Group Award Specification for:

Professional Development Award in:
3D Modelling and Energy Performance Analysis at SCQF level 8
Group Award code GV6G 48

Professional Development Award in
Design of Building Services at SCQF level 8
Group Award code GV6H 48

Professional Development Award in
Digital Surveying at SCQF level 8
Group Award code GV6J 48

Professional Development Award in
Environmental Sustainability at SCQF level 8
Group Award code GV6K 48

Professional Development Award in
Low Energy Construction Technology at SCQF level 8
Group Award code GV6C 48

Professional Development Award in
Modern Methods of Construction at SCQF level 8
Group Award code GV6D 48

Professional Development Award in
Planning and Building Standards Regulations and Statutory Procedures at SCQF level 8
Group Award code GV6E 48

Professional Development Award in
Residential Design at SCQF level 7
Group Award code GV6F 47

This Group Award Specification was developed by City of Glasgow College

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Contents

1 Introduction

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.

The Professional Development Awards (PDAs) in 3D Modelling and Energy Performance Analysis, Design of Building Services, Digital Surveying, Environmental Sustainability, Low Energy Construction Technology, Modern Methods of Construction, Planning and Building Standards Regulations and Statutory Procedures at SCQF level 8 and Residential Design at SCQF level 7 have been developed as a subset of the HNC and HND Architectural Technology with Digital Construction qualifications that were developed in 2023. The Qualifications Development Team have identified frameworks which are considered essential in meeting the significant needs of employers and learners alike and is designed to embrace an ever-changing workplace where our industry has to swiftly adapt to new technologies and ways of working.

The PDAs in 3D Modelling and Energy Performance Analysis, Design of Building Services, Digital Surveying, Environmental Sustainability, Low Energy Construction Technology, Modern Methods of Construction, Planning and Building Standards Regulations and Statutory Procedures and Residential Design are likely to be delivered on a part-time basis, day / block release basis or as part of a full-time course and are aimed at learners wishing to upgrade and / or broaden their existing skill set.

This could include:

- Architectural, Engineering and Construction (AEC) industry professionals seeking knowledge and skills in the use of Low Energy Construction Technologies, 3D Modelling and Energy Performance Analysis, Design of Building Services, Digital Surveying, Environmental Sustainability, Modern Methods of Construction, Planning and Building Standards Regulations and Statutory Procedures and Residential Design.
- Learners in employment who wish to enhance their career prospects.
- Learners changing direction / seeking a career change.
- Part-time learners wishing to broaden skills and knowledge.
- Learners studying related subject areas such as architectural technology, construction, engineering, computer aided design (CAD) and design related disciplines at HNC / HND level.

The planned holistic nature of delivery will enable the course to remain fit for purpose and be able to adapt with industry to reflect emerging best practice and focus on core skills development.

The Professional Development Awards (PDAs) In 3D Modelling and Energy Performance Analysis, Design of Building Services, Digital Surveying, Environmental Sustainability, Low Energy Construction Technology, Modern Methods of Construction, Planning and Building Standards Regulations and Statutory Procedures and Residential Design have been developed to facilitate the career progression of the learners to achieve professional status in the future. Whilst studying on the award, learners can apply to become student members of the Chartered Institute of Architectural Technologists (CIAT).

2 Qualifications structure

Each PDA is made up of a minimum of 2 SQA unit credits. It comprises a minimum of 16 SCQF credit points. More than half the SCQF credit points are at the same level of the group award.

2.1 Structure

2.1.1 3D Modelling and Energy Performance Analysis at SCQF level 8

Total number of SCQF credit points required: 16

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6X6	34	3D Draughting for Architecture	1	8	7
HE2E	35	Building Information Modelling (BIM): Building Science	1	8	8

2.1.2 Design of Building Services at SCQF level 8

Total number of SCQF credit points required: 16

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6X7	35	Design of Building Services	2	16	8

2.1.3 Digital Surveying at SCQF level 8

Total number of SCQF credit points required: 24

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HE2H	35	CAD: Digital Collaboration Practices	2	16	8
J6X9	34	Digital Surveying Analysis and Presentation	1	8	7

2.1.4 Environmental Sustainability at SCQF level 8

Total number of SCQF credit points required: 16

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J50R	35	Conversion and Adaptation of Buildings	1	8	8
J50L	34	Environmental Design	1	8	7

2.1.5 Low Energy Construction Technology at SCQF level 8

Total number of SCQF credit points required: 16

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6X8	35	Low Energy Construction Technology	2	16	8

2.1.6 Modern Methods of Construction at SCQF level 8

Total number of SCQF credit points required: 16

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J50K	34	Construction Materials and Specifications	1	8	7
H72D	35	Sustainability and Modern Methods of Construction	1	8	8

2.1.7 Planning and Building Standards Regulations and Statutory Procedures at SCQF level 8

Total number of SCQF credit points required: 16

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J50N	35	Fire Safety in Buildings	1	8	8
DW3W	34	Statutory Control of Buildings	1	8	7

2.1.8 Residential Design at SCQF level 7

Total number of SCQF credit points required: 16

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F329	16	Architectural CADT: Residential Design	2	16	7

3 Aims of the qualifications

The main aim of the PDAs is to provide learners with the opportunity to develop a high level of knowledge and skills, underpinned by technical design, digital construction, and technical knowledge.

