



Group Award Specification for:

**National Progression Award (NPA) in Computer
Refurbishment at SCQF level 4**

Group Award Code: GK7G 44

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This is the Group Award Specification for the National Progression Award (NPA) in Computer Refurbishment at SCQF level 4, developed under the Design Principles for National Progression Awards.

This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery. The assessment methods embedded in the award are designed to be flexible and meet the needs of learners and allow achievement to be recognised and measured. Individual Units and the Group Award will be accredited on completion.

Background Information

A number of national and global developments influenced this award including:

- ◆ increased use of digital devices and corresponding increased demand for computer skills
- ◆ 'green' initiatives focusing on recycling rather than disposal
- ◆ dependency on refurbishment of PCs in specific countries and continents

Electronic rubbish, and computer equipment in particular, is a rapidly expanding stream of UK waste. Low prices allow consumers to replace 'gadgets' often, and rapid technological change means there are always newer, better, more powerful products on the market. The result is a burgeoning computer waste mountain.

It is estimated that millions of obsolete PCs are discarded annually in the world.

Discarded computer equipment comprises monitors, printers, hard drives and circuit boards. Such items should on no account be thrown out with your household rubbish because they contain toxic substances, and are effectively hazardous waste. E-waste often ends up in the developing world, and the UN's Environment Programme is alarmed by the amount of electronic goods which is improperly disposed of overseas. There is increasing concern about the pollution caused by hazardous chemicals and heavy metals in Africa, Asia and South America.

A number of non-profit organisations collect electronic equipment including computers and printers, either for reuse or for de-manufacture and recycling. Recipients pay nothing for the equipment or buy it at a heavily discounted rate. Developing countries benefit most from these schemes, but recipients also include UK community groups.

<http://www.recycling-guide.org.uk/materials/computers.html>

It is hoped that this qualification will improve recycling in Scotland and UK, and improve refurbishment internationally, particularly in emerging economies.

2 Qualification structure

This Group Award is made up of 2 SQA Unit credits. It comprises 12 SCQF credit points of which 12 are at SCQF level 4. There are no Core Skills embedded in the award.

Broader skills development in the areas of employability, sustainable development and citizenship may be developed by emphasising these areas in learning and teaching. For instance by inviting a practitioner from small computer repair company to talk about skills required for employability in the technical support industry, explaining that recycling and refurbishment can help lead to a more sustainable society and that the choices the learner makes by informing him/herself, the roles and responsibilities s/he accepts, justifying choices in recycling and refurbishment can lead to the learner accepting a more responsible citizen's role.

2.1 Structure

The NPA consists of two mandatory Units.

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
H980	44	Refurbishing and Recycling a Computer	4	6	1
H981	44	Setting up a Computer	4	6	1

There are no options.

The Units are broad-based, and cover a wide range of knowledge and skills. In combination, they encompass all of the knowledge and skills required to refurbish or recycle a computer.

3 Aims of the qualification

The National Progression Award in Computer Refurbishment at SCQF level 4 is designed to introduce learners to the necessary skills and methodologies required to refurbish, recycle and set up a computer system. Learners will be introduced to the basic reasons for the recycling and refurbishment of computers, they will learn about health and safety procedures when recycling and refurbishing computer hardware and setting up a computer system. Learners will be taught to correctly install and configure system software and application software on a computer system. The methods and stages of software installation and the different ways in which software may be configured will be undertaken by the learners. Learners will also develop the skills to troubleshoot and resolve problems.

As the NPA introduces learners to the basic hardware and software of a computer system, it is a suitable foundation qualification for a wide range of computing based qualifications, particularly Group Award GD7P 44/45 National Certificate in Computing: Technical Support at SCQF levels 4/5.

This award is designed to:

- ◆ deliver foundation skills in computing
- ◆ deliver vocational skills in computer refurbishment and recycling
- ◆ widen participation at entry level
- ◆ provide for 16–24 age group recruitment targets
- ◆ offer retraining opportunities for adult returners

3.1 General aims of the qualification

- 1 Ensure learners acquire and develop appropriate knowledge, understanding and skills.
- 2 Provide an award which is sufficiently flexible to allow for a number of different modes of assessment and delivery.
- 3 Prepare learners for the world of work.
- 4 Provide learners with a nationally recognised, relevant and up-to-date qualification.
- 5 Provide industry and commerce with individuals who have up-to-date skills in computer refurbishment, recycling and set-up at an entry level.
- 6 Provide access to other NC level programmes.

3.2 Specific aims of the qualification(s)

Provide an entry level award for learners with no previous knowledge in Computing by developing their knowledge and skills in key areas such as:

- 7 Understanding the reasons for refurbishing and recycling computer systems.
- 8 Cleaning computer systems.
- 9 Repairing computer systems.
- 10 Recognising when computer systems must be recycled.
- 11 Setting up a computer system by installing system and applications software.
- 12 Understanding legislation relating to refurbishing and recycling computer systems.
- 13 Understanding legislation relating to data security.
- 14 Developing a range of contemporary vocational skills relating to refurbishing, recycling and setting up computer systems.
- 15 Preparation for progression to further qualifications at a higher level.

