

THE SCQF: ←
YOUR LEARNING.
SORTED.



Michael Russell MSP Cabinet Secretary for Education and Lifelong Learning

"I am once more delighted to contribute to the SCQF Partnership's Annual report. Since 2006 the Partnership has managed and provided the SCQF, the internationally recognised framework for understanding and comparing qualifications. The Framework has been a crucial tool for individuals to help them make informed choices about their own lifelong learning. It has also helped the public and employers to understand the full range of Scottish qualifications available, how these qualifications align and interact and how they can contribute to boosting the skills of the workforce, so that more Scots meet their full potential.

I resolutely believe that education should change and enhance every life. Higher skill levels and greater participation in the labour market can also boost the productivity of our businesses and help to make Scotland a wealthier country. The year 2013/14 saw the publication of the interim (and subsequent final) report by Sir Ian Wood's Commission for Developing Scotland's Young Workforce. The reports made a number of recommendations aimed at establishing a world class vocational education in Scotland. The SCQF will have an important role to play in the implementation of these game-changing recommendations to create an equally world class vocational education system and a culture in which all young people's learning is valued, not just that which is gained through a traditional academic route. The Partnership's commitment to these ideals is evident; I was delighted to note that in September 2013, the Framework was updated to include all levels of apprenticeships. This will go some way to helping everyone, particularly employers and parents, understand Modern Apprenticeship progression routes, how the apprenticeship levels align with further and higher qualifications and will also promote a parity of esteem between vocational and academic pathways.

I remain confident that the SCQF Partnership will continue to be a success story for Scottish Education; an essential tool in supporting lifelong learning across Scotland, 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.



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
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			

WELCOME TO OUR ANNUAL REPORT FOR 2013/14



CHAIR'S REPORT Sir Andrew Cubie CBE, FRSE

"I am pleased to present this report for 2013/14 in regard to the Partnership. I consider that we have during this year built constructively on previous years in the operation of an effective coalition in delivery of our purpose. I say that not only in respect of those interests which are entitled to be represented on the Board, but also for those active in the work of the Partnership as members of our influential Forum and other support groups. I am particularly grateful to those who serve on our Audit and Risk and

Quality Committees. Whilst it is always invidious to name a particular individual after a narrative such as I have given, without Ray Harris as Chair of our Quality Committee, which acts as the custodian of the Framework, we would be a much less influential resource for the people of Scotland. Our international reach continues to be of importance both in representing the best of Scotland in dialogues with colleagues in other countries and learning from them.

Bill Harvey retired as Director of QAA Scotland in March 2014 and John Henderson stood down as the Director of Colleges Scotland in June 2014. This means that both have resigned from our Board. Their wise and measured counsel as well as their detailed knowledge of two vitally important sectors for the Partnership will be much missed by the Board and by me personally.

Finally, I would wish to pay tribute to the strength of leadership which our Chief Executive, Aileen Ponton, brings both to the organisation and in her representation of the Partnership so effectively with third parties at home and abroad."



CEO'S REPORT Aileen Ponton

"This was a very interesting year for the Partnership. We provided an even wider range of workshops to support credit rating, Recognition of Prior Learning and My Skills, My Future. We also managed to access UCAS data to allow us to complete the database by adding in all HE programmes so we now have over 10,000 qualifications and learning programmes listed on the database. We produced a small number of short introductory videos which explained key aspects of the SCQF and we know from our

website analysis that they have been well viewed and used. We updated our website to provide a more streamlined look and a more accessible set of functions and information. So, for us it was a year when we tried to focus on communication. This included communication in terms of issuing key points of information, delivery of a range of face-to-face services, the development of social media and also a focus on new ways to disseminate the key messages of the SCQF. These have all been tailored to chime differently with learners, institutions and providers, and employers.

Alongside this we engaged with a range of stakeholders to actually use the SCQF to improve their recognition of learning. This included employer engagement activity, work with the Community Learning and Development sector, work with the emerging college regional structures and, last but not least, collaboration with Scottish Government to support the development of Insight, the new tool for school and local authority statistical analysis now featuring SCQF throughout.

We do hope that you will be interested in at least one of our activities and I would also like to take this opportunity to thank all of our partners and stakeholders that helped us achieve all of these objectives during 2013/14."



WHO WE ARE AND WHAT WE DO

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 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.

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.