3.1 General aims of the qualifications

1 Enhance learners' employment prospects.

2 Inform learners of industry best practice knowledge, skills and understanding of appropriate technical and detailed design.

3 To develop skills of study, research, analysis and resource management.

4 To develop skills of evaluation, organisation and problem solving.

5 To develop responsibility for individual learning and progression.

6 To develop skills, knowledge and motivation towards progression to higher education routes.

7 To develop key skills for employability while building on previously acquired transferable skills which that could allow progression within the SCQF (Scottish Credit and Qualification Framework) or lead to employment.

8 To support learners' continuing professional development and career development.

9 To provide practical activities designed to develop learners' knowledge and skills within Architectural, Engineering and Construction (AEC) industry projects.

10 To provide an opportunity to achieve industry recognised vendor qualifications.

3.2 Specific aims of the qualifications

11 To provide learners with specific knowledge and specific skills on relevant subject matter.

12 To prepare learners with a range of the most relevant best-practice industry-relevant contemporary vocational skills, including the preparation, co-ordination, and communication of technical information relevant to Low Energy Construction Technologies, Sustainability and Professional Practice knowledge and understanding.

13 To provide learners with underpinning knowledge and skills contributing to the efficient operation and management of Architectural, Engineering and Construction (AEC) design projects through control of specified regulatory, quality or management standards.

14 To prepare learners with a range of the most contemporary vocational skills, including the preparation, co-ordination and communication of technical information relevant to the BIM process, using advanced CAD and ICT collaboration cloud based platforms.

15 To develop contextualised CAD knowledge, understanding and skills in the resolution of design problems within Contemporary Industry relevant project.

16 To provide learners with the opportunity to develop knowledge and skills in the process of design collaboration team working whilst adhering to current Digital Technology standards.

17 To develop learners' understanding of how digital technologies are integrated with the project lifecycle and investigate the evolution of Industry relevant digital construction standards.

18 To provide learners with collaborative practical tasks used to manage and update digital files on a cloud based common data environment.

4 Recommended entry to the qualifications

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:

Formal qualifications considered suitable for access to the PDA award:

Learners who enter with at least one of the following qualifications are likely to benefit more readily from the programme:

- NC or HNC in a related discipline; these could include but not limited to the NC Computer Aided Design and Technology, NC Built Environment, NC in an Engineering discipline, HNC Construction or HNC / HND / PDA Architectural Technology, Architectural Technology with Digital Construction, Building Surveying, Construction Management, Computer Aided Architectural Technology and Design.
- At least one Higher level pass, with appropriate supporting passes at Standard Grade Credit / National 5 or equivalent in appropriate subjects, desirably this would include Maths, English, and / or a science subject.
- SVQ in Construction or Engineering related discipline.

Work experience

Mature learners with suitable relevant work experience may be accepted for entry, or advanced entry, provided the enrolling centre believes that the learner is likely to benefit from undertaking the qualifications. Centres may wish to use Core Skills profiling to assist them in this process.

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	5	Good communication skills will be required for learners doing these qualifications as they will need to research, analyse, report, and present technical data and documentation.
Numeracy	5	Good numerical skills will be required for learners doing these qualifications as they will need to have a range of numerical skills for a range of draughting and design tasks. These tasks could include calculating dimensional geometry, tolerances, design calculations and costings.
Information and Communication Technology (ICT)	5	Good ICT skills are core to these qualifications. Learners will need a sound understanding of basic ICT as the foundation to use the systems to search online material for research purposes. Also, the creation of CAD, graphical and technical documentation for communication and presentation tasks.
Problem Solving	5	Critical thinking, planning and organisation, review and evaluation are fundamental to all elements of these qualifications. Learners will need to analyse and evaluate existing designs and / or design briefs for the purpose of finding and / or creating a design solution.
Working with Others	5	Working as part of a team co-operatively is essential when progressing to industry. There are several opportunities throughout these qualifications for working with others to take place.

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

See sections 3.1 and 3.2 for reference to details of general and specific aims.

