Group Award Specification for:

National Progression Award in Built Environment at SCQF level 5

Group award Code: GP66 45

Validation date: 25 March 2019

Date of original publication: April 2019

Version: 01

Contents

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

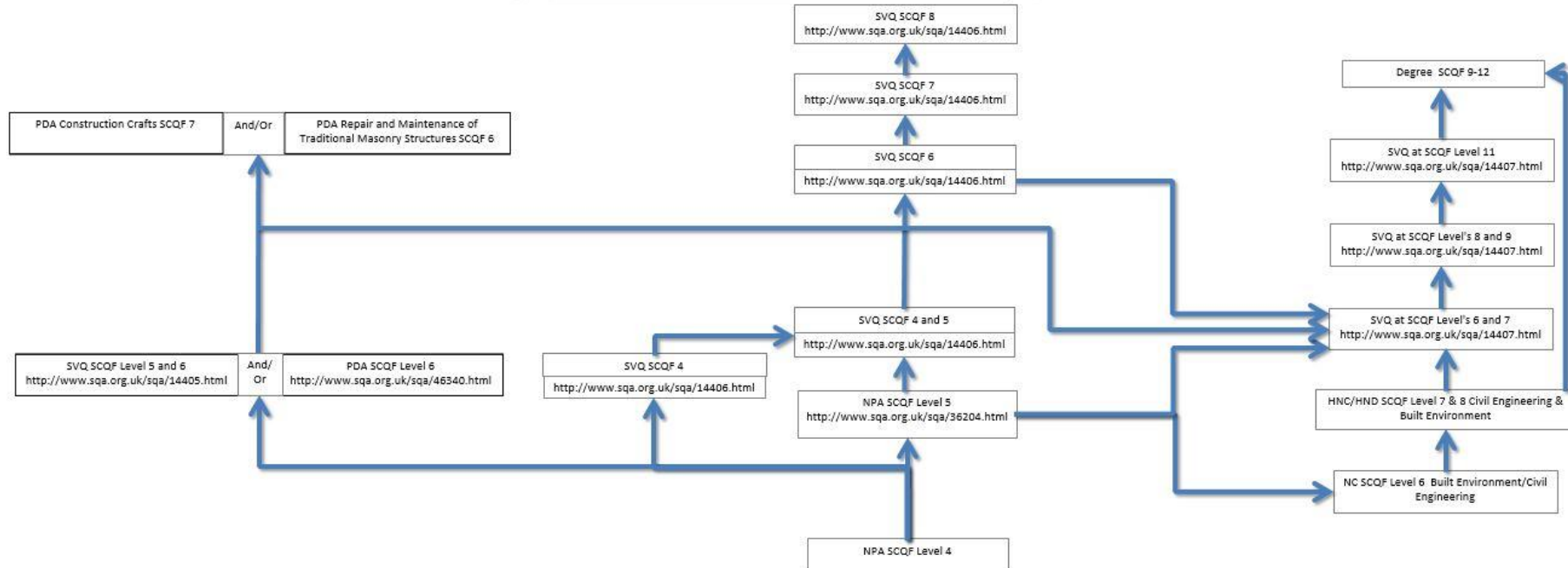Progression opportunities are shown below.

Trades/Craft

Bricklaying
Carpentry & Joinery
Painting & Decorating
Wood Machining
Plastering
Roofing Occupations
Shop Fitting
Stonemasonry
Wall & Floor Tiling
Floorcovering Occupations
Heritage Skills

Specialist/Operations

Reinforced Bitumen Membrane
Roofing
Scaffolding
Lightning Conductor Engineering
Steeple jacking
Façade Preservation
Passive Fire Protection
Water Jetting
Roof Sheeting and Cladding
Specialised Cladding and Rainscreen
Systems
Demolition
Demolition: Plant
Fitted Interiors
Insulation and building treatments
Innovative Methods of Construction
Interior Systems
Access Flooring
Cavity Barrier Installation
Door Systems – Installation
Door Systems – Repair
Controlling Lifting Operations

Ceiling Fixing
Dry Lining – Finishing
Dry Lining – Fixing
Interior Fixer and Sheeter
Partitioning

