



Group Award Specification for:

**Professional Development Award (PDA) in Repair
and Maintenance of Traditional Masonry Structures
at SCQF level 6**

Group Award Code: GL0X 46

Validation date: November 2015

Date of original publication: February 2016

Version: 01

Contents

1	Introduction	1
2	Qualification structure.....	6
3	Aims of the qualification	7
4	Recommended entry to the qualification.....	8
5	Additional benefits of the qualification in meeting employer needs	10
5.1	Mapping of qualification aims to Units	11
5.3	Mapping of Core Skills development opportunities across the qualification	15
5.4	Assessment Strategy for the qualification	16
6	Guidance on approaches to delivery and assessment.....	17
6.1	Sequencing/integration of Units.....	17
6.2	Recognition of Prior Learning	19
6.2.1	Articulation and/or progression	19
6.2.3	Transitional Arrangements.....	20
6.3	Opportunities for e-assessment.....	20
6.4	Support materials	20
6.5	Resource requirements	20
7	General information for centres	21
8	Glossary of terms	21
9	General information for learners.....	24

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

This award is designed to provide certification of the learners achievement of the skills required within the Repair and Maintenance of Traditional (pre-1919) Masonry Structures.

The award provides a structure for learning and is designed to equip learners with the skills, knowledge and understanding required within the industry and for progression to further academic and/or professional qualifications or careers.

Rationale for the initial development and subsequent review of the qualification

Repair and Maintenance of Traditional Masonry Structures

Scotland's historic environment makes a strong contribution to the wellbeing of the nation and its people providing value across cultural, social, environmental and economic areas. The historic built environment is predominantly of mass masonry walling with the materials sourced locally from the underlying geology and the natural environment.

The repair and maintenance of traditional masonry structures are not fully covered in present SVQ level 3 Stonemasonry or Trowel Occupations which primarily deliver stone cutting skills and training for new build work.

Work in the sector comprises of construction projects undertaken within contracts, a significant proportion involve repair and maintenance of the existing traditional stone-built building stock. Often this work is undertaken by contractors who do not consider themselves to be stonemasonry contractors, however suitable competency, ie skills and underpinning knowledge to carry out repairs to mass masonry walls, must be held by individuals carrying out this type of work to ensure that long-term damage is not done inadvertently due to lack of suitable understanding and the requisite skills required to ensure that work done is carried out sympathetically with harmonious materials.

Originally the need to develop a new qualification was highlighted by four reports which identified the need to increase the number of trained people working on traditional (pre-1919) buildings/structures in Scotland.

- ◆ Construction Industry Council report on: Risk to Public Safety from Falling Masonry and Other Materials
- ◆ Heritage Environment Advisory Council for Scotland: The availability of Traditional Materials, Professional and craft skills
- ◆ The Scottish Stone Liaison Group: Safeguarding Glasgow's Stone-Built Heritage Skills and Materials Requirements
- ◆ National Heritage Training Group: Traditional Building Craft Skills Report 2007

This resulted in the development of the National Progression Award (NPA) in Conservation of Masonry in 2007. Since then this award has been very successful with over 350 learners achieving the award.

Rationale for reviewing the award

At the time of developing the original award, the CITB 'Heritage skills' suite of National Occupational Standards (NOS) were being developed, these NOS and the related Recommended Qualifications Structure (RQS) at SCQF level 6, which provide definitions of relevant competencies from which the qualification could be developed, were not available to the original steering group and Qualification Design Team (QDT).

The development process for the initial award included considerable input from many organisations with a strong interest in the repair and maintenance of traditional masonry structures, but without comprehensive understanding of the development process for vocational qualifications, therefore the initial award was not necessarily suitably situated within the qualifications framework, the target audience was not suitably specified and the content was not necessarily fully suitable.

To ensure all awards, vocational training and qualifications are contemporary and complementary to other relevant qualifications and awards they should be regularly reviewed.

The originally identified need for a suitable qualification has not diminished and throughout the delivery of the original NPA Conservation of Masonry qualification there were many observations and suggestions for alterations and improvements from across the sector regularly engaged with the conservation/restoration or repair/maintenance of masonry structures, including contractors, trade federations, heritage organisations, delivery centres and more.