PDA in 3D Modelling and Energy Performance Analysis

Unit code	Unit title	General aims	Specific aims
J6X6 34	3D Draughting for Architecture	1 to 10	11 to 15, 18
HE2E 35	Building Information Modelling (BIM): Building Science	1 to 10	11 to 15,18

PDA in Design of Building Services

Unit code	Unit title	General aims	Specific aims
J6X7 35	Design of Building Services	1 to 10	11 to 14

PDA in Digital Surveying

Unit code	Unit title	General aims	Specific aims
J6X9 34	Digital Surveying, Analysis and Presentation	1 to 10	11 to 18
HE2H 35	CAD: Digital Collaboration Practices	1 to 10	11 to 18

PDA in Environmental Sustainability

Unit code	Unit title	General aims	Specific aims
J50R 35	Conversion and Adaptation of Buildings	1 to 10	11 to 18
J50L 34	Environmental Design	1 to 10	11 to 18

PDA in Low Energy Construction Technology

Unit code	Unit title	General aims	Specific aims
J6X8 35	Low Energy Construction Technology	1 to 10	11 to 14

PDA in Modern Methods of Construction

Unit code	Unit title	General aims	Specific aims
J50K 34	Construction Materials and Specifications	1 to 10	11 to 13
H72D 35	Sustainability and Modern Methods of Construction	1 to 10	11 to 13

PDA in Planning and Building Regulations and Statutory Procedures

Unit code	Unit title	General aims	Specific aims
DW3W 34	Statutory Control of Buildings	1 to 10	11 to 13
J50N 35	Fire Safety in Buildings	1 to 10	11 to 13

PDA in Residential Design

Unit code	Unit title	General aims	Specific aims
F329 34	Architectural CADT: Residential Design	1 to 10	11 to 18

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

Key for National Occupational Standards (NOS)

No	NOS title	No	NOS title
1	COSBEDMC03: SQA Unit No: HG50 04 Develop and Agree Detailed Design Information in Built Environment Design Management.	11	COSBEDMO18: SQA Unit No. HG4E 04 Control Projects in Built Environment Design Management.
2	COSBEDMC04: SQA Unit No: HG3W 04 Develop and Maintain Professional Relationships and Practice in Built Environment Design Management.	12	COSBEDMO20: SQA Unit Code HG4G 04 Develop Self and Other People in Built Environment Design Management.
3	COSBEDMO09: SQA Unit No: HG3Y 04 Conduct Condition Surveys in Built Environment Design Management.	13	COSBEDMO22: SQA Unit Code HG44 04 Assess and Confirm Project Energy Sources and Mechanisms in Built Environment Design Management.
4	COSBEDMO13: SQA Unit No: HG49 04 Manage Project Information and Document Requirements in Built Environment Design Management.	14	COSBEDMO23: SQA Unit Code HG45 04 Produce and Recommend Integrated Conservation, Repair and Maintenance Solutions in Built Environment Design Management.
5	COSBEDMO14: SQA Unit No: HG43 04 Prepare Specifications in Built Environment Design Management.	15	COSBEDMO25: SQA Unit Code HG4J 04 Manage Project Building Information Modelling Protocols in Built Environment Design Management.
6	COSBEDMO17: SQA Unit No: HG4D 04 Prepare and Agree Forms of Contract in Built Environment Design Management.	16	COSBEDO01: SQA Unit Code H6A4 04 Produce and Recommend Detailed Design Solutions in Built Environment Design.
7	COSBEDPC01: Direct Design Projects in the Built Environment.	17	COSBIMD34.3: Obtain and Evaluate Project Feedback Information and Make Improvements in a Building Information Modelling Environment.

No	NOS title	No	NOS title
8	COSBIMB55.4: Integrate the Design of Fabric, Services and Systems in a Building Information Modelling Environment.	18	PROFFI410: Create Designs using CAD.
9	COSBIMD21.2: Develop a Schedule of Work in a Building Information Modelling Environment.	19	PROFFI411: Design Solutions to Meet Technical and Ergonomic Requirements for Kitchen, Bedroom and Bathroom Design.
10	COSBIMD34.1: Provide Information and Guidance to Support Use and Maintenance Planning of Works and Installations in a Building Information Modelling Environment.	20	SKSANIM15: 3D Render Animation

See Section 5.2 for Key for National Occupational Standards (NOS).

3D Modelling and Energy Performance Analysis

Code	Unit title	National Occupational Standards (NOS)
J6X6 34	3D Draughting for Architecture	1, 2, 4, 7, 12, 16, 17 and 18.
HE2E 35	Building Information Modelling (BIM): Building Science	1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 15, 16, 17, 18 and 20.

PDA in Design of Building Services

Code	Unit title	National Occupational Standards (NOS)
J6X7 35	Design of Building Services	1, 4, 7, 8, 12, 13, 16, 17, 18, 19 and 20.

PDA in Digital Surveying

Code	Unit title	National Occupational Standards (NOS)
J6X9 34	Digital Surveying, Analysis and Presentation	2, 3, 11, 12, 15, 17 and 20.
HE2H 35	CAD: Digital Collaboration Practices	1, 2, 9, 10 and 17.

PDA in Environmental Sustainability

Code	Unit title	National Occupational Standards (NOS)
J50R 35	Conversion and Adaptation of Buildings	1, 2, 3, 5, 7, 8, 10, 12, 14, 16, 17, 18, 19 and 20.
J50L 34	Environmental Design	1, 2, 8, 12 and 13.