Pilling Operations : Operative
Concrete Background Preparation &
Profiling
Concrete Drilling and Sawing
Concrete Repair
Concrete In Situ Flooring
Insulated Enclosures – Industrial
Joint Sealant Application
Steel Fixing
Thermal Insulation
Construction Operations
Roadbuilding
Formwork
Highways Maintenance
Plant Operations
Plant or Machinery Maintenance

Supervisory/Management/Technician

Construction Site Supervision
Building & Civil Engineering
Highways Maintenance & Repair
Residential Development Construction Contracting
Operations:
Site Technical Support
(Building, Civil Engineering &
Building Conservation)
Buying
Surveying
Estimating
Planning
Built Environment and Design
Controlling Lifting Operations
Occupational Work Supervision - foreman/Supervisor

For details of Scottish Modern Apprenticeships refere to:
https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/modern-apprenticeships/modern-apprenticeship-frameworks/constructionskills/

The pathways shown are not exhaustive but provide examples of the possible routes between occupational areas.

The existing National 5 Skills for Work: Construction Crafts course was launched in 2005. Since then, there have been significant changes in the sector in terms of legislation, Curriculum for Excellence, STEM and Developing Scotland's Young Workforce.

The National 5 Skills for Work qualification is aimed at learners who wish to pursue a career in Construction Crafts with no provision at SCQF level 5 for those learners who wish to pursue a professional career (known as Construction Technician studies).

In February 2018, SQA carried out a scoping exercise to assess the suitability of the National 5 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 secondary schools. The feedback from this scoping exercise clearly indicated a need for a level 5 qualification aimed solely at professional careers in the Built Environment.

The National Progression Award (NPA) in the Built Environment is intended primarily for learners in the 14–19 age group but may also be used by other learners who wish to gain an introductory understanding of a vocational area, eg school leavers, adult returners, those in work and those who are self-employed.

This award will provide an opportunity for progression to higher level 'technician' courses. For example, the National Certificate (NC) Built Environment at SCQF level 6 (see progression diagram Appendix A).

It is anticipated that the award will build on existing partnerships between schools, colleges, employers and other training providers. This will enable the course to be delivered in a range of appropriate learning environments while having access to relevant teaching expertise and facilities.

Learners who successfully complete this award may seek employment in the Built Environment sector, perhaps as a trainee technician working towards a Modern Apprenticeship or other relevant professional accreditation.

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

2 Qualification structure

This group award is made up of 3 SQA unit credits. It comprises 18 SCQF credit points of which 12 are at SCQF level 5 in the mandatory section and 6 are at SCQF level 5 in the optional section. A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

Mandatory units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1P7	45	The Construction Industry and Principles of Building Design	1	6	5
J1P8	45	Built Environment Design Project	1	6	5

Optional units (minimum of 2 x 0.5 credits required)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J1P9	45	Sustainability in the Built Environment	0.5	3	5
J1PA	45	Construction Methods	0.5	3	5
J1PB	45	3D Modelling for the Built Environment	0.5	3	5
J1PC	45	Interior and Exterior Finishes	0.5	3	5

3 Aims of the qualification

The NPA in The Built Environment at SCQF level 5 is designed for use in centres as an introductory SCQF level 5 course for learners wishing to study the Built Environment in a vocational context.

The purpose of the course is to inspire and enthuse learners to consider a career in the Built Environment through project-based learning. The project design and content reflect a real-life design brief encouraging the learner to consider design concepts, planning and presentation requirements whilst developing the general skills, technical knowledge and understanding and employability skills needed within the sector.

This award also offers flexibility, provides more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this award, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, holistic, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

The knowledge, understanding and skills gained by studying at this level are popular and effective because they encourage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. This qualification is intended primarily for learners in the 14 to 19 age group but may also be used by other learners who wish to gain an introductory understanding of a vocational area, eg adult learners/returners to work. This award provides an opportunity for progression to SCQF level 6 and beyond.