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 SQA as guidance only.

Learners undertaking this NPA do not need prior knowledge or experience in computer technical support. However, it would be advantageous if learners possessed basic IT skills.

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	3	Read and understand a simple document.
Numeracy	3	Carry out a variety of simple number tasks. Extract information from a table.
Information and Communication Technology (ICT)	3	Carry out ICT activities which involve simple operations.
Problem Solving	3	Plan, organise and carry out a simple activity to deal with a problem.
Working with Others	3	Work co-operatively with at least one other person to identify a role. Carry out a role, adapting actions and behaviour.

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.

5.1 Mapping of qualification aims to Units

Code	Unit title	Aims														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
H980 44	Refurbishing and Recycling a Computer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
H981 44	Setting up a Computer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

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

This qualification maps to the National Occupational Standards (NOS) for IT users as specified by the Sector Skills Council (The Tech Partnership, formerly e-Skills UK) as detailed below. Level 1 Areas of Competence in the following areas of NOS for IT User and Application Specialist IT Operations (ESKITU05), November 2014.

		National Occupational Standard															
Code	Unit title	ESKIT U050	ESKIT U051														
H980 44	Refurbishing and Recycling a Computer	✓	✓														
H981 44	Setting up a Computer	✓	✓														

NOS Ref	NOS Title	Performance Criteria
ESKITU050	Set up and use digital systems	<ul style="list-style-type: none"> ◆ Use appropriate interface features to interact with digital systems ◆ Adjust interface settings to meet user's needs ◆ Assemble the physical components of digital systems to comply with safety requirements ◆ How to identify operating systems and specifications of digital systems ◆ Different components that make up digital systems ◆ The regulations, policies and procedures governing use of digital systems including IT health and safety and good practice, and how to apply them
ESKITU051	Select and configure digital systems	<ul style="list-style-type: none"> ◆ Configure the user interface to meet the needs of the system user ◆ Set up and customise system settings to meet operational needs and improve efficiency ◆ Restore systems to factory settings or last working state as appropriate ◆ respond to faults and error messages in line with appropriate guidance ◆ Comply with all organisational policies regarding the use of IT facilities ◆ How to identify the operating system and capacity of a computer system ◆ Tests that can be used to check that digital systems are working correctly

5.3 Mapping of Core Skills development opportunities across the qualification(s)

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	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
H98044	Refurbishing and Recycling a Computer	S4				S4			S4			
H98144	Setting up a Computer	S4				S4			S4			

5.4 Assessment Strategy for the qualification

Unit		Assessment		
		Outcome 1	Outcome 2	Outcome 3
H980 44	Refurbishing and Recycling a Computer	Written and/or oral evidence for knowledge and understanding Closed-book	Written and/or oral evidence for knowledge and understanding Closed-book and Practical tasks Open-book	Written and/or oral evidence for knowledge and understanding Closed-book and Practical tasks Open-book
H981 44	Setting up a Computer	Practical tasks. An observation checklist is completed and signed by the assessor. Open-book		

6 Guidance on approaches to delivery and assessment

The approaches to delivery and assessment due to the contents of the Units will be split between theory and practical. The assessments will measure the skills of the candidates as well as their knowledge and understanding.

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment of the learner's ability to identify the components of a computer system could be by labelling of a diagram of a computer system, or an actual system, written or oral responses to questions, written responses to questions, (multiple choice questions or short answer), discussion, labelling of hardware or a combination of all of these methods.

Whenever possible, evidence should be a naturally occurring by-product of teaching and learning. However, it must be produced by the learner. Authentication must be used where this is uncertain during practical tasks, perhaps by discussion and/or questioning.

There is an opportunity to adopt a blended learning approach that will integrate knowledge based learning with development of practical skills through application.

The Group Award has been developed to facilitate flexible delivery and assessment, which is intended to be of a practical nature wherever possible, reflecting the practical nature of the subject. Delivery models will be dependent on the centre and the client group. For example, they could be offered to part-time candidates working full-time in industry and attending college in the evening.

6.1 Sequencing/integration of Units

The order of delivery of the Units is at the discretion of the centre. However, a recommended approach would be to start with *Refurbishing and Recycling a Computer* followed by *Setting up a Computer*.

Each element of learning should comprise of a mix of teaching and demonstrations followed by the learner carrying out a practical or knowledge task. A holistic approach to learning and teaching of Outcomes should be employed whereby learners may gain knowledge and understanding while carrying out tasks. While a learner-centred, participative and practical approach should be encouraged, learners may be offered support through one-to-one work with the assessor or student-to-student support. Assessors should observe and give verbal feedback during practical tasks with the opportunity to re-do tasks if necessary to reinforce the learning.