Alterations and improvements to the original award were suggested for many aspects, such as; overall coverage, individual Unit content, delivery, target audience, additional optional Unit possibilities and questioning of whether the award was suitably designated as a National Progression Award. Therefore Historic Scotland (Historic Environment Scotland) and ConstructionSkills Scotland (CITB Scotland) undertook consultation across the sector to inform a review process.

A review process has learned from initial delivery of the award and made allowances for inclusions that recognise other developments and research. Further developments relevant to the review of this award include:

- ◆ The Scottish Government's 'Our Place in Time' *The Historic Environment Strategy for Scotland* <http://www.gov.scot/Resource/0044/00445046.pdf>
- ◆ The Scottish Government's Historic Environment Policy; *Scottish historic environment policy, December 2011* <http://www.historic-scotland.gov.uk/shep-dec2011.pdf>
- ◆ The Scottish Government's — *Traditional Building Skills, A strategy for sustaining and developing traditional building skills in Scotland* <http://www.historic-scotland.gov.uk/traditionalbuildingskills.pdf>
- ◆ *Skills Needs Analysis 2013, Repair, Maintenance and Energy Efficiency Retrofit of Traditional (pre-1919) Buildings in England and Scotland* <http://hc.english-heritage.org.uk/content/pub/2013/skills-needs-analysis-2013-repair-maintenance-energy-efficiency-retrofit.pdf>

Consultation and support

Through 2013 and 2014 consultation was undertaken by Historic Scotland and ConstructionSkills (CITB) with a new steering group including several construction contractors regularly undertaking conservation of masonry work, the Scottish Section of the Stone Federation of Great Britain, FE centres delivering the NPA in Conservation of Masonry and key members of the steering group and QDT for the original award.

A writers group was formed to review, design and write the Units for the award.

Change from National Progression Award to Professional Development Award

The award was originally designated as an NPA, the new steering group agreed that the majority of NPAs sit at SCQF levels 4 and 5 whereas the majority of the original Conservation of Masonry Award sits predominantly at SCQF level 6. The steering group, in internal discussion and in consultation with SQA, agreed that the Repair and Maintenance of Traditional Masonry Structures Award after the review process would be more suitable as a Professional Development Award. This designation is considered to be more in keeping with the SCQF level the majority of the award sits at and with a change to the emphasis on paper of the target audience more reflective of the majority audience who gained the original NPA, aiming the award more toward upskilling from existing competencies and qualifications held and less toward learners with little or no existing experience or competency in the field of conservation of masonry.

The PDA in Repair and Maintenance of Traditional Structures has been designed to provide the opportunity to satisfy skills shortages by allowing maximum flexibility in access and delivery, and to provide a benchmark for Conservation of Masonry skills. The award will also raise standards in the repair and maintenance sector of the stonemasonry industry.

Objectives

The award is designed to provide:

- ◆ A national qualification, with detailed common standards and learning Outcomes recognisable to centres, learners, employers and professional bodies such as The Institute of Historic Building Conservation (IHBBC), The Royal Institution of Chartered Surveyors (RICS) and The Royal Incorporation of Architects in Scotland (RIAS).
- ◆ The opportunity to preserve and build upon existing good practice.
- ◆ Compatibility with feeder qualifications such as The National Progression Award in Construction.
- ◆ Up-skilling towards Heritage Skills SVQ's in related trade areas ie Stonemasonry, Brickwork (Trowel Occupations), Roof Slating and Tiling and Plastering.

- ◆ A response to changing training and educational needs.
- ◆ A preparation for employment.
- ◆ A contribution to the skills, knowledge and understanding required to underpin relevant occupational standards and SVQs.
- ◆ A focus on the development of learners' practical knowledge, skills and understanding that underpins performance in the workplace.
- ◆ A complimentary award to Plastering, Roof Slating and Tiling, Stonemasonry and Trowel Occupations, SVQs and Modern Apprenticeships to provide additional skills training relevant to the conservation of masonry that is not provided in the main Training and Assessment Programmes for these SVQs.

PDA's are vocational qualifications which provide practical opportunities for developing real skills that are valid and relevant to the world of work. This award has been developed at Scottish Credit and Qualifications Framework (SCQF) level 6. This means it is comparable to the relevant NOS and SVQ in terms of the demand it makes on learners and the level of performance required to achieve it.

