of work and materials relevant to the construction industry	4	4
Construction Safety Practices: An Introduction	Evidence requires demonstration of knowledge and understanding of key information including safe manual handling techniques and Health and Safety legislation and practical implementation.	4	4
Efficient Construction Practices: An Introduction	Understanding and complying with notices/procedural notes to ensure adherence to Health and Safety requirements.	4	4
All Units in the award — underpinning knowledge involves reading, understanding and applying written information, guidance and advice in a practical workplace environment to assure compliance with quality, legislative and Health and Safety requirements. Reading and evaluating written notices, instructions and plans is an essential skill in practical activities across all the Construction awards.			



## Communication (SCQF level 4)

### Written Communication (Writing)

#### Produce simple but detailed written communication

- a Present all essential ideas/information in a logical order.
- b Use a structure mainly appropriate for purpose and audience.
- c use conventions which are appropriate for purpose and audience.
- d Use spelling, punctuation, sentence structures which are mainly accurate.

Core Unit	Knowledge/Skills/Evidence	a	b	c	d
Construction Craft Practices: An Introduction	Accurate records of measurements. Neat and accurate annotation of scale drawings. Closed-book responses to assessment.	4	4	4	4
Construction Safety Practices: An Introduction	Outcome 1 — basic accident reporting. Principles of accurate recording of safety information.	4	4	4	4
Efficient Construction Practices: An Introduction	Compliance with required record keeping and any logs or form filling to support practical tasks in workshop conditions.	4	4	4	4
<p>All Units in the award — the focus of the award is on practical vocational requirements, and skills developed will include the ability to meet industry requirements for the production and presentation of accurate written information, including logs, records and drafts. Awareness of correct terminology and use of industry accepted formats and conventions will be routine practice.</p>					

## Numeracy (SCQF level 4)

### Using Number

#### Apply a range of straightforward numerical skills in everyday contexts

- a Work confidently with basic numbers.
- b Decide on numerical operations.
- c Carry out straightforward calculations.

Core Unit	Knowledge/Skills/Evidence	a	b	c
Construction Craft Practices: An Introduction	Outcome 2 — accurate measurement and recording of dimensions in buildings and their component parts.	4	4	4
Construction Safety Practices: An Introduction	Outcome 2 — use of safe working practices involves basic calculations on moving and handling materials and equipment, to meet health and safety specifications.	4	4	4
Efficient Construction Practices: An Introduction	Practical application of skills in Outcome 4 — all tools are counted and checked correctly after completion of work.	4	4	4
<p>All Units in the award — skill in Numeracy is a tool, its uses contextualised to practical situations. Accuracy and confidence in work with relevant numerical concepts and the ability to calculate and apply numerical information to measuring in practical construction tasks is integral to achievement across the award.</p>				

## Numeracy (SCQF level 4)

### Using Graphical Information

#### Interpret and communicate straightforward graphical information in everyday contexts

- a Read and use a straightforward scale.
- b Extract graphical information from tables, graphs, charts or diagram.
- c Communicate graphical information in straightforward tables, graphs, charts or diagrams.

Core Unit	Knowledge/Skills/Evidence	a	b	c
Construction Craft Practices: An Introduction	Outcome 2 — production of simple isometric scaled drawings of building components and scaled drawings of simple plans and elevations of building components.	4	4	4
Construction Safety Practices: An Introduction	Selection and application of graphical methods or techniques, to construction problems. Interpretation and application of statistical analysis relating to building services and construction problems.	4	4	4
All Units in the award — the ability to interpret, apply and present relevant graphical information in basic drawings, plans and sketches relating to a range of construction services is essential to achievement across the award.				

## Problem Solving (SCQF level 4)

### Skill components

a — Critical Thinking — analyse a straightforward situation or issue.

b — Planning and Organising — plan, organise and complete a task.

c — Reviewing and Evaluating — review and evaluate a straightforward problem solving activity.

