



## **Group Award Specification for:**

**National Progression Award (NPA): Construction  
Craft and Technician at SCQF level 4**

**Group Award Code: GP65 44**

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# 1 Introduction

This document was previously known as the arrangements document. 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.

Progression opportunities exist as below.

## Justification and rationale for the review of the qualification

Since the development of the National 4 Construction Crafts Skills for Work Course in 2005, there have been some significant changes in the sector in terms of Legislation, Curriculum for Excellence, STEM and Developing Scotland's Young Workforce.

In February 2018, SQA carried out a scoping exercise to assess the suitability of the National 4 Skills for Work Construction Crafts qualification. The research carried out prior to producing the scoping report sought views from employers, construction colleges and all Scottish schools. The report highlighted that schools and colleges find the existing National 4 Construction Crafts Skills for Work course difficult to deliver due to restricted budgets, resources and time. Most delivering centres were dissatisfied with the balance of theoretical and practical content in the current Skills for Work course and the majority felt the need for a new qualification at the same level.

The existing qualification serves to solely encourage learners to pursue a career in a particular construction craft, eg carpentry and joinery, brickwork. There is no qualification at SCQF level 4 that introduces a broader spectrum of construction elements within an SQA framework. As a result, learners are not encouraged to pursue a wider range of professions outwith the construction craft area such as: Architecture; Surveying; Management; Civil/Structural Engineering.

This qualification is designed to be undertaken as a project and offers scope for personalisation and choice. There is flexibility to incorporate a variety of elements from construction disciplines to provide learners with a broader range of skills and knowledge that are present in the construction sector.

The title of the qualification clearly identifies the purpose of this qualification with progression routes to a variety of construction disciplines. The qualification has been designed with occupational standards in mind and there is an indirect link to these standards.

This award combines both technician and craft units. It is a mandatory requirement that the technician elements of this award are delivered and assessed within a construction context.

Learners will select and research job roles and responsibilities within the Construction sector and provide information about why they have chosen a job role. Examples of good and bad customer care will be investigated along with health and safety requirements including employers' and employees' responsibilities to provide a safe working environment for all.

Learners will review their own current skills and strengths in relation to the roles they have selected and complete a SWOT analysis to identify the self-development required to progress into a chosen career.

The delivery and assessment of the vocational project must be in the context of the Construction Industry and relate to Construction Technician professions such as architects, project managers, building engineers and surveyors.

The optional craft units can be integrated, delivered and assessed in conjunction with the mandatory units. During the delivery of the award, learners will monitor and review their own task management skills. Learners will produce a plan and generate a range of evidence which will be assessed on an ongoing basis as they work towards completing the project.

Learners will gain a range of practical hand skills depending upon the optional craft units that are selected. Learners will select and use basic hand tools and will complete a range of practical exercises/activities. Craft skills will be completed and assessed within a workshop environment or as part of a live project.

This new National Progression Award (NPA) at SCQF level 4 is designed to equip students with the knowledge, understanding and skills required for success in further study/training or employment within the construction industry. The qualification would be titled 'National Progression Award (NPA): Construction Craft and Technician at SCQF level 4'.

This qualification is suitable for a range of learners including learners in the middle and senior secondary school phase, school leavers, adult returners and unemployed adults.

Delivering centres will have the flexibility to build on existing partnerships between schools, colleges, employers and other training providers. This will enable the qualification to be delivered in a range of appropriate learning environments while having access to relevant teaching expertise and facilities.

Learners will develop a range of skills relating to the construction sector and will gain knowledge of:

- ◆ job roles within the construction sector
- ◆ the needs of customers in the construction sector
- ◆ task management skills required to carry out and complete a vocational project
- ◆ health and safety and sustainability in construction

Learners who successfully complete this award may seek employment within a variety of construction disciplines including:

- ◆ Carpentry and Joinery
- ◆ Painting and Decorating
- ◆ Roofing
- ◆ Bricklaying
- ◆ Plastering
- ◆ Stonemasonry
- ◆ General Construction Operations
- ◆ Surveying
- ◆ Management
- ◆ Civil/Structural Engineering
- ◆ Architecture

This award supports progression into appropriate further education and/or training.

Learners will gain an insight into a variety of construction occupations and their studies will help them to decide the career path they may wish to follow.

All learners will benefit from the transferable employability skills developed in this course, regardless of which career they choose to follow.