Each Unit has been developed to ensure full coverage of the skills required within industry and will provide nationally recognised certification to ensure consistency across the sector.

The revision of the award has provided the opportunity to map the award to the relevant NOS to ensure coverage of the standards.

Target learners group

This award is suitable for a wide range of learners including:

- ◆ Learners progressing from a lower level award in Construction or a closely related discipline
- ◆ Learners with a qualification in a related discipline who wish to re-train
- ◆ Adults returning to education
- ◆ Learners in employment who wish to enhance their career prospects
- ◆ Learners with existing craft qualifications.
- ◆ Professionals and others working with the traditional masonry building stock who wish to gain greater understanding

Employment opportunities and progression

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

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

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

This award does not specifically articulate to a degree, but training, knowledge and skills associated with the award can be valuable for post-graduate learning in architectural conservation.

The award is not recognised by professional organisations, however all five Units do provide training that may be delivered as part of professional qualifications, therefore the award does provide sound learning for all professionals associated with all conservation masonry work on traditional (pre-1919) structures. As such, professional organisations may recognise the award (and individual Units in the award) as suitable continuing professional development (CPD).

Progression examples	
	Skills for Work in Construction at SCQF level 4
	National Progression Award in Construction at SCQF level 5
	Modern Apprenticeship leading to SVQ 3 (SCQF level 6) in Stonemasonry, Roof Slating and Tiling, Brickwork or Plastering
	PDA Conservation of Masonry
	Heritage Skills SVQ3 in Masonry, Brickwork or Earthen Structures Occupations Option Route Mason, Brick Worker, Earth Builder, Finisher, Dry Stone
	HNC/HND Architectural Conservation

2 Qualification structure

This Group Award is made up of five mandatory SQA Units comprising of 36 SCQF credit points, 24 at SCQF level 6, 12 at SCQF level 5.

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

2.1 Structure

There are five mandatory Units in the award, all five must be completed. National Unit Specifications for the five Units define the Outcomes and Performance Criteria required to successfully complete each Unit.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Mandatory Units					
H8WR	46	Produce a Work Plan for a Conservation or Restoration Project	0.5	3	6
H8WT	45	Prepare and Mix Traditional Lime Mortars	0.5	3	5
H8WV	46	Consolidation and Repair of Masonry Structures	2	12	6
H8WX	45	Produce Basic Stonemasonry Components	1.5	9	5
H8WW	46	Stonemasonry Repairs	1.5	9	6

For four of the Units, learners have to acquire knowledge on current theory and understanding of the repair and maintenance of traditional masonry structures, apply that knowledge and put theory into practice in a practical context. There will also be a requirement for some appraisal, interpretation and analysis of traditional masonry structures. They must also acquire and practice hand-skills and demonstrate them competently commensurate with the SCQF level indicated.

The one remaining — *Prepare and Mix Traditional Lime Mortars*, requires a lesser degree of appraisal, interpretation, analysis and application and more understanding of what and why specific mortars should be used allied to the appropriate skills to prepare and mix different mortars.

3 Aims of the qualification

The overarching aim of this award is to:

- ◆ equip learners with existing competencies and qualifications in construction with the additional skills and underpinning knowledge to undertake conservation, repair and maintenance work on traditional (pre-1919) masonry structures, which (with additional verification of application of these skills and knowledge in the workplace) can lead to the achievement of an additional vocational qualification.

3.1 General aims of the qualification

The award should develop:

- 1 skills of study, research and analysis.
- 2 ability to define and solve problems.
- 3 transferable skills.
- 4 ability to be flexible and work cooperatively with others.
- 5 responsibility for own learning.
- 6 planning, organisational and review/evaluation skills.
- 7 technical skills- broadening and deepening.
- 8 oral, written and pictorial communication skills.
- 9 resource management ability.
- 10 flexibility, knowledge, skills and motivation as a basis for progression to higher level studies.

3.2 Specific aims of the qualification

The award should:

- 11 prepare learners for a range of vocational and technical careers in the repair and maintenance of traditional stonemasonry structures.
- 12 provide specialised studies which build upon previous study and work based experience, and are directly relevant to the individual vocations in which learners are currently working, or in which they intend to seek employment.
- 13 enable learners to make an immediate contribution in employment in the heritage sector.

