



Group Award Specification for:

**National Progression Award (NPA) Construction
Skills at SCQF level 5**

Group Award Code: GR40 45

Validation date: July 2020

Date of original publication: July 2020

Version: 02 (June 2023)

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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 higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

In February 2018, SQA carried out a scoping exercise to assess the suitability of the National 4 and 5 Skills for Work Construction Crafts qualifications. The research carried out prior to producing the scoping report sought views from employers, construction colleges and all Scottish secondary schools. The recommendation was to replace these with a new National Progression Award (NPA) Construction Craft and Technician course at SCQF level 4 and a new NPA Built Environment course at SCQF level 5 which was implemented.

Centres were notified that the Skills for Work (SfW) courses would lapse on 31 July 2020. Since announcing that these courses would finish, multiple centres expressed concerns that although there would be an NPA Construction Craft and Technician at SCQF level 4 and an NPA Built Environment at SCQF level 5 there would be a gap in SQA provision for a more practical-based construction course at SCQF level 5 that could be delivered in school/college partnerships.

This NPA Construction Skills at SCQF level 5 repackages existing built environment and construction craft units as a new three SQA credit qualification. The framework meets the needs of centres, industry and learners and will provide a progression to full-time study/ Foundation and Modern Apprenticeships. This new qualification provides additional choice for learners and its flexible nature, with a wide choice of practical units, makes it more achievable for schools.

The NPA Construction Skills at SCQF level 5 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 school leavers, adult returners, those in employment and those who are self-employed.

This award will provide an opportunity for progression to higher level 'technician' or construction craft courses, for example, the National Certificate (NC) Built Environment at SCQF level 6 or Construction Craft Modern Apprenticeship (see progression diagram Section 6.2.1).

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, or in the construction craft sector as a Modern Apprentice.

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 three SQA unit credits. It comprises 18 SCQF credit points at SCQF level 5.

Learners are required to undertake a total of three SQA credits to gain the award. One unit must be selected from the **mandatory craft** section.

Should a learner select all three credits from the craft section they will achieve a wholly practical craft award on successful completion.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

3 SQA credits required

Mandatory craft section: minimum of 1, maximum of 3 SQA credits required.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DD1V	11	Plain Roof Tiling: An Introduction	1	6	5
DH24	11	Single Lap Roofing Skills	1	6	5
DH26	11	Roofing: Regular Sized Natural Slates with Random Widths	1	6	5
F1JV	11	One Brick Walling: An Introduction	1	6	5
J153	75	Construction Crafts: One Brick Walling	1	6	5
F1K5	11	Block Walling: An Introduction	1	6	5
DH27	11	Applying Lightweight Plaster: An Introduction	1	6	5
DH28	11	Fixing Plasterboard and Applying Plastering Materials: An Introduction	1	6	5
DH29	11	Applying External Cementwork: An Introduction	1	6	5
DH2A	11	Producing and Fixing Plaster Moulding: An Introduction	1	6	5
HA2W	45	Stonemasonry: Building with Stone	1	6	5
F1KN	11	Develop Bench Joinery Skills	1	6	5
F1KX	11	Manufacture Joinery Components	1	6	5
F1L0	11	Develop Constructional Carpentry Skills	1	6	5
F1L3	11	Develop Site Joinery Skills	1	6	5
F1K9	11	Decorative Painting	1	6	5
F1KA	11	Decorative Treatments	1	6	5
F1KG	11	Colour Practice: Painting and Decorating	1	6	5
F50V	11	Fundamentals of Wall Tiling	1	6	5

Remaining SQA credits, if applicable, from the following:

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
H18P	45	Personal Development: Self and Work	1	6	5
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
J58R	46	Appreciation of Access Platforms and Equipment	1	6	6
HA2P	45	Construction Occupation Practices: An Introduction	1	6	5
HA2R	45	Efficient Construction Practices: An Introduction	1	6	5
HA4A	45	Employability and Behavioural Skills	2	12	5

3 Aims of the qualification

The NPA Construction Skills at SCQF level 5 is designed for use in centres as an introductory course for learners wishing to study construction crafts and the built environment in a vocational context. The purpose of the course is to inspire and enthuse learners to consider a career in these sectors through project-based learning. It is strongly recommended that units from the built environment are combined with craft so that projects can reflect real-life design and content briefs. This will encourage learners to consider design concepts, planning and presentation requirements whilst developing the general skills, technical knowledge and understanding, and employability skills needed within the sector.

