



## Qualification Design Principles

### National Progression Awards (June 2021)

#### Rationale

Every National Progression Award must have a clear rationale that:

- ◆ justifies the need for the qualification and its uniqueness
- ◆ provides evidence of demand for the qualification
- ◆ explains how it fits with other qualifications
- ◆ identifies the progression opportunities into and from the qualification
- ◆ outlines the aims, purposes and intended learning outcomes of the qualification, and explains how the award structure enables them
- ◆ gives information about who the course is for

#### Qualification design

National Progression Awards can be made up of HN Units, SVQ Units, National (Workplace) Units and National Qualification Units.

They must contain at least two units.

#### National Occupational Standards

National Progression Awards must be aligned to National Occupational Standards, or other professional or trade body standards, as appropriate to the group award.

#### SCQF level and credit points

National Progression Awards can be set at SCQF levels 2–6.

National Progression Awards have a minimum credit value of 12 SCQF credit points (at least two units).

At least half of the credit points must be at the level of the group award. Where half of the unit credits are at one level and half are at another level, you must provide a strong rationale to determine the overall SCQF level.

#### Assessment

Units within a National Progression Award are internally assessed.

#### Award of qualification

Candidates must achieve all the unit assessments within the group award.

## **Grading**

National Progression Awards are ungraded.

## **Skills**

National Progression Awards should provide opportunities to develop Core Skills and other generic skills for learning, skills for life and skills for work. You can use the following skills frameworks:

- ◆ Core Skills
- ◆ Skills for Learning, Skills for Life and Skills for Work
- ◆ Essential Skills

## **Equality**

National Progression Awards must take into consideration the needs of all candidates. These qualifications should be as accessible and inclusive as possible to candidates who will achieve in different ways and at a different pace.