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

- ◆ National 4 or 5 level in appropriate science or technology Subjects.
- ◆ An SCQF level 5 Certificate in a related discipline.
- ◆ Those with other entry qualifications, including work experience, who demonstrate a realistic chance of success.
- ◆ A craft qualification which might be combined with appropriate further study, prior to, or in parallel with, the NC programme or an appropriate NPA.

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 should 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	<p>Skills developed during the successful completion of all five Units will include the ability to produce and present accurate, well organised, written information in a written work plan and in other written work.</p> <p>Evidence will be relevant and coherent to the standards required within the vocational area. Written work should be factually and technically accurate, logically structured and suitable for purpose and readership.</p> <p>Formative work will involve extensive discussion of the principles and practice of construction work, using the terminology and language of the workplace. Some Units recommend small group work. 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</p>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
		employers.
Numeracy	4	The ability to interpret, apply and communicate complex numerical and graphical information is integral to achievement across the Units. Data on construction materials and structures is analysed, calculated and presented accurately.
Information and Communication Technology (ICT)	4	Internet research on current and historical information and professional technical advice will be enhanced by access to a virtual learning environment to provide essential underpinning knowledge for the award. Presentation of graphic and written materials will involve access to and use of software to manipulate and integrate data. Online information 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	<p>Across the Units, learners have to identify essential limitations and devise and justify strategies for sustainable initiatives dealing with a range of construction issues in real situations. Site visits and industry-based case studies are analysed and evaluated with the guidance of assessors.</p> <p>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.</p>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Working with Others	4	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 a range of others in different types of practical contexts. Feedback from assessors on effective group working practice will be on going.

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 skill, 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
Mandatory Units														
H8WR 46	Produce a Work Plan for a Conservation or Restoration Project	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
H8WT 45	Prepare and Mix Traditional Lime Mortars	Yes	Yes	Yes	Yes	Yes		Yes		Yes		Yes	Yes	Yes
H8WV 46	Consolidation and Repair of Masonry Structures	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
H8WX 45	Produce Basic Stonemasonry Components	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
H8WW 46	Stonemasonry Repairs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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

The Group Award as a whole provides knowledge and understanding related to National Occupational Standard:

VR547 *Conserve or restore stonemasonry, brickwork or earthen structures*

NOS provide definitions of competency. Achieving a pass in the assessment of Units or Outcomes proves that training has been completed successfully. Competency in the workplace cannot be verified by the passing of training Units alone.

Mandatory Units

Unit 1

Produce a work plan for a conservation or restoration project.

This Unit has been developed for learners to gain knowledge and understanding related to National Occupational Standard (NOS):

VR546 *Working on Conservation and Restoration Projects*

It also applies the knowledge in a practical context. The Unit is also applicable to other relevant NOS within the CITB Heritage Skills suite of NOS as provided by the CITB.

Unit 2

Prepare and mix traditional lime mortars.

This Unit has been developed to gain knowledge, understanding and practical application related to the National Occupational Standard

VR548 *Prepare and mix lime mortars*

This Unit provides underpinning knowledge related to the Recommended Qualifications Structure (RQS) for SVQs in Heritage Skills suite as provided by the CITB.

Unit 3

Consolidation and repair of masonry structures.

This Unit has been developed to gain knowledge, understanding and practical application related to the National Occupational Standards:

VR547 *Conserve or restore stonemasonry, brickwork or earthen structures*

VR196 *Repair basic stonemasonry structures*

VR208 *Repair Complex Stonemasonry Structures*

This Unit provides underpinning knowledge related to the Recommended Qualifications Structure (RQS) for SVQs in Heritage Skills suite as provided by the CITB.

Unit 4

Produce basic stonemasonry components.

This Unit has been developed to gain knowledge, understanding and practical application related to the National Occupational Standard:

VR188 *Produce Standard Stonemasonry Components*

However, the Unit only covers the first of the compulsory elements Performance Criteria 5 point 9 in this NOS, that is:

9 Produce natural stone components to given working instructions.

9.1 Shaped true and square. This Unit does not cover training related to the other three specified elements in point 9, therefore this Unit does not attempt to provide training required to satisfactorily achieve competencies defined in NOS VR188.