For those wishing to follow a purely craft route 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 project, creating the opportunity for holistic assessment.

This award offers flexibility, provides more time for learning, more focus on skills and application of learning, and scope for personalisation and choice. In this award, and its component units, there is an emphasis on skills development and the application of those skills. Assessment approaches should be proportionate, holistic, fit for purpose and 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.

3.1 General aims of the qualification

General aims are:

- 1 Inspire and enthuse learners to consider a career in the built environment or construction crafts sectors.
- 2 Give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the built environment and construction crafts sectors. Broad knowledge and skills that should be developed as learners undertake the qualification are:
 - (a) Study skills, including basic processes, materials and terminology.
 - (b) The ability to define and solve problems.
 - (c) Ability to be flexible while working alone or co-operatively with others.
 - (d) Oral, written and graphical skills.
 - (e) Practical craft skills and dexterity.
 - (f) Numerical and Information and Communication Technology (ICT) skills.
- 3 Support progression to a more specialised SCQF level 6 academic or vocational 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 or construction crafts sectors.

3.2 Specific aims of the qualification

Specific aims to develop contextualised knowledge and skills are:

- 5 Develop construction craft skills to enable completion of a range of practical construction activities.
- 6 Identify and take account of some of the consequences directly relating to sustainability.
- 7 Develop a basic awareness of the construction industry in terms of work sectors, careers and types of buildings found in built environments in the UK.
- 8 Use, with guidance, given stages of construction affecting health and safety, construction materials and carry out construction methods.

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 (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience.

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	Built environment route Skills developed will include the ability to produce and present factually and technically accurate, well organised and logically structured written information in research notes, reports, and annotation suitable for purpose and readership. Formative work will involve discussion of built environment practices, using the terminology and language of the workplace therefore learners will have the opportunity to demonstrate communication skills using a range of verbal and non-verbal techniques.
	4	Craft route Almost all specialist occupational units recommend working in small groups or in pairs providing opportunity to develop oral and graphical communication skills using a range of verbal and non-verbal techniques.
Numeracy	4	Opportunities to interpret, apply and communicate basic numerical and graphical information in both built environment and craft routes. For built environment units, 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	Built environment route Internet research and use of professional application software to manipulate and integrate data and present graphic and written materials. Safe and appropriate use of ICT devices.
	4	Craft route Use of technologies to interpret, apply and communicate information.
Problem Solving	4	Built environment route Opportunities to identify constraints and devise strategies for dealing with a range of construction issues in real situations. Site visits and evaluation of industry-based case studies. Apply theory to practical work, considering needs of the task such as client expectations, relevant legislation, standards, resources and health and safety requirements and reviewing approaches taken.
	4	Craft route Identify occupational problems and devise solutions to a range of occupational issues in practical situations. Learners will apply knowledge gained to resolve issues, maintaining focus on sustainability and health and safety requirements.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Working with Others	3	Built environment route Small group activities as part of formative work. Site visits involving observation and co-operating in team approaches to relevant issues. All practical assessment tasks will develop team working and help improve working relationships with others in different types of practical contexts.
	4	Craft route Small group or pair working. Opportunities to develop team working skills and improve working relationships in practical work.

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 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	2a	2b	2c	2d	2e	2f	3	4	5	6	7	8
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DD1V 11	Plain Roof Tiling: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DH24 11	Single Lap Roof Tiling: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DH26 11	Roofing: Regular Sized Natural Slates with Random Widths	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1JV 11	One Brick Walling: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J153 75	Construction Crafts: One Brick Walling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1K5 11	Block Walling: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DH27 11	Applying Lightweight Plaster: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Code	Unit title	Aims													
		1	2	2a	2b	2c	2d	2e	2f	3	4	5	6	7	8
DH28 11	Fixing Plasterboard and Applying Plastering Materials: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DH29 11	Applying External Cementwork: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DH2A 11	Producing and Fixing Plaster Moulding: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HA2W 45	Stonemasonry: Building with Stone	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1KN 11	Develop Bench Joinery Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1KX 11	Manufacture Joinery Components	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1L0 11	Develop Constructional Carpentry Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1L3 11	Develop Site Joinery Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1K9 11	Decorative Painting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1KA 11	Decorative Treatments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1KG 11	Colour Practice: Painting and Decorating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F50V 11	Fundamentals of Wall Tiling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H18P 45	Personal Development: Self and Work	✓	✓	✓			✓		✓		✓	✓	✓	✓	✓