Core Unit	Knowledge/Skills/Evidence	CT	PO	RE
Construction Craft Practices: An Introduction	Appropriate stages for trades involvement in practical construction are identified. Outcome 2 — simple annotated drawings and accurate measurements for construction work are planned, undertaken and recorded.	4	4	4
Construction Safety Practices: An Introduction	Outcomes 2–3 require the identification and use of correct methods, techniques and resources including PPE. Working safety and sustainability in use of tools, movement and handling of materials is considered, and observed in the context of the effective completion of construction tasks.	4	4	4
Efficient Construction Practices: An Introduction	Outcomes 1–3 Identification and selection of correct tools, materials and protective gear is made for the needs of a specific given task in a way that complies with safety and sustainability requirements. Tools must be used to complete the task and cleaned, stored and safely located after review of procedures.	4	4	4
All Units in the award — work across the award demands an analytical approach to practical, task based problem solving. Planning and accurate preparation of resources should minimise problems, but the ability to review situations and deal with any practical difficulties as they occur is an essential skill. Evaluative activities with assessor advice and support will be undertaken on an on-going basis as an aspect of skills development.				

## Working with Others (SCQF level 4)

### Work with others in a group to complete a straightforward activity

- a Identify the main tasks which make up the activity.
- b Agree responsibilities taking account of strengths and preferences.
- c Seek and provide information and support from/to others.
- d Identify strengths and weaknesses of own contribution to group activity.

Core Unit	Knowledge/Skills/Evidence	a	b	c	d
Construction Craft Practices: An Introduction	Practical work will cover aspects of the skill such as identifying main tasks and responsibilities of a range of trades in various stages of construction work. Best practices for a work squad will be established in formative activities.	4	4	4	4
Construction Safety Practices: An Introduction	Underpinning work for the Unit will identify the contribution of the individual to group safety, emphasising the Health and safety needs of and approaches to group working practices.	4	4	4	4
Efficient Construction Practices: An Introduction	Candidates will undertake practical elements in a workplace or workshop setting to develop and ensure naturally occurring evidence of co-operative working practices.	4	4	4	4
<p>All Units in the award — understanding of and competence in team working practices will be essential to practical activities. All teaching and learning activities will involve group discussions on issues and problems relevant to construction services. Evaluation of the individual contributions to working solutions will be an aspect of personal development with the support and guidance of assessors.</p>					

### 5.3 Mapping of Units against level 2 NVQ in Construction Crafts

VQ Unit Ref	NVQ Unit title	Mapping to Unit
VR01	Conform to General Workplace Safety	ALL UNITS
VR02	Conform to Efficient Work Practices	ALL UNITS
VR03	Move and Handle Resources	ALL UNITS
VR36	Prepare and Mix Concrete and Mortars	7/21/22/23/24/25
VR37	Lay Bricks and Blocks to Line	7/21/22/23/24/25
VR38	Contribute to Setting Out Basic Masonry Structures	7/21/22/23/24/25
VR39	Joint Brick and Block Structures	7/21/22/23/24/25
VR40	Erect Masonry Structures	7/21/22/23
VR41	Set Out Masonry Structures	7/21/22/23/24/25
VR48	Set Out Complex Masonry Structures	24/25
VR49	Erect Complex Masonry Structures	25
VR09	Install First Fixing Components	8/26/27/28/29/30
VR10	Install Second Fixing Components	8/26/28/29/30
VR12	Maintain Non-Structural Carpentry Work	30
VR14	Produce Setting Out Details for Routine Products	8/26/27/28
VR15	Mark Out from Setting Out Details for Routine Products	8/26/27/28
VR16	Manufacture Routine Products	8/26/27/28
VR332	Prepare Surfaces for Painting/Decorating	6
VR333	Apply Paint Systems by Brush and Roller	6/16/17
VR336	Hang Wallcoverings (Standard Papers)	18/20
VR62	Prepare Background Surfaces for Plasterwork	4
VR65	Apply Finishing Plaster to Background Surfaces	4/36/37/39
VR66	Produce Internal Solid Plastering Finishes	4/36/37/39
VR67	Produce External Solid Plastering Finishes	38
VR274	Install Single Lap Roof Coverings to a Variable Gauge	5/11/12/13/14/15
VR275	Install Plain Tile Roof Coverings	5/12/15
VR278	Install Regular Sized Natural Roof Slates to Advanced Roof Details	14
VR279	Install Random Roof Slates to Diminishing Margins	14
MES7	Install Non Complex Plumbing Systems and Components	9/31/32/33/34/35
MES16	Maintain Non Complex Plumbing Systems and Components	9/31/32/33/34/35
VR141	Prepare Background for Tiling	44/45/46/47/48/49
VR142	Tile Wall and Floor Surfaces	44/45/46/47/48/49

### 5.4 Articulation and credit transfer

#### Articulation

The National Progression Award in Construction has been designed as a progression route to the full range of Construction SVQs as well as an articulation route from the Skills for Work Construction awards. This is the first time there has been a clearly defined pre-vocational/ vocational route for candidates to follow, and for centres to deliver.