PDA in Low Energy Construction Technology

Code	Unit title	National Occupational Standards (NOS)
J6X8 35	Low Energy Construction Technology	1, 5, 8, 9, 10, 12, 14, 16 and 17.

PDA in Modern Methods of Construction

Code	Unit title	National Occupational Standards (NOS)
J50K 34	Construction Materials and Specifications	1, 3, 4 and 5
H72D 35	Sustainability and Modern Methods of Construction	1 and 4

PDA in Planning and Building Standards Regulations and Statutory Procedures

Code	Unit title	National Occupational Standards (NOS)
DW3W 34	Statutory Control of Buildings	2, 4, 5, 6, 7, 11 and 15
J50N 35	Fire Safety in Buildings	5, 7, 10, 11, and 15

PDA in Residential Design

Code	Unit title	National Occupational Standards (NOS)
F329 34	Architectural CADT: Residential Design	1, 5, 7, 11, 12, 16,17,18, 19 and 20.

5.3 Mapping of Core Skills development opportunities across the qualifications

3D Modelling and Energy Performance Analysis

Unit code	Unit title	Communication components	Numeracy components	Information and Communication Technology (ICT) components	Problem Solving components	Working with Others components
J6X6 34	3D Draughting for Architecture	• Written (Reading)	• Using Number • Using Graphical Information	• Accessing Information • Providing / Creating Information	• Reviewing and Evaluating	Not applicable.
HE2E 35	Building Information Modelling (BIM): Building Science	• Written (Reading) • Written (Writing • Oral	• Using Number	• Accessing Information • Providing / Creating Information	• Critical Thinking • Planning and Organising • Reviewing and Evaluating	Not applicable.

PDA in Design of Building Services

Unit code	Unit title	Communication components	Numeracy components	Information and Communication Technology (ICT) components	Problem Solving components	Working with Others components
J6X7 35	Design of Building Services	• Written (Reading) • Written (Writing)	• Using Number • Using Graphical Information	• Accessing Information	• Critical Thinking	Not applicable.

PDA in Digital Surveying

Unit code	Unit title	Communication components	Numeracy components	Information and Communication Technology (ICT) components	Problem Solving components	Working with Others components
J6X9 34	Digital Surveying, Analysis and Presentation	• 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
HE2H 35	CAD: Digital Collaboration Practices	• Written (Reading) • Written (Writing) • Oral	Not applicable.	• Accessing Information	Not applicable.	• Working Co-operatively with Others • Reviewing Co-operative Contribution

PDA in Environmental Sustainability

Unit code	Unit title	Communication components	Numeracy components	Information and Communication Technology (ICT) components	Problem Solving components	Working with Others components
J50R 35	Conversion and Adaptation of Buildings	• 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
J50L 34	Environmental Design	• Written (Reading) • Written (Writing) • Oral	Not applicable.	Not applicable.	• Critical Thinking	Not applicable

PDA in Low Energy Construction Technology

Unit code	Unit title	Communication components	Numeracy components	Information and Communication Technology (ICT) components	Problem Solving components	Working with Others components
J6X8 35	Low Energy Construction Technology	• Written (Reading) • Written (Writing) • Oral	• Using Number • Using Graphical Information	• Accessing Information	• Critical Thinking	Not applicable.

PDA in Modern Methods of Construction

Unit code	Unit title	Communication components	Numeracy components	Information and Communication Technology (ICT) components	Problem Solving components	Working with Others components
H72D 35	Sustainability and Modern Methods of Construction	• Written (Reading) • Written (Writing)	Not applicable.	Not applicable.	Not applicable.	Not applicable.
J50K 34	Construction Materials and Specifications	• Written (Reading) • Written (Writing) • Oral	• Using Number • Using Graphical Information	• Accessing Information • Providing / Creating Information	• Critical Thinking • Reviewing and Evaluating	Not applicable.

PDA in Planning and Building Standards Regulations and Statutory Procedures

Unit code	Unit title	Communication components	Numeracy components	Information and Communication Technology (ICT) components	Problem Solving components	Working with Others components
DW3W 34	Statutory Control of Buildings	• Written (Reading) • Written (Writing) • Oral	• Using Number	Not applicable.	Not applicable.	Not applicable.
J50K 34	Construction Materials and Specifications	• Written (Reading) • Written (Writing)	• Using Number • Using Graphical Information	• Accessing Information • Providing / Creating Information	• Critical Thinking • Planning and Organising • Reviewing and Evaluating	Not applicable.