Code	Unit title	Aims													
		1	2	2a	2b	2c	2d	2e	2f	3	4	5	6	7	8
J58R 46	Appreciation of Access Platforms and Equipment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HA2P 45	Construction Occupation Practices: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HA2R 45	Efficient Construction Practices: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HA4A 45	Employability and Behavioural Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

The built environment 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 (CITB) education standards. Learners are not 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.

The construction craft units that have been mapped to CITB National Occupational Standards are listed in the tables below with the corresponding NOS VR/unit number identified. Learners are not 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.

Code	Unit	National Occupational Standard (COSVR No)																		
		275	274	276	37	66	68	67	72	190	15	16	11	10	333	342	142	250	211	642
DD1V 11	Plain Roof Tiling: An Introduction	X																		
DH24 11	Single Lap Roof Tiling: An Introduction		X																	
DH26 11	Roofing: Regular Sized Natural Slates with Random Widths			X																
F1JV 11	One Brick Walling: An Introduction				X															
J153 75	Construction Crafts: One Brick Walling				X															
F1K5 11	Block Walling: An Introduction				X															
DH27 11	Applying Lightweight Plaster: An Introduction					X														
DH28 11	Fixing Plasterboard and Applying Plastering Materials: An Introduction						X													
DH29 11	Applying External Cementwork: An Introduction							X												
DH2A 11	Producing and Fixing Plaster Moulding: An Introduction								X											
HA2W 45	Stonemasonry: Building with Stone									X										
F1KN 11	Develop Bench Joinery Skills										X									

Code	Unit	National Occupational Standard (COSVR No)																		
		275	274	276	37	66	68	67	72	190	15	16	11	10	333	342	142	250	211	642
F1KX 11	Manufacture Joinery Components											X								
F1L0 11	Develop Constructional Carpentry Skills												X							
F1L3 11	Develop Site Joinery Skills													X						
F1K9 11	Decorative Painting														X					
F1KA 11	Decorative Treatments														X					
F1KG 11	Colour Practice: Painting and Decorating															X				
F50V 11	Fundamentals of Wall Tiling																X			
J58R 46	Appreciation of Access Platforms and Equipment																	X		
HA2P 45	Construction Occupation Practices: An Introduction																		X	
HA2R 45	Efficient Construction Practices: An Introduction																			X
HA4A 45	Employability and Behavioural Skills																			X

National Occupational Standard (NOS) Titles

NOS Code (COSVR no.)	National Occupational Standard (Title)
275	Install plain tile roof coverings
274	Install single-lap roof coverings to a variable gauge
276	Install regular sized natural roof slate to standard roof details
37	Lay bricks and blocks to line
66	Produce internal solid plastering finishes
68	Install direct bond dry lining systems
67	Apply solid render to background surfaces and produce finishes
72	Position and secure fibrous plaster components
190	Erect basic external stonemasonry
15	Mark out from setting out details for routine products
16	Manufacture routine products
11	Erect structural carcassing components
10	Install second fixing components
333	Apply surface coatings by brush and roller
342	Produce and apply complex stencils
142	Tile wall and floor surfaces
250	Erect and dismantle access/working platforms
211	Confirm the occupational method of work
642	Conform to productive work practices

5.3 Mapping of Core Skills development opportunities across the qualification

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
DD1V 11	Plain Roof Tiling: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
DH24 11	Single Lap Roof Tiling: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
DH26 11	Roofing: Regular Sized Natural Slates with Random Widths	SP	SP	SP	SP	SP			E	E	SP	SP	SP
F1JV 11	One Brick Walling: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
J153 75	Construction Crafts: One Brick Walling	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP

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
F1K5 11	Block Walling: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
DH27 11	Applying Lightweight Plaster: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
DH28 11	Fixing Plasterboard and Applying Plastering Materials: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
DH29 11	Applying External Cementwork: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
DH2A 11	Producing and Fixing Plaster Moulding: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
HA2W 45	Stonemasonry: Building with Stone	SP	SP	SP	SP	SP			E	SP	SP	SP	SP
F1KN 11	Develop Bench Joinery Skills	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
F1KX 11	Manufacture Joinery Components	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
F1L0 11	Develop Constructional Carpentry Skills	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
F1L3 11	Develop Site Joinery Skills	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
F1K9 11	Decorative Painting	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
F1KA 11	Decorative Treatments	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP

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
F1KG 11	Colour Practice: Painting and Decorating	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
F50V 11	Fundamentals of Wall Tiling	SP	SP	SP	SP	SP			E	E	SP	SP	SP
H18P 45	Personal Development: Self and Work	E	E	E					E	E	E	E	E
J58R 46	Appreciation of Access Platforms and Equipment	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
HA2P 45	Construction Occupation Practices: An Introduction	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP
HA2R 45	Efficient Construction Practices: An Introduction	SP	SP	SP	SP	SP			E	E	SP	SP	SP
HA4A 45	Employability and Behavioural Skills	SP	SP	SP	SP	SP			SP	SP	SP	SP	SP

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. The design principles for this group award encourages a holistic approach to assessment.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
J1P7 45: The Construction Industry and Principles of Building Design (SCQF level 5)	Evidence may be presented for individual outcomes or it may be gathered for the unit through open-book project-based holistic assessment.			
J1P8 45: Built Environment Design Project (SCQF level 5)	Evidence should be generated through product evidence under controlled, supervised conditions digitally or otherwise.			
J1P9 45: Sustainability in the Built Environment (SCQF level 5)	Open-book supervised assessment, eg contextualized project working to a brief and produced over maximum 6 hours OR question paper lasting maximum 1.5 hours.			
J1PA 45: Construction Methods (SCQF level 5)	Open-book supervised assessment, eg contextualized project working to a brief and produced over maximum 6 hours OR question paper lasting maximum 1.5 hours.			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
J1PB 45: 3D Modelling for the Built Environment (SCQF level 5)	Portfolio of work including visual material produced under controlled, supervised conditions and several sittings. Assessments should be undertaken in no more than 12 hours in total.			
J1PC 45: Interior and Exterior Finishes (SCQF level 5)	Evidence may be presented for individual outcomes or it may be gathered for the unit through open-book project-based holistic assessment.			
DD1V 11: Plain Roof Tiling: An Introduction (SCQF level 5)	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during assessment.		Knowledge based assessment with written/oral evidence.	
DH24 11: Single Lap Roof Tiling: An Introduction (SCQF level 5)	Evidence should be generated through practical holistic assessment under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during assessment.			
DH26 11: Roofing: Regular Sized Natural Slates with Random Widths (SCQF level 5)	Evidence should be generated through practical holistic assessment under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during assessment.			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
F1JV 11: One Brick Walling: An Introduction (SCQF level 5)	Closed-book, controlled, supervised assessment undertaken over a maximum of 45 minutes.	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during assessment.		
J153 75: Construction Crafts: One Brick Walling (SCQF level 5)	Evidence should be generated through integrated assignment consisting of practical activities carried out in supervised workshop/site environment. Adherence to Health and Safety procedures should be observed during assessment.			
F1K5 11: Block Walling: An Introduction (SCQF level 5)	Closed-book, controlled, supervised assessment undertaken over a maximum of 45 minutes. Evidence can be written and/or oral.	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory Health and Safety regulations and legislation should be observed during assessment.		
DH27 11: Applying Lightweight Plaster: An Introduction (SCQF level 5)	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during assessment.			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
DH28 11: Fixing Plasterboard and Applying Plastering Materials: An Introduction (SCQF level 5)	Evidence should be generated through practical activity under supervised conditions. Adherence to relevant Health and Safety regulations and legislation should be observed during assessment.			
DH29 11: Applying External Cementwork: An Introduction (SCQF level 5)	Evidence should be generated through practical activity under supervised conditions. Adherence to relevant Health and Safety regulations and legislation should be observed during assessment.			
DH2A 11: Producing and Fixing Plaster Moulding: An Introduction (SCQF level 5)	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during assessment.			
HA2W 45: Stonemasonry: Building with Stone (SCQF level 5)	Written and/or oral evidence should be generated under closed- book, supervised conditions.	Product and performance evidence should be generated under controlled, supervised conditions. Adherence to current statutory Health and Safety regulations and legislation should be observed during assessment.		

