

SCOTTISH QUALIFICATIONS AUTHORITY

PRODUCT DEVELOPMENT BUSINESS CASE TO BE COMPLETED BY OPPORTUNITY APPRAISAL MANAGER

ID & BC Title	ID.2994 NPAs in Climate Change & Sustainability
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Product Code	Product Title <i>(delete as appropriate)</i> . Product title for existing product. Working Title for proposed developments, Qualification Validation Criteria will determine final product title	SCQF/RQF Level	Product Type	Validation/Accreditation Model
TBA	Climate Change & Sustainability	3	National	National
	Climate Change & Sustainability	4	Progression Award	

Opportunity Type/Activity	New Product (Group Award)	Driver	Socio/Cultural & Government Driver
Market Availability	Scotland	Sector Skills Council/Body	LANTRA
Superclass Subject Taxonomy	QA Environmental Protection/Conservation	Origin of Business Case	QM Operational Plan

Priority	Priority 2: Could do	Live to Customer date (coded on APS)	01/08/2022
Is there a critical delivery date? If so, please add date	No (nice to have)	Support materials published by date	01/08/2022
What is the reason for the critical date?	Not applicable	Specify the risks or consequences of not meeting the critical date	Not applicable

Recommendation from Cross Functional Team 26/01/2022	<p>Proceed to BCG.</p> <p>████████████████████ is concerned that offering the National Progression Awards could reduce the number of students taking the National Courses, especially in Environmental Science, and a commitment needs to be made to monitor. In addition, students who are undertaking National 4 in Geography and Environmental Science are in a position where they don't have to do any further work. If they pass the National 4 course in each subject and are entered for the National Progression Award then they are awarded a pass for each course and the National Progression Award for the same work. Monitoring delivery post development has been highlighted as an action within the Implications for the Business section.</p> <p>All other comments/feedback received has been factored into the Business Case. EV resource is available, just waiting on confirmation from Operation colleagues on numbers for each group.</p>
Business Case Group Recommendation/Decision 31/01/2022	<p>Approved to proceed to PSG for Approval</p> <p>BCG members agreed that this proposal is a good start for introducing learning for sustainability into our portfolio and connecting with other work being done in this area.</p>
Product & Services Group Decision (if applicable) 25/02/2022	Approved

Financial Summary Appendix 1 Financial Appraisal	Income	Costs	Net Contribution	ROI	Breakeven (Number of Candidates)
£					
%					
Group Award Price		Unit Price			
Invoicing Criteria					

PSG Criteria: for submission to PSG who has final approval where a Business Case meets one or more of the criteria outlined in the table

Net contribution < 15%	X	Exceeds £50k marginal costs (excluding bad debt and quality assurance costs)	
Exceeds development capacity of 50 staff days		Has a marginal contribution < 25%	X
Has a payback ≥ 4 yrs	X	Impact as 3 or more Business Areas RAG Red if no consensus from BCG	
Assessing in a Language Other Than English (AIIOTE) - language or model of delivery NOT previously approved by PSG		Paper based assessments require to go to PSG for noting only	X
Replica of SQA provision for markets outside Scotland, eg replica of HN, PDA, SVQ require to go to PSG for noting only		New National Course	
Any other reason for consideration by PSG please provide details		Qualifications Partnership Agreement – new fPart (approval) or termination of QPA (noting)	

Highlights

1. Schools are actively looking for National Progression Awards that would allow lateral progression in related subjects and believe that Climate Change and Sustainability would be perfect to enable this.
2. National Progression Awards should enhance and support students who are already studying our National Course in Geography and/or Environmental Science, and could be used as a stand-alone course for students who do not wish to study the National Courses.
3. Aligns with Scottish Governments commitment to improve Scotland's environment and developing knowledge and understanding of sustainability and Climate Change Policy and how it should be addressed in Scottish education.
4. The introduction of the National Progression Awards supports SQAs Learning for Sustainability approach for schools.
5. PSG criteria met due to financial viability, however there may be scope to introduce National Progression Awards in Climate Change and Sustainability at SCQF Level 5 and 6 which would target a wider audience and generate income.

