

**SCQF School Ambassador**

**Training Resource &**

**Lesson Plan**

**2020 revision**

**The SCQF School Ambassador Programme**

Welcome to the SCQF School Ambassador programme guide which contains useful information on how to recruit and deliver pupil ambassador training, a sample lesson for staff and pupil ambassadors to use with other pupils which includes case studies and links to resources.

The aims of the programme are to –

* Raise awareness of the SCQF with pupils, parents and staff members.
* Help staff use the framework in developing learner pathways for senior phase pupils.
* Highlight the parity of esteem across a range of learning programmes available in school from National qualifications, to other SQA qualifications and learning delivered by Youth sector or other providers, including Foundation Apprenticeships.
* Share ideas and examples of best practice from other Ambassador schools across the country no matter their location, demographic, SIMD areas or size.
* Highlight to school staff the wide range of learning programmes available on the SCQF through our online database and which programmes are on Insight.

We have developed a range of resources, case studies and useful information in the support for schools’ area of our website.

You can download resources as PDF’s to use online or print out and learn about some of the other work that’s going on in schools across Scotland.

We actively encourage schools to engage and share their ideas and stories, simply email [d.wood@scqf.org.uk](mailto:d.wood@scqf.org.uk) with a blog or case study showcasing some work and we’ll share it with the rest of the School Ambassadors and social media channels

For schools that have been involved with the SCQF school ambassador programme for some time, we have uploaded a [refresher training video](https://scqf.org.uk/school-ambassador-training-area/) for any new staff or current members who would like to find out more and refresh their knowledge.

This resource is designed to be a working document with various links to our PDF documents, links to the training web page and links to our partners and their information

We have set up a dedicated [School Ambassador training page](https://scqf.org.uk/school-ambassador-training-area/) which we’ll be updating with news and case studies.

**School Ambassador Recognition Programme**

We’d like to introduce our recognition programme for our SCQF Ambassador schools. The aim of the programme is to give schools a set of criteria to work towards within each level and keep them engaged and involved as much as possible. At the same time, it allows us to highlight and showcase some of the fantastic work happening in schools across the country!

To do this we have developed 5 essential themes that we would like schools to focus on –

**Whole School Approach**

**Pupil Awareness**

**Parental Engagement and Understanding**

**Curriculum Offer / Pathway Progression**

**Development of External Relationships**

Within each theme we have outlined what a school will need to evidence to obtain Bronze, Silver or Gold status and a PDF copy of this tiered approach is available to [download here.](https://scqf.org.uk/media/11un2a11/sa-tiered-approach-doc.pdf)

It’s simple and quick to upload evidence and much of what we’re looking for can be in video, photo, short reports or web links.

Supporting guidance for each of the levels can be downloaded [here](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fscqf.org.uk%2Fmedia%2Fytvpt2zy%2Fsa-guidance-final-copy-1.docx&wdOrigin=BROWSELINK) and give helpful tips and suggestions on the kind of evidence we’re looking for.

**Overview of the SCQF**

The Scottish Credit and Qualifications Framework (SCQF) is Scotland’s national qualifications framework and helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime.

The SCQF can help those working in schools to meet the aims of Developing the Young Workforce, Curriculum for Excellence and Delivering Excellence and Equity by:

* helping to embed a culture of ambition by recognising and giving credit for all achievements
* ensuring equal opportunities and parity of esteem for all young people through the recognition of all types of qualifications and learning, not just learning that takes place in the classroom
* encouraging an awareness of different learning options and how they fit with more traditional learning routes
* providing a flexible approach to meeting the needs of individuals beyond formal academic qualifications

The SCQF measures learning in two ways – the level of a qualification and the number of credit points awarded for that qualification:

**SCQF levels**

The SCQF has 12 levels. The different levels show the level of difficulty of a particular qualification, with level 12 being the most demanding. SCQF levels are based on a single set of ‘level descriptors’. These are the common reference points which provide a way of recognising learning that is outcome-based and quality-assured, no matter whether that learning is academic, vocational, non-formal or informal.

**SCQF credit points**

Credit points are a way of showing how much time it takes, a typical learner, to complete a qualification or learning programme. Along with the level descriptors, they allow learners, learning providers and employers to compare different qualifications at the same or even different levels. Like other credit systems in the UK and abroad, the SCQF works on the basis that one credit point represents the amount of learning achieved through a notional 10 hours of learning time. This includes everything a teacher has to do to achieve the outcomes in a qualification, including the assessment procedures.

All National 4, National 5, Higher and Advanced Highers are made up of 24 SCQF credit points, which equates to 240 notional learning hours.