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
F1KN 11: Develop Bench Joinery Skills (SCQF level 5)	Closed-book, controlled, supervised assessment undertaken over a maximum of 45 minutes. Evidence can be written and/or oral.	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures will be observed during the assessment.		
F1KX 11: Manufacture Joinery Components (SCQF level 5)	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during the assessment.	Knowledge based assessment with written/oral evidence.	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during the assessment.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
F1L0 11: Develop Constructional Carpentry Skills (SCQF level 5)	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during the assessment.			Written and/or oral evidence should be generated as an ongoing activity with outcomes 1, 2 and 3.
F1L3 11: Develop Site Joinery Skills (SCQF level 5)	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures should be observed during the assessment.			
F1K9 11: Decorative Painting (SCQF level 5)	Knowledge based assessment with written/oral evidence.	Evidence should be generated through practical activity under supervised conditions. Adherence to current Health and Safety legislation should be observed during the assessment.		
F1KA 11: Decorative Treatments (SCQF level 5)	Knowledge based assessment with written/oral evidence.	Evidence should be generated through practical activity under supervised conditions. Adherence to current Health and Safety legislation should be observed during the assessment.		
F1KG 11: Colour Practice: Painting and Decorating (SCQF level 5)	Knowledge based assessment with written/oral evidence.	Evidence should be generated through practical activity under supervised conditions. Adherence to current Health and Safety legislation should be observed during the assessment.		

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
F50V 11: Fundamentals of Wall Tiling (SCQF level 5)	Knowledge based assessment with written/oral evidence.	Evidence should be generated through practical activity under supervised conditions. Adherence to current statutory working regulations and Health and Safety procedures will be observed during the assessment.		
H18P 45: Personal Development: Self and Work (SCQF level 5)	Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. Evidence may be presented for individual outcomes or it may be gathered for the unit as a whole by combining assessment holistically in one single project activity.			
J58R 46: Appreciation of Access Platforms and Equipment (SCQF level 6)	Knowledge based assessment conducted under controlled, closed-book supervised conditions.	Performance evidence generated through observation assessment conducted under controlled, supervised conditions.		

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
HA2P 45: Construction Occupation Practices: An Introduction (SCQF level 5)	Knowledge based assessment with written/oral evidence under controlled, supervised conditions.	Evidence should be generated through product evidence under controlled, supervised conditions.		Knowledge based assessment with written/oral evidence under controlled, supervised conditions.
HA2R 45: Efficient Construction Practices: An Introduction (SCQF level 5)	Performance evidence generated through observation assessment. Adherence to current statutory working regulations and Health and Safety procedures should be observed during assessment.			
HA4A 45: Employability and Behavioural Skills (SCQF level 5)	Performance evidence generated through observation assessment. Adherence to relevant Health and Safety regulations and legislation should be observed during assessment.			Knowledge based assessment with written/oral evidence under controlled, supervised conditions undertaken in no more than 1 hour.

6 Guidance on approaches to delivery and assessment

Approaches to delivery

The framework designed for this course has incorporated construction craft and built environment units. **It is strongly recommended that craft unit(s) are delivered with built environment unit(s)** to offer learners the opportunity to design and build a project-based model. The project design and content should reflect a real-life design brief. The model design and size would be at the discretion of the centre as there are no model dimensions or designs set against any of the units in this award. For example, learners could design a building to be placed in their local community. This could involve collaboration with local schools, nurseries, hospices, etc who may be looking for small project works to be undertaken within their premises.

There are opportunities for integrative delivery of units within the group award. Learning, teaching and assessment should be integrated with occupational units as much as possible. Learners 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. The familiarisation with terminology, basic concepts and working practices and procedures, including health and safety and sustainability should be taught holistically throughout the delivery of this group award.