3.1 General aims of the qualification

General aims are:

1   inspire and enthuse learners to consider a career in the Built Environment sector.
2   give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the Built Environment sector.
3   support progression to a more specialised SCQF level 6 academic or vocational Built Environment qualification.
4   give learners the potential opportunity in due course, to enter employment within a wide range of entry level job roles across the Built Environment sector.

Broad knowledge and skills that should be developed as learners undertake the qualification are:

5   study skills, including basic processes, materials and terminology.
6   the ability to define and solve problems.
7   ability to be flexible while working alone or co-operatively with others.
8   oral, written and graphical skills.
9   numerical and ICT skills.

3.2   Specific aims of the qualification

Specific knowledge and skills development in the context of the qualification would be to:

10   introduce some basic knowledge, skills and techniques in using a suitable digital format, to create a data rich model connecting technical, pictorial and functional information relating to elements of vocational specialisms.
11   identify and take account of some of the consequences directly relating to sustainability.
12   develop a basic awareness of the construction industry in terms of work sectors, careers and types of buildings found in the UK Built Environment.
13   use, with guidance, given stages of construction affecting health and safety, the performance of construction materials and construction methods.
14   work with some simple creative ideas associated to the design process in relation to construction proposals.

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 4 or above for English, Mathematics and other related Technical, Graphical and Science 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 do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	Portfolio of work across all units. Skills developed during the course will include the ability to produce and present accurate, well organised, written information in research notes, reports, and annotation. Evidence will be to the standards required within the vocational area. Written work should be factually and technically accurate, logically structured and suitable for purpose and readership. Formative work will involve discussion of the practice of the Built Environment, using the terminology and language of the workplace. Learners may also provide some evidence orally, demonstrating communication skills and using a range of verbal and non-verbal communication techniques which will meet the needs of employers.
Numeracy	4	Portfolio of work across all units. The ability to interpret, apply and communicate basic numerical and graphical information is integral to achievement across the award. Data on construction materials and methods is researched, calculated and presented accurately, using text, tables and graphs.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	4	Portfolio of work across all units. Internet research on professional technical advice will be enhanced by access to VLE to provide essential underpinning knowledge for the award. Presentation of graphic and written materials will involve access to and use of professional software to manipulate and integrate data. Online guidance and support will be available. Security, consideration for other users and the managing of any technical problems will be a routine aspect of good practice.
Problem Solving	4	Portfolio of work across all units. Across the award, learners have to identify constraints and devise strategies for dealing with a range of construction issues in real situations. Site visits and industry-based case studies are evaluated with the guidance of assessors. Practical work can apply theory, considering needs of the task such as client expectations, relevant legislation, standards, resources and health and safety requirements and reviewing approaches taken.
Working with Others	3	Portfolio of work across all units. Small group activities as part of formative work will support learners with no site experience. Site visits will involve observation and co-operation in team approaches to issues relevant to the Built Environment. All practical assessment tasks will develop team working and help improve working relationships with

Core Skill	Recommended SCQF entry profile	Associated assessment activities
		others in different types of practical contexts. Feedback from assessors on effective group working practice will be ongoing.

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

Code	Unit title	Aims													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
J1P7 45	The Construction Industry and Principles of Building Design	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J1P8 45	Built Environment Design Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J1P9 45	Sustainability in the Built Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J1PA 45	Construction Methods	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J1PB 45	3D Modelling for the Built Environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J1PC 45	Interior and Exterior Finishes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

The units have been designed at an introductory SCQF level 5 to underpin the knowledge and skills required within the 14 to 19 Construction and The Built Environment education standards.

Learners are in no way expected to fully meet all of the criteria in the standards, but they will be introduced to key aspects to ensure they develop the general skills, technical knowledge and understanding and employability skills needed within the sector.