Unit 5

Stonemasonry repairs.

This Unit has been developed to gain knowledge, understanding and practical application related to the National Occupational Standards:

VR547 *Conserve or restore stonemasonry, brickwork or earthen structures*

VR548 *Prepare and mix lime mortars*

VR422 *Conserve stone masonry structures*

VR196 *Repair basic stonemasonry structures*

This Unit provides underpinning knowledge related to the Recommended Qualifications Structure (RQS) for SVQs in Heritage Skills suite as provided by the CITB.

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	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
Mandatory Units												
H8WR 46	Produce a Work Plan for A Conservation or Restoration Project	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
H8WT 45	Prepare and Mix Traditional Lime Mortars	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
H8WV 46	Consolidation and Repair of Masonry Structures	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
H8WX 45	Produce Basic Stonemasonry Components	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
H8WW 46	Stonemasonry Repairs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

5.4 Assessment Strategy for the qualification

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Mandatory Units					
Produce a Work Plan for a Conservation or Restoration Project	Closed-book, multiple choice	Closed-book, written	Observation checklists Product evidence	N/A	N/A
Prepare and Mix Traditional Lime Mortars	Closed-book, multiple choice	Observation checklist Product evidence	N/A	N/A	N/A
Consolidation and Repair of Masonry Structures	Closed-book, multiple choice (one for all five Outcomes) Observation checklist Product evidence	Closed-book, written multiple choice (one for all five Outcomes) Observation checklist Product evidence	Closed-book, written multiple choice (one for all five Outcomes) Observation checklist Product evidence	Closed-book, written multiple choice (one for all five Outcomes) Observation checklist Product evidence	Closed-book, written multiple choice (one for all five Outcomes) Observation checklist Product evidence
Produce Basic Stonemasonry Components	Closed-book, multiple choice (one for both Outcomes) Observation checklist Product evidence	Closed-book, written multiple choice (one for both Outcomes) Observation checklist Product evidence	N/A	N/A	N/A
Stonemasonry Repairs	Closed-book, multiple choice	Observation checklist Product evidence	Observation checklist Product evidence	N/A	N/A

6 Guidance on approaches to delivery and assessment

This award is designed to equip students with the knowledge, understanding and skills required for success in employment as operatives employed in the repair and maintenance of traditional masonry structures.

The award should be delivered in the context of familiarisation with terminology and basic concepts. It is the intention of the award to develop a broad appreciation of topic/s based on accepted practice, rather than detailed justification from fundamental principles.

6.1 Sequencing/integration of Units

The structure of the PDA allows for a high degree of flexibility in the delivery mode. The award could be offered on full-time, block-release, day release, evening modes or distance learning. Combination of delivery modes is also a possibility. Such combined mode study may enable learners to complete the award within a shorter time period.

Delivery

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

Centres can define the order in which Units are undertaken but should consider knowledge and practical skills progression, mode of delivery, resource issues and logical progression dictated by topic and Unit content.

Training for the *Produce a work plan for a conservation or restoration project* Unit can be delivered at the front of any training programme and re-visited during training for other Units with final assessment taking place after more knowledge understanding and skills training are acquired. A suggested delivery progression for the award is outlined in the table below:

Order	Unit	Credit value
1 and more	Produce a Work Plan for Conservation or Restoration Project	0.5
2	Prepare and Mix Traditional Lime Mortars	0.5
3	Consolidation and Repair of Masonry Structures	2.0
4	Produce Basic Stonemasonry Components	1.5
5	Stonemasonry Repairs	1.5

Throughout all Units 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, impact of not implementing sustainability on the environment and the legislation promoting sustainability.

Assessment (reference to Section 5.4)

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

Each Unit specification includes guidance on delivery and assessment and, where appropriate, any relationship with delivery and assessment of other Units. Requirements for knowledge, skills, sampling, evidence and conduct of assessment are provided for each Outcome in the Unit. Opportunities for integrative assessment across Units are provided. Assessment guidance includes a variety of conditions including open/closed-book, case study, etc.