It is recommended, although not a requirement, that industry specialists, eg architects, quantity surveyors, bricklayers, joiners, etc are involved in the delivery of this qualification. This may be in the form of a group discussion, presentation, demonstration, etc. Centre staff may be in a position to deliver this element of the course; however, colleges and schools are reminded that their local councils have a **Community Benefits Scheme**. This scheme has registered employers who are willing to help local colleges and schools by delivering talks etc. from their industry specialists. This has proven to be successful with the delivery of other qualifications, eg NPA Built Environment at SCQF level 5, through its pilot schemes. This form of delivery could be seen as 'Good Practice'.

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.

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 learners 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.

Approaches to assessment

The NPA Construction Skills at SCQF level 5 covers many areas within the construction industry. This allows for a holistic approach to be taken in the assessment process as units within this award are connected and integrated throughout the delivery process. 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.

Throughout the delivery of this group award emphasis should be placed, where appropriate, on the application of health and safety, sustainability and waste management.

6.1 Sequencing/integration of units

For learners to have a positive learning experience, it is recommended that the units be delivered using a project-based approach.

There is no preferred sequence of delivery for this qualification. However, for a project-based approach, early delivery of designing and planning aspects is recommended.

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.

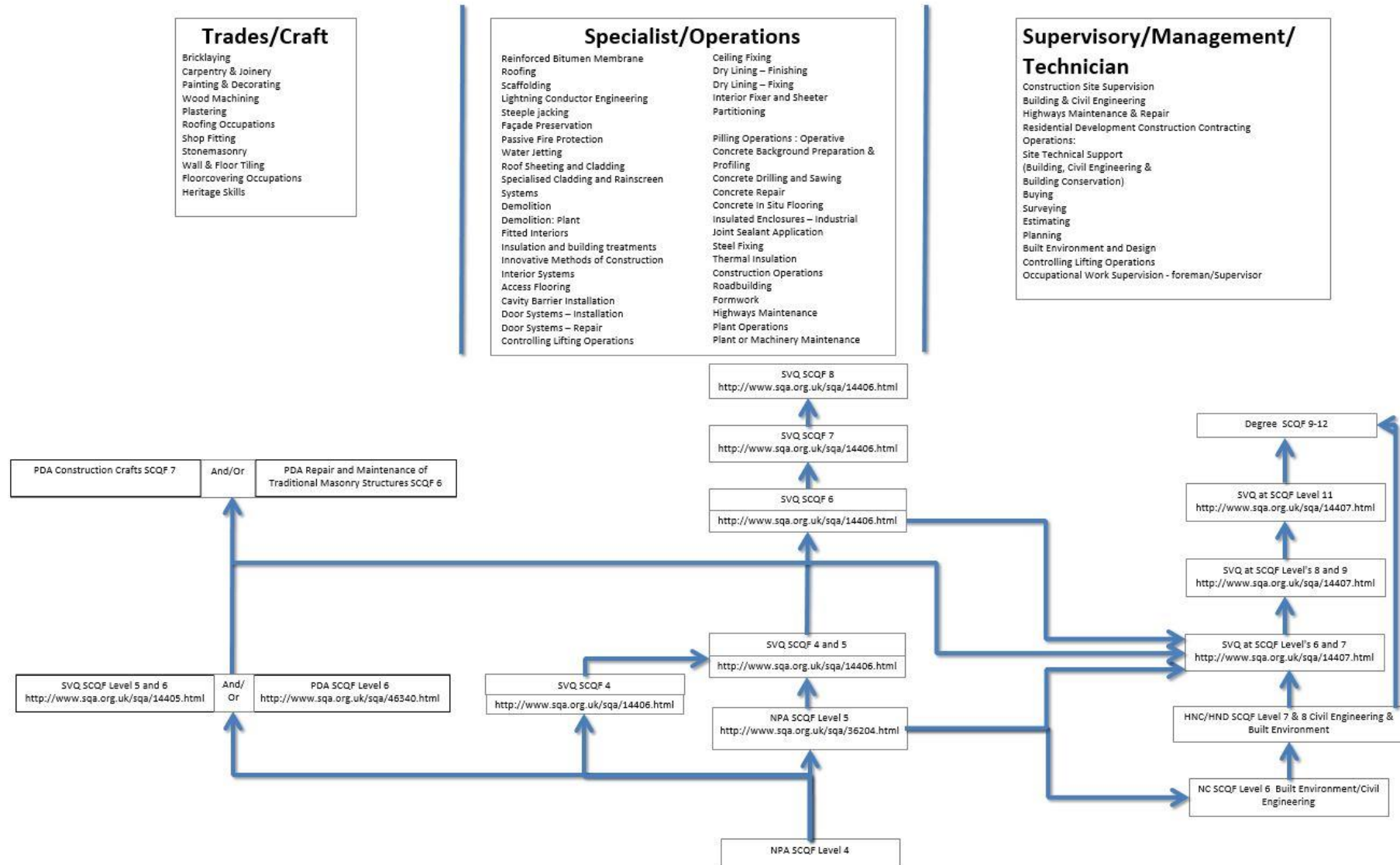
The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ 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