PDA in Residential Design

Unit code	Unit title	Communication components	Numeracy components	Information and Communication Technology (ICT) components	Problem Solving components	Working with Others components
F329 34	Architectural CADT: Residential Design	• 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

5.4 Assessment strategy for the qualifications

PDA In 3D Modelling and Energy Performance Analysis

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
J6X6 34 3D Draughting for Architecture	Graphical assignment in open-book, supervised conditions. Drawings produced as natural products of teaching and learning processes.	Graphical assignment in open-book, supervised conditions. Drawings produced as natural products of teaching and learning processes.	Graphical assignment in open-book, supervised conditions. Drawings produced as natural products of teaching and learning processes.	Not applicable.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
HE2E 35 Building Information Modelling (BIM): Building Science	Assessment for this unit could be undertaken as a case study to analyse a building, in terms of energy usage and to make recommendations for improvements in energy efficiency.	Assessment for this unit could be undertaken as a case study to analyse a building, in terms of energy usage and to make recommendations for improvements in energy efficiency.	Assessment for this unit could be undertaken as a case study to analyse a building, in terms of energy usage and to make recommendations for improvements in energy efficiency.	Not applicable.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
HE2E 35 Building Information Modelling (BIM): Building Science (continued)	Assessment for this unit requires learners to use industry-standard software, to analyse a building in terms of its energy performance. The final output will be a report to a client; thus all assessments are inter-related and sequential in nature, in that the activities and results from one outcome are integrated and progressed in the subsequent outcome assessment.	Assessment for this unit requires learners to use industry-standard software, to analyse a building in terms of its energy performance. The final output will be a report to a client; thus all assessments are inter-related and sequential in nature, in that the activities and results from one outcome are integrated and progressed in the subsequent outcome assessment.	Assessment for this unit requires learners to use industry-standard software, to analyse a building in terms of its energy performance. The final output will be a report to a client; thus all assessments are inter-related and sequential in nature, in that the activities and results from one outcome are integrated and progressed in the subsequent outcome assessment.	Not applicable.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
HE2E 35 Building Information Modelling (BIM): Building Science (continued)	Evidence for all outcomes will be generated under controlled, supervised open-book conditions. Learners will be allowed access to course material, textbooks, the internet and the Help files associated to the software used. All evidence must be generated during the assessment period.	Evidence for all outcomes will be generated under controlled, supervised open-book conditions. Learners will be allowed access to course material, textbooks, the internet and the Help files associated to the software used. All evidence must be generated during the assessment period.	Evidence for all outcomes will be generated under controlled, supervised open-book conditions. Learners will be allowed access to course material, textbooks, the internet and the Help files associated to the software used. All evidence must be generated during the assessment period.	Not applicable.	Not applicable.

PDA In Design of Building Services

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
J6X7 35 Design of Building Services	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.

PDA In Digital Surveying

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
J6X9 34 Digital Surveying, Analysis and Presentation	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
HE2H 35 CAD: Digital Collaboration Practices	Outcome 1 could be assessed by means of a series of short answers to structured questions, a formal report or a presentation addressing all components of the knowledge and / or skills. Evidence should be generated under controlled, supervised open-book conditions.	Use of a case study would allow centres to integrate outcomes 2, 3 and 4 into a whole or combination of outcomes. Assessments should be carried out in controlled, supervised, open-book conditions. Learners should be allowed to refer to relevant course material as well as current standards such as British Standards / Publicly Available Standards.	Use of a case study would allow centres to integrate outcomes 2, 3 and 4 into a whole or combination of outcomes. Assessments should be carried out in controlled, supervised, open-book conditions. Learners should be allowed to refer to relevant course material as well as current standards such as British Standards / Publicly Available Standards.	Use of a case study would allow centres to integrate outcomes 2, 3 and 4 into a whole or combination of outcomes. Assessments should be carried out in controlled, supervised, open-book conditions. Learners should be allowed to refer to relevant course material as well as current standards such as British Standards / Publicly Available Standards.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
HE2H 35 CAD: Digital Collaboration Practices (continued)		There may be opportunity for investigations to be conducted by groups, however any individual written or presented work produced for assessment should be authenticated.	There may be opportunity for investigations to be conducted by groups, however any individual written or presented work produced for assessment should be authenticated.	There may be opportunity for investigations to be conducted by groups, however any individual written or presented work produced for assessment should be authenticated.	Not applicable.