Re-assessment strategy

Process

The way that centres re-assess learners is integral to the way that they manage assessment as a whole and as such, will be subject to internal verification. In order to ensure that the assessment process is as holistic as possible and that assessors are able to judge effectively learners' performance in the Outcome or Unit as a whole, it may not always be possible to re-assess only those parts of the performance in which learners have not satisfactorily demonstrated competence.

Scenarios where learners may require to re-do the whole assessment include:

- ◆ Assessments which test knowledge and other cognitive skills and where it may not be possible to extract some of the items for re-assessment.
- ◆ Where parts of several Outcomes are involved.
- ◆ Where a project has been designed as an integrated assessment and where there is a requirement to complete the project as a single complex task.

Learners may be required to do only part of an assessment, where their evidence has been generated over a period of time and/or a discrete part of the Unit, such as an Outcome, has been assessed originally. This is particularly relevant in the case of a Project, Case Study and Investigative assessment activities.

Re-assessment opportunities

SQA advises that there should normally be one, or in exceptional circumstances two, re-assessment opportunities. (Please refer to SQA's *Guide to Assessment and Quality Assurance for Colleges of Further Education*, for details.)

Eligibility

Learners who have not satisfactorily demonstrated their attainment of Knowledge and/or Skills and/or competence in the whole or only part of an assessment may be considered for re-assessment.

Developing alternate assessments

The design of the original assessments informs the re-assessment process to a large extent, as these determine the type of assessment instruments used and the purpose of the assessment. Normally, centres build up banks of assessments that can be used in whole, or in part, for re-assessment purposes.

Assessment writers should refer to the Unit specification when developing an alternative assessment and ensure that it is of equal demand to the original assessment and that it covers all necessary criteria — for example Core Skill achievement. Where learners have not provided satisfactory evidence for knowledge and/or skill items which have been sampled, they would normally be reassessed on a different sample.

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.

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

The award has been designed as being additional to Scottish Vocational Qualifications associated with repair and maintenance of traditional (pre-1919) structures, that is; *stonemasonry, trowel occupations, roof slating and tiling, and plastering*.

All of these vocational occupations provide opportunities for regular exposure to work on traditional structures, yet knowledge and skills for repair and maintenance of existing structures is not currently an inherent constituent part of the Recommended Qualifications Structure (RQS) and the Training and Assessment Programme (TAP). Far less repair and maintenance work that requires more specific skills, knowledge and use of traditional, indigenous materials (or the best available alternatives) when work is carried out on traditional (pre-1919) structures, structures in conservation areas, listed buildings, scheduled monuments and world heritage sites.

The award does not specifically articulate to a degree, but training knowledge and skills associated with the award can be valuable for Post Graduate learning in Architectural Conservation.

6.2.2 Professional recognition

The award is not recognised by professional organisations, however all five Units do provide training that may be delivered as part of professional qualifications, therefore the award does provide sound learning for all professionals associated with all conservation masonry work on traditional (pre-1919) structures.

As such professional organisations may recognise the award (and individual Units in the award) as suitable Continuing Professional Development (CPD).

6.2.3 Transitional Arrangements

It is recommended that learners who are in the process of completing the predecessor award continue and finish rather than switching to the revised award.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some elements in this award. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which 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) is available to view on SQA's website.

6.5 Resource requirements

Successful delivery of the award requires delivery staff who are fully conversant with current conservation, repair and maintenance knowledge, skills, techniques, methodology and materials understanding for masonry structures. It is recommended that centres that wish to consider delivery of this award enter a dialogue with the Skills and Materials arm of the Conservation Directorate, Historic Environment Scotland (HES) (or an equivalent organisation). It is also recommended that HES (or equivalent) are involved in the initial external verification process. CPD (Training the Trainers) can be possible to aid delivery.

A classroom type facility is recommended for the learning required for all Units.

For the *Produce a work plan for conservation or restoration project*, Unit, physical access to a suitable structure that requires conservation, repair and maintenance work is recommended for learners to produce their assessment materials; however it is conceivable that alternative means of assessing a structure can be utilised.

Internal workshop areas, such as those required for trowel occupations vocational qualifications, with full adherence to health and safety requirements are required for all other Units.

The *Consolidation and Repair of Masonry Structures* Unit requires a training rig with suitable relevant inclusions to be made available. The same is true for the *Stonemasonry Repairs* Unit; it is possible to combine the two requirements into one training rig.