For details of Scottish Modern Apprenticeships refer 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.

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

E-assessment is appropriate for parts 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

A list of existing Assessment Support Packs (ASPs) for each unit within this group award is available to view on SQA's website.

6.5 Resource requirements

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.

Centres will need to facilitate practical and knowledge assessments when required and this would include specialist practical workshop, materials, equipment and access equipment. Appropriate consideration should be given in relation to health and safety, sustainability and waste management requirements.

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. This award is at SCQF level 5

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 that 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	Revision of Unit: F6MF 12 Appreciation of Access Platforms and Equipment has been revised by J58R 46 Appreciation of Access Platforms and Equipment	21/6/2023

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

You are about to begin an interesting and very exciting programme of training offering you the opportunity to experience a wide range of occupational skills in demand today and in the future in the construction industry.

This National Progression Award (NPA) will introduce you to two distinct areas:

The Built Environment and Construction Crafts

The Built Environment

If you choose these units, through project-based learning you will develop 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 perhaps as a trainee technician working towards a Modern Apprenticeship or other relevant professional accreditation.

The award may be taught using a contextualised approach, ie where different areas of the curriculum are connected and integrated. The project design and content should reflect a real-life design brief encouraging you to consider design concepts, planning and presentation requirements. This element 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 a project by compiling a portfolio of evidence. The qualification is designed to give you a broad understanding of the construction industry in terms of work sectors, careers and types of buildings. You will work with some simple creative ideas associated with the design process in relation to construction proposals. You will gain the basic knowledge, skills and techniques that are required to create technical, pictorial and functional information relating to elements of vocational specialisms in digital formats. 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)*

Construction crafts

There is a vested interest from industry to have a well-qualified workforce. This qualification is designed to give you the opportunity to gain knowledge, skills and experience in construction occupations.

Currently there is a high demand for a reliable and conscientious workforce able to operate within industry and provide a significant contribution. Successful completion of this qualification will help ensure that you meet the necessary requirements.

The National Progression Award (NPA) Construction Skills at SCQF level 5 is designed to offer you the opportunity to experience real occupational skills and working practices, which could be the first step to gaining employment and further qualifications in any of the occupational areas listed:

- ◆ design (architect, structural engineer, geospatial modeler)
- ◆ surveying (quantity surveyor, building surveyor, hydrographic surveyor)
- ◆ management (construction manager, project manager, facilities manager)
- ◆ planning
- ◆ estimator
- ◆ architectural technician
- ◆ carpentry and joinery
- ◆ painting and decorating
- ◆ roofing
- ◆ bricklaying
- ◆ plastering
- ◆ stonemasonry
- ◆ wall and floor tiling

The construction crafts element of the qualification focuses on developing key skills, safety awareness, the importance of sustainability and employability behaviours sought by employers through the practical units within this qualification. These skills and behaviours are included in the following units:

J1P9 45 *Sustainability in the Built Environment*
F6MF 12 *Appreciation of Access Platforms and Equipment*
HA41 45 *Employability and Behavioural Skills*

While all of the construction craft units undertaken by you will offer the opportunity to gain basic hand and tool skills, there will also be a focus on developing the integrated Core Skills of:

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

And essential skills such as:

- ◆ employability
- ◆ sustainability
- ◆ citizenship