#### Credit transfer

There are no current National Units against which credit transfer might be considered.

## 6 Approaches to delivery and assessment

### 6.1 Content and context

This National Progression Award is designed to equip students with the knowledge, understanding and skills required for success in employment within the construction industry. It is mainly aimed at candidates who are interested in pursuing a career in any of the construction occupations.

The NPA in Construction is at SCQF level 5 and although the mandatory Units within the Award are at SCQF level 4 the Award design principles require half of the Units to be at the level of the award. Candidates must, therefore attain three credits at SCQF level 5.

A minimum of **six** credits are required to gain the National Progression Award in Construction.

The **three** half credit generic Units at SCQF level 4 are mandatory and therefore make a total of 1.5 credits towards the award.

Candidates may then choose a **minimum of one** half credit Units and a **maximum of three** giving them a further 0.5 or 1.5 credits towards their award.

Candidates who have attained **one** optional SCQF level 4, half credit Unit are therefore required to complete **four** of the SCQF level 5, one credit Units (shown in purple on the framework).

Candidates who have attained **three** optional SCQF level 4, half credit Unit are therefore required to complete **three** of the SCQF level 5, one credit Units (shown in purple on the framework).

Both these methods will result in the candidates gaining the required six credits for the Award. Candidates can choose to concentrate on one route of the award or have the option to 'pick and choose' from all of the optional Units in the framework.

#### Examples

##### Candidate A

Units achieved	Credits	Total
3 Mandatory SCQF level 4, half credit Units	1.5	1.5
1 Optional SCQF level 4, half credit Unit	0.5	2
4 optional SCQF level 5, one credit Units	4	6

(M) F1JP 10	Construction Safety Practices: An Introduction	SCQF 4	0.5
(M) F1JN 10	Construction Occupation Practices: An Introduction	SCQF 4	0.5
(M) F1JR 10	Efficient Construction Practices: An Introduction	SCQF 4	0.5
(O) F1K7 10	Preparing and Painting Surfaces	SCQF 4	0.5
(O) F1K9 11	Decorative Painting	SCQF 5	1
(O) F1KA 11	Decorative Treatment	SCQF 5	1
(O) F1KE 11	Paperhanging: Foundation and Plain Paper	SCQF 5	1
(O) F1KG 11	Colour Practice: Painting and Decorating	SCQF 5	1
		<b>Total</b>	<b>6</b>

## Candidate B

Units achieved	Credits	Total
3 Mandatory SCQF level 4, half credit Units	1.5	1.5
3 Optional SCQF level 4, half credit Unit	1.5	3
3 optional SCQF level 5, one credit Units	3	6

(M) F1JP 10	Construction Safety Practices: An Introduction	SCQF 4	0.5
(M) F1JN 10	Construction Occupation Practices: An Introduction	SCQF 4	0.5
(M) F1JR 10	Efficient Construction Practices: An Introduction	SCQF 4	0.5
(O) F1K7 10	Preparing and Painting Surfaces	SCQF 4	0.5
(O) F1KL 10	Carpentry and Joinery: An Introduction	SCQF 4	0.5
(O) F1JS 10	Half Brick Walling: An Introduction	SCQF 4	0.5
(O) F1KX 11	Manufacture Joinery Components	SCQF 5	1
(O) F1KG 11	Colour Practice: Painting and Decorating	SCQF 5	1
(O) F1JV 11	One Brick Walling: An Introduction	SCQF 5	1
	<b>Total</b>	<b>6</b>	

Progression awards are not designed to train people to full industrial competence. There is an emphasis on developing the basic skills normally taught to an apprentice at the very early stages of time-serving and these basic skills will be very attractive to employers. Candidates can then build on these skills when working towards achieving an SVQ.

The programme should be delivered in the context of familiarisation with terminology, basic concepts and working practices and disciplines, including Health and Safety and Sustainability. It is intended that the NPA course will develop a broad appreciation of topics based on accepted construction practices.

## 6.2 Delivery

The structure of the qualification allows for a high degree of flexibility in its delivery. Owing to the very practical nature of the award, it is recommended that each teaching/training session should be of a reasonable duration, say perhaps three hours.

