

Global Mobility – Making it Happen Use of Credit and CAT

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SCQF Development: From use of credit to credit rating to credit transfer

Why SCQF?

- Initial concept was always around the use of credit
- Vision of Framework which includes informal and non formal learning as well as large national qualifications;
- Clarifies entry and exit points, and routes for progression, minimising duplication;
- Maximises the opportunities for credit transfer;
- Assists learners to plan their progress and learning;
- Provides an indication of size/weight.

SCQF aims

- Assists people of all ages and circumstances to access appropriate education and training over their lifetime to fulfil their personal, social and economic potential
- Enables employers, learners and the public in general to understand the full range of Scottish qualifications, how they relate to each other and how different types of qualifications can contribute to improving the skills of the workforce

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK



scottish credit and qualifications framework

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12			DOCTORAL DEGREE	
11			INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5
10			HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	
9			BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4
8		HIGHER NATIONAL DIPLOMA	DIPLOMA OF HIGHER EDUCATION	
7	ADVANCED HIGHER SCOTTISH BACCALAUREATE	HIGHER NATIONAL CERTIFICATE	CERTIFICATE OF HIGHER EDUCATION	SVQ3
6	HIGHER			
5	INTERMEDIATE 2 CREDIT STANDARD GRADE			SVQ2
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	NATIONAL CERTIFICATE	NATIONAL PROGRESSION AWARD	SVQ1
3	ACCESS 3 FOUNDATION STANDARD GRADE			
2	ACCESS 2			
1	ACCESS 1			

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and Higher Education Institutions, 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 on other credit rated provision, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the database.

Who credit rates?

- Universities
- Further Education colleges
- Scottish Qualifications Authority
- Since January 2009 criteria for new bodies in place and another 4 organisations approved
- 3 further applications likely in 2013

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

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

What is articulation?

- Articulation is a specific form of credit transfer which supports entry from Higher National Certificate to Year 2 of a degree or from a Higher National Diploma to Year 3 of a degree
- Since 2008-09, the Scottish Funding Council SFC has allocated £3 million per annum to six regional articulation hubs. This funding is to enable better and deeper collaboration, and improved data sharing and reporting and will run until July 2013
- Articulation increased by 32% from 2007/08 to 2011/12

Government view

The aim of our work in this area is to make it easier for learners to enter the system and move through learning successfully. Learners should be able to access courses that suit their needs and that lead into employment. We will do this by:

- continuing to improve the information, advice and guidance available to learners
- ensuring that the qualifications on offer are easily understood and fit for purpose
- improving access to higher education (through legislation)
- developing a clear strategy for Community Learning and Development
- increasing ambition and attainment in last school year
- considering how learners can be more proactive in influencing their learning experience
- working with young people and practitioners to identify barriers within current systems and develop solutions to address them.

Successes

- All mainstream qualifications in the Framework and SCQF level descriptors firmly embedded within institutional curriculum planning
- In addition around 400 other qualifications and programmes are on the Framework including those which are more related to informal and non formal learning
- All these qualifications and programmes carry credit and all use the same level descriptors
- Increased articulation in student numbers and a range of formal agreements between institutions

Challenges

- Increasing SCQF levels 7,8,9,10 articulation and credit transfer across Scotland in qualifications other than HNCs and HNDs
- Maintaining stakeholder interest and commitment in difficult economic situation
- More consistent approach to RPL and credit recognition and transfer across the range of institutions
- Communication, communication, communication!

Summary

- We have come a long way in 12 years
- We still have much to learn
- We welcome the opportunity to discuss and learn from both the Hong Kong experience and from the other countries and collaborations represented here today
- www.scqf.org.uk