5.3 Mapping of Core Skills development opportunities across the qualification

SP = Signposted   **E = Embedded**

Unit code	Unit title	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
J1P7 45	The Construction Industry and Principles of Building Design	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP		
J1P8 45	Built Environment Design Project	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP
J1P9 45	Sustainability in the Built Environment	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP		
J1PA 45	Construction Methods	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP		
J1PB 45	3D Modelling for the Built Environment	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP
J1PC 45	Interior and Exterior Finishes	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP	SP

5.4　Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Mandatory units (2 SQA credits needed)				
J1P7 45 The Construction Industry and Principles of Building Design (SCQF level 5)	To demonstrate satisfactory attainment of all Outcomes of the unit, learners must produce written and/or recorded oral evidence that covers all outcomes and performance criteria. It is anticipated that the evidence will be produced as one portfolio of work (digitally or otherwise). Assignments should be supported by visual material where appropriate. Evidence should be generated through assessment undertaken in controlled, supervised conditions. Learners may refer to a range of physical or electronic resources such as textbooks, online libraries/tutorial videos to assist with completion of this assessment.			
J1P8 45 Built Environment Design Project (SCQF level 5)	To demonstrate satisfactory attainment of all outcomes of the unit, learners must produce written and/or recorded oral evidence that covers all outcomes and performance criteria. It is anticipated that the evidence will be produced as one portfolio of work (digitally or otherwise). Assignments should be supported by visual material where appropriate. Evidence should be generated through assessment undertaken in controlled, supervised conditions. Learners may refer to a range of physical or electronic resources such as textbooks, online libraries/tutorial videos to assist with completion of this assessment.			

Unit	Assessment			
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**
Optional units (minimum of 2 x 0.5 credits required)				
J1P9 45 Sustainability in the Built Environment (SCQF level 5)	To demonstrate satisfactory attainment of all outcomes of the unit, learners must produce written and/or recorded oral evidence that covers all outcomes and performance criteria. It is anticipated that the evidence will be produced as one portfolio of work (digitally or otherwise). Assignments should be supported by visual material where appropriate. Evidence should be generated through assessment undertaken in controlled, supervised conditions. Learners may refer to a range of physical or electronic resources such as textbooks, online libraries/tutorial videos to assist with completion of this assessment.			

Unit	Assessment			
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**
Optional units (cont)				
J1PA 45 Construction Methods (SCQF level 5)	To demonstrate satisfactory attainment of all outcomes of the unit, learners must produce written and/or recorded oral evidence that covers all outcomes and performance criteria. It is anticipated that the evidence will be produced as one portfolio of work (digitally or otherwise). Assignments should be supported by visual material where appropriate. Evidence should be generated through assessment undertaken in controlled, supervised conditions. Learners may refer to a range of physical or electronic resources such as textbooks, online libraries/tutorial videos to assist with completion of this assessment.			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Optional units (cont)				
J1PB 45 3D Modelling for the Built Environment (SCQF level 5)t	To demonstrate satisfactory attainment of all outcomes of the unit, learners must produce written and/or recorded oral evidence that covers all outcomes and performance criteria. It is anticipated that the evidence will be produced as one portfolio of work (digitally or otherwise). Assignments should be supported by visual material where appropriate. Evidence should be generated through assessment undertaken in controlled, supervised conditions. Learners may refer to a range of physical or electronic resources such as textbooks, online libraries/tutorial videos to assist with completion of this assessment.			

Unit	Assessment			
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**
Optional units (cont)				
J1PC 45 Interior and Exterior Finishes (SCQF level 5)	To demonstrate satisfactory attainment of all outcomes of the unit, learners must produce written and/or recorded oral evidence that covers all outcomes and performance criteria. It is anticipated that the evidence will be produced as one portfolio of work (digitally or otherwise). Assignments should be supported by visual material where appropriate. Evidence should be generated through assessment undertaken in controlled, supervised conditions. Learners may refer to a range of physical or electronic resources such as textbooks, online libraries/tutorial videos to assist with completion of this assessment.			

6 Guidance on approaches to delivery and assessment

Aims

The overall aim of this award is to inspire and enthuse learners to consider a career in the Built Environment through project-based learning. The project design and content reflects a real-life design brief. The learner will consider design concepts, time management and planning and presentation requirements whilst developing the general skills, technical knowledge and understanding and employability skills needed within the sector. Learners will produce a project-based portfolio of work using clearly defined performance criteria.

Delivery

This NPA is primarily, but not exclusively, designed to be delivered in a school/college environment.

The award could be embedded into a S4–S5 school curriculum or offered in college as; in-fill, part-time, block-release, day-release or part of a full-time SCQF level 5 course.