There is no professional recognition for this award.

## 2 Qualification structure

Learners must achieve two mandatory units and three optional units.

This group award is made up of 3.5 SQA unit credits. It comprises 21 SCQF credit points.

12 SCQF credit points are at SCQF level 4 in the mandatory section and 9 SCQF credit points are at SCQF level 4 in the optional section.

### 2.1 Structure

#### Mandatory units — 2 credits

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1GS	44	Understanding Industry	1	6	4
H18P	44	Personal Development: Self and Work	1	6	4

#### Optional units — minimum 1.5 credits

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1P4	44	Carpentry and Bench Joinery: An Introduction	0.5	3	4
J1P2	44	Painting and Decorating: An Introduction	0.5	3	4
J1P3	44	Brickwork: An Introduction	0.5	3	4
J1P5	44	Plasterwork: An Introduction	0.5	3	4
J1P6	44	Roof Tiling: An Introduction	0.5	3	4
J1PE	44	Stonemasonry (Basic Principles): An Introduction	0.5	3	4
J1P1	44	Construction Operatives: An Introduction	0.5	3	4
J14A	74*	Construction Crafts: Site Carpentry and Bench Joinery	0.5	3	4
J151	74*	Construction Crafts: Carpentry and Joinery Techniques	0.5	3	4
J147	74*	Construction Crafts: Employability Skills	0.5	3	4
J149	74*	Construction Crafts: Half-Brick Walling	0.5	3	4
J150	74*	Construction Crafts: Brickwork Techniques	0.5	3	4
J14C	74*	Construction Crafts: Roof Tiling	0.5	3	4
J14D	74*	Construction Crafts: Plasterwork	0.5	3	4
J14B	74*	Construction Crafts: Decorative Painting	0.5	3	4
J14G	74*	Construction Crafts: Decorative Finishes Using Waterborne Paints	0.5	3	4

### **3 Aims of the qualification**

The NPA in Construction Craft and Technician at SCQF level 4 is designed to provide opportunities for learners to experience a variety of construction disciplines. Learners will work towards the completion of a project while still enjoying the benefits of close contact with their training/education provider. The group award covers vocational areas which provide opportunities for developing skills that are valid and relevant in today's construction sector.

The qualification is to be delivered within the context of the Construction Industry. The mandatory units must be delivered and assessed in relation to Construction Technician disciplines. Learners will investigate a range of professions within the construction sector and research technician roles and responsibilities. This will give them a wider understanding of professions within that sector. Learners will investigate customer care within the construction sector and will learn how to deal with and resolve any issues that may arise. The importance of health and safety within the construction sector will be investigated.

The mandatory technician elements of the units will allow for the vocational project to be designed, planned and costed. Learners will use the knowledge and skills they have learned through the research of the technician occupations they have chosen. The craft optional units will allow learners to gain knowledge and skills in relation to a range of practical hand skills that can be used during the vocational project. Learners will evaluate their own strengths and develop task management skills and review these skills during the project.

#### **3.1 General aims of the qualification**

- 1 This group award aims to offer learners the opportunity to develop a range of skills and knowledge in relation to Construction Industry. Through completion of this award, learners will develop Core Skills which will enhance their employability prospects.

#### **3.2 Specific aims of the qualification**

The group award will:

- 2 give learners the technical knowledge, skills and understanding associated with a range of craft and technician skills in construction at this level.
- 3 develop an awareness that health and safety issues are central to the world of work, and in particular to the construction industry.
- 4 enable learners to develop and apply practical, technical and communication skills as a foundation for future learning and progression.
- 5 encourage learners to develop a positive attitude to waste minimisation and environmental issues.
- 6 encourage learners to apply their knowledge and understanding of construction by using skills of evaluation and problem solving in a vocational context.
- 7 prepare learners for further learning opportunities, study and training for employment in Construction and the Built Environment sectors and related occupations.

## 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.

Learners are likely to benefit more readily from study of the award if they enter with a general and broad academic ability showing an aptitude at SCQF level 3 and above for English, Mathematics and other related technical and graphical subjects.

### 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 would 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 undertake an alternative level or learning programme.

