

**SCQF Database Information Form**

This form should be completed by any organisation which has had its learning programme(s) successfully credit rated by a Credit Rating Body. The information below will help to populate the information on the SCQF Database and to ensure the accuracy of this information.

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| **Key contact at Organisation** | **Key contact at Credit Rating Body** |
| If the programme information requested below is able to be linked to via a specific webpage that is regularly updated you can provide the relevant link. This link will be displayed on the SCQF database. | |
| **Enter the web link here:** | |
| **Alternatively please complete the text below:** | |
| ***Programme Title:***  *This should be the official credit rated title of the programme. If your programme has an unofficial name by which it is known in your sector – you should also include it here as well* | |
| **Enter the Programme Title here:** | |
| **Enter any other unofficial name(s) here:** | |
| **Programme Aims:**  *Example 1:*  *The main aim of this programme is to allow candidates to build confidence, self-esteem, and develop self-awareness through self-evaluation of their own qualities, feelings, achievements, and areas of development, while undertaking a personal project, with support.*  *Example 2*  *The aim of this programme is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work.* | |
| ***Please state the broad purpose or the overall intention (AIMS) of the programme here (maximum 4000 characters):*** | |
| **Target Audience:**  **Where possible please include suggested entry/exit points**.  *Example 1*  *Candidates should possess prior knowledge and experience of word processing software and be familiar with the main functions of contemporary document production software.*  *Example 2*  *Minimum entry requirements:*   * *Must hold a current elementary first aid certificate.* * *Must be at least 16 years old.*   *Example 3*  *Progression is on to a relevant HND course at SCQF Level 8 or onto a university course or employment*  *Example 4*  *This programme offers routes into the architecture profession and graduates typically continue their studies to qualify as architects working in private practice, local and national government or large commercial organisations both in the UK and overseas.*  *Graduates can have careers in conservation, land management, heritage or historical consultancy.*  *Example 5*  *Candidates may have achieved the programme XXX Unit at SCQF level 3. Alternatively, candidates may be able to show similar experience of working co-operatively with others, for example organising with others a short meeting for fellow students, work colleagues, neighbours, or club members; or working with colleagues on a work placement to ensure that customers get the best service from your team.* | |
| ***Enter your text about the target audience/entry and exit points here (maximum 4000 characters):*** | |
| **Skills Gained:**  **By the end of this programme the learner will be able to:**  *For example:*   * *Produce and assemble woodworking joints to form a frame* * *Follow current environmental and relevant health and safety regulations relating to using woodworking joints.* * *Use a computer system to perform complex tasks related to presentations.* * *Construct a presentation for a specific purpose and audience.* * *Deliver a presentation to a specific audience* | |
| ***Enter your text about the skills gained here (maximum 4000 characters):*** | |
| ***Tags/Keywords (these can be added to make it easier for people to find this programme. If your programme is known in your sector by an abbreviation you could add this in here)*** | |
| ***If your programme is SCQF Level 7 or below please use the following excel worksheet to identify if your programme meets the sustainability criteria set out by Scottish Government and Education Scotland.***    ***Please save the data you enter into the worksheet.*** | |