Combined study

Delivery is designed in such a way that combined study may enable learners to complete the award within a shorter time period. Should a centre wish to take an integrated approach and encompass further optional units, the framework design allows for this.

Context

This qualification is intended primarily for learners in the 14 to 19 age group but may also be used by other learners who wish to gain an introductory understanding of a vocational area. This NPA provides an opportunity to progress to study at SCQF level 6.

It is envisaged that this award will be delivered using a contextualised approach, where many areas of the curriculum are connected and integrated within a context, ie the design project sits at the heart of delivery.

This approach enables coursework to be presented as evidence and judged holistically, underpinning the learning outcomes for each unit in the award. Holistic assessment encourages students to combine elements of their learning from different areas of the award to show their accumulated knowledge and understanding of a topic or subject area.

Content

Mandatory units:

The Construction Industry and Principles of Building Design

This unit provides learners with a basic knowledge of different types of work carried out in the construction industry, including who is involved and how they contribute to sustainable building design.

Learners will also gain an understanding of architectural styles and building types generally found in the UK Built Environment and the principles involved in building design.

Built Environment Design Project

This unit looks at how designs are influenced by a client's requirements and external constraints. It introduces a variety of digital tools and processes to enable the learner to produce a final design solution, using straightforward planning.

Optional units:

Sustainability in the Built Environment

This unit provides some simple ideas covering the concept of sustainability in the Built Environment. It also describes the basic techniques and methods that are commonly adopted in the design and construction of buildings to work towards ensuring sustainability.

Construction Methods

This unit aims to develop a basic understanding of various methods of sustainable construction in the Built Environment and explores how structural stability is achieved safely during the construction process.

3D Modelling for the Built Environment

This unit aims to introduce simple conceptual structural behavior and provides some basic knowledge and skills required to create a simple 3D model. This can be achieved via a suitable digital format and/or by using a more practical approach. By creating a data rich model, the learner should also be able to connect technical, pictorial and functional information and recognise the significance of this within current industry practices.

Interior and Exterior Finishes

This unit provides learners with a basic understanding of functional and decorative finishes used in the Built Environment. It also allows the learner to choose appropriate finishes for selected areas of a given brief. The unit also covers a range of simple mathematical calculations relating to material costs.

Approaches to assessment

The NPA: Built Environment at SCQF level 5 is comprised of two mandatory and four optional units which broadly cover the types of activity undertaken by professional/technician personnel within the Built Environment.

Project based Portfolio of work with clearly defined performance criteria: A contextualised approach to assessment, where many areas of the curriculum are connected and integrated within a context. This form of assessment enables coursework to be presented as evidence and judged collectively against holistic assessment performance criteria, underpinning the learning outcomes for each unit in the award **and/or** knowledge and understanding in a question paper, where utilised.

6.1 Sequencing/integration of units

For learners to have a positive learning experience, it is recommended that the units be delivered as follows:

The Construction Industry and Principles of Building Design

This is an introductory unit which provides learners with a basic knowledge of different types of work carried out in the Construction Industry and would be best delivered in its entirety before delivering the rest of the award.

and

Preferred delivery option:

The optional units should be connected and integrated within a context: ie the Built Environment Design Project unit sitting at the heart of the delivery, with optional units feeding into the project in a holistic delivery pattern.

or

Alternative delivery option:

The optional units delivered in a linear fashion with the mandatory *Built Environment Design Project* unit being completed last.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ♦ HN Graded Units
- ♦ Course and/or external assessments
- ♦ Other integrative assessment units (which may or not be graded)
- ♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ♦ Where there is an existing requirement for a licence to practice
- ♦ Where there are specific health and safety requirements
- ♦ Where there are regulatory, professional or other statutory requirements
- ♦ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

See progression diagram.

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

Depending on the assessment approach taken, evidence could be collated into an electronic portfolio and presented in a format agreed between the learner and assessor. It is recommended that a digital portfolio is presented, however this is not mandatory.

E-assessment is appropriate for parts/all of this award. E-assessment refers to assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres who wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

6.4 Support materials

An Assessment Support Pack (ASP) for each unit will provide sample assessment material.