ACHIEVEMENTS IN 2013/14



New SCQF approved Credit Rating Bodies

The SCQF Partnership Board was delighted to announce the approval of two new Credit Rating Bodies (CRBs) in 2013/14.

SEMTA and EAL joined together as a collaborative partnership to offer employers in the engineering sector a one-stop shop to develop and credit rate engineering provision onto the SCQF. This was the first collaborative partnership to be approved by the SCQF Partnership and marked a step forward for SEMTA and EAL to enable them to reach more learners in Scotland. A representative from SEMTA and EAL commented that: "One of the benefits of becoming an approved Credit Rating Body for the SCQF is to be able to respond to employer needs in the sector more quickly and provide our learners with clear information about the level of qualification they have achieved."

The Institute of Chartered Accountants of Scotland (ICAS) achieved the status of becoming an SCQF approved CRB in December 2013, allowing it to make decisions about the SCQF level and SCQF credit points allocated to its accountancy qualifications. Anton Colella, Chief Executive of ICAS said: "We are delighted at becoming an SCQF Credit Rating Body it was a major development for our education team and I believe this will have a significant impact on what we do and how we do it."

The status of becoming an SCQF approved CRB allows organisations to make their own professional judgements - using tools provided by the SCQF Partnership – about what level a qualification sits at on the SCQF. Once a qualification has an SCQF level it attracts national and international recognition for the learners who achieve it. SEMTA/EAL and ICAS join the previously SCQF approved CRBs which, along with SQA, universities and colleges, are allowed to make their own credit rating decisions.



The Real Project

The Recognition of Experiential and Accredited Learning Project (REAL Project) focuses on enabling adult educators whose skills have been gained through practical experience and in-service training, to have this learning recognised and validated. The SCQF Partnership has been working in collaboration with University of Stirling, Tallinn University, University of Limerick, Romanian Institute for Adult Education and Learning Link Scotland and the project is funded through the Leonardo European Lifelong Learning programme.

The REAL Project key development is a toolkit which can be used to enable adult educators to benchmark their own experience against their national framework. This method of recognising prior experiential learning will hopefully start to make a change to the power relationships which usually favour the receiving institutions and awarding bodies and tend to work against both the applicant and the whole ethos of RPL.

The toolkit was tested with a number of adult educators in Scotland from October - December 2013 and the partners are now in the process of revising the tool in light of feedback received from the pilot. The project will continue into 2014/15.



My Skills, My Future Success

The My Skills, My Future (MSMF) pack, launched in May 2013 and 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.

The aim of the pack is to draw out the transferable skills individuals have gained through experiences outwith formal qualifications such as hobbies, part time jobs or caring for someone, and benchmark these to the SCQF.

We originally planned to run four open workshops through to March 2014 in order to train advisers from a range of organisations on how to use the pack effectively. These became fully booked very quickly and a further six workshops were requested from a number of local authorities and other organisations such as Enable, Skills Development Scotland and the College Development Network.

As we do not have the human or financial resources to meet the high demand we were experiencing for the MSMF pack, we developed a Train the Trainer course which allowed the pack to be delivered by those who had already been trained and therefore rolled out more quickly and more widely to other advisers. The first Train the Trainer workshop was delivered to 14 participants and further sessions are taking place regularly throughout 2014/15.

MSMF CASE STUDY



Ross Hammell, Falkirk Council

Background to the individual/organisation

I am a Community Education Worker for Falkirk Council, mainly based at Bonnybridge Community Education Centre. I attended the SCQF My Skills, My Future training in March 2014 and then quickly enrolled onto the MSMF Train the Trainer workshop which took place in April 2014.

Background to your work/user group(s)

I work with 2 distinct groups of clients – those attending community-based work clubs who generally have very few formal qualifications and school-based alternative curriculum groups for S3/4 who are in danger of leaving school with no formal qualifications.

How have you used MSMF with your user group/clients?

I have been using the MSMF packs with my client groups to draw out their skills to help them into employment or study. Many of the individuals I work with are attempting to return to work having been carers for a very long time and feel that they have no abilities or skills that would be attractive to employers. The MSMF pack, and in particular, the My Experience cards have helped my clients to recognise that they do have skills that are both transferable to and valuable in the workplace.

How has using MSMF benefited your user group/clients?