Opportunities to develop aspects of Core Skills should be used where they arise naturally. For example, in order to carry out building trade activities in a workshop/project environment, the learner will develop aspects of numeracy when making calculations and taking measurements. The learner will also have to communicate with tutors and fellow learners regarding practices involving materials and tools, health and safety and working together in the workplace. Aspects of problem solving will arise when carrying out the work relating to construction occupations or project work.

The learners will design, plan, cost and present a project to potential clients which will incorporate a number of Core Skills including *Numeracy*, *Communication*, *Problem Solving* and *Working with Others*.



<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	3	Skills developed during the course will include the ability to work individually, in small groups or pairs. Learners will be assessed on providing evidence of oral and graphical communication skills and using a range of verbal and non-verbal communication techniques, which will meet the needs of employers.
Numeracy	3	The ability to interpret, calculate, apply and communicate numerical and graphical information accurately is integral to achievement across the specialist units.
Information and Communication Technology (ICT)	3	The ability to interpret, apply and communicate information is integral to achievement across the mandatory units.
Problem Solving	3	<p>Across all units, learners will identify occupational problems and will devise solutions to a range of issues in practical situations.</p> <p>Learners will apply knowledge gained to resolve these issues, while maintaining a key focus on sustainability and health and safety requirements.</p>
Working with Others	3	<p>Team working either in small groups or pairs is integral to the delivery of this Core Skill. As part of the practical work assessment process; observation and documentation of the ability of learners to develop team-working skills and improve working relationships is required.</p> <p>Working in small groups or in a pair is integral to the delivery of this Core Skill. Practical work will involve observation of the ability to develop and improve team-working skills.</p>

## 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. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. 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 qualification aims to units

(M = Mandatory O = Optional)

Code	Title	Unit Type	Aims						
			1	2	3	4	5	6	7
J1GS 44	Understanding Industry (SCQF level 4)	M	✓	✓	✓	✓		✓	✓
H18P 44	Personal Development: Self and Work (SCQF level 4)	M	✓	✓	✓	✓		✓	✓
J1P3 44	Brickwork: An Introduction (SCQF level 4)	O	✓	✓	✓	✓	✓	✓	✓
J1P4 44	Carpentry and Bench Joinery: An Introduction (SCQF level 4)	O	✓	✓	✓	✓	✓	✓	✓
J1P1 44	Construction Operatives: An Introduction (SCQF level 4)	O	✓	✓	✓	✓	✓	✓	✓
J1P2 44	Painting and Decorating: An Introduction (SCQF level 4)	O	✓	✓	✓	✓	✓	✓	✓
J1P5 44	Plasterwork: An Introduction (SCQF level 4)	O	✓	✓	✓	✓	✓	✓	✓
J1P6 44	Roof Tiling: An Introduction (SCQF level 4)	O	✓	✓	✓	✓	✓	✓	✓
J1PE 44	Stonemasonry (Basic Principles): An Introduction (SCQF level 4)	O	✓	✓	✓	✓	✓	✓	✓

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

Code	Unit title	National Occupational Standard (Code)	National Occupational Standard (Title)
J1GS 44	Understanding Industry (SCQF level 4)	Not applicable	
H18P 44	Personal Development: Self and Work (SCQF level 4)	Not applicable	
J1P5 44	Plasterwork: An Introduction (SCQF level 4)	COSVR77 COSVR76	Produce complex external render finishes Apply solid plaster to complex internal surfaces
J1P3 44	Brickwork: An Introduction (SCQF level 4)	COSVR37	Lay bricks and blocks to line
J1P6 44	Roof Tiling: An Introduction (SCQF level 4)	COSVR274	Install single-lap roof tiles to a variable gauge
J1PE 44	Stonemasonry (Basic Principles): An Introduction (SCQF level 4)	COSVR188 COSVR190	Produce standard stonemasonry components Erect basic external stonemasonry
J1P4 44	Carpentry and Bench Joinery: An Introduction (SCQF level 4)	COSVR10 COSVR15	Install second fixing components Mark out from setting out details for routine products
J1P2 44	Painting and Decorating: An Introduction (SCQF level 4)	COSVR333	Apply paint systems by brush and roller
J1P1 44	Construction Operatives: An Introduction (SCQF level 4)	COSVR36 COSVR45 COSVR361	Prepare and mix concrete and mortars Place and finish non-specialist concrete Cut construction related materials

### 5.3 Mapping of Core Skills development opportunities across the qualification

(E = Embedded S = Signposted)