The award could be offered full-time, part-time, block-release, day release or evening. Combination of delivery is also a possibility. Such combined study may enable candidates to complete the award within a shorter time period. Centres wishing to provide a full time programme might include all mandatory and optional Units in the framework.

There are many opportunities for integrative delivery of Units within the award. Teaching and learning for the three generic Units should always be integrated with technical/practical Units as much as possible, and assessment should be encouraged to be within the application of these technical/practical Units. Assessment Support Packs will identify specific opportunities for integration with other Units.



It is recognised that the NPA in Construction is very much an award which focuses on the development of the candidates hand skills and use of tools. Nevertheless there may be opportunities for the introduction of e learning during the teaching and delivery of the award. The learning and assessments of the knowledge based Outcomes can be conducted by either using e learning methods, or by traditional teaching techniques. For example formal assessments may make the use of IT systems and facilities when available, or alternatively can also use the standard mode of supervising candidates during classroom paper based assessments.

### **6.3 Assessment**

The assessment strategy is designed to ensure an appropriate level of rigour whilst not imposing excessive demands on centres or candidates. The design principles for the award encourage a holistic approach to assessment and this has been adopted in each Unit specification for this award. This is reflected in the single Evidence Requirement statement contained in most of the Units

Each Unit Specification includes guidance on delivery and assessment and, where appropriate, any relationship with delivery and assessment of other Units. Assessment guidance includes a variety of conditions including open/closed-book, practical exercises etc.

Exemplar assessment instruments in the form of ASPs are available for all Units. These provide guidance on content, context, evidence required, marking guidelines, drawings and checklists with clearly stated standards and tolerances. Centres are recommended to use these ASPs as templates if producing their own instruments of assessments.

Assessment guidance is provided in each Unit Descriptor.

Certain Units offer particular opportunity for integrative assessment covering one or more PCs.

Centres can decide the order in which Units are delivered, based on candidate recruitment patterns, mode of delivery, resource issues and logical progression dictated by topics and Unit content and level.

Throughout all Units emphasis should be placed where appropriate on the application of Health & Safety and Sustainability. Safe working practises should be looked at in accordance with current safety codes of practise and regulations. Sustainability should include reference to criteria affecting sustainability and the impact of not implementing sustainability on the environment.

## **7 General information for centres**

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

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **Internal and external verification**

All instruments of assessment used within this/these Group Award(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 and Quality Assurance for Colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **8 General information for candidates**

The National Progression Award in Construction is a practical based qualification which requires you to spend the majority of your time in a workshop location.

The NPA is designed to equip you with the knowledge, understanding and skills to allow you to gain employment in the construction industry, or to progress to a higher level qualification.

Occupations are available with a wide variety of construction companies within the building industry.

If you wish to investigate career opportunities in the building industry you can contact CITB Construction Skills at [www.citb.org.uk](http://www.citb.org.uk)

The NPA requires you to achieve a minimum of 6 credits. There is a wide variety of ways to do this and this can be clearly understood by making reference to the Award framework

The three Units at the very top row of the framework are all mandatory. They are termed generic Units and will be integrated through your practical workshop activities. These are half credit Units and therefore give you a total of 1.5 credits.

The remaining 4.5 credits can be gained through choosing either 3 SCQF level 4, half credit Units from the optional choice and 3 SCQF level 5, full credit Units or by choosing 1 SCQF level 4, half credit Units from the options and 4 SCQF level 5, full credit Units.

You may of course take additional Unit s to add to your portfolio and these also will be credited to you in your certification

You can choose either to concentrate on one craft area and pick a 'route' or you can 'mix and match' Units of your choice.

You will be assessed on your knowledge and skills developed in each Unit. The assessment may take a number of forms, including multi choice questions, practical tasks with checklists, and other practical activities when working in teams.

The practical Units will provide you with the basic skills and knowledge needed to carry out practical work and will then require you to complete these practical tasks in order for you to demonstrate your range of abilities.

## 9 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](http://www.scqf.org.uk)

**SCQF credit points:** One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

**SCQF levels:** The SCQF covers 12 levels of learning. 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.

**Dedicated Core Skill Unit:** This is a Unit that is written to cover one or more particular Core Skills, eg National 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 National Certificate/National Progression Award 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 National Certificates/National Progression Awards** are those developments or revisions undertaken by a group of centres in partnership with SQA.