The MSMF resource is a really useful tool and has helped provide a structure for my clients in preparing personal statements and cover letters when applying for jobs. The My Skills section of the MSMF pack provides very useful wording for CVs and has helped my clients express themselves more effectively when “selling themselves” to employers, by helping them to articulate their skills in a way that employers will understand. For me, the benchmarking of skills to an SCQF level is the pinnacle of the resource for me, as, although it’s not an exact science, it gives my clients an idea of how their skills and abilities compare to those gained through formal channels. This can really help to boost my clients’ confidence when applying for jobs or a college place, particularly because when they first arrive they feel that they have no skills and would not position themselves anywhere on the SCQF.

Do you have any plans to use MSMF in the future?

Later this year, we are planning on incorporating some of the elements of the MSMF pack into a “work club buddy” training scheme to encourage clients to find a career that will suit their skills. We are also hoping to use MSMF within 16+ activity agreements. I am a real advocate for My Skills, My Future and hope to continue to use it to benefit my clients for a long time to come!

PILOT PROJECTS USING SCQF HOW TO... EMPLOYER GUIDES



Following feedback from previous employer projects on the original Employer Toolkit, we went back to basics and created simple SCQF Employer How To... guides. The simplified guides focus on using the SCQF in recruitment and selection and for workforce development. A third guide, the Employer Levelling Tool, is designed to support the first two, and helps employers interpret the meaning of the SCQF levels for the workplace.

During 2013-14 we trialled the guides in two pilot projects with employers across two very different sectors – Not for Profit Organisations and Food and Drink.

Dumfries and Galloway Citizens Advice Service (DAGCAS) and Citizens Advice and Rights Fife (CARF) wanted to review current Job Descriptions and Person Specifications to ensure transparent career progression pathways and a fair salary structure. Throughout the project over 60 roles were reviewed. Minerva People and Route to Employment (RTE) co-ordinated the project and the conclusion was: “The Job Levelling tool is clear and concise, allowing reviewers to follow a very defined and standardised process. It is also very cost effective as it does not incur expensive consultancy costs but the huge advantage is that it is an external unbiased tool which gives strength and credibility to the process.”

In the Food and Drinks Sector, Innovate Foods, based in Fife, looked at the impact of using the guides. A number of job descriptions were reviewed and five were highlighted across the company structure for the purpose of the project. The result of the levelling exercise allocated SCQF levels from 5 - 10 across the five job roles. The company previously had an awareness of the SCQF via their main trade association, Scottish Food and Drink Federation, but had no active involvement or experience of the Framework. In conclusion they said: “The SCQF How To... guide and Employer Levelling Tool referred to during the project were clear, informative and easy to understand which helped with the project.”



YEAR AT A GLANCE

SCQF WORKSHOPS AND EVENTS

Throughout 2013/14, we have once again been hard at work delivering and organising events for SCQF stakeholders across Scotland. These include:

WYCI Workshops

As in previous years, demand for the Would you Credit It? workshops was extremely high and many sessions for 2013/14 were fully subscribed with a waiting list. The workshops are run to assist 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. A total of 98 individuals from 64 organisations received support through the 9 workshops delivered throughout the year. Organisations participating included Babcock Marine, the British Institute of Innkeeping, LGBT Youth Scotland and Standard Life.

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. During the year we delivered 2 national workshops to 19 participants from 11 different organisations. Organisations represented included EAL, Robert Gordon University, Glasgow School of Art and the Institute of Leadership and Management.

RPL Workshops

In light of feedback gathered during 2012/13, we felt it necessary to offer 2 types of RPL workshop for 2013/14 - RPL: Setting up institutional processes and RPL: supporting learners.

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 two of each type of event in 2013/14 and 46 delegates from 34 organisations participated, 97% of whom agreed that the day was 'interesting and stimulating'. Attendees from organisations as diverse as St Andrews First Aid, Intec Business College, Glasgow Life and the Scottish Parent Teacher Council participated in the workshops.

My Skills, My Future

In 2013/14, these workshops were delivered to 142 people to train them in using the MSMF toolkit. The original four open workshops were delivered between June 2013 - March 2014. Examples of organisations that participated include Barnardo's East Ayrshire Families, the College Development Network, Linlithgow Young People's Project, the Mariner Support Service

and Routes For All.

A number of organisations also requested bespoke workshops for their staff.

The SCQF Partnership Forum

The Forum met twice in 2013/14, as stipulated in the Terms of Reference, in August 2013 and February 2014. 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 2013/14.

The 2013 Annual SCQF Recognition of Prior Learning Conference

The 4th annual SCQF RPL conference took place in November 2013 in Glasgow. The event this year focused on Supporting Transitions and the 80 delegates who attended the event heard from a variety of interesting and engaging speakers around this aspect of RPL including Ray McGowan, Vice Principal of Edinburgh College, Heather Gibson and Ruth Whittaker representing the HE RPL Network and Marin Gross, Chair of the European RPL Network.

The event was chaired by Karen Adams from NHS Education for Scotland and Dr Alasdair Allan MSP, Minister for Learning, Science and Scotland's Languages, gave the opening address.

Feedback from delegates regarding the conference was extremely positive and the event was well attended by representatives from a variety of sectors both across Scotland and internationally.

CRB Sharing Good Practice events

Two events were held this year for Credit Rating Bodies (CRBs) on sharing good practice. The first of these was held on 24 October 2013 and attracted 27 delegates. At the event, there were 4 round-table discussions focusing on different aspects of credit rating

All of the discussion was collated and used to inform the second CRB sharing good practice event. Delegates commented that time to discuss processes with colleagues in different organisations made this a worthwhile event.

The second event was held on 18 February 2014 with 21 people attending.

CLD CREDIT RATING PROJECT 2013/14



The SCQFP, with funding from the Scottish Government, reached the end of the second year of a three year project to support Community Learning and Development (CLD) organisations to have their learning programmes credit rated onto the SCQF.

Many of the recommendations from year one have been acted on and a number of improvements to the process were incorporated into the project for 2013/14. These included involving the Credit Rating Bodies (CRBs) in the training, regular communication between the CRBs and the SCQFP consultant and, where possible, each organisation having two staff members involved in the credit rating process. The outcomes from the project were very positive and there was significant evidence of the benefits of credit rating for CLD organisations and their learners.

Learners successfully completing the programmes will gain formal recognition for their learning, 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.

Outcomes achieved by the CLD Credit Rating Project 2013/14

- Seven new CLD learning programmes are now on the SCQF, with five others to follow within the next year.
- More CLD organisations have developed an in-depth understanding of the SCQF and the credit rating process.
- There is good evaluation evidence of the value of credit rating for the CLD sector.
- Awareness of the SCQF and the benefits and value of credit rating continues to grow across the CLD sector.
- Finally, and most importantly, learners are receiving SCQF credit for their learning achievements.



SCQF Case Study – Workers’ Educational Association

Background to the organisation

Established in Scotland in 1905, the Workers’ Educational Association (WEA) is a national, democratic, voluntary sector provider of community-based and workplace-based adult learning. The organisation makes a unique contribution to lifelong learning. Some 10,000 people are enrolled on courses organised by the WEA in Scotland in over 200 locations. We have bases in Edinburgh, Glasgow, Aberdeen, Inverness, Kilmarnock and Fife, with our national headquarters in Edinburgh.

The Learning Programme

WEA Scotland, in partnership with Meteorologist Heather Reid OBE, produced an educational pack focusing on weather, climate change and energy. The Counting on a Greener Scotland (COGS) pack which is aimed at adults and young people, provides opportunities for learners to develop their knowledge, skills and understanding of numeracy, in the particular contexts of weather, climate change and energy and their impact on everyday lives. There are many interactive and thought provoking activities that use numeracy to explore the themes outlined in the pack. The Counting on a Greener Scotland programme has been credit rated at SCQF level 4 with 3 credit points.

Why did you decide to apply to participate in the SCQF CLD Credit Rating Project?

WEA Scotland has been interested for many years in having courses credit rated that we have developed ourselves. However, the cost of the credit rating process for a voluntary organisation was prohibitive. This project gave us the opportunity to try the process out. We have a great deal of expertise in developing learning opportunities for adults and we felt that the COGS idea would be something which learners would be interested in having recognised.

How has having your learning programme SCQF credit rated benefited your learners and your organisation?

We are delighted to have a newly credit rated course to offer to learners and interested organisations. Having an SCQF level and credit points for our course demonstrates our ability to develop a course which meets the standards of a nationally recognised framework and awarding body. Learners will now have a wider range of learning opportunities.

What future plans do you have for further programmes to be credit rated onto the SCQF?

We are in the early stages of developing an introductory science-related resource pack and if we are successful in attracting funding, we would look into credit rating.

SCQF RESOURCES, WEBSITE AND SOCIAL MEDIA



This year, as ever, we produced a wide range of resources and publications for a variety of our stakeholder audiences. Here are a few of the new additions:

Video Clips

Throughout the year, we worked with Glasgow-based 29studios to produce a number of short videos to help our various target audiences understand the SCQF and to highlight a couple of our stakeholder offerings. These include a very simple introduction to the SCQF, the four criteria for Credit Rating and the third film promotes our set of How To... Employer Guides and explains how the two simple Guides and Employer Levelling Tool can support employers with effective recruitment, staff development and skills audits. The final clip explains what the SCQF level and credit points information on SQA exam certificates means – answering a question which crops up on SQA exam results day every year! All of our videos are available to view on our website or on our You Tube channel at www.youtube.com/user/SCQFPartnership.

Old versus New

In response to a request from the Federation of Small Businesses (FSB) in Scotland, we collaborated with SQA to develop and produce a resource entitled Old V New. The document contains a table showing how current and old qualifications relate to one another in terms of their SCQF level and refers to qualifications which were available in Scotland from the 1960s onwards.

Website

Towards the end of the financial year, we worked on setting up a new and improved SCQF website on the WordPress

platform. We hope that the changes to how our users navigate the site and access SCQF resources are an improvement on our previous website and have received some really positive feedback from stakeholders. The website is responsive, making it easy to view and navigate on the move from mobile devices and we have developed a blog which includes guest posts from Board members, partners and stakeholders. For Credit Rating Bodies (CRBs), we developed a private, password-protected area where this group can download materials such as examples of good practice, sample forms and case studies. Further enhancements to the site are planned as we move through 2014/15.

Social Media

Over the past year we've also been making some improvements to our communication channels here at the SCQF Partnership. We are involved in a diverse range of projects and, with our connections extending worldwide, social media makes it easy for us to keep everyone updated. It helps us share information about projects and research and allows us to highlight up and coming workshops and events. We have profiles on Twitter, Facebook, LinkedIn, Google+ and YouTube which helps those who are interested in the SCQF stay abreast of all our news. Twitter in particular also allows us to easily share messages from our stakeholders which helps our followers to build up a picture of the education landscape in Scotland and how various organisations work together for the benefit of learners across the country.



RESEARCH PROJECTS

In 2013/14, using monies from the Scottish Funding Council, we moved into year three of our research programme by shifting the focus to employers in the public, private and voluntary sectors. We wanted to complete the picture we have been building up over the last couple of years by evaluating awareness, perceptions and understanding of the Framework across a broad spectrum of employers and employment types. At the same time we wanted to revisit the work carried out in 2010/11 which looked at the impact the SCQF was making among Training Providers and analyse how embedding the Framework in that area has progressed.

This was an in depth analysis of employers across the sectors mentioned and, once again, Kerson Associates were appointed to carry out the research. This final piece of research has provided us with a comprehensive overview of the impact the Framework is making across education, training and employment sectors throughout Scotland. It has also given us a clear indication of levels of understanding and use of the Framework in a wide range of learning communities and settings, allowing us to strategically plan ahead and ensure the tools and resources that we develop continue to be fit for purpose.

SCQF DATABASE

This year marked a significant step forward in the development of the database as we now include credit rated higher education programmes from Scottish institutions. This includes degrees at undergraduate and postgraduate level and any other programmes credit rated by higher education institutions at levels 7-12. The addition of this data means that we now have almost 11,000 programmes appearing on the database across every level and that provision from all types of credit rating body (CRB) is included.

HANDBOOK REVIEW

The content and format of the SCQF Handbook was last reviewed in 2009 and since that time many developments have taken place within the SCQF and within Scotland which have made it necessary to undertake a review of all aspects of the Handbook. The remit of the review is to consider the currency of the SCQF guidelines and to review the currency of the content.

An initial consultation took place with stakeholders using focus groups from September to October 2013 and an electronic survey was issued which ran until the end of November 2013.

The review of the Handbook is continuing during 2014/15 with further focus groups planned and a revised version of the Handbook will be published in early 2015.

PERIODIC REVIEWS

During 2013 -14 we conducted 4 Periodic Reviews for the organisations that became CRBs in 2009. Periodic Reviews are part of the Quality Assurance Model for those CRBs approved by the SCQFP and are carried out every four years building on annual monitoring visits. During this year we visited:

- The Scottish Police College
- City and Guilds
- The Chartered Institute of Bankers in Scotland (Chartered Banker Institute)
- The Institute of Leadership and Management



EUROPEAN AND INTERNATIONAL ACTIVITY

It is extremely important to the SCQF Partnership as an organisation to participate in activities which strengthen our relationships with our European and international partners and which, as a result, may bring benefit to Scotland and its learners, employers, employees and institutions.