Code	Title	Unit type	Communication			Numeracy		ICT		Problem Solving			Working with Others	
			Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J1GS 44	Understanding Industry (SCQF level 4)	M	S	S	S			S	S	S	S	S		
H18P 44	Personal Development: Self and Work (SCQF level 4)	M								E				
J1P3 44	Brickwork: An Introduction (SCQF level 4)	O	S	S	S	S	S			S	S	S	S	S
J1P4 44	Carpentry and Bench Joinery: An Introduction (SCQF level 4)	O	S	S	S	S	S			S	S	S	S	S
J1P1 44	Construction Operatives: An Introduction (SCQF level 4)	O	S	S	S	S	S			S	S	S	S	S
J1P2 44	Painting and Decorating: An Introduction (SCQF level 4)	O	S	S	S	S	S			S	S	S	S	S
J1P5 44	Plasterwork: An Introduction (SCQF level 4)	O	S	S	S	S	S			S	S	S	S	S
J1P6 44	Roof Tiling: An Introduction (SCQF level 4)	O	S	S	S	S	S			S	S	S	S	S
J1PE 44	Stonemasonry (Basic Principles): An Introduction (SCQF level 4)	O	S	S	S	S	S			S	S	S	S	S

## 5.4 Assessment strategy for the qualification

The assessment strategy is designed to ensure an appropriate level of rigour whilst not imposing excessive demands on centres or learners.

This NPA is designed to promote a contextualised, experiential, holistic and project-based learning experience with an emphasis on research, task management and enhancing practical skills.

Unit title	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
J1GS 44 Understanding Industry (SCQF level 4)	Outcomes 1, 2, 3 and 4 should be produced in open-book conditions as a natural part of the learning and teaching process. An electronic/paper portfolio should be used to gather evidence. Evidence can be presented in any suitable format, eg written, oral, signed and audio visual.			
H18P 44 Personal Development: Self and Work (SCQF level 4)	Outcomes 1, 2 and 3 should be produced in open-book conditions as a natural part of the learning and teaching process. An electronic/paper portfolio should be used to gather evidence. Evidence can be presented in any suitable format, eg written, oral, signed and audio visual.			
J1P3 44 Brickwork: An Introduction (SCQF level 4)	Outcomes 1, 2 and 3 use open-book practical assessments that learners must complete. Evidence of assessment decisions will be recorded on an observation checklist. Finished artifacts, where possible, will have photographic evidence to support assessment decisions.			
J1P4 44 Carpentry and Bench Joinery: An Introduction (SCQF level 4)	Outcomes 1, 2 and 3 use open-book practical assessments that learners must complete. Evidence of assessment decisions will be recorded on an observation checklist. Finished artifacts, where possible, will have photographic evidence to support assessment decisions.			
J1P1 44 Construction Operatives (SCQF level 4)	Outcomes 1, 2 and 3 use open-book practical assessments that learners must complete. Evidence of assessment decisions will be recorded on an observation checklist. Finished artifacts, where possible, will have photographic evidence to support assessment decisions.			

Unit title	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
J1P2 44 Painting and Decorating: An Introduction (SCQF level 4)	Outcomes 1, 2, 3 and 4 use open-book practical assessments that learners must complete. Evidence of assessment decisions will be recorded on an observation checklist. Finished artifacts, where possible, will have photographic evidence to support assessment decisions.			
J1P5 44 Plasterwork: An Introduction (SCQF level 4)	Outcomes 1, 2 and 3 use open-book practical assessments that learners must complete. Evidence of assessment decisions will be recorded on an observation checklist. Finished artifacts, where possible, will have photographic evidence to support assessment decisions.			
J1P6 44 Roof Tiling: An Introduction (SCQF level 4)	Outcomes 1, 2 and 3 use open-book practical assessments that learners must complete. Evidence of assessment decisions will be recorded on an observation checklist. Finished artifacts, where possible, will have photographic evidence to support assessment decisions.			
J1PE 44 Stonemasonry (Basic Principles): An Introduction (SCQF level 4)	Outcomes 1, 2, 3 and 4 use open-book practical assessments that learners must complete. Evidence of assessment decisions will be recorded on an observation checklist. Finished artifacts, where possible, will have photographic evidence to support assessment decisions.			

