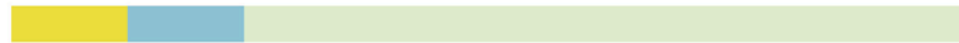# NQF-in

Developing organisational and financial models for including non-formal sector qualifications in National Qualifications Frameworks

Including Non-Formal VET Qualifications on the Scottish Credit and Qualifications Framework

Historical background

- Brought together existing systems of levels and credits

- School education reforms of the 1990s

- SCQF formally launched in 2001

- The SCQF constructed from existing definitions of qualifications and levels rather than creating new ones

- Based on twenty year history of outcome based, unit based qualifications

- A descriptive, integrated Framework, brings together the main Scottish academic and vocational qualification systems into a single unified framework

scqf
scottish credit and
qualifications framework

Historical background (2)

- First implementation plan 2003-2006

- Developed to become the national language for describing level and credit value of formal and non-formal learning in Scotland

- SCQF Partnership formed in 2006

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" (Sir Andrew Cubie, first Chair of the SCQF Partnership)

SCQF Partnership Objectives

Objective 1
- Maintain the quality and integrity of the Framework

Objective 2
- Promote and develop the Framework

Objective 3
- Develop and maintain relationships with Frameworks within the UK, Europe and internationally

Aims of the SCQF

The SCQF is Scotland's national qualifications framework, designed to support lifelong learning 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 qualifications can contribute to the development and utilisation of the skills of the workforce;
  - how Scottish qualifications relate to qualifications in other countries;
  - how using SCQF Level Descriptors can assist with qualifications development and benchmarking skills and experience in all sectors.

- **Providing a Framework which can support the aims of fair work and social justice by ensuring that it provides tools and resources which can recognise prior learning, support progression and improve social inclusion.**

Over 11,000 programmes

Over 850 non-formal learning programmes

Over 290 organisations own programmes on the SCQF

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.

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SCQF Levels	SQA Qualifications				Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12					Doctoral Degree	Professional Apprenticeship
11					Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10					Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9				Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma			Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate			Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher					Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5					Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award			SVQ
3	National 3, Awards, Skills for Work National 3					
2	National 2, Awards					
1	National 1, Awards					

Rationale

- Make the relationships between qualifications and learning programmes clear;

- Clarify entry and exit points, and routes for progression;

- Show possible routes for progression and credit transfer

- Show the level and credit (size) of the different types of qualification

- Maximise the opportunities for credit transfer;

- Assist learners to plan their progress and learning;

- Minimise the duplication of learning;

- Providing a structure to allocate levels and credit points to qualifications and learning programmes – Credit Rating

What can go into the Framework?

To be included in the SCQF a qualification or learning programme must be

- At least 10 notional learning hours
- Based on learning outcomes
- Formally assessed
- Internally and externally quality assured

Parts of the Framework are regulated with restrictions on titles, size of awards, etc

Typical non-formal qualification/programme owners

- Professional Bodies
- Employers
- Social partners (unions, voluntary organisations)
- Large public sectors such as health, social care, fire, police

Non-formal learning is, broadly, learning outside the formal school-vocational training-university system, taking place through planned activities eg with goals and timelines involving some form of learning support

How learning gets onto the SCQF

Process of Credit Rating:

- A consistent process
- One set of guidance used by all Credit Rating Bodies

54 credit rating bodies

Credit Rating Bodies:

- Higher Education Institutions
- Further Education Colleges
- Scottish Qualifications Authority (SQA)
- Other SCQF Partnership Approved Credit Rating Bodies
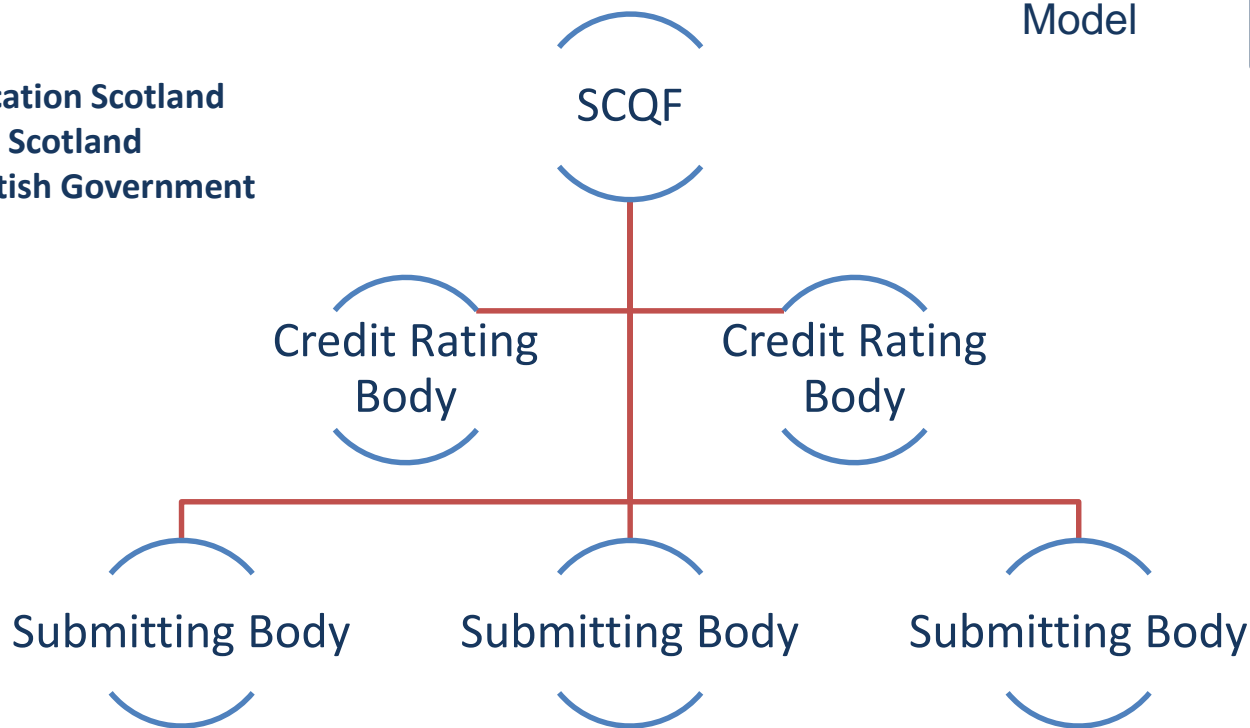- NOT the SCQF Partnership

What do they credit rate?

Their own provision offered in schools, colleges and universities

"Third party" provision owned, developed and awarded by others e.g employers; certificating bodies; professional bodies; voluntary and community organisations

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Structures

Quality Assurance Model

SCQF Handbook

Education Scotland
QAA Scotland
Scottish Government

SCQF

Credit Rating Body — Credit Rating Body

Submitting Body · Submitting Body · Submitting Body

More on Credit Rating

- It is the *process* (or set of processes) used to ensure the appropriateness, quality and integrity of a learning programme

- SCQF credit points and an SCQF level are allocated to each constituent part (e.g. a module or unit) and to the programme as a whole.

- This process encourages standardisation within organisations and across the education and training system as a whole, and promotes parity of esteem for different kinds of learning.

- QA will differ from sector to sector and CRB to CRB

- All sectors work with the same level descriptors, handbook and within the suggested generic process

- No nationally set charge for credit rating

SCQF Handbook

Level descriptors

Responsibilities of the Credit Rating Bodies

- Maintaining the quality and integrity of the Framework through their credit rating processes and decisions

- Setting up a system for credit rating

- Allocating levels and credit points to programmes

- Making the final decisions on credit rating

- Entering credit rating provision onto the SCQF database

- Quality assurance of the credit rated programmes and the credit rating processes

QUALITY ASSURANCE MODEL FOR SCQF PARTNERSHIP APPROVED CREDIT RATING BODIES

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Criteria to become a Credit Rating Body

Universities, Colleges and the national awarding body are approved automatically.

- is a body of good standing, demonstrating a successful track record in the design and delivery of learning provision in Scotland

- has in place a documented quality assurance system for programme design, approval, validation, accreditation, assessment or other related activities and has evidence, through internal and external review, that this quality assurance system is valid and reliable.

- has the capacity and commitment to operate as an SCQF credit rating body and ensures that its credit rating processes and procedures link to and function within its existing quality assurance system

Summary

- Inclusion of non formal learning on the SCQF has been an objective right from the start (2001)

- The Framework has developed to become the national language for describing level and credit value of formal and non-formal learning

- Wide variety of non formal learning (currently over 850) now on the Framework and continuing to grow

- Provides a structure to allocate levels and credit points to formal and non formal learning programmes – Credit Rating

- All sectors work with the same SCQF level descriptors, handbook and within the suggested generic process

- The SCQF Partnership constantly reviews and updates guidance and resources for Credit Rating Bodies and others and the increasing number of non-formal learning programmes and qualifications on the SCQF database shows that institutions are increasingly aware of and using this guidance.

SCQF Partnership 2018 Conference

- **The SCQF Partnership will be hosting a Conference on Thursday 22nd of February 2018 at the Radisson Blu, Glasgow**

The conference will showcase all aspects of the Framework demonstrating its breadth and flexibility as a tool to facilitate lifelong learning in Scotland and its links with Scottish Government policy such as Developing the Young Workforce, Curriculum for Excellence and Delivering Excellence and Equity in Scottish Education.

- **Keynote address delivered by Deputy First Minister John Swinney**
- **Range of prominent speakers**
- **Six workshops will be delivered by SCQFP partners highlighting contextualised use of the SCQF**
- **For more information and to register your interest please visit http://scqf.org.uk/scqf-2018-conference-registration-launch/**