During 2013/14 the SCQF continued to attract a great deal of interest from European and international frameworks. In addition to the Transversal visit (see across), we hosted a range of study visits from Poland, Luxembourg, Northern Ireland, and Chile.

In addition, Aileen Ponton had her appointment as a Council member to the Hong Kong Council for the accreditation of academic and vocational qualifications extended for a further 2 years until September 2015, Sheila Dunn, Manager at the SCQFP, participated in the Bahrain National Qualifications Framework Referencing Group and Aileen and SCQFP Project Officer, Anthony O'Reilly presented at the final conference for the COLOR Project in Italy in April 2013.

EUROPEAN CONFERENCE MAKING LEARNING VISIBLE

With funding from the European Commission, the SCQF Partnership, along with its counterpart organisations across the UK, jointly hosted the European Qualifications Framework (EQF) UK Conference in Birmingham in February 2014. The conference focused on Making Learning Visible with the theme of highlighting European tools for recognising learning and their added value. The event provided an opportunity to showcase UK and European EQF initiatives and demonstrate how the EQF is a driver for change in education systems and frameworks.

Around 200 delegates from all over Europe attended the event. Speakers featured included many leading lights in European education and business, from organisations such as Microsoft, Oracle, Cedefop and the International Skills Standards Organisation.

SCQFP TRANSVERSAL STUDY VISIT

In October 2013, we hosted a Transversal study visit entitled Qualifications Can Cross Boundaries – the SCQF and links to other European initiatives.

A cross section of 10 experts from education and/or vocational training institutions, centres or providers, representatives from validation or accreditation centres, teachers, pedagogical advisers and other experts took part in the four day visit to help them gain an insight into how the SCQF Partnership and its partners are engaging with and implementing some of the European initiatives that support the EQF such as ECVET and EQAVET.

The SCQFP and all of the organisations that contributed to the visit will be following up on a number of individual developments as a direct result of the study visit and it is hoped that more long term partnership activity will emerge as a result.



COLLEGE CREDIT RATING PROJECT 2013/14



Following the success of the SCQF Wider Achievement Programme in 2011/12 and the Non-Recognised Qualification (NRQ) Project in 2012/13, a third year of the Scottish Funding Council (SFC) funded projects supporting regional colleges took place from April 2013 - March 2014.

The 2013/14 College Credit Rating (CCR) project had three aims:

- ❑ To help overcome any perceived barriers to credit rating within colleges and to embed credit rating within formal quality assurance structures;
- ❑ To increase, in a coherent way, the number of non-recognised qualifications on the Framework; and
- ❑ The building of sustainability in credit rating within regional structures in Scotland.

Colleges and examples of the programmes involved in the 2013/14 project:

- ❑ Borders College – Tenancy Award [SCQF level 3; 33-39 credit points].
- ❑ Dundee and Angus College – Personal Development Planning [SCQF level 2; 7 credit points].
- ❑ Dumfries and Galloway College – ePortfolio Award [SCQF level 4; 9 credit points].
- ❑ West College Scotland (Paisley Campus) – Care Matters [SCQF level 4; 19 credit points].
- ❑ West Highland College, UHI – ROV Sub Sea Support Skills [SCQF level 6; 28 credit points].
- ❑ Scotland's Rural College (SRUC) – Introduction to Agriculture [SCQF level 3; 6 credit points].

The evidence from colleges involved in the project indicated that there was a definite commitment to embed credit rating within the various college processes.



CASE STUDY



SCQF Case Study – West College Scotland

Background to the college

Bringing together Clydebank College, James Watt College (Inverclyde) and Reid Kerr College the new West College Scotland opened its doors on 1st August 2013. West College Scotland has an ambitious vision building on the educational, commercial and international successes of all 3 colleges to ensure that their collective strengths and specialisms are maximised. The merger will see greater choice, better facilities and enhanced services across the west region with an emphasis on local provision and campus facilities. The new college will play a key role in developing the economic success of its local communities and across the wider west region, fully supporting dynamic growth in the local, regional and national economies.