Summary of Opportunity

Qualifications Development colleagues wish to introduce two new National Progression Awards focused on Climate Change and Sustainability at SCQF Levels 3 and 4, which will run alongside our National Courses in Geography and Environmental Science at the same levels, with the aim of expanding student learning. The intention is to develop a two unit award at each level which would include Global Issues and Environmental Science: Sustainability. Students would then be able to learn about climate change and sustainability regardless of the National Course they choose to take, broadening their knowledge in this area. Having both levels will allow students to draw on basic knowledge and understanding then build on the skills already achieved. Together, students can acquire knowledge of climate change and sustainability and explore solutions.

Additionally, students who do not wish to study Geography or Environmental Science may opt to undertake the National Progression Awards on a stand-alone basis to gain knowledge in this field.

Purpose of the Qualification

The proposal is in response to the interest received from schools to add National Progression Awards to their curriculum, providing additional learning options for students in addition to our National Courses and contribute towards Scottish Governments emphasis to provide learners with the opportunities to develop their skills, knowledge, motivation and behaviours to live sustainable lifestyles.

Sector Review

Click [here](#) to access Sector Uptake 2019-20.

The proposal aligns with Scottish Governments commitment to improve Scotland's environment and developing knowledge and understanding of sustainability.

Climate Change Policy

The Scottish Government [Climate Change Plan](#) sets out how our nation will move towards a low carbon economy that will help to deliver sustainable economic growth and create a greener, fairer and healthier Scotland by 2032. The briefing attached provides a summary of how the theme of climate change is addressed in Scottish education.

The Scottish curriculum, and education system, also have a crucial role to play and provide learners with many opportunities to develop the skills, capabilities, attributes, knowledge, motivation and behaviours to live sustainable lifestyles as informed and committed global citizens. Principally, Learning for Sustainability is an entitlement for all learners within Scotland's curriculum and all education practitioners are expected to reflect the principles of Learning for Sustainability within their practice as set out in the [Vision 2030 Report](#) and The General Teaching Council for Scotland [Professional Standards](#).

COP 26

COP26 was the 26th United Nations Climate Change Conference and was held at the SEC Centre in Glasgow from 31 October to 13 November 2021. Among the participants were world leaders, ministers, negotiators, as well as representatives of civil society, business, international organisations, and the media. Following COP26, the Qualification Manager aligned to Geography has seen an increase in enquiries about climate change in our qualifications, suggesting that the conference could have raised awareness and interest regarding climate change in the curriculum and in qualifications.

Impact on Existing Provision

The introduction of the National Progression Awards supports SQAs [Learning for Sustainability](#) which is a whole-school approach that enables the school and its wider community to build the values, attitudes, knowledge, skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and equitable society.

If the proposal is welcomed by BCG members, there may be potential to develop National Progression Awards at SCQF Level 5 and 6 to meet further demand received from schools, colleges, training providers and local authority. This would allow progression from lower levels but also broaden delivery to colleges and training providers who have already expressed interest with Business Development colleagues. A scoping would need to be carried out to qualify and quantify demand and establish content development requirements, given that the units are no longer part of the National Courses at this level and not updated at RNQ.

The introduction of National Progression Awards will primarily be used to enhance and support students who are already studying National 3 and 4 in Geography and/or Environmental Science. For students who do not wish to study Geography or Environmental Science, the National Progression Awards can also be used as a standalone course. Consequently, it may motivate them to study Geography and/or Environmental Science in the future.

Evidence of Demand

Feedback from Schools specific to this proposal

Schools are actively looking for National Progression Awards that would allow lateral progression in related subjects and believe that Climate Change and Sustainability would be perfect to enable this.

Some schools have teachers in place with responsibility for progressing learning for sustainability in the school, and would welcome this proposal.

One school indicated that they are looking for something for their People and Society pupils to progress to and a National Progression Award in Climate Change and Sustainability would be an ideal option.

The size of the awards, in particular the National Progression Award at SCQF Level 4 would be great for Christmas leavers. It would also be really useful for pupils who have alternative curriculum arrangements in place.