## 6 Guidance on approaches to delivery and assessment

This National Progression Award is designed to equip learners with the knowledge, understanding and the skills required for progressing to further study, training and employment. The award is aimed at learners who may be interested in pursuing a career in the Construction Industry.

It is intended that this award will develop a broad appreciation of topics based on accepted construction practices.

One key feature of the award is its flexibility. This will allow for the project to be assessed holistically, encompassing mandatory and optional units whilst allowing for an integration of the assessment process. The project can be set in any vocational context and may be undertaken as a live project or a classroom based project. Another feature of the award is the delivery and assessment model. The delivery of the optional units must be undertaken in a workshop environment or alternatively can be delivered as part of the live project.

It is recommended that industry be involved wherever possible to assist/enhance the delivery of the award. Employer contribution towards setting the context of the project allows for the project to fit with local skills needs where possible, as well as helping to inform learners of what working in the construction sector demands.

The project approach integrates task management skills and allows other practical and employability skills to be integrated into the delivery of the chosen project.

There are a variety of technician roles within the Built Environment which support professionals such as Architects, Surveyors, Engineers and Construction Site Managers in the technical aspects of building design, planning, costing and construction. The mandatory units which form part of this NPA will be delivered and assessed in a technician context and will present the learner with opportunities to:

- ◆ select and investigate Technician job roles within the construction sector appropriate to their own interests
- ◆ learn how Technician and Craft job roles in the construction sector relate to each other
- ◆ describe the needs of clients in the construction sector
- ◆ gain an understanding of the range of opportunities and options for employment
- ◆ gain a wider knowledge and understanding of health and safety considerations
- ◆ develop and review task management skills required to carry out a vocational project

Learners will select from a range of craft optional units to gain practical hand skills and knowledge which contribute to the completion of a vocational project. The craft roles covers a wide range of different crafts trades that are required to complete a varied range construction projects to given specifications.

There are opportunities throughout the award for learners to:

- ◆ develop employability and behavioural skills
- ◆ become waste aware
- ◆ learn about health and safety
- ◆ learn about sustainability in construction

This award may be offered full-time, part-time, block-release or day release. A combination of delivery patterns is possible. Combined study may enable learners 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 opportunities for integrative delivery of units. Learning and teaching for mandatory units should where possible be integrated with optional units as much as possible and assessment should be encouraged to be within the application of the occupational units.

There may be opportunities for the introduction of e-learning during the teaching and delivery of this award. The learning and assessment of the knowledge-based outcomes can be conducted by either employing e-learning approaches, or by traditional teaching approaches. For example, formative and summative assessment, as part of an integrated blended e-learning approach, may make use of IT systems and facilities when available. Alternatively, the standard mode of supervising learners during classroom paper based assessments may be used.

This award encourages a holistic approach to assessment and this has been adopted in each Assessment Support Pack (ASP). Each ASP includes guidance on delivery and assessment of units. The ASPs provide guidance on content, context, evidence required, marking guidelines, drawing and checklists with clearly stated standards and tolerances.

Centres are at liberty to decide the order in which units are delivered based on learner recruitment patterns, mode of delivery, resource issues and logical progression dictated by topics, unit content and level. Throughout, all unit emphasis should be placed, where appropriate, on the application of health and 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 and the impact of not considering sustainability on the environment.

## **6.1 Sequencing/integration of units**

The centre/learners will consider a number of elements such as resources, time and space which will influence the type of project based approach that would be suitable.

Centres can decide which method of delivery would suit them and may decide to design, plan and cost a project in order to gain the knowledge and understanding required to complete the mandatory units. Learners can progress to the optional units in order to build the project with the hand skills they have learnt.

The optional units will allow learners to gain an understanding of building materials, methods and techniques to produce work that meets current building regulations.

Practical hand skills can be integrated within a project and delivered in a holistic manner or delivered whilst completing workshop based activities.

An integrated approach to delivery and assessment of these units is recommended. Assessment should be carried out in a holistic way as evidence will be generated for the mandatory and optional 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](http://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.

### 6.2.1 Articulation and/or progression

See progression diagram (Appendix A).

Learners may choose to progress to a full-time pre-vocational course in a further education college. All learners will benefit from the transferable employability skills developed in this course, regardless of which career they choose to follow.

### 6.2.2 Professional recognition

There is no professional recognition for this award. However, it is intended that industry would be involved wherever possible to assist/enhance the delivery of the qualification.

