Lead Scotland National Conference – SCQF supporting flexible learning and recognition

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Context

- What type of Framework do we have and why?
- What are our expectations of flexibility?
- How does RPL fit with the SCQF?
- What tools can we provide?
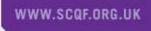- What are our expectations/demands of institutions, stakeholders and employers?

WWW.SCQF.ORG.UK

First Plan 2003

"in the future, provided it comes within an appropriate quality assurance system, and is subject to reliable and valid means of assessment, any short programme, module, unit or work based learning has the potential to be credit rated"

Flexibility – fact or fiction?

- Unitised framework
- Credit based framework
- Formal, informal and non formal
- Credit transfer fully embedded?
- RPL widely used?
- Number of programmes at levels 1-3?
- Movement between sectors?

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The SCQF is a LLL Framework encompassing all types of formal, non formal and informal learning. In order to be placed in the Framework a qualification or learning programme has to be:

- outcome based
- more than 10 hours (minimum credit of 1)
- formally assessed
- internally and externally quality assured

At the moment there are more than 400 examples of non-formal learning that have been credit rated onto the SCQF. Non formal learning programmes have been placed on the Framework from levels 2 to 11 and range in size from 10 learning hours to over 1000 learning hours. The owners of these programmes include individual employers, professional bodies, trade unions, youth organisations, community organisations and adult education organisations.

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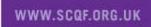# THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database. N.B. MA Frameworks have a notional level on the SCQF, but all component parts are credit rated

scqf
scottish credit and qualifications framework

SCQF Levels	SQA Qualifications				Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner				Doctoral Degree	Professional Apprenticeship
11					Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10					Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Professional Development Award		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma			Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate			Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher					Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2					Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award			SVQ 1
3	National 3 Access 3					
2	National 2 Access 2					
1	National 1 Access 1					

Credit Rating Process

- The process for allocating an SCQF level and SCQF credit points to a qualification or programme of learning is called credit rating

- Credit Rating Bodies (CRBs) are responsible for credit rating and placing qualifications and learning programmes onto the SCQF

- All FE Colleges, HE institutions, SQA and a number of approved bodies (other awarding bodies and professional bodies) are CRBs
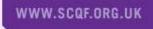
Examples

- Community Action and Leadership (L3,L5)
- Thinking Digitally (L6)
- Microsoft (L8, L9)
- Boy's Brigade (L7)
- Rathbone – One life (L3)
- Youth achievement awards (L3,4,5,6,7)
- Certificate of work readiness (L4)

scottish credit and qualifications framework

- RPL Toolkit
- My Skills, My Future toolkit and workshops
- RPL Network
- RPL workshops (x2)
- New online RPL resource (June 2014)
- Case studies

Summary

- We have had considerable success with including a diverse range of learning in the Framework. This fits with the vision of the Framework as embracing all learners
- SCQFP has invested quite a lot of time and resources to develop tools, but organisations which support learners are key to success
- We have a Framework which offers real opportunities to develop flexible pathways but we need stakeholders to make them real and available