The proposal would be a great option for pupils who are not able to progress beyond National 4.

Schools are looking for wider achievement for those not able to progress to Higher and would attract interest.

Some schools asked if Climate Change and Sustainability could be developed at SCQF Levels 5 and 6 as well as the lower levels.

Feedback from Schools/Centres general comments

Schools have indicated that that they are looking to build on learning in Geography by offering National Progression Awards in related subjects.

Centres are keen for climate change to be included in qualifications.

Student Entry Analysis

The Attainment Statistics has been checked for period 2021 which includes candidate entries for both National 3 and 4 in Geography and Environmental Science for both 2020 and 2021. Furthermore, the attainment of our National Progression Awards from schools for the same period.

The data [published](#) is summarised below:

National 3 – Average 2020 & 2021		National 4 – Average 2020 & 2021	
Subject	Entries	Subject	Entries
Geography	763	Geography	3309
Environmental Science	123	Environmental Science	344

National Progression Award (School Attainment)	
Average per qualification	
SCQF Level 3	44
SCQF Level 4	74

Global Issues and Environmental Science: Sustainability at both levels illustrates very healthy unit entries and clear that stand-alone unit delivery is also taking place.

Code	Level	Title	2016/17	2017/18	2018/19	2019/20	2020/21
H24S	73	Environmental Science: Sustainability	241	210	265	131	204
H24S	74	Environmental Science: Sustainability	464	382	488	443	473
H27J	73	Geography: Global Issues	627	701	823	924	1,071
H27J	74	Geography: Global Issues	3,596	4,156	4,055	4,488	4,199

See the [Entries Statistics – Climate Change & Sustainability](#) report which shows more detail for unit entries.

Student Entry Forecast

Taking the above into consideration and to give a snapshot of what we might be able to achieve in terms of entries for the Climate Change & Sustainability National Progression Awards, I have assumed that 3% of students undertaking National 3 or 4 in Geography or Environmental Science could also commence the National Progression Award. Throughout the forecast period, a growth rate of 3% has been used to estimate expansion as the programme develops and more schools start delivery our National Progression Award provision.

Projected Uptake Per Annum

	Year 1 (2021/22)	Year 2 (2022/23)	Year 3 (2023/24)	Year 4 (2024/25)	Year 5 (2025/26)	Year 6 (2026/27)	Total
SCQF Level 3	0	27	28	29	30	31	145
SCQF Level 4	0	110	113	116	119	123	581
TOTAL	0	137	141	145	149	154	726

*delete row if not applicable

Click [here](#) to access Product Type Uptake 2019-20.

Product Proposal and Specification

This Business Case seeks approval to develop National Progression Awards in Climate Change & Sustainability at SCQF Levels 3 and 4. The proposal will use the content from existing unit provision which is outlined below. Qualifications Development colleagues will then make the necessary amendments to the Geography: Global Issues units to ensure delivery in the context of climate change. Upon completion, the units will be recoded.

NPA in Climate Change & Sustainability			
SCQF Level 3		SCQF Level 4	
H27J 73	Geography: Global Issues	H27J 74	Geography: Global Issues
H24S 73	Environmental Science: Sustainability	H24S 74	Environmental Science: Sustainability

Financial Appraisal

Student entries are covered by the levy, therefore no contribution will be received at the end of the forecast period as a direct result of this.

The Financial Appraisal does not include full operational costs related to the National Progression Awards because the units are expected to be verified through the National 3 and 4 activities. Operations colleagues reviewed the proposed frameworks and concluded that, for those centres delivering National Courses in Geography and Environmental Science, verification will not be conducted as the units will be verified as part of the National Courses. This will need to be carefully coordinated given that National Courses and National Progression Awards are managed by different teams at SQA – see Risk section for further detail.

It has also been assumed that desk/remote qualification approval would apply since reassurances have already been made for centres that are already delivering the units and have undergone verification activity.

Assessment Medium

UASPs are already available for the units on the secure site, however, Qualifications Development colleagues would need to produce two UASPs (one at each level) in the context of climate change for the Global Issues units. These would be based on the existing packs and therefore wouldn't require major development and can be completed in house.

The UASPs are designed as paper-based assessments.

Delivery network

All schools in Scotland will be able to access the qualifications as soon as they go live on APS. For the purpose of the Financial Appraisal, I have assumed that 8 schools across both levels will be able to offer the course once it becomes available. This is based on the average number of centres which actively delivered National Progression Awards in

2019/20 before the disruptions caused by COVID-19. Throughout the forecast period, I have estimated adding one additional centre each academic year.

It has been assumed that 3 of the schools listed above may not be offering the Geography or Environmental Science National Courses, so visiting approval and verification costs have been included as a precautionary measure.

Risk

Displacement of Learners

Careful consideration needs to be given in the promotion of the National Progression Awards in Climate Change & Sustainability given that we would be using units from our National Courses in Geography and/or Environmental Science at the same level. As highlighted above, National Progression Awards should enhance and support students who are already studying our National Course in Geography and/or Environmental Science, and could be used as a stand-alone course for students who do not wish to study the National Courses.

Quality Assurance

Operations colleagues have confirmed that the National Progression Awards won't be selected for verification by the team of EVs that currently covers these units as part of the National 3 and 4 courses. [REDACTED]

[REDACTED]. To ensure consistency, we need to make certain that the same experienced verifiers who are currently checking these units (aligned to the National Courses) are doing the verification as part of the National Progression Awards. Verification for National Courses and National Progression Awards is managed by different teams within the organisation. An action has been added to the Implications for the Business section for Operations colleagues.

What competitor activity is there in this market?

SQA has a dominant position with schools in Scotland.

Operational

Verification Group (VG)	National Courses - Geography (579) National Courses – Environmental Science (567)	Total number of EVs in VG broken down by product type	HN	Choose a number
			SVQ (1-3)	Choose a number
			SVQ (4-5)	Choose a number
			NQ	Choose a number
No. of new EVs to be recruited for QA activity	None	Does the recruitment of EVs add risk to meeting 'Live to Customer Date'?	No	

No. of units	Existing Units (Global Issues)	Group Award Specification	1
ASPs/ TAPs	Existing UASPs (Global Issues)	Assessor Guidelines	Not Applicable
Candidate Portfolio	Not Applicable	Solar	Not Applicable

Implications for the Business		
Team	Implication	RAG Status
Qualifications Development	<p>Completion of development and validation Product overview sheet and instructions on how the qualifications should be used – see below.</p> <p>WPO Complete a Group Award Coding template and a Web Product Overview Template and e-mail both to QPM. Check and confirm accuracy on APS Review and sign off WPOS for upload onto SQA website</p> <p>Post Development Monitor delivery to ensure that the qualifications are being used in line with this proposal and not reducing entries from our National Courses.</p>	Amber
QPM	Track and monitor deliverables including recruitment of EVs/ update DPG reporting	Green
Assessment Development and Delivery	Produce two UASPs (one at each level) in the context of climate change for the Global Issues units. These would be based on the existing packs and therefore would not be a major development and can be completed in house.	Green
Operations	<p>Desk approval for centres already delivering National Courses (Nat 3 & 4) in Geography and Environmental Science.</p> <p>Re-coding of the Global Issues units which will require amendment to enable delivery in the context of climate change.</p> <p>To ensure consistency, we need to make certain that the same experienced verifiers who are currently checking these units (aligned to the National Courses) are doing the verification as part of the National Progression Awards. Verification for National Courses and National Progression Awards is managed by different teams within the organisation.</p>	Amber
Business Systems Development	Not applicable	n/a
Corporate Programme Office	Not applicable	n/a
Finance	School delivery covered by the levy although the qualifications can be delivered outside of schools and should be invoiced on a unit basis at the current price.	Green
Legal	Not applicable	n/a
BDCS	<p>Support centres seeking SQA Centre/Qualification approval – note that Center Due Diligence Checklist, CAF and supporting documentation should accompany the Systems Approval application.</p> <p>Ascertain national demand, promote qualification to existing and prospective centres.</p>	Green
International	Not applicable	n/a
Marketing	<p>Web product overview highlighting anything which is missing or needs to change i.e. SSC/SSO, Modern Apprenticeship.</p> <p>Is there an existing web page that requires updated? No</p> <p>Should link into our National 3 and 4 Courses in Geography and Environmental Science.</p> <p>New Land and Environment</p>	Green