The Learning Programme

The Care Matters programme was designed and developed to meet a gap in the market for a comprehensive introductory course to be delivered to distance learners prior to undertaking higher level study. The course is also an attractive option for those individuals who are in employment and would like to undertake subject specific continuous professional development. The programme consists of 5 Core Units and 4 Optional Units and has been credit rated at SCQF Level 4 with a total of 19 Credit Points. In academic session 2011/12 168 candidates enrolled in the individual units of the award with an average successful completion rate of 71%. In session 2012/13 43 candidates registered for the full award and over 100 candidates registered for individual units. Enrolments came from a range of groups, including 5th and 6th year school pupils, individuals undertaking the units as added value to their fulltime courses, and individuals employed in the care sector undertaking the programme as part of continuous professional development.

Why did you decide to apply to participate in the SCQF College Credit Rating Project?

Traditionally distance learning programmes have focused on advanced levels of study from SCQF levels 6 upwards. To address this issue we felt that there was a need to develop and deliver qualifications that are both meaningful and desirable to employers and at the same time interesting and engaging for individuals, enabling the development of basic and soft skills in an appropriate vocational area. The funded project allowed us to release subject experts from class contact in order to contribute to credit rating activity.

How has having your learning programme SCQF credit rated benefited your learners and your organisation?

As a result of credit rating our qualification we have achieved recognition on the SCQF which adds value to the programme by helping employers to understand the amount of learning, knowledge, skills or competence needed to achieve the qualification. It also enables employers to match the programme against existing qualifications. From an internal perspective, programme managers within the Region will be able to map the units and utilise them within their current frameworks. Individuals will be able to use the SCQF to help them to understand which course is best for them allowing them to plan their learning and progression routes.

What future plans do you have for further programmes to be credit rated onto the SCQF?

The College plans to continue with SCQF credit rating for all College certified programmes with a particular focus on those delivered by distance learning. It is also the intention of the quality team to embed the skills necessary to participate in credit rating across the three campuses in the West Region in order that each curricular area will have the necessary expertise to take future initiatives forward.

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 2014

	Unrestricted £	Restricted £	2014 Total £	2013 Total £
Incoming Resources				
Incoming resources from voluntary funds				
Voluntary income	549,950	242,037	791,987	934,590
Investment income	6	-	6	10
Incoming resources from charitable activities	47,305	-	47,305	23,837
Total Incoming Resources	597,261	242,037	839,298	958,437
Resources expended				
Charitable activities	615,263	242,037	857,300	911,852
Governance costs	17,464	-	17,464	16,203
Total Resources Expended	632,727	242,037	874,764	928,055
Net income/expenditure	68,120	-	68,120	30,382
Transfers	-	-	-	-
Net movement in funds	68,120	-	68,120	30,382
Reconciliation of Funds				
Balance at 1 April 2014	299,699	-	299,699	269,317
Total funds carried forward	264,233	-	264,233	299,699

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 24 September 2014.

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 2014.

Wylie & Bisset LLP
Chartered Accountants
Registered Auditor

Signed on behalf of the Trustees



SCQF PARTNERSHIP BOARD OF MANAGEMENT



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 (CRBs). Leads on work relating to the SCQF and its activities to other frameworks in the UK, Europe and beyond.

Lorna Meiklejohn
Administrative Officer

Provides all internal financial management and audit functions. Also provides senior admin support to the Board of Management, Audit & Risk Committee and 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, maintenance of the SCQF website, publications and print management, external events and the development of a wide range of marketing activities.

Katie McKenna
Communications and Marketing Support Officer

Supports the Comms and Marketing Officer in all areas including the implementation of a communications strategy and external events, and takes the lead on social media and website developments.

Ryan Reed/ Pauline Sutton
Project Officer

Responsible for supporting various projects linked to employer engagement and RPL and encouraging third party organisations to have their learning provision credit rated onto the Framework.

Anthony O'Reilly
Project Officer

Working with both Managers, supports specific projects based within Scotland. Also provides co-ordination of the work of the SCQF Forum and supports project activity in Europe and internationally.

Paula Cleary
Development Officer

Supports the SCQF's quality and capacity building function by supporting the work of the Quality Committee, and developing and maintaining quality processes, related guidance materials and the SCQF database.

Emilia Todorova
Development Officer

Supports the SCQF's quality and capacity building function by delivering a range of support and training to CRBs and other organisations, and developing guidance materials.

Lisa Thomson
Administrator

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

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Scqf | SCOTLAND'S LIFELONG LEARNING FRAMEWORK



scottish credit and
qualifications framework