6.2 Recognition of Prior Learning

The presenting centre may operate alternative access arrangements in cases where the candidate has the required competences in a given area. These arrangements are as follows:

- ◆ Accreditation of prior learning
- ◆ Assessment on demand

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

On completion of this NPA a learner may progress to the National Certificate in Computing: Technical Support at SCQF level 4/5, Group Award Code GD7P 44/45.

6.2.2 Credit transfer

SQA provide clear criteria for deciding if two syllabuses are equivalent. All the following criteria must be satisfied if full credit transfer is to be recognised between both syllabuses:

- 1 The syllabuses have the same SCQF levels.
- 2 The syllabuses have the similar credit values (or equivalent).
- 3 The syllabuses are equivalent in terms of Core Skill coverage.
- 4 The syllabuses relate to the same subject area and the main topics are common to both.
- 5 The syllabuses present a similar level of cognitive demand.
- 6 The syllabuses encompass similar skill-sets.
- 7 The syllabuses are contemporary in terms of terminology, techniques and technology.
- 8 Employers, admission officers and other users would perceive both syllabuses as broadly equivalent.
- 9 The assessment demands are similar in terms of candidate activity and Performance Criteria, or candidates would be equally likely to pass both assessments.
- 10 Special conditions (where they exist) are applicable to both syllabuses.

Since the Units in the NPA Computer Refurbishment Group Award framework were designed to match closely to the Level 1 Diploma in Recycling Activities (QCF) (WEEE) Computer Refurbishment, all of the above criteria can be met.

The following guidance relates specifically to the Level 1 Diploma in Recycling Activities (QCF) (WEEE) Computer Refurbishment certification. Centres are free to consider any form of alternative evidence, and accept this as evidence of competence if they consider that it fully satisfies a Unit's requirements. However, centre decisions are subject to external verification.

Credit Transfer Arrangements

Level 1 Diploma in Recycling Activities (QCF) (WEEE) Computer Refurbishment	NPA Computer Refurbishment SCQF level 4
Units 1–4	Refurbishing and Recycling a Computer
Units 5–7	Setting up a Computer

6.3 Opportunities for e-assessment

Refurbishing and Recycling a Computer — Knowledge and Understanding may be assessed by providing candidates with an online assessment, in any format that suits the candidate's requirements.

Refurbishing and Recycling a Computer and Setting up a Computer — Student log evidence may be stored in a range of media. Evidence may be captured, stored and presented in a range of media (including audio and video) and formats (analogue and digital).

If assessment materials are digitized they can be formatted to meet diverse needs of candidates. Therefore there will be unnecessary barriers to assessment thus conforming to equal opportunities guidelines.

6.4 Support materials

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

The Tutor/Student Handbooks are available to training centres on the Computers for Charities website which gives more information about the course:

<http://www.computersforcharities.org/initiatives/courses-and-training>

6.5 Resource requirements

This NPA requires learners to have hands on practical experience of disassembling, cleaning, refurbishing, recycling and setting up computer systems. The learner will need access to a computer system and tools to carry out practical tasks. She/he will also require access to systems and applications software. The centre will be required to make these resources available to learners. It is envisaged that the presenting centre will set up a resource register and booking/issuing system to allow learners to be issued with his/her own computer system to be refurbished and set up. Software should be issued and returned after use. The learner should understand personal responsibility in undertaking the refurbishment, recycling and setting up activities and his/her responsibility to return all resources via the issuing/booking system.

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:

- ◆ candidates 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. (**Note to writer:** delete if not applicable to product type)

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 candidates 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 candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

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

This National Progression Award is designed to introduce you to the necessary knowledge and skills required to go about refurbishing, recycling and setting up a computer. You will be introduced to the basic reasons for the recycling and refurbishment of computers, learn about health and safety procedures when recycling and refurbishing computer hardware and carry out a series of practical tasks to safely refurbish, recycle and set up a computer.

As the National Progression Award introduces you to the basic hardware and software of a computer system, it is a suitable foundation qualification for a wide range of computing based qualifications for instance Group Award GD7P 44/45 National Certificate in Computing: Technical Support at SCQF levels 4/5.

You will be assessed on knowledge and understanding of key topics such as parts of a computer, health and safety when refurbishing and recycling a computer. You will also be introduced to the basic skills, for example, to use software to wipe a hard drive and test that the drive is clean, set up a computer system using system and applications software.

The assessment of this National Progression Award may take different forms. You may, for example, sit a short test and carry out some practical tasks. The assessment will be straightforward and will not take much time.

You may also develop skills that may lead to employment, skills in sustainable development and citizenship skills during your learning experience.