Implications for the Business		
Team	Implication	RAG Status
	https://www.sqa.org.uk/sqa/38613.html	
CAE (Customised Awards and Endorsement)	Not applicable	n/a
Appointee Management	Not applicable	n/a

Document revision history

Date	Version	Revised by
10/01/2022	V1.0	

APPENDIX 1: FINANCIAL APPRAISAL ALL READERS: Please right click below, select 'Worksheet Object', then 'Open' and view all three tabs within the spreadsheet.

Income and Funding	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	Total	Comments
Entry Income	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Approval Income	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Verification Income	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Qualification Partnership Fee (From Centre)	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Qualification Partnership Fee (Paid To Partner)	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Other Income	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Levy	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
External Funding	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Total Income and Funding	£ -	£ -	£ -	£ -	£ -	£ -	£ -	

Marginal Costs	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	Total	Comments
Qualifications Development	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Assessment Development & Delivery	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Operations	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Business Systems	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
EV Recruitment & Training	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Other	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Bad Debt (5%)	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Total Marginal Costs	£ -	£ -	£ -	£ -	£ -	£ -	£ -	

Marginal Contribution									PSG Trigger Exceeds 50k Marginal Costs (excluding Bad Debt and Quality Assurance costs)	No
Cumulative Contribution (Marginal Cost)									PSG Trigger Marginal Contribution <25%	Yes
Marginal Contribution %									Breakeven No. of Candidates	
Payback										

Absorbed Costs	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	Total	Comments
Absorbed Staff Costs	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
15% Overhead Contribution	£ -	£ -	£ -	£ -	£ -	£ -	£ -	
Total Absorbed Costs	£ -	£ -	£ -	£ -	£ -	£ -	£ -	

Total Costs	£ -	£ -	£ -	£ -	£ -	£ -	£ -		PSG Trigger Exceeds 50 days Staff Time	No
Net Contribution									BCG Approval: Costs exceed 5k (excluding bad debt and overhead)	Yes
Cumulative Contribution (Full Cost)									BCG Approval: Costs (excluding bad debt and overhead) exceed income	Yes
Net Contribution %									Return on Investment	-100%
Payback									Breakeven No. of Candidates	
									PSG Trigger Payback >= Year 4	Yes
									PSG Trigger Net Contribution <15%	Yes

APPENDIX 2: CROSS FUNCTIONAL TEAM MEMBERS

Cross functional team members:		
Name	Job Title	Directorate
Iain Morrison	Head of Service	Qualifications Development
[REDACTED]	[REDACTED]	Qualifications Development
[REDACTED]	[REDACTED]	Qualifications Development
[REDACTED]	[REDACTED]	Qualifications Development
[REDACTED]	[REDACTED]	Qualifications Development
[REDACTED]	[REDACTED]	Qualifications Development
[REDACTED]	[REDACTED]	Qualifications Portfolio Management
[REDACTED]	[REDACTED]	Business Development
[REDACTED]	[REDACTED]	Business Development
[REDACTED]	[REDACTED]	Business Development
[REDACTED]	[REDACTED]	Operations
[REDACTED]	[REDACTED]	Operations: NQ
[REDACTED]	[REDACTED]	Operations: NQ
[REDACTED]	[REDACTED]	Strategic Planning & Governance
[REDACTED]	[REDACTED]	Appointee Management
[REDACTED]	[REDACTED]	Finance Systems
[REDACTED]	[REDACTED]	Corporate Governance & Finance
[REDACTED]	[REDACTED]	Corporate Governance & Finance
[REDACTED]	[REDACTED]	Corporate Governance & Finance
[REDACTED]	[REDACTED]	Business Systems

cc. [REDACTED]