A **list of ASPs** will be available to view on SQA's website by August 2019.

6.5 Resource requirements

Appropriate consideration should be given in relation to health and safety requirements, eg risk assessment.

A suitably equipped learning environment with internet access will be required for each learner and a range of physical or electronic resources such as textbooks, online libraries and tutorial videos.

In addition, basic 3D modelling software is required.

7 General information for centres

Equality and inclusion

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

Internal and external verification

All 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)**.

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**.

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

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.

This National Progression Award (NPA) will introduce you to the Built Environment through project-based learning whilst developing the general skills, technical knowledge and understanding and employability skills required for success within the construction sector.

If you successfully complete this award, you may progress on to further study or seek employment in the Built Environment sector, perhaps as a trainee technician working towards a Modern Apprenticeship or other relevant professional accreditation.

A design project sits at the heart of the delivery of this award. A contextualised approach will be used, ie many areas of the curriculum are connected and integrated within a context. The project design and content reflect a real life design brief encouraging you to consider design concepts, planning and presentation requirements.

The award is mainly classroom based with appropriate role-playing and research exercises as well as some computer-based design activities. You will spend the majority of your time in a classroom workshop or design studio environment with some site visits incorporated where appropriate and feasible. This approach is designed to equip you with the knowledge, understanding and skills required by employers in the Built Environment sector.

You will be assessed on the knowledge and skills developed in each unit. There are several possible types of assessment, including multiple-choice questions, however, the main method of assessment recommended for this award is through the project unit by compiling a portfolio of evidence. The units will teach you the basic skills and knowledge needed to carry out research work.

The qualification is designed to give you an understanding of the construction industry in terms of work sectors, careers and types of buildings found in the UK Built Environment. You will work with some simple creative ideas associated to the design process in relation to construction proposals.

You will gain the basic knowledge, skills and techniques that are required to use a suitable digital format, create a data rich model to connect technical, pictorial and functional information which relate to elements of vocational specialisms.

You will have the opportunity to learn about the nature of employability in the construction industry which includes developing appropriate workplace behaviours such as punctuality.

You will develop the Core Skills listed below:

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

Listed below are the units which make up the award with a brief description of the content for each:

Mandatory units:

The Construction Industry and Principles of Building Design

This unit provides learners with a basic knowledge of different types of work carried out in the construction industry, including who is involved and how they contribute to sustainable building design.

Learners will also gain an understanding of architectural styles and building types generally found in the UK Built Environment and the principles involved in building design.

Built Environment Design Project

This unit looks at how designs are influenced by a client's requirements and external constraints. It introduces a variety of digital tools and processes to enable the learner to produce a final design solution, using straightforward planning.

Optional units:

Sustainability in the Built Environment

This unit provides some simple ideas covering the concept of sustainability in the Built Environment. It also describes the basic techniques and methods that are commonly adopted in the design and construction of buildings to work towards ensuring sustainability.

