



**Arrangements for:
National Progression Award (NPA)
in Conservation of Masonry (SCQF level 6)**

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Acknowledgement

SQA acknowledges the valuable contribution that Historic Scotland and Scotland's colleges have made to the development of National Qualification Group Awards.

Contents

1. Introduction
2. Rationale
 - 2.1 Objectives
 - 2.2 Conservation of Masonry
 - 2.3 Consultation and Support
3. Aims of the Award
 - 3.1 General Aims
 - 3.2 Specific Aims
 - 3.3 Target candidate group
 - 3.4 Employment opportunities
4. Recommended access
 - 4.1 Formal Qualifications for Entry to NC
5. Structure
 - 5.1 Proposed Framework
 - 5.2 Core Skills
 - 5.3 Mapping of Units
 - 5.4 Articulation
 - 5.5 Professional Recognition
 - 5.6 Credit Transfer
6. Approaches to Delivery and Assessment
 - 6.1 Content and Context
 - 6.2 Delivery
 - 6.3 Assessment
7. Candidates with additional support needs
8. Guidance for candidates

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.

Version number	Description	Date	Authorised by

1 Introduction

This is the Arrangements Document for the National Progression Award (NPA) in Conservation of Masonry at SCQF level 6 which was validated in June 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.

This NPA in Conservation of Masonry is designed to equip candidates with the knowledge, understanding and skills required for employment, or for progression to further academic and/or professional qualifications and in addition to improve the level of masonry repairs in Scotland. There is little conservation in the existing SVQ3 in Stonemasonry, and this qualification meets the demand for additional formal specialist training in the conservation sector.

This NPA has been designed as a route to achieving an HNC/HND in Architectural Conservation, and as a work related qualification.

2 Rationale for the development of the qualification

2.1 Objectives

National Qualification programmes are intended primarily for people who are in, or plan to enter, employment and who have reached the minimum age of 16, typically with appropriate school leaving qualifications or industry experience. Entry via a craft qualification or semi-skilled experience is also possible and can provide the bridge to a higher-level qualification.

The National Progression Award in Conservation of Masonry is designed to provide:

- ◆ A national qualification, with detailed common standards and learning outcomes recognisable to centres, candidates, employers and professional bodies.
- ◆ A common mandatory element of study for various vocational pathways
- ◆ A choice of optional Units appropriate to the main career disciplines undertaken in Conservation of Masonry within the Construction Industry and repair and maintenance sector.
- ◆ A flexible approach within a national framework.
- ◆ The opportunity to preserve and build upon existing good practice.
- ◆ Compatibility with feeder qualifications.
- ◆ A response to changing training and educational needs.
- ◆ A preparation for employment.
- ◆ A contribution to the skills, knowledge and understanding required to underpin relevant occupational standards and SVQs.
- ◆ Progression to higher level Stonemasonry qualifications.
- ◆ (NPA → SVQ → Advanced Certificate)
- ◆ A focus on the development of candidates' practical knowledge, skills and understanding that underpins performance in the workplace.

2.2 Conservation of Masonry

Conservation of Masonry includes the repair and maintenance of predominantly mass wall masonry structures and their external finishes, masonry detail and structural elements. Traditional stonemasonry repair and maintenance skills are not included in the present SVQ syllabus for stonemasonry which predominately teaches new build and cutting skills. Work within the sector comprises projects undertaken within construction contracts, with a significant proportion involving repair and maintenance of the existing building stock. The need to develop a new qualification has been highlighted by four reports which have

identified the need to increase the number of trained people working in the heritage sector.

- ◆ Construction Industry Council report on: Risk to Public Safety from Falling masonry and Other Materials. (See Appendix 3)
- ◆ Heritage Environment Advisory Council for Scotland: The availability of Traditional Materials, Professional and craft skills. (See Appendix 3)
- ◆ The Scottish Stone Liaison Group: Safeguarding Glasgow's Stone-Built Heritage Skills and Materials Requirements. (See Appendix 3)
- ◆ National Heritage Training Group: Traditional Building Craft Skills Report (A more detailed report specifically related to Scotland will also be published in early 2007) (See Appendix 3)

The NPA in Conservation of Masonry has been designed to provide the opportunity to satisfy skill shortages by allowing maximum flexibility in access and delivery, and to provide a benchmark for Conservation of Masonry skills. The Award will also raise the level of workmanship in the repair and maintenance sector of the stonemasonry industry.

2.3 Consultation and Support

An initial steering group was set up in early 2006 to review a training initiative in the aftermath of Historic Scotland being awarded a £2 million Heritage Lottery Fund Grant. The objective of the grant was to delivery Stonemasonry training in traditional skills in Scotland and Northern Ireland with the aim of exploring the need for a new Conservation of Masonry qualification targeting the repair and maintenance sector.

The feed back from this initial meeting suggested there was a need to develop a qualification which addressed the regional skills required in Scotland and the use of traditional materials in the heritage sector.

Ancillary to the steering group a writers' group was formed to design and write the new qualification.

Framework of the proposed qualification is attached in Appendix 5

The award has the support of the City of Edinburgh Council, National Heritage Training Group, Scottish Stone Liaison Group, Telford College, Glasgow Metropolitan College, North Highland College, Scottish Lime Centre, National Trust for Scotland, Historic Scotland and contractors and specialists working in the Stonemasonry Industry.

The City of Edinburgh Council has intimated a desire to make this qualification a condition of contract for all new Stonemasonry Contracts. All operatives working on historic buildings will be required to hold, or to be working towards Award 1 & 2. This condition is hoped to be initiated in the near future. A number of other local authorities and heritage groups have also expressed a similar interest in raising standards via procurement.

3 Aims of the Award

3.1 General Aims

The award should develop:

- 3.1.1 Skills of study, research and analysis
- 3.1.2 Ability to define and solve problems
- 3.1.3 Transferable skills
- 3.1.4 Ability to be flexible and work cooperatively with others
- 3.1.5 Responsibility for own learning

- 3.1.6 Planning, organisational and review/evaluation skills
- 3.1.7 Technical skills- broadening and deepening
- 3.1.8 Oral, written and pictorial communication skills
- 3.1.10 Resource management ability
- 3.1.11 Flexibility, knowledge, skills and motivation as a basis for progression to higher level studies

3.2 Specific Aims

The award should:

- 3.2.1 Prepare candidates for a range of technical careers within Conservation of Masonry including repair & maintenance of Stonemasonry Structures.
- 3.2.2 Provide specialised studies which build upon previous study and work based experience, and are directly relevant to the individual vocations in which candidates are currently working, or in which they intend to seek employment.
- 3.2.3 Enable candidates to make an immediate contribution in employment in the heritage sector.

3.3 Target candidate group

This NPA is suitable for a wide range of candidates including:

- ◆ School leavers
- ◆ Candidates progressing from a lower level award in Construction or a closely related discipline
- ◆ Candidates with a qualification in a related discipline who wish to retrain in Conservation of Masonry
- ◆ Adults returning to education
- ◆ Candidates in employment who wish to enhance their career prospects
- ◆ Candidates with existing craft qualifications.

3.4 Employment Opportunities

Candidates will normally be employed within the construction industry and will undertake the NPA on a block release or site assessment. The award is also suitable for those returning to work, transferring from other sectors and could be delivered on a full time basis.

Employment opportunities will exist with contracting companies, repair & maintenance companies, local authorities, government agencies and the heritage sector employers.

Progression opportunities exist for candidates to achieve higher level academic and professional qualifications within the sector.

4 Recommended Access

As with all SQA qualifications, access to the awards will be at the discretion of an approved SQA centre. The following recommendations are for guidance only.

4.1 Formal Qualifications for entry to NPA

National Progression Awards are intended primarily for people who are in, or plan to enter employment. Candidates who enter with at least one of the following qualifications are likely to benefit more readily from the programme:

- ◆ Credits at Standard Grade level in appropriate science or technology Subjects.
- ◆ An SVQ 2 Certificate in a related discipline.

- ◆ Those with other entry qualifications, including work experience, who demonstrate a realistic chance of success.
- ◆ A craft qualification which might be combined with appropriate further study, prior to, or in parallel with, the NC programme.

5 Award Structure

5.1 Framework

No	Unit code	Unit Title	Credit Value	SCQF Level
Mandatory Units – all to be taken				
1	F2FW 12	Principles of Conservation in the Built Heritage	0.5	6
2	F2FX 12	Working with Traditional Mortars	0.5	6
3	F2FY 12	Masonry Materials and Performance	0.5	6
4	F2GO 12	Consolidation of Masonry Structures	1.5	6
5	F2G1 12	Masonry Repairs	2.0	6
6	F2G2 12	Surface Finishing to Masonry Walling	1.0	6
		Total Mandatory Units 6		

5.2 Core Skills

Candidates who successfully complete the award gain the knowledge and understanding to be skilled in the conservation and consolidation of masonry, and become competent in a range of practical applications. Working with tools and equipment to safe industry practice they will learn skills transferable within different working environments and there will be many opportunities for contextualising relevant elements of the core skills to the specific practical demands of the vocational area.

The core skills recognised by SQA are at SCQF Levels 2 to 6 (Access to Higher) in

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

Applied problem solving, which requires analytical thinking, the ability to respond flexibly to the needs of a task or situation and reviewing of proposed and actual solutions, is a particular feature of assessment activities as candidates apply knowledge and skills to complete practical tasks under supervision. As candidates undertake formative work, activities will replicate group problem solving approaches using the approaches and techniques for co-operative working with others needed in the industry today.

Communication skills cover reading, writing and oral requirements of the workplace, using practical vocational formats and terminology. Numeracy is similarly a practical tool, used as graphic and numerical instructions are followed and calculations are accurately performed in a working situation.

Candidates who achieve the award will have opportunities to develop aspects of core skills to the following levels as a minimum

Communication	SCQF level 6
Numeracy	SCQF level 5
Problem Solving	SCQF level 6
Working with Others	SCQF level 6

Candidate needs will vary, but some potential development opportunities are indicated; centres will provide appropriate Learning materials and expertise to support needs identified.

Problem Solving (SCQF level 6)

Critical Thinking

- ◆ Analyse a complex situation or issue

Planning and Organising

- ◆ Plan organise and complete a complex task

Reviewing and Evaluating

- ◆ Review and evaluate a complex problem solving activity

Unit	Knowledge/Skills/Evidence	CT	PO	RE
Working with Traditional Mortars	<i>Candidates devise and carry through an appropriate safe approach to sourcing, mixing and firing, storage of materials and use of a kiln, to comply with current regulations.</i>	✓	✓	✓
Masonry Materials and Performance	<i>Detailed analysis of requirements with regard to needs takes into account a range of factors including suitability of materials, available resource and ethical considerations.</i>	✓	✓	✓
Consolidation of Masonry Structures	<i>Candidates plan and undertake practical consolidation of general stone rubble walling, removing organic growth safely before analysing requirements for materials removal, replacement and revision.</i>	✓	✓	✓
Masonry Repairs	<i>All necessary requirements are fully analysed and evaluated before safe and suitable repair is undertaken.</i>	✓	✓	✓
Surface Finishing to Masonry Walling	<i>Underpinning theoretical knowledge supports investigative planning which applies and integrate skills developed across the award.</i>	✓	✓	✓
<p><i>Candidate critically analyse in detail all stages of masonry renovation, replacement and repair enhance understanding of best practice in real contexts. Formative work across the award will apply theory to practice, considering the needs of the task, appropriate resources and relevant health and safety issues. Evaluative discussion of work undertaken and of industry based issues and case studies will be discussed with peers, encouraged and supported by assessors.</i></p>				

Working with Others (SCQF level 6)

Work with Others in a group to analyse, plan and complete an activity

- ◆ Analyse the activity and identify component tasks and roles
- ◆ Agree allocation of activities taking account of group strengths and weaknesses
- ◆ Support co-operative working

- ◆ Evaluate and draw conclusions about own contribution, justifying with evidence

Unit	Knowledge/Skills/Evidence	a	b	c	d
Principles of Conservation in the Built Heritage	<i>Underpinning theoretical knowledge supports a reasoned and analytical approach to practical activities working with clients.</i>	✓	✓	✓	✓
Masonry Repairs	<i>Consultations involving an analysis of needs, negotiation to encourage and support co-operation and agreement on tasks understanding of importance of monitoring and evaluation of progress.</i>	✓	✓	✓	✓
<p><i>Group activities in class work will be particularly useful to those with no site experience. All practical assessment tasks will develop all elements of the skills underpinning team working including improving approaches to working relationships with a range of others in different types of practical contexts and situations. All teaching and learning activities will involve group discussion of practical and theoretical issues and problems relevant to vocational contexts.</i></p>					

Communication (SCQF level 6)

Written Communication (Reading)

- ◆ analyse and summarise significant information, ideas and supporting detail.
- ◆ evaluate effectiveness in meeting purpose and needs of readership.

Core Units	Knowledge and Skills/Evidence	a	b
All units	Candidates require an awareness and knowledge of factual information and current theories as well as related industry developments. Understanding of the full range of relevant Legislation essential to industry practice.	✓	✓
Principles of Conservation in the Built Heritage	<i>Research into background, underlying theories and philosophy, and current information on complex Conservation issues and approaches.</i>	✓	✓
<p><i>Underpinning Knowledge and Understanding: evaluating information and applying in a workplace context all regulations and information covering process to ensure compliance with Health and Safety legislation. Product and service information. This will be maintained by reading manufacturers' guides, professional journals and appropriate web sites and selecting and evaluating information of relevance. Access to essential Learning Resources will underpin course delivery.</i></p>			

Written Communication (Writing)

Produce well-structured Written Communication on a complex topic

- ◆ present essential ideas/information in a logical order

- ◆ use a structure which takes account of purpose/links points for clarity and impact
- ◆ use conventions which are effective for audience
- ◆ use accurate spelling, punctuation, sentence structures
- ◆ vary sentence structure, paragraphing, vocabulary to suit purpose and target audience

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
All units	<i>Knowledge and Understanding is assessed by structured responses which must be coherent, and present essential ideas and information using vocational terminology.</i>	✓	✓	✓	✓	✓
Principles of Conservation in the Built Heritage	<i>Research report demonstrating detailed knowledge and understanding of the principles of conservation.</i>	✓	✓	✓	✓	✓
<p><i>Skills developed during the course will include the ability to produce and present accurate, well presented written data to industry standards The maintenance of accurate records of activity with essential information in an appropriate structured format is an aspect of all practical activities. Written responses to unit assessments will be to the standards required within the vocational area and content must be relevant and logically structured. Presentation should be factually and technically accurate, and suitable for purpose and readership.</i></p>						

Oral Communication

Produce and respond to oral Communication on a complex topic

- ◆ use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality
- ◆ convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis
- ◆ structure to take account of purpose and audience
- ◆ take account of situation and audience during delivery
- ◆ respond to others taking account of their contribution

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
Principles of Conservation in the Built Heritage	<i>Formative work could include site visits with the opportunity to discuss, analyse and evaluate conservation issues and to use appropriate technical terms in a practical context.</i>	✓	✓	✓	✓	✓
Masonry Repairs	<i>Consultations with different types of client involving discussion, verbal and non-verbal communication. Listening and observation prior to response to client needs. Advice and information using feedback for evaluation of effectiveness of proposed practical work.</i>	✓	✓	✓	✓	✓

Formative work will involve extensive discussion of the principles and practice of masonry renovation, repair and conservation, using the terminology and language of the workplace. Candidates will demonstrate oral communication skills which will meet the needs of employers using a range of verbal and non-verbal communication techniques suited to industry.

Numeracy (SCQF level 5)

Using Number

- ◆ Apply a wide range of numerical skills

Using graphical information

- ◆ Interpret and communicate graphical information in everyday and generalised contexts

Unit	Knowledge/Skills/Evidence	a	b
Working with Traditional Mortars	<i>Risk assessment for Workplace safety. Interpretation, measurement, calculation and application of information, such as temperature, capacity, volume. Analysis and interpretation of graphic data relevant to sites and buildings.</i>	✓	✓
Masonry Materials and Performance	<i>Practical analysis and calculation to determine and test the effects of exposure, environmental, and seasonal influences on the performance of existing and new repair materials.</i>	✓	✓
Principles of Conservation in the Built Heritage	<i>Interpretation, of graphic and statistical data and use of numerical and graphical information relevant to historic sites and buildings.</i>	✓	✓
<i>The ability to analyse, interpret, apply and present numerical and graphical information in a range of situations relating to masonry conservation work is integral to achievement across the award.</i>			

5.3 Mapping of Units

Mapping of the Units in the framework against the General and Specific Aims of the National Qualification.

General Aims	Unit
5.3.1 skills of study, research and analysis	1,2,3
5.3.2 ability to define and solve problems	2,3,4,5,6
5.3.3 transferable skills	1,2,3,4,5,6
5.3.4 ability to be flexible and work cooperatively with others	4,5,6
5.3.5 responsibility for own learning	1,2,3,4,5,6
5.3.6 technical skills- broadening and deepening	4,5,6
5.3.7 oral, written and pictorial communication skills	1,2,3,4,5,6
5.3.8 resource management ability	4,5,6

5.3.9	flexibility, knowledge, skills and motivation as a basis for progression to higher level studies	1,2,3,4,5,6
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Mapping of Units against Aims

Specific Aims		
5.3.10	prepare candidates for a range of technical careers in Conservation of Masonry	1,2,3,4,5,6
5.3.11	provide specialised studies which build upon previous study and experience, and are directly relevant to the individual vocations in which candidates are currently working, or in which they intend to seek employment	1,2,3,4,5,6
5.3.12	enable candidates to make an immediate contribution in employment in the building services sector	1,2,3,4,5,6

5.4 Articulation

The NPA has been designed as an access route to the HNC in Conservation Technology. Candidates progressing to, and achieving, the HNC are eligible for access to degree programmes. Some Higher Education Institutes (HEIs) will allow advanced entry for candidates holding an HNC. Others provide access to first year of a course.

5.5 Professional Recognition

Professional bodies may grant access to appropriate levels of membership for those holding a NC. Candidates are also eligible to work on Historic and Listed Buildings

5.6 Credit Transfer

There are no current National Qualification Units against which credit transfer might be judged. Centres, or candidates holding centre devised Units, who wish to apply for credit transfer will require to obtain the approval of a Moderator for each specific case.

6 Approaches to Delivery and Assessment

6.1 Content and context

This NPA is designed to equip students with the knowledge, understanding and skills required for success in employment as conservation technicians
The programme should be delivered in the context of familiarisation with terminology and basic concepts. It is the intention of a National Qualification course to develop a broad appreciation of topic/s based on accepted practice, rather than detailed justification from fundamental principles.

6.2 Delivery

The structure of the qualifications allows for a high degree of flexibility in the delivery mode. The award could be offered on full-time, block-release, day release or evening modes. A distance learning delivery mode is possible providing adequate materials, tutorial support and assessment facilities exist. Combination of delivery modes is also a possibility. Such combined mode study may enable candidates to complete the award within a shorter time period.

Centres wishing to provide a full time programme must include all mandatory Units in the

framework.

Course delivery should focus on the definition and solution of problems encountered in the Heritage Sector. The use of case studies involving a selection of problematic cases of conservation issues is likely to be beneficial. The course should promote good appreciation of the need to identify alternative solutions and the inter-relationship of best practice and viability, reversibility, sustainability, and health and safety. Candidates should be encouraged not merely to solve problems but to identify the solution most likely to provide 'best practice' to the overall conservation project.

There are many opportunities for integrative delivery of Units within the award. Teaching and learning for science Units could be integrated with technology Units, and assessment should be encouraged to be within the application of technology Units. The Project Unit provides the opportunity for integration of knowledge and skills across the Units in an award. Supporting Notes with each Unit identify specific opportunities for integration with other Units.

Centres can define the order in which Units are undertaken but should consider knowledge and practical skills progression, mode of delivery, resource issues and logical progression dictated by topic and Unit content. A suggested delivery progression, for Award One, is illustrated in Table 6.2.1.

Table 6.2.1

Unit	Credit Value
Principles of Conservation in the Built Heritage	0.5
Working with Traditional Mortars	0.5
Masonry Materials Performance	0.5
Consolidation of Masonry Structures	1.5
Masonry Repairs	2.0
Surface Finishing to Masonry Walling	1.0

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

Provided that adequate material and tutorial expertise existed the NPA could partly be delivered by Open/Distance learning as well as on an online basis. Centre devised supervision agreements should detail controlled conditions to ensure authenticity of evidence.

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 National Qualifications encourage a holistic approach to assessment and this has been adopted in this award. In order to achieve realistic assessment regimes some Unit specifications allow content to be sampled.

Each Unit Descriptor 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, case study etc. A summary of assessment modes for the whole award is shown in Table 6.3.3.

Exemplar assessment instruments will be available for all mandatory Units and optional Units providing guidance on content, conduct, evidence required and marking and grading. Centres are expected to use these exemplars as templates when producing further assessment instruments.

Assessment guidance is provided in each Unit Descriptor.

Certain Units offer particular opportunity for integrative/holistic assessment covering one or more Units. Particular but not exclusive examples are shown in Table 6.3.2

Table 6.3.1

Unit	Assessment
Masonry Conservation	This Unit provides a broad treatment of criteria and considerations in the Heritage Sector. As such the Units embrace all aspects of conservation best practice
Analytical Methods	Assessment tasks for this Unit should relate to relevant analytical problems in Conservation Projects. It is likely to be beneficial to undertake all or part of the assessment within other Units as the problems occur.
Project	This Unit is designed to provide the opportunity for testing of knowledge and skills obtained across all aspects of the Conservation of Masonry Industry
Health, Safety and Welfare	Assessment tasks for these Units should relate to relevant problems in Repair and Maintenance of Buildings
Principles of Conservation Traditional Mortars Masonry Materials Performance Consolidation of Masonry Masonry Repairs Surface Finishing to Masonry Walls	Assessment tasks for these Units should relate to relevant practices carried out in the Conservation of Masonry Industry. Assessment tasks may be specific to each Unit although integrative tasks involving more than one Unit are likely to create more realistic scenarios.

Further details of Unit assessment can be found in Unit Specifications and Exemplar assessment materials.

Table 6.3.2 Assessment strategy

Unit Title	Credit	Level	OC	O	C	S	P	G	CS	Time
Principles of conservation	0.5	6	1	✓		✓			✓	2
Traditional Mortars	0.5	6	2	✓		✓			✓	2
Masonry Materials Performance	0.5	6	2		✓	✓				2
Consolidation of Masonry Structures	1.5	6	4		✓	✓	✓			
Masonry Repairs	2	5	4		✓	✓	✓			
Surface finishing to Masonry Walls	1	6	3		✓	✓	✓			

OC = Number of Outcomes
C = Closed book

P = Practical work
CS = Case Study

O = Open book G = Group work
S = Short answer questions

Note: The 'Time' stated is the recommended total time for summative assessment. In certain cases no time is recommended particularly where practical work is carried out.

7 General Information for Centres

7.1 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).

7.2 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)

8 Guidance for Candidates

The National Progression Award in Conservation of Masonry is designed to equip you with the knowledge, understanding and skills to allow you to gain technical or managerial employment, or to contribute to your employers work, and to progress to further vocational education.

Occupations are available with consultancy and contracting organisations and include design, project management, service/maintenance and facilities management.

The NPA comprises 6 credits, all of which all are mandatory. For each Unit you will need to show competent performance to gain the award.

Some Units provide you with basic knowledge of Conservation of Masonry. Other Units provide knowledge of the application of materials.

You will be assessed on your knowledge and skill developed in each Unit. The assessment may take a number of forms, including, short answers, practical work, case study, working in groups, closed book or open book examinations.

Recommended Entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- ◆ Credits at Standard Grade level in appropriate science or technology subjects.
- ◆ An SVQ 2 Certificate in a related discipline.
- ◆ Those with other entry qualifications, including work experience, who demonstrate a realistic chance of success.
- ◆ A craft qualification which might be combined with appropriate further study, prior to, or in parallel with, the NC programme.