PDA In Environmental Sustainability

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
J50R 35 Conversion and Adaptation of Buildings	Where possible, a site and / or sites should be selected which would allow group working and which include an existing building. All outcomes should be assessed in relation to the site identified. Outcome 1 requires the development of a technical report on the condition of the existing building with recommendations for 'making good'.	Where possible, a site and /or sites should be selected which would allow group working and which include an existing building. All outcomes should be assessed in relation to the site identified. Outcome 1 requires the development of a technical report on the condition of the existing building with recommendations for 'making good'.	Where possible, a site and / or sites should be selected which would allow group working and which include an existing building. All outcomes should be assessed in relation to the site identified. Outcome 1 requires the development of a technical report on the condition of the existing building with recommendations for 'making good'.	Where possible, a site and /or sites should be selected which would allow group working and which include an existing building. All outcomes should be assessed in relation to the site identified. Outcome 1 requires the development of a technical report on the condition of the existing building with recommendations for 'making good'.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
J50R 35 Conversion and Adaptation of Buildings (continued)	Outcome 2 is the preparation of drawings of the existing site, including the building, showing boundaries and existing features to identify design constraints and sketched proposals. Outcome 3 should provide outline scheme design drawings showing the proposed extension and / or adaptation including proposals for 'making good'.	Outcome 2 is the preparation of drawings of the existing site, including the building, showing boundaries and existing features to identify design constraints and sketched proposals. Outcome 3 should provide outline scheme design drawings showing the proposed extension and / or adaptation including proposals for 'making good'.	Outcome 2 is the preparation of drawings of the existing site, including the building, showing boundaries and existing features to identify design constraints and sketched proposals. Outcome 3 should provide outline scheme design drawings showing the proposed extension and / or adaptation including proposals for 'making good'.	Outcome 2 is the preparation of drawings of the existing site, including the building, showing boundaries and existing features to identify design constraints and sketched proposals. Outcome 3 should provide outline scheme design drawings showing the proposed extension and / or adaptation including proposals for 'making good'.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
J50R 35 Conversion and Adaptation of Buildings (continued)	Outcome 4 requires the preparation of a part-set of working drawings with specifications and dimensions to show how the proposals could be implemented.	Outcome 4 requires the preparation of a part-set of working drawings with specifications and dimensions to show how the proposals could be implemented.	Outcome 4 requires the preparation of a part-set of working drawings with specifications and dimensions to show how the proposals could be implemented.	Outcome 4 requires the preparation of a part-set of working drawings with specifications and dimensions to show how the proposals could be implemented.	Not applicable.
J50L 34 Environmental Design	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.	Project-based, integrated assessment approach for all outcomes is recommended.

PDA In Low Energy Construction Technology

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J6X8 35 Low Energy Construction Technology	The assessment for this qualification should be an inclusive holistic project-based assessment brief encompassing all learning outcomes. Industry relevant CAD Software packages should be used in the production of evidence and where necessary a portfolio format should be used. The assessment should be open-book and undertaken under controlled, supervised conditions.	The assessment for this qualification should be an inclusive holistic project-based assessment brief encompassing all learning outcomes. Industry relevant CAD Software packages should be used in the production of evidence and where necessary a portfolio format should be used. The assessment should be open-book and undertaken under controlled, supervised conditions.	The assessment for this qualification should be an inclusive holistic project-based assessment brief encompassing all learning outcomes. Industry relevant CAD Software packages should be used in the production of evidence and where necessary a portfolio format should be used. The assessment should be open-book and undertaken under controlled, supervised conditions.	The assessment for this qualification should be an inclusive holistic project-based assessment brief encompassing all learning outcomes. Industry relevant CAD Software packages should be used in the production of evidence and where necessary a portfolio format should be used. The assessment should be open-book and undertaken under controlled, supervised conditions.

PDA In Modern Methods of Construction

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
J50K 34 Construction Materials and Specifications	Short answer and / or restricted response questions under closed-book, supervised conditions of 45 minutes duration.	Series of practical laboratory tasks combined with written reports undertaken in controlled, supervised conditions.	Restricted response and / or structured questions under closed-book, supervised conditions of 90 minutes duration.	Not applicable.	Not applicable.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
H72D 35 Sustainability and Modern Methods of Construction	Outcomes 1 should be conducted under closed-book conditions but may incorporate material specified by the centre and produced by the learner over the period of delivery, for example, research and investigation portfolio. Questions should be structured to give learners the opportunity to give short and extended responses.	Outcome 2 should be conducted under closed-book conditions but may incorporate material specified by the centre and produced by the learner over the period of delivery, for example, research and investigation portfolio. Questions should be structured to give learners the opportunity to give short and extended responses.	Outcome 3 should be conducted under closed-book conditions but may incorporate material specified by the centre and produced by the learner over the period of delivery, for example, research and investigation portfolio. Questions should be structured to give learners the opportunity to give short and extended responses.	Outcome 4 should be conducted under closed-book conditions but may incorporate material specified by the centre and produced by the learner over the period of delivery, for example, research and investigation portfolio. Questions should be structured to give learners the opportunity to give short and extended responses.	Not applicable.