**Training your SCQF Ambassador pupils**

One of the key benefits of becoming an SCQF Ambassador school is being able to train senior phase pupils to become SCQF Pupil Ambassadors. This learning can then be cascaded to pupils in the Broad General Education phase and to parents at school events.

|  |  |
| --- | --- |
| **Resources Needed** | [SCQF Connecting your learning journey leaflet](https://scqf.org.uk/media/kdrda3ez/connecting-your-learning-journey-web-sept-2021.pdf)  [SCQF Framework postcard](https://scqf.org.uk/media/0pdfnrnn/scqf-diagram-2017-a6-web.pdf)  [Old V New](https://scqf.org.uk/media/zd0f4ka3/old-v-new.pdf)  Case studies for pupils (Attached)  [SCQF Parent and Carer guide](https://scqf.org.uk/media/1t3am3vz/scqf-parent-leaflet-final-web-feb-18.pdf) |

**Aim:** To develop knowledge and an understanding of the SCQF framework.

**Outcome:** Pupils will be able to demonstrate understanding through application and discussion and be able to demonstrate this knowledge to peers in the BGE and parents/carers.

**Background Information**

This lesson has been designed to develop an understanding of the SCQF Framework among school pupils. It will help young people to see the relevance of the Framework to their own learning, how qualifications relate to each other and to other forms of learning. It helps individuals to plan their learning and develop career pathways or progression routes.

The lesson would fit in well with any other planned work around options and career planning. It gives practitioners the chance to explore the Framework with pupils, allowing an opportunity for further dialogue and help if required.

**SCQF session plan for BGE and Senior phase pupils**The following will serve as a suggested lesson plan for delivery to senior phase pupils during PSE or at another appropriate time. Please feel free to amend!

|  |  |  |  |
| --- | --- | --- | --- |
| **Timings (Approx)** | **Activities** | **Method** | **Notes/resources** |
| 4 mins | Setting the scene | Teacher introduces session |  |
| 5 mins | Introduce the Framework | Play the ‘SCQF Simplified’ video. Explain the framework and levels using the SCQF framework postcard.  Explain the notion of SCQF credit points. 10 hours of notional learning = 1 SCQF credit point. | [The Scottish Credit and Qualifications Framework...Simplified. - YouTube](https://www.youtube.com/watch?v=eAVfufok0j0)  Use interactive framework  [Interactive Framework | Scottish Credit and Qualifications Framework (scqf.org.uk)](https://scqf.org.uk/about-the-framework/interactive-framework/) |
| 3 mins | Who uses the framework? | Discuss who might use the framework and how they might use it | All learners can use the framework throughout their life. The SCQF is not just for school. |
| 10mins | Learner journeys video  ‘Connecting your learning journey’ leaflet  Use the link to go to the interactive framework on SCQF website | Play the video.  Briefly explain the leaflet. Highlight the number of awards on the SCQF. Refer to other awards on the back page of the leaflet.  Make reference to the SCQF database. Over 11,500 qualifications and awards on the database. | [SCQF learning journey video](https://www.youtube.com/watch?v=3t7TFvfTjyw)  [Connecting your learning journey leaflet](https://scqf.org.uk/media/kdrda3ez/connecting-your-learning-journey-web-sept-2021.pdf)  [Interactive Framework | Scottish Credit and Qualifications Framework (scqf.org.uk)](https://scqf.org.uk/about-the-framework/interactive-framework/) |
| 20mins | Group Activity | Explain the activity allowing one or two case studies per group  Allow groups time to feedback. Discuss any major themes and groups can report back to each other. | Six SCQF case studies.  Framework postcard and/or  Connecting your learning journey leaflet |
| 5mins | SCQF and your SQA certificate | Watch the results day 2020 video | [SCQF in your SQA certificate](https://www.youtube.com/watch?v=SdPNOT4E2TI) |
| 2mins | Summary | Recap on themes raised during the session including levels, credit points and planning learner journeys |  |

**Introduce the Framework** **Supporting notes for staff**

Ensure that the following key points are covered:

* The SCQF has 12 levels. Complexity increases with each successive level.
* Each qualification on the SCQF has a number of credit points. 1 credit point equals 10 hours of effort for the typical learner. Some people may complete a qualification more quickly than the number of notional leaning hours. Some may need additional time to complete.
* The SCQF is about lifelong learning, not just school, college or university. You may undertake additional qualifications as part of out of school activities, as part of your career development
* The SCQF is not just about moving upwards, you can still undertake qualifications at a lower level than ones you may already have.
* The SCQF can help plan learning journeys and ensure everybody reaches their potential.
* Learners can use qualifications from different columns on the framework to progress to their next stage of learning i.e. a leaner could feasible undertake:
  + National 4/5 > Modern Apprenticeship>HND>Degree.

**Who uses the framework?**

All learners in Scotland can use the SCQF. This includes people learning in school, college, university, community and all non-formal learning environments. There are over 11,500 qualifications owned by over 300 organisations currently on the SCQF.

Connecting your learning journey

Cover the leaflet content with pupils. This will reinforce some themes and content already covered. Please make reference to some of the other awards of the reverse of the leaflet and that some of these qualifications can be achieved outside of school/timetabled activities.

Group activity

Give each group one or two case studies. Allow groups to answer questions and have them feedback to rest of the class verbally about what the case study scenario and answers to the questions.

**Case study 1:**

|  |  |
| --- | --- |
| **SCQF Level** | **Credit Points** |
| 4 | 139 |
| 5 | 0 |
| 6 | 0 |
| 7 | 0 |

1. Susan should apply for the course. This would show her commitment to a career in the industry and make her a more attractive candidate should she wish to apply for a modern apprenticeship. The programme would also allow her to progress to the next level of study if preferable.
2. Level 5
3. Real work experience will show prospective employers she understands the realities of working in an automotive environment.
4. Communication will be important when working with customers and colleagues. Additionally there may be a requirement to work with suppliers and other stakeholders.

Communication would be used for working effectively with colleagues and customers

**Case study 2 –**

1.

|  |  |
| --- | --- |
| **SCQF Level** | **Credit Points** |
| 4 | 132 |
| 5 | 1 |
| 6 |  |
| 7 |  |

2. Apply for the college course. Try and get some part-time work in the hospitality industry.

3. Brian will use in practical terms in the kitchen if making preparing food and managing stock levels. He may also utilise these skills in a front of house role.

**Case study 3 –**

|  |  |
| --- | --- |
| **SCQF Level** | **Credit Points** |
| 4 | 126 |
| 5 | 101 |
| 6 | 85 |
| 7 |  |

1. SCQF level 7 (HNC)

2. No, Stephen will be out on placement and a lot of learning will take place in the workplace.

3. Yes, he can work as a practitioner in the early years industry. Stephen may consider moving onto the HND and/or degree level study.

**Case study 4 -**

|  |  |
| --- | --- |
| **SCQF Level** | **Credit Points** |
| 4 |  |
| 5 | 192 |
| 6 | 112 |
| 7 |  |

2. HND = SCQF level 8.

Honours degree = SCQF level 10

3. Claire could enter industry at this stage. She could also continue studying at university to obtain a bachelor’s degree.

4. Claire can use her learning at school to get to university via the college route. Direct entry to university may not be viable for all. Articulation through college may be a more appropriate route for Claire.

**Case study 5 –**

1.

|  |  |
| --- | --- |
| **SCQF Level** | **Credit Points** |
| 4 | 53 |
| 5 | 156 |
| 6 | 48 |
| 7 |  |

2. Yes. Sarah’s SfW Engineering, Higher maths and Higher Physics will help her with the skills she will need to develop to become a successful engineer.

3. The modern apprenticeship will provide Sarah with experience of industry and she will learn theoretical aspects of the industry. She will also be paid as a modern apprentice.

Sarah will receive a through theoretical grounding in the college course but will not have the same level of industry experience after completing the college programme. The college programme is offered at SCQF level 6, the modern apprenticeship is at SCQF level 5.

There is no wrong answer to this question. It is about the critical judgement of the pupil(s) and that different routes may be suitable to different individuals.

**Useful websites**

**SCQF Website** [www.scqf.org.uk](http://www.scqf.org.uk)

**SDS**  <https://www.skillsdevelopmentscotland.co.uk/>

**My World of Work** <https://www.myworldofwork.co.uk/>

**Education Scotland** <https://education.gov.scot/>

**DYW Scotland**  <https://www.dyw.scot/>

**Awards Network** <http://www.awardsnetwork.org/>

**Youthlink Scotland** <https://www.youthlinkscotland.org/>

**SCQF Training page** <https://scqf.org.uk/school-ambassador-training-area/>

**Useful contacts**

**SCQF Development Officer** Donnie Wood [d.wood@scqf.org.uk](mailto:d.wood@scqf.org.uk)

**Social media**

**Twitter**  @SCQFpartnership

@donnie\_scqf

**Facebook** [www.facebook.com/scqfp](http://www.facebook.com/scqfp)

**Instagram** [www.Instagram.com/scqfpartnership](http://www.Instagram.com/scqfpartnership)