

# Potentials and Limits of a Framework of Qualifications

Presentation from the Scottish  
Credit and Qualifications  
Framework



# Background and context

- Incremental reform
- HE lead
- SQA – merger of SEB and SCOTVