THE SCQF: MAKING LEARNING COUNT

SCOTTISH CREDIT AND QUALIFICATIONS
FRAMEWORK PARTNERSHIP
ANNUAL REPORT 2012 – 2013

scqf®

scottish credit and
qualifications framework

Michael Russell MSP
Cabinet Secretary for Education and Lifelong Learning

"I am once again pleased to contribute to the SCQF Partnership's Annual report. Over the past 11 years the SCQF has continued to play a leading role in Scotland's education and skills system. I firmly believe that education changes lives and should change and enhance every life. That is why we must offer not just a good, but a great education to all, and where we fail to do so we must redouble our efforts to break down every barrier to attainment and every blockage on the learner journey. The SCQF continues to have an important role to play in these efforts. I remain confident that the SCQF Partnership will continue to promote and develop the Framework as a tool to support lifelong learning while at the same time develop and maintain relationships with other frameworks in the UK, Europe and internationally."

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 Levels	SQA Qualifications				Qualifications of Higher Education Institutions	SVQs/MAs
12					Doctoral Degree	Professional Apprenticeship
11	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner				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					

scqf
scottish credit and
qualifications framework

WELCOME TO OUR ANNUAL REPORT FOR 2012-2013

CHAIR'S REPORT
Sir Andrew Cubie CBE, FRSE

I am pleased to be able to report a further steady year of progress for the SCQFP. "Partnership" is a key word in our title, and through genuine efforts by all of our partners, both formal and informal, the proposition of the SCQF is stronger today than ever before. Beyond that, I am pleased to be able to confirm that as a small not for profit organisation we continue, because of sound governance, as a sustainable entity, manifestly contributing to the public good of Scotland. You will be able to read in later sections of our report the detail of how we so contribute.

Further afield in Europe and in the Far East, the work of the SCQFP is recognised. Our willingness to engage in the development of frameworks in other countries is in response to significant interest in our progress, but is always proportionate to our principal purpose which is to act as the custodian body of the SCQF for all of the learners of Scotland. Whilst we contribute in these exchanges, we also learn much from the experience of others. Our engagement in this aspect of our work adds to the stature of Scotland.

Finally, let me thank sincerely Aileen Ponton and her small dedicated team. They work assiduously and effectively in support of our stakeholders, and through them the people of Scotland.

CEO'S REPORT

Aileen Ponton

This was a year when we took on a very pragmatic and practical approach to implementing the SCQF. We worked with a range of our stakeholders to develop tools to be used in diverse situations with learners, employers and institutions.

These included a toolkit for schools (SCQFfold for Learning) and an RPL toolkit called My Skills, My Future aimed at young people aged 16-19. In addition we worked with colleges, universities and employers to support work on employer engagement; worked with colleges to support capacity building with credit rating in a new regional structure and finally supported 10 organisations in the Community Learning and Development sector to have their programmes credit rated. You will see that, in addition to mainstream qualifications, our database now holds over 400 qualifications or learning programmes coming from employers – public and private, third sector organisations and a wide range of institutions. Clearly, interest in having programmes credit rated into the Framework continues to be seen as adding value to both learners and providers of learning.

However we also know how important it is to understand fully what learners think of the SCQF and how they might use it. We conducted the second year of a three year research project into understanding, awareness and use of the SCQF, by speaking to learners of all types and in all settings. In addition we looked at the awareness and understanding of the SCQF of those working in the school sector. This report (undertaken by Ashbrook Research and Consultancy) is available on our website.

So all in all, a year to take stock, understand learner and business needs and develop some tools and products which we think will help people to use the SCQF fully – we hope you agree.

Aileen M Ponton

The Framework, the Partnership and Partnership Board and our strategic aims

The Scottish Credit and Qualifications Framework (SCQF) supports individual learners and exists to sustain a vibrant lifelong learning culture in Scotland. It is our aim to include, where appropriate, qualifications and assessed learning in Scotland into the SCQF so that learners can identify their current position in relation to the Framework and can plan their future learning pathways. The Framework supports all of Scotland's citizens, learning providers and employers by:

- helping people of all ages and circumstances to access appropriate education and training over their lifetime, so as to fulfil their personal, social and economic potential;
- enabling employers, learners and the public in general to understand:
  - the full range of Scottish qualifications;
  - how qualifications relate to each other and to other forms of assessed learning;
  - how different types of skills and qualifications can contribute to improving the development, and utilisation of, the skills of the workforce;
  - how Scottish qualifications relate to qualifications in other countries;
  - how using level descriptors can assist with qualifications development;
  - how using level descriptors can assist with benchmarking skills and experience.
- providing a Framework which fully supports both credit transfer and Recognition of Prior Learning (RPL):
  - this provides a route for individuals, employers and institutions to achieve value for money, optimise efficiency savings and ensure that learning does not have to be repeated. It is recognised that this may require initial investment but would, we believe, provide significant savings in the long run for individuals, organisations and society in general.

WHO WE ARE AND WHAT WE DO

The Framework:

- describes the courses and programmes that lead to qualifications;
- helps with the development of progression routes; and
- provides opportunities to transfer credit points between qualifications and other learning programmes.

The Partnership and Partnership Board

The SCQF is in the custody of, and managed by, the Scottish Credit and Qualifications Framework Partnership (SCQF Partnership). The Partnership is a company limited by guarantee and is a Scottish registered charity.

The SCQF Partnership has a Board of Directors which comprises nominees of the following organisations:

- Colleges Scotland (John Henderson);
- Quality Assurance Agency for Higher Education (Dr. Bill Harvey);
- Scottish Qualifications Authority (Dr. Janet Brown);
- Universities Scotland (Alastair Sim).

Plus
- a co-opted Director representing the interests of employers (Jack Matthews); and
- an independent Chair, Sir Andrew Cubie, CBE, FRSE.

In addition, Scottish Government has observer status on the Board.

All of those bodies represented on the Board have a significant interest and involvement in, and influence on, learning in Scotland.

Strategic aims of the SCQFP:

- to maintain the quality and integrity of the Framework;
- to promote and develop the Framework as a tool to support lifelong learning; and
- to develop and maintain relationships with other frameworks in the UK, Europe and internationally.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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10				Honours Degree, Grad... Graduate Cert...
9			Professional Development Award	Bachelors / Ordina... Graduate Diploma, Grad...
8		Higher National Diploma		Diploma Of Higher...
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate		Certificate Of Highe...
6	Higher			
5	National 5 Intermediate 2			
4	National 4 Intermediate 1	National Certificate	National Progression Award	
3	National 3 Access 3			
2	National 2 Access 2			
	National 1			

PROGRESS AGAINST KEY OBJECTIVES FOR 2012-13

Objective 1
Maintain the quality and integrity of the Framework

NRQ PROJECT

In 2012/13, with funding made available by the Scottish Funding Council, the SCQF Partnership established a project to support colleges within a region that wanted to credit rate their non recognised qualifications. The programmes were to offer long term benefits to more than one college or learner cohort.

This project aimed to achieve three outcomes for the SCQF Partnership in its role of supporting Credit Rating Bodies (CRBs):

- To help overcome any perceived barriers to credit rating within colleges;
- To increase in a coherent way the amount of currently non recognised qualifications on the Framework; and most importantly
- The building of sustainability in credit rating within regional structures in Scotland.

2012-13 was the second of a three-year project aimed at supporting colleges in credit rating activity. Six projects were approved with one college acting as the lead within a region.

- **Borders College with Dumfries and Galloway College** - Ready for Retail/Introduction to Sustainability
- **Anniesland College (Clyde)** - Creative Recycling
- **Elmwood College (SRUC)** - Working with Pre-School Deliverers on Horticultural Activities
- **Inverness (UHI)** - Personal Progression Portfolio
- **Motherwell (Lanarkshire)** - Prospects Network
- **Edinburgh College** - Access to HE: Humanities and Social Sciences

The project resulted in 172 credits (1720 learning hours) covering Levels 1 – 6 being placed on the Framework.

Jenny Grant
IKEA Employee

"Working on the shop floor and doing the Ready for Retail course has helped me with my confidence and being able to interact with other people. I really enjoyed working on my portfolio. It is the first time I have got a recognised award and it made me feel awesome."

Jenny Grant, one of the first people to take part in the Ready for Retail programme, now working for IKEA

In 2012 the SCQFP commissioned Kerson Associates to undertake a short piece of research to ascertain views and usage of the SCQF RPL Toolkit across all sectors. 2000 toolkits were produced in 2010 and widely distributed to educational institutions, employers and at various events. However, the SCQF Partnership had no real idea how the toolkit had been received and whether it was actually used. The research identified a number of questions such as what proportion of those contacted had used the toolkit to develop practice in RPL facilitation and what improvements could be made to the RPL Toolkit to make it a more relevant, effective and appealing tool. The research also explored wider issues around RPL such as what proportion of those contacted had a process for conducting RPL and what was the primary purpose for using RPL.

REVIEW OF THE RPL TOOLKIT

Key outcomes were as follows:

- The use of RPL is most evident in the public sector – particularly HEIs and the NHS
- The SCQFP's RPL toolkit was not well used despite the majority indicating they were aware of it. Those using it tended to use it as a supplementary resource
- There is a need for supplementary information for those sectors/organisations who are thinking of engaging in RPL practices. This group also thought the RPL toolkit would be a helpful resource for them
- There is a need for more RPL workshops

The SCQFP has taken this feedback on board and in 2013/14 will be developing an online guide to RPL for both learners and providers. The guide will aim to simplify language and processes surrounding RPL and signpost people to helpful resources and case studies. The SCQFP will also introduce a wider range of free workshops on RPL in 2013/14 supporting both institutions and other organisations who wish to understand RPL better and engage in RPL processes.

Dr. Bill Harvey
Director, QAA Scotland

"QAA Scotland works to support the Scottish higher education sector in making full use of the opportunities created by the SCQF.

A major strength of the Framework is that it provides clear and transparent definitions of credits and levels, and so helps to facilitate effective articulation pathways to allow learners to progress flexibly. Many Scottish HEIs have exploited these features to offer opportunities such as articulation routes from other educational programmes, evaluation of personal portfolios, and other ways of recognising prior learning.

As a means of further supporting flexibility, QAA is currently working with the Scottish HE sector to develop a National Framework for Recognition of Prior informal Learning (RPL). This will support the university sector in Scotland to develop and implement more accessible, streamlined, enhanced approaches to Recognition of Prior informal Learning (RPL) support and assessment. This is part of a broader agenda to develop more flexible and efficient learning pathways within Higher Education linked to widening participation and workforce development. This work will be completed by the end of 2013.

QAA conducts a national programme of Enhancement Led Institutional Reviews of all Scottish HE institutions, which considers each institution's arrangements for managing quality. An important part of this process is a focus on how the institution takes account of the SCQF in developing and operating its programmes, and commentary on this issue is included in published reports of the review outcomes. 2012-13 marked the first year of our third cycle of quality reviews, which will run until summer 2016. Copies of all our review reports are available on QAA's website at www.qaa.ac.uk.

Finally, we have also been engaged in a review of the documentation which defines the HE qualifications framework which forms a major part of SCQF. The revised document will be published later in 2013."

SCQF DATABASE

Entries on the SCQF database steadily increased during 2012/13 and at the end of March 2013 showed over 2,000 credit rated programmes (excluding degrees). There were a total of 66 Credit Rating Bodies (CRBs) [with three FE colleges in Edinburgh having merged to become one], of which 25 were actively credit rating onto the SCQF. These included 8 universities and 10 FE colleges. The Scottish Qualifications Authority (SQA) continued to be the main contributor to credit rated provision, with approximately 1,500 programmes. Many of the remaining programmes (approximately 400) were owned by Third Party organisations (e.g. employers, voluntary bodies, local authorities) and the most popular subject areas for credit rated provision were health and social care, computing and management.

To support Credit Rating Bodies in using the database we produced a new guidance document which was issued in August 2012 (SCQF Database Explained). This guide provides step-by-step information on how CRBs can add new qualifications and learning programmes to the database, add new database users and view and edit their own provision which has already been uploaded.

Work on the database forms an important part of promoting the SCQF and making the SCQF Partnership a source of useful information for a range of stakeholders.

Objective 2
Promote and develop the Framework as a tool to support lifelong learning

MY SKILLS, MY FUTURE RESOURCE PACK

The SCQFP worked in partnership with Glasgow Caledonian University's Department for Learning Enhancement and Academic Development (LEAD) to develop a suite of resources aimed at supporting young people in identifying the skills they have gained outwith formal qualifications.

The pack, funded by Skills Development Scotland, is aimed primarily at young people who have left, or may be about to leave school with few or no formal qualifications. However, it can also be used with young people who may have been made redundant from their first job, adult returners or the long term unemployed.

Individuals work with advisers to identify their skills which are then benchmarked against the SCQF and the resource also helps them to develop a set of competency based statements that can be used in a CV or in job applications. Individuals then work with advisers to agree a future plan of action based on their strengths.

The resources were piloted with a range of young people including those leaving care which identified a number of benefits:

- Helps individuals clearly understand their range of skills
- Helps in supporting a decision making process regarding future career or further training
- Helps individuals understand where their learning sits on the SCQF which in turn helps build self-confidence and raises aspirations
- The resources are benchmarked against the Curriculum for Excellence Experiences and Outcomes
- Helps to generate evidence towards certain SQA awards such as the Employability Award at level 2 and some Personal Development Awards

Resource packs were printed and members of the team at SCQF Partnership and GCU LEAD will run a number of free training sessions throughout 2013/14 to support advisers in using the pack.

EMPLOYER ENGAGEMENT PROJECTS

Having reached the end of the second year in this three year programme of work supported by the Scottish Funding Council, the SCQF Partnership was able to initiate and support a range of projects bringing institutions together to develop learning pathways using the SCQF.

In 2012/13, we supported projects with The Royal Yachting Association Scotland and Edinburgh College, The Open University in Scotland and Robert Gordon University, in addition to reviewing the SCQF Partnership's employer tools.

The research from both The Open University and Robert Gordon University is available on request and has been disseminated through our website and appropriate partners and stakeholders. The Open University research makes a number of observations around the provision of paralegal education in Scotland and in particular raises questions about access to this provision within particular practice areas and also by those not based near institutions in the central belt. The Robert Gordon University research outlines the experiences of the Aberdeen Business School in attempting to formalise a recognition of prior learning (RPL) process which recognises prior informal learning gained in the workplace. The research highlights some of the difficulties this presents, and makes a number of recommendations on issues such as programme design for RPL, managing learner expectation and institutional drivers for RPL.

The Royal Yachting Association Awards, Dinghy Instructor and Powerboat Instructor, were credit rated on to the SCQF. Edinburgh College carried out the credit rating process. The Dinghy Instructor Award was credit rated at SCQF Level 8 with 7 SCQF Credit Points, and the Powerboat Instructor Award also at SCQF Level 8 with 5 Credits.

We hope that these projects will contribute to raising levels of awareness of the SCQF and help to bring together employers and FE and HE institutions to look at creating progression routes and improving skills utilisation in particular sectors.

> "I heard about the SCQF from SkillsActive Scotland, who approached me offering an opportunity to get some of our awards credit rated on to the SCQF. It seemed like a useful opportunity to learn more about how we could work with educational establishments and improve the quality of our training. This process has introduced a number of new areas of working that will require us to deliver workforce training and development, and fundamentally change the approach to delivering instructor training, which will then improve the quality of the proficiency training delivered in Scotland. [My] experience with the SCQF has been very, very positive."
>
> Jane Campbell Morrison, Development Manager of RYA Scotland

SCQFfold FOR LEARNING

After much discussion and consultation, we re-launched the Schools' Toolkit, an online toolkit full of resources for school management teams and community learning and development (CLD) practitioners, as the SCQFfold for Learning.

In 2012 we held a competition for teachers and workers in CLD settings to rename the useful resource for schools and the CLD sector. We received a number of entries from staff all over Scotland, and Steve Coyle, a full release mentor for probationary teachers from Aberdeen, was successful with his suggestion of SCQFfold for Learning. The winner was chosen by a panel of judges including representatives from the SCQFP, Skills Development Scotland, Education Scotland, SQA & the Scottish Parent Teacher Council (SPTC).

Commenting on his win, Steve said:

> "The idea of "SCQFfold for learning" jumped out at me because that's a big part of my job, talking with newly qualified teachers about how to scaffold learning as part of their differentiation strategy."

The SCQFP Team then decided to build upon the scaffold concept and worked with a designer to develop graphics to more clearly illustrate this link with the name.

After being trialled with a number of schools in the Glasgow area, many new tools and resources were added to the online pack. Additions to the SCQFfold included Powerpoint presentations and a lesson plan designed for S4 pupils as an introduction to understanding SCQF levels and how to relate them to their own learning and pending SQA qualifications.

The SCQFold for Learning, created in partnership with Skills Development Scotland, is available on the SCQF website at www.scqf.org.uk and contains useful presentations and publications that will aid school management teams and learning communities in understanding how the SCQF supports the Curriculum for Excellence and in communicating the Framework to teachers, learners, parents and carers. It will continue to be updated and refreshed with new resources and the SCQF Partnership is keen for teachers and CLD practitioners who use the kit to provide feedback on how it could be improved.

> "In piloting the SCQFfold for Learning, we found the Power Point to be informative as well as outlining the range of qualifications. The activities generated much discussion as pupils had differing opinions of what skills were important. Discussion also raised awareness of the importance of work experience and the SCQF Framework. Initially, pupils had little knowledge of the SCQF but, by the end of the session, said their understanding had improved."
>
> Martine Pearson, St. Andrew's & St. Bride's High School, East Kilbride

PROGRESS AGAINST KEY OBJECTIVES FOR 2012-2013

Objective 3
Develop and maintain relationships with other frameworks in the UK, Europe and internationally

SUPPORT FOR POLAND

During 2012/13 we continued to provide support to colleagues in Poland who are developing their own National Qualifications Framework and also referencing it to the EQF. Aileen Ponton acted as one of the international experts on the Steering Group which oversaw the referencing and provided detailed comment both on it and also on the emerging Polish Framework. It is anticipated that all of this work will be launched by Polish ministers in July 2013. In addition to this role, the SCQF Partnership agreed to support Poland in other ways and during the year we made a presentation on the history and development of the SCQF to a wide range of stakeholders including representatives from the Ministries of Education and Labour in Poland. Finally we hosted a two day study visit in September 2012 for 6 Polish journalists. They were being prepared by the Polish ministries to write articles on the changing education system in Poland and the emergence of the Qualifications Framework. We accompanied the group on a visit to Anniesland College where, as well as meeting members of staff and getting an overview of the range of qualifications offered, they also had the opportunity to interview three Polish students. They also wanted to find out more about the links between education and skills and so met with Skills Development Scotland to gain a better understanding of Scotland's economic position and the focus being put on employability and skills. On their return they contributed various articles to both educational and sector specific press on the visit and the success of the SCQF.

Beata Balinska
Leader for national and international cooperation in the NQF Project

"As part of the planned involvement of international experts in "*The development of terms of reference for the implementation of the National Qualifications Framework and the National Qualifications Register for lifelong learning*" project in Poland, we were looking for a partner who represented a qualifications system characterised by transparency, coherence and high quality. A key issue was also extensive experience in implementing qualifications systems in their home country, and Scotland turned out to be just the place.

Thanks to Aileen Ponton and the staff of the SCQFP, we learned how to prepare our referencing report, the methodology of assigning levels to qualifications, validation procedures (credit rating) and qualifications' quality assurance. Working with the SCQFP enabled us to understand how important a qualifications framework based on learning outcomes is as a tool for the labour market, and how to develop a qualifications register that is useful to the stakeholders of the system.

On behalf of the entire NQF Project in Poland, I would like to thank you for your professionalism, goodwill and patience in working with us in this process."

ECVET Experts Project

ECVET (the European Credit System for Vocational Education and Training) allows for the accumulation and transfer of credits gained through the recognition of learning outcomes in vocational education and training (VET) across Europe. The aim of ECVET is to facilitate the mobility of the workforce across Europe, giving individuals more control over their learning experiences.

The SCQFP was identified by Scottish Government as the National Contact Point (NCP) for ECVET for Scotland. The SCQFP worked with the NCPs for England, Wales and Northern Ireland to ensure a joined up approach for the duration of the project which continues to run until December 2013. Project activity for 2012/13 included:

Flyer - over 1,500 copies of the flyer were distributed at over 30 different events.

Website - the website, www.ecvetexperts.org.uk, has received over 4000 page views since it was launched at the end of July 2012. It is updated every month with new documents and was revamped in 2013 to make it more user-friendly.

Guidance Materials - the guidance note was launched at the end of October 2012. Over 850 hard copies were distributed and over 600 copies were sent electronically to stakeholders.

Four dedicated events - the first country specific event took place at Colleges Scotland on 5 December 2012. 21 delegates from colleges, VET providers and the SQA attended and feedback on the session was positive. The second event was held in Northern Ireland on 1 March 2013, with events in England and Wales to follow in the latter part of 2013.

Joint Conference With Hong Kong

The SCQF Partnership was delighted to be invited to jointly host a major qualifications frameworks event with the Hong Kong Education Bureau in March 2013. The conference, entitled *Global Mobility – Making It Happen*, took place in Hong Kong on 18-19 March 2013.

The conference was opened by Hong Kong's Secretary for Education, Mr Eddie Ng Hak-kim, who spoke about the Government's ambition to develop a lifelong and diversified learning culture for Hong Kong.

Chairman of the SCQFP, Sir Andrew Cubie, also officiated at the conference, commenting that, "QFs provide us with the means to have conversations with other countries about referencing and benchmarking of qualifications. We know that over 100 countries are developing or have developed Frameworks and therefore this conference is concentrating on some key topics related to the issues around referencing and alignment."

The conference signified the collaborative efforts referred to in the Memorandum of Understanding that the SCQFP signed with the Education Bureau in March 2012, the purpose of which is to stimulate ideas and forge partnership in Scotland, Hong Kong and other parts of the world in terms of learners' mobility and articulation. Speakers at the conference came from Australia, Hong Kong, Mainland China, Malaysia and the UK. Over 400 representatives from education institutions, training providers, trade associations, trade unions and Government departments attended the conference.

Community Learning & Development Projects

With funding from the Scottish Government, 2012/13 was the first year of a three year project to support Community Learning and Development (CLD) organisations to have their learning programmes credit rated onto the SCQF.

The year has seen a great deal of success with ten programmes being credit rated on to the Framework. This means that valuable learning gained in a community setting will now carry a formal SCQF level and a number of SCQF credit points. Those learners successfully completing the programmes will gain formal recognition for their learning and be able to compare this to other mainstream qualifications in Scotland, in turn allowing them to more effectively articulate the value of their achievement to others and to plan their next steps in learning. For some learners involved the award of SCQF credit could be the first formal recognition of their skills, allowing them to take pride in their achievements and perhaps re-engage them with learning.

The ten organisations supported in 2012/13 through the project were Moray Council, Children 1st, East Renfrewshire Council, The Boys Brigade, Glasgow Life, Rag Tag 'n' Textile, The Scottish Community Mediation Centre, Volunteer Centre Edinburgh, Renfrewshire Council and The Linked Work Training Trust. All of the learning programmes were selected with reference to criteria set down by the Scottish Government and also against the SCQF criteria for credit rating. All programmes are voluntary in terms of enrolment and non-formal in approach with learning influenced by learners' aspirations. All ten were credit rated by either the SQA Credit Rating Service or Edinburgh Napier University's Centre for Credit Rating. SCQF level and credit awarded for each programme can be viewed on the SCQF Database on our website at www.scqf.org.uk/Search%20The%20Database.

"The SCQF is being used more and more to measure achievement in schools, colleges and universities and now KGVI, what an achievement! Having the course on the SCQF allows cadets to use this as a focus point in personal statements, CVs and job interviews. When asked about their rich KGVI experience they will now be able to say that the course is at the same level as Advanced Higher in schools or HNC in colleges. The experience of the KGVI course is very different to the experience of working towards an Advanced Higher or HNC but when it comes to a broad leveller KGVI is up there at level 7!"

Alison Chambers, former member of KGVI staff and Faculty Head in Moffat Academy

In 2012/13, the SCQFP Executive Team has been extremely busy delivering and organising events for SCQF stakeholders across the country. These include:

WYCI Workshops

Demand for the Would you Credit It? workshops was extremely high once again and most sessions for 2012/13 were fully subscribed with a waiting list in place. The workshops were aimed at organisations and individuals working in the private, public or 3rd sectors that are interested in, or are in the early stages of, making a submission for credit rating to an SCQF Credit Rating Body. Feedback was overwhelmingly positive, both at the time of the workshops and in formal feedback through evaluation forms with 92% of participants agreeing that the workshop was 'interesting and stimulating'. A total of 116 individuals from 67 organisations received support through these workshops throughout the year. Organisations participating included Capability Scotland, Dundee City Council, Children 1st, Glasgow Life and YMCA Scotland.

> "This has delivered everything I wanted. What has previously been a blackout is now much clearer. I think it will also contribute to our organisation aims and outputs."
>
> - Participant in a WYCI workshop

Building Capacity Workshops

Building Capacity: Credit Rating for the SCQF is an interactive workshop aimed at staff working in CRBs who want to find out more about the SCQF and the credit rating process. It is a hands-on practical session that explains the credit rating process in terms of allocating a level and credit points to units/modules and to whole programmes. The SCQFP offered 11 workshops throughout the year, with 122 delegates representing 30 organisations. Feedback suggested that the sessions need to be slightly longer to allow more time for exercises on levelling units and for discussion, so this will be taken into account for future workshops offered on this topic. Organisations represented included Cardonald College, the Institute of Counselling, Motherwell College, Glasgow School of Art and the University of Edinburgh.

RPL Workshops

These interactive workshops on RPL cover topics such as the relationship between the SCQF and RPL, credit transfer, assessment of prior learning and quality assurance. The team ran three events in 2012/13 and 36 delegates from 24 organisations participated. Attendees from organisations as diverse as BEMIS (Black and Ethnic Minority Infrastructure in Scotland), Glasgow Regeneration Agency, NES Dental and North Ayrshire Council participated in the workshops. Event evaluations indicated that there was a need to separate out the workshop to allow either a focus on staff supporting learners to make claims for RPL or staff working for learning providers who are receiving and processing claims for RPL from learners. Therefore 2 streams of workshop will be offered in 2013/14.

SCQF WORKSHOPS AND EVENTS

The SCQF Partnership Forum

The Forum is made up of representatives from the fields of education, business and communities in Scotland. It provides us with sectoral feedback and input to help us ensure that the Framework continues to meet the needs of all learners, employers and other users of Scottish qualifications, within Scotland and in Europe and the rest of the world. The Forum met twice in 2012/13, as stipulated in the Terms of Reference, in August 2012 and February 2013. The intention of these meetings is to provide SCQFP stakeholders with an update on SCQF projects and resources and to provide an opportunity for Forum members to discuss issues relating to the future activity of the SCQFP. 26 stakeholder organisations were represented on the Forum in 2012/13. We received very positive feedback and interesting input from members at both meetings and the SCQFP Executive Team will continue to engage with Forum members in the coming months to look at ways to collaborate and work constructively to promote and make best use of the Framework and related SCQF resources.

SCQF PUBLICATIONS AND RESOURCES

SCQF LEVEL DESCRIPTORS

SCQF UPDATE 17
spring/summer 2012

SCQF PARTNERSHIP
GUIDANCE ON USING THE LEVEL 1 DESCRIPTOR

SCQF PARTNERSHIP
MARKETING & COMMUNICATIONS STRATEGY 2012-13

This year, we produced a wide range of resources and publications for a variety of our stakeholder audiences.

We worked in collaboration with the Media Support Team at Coatbridge College (Arthur Loughran, Eric Davies and Errol Luders) to produce a new online resource for anyone interested in learning more about the SCQF, the SCQF Partnership and the role of Credit Rating Bodies (CRBs). The interactive online workshop provides users with an overview of the SCQF, levels, credit points and information on the benefits of the SCQF. This resource is aimed at existing CRBs and CRB staff who attend the free-of-charge Building Capacity sessions which are run regularly by the SCQFP. The workshop can be accessed via the Resources for Credit Rating Bodies page of the SCQF website.

With the input and expertise of the sub-group of the Quality Committee tasked with identification and development of resources to aid CRBs, the suite of guidance materials relating to the SCQF Handbook continued to expand, with the development of a short document entitled Guidance on Using the Level 1 Descriptor. This provides information for those CRBs who are involved in credit rating programmes at SCQF Level 1. This resource is available to download from the SCQF website and stakeholders are welcome to print off as many copies as they need. In addition, the much-anticipated revised Level Descriptors were printed and distributed to all CRBs in September 2012. In October 2012, we also finalised a document on Credit Transfer that provides guidance in using credit transfer in the context of the SCQF.

Also for CRBs, we published a guidance document called SCQF Database Explained. This booklet provides information on how CRB database contacts can add new qualifications and learning programmes to the database, and view and edit their own provision which has already been uploaded to the repository.

At the request of a number of stakeholders, the SCQF Partnership developed and published a booklet entitled SCQF: Lifelong Learning European Developments Explained. This publication is primarily aimed at SCQF CRBs and others that recognise learning in Scotland. It provides a brief explanation of the European dimension in relation to the SCQF and signposts stakeholders to further information on each initiative. Hard copies are available and the pdf is also available to download from the Resources section of the website.

During 2012, the countries of the UK and Republic of Ireland collaborated to produce a digest explaining the concepts behind the European level initiatives to enhance Vocational Education and Training (VET) within a single European market and in the context of lifelong learning. The 28-page booklet is entitled European VET Initiatives in the UK and it is available in both hard copy and to download from our website.

For the first time, we published our Marketing and Communications Strategy for the year 2012-13. The aim was to help all users of the Framework better understand our communications aim and objectives and provide a clearer picture of the environment that the Partnership is operating in, particularly in light of the financial and budget constraints we have been experiencing, like many of our stakeholders.

Earlier this year, with the help of SQA Dalkeith, we completed our annual mass distribution of the Achievement Counts leaflet to S3–S6 pupils in all state and independent secondary schools in Scotland. This very much helps us to reach the vast number of school pupils across Scotland and raise their awareness and understanding of how the SCQF can help them with their lifelong journey as they move through school to college, university or into the workplace.

As in previous years, we published two issues of the SCQF newsletter, SCQF Update, in 2012/13 (issues 17 and 18). Hard copies were distributed to over 5000 contacts in Scotland and across the UK and a pdf version was available to download from the SCQF website, www.scqf.org.uk.

SCQF Website & Social Media

The addition of a new temporary team member, recruited in January 2013 to support the Marketing and Communications Officer, gave us the capacity to increase our social media activities during the latter part of the financial year. A Social Media Policy was developed to complement the existing Communications Policy. Its purpose is to educate and guide SCQF staff on the use of Social Media, enforce privacy guidelines and set constructive boundaries. A review of our digital communications was carried out between January-March 2013 and the decision was made to update the current SCQF website to a WordPress Content Management System to incorporate a blog to include regular updates from key SCQF experts as well as guest blog posts from Board members, partners and stakeholders. In addition to Twitter, which is currently the focus of our activity, profiles were also established on Facebook, LinkedIn, Google+ and YouTube. We hope to increase the number of followers across all social media platforms as we move through 2013/14, so watch this space…

Research Project - Learners & Teaching Staff

Using monies from the Scottish Funding Council we have been able over the past two years to carry out research on evaluating the progress of embedding the SCQF in particular sectors. In 2012/13 we engaged Ashbrook Research and Consultancy to carry out an evaluation of the perceptions, awareness and understanding of the SCQF as well as its impact and use among learners in Further and Higher education, schools, workplaces and Community Learning and Development along with an evaluation of the understanding, awareness and perceptions of the SCQF among management and teaching staff in schools. The results of this piece of work are now available in the Ashbrook Report which is available to download from the Resources section of our website, www.scqf.org.uk.

PROJECT ProLeNE

Throughout 2012/13, the SCQFP worked in collaboration with The West of Scotland Colleges' Partnership (WoSCoP) on Project ProLeNE, which stands for Promoting the Recognition of Learning in National and European contexts.

The purpose of the project was to promote the benefits of credit rating of informal, non-formal and non-accredited learning to learners, employers, training providers and national policy-makers and to extend the volume and range of credit rated informal and non-formal learning provision into the SCQF.

The project addressed two objectives of the *Strategic Framework for European cooperation in education and training* ("ET2020") that is:

• making lifelong learning and mobility a reality; and
• promoting quality, efficiency and equity in lifelong learning.

It also contributed, directly, to embedding Scotland's Lifelong Learning Strategy - "*Life Through Learning, Learning Through Life*" - and supports the Scottish Government's vision of ensuring "*the best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours which will strengthen Scotland's economy and (Scottish) society.*"

ProLeNE delivered the following activities across the year:

1. A 6-month awareness-raising campaign for relevant stakeholders: learners, employers, colleges, training providers and national policy-makers in Scotland.
2. A series of 4 capacity-building workshops on how to credit rate learning for relevant staff in all of Scotland's colleges of further and higher education.
3. A series of 4 workshops on how credit rating works for sectoral organisations representing the interests of employers, employees, learners and policy-influencers.

The project reached its conclusion with a dissemination event which took place in Glasgow in February 2013. The event attracted over 100 delegates across a wide range of sectors and focused on the many projects and initiatives currently taking place to increase the amount of credit rated learning on the Framework and the promotion of its benefits to learners.

The event was opened by the Minister for Youth Employment, Angela Constance, and guest speakers included representatives from The Netherlands Qualifications Framework, the Hong Kong Qualifications Framework Secretariat and Youth Scotland among others. A number of workshops were delivered which covered areas such as the credit rating of non-recognised qualifications in the FE sector, credit rating in the Community Learning and Development sector and credit rating learner mobility.

Dr. Janet Brown
Chief Executive, SQA

"SQA embeds the SCQF in the design and development of all our mainstream qualifications, including the new National Qualifications and Awards now available in schools and colleges throughout Scotland. The SCQF enables all learners who undertake an SQA qualification to map their progression on the learner journey.

We continue to encourage and support all SQA customers, stakeholders, candidates, their parents and employers to use the SCQF. The dedicated SCQF section of our website has received 140,413 page views by 105,779 users in the last 12 months - a testament to its usefulness. We ensure the SCQF is used in a wide variety of our publications, leaflets and promotional activities.

We have developed a section of our website called MySector. This lets users browse our qualifications by sector, for example Business Skills, and within that sector qualifications are then arranged by SCQF/QCF level. This is a very useful tool for employers and training providers and helps to explain how our qualifications map to the SCQF.

We have upgraded our interactive ready reckoner to provide an annual view of the SCQF from 2012-13 to 2016-17, when all the new National Qualifications will be available. Each version gives information on the changes to the qualifications at SCQF levels 1 to 7.

We also use the 'Latest News' section on SQA's homepage to alert users to new SCQF publications, events and news. Using our expertise and many years of experience in credit rating, we continue to provide a credit rating service to other companies and organisations that develop their own learning programmes. We are positive that this benefits learners and employers and makes a significant contribution to the growing SCQF database."

FINANCIAL STATEMENT

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK PARTNERSHIP
(A COMPANY LIMITED BY GUARANTEE)

STATEMENT OF FINANCIAL ACTIVITIES
(INCLUDING INCOME AND EXPENDITURE ACCOUNT)

FOR THE YEAR ENDING 31st MARCH 2013

	Unrestricted £	Restricted £	2013 Total £	2012 Total £
Incoming Resources				
Incoming resources from voluntary funds				
Voluntary income	500,000	434,590	934,590	798,306
Investment income	10	-	10	47
Incoming resources from charitable activities	23,837	-	23,837	41,394
Total Incoming Resources	**523,847**	**434,590**	**958,437**	**839,747**
Resources expended				
Charitable activities	477,262	434,590	911,852	768,408
Governance costs	16,203	-	16,203	13,395
Total Resources Expended	**493,465**	**434,590**	**928,055**	**781,803**
Net income for the year	30,382	-	30,382	57,944
Transfers	-	-	-	-
Net movement in funds	30,382	-	30,382	57,944
Reconciliation of Funds				
Balance at 1 April 2012	269,317	-	269,317	211,373
Total funds carried forward	**299,699**	**-**	**299,699**	**269,317**

The statement of financial activities includes all gains and losses recognised in the period.

All incoming resources and resources expended derive from continuing activities.

The information presented above is not the charity's statutory accounts but a summary of information relating to the Statement of Financial Activities.
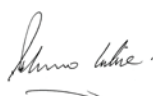
The statutory accounts have been externally scrutinised by Wylie and Bisset LLP who audited the statutory accounts and their report thereon contained an unqualified audit opinion.
The statutory accounts were formally approved by the Trustees of the charity on 30 August 2013.

We confirm that the above summarised financial information is consistent with the audited financial statements of the Scottish Credit & Qualifications Framework Partnership for the period ended 31 March 2013.

Wylie & Bisset LLP
Chartered Accountants
Registered Auditor

Signed on behalf of the Trustees

SCQF PARTNERSHIP BOARD OF MANAGEMENT

Independent Chair	SQA	Colleges Scotland	QAA Scotland	Universities Scotland	Co-opted Director	Scottish Government
Sir Andrew Cubie CBE FRSE	Dr. Janet Brown	John Henderson	Dr. Bill Harvey	Alastair Sim	Jack Matthews	Observer

SCQF PARTNERSHIP EXECUTIVE TEAM:

Aileen Ponton
CEO

Responsible for the overall implementation of the SCQF Partnership's strategy, policies and standards in all areas of the Company's activity, including positively influencing partner and stakeholder organisations to work to common goals.

Julie Cavanagh
Manager

Responsible for the implementation of the SCQF across a wide variety of sectors using the SCQF Forum and other partnerships to support activities as well as overall management of communications and marketing activities.

Sheila Dunn
Manager

Supports activities relating to the quality and integrity of the Framework including direct support given to new and existing credit rating bodies. Leads on work relating the SCQF and its activities to other frameworks in the UK, Europe and beyond.

Lorna Meiklejohn
Administrative Officer

Provides support in the key area of financial management. Also supports the Board of Management and Audit & Risk committee along with diary and meeting management for the CEO.

Samantha Houten Feeley
Communications and Marketing Officer

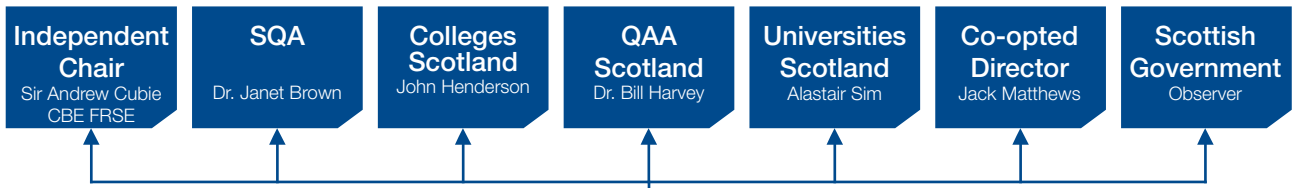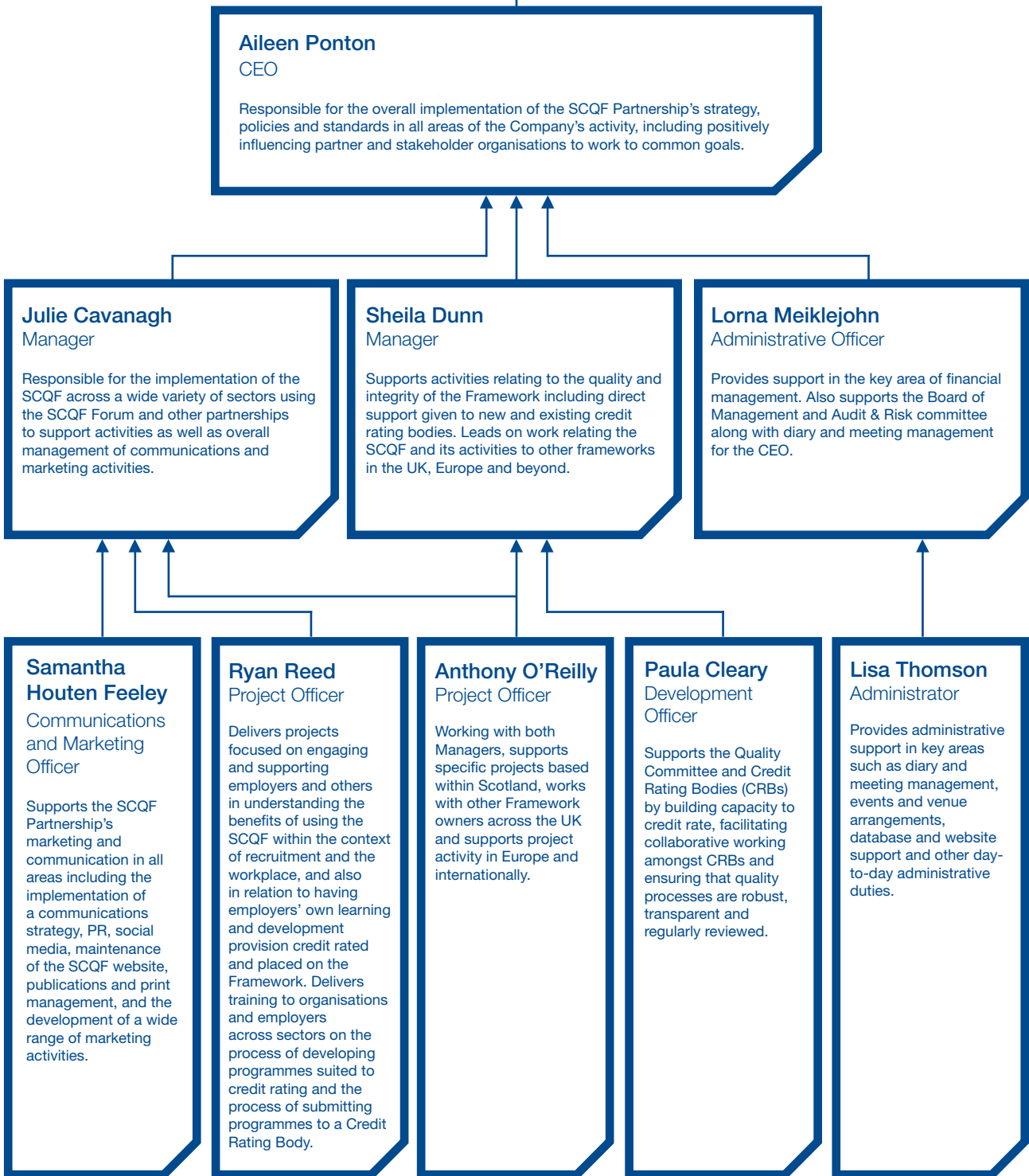Supports the SCQF Partnership's marketing and communication in all areas including the implementation of a communications strategy, PR, social media, maintenance of the SCQF website, publications and print management, and the development of a wide range of marketing activities.

Ryan Reed
Project Officer

Delivers projects focused on engaging and supporting employers and others in understanding the benefits of using the SCQF within the context of recruitment and the workplace, and also in relation to having employers' own learning and development provision credit rated and placed on the Framework. Delivers training to organisations and employers across sectors on the process of developing programmes suited to credit rating and the process of submitting programmes to a Credit Rating Body.

Anthony O'Reilly
Project Officer

Working with both Managers, supports specific projects based within Scotland, works with other Framework owners across the UK and supports project activity in Europe and internationally.

Paula Cleary
Development Officer

Supports the Quality Committee and Credit Rating Bodies (CRBs) by building capacity to credit rate, facilitating collaborative working amongst CRBs and ensuring that quality processes are robust, transparent and regularly reviewed.

Lisa Thomson
Administrator

Provides administrative support in key areas such as diary and meeting management, events and venue arrangements, database and website support and other day-to-day administrative duties.

GLOSSARY

CLD - Community Learning and Development
CRB - Credit Rating Body
ECVET – European Credit System for Vocational Education and Training
EQF - European Qualifications Framework
FE - Further Education
HE - Higher Education
HEI - Higher Education Institution
KGVI - King George VI Youth Leadership Training
NCP – National Co-ordination Point
NQF- National Qualifications Framework
ProLeNE – Promoting the Recognition of Learning in National and European Contexts
QAA Scotland - Quality Assurance Agency for Higher Education in Scotland
RPL - Recognition of Prior Learning
SCQF - Scottish Credit and Qualifications Framework
SCQFP - Scottish Credit and Qualifications Framework Partnership
SPTC – Scottish Parent Teacher Council
SQA - Scottish Qualifications Authority
SRUC – Scotland's Rural College
UHI – University of the Highlands and Islands
VET – Vocational Education and Training
WoSCoP – West of Scotland Colleges' Partnership
WYCI – Would You Credit It

Scqf | SCOTLAND'S LIFELONG LEARNING FRAMEWORK

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scottish credit and
qualifications framework