Construction Methods

This unit aims to develop a basic understanding of various methods of sustainable construction in the Built Environment and explores how structural stability is achieved safely during the construction process.
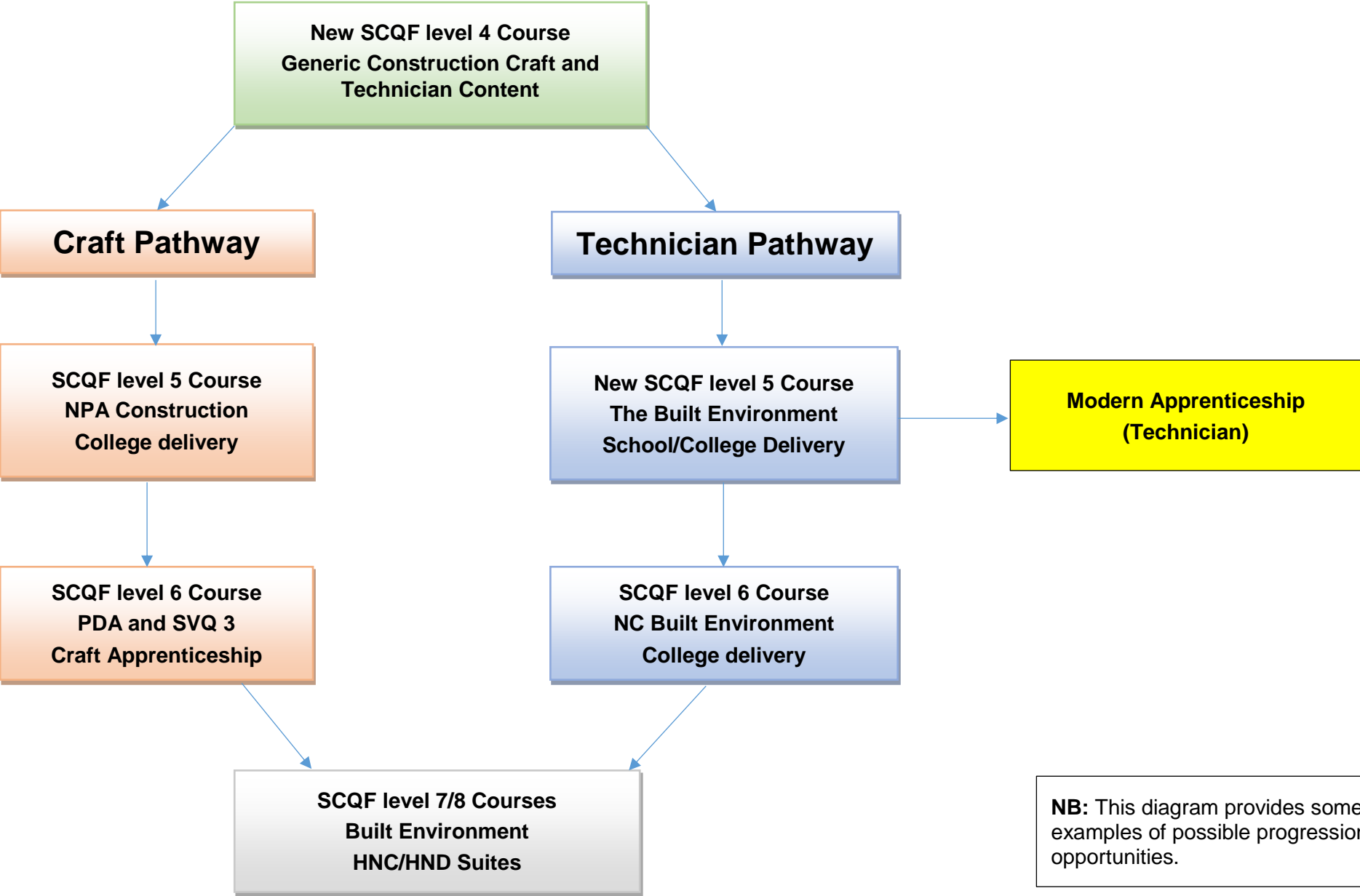
3D Modelling for the Built Environment

This unit aims to introduce simple conceptual structural behavior and provide some basic knowledge and skills required to create a simple 3D model. This can be achieved via a suitable digital format and/or by using a more practical approach. By creating a data rich model, the learner should also be able to connect technical, pictorial and functional information and recognise the significance of this within current industry practices.

Interior and Exterior Finishes

This unit provides learners with a basic understanding of functional and decorative finishes used in the Built Environment. It also allows the learner to choose appropriate finishes for selected areas of a given brief. The unit also covers a range of simple mathematical calculations relating to material costs.

Appendix A: Progression Routes for NPA The Built Environment at SCQF level 5

New SCQF level 4 Course
Generic Construction Craft and Technician Content

Craft Pathway

Technician Pathway

SCQF level 5 Course
NPA Construction
College delivery

New SCQF level 5 Course
The Built Environment
School/College Delivery

Modern Apprenticeship (Technician)

SCQF level 6 Course
PDA and SVQ 3
Craft Apprenticeship

SCQF level 6 Course
NC Built Environment
College delivery

SCQF level 7/8 Courses
Built Environment
HNC/HND Suites

NB: This diagram provides some examples of possible progression opportunities.