For the *Produce basic stonemasonry components* Unit, a training facility equipped with full Respirable Crystalline Silica (RCS) dust Local Exhaust Ventilation (LEV) extraction systems in place is recommended. It is considered that centres can deliver the other four Units and learners can attend such a facility to complete this one Unit.

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 instruments of assessment 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)

Graded Unit: Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

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.

Before the commonly accepted date of 1919, the majority of construction used locally sourced, indigenous materials transported to site by horse and cart or similar means. Exceptions to this include transportation to near the site by sea (or more recently prior to 1919) by canal and rail. In Scotland a rich variety of locally quarried stone types along with a range of different additional materials such as lime mortars, earth, clay, brick and lime harls or renders were used to both build and finish robust structures. This led to a range of associated vernacular architectural styles that are an inherent part of the built heritage that helps to provide our 'sense of place'. It is imperative that these traditional masonry structures are repaired and maintained sympathetically and harmoniously using the right skills and materials so as not to inadvertently cause long term damage either through neglect or through the use of inharmonious materials. More recent skills training has been predominantly directed toward non-traditional construction methods.

This award is about understanding the repair and maintenance of traditional (pre-1919) masonry structures, applying that understanding to assess condition and then schedule and carry-out sympathetic repair work, as well as plan and schedule subsequent maintenance programmes.

The use of the same skills and materials to repair and maintain traditional masonry structures sympathetically when applied to more notable structures such as structures in a conservation area, to listed buildings, or to structures within a world heritage site can be referred to as conservation and/or restoration work.

The award is suitable for those with existing competencies in the construction industries who wish to be able to apply existing competencies to the repair and maintenance of traditional masonry structures.

It has been designed to develop your abilities in the understanding of repair and maintenance projects. It will also develop your knowledge and understanding of how traditional buildings perform and function, specifically with respect to the traditional masonry fabric.

It is also suitable for technicians and professionals entering work in conservation, repair and maintenance of traditional (pre-1919) structures, the award is not recognised by professional organisations, however all five Units do provide training that may be delivered as part of professional qualifications, therefore the Award does provide sound learning for all professionals associated with all conservation masonry work on traditional (pre-1919) structures.

Successful completion of this award will provide you with the underpinning knowledge for carrying out masonry repair work to traditional (pre-1919) structures.

On completion you will be able to appraise the condition of a traditional masonry structure referencing pre-existing skills and knowledge. You will understand how to apply pre-existing relevant skills to traditional (pre-1919) structures sympathetically and harmoniously with the existing structure so as to minimise any future potential for long term damage caused by applying these skills and knowledge.

Assessment is through completion of closed-book multiple choice questions, the provision of a work plan for an example traditional masonry structure (this work plan can be specific to a pre-existing relevant trade skill and relevant associated materials) and in the successful completion of relevant physical tasks/outcomes backed with the recording through photographic evidence and observation checklists completed and verified by assessors and the verification processes.

Elements of the Core Skills of *Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving* and *Working with Others* will be developed naturally while working through the Units in this award. The *Problem Solving* component of Critical Thinking is embedded in the Unit H8WR 46 *Produce a Work Plan for a Conservation or Restoration Project*. On successful completion of this Unit the Core Skills profile on your certificate will be updated to reflect this achievement.

The award is valuable in the potential development of enterprise, employability and citizenship in the repair and maintenance part of the construction sector, specifically with respect to traditional masonry structures. This in turn is relevant to sustainability and sustainable development, as traditional structures are principally constructed of indigenous local materials that have survived in daily use for over a century or longer and will continue to do so — provided they are cared for competently.

The energy efficiency of existing traditional masonry buildings is an important consideration, a well repaired and maintained building that does not have unnecessarily damp walls due to missing pointing and masonry fabric is harder to heat. Equally a mass masonry walled building repaired with inappropriate materials that retain moisture within the walls unnecessarily will be both harder to heat and potentially provide an unhealthy internal environment.

The competent use of locally sourced indigenous materials, if used for new build projects, helps to maintain a sense of place and can have an impact on global lower carbon targets (as opposed to worldwide shipping or high levels of energy consumed in production for other contemporary building materials).

This award provides underpinning knowledge and understanding to gain relevant competency.