PDA In Planning and Building Standards Regulations and Statutory Procedures

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J50N 35 Fire Safety in Buildings	Outcome 1 should be open-book in nature, under a controlled assessment environment, carried out outcome by outcome, with learners permitted to refer to class notes, handouts, textbooks and the internet. It is recommended that assessment is carried out for each outcome separately after the learning for each outcome — and in numerical order. However, the order in which the outcomes are delivered and assessed is not vital.	Outcome 2 should be open-book in nature, under a controlled assessment environment, carried out outcome by outcome, with learners permitted to refer to class notes, handouts, textbooks and the internet. It is recommended that assessment is carried out for each outcome separately after the learning for each outcome — and in numerical order. However, the order in which the outcomes are delivered and assessed is not vital.	Outcome 3 should be open-book in nature, under a controlled assessment environment, carried out outcome by outcome, with learners permitted to refer to class notes, handouts, textbooks and the internet. It is recommended that assessment is carried out for each outcome separately after the learning for each outcome — and in numerical order. However, the order in which the outcomes are delivered and assessed is not vital.	Outcome 4 should be open-book in nature, under a controlled assessment environment, carried out outcome by outcome, with learners permitted to refer to class notes, handouts, textbooks and the internet. It is recommended that assessment is carried out for each outcome separately after the learning for each outcome — and in numerical order. However, the order in which the outcomes are delivered and assessed is not vital.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J50N 35 Fire Safety in Buildings (Continued)	Assessment in this unit should therefore be carried out by means of four separate tasks: each task will cover each of the four outcomes in order. It is recommended that the four assessment tasks are undertaken as an ongoing ‘project-based’ assessment over the duration of the lecture sessions. It is further recommended that the same ‘case study’ building is used for all outcomes. A copy of a relevant Building standards legislation documentation (with which the learner is familiar) should be provided — either in hard copy or electronically — especially Learners will need to have access to section 2 of the Building (Scotland) Regulations 2004.	Assessment in this unit should therefore be carried out by means of four separate tasks: each task will cover each of the four outcomes in order. It is recommended that the four assessment tasks are undertaken as an ongoing ‘project-based’ assessment over the duration of the lecture sessions. It is further recommended that the same ‘case study’ building is used for all outcomes. A copy of a relevant Building standards legislation documentation (with which the learner is familiar) should be provided — either in hard copy or electronically — especially Learners will need to have access to section 2 of the Building (Scotland) Regulations 2004.	Assessment in this unit should therefore be carried out by means of four separate tasks: each task will cover each of the four outcomes in order. It is recommended that the four assessment tasks are undertaken as an ongoing ‘project-based’ assessment over the duration of the lecture sessions. It is further recommended that the same ‘case study’ building is used for all outcomes. A copy of a relevant Building standards legislation documentation (with which the learner is familiar) should be provided — either in hard copy or electronically — especially Learners will need to have access to section 2 of the Building (Scotland) Regulations 2004.	Assessment in this unit should therefore be carried out by means of four separate tasks: each task will cover each of the four outcomes in order. It is recommended that the four assessment tasks are undertaken as an ongoing ‘project-based’ assessment over the duration of the lecture sessions. It is further recommended that the same ‘case study’ building is used for all outcomes. A copy of a relevant Building standards legislation documentation (with which the learner is familiar) should be provided — either in hard copy or electronically — especially Learners will need to have access to section 2 of the Building (Scotland) Regulations 2004.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J50N 35 Fire Safety in Buildings (Continued)				For outcome 4 learners are permitted to access a copy of the Scottish Building Standards Agency Guidance Document for Non-domestic Buildings for the assessment.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
DW3W 34 Statutory Control of Buildings	It is possible to assess learners either on an individual Outcome basis, combinations of Outcomes or by a single holistic assessment combining all Outcomes. The assessment paper/s should be composed of an appropriate balance of short answer, restricted response and structured questions. Assessment should be conducted under supervised, controlled conditions. A single assessment covering all Outcomes should not exceed 2 hours in duration. It should be noted that learners must achieve all the minimum evidence specified for each Outcome in order to pass this Unit.	It is possible to assess learners either on an individual Outcome basis, combinations of Outcomes or by a single holistic assessment combining all Outcomes. The assessment paper/s should be composed of an appropriate balance of short answer, restricted response and structured questions. Assessment should be conducted under supervised, controlled conditions. A single assessment covering all Outcomes should not exceed 2 hours in duration. It should be noted that learners must achieve all the minimum evidence specified for each Outcome in order to pass this Unit.	It is possible to assess learners either on an individual Outcome basis, combinations of Outcomes or by a single holistic assessment combining all Outcomes. The assessment paper/s should be composed of an appropriate balance of short answer, restricted response and structured questions. Assessment should be conducted under supervised, controlled conditions. A single assessment covering all Outcomes should not exceed 2 hours in duration. It should be noted that learners must achieve all the minimum evidence specified for each Outcome in order to pass this Unit.	N/A

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
DW3W 34 Statutory Control of Buildings (continued)	Questions used to elicit learner evidence should take the form of an appropriate balance of short answer, restricted response and structured questions.	Questions used to elicit learner evidence should take the form of an appropriate balance of short answer, restricted response and structured questions.	Evidence for this Outcome should be generated through assessment undertaken in open-book controlled conditions. Questions used to elicit learner evidence should take the form of an appropriate balance of short answer, restricted response and structured questions.	N/A