## 6.3 Opportunities for e-assessment

There may be opportunities for the introduction of e-assessment during the delivery of this award. Evidence generated for mandatory units would be either collated in a paper or electronic portfolio. The learning and assessment of the knowledge-based outcomes can be conducted by employing e-learning or by traditional teaching approaches.

Formative and summative assessment, as part of an integrated blended e-learning approach, may make use of IT systems and facilities when available, or alternatively can also use the standard mode of supervising learners during classroom paper-based assessments.

## **6.4 Support materials**

A list of existing ASPs will be available to view on SQA's website.

## **6.5 Resource requirements**

It would be beneficial for staff delivering the qualification to have suitable industry experience and relevant teaching qualifications. A familiarity with evidence-based assessment is recommended for assessing practical units. Observation checklists will be used alongside supportive digital evidence such as audio, photographic and video records.

For the practical based elements of the qualification, centres/schools are required to provide a specialist practical workshop and/or project areas that comply with health and safety requirements, such as specialist Personal Protective Equipment and hand tools, in order to facilitate practical assessments.

In addition, learners will require access to a classroom and appropriate ICT facilities to complete the knowledge and understanding components of the award.

It is recommended that delivery centres develop collaborative partnerships with further education centres, colleges, employers and local suppliers, wherever possible to assist/enhance the delivery of the award.

## 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](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

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

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

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

- ◆ learners 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 learners 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](http://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 learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
02	Additional Units added to the Optional Section Construction Crafts: Site Carpentry and Bench Joinery – J14A 74 Construction Crafts: Carpentry and Joinery Techniques – J151 74 Construction Crafts: Employability Skills – J147 74 Construction Crafts: Half-Brick Walling – J149 74 Construction Crafts: Brickwork Techniques – J150 74 Construction Crafts: Roof Tiling – J14C 74 Construction Crafts: Plasterwork – J14D 74 Construction Crafts: Decorative Painting – J14B7 4 Construction Crafts: Decorative Finishes Using Waterborne Paints – J14G 74	16/06/20

## 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 stimulating training programme which offers you the opportunity to experience a broad range of occupational skills, which are in demand in the Construction Industry.

This qualification will be delivered in a construction context. This qualification focuses on adopting a vocational project based approach where you will have the opportunity to research a variety of occupations and roles.

You will have the opportunity to develop key employability skills and behaviours sought by employers. Health and safety requirements will be explored along with other key considerations such as customer care and task management skills within the context of a vocational project. You will gain the skills, knowledge and understanding to enable you to progress to planning and designing a project. The project can be either live or classroom based.

In order to meet the requirements of the mandatory units which will be delivered and assessed in a Construction Technician context, you will be required to generate and collate a range of evidence using different types of assessment activities that will be assessed in open-book conditions. Evidence can be presented in any suitable format, eg written, oral and audio visual. An electronic/paper portfolio should be used to gather evidence.

You have the choice of a range of optional craft units which offer the opportunity to develop practical hand skills that can be used as part of a project and as a basis for gaining knowledge and understanding of building materials and methods. All assessments are open book, practical assessments in which you must complete all criteria to meet unit outcomes. Evidence of assessment decisions will be recorded on an observation checklist.

This NPA is designed to offer you the opportunity to experience real occupational skills and working practices, which could be the first step to further study in relation to a number of occupations relevant to the Construction Industry. Completion of this award offers a range of progression routes that are available to allow you to focus on an area of your choice.

For example:

- ◆ Carpentry and Joinery
- ◆ Painting and Decorating
- ◆ Roofing
- ◆ Bricklaying
- ◆ Plastering
- ◆ Stonemasonry
- ◆ General Construction Operations
- ◆ Surveying
- ◆ Management
- ◆ Civil/Structural Engineer
- ◆ Architecture

You will develop key employability skills and behaviours while working towards the completion of the mandatory and optional units which form this award.

These skills and behaviours include:

- ◆ Health and Safety awareness in a construction environment
- ◆ Waste awareness and sustainability
- ◆ Employability and behavioural skills

You will also develop the following core skills:

- ◆ Numeracy
- ◆ Communication
- ◆ Working with Others
- ◆ Problem Solving
- ◆ Information and Communication Technology (ICT)

**Appendix A: Progression Routes for NPA Construction Craft and Technician at SCQF level 4**