PDA In Residential Design

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
F329 34 Architectural CADT: Residential Design	Outcome 1 could be delivered and assessed holistically with the creation of a continuing progressive assessment process. Each outcome must be completed before moving to the next. This assessment could be in the form of a project-based activity with each outcome identified as a milestone towards completion. Evidence should be generated under open-book supervised conditions.	Outcome 2 could be delivered and assessed holistically with the creation of a continuing progressive assessment process. Each outcome must be completed before moving to the next. This assessment could be in the form of a project-based activity with each outcome identified as a milestone towards completion. Evidence should be generated under open-book supervised conditions.	Outcome 3 could be delivered and assessed holistically with the creation of a continuing progressive assessment process. Each outcome must be completed before moving to the next. This assessment could be in the form of a project-based activity with each outcome identified as a milestone towards completion. Evidence should be generated under open-book supervised conditions.	Outcome 4 could be delivered and assessed holistically with the creation of a continuing progressive assessment process. Each outcome must be completed before moving to the next. This assessment could be in the form of a project-based activity with each outcome identified as a milestone towards completion. Evidence should be generated under open-book supervised conditions.	Outcome 5 could be delivered and assessed holistically with the creation of a continuing progressive assessment process. Each outcome must be completed before moving to the next. This assessment could be in the form of a project-based activity with each outcome identified as a milestone towards completion. Evidence should be generated under open-book supervised conditions.

6 Guidance on approaches to delivery and assessment

The assessment of the PDAs aims to give learners the opportunity to develop best-practice industry-relevant skills and knowledge for Architectural, Engineering and Construction (AEC) projects whilst meeting the requirements of specified industry standards.

Each unit specification includes guidance on delivery and assessment and, where appropriate, any relationship with delivery and assessment of other units. Assessment guidance includes a variety of conditions including open / closed-book, with an emphasis on project-based assessment and a holistic approach.

6.1 Sequencing / integration of units

A holistic / integrated approach covering the single and double credit units should be used. This would facilitate the learning of technical knowledge and skill whilst doing the practical work.

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 units 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

There are no specific articulation and / or progression opportunities for this qualification.

6.2.2 Professional recognition

The Professional Development Awards (PDA) In 3D Modelling and Energy Performance Analysis, Design of Building Services, Digital Surveying, Environmental Sustainability, Low Energy Construction Technology, Modern Methods of Construction, Planning and Building Standards Regulations and Statutory Procedures, and Residential Design have been developed to facilitate the career progression of the learners to achieve professional status in the future. Whilst studying on the award, learners can apply to become student members of the Chartered Institute of Architectural Technologists (CIAT).

6.2.3 Credit transfer

There are no credit transfer arrangements for this qualification.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. 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 Resource requirements

Staff involved in the delivery of these qualifications should be suitably qualified and skilled in the use of advanced level industry relevant CAD software for digital construction and Architectural, Engineering and Construction (AEC) design. Staff would be required to have good information technology (IT) skills.

Centres delivering these qualifications would be required to have a high specification CAD and digital Construction facility with powerful CAD and Digital Construction hardware and up to date industry CAD, animation and graphic design software. Access to appropriate office-based software for word processing, spreadsheets and databases is essential for delivery of the qualifications.

Access to the internet is essential for research purposes throughout the course.

It is recommended that appropriate journals, books, standards and e-books are sourced to support the learning and teaching process.

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 these qualifications 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).

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 The PDAs in 3D Modelling and Energy Performance Analysis, Design of Building Services, Digital Surveying, Environmental Sustainability, Low Energy Construction Technology, Modern Methods of Construction, Planning and Building Standards Regulations and Statutory Procedures and Residential Design.

Template version: March 2024

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.

The Professional Development Awards (PDAs) in 3D Modelling and Energy Performance Analysis; Design of Building Services; Digital Surveying; Environmental Sustainability; Low Energy Construction Technology; Modern Methods of Construction; Planning and Building Standards Regulations and Statutory Procedures; and Residential Design have been developed and designed to allow you to upskill your knowledge, understanding, and skills by completing each PDA.

The PDA is likely to be delivered on a part-time basis and is aimed at learners wishing to upgrade and / or broaden their existing skills set. You could be employed as an Architectural Technologist / Technician, CAD: Technician or Engineering Designer, building Surveyor, construction manager.

Entry to the qualification is at the discretion of the centre, however good CAD and IT skills would be beneficial, and good English and Mathematics skills are desirable. Examples of formal qualifications considered suitable for access to the PDA can be found within the group award specification document or confirmed by the delivering centre.

The qualification consists of either one or two mandatory unit(s) and aims to develop the Technical Skill and underpinning knowledge of this industry sector through the use of tutor-led tutorials, projects and design activities. You may be required to work as part of a team to solve design problems and provide a suitable solution. Written and / or oral recorded and graphical evidence is required to meet the evidence requirements of the units in the PDA.

Specific tasks will include the use of a CAD software system for design projects which could include a combination of architectural, structural and construction data.

Within the units, there may be opportunities to develop the Core Skill of Communication and the Core Skills component Reviewing Co-operative Contribution, although there is no automatic certification of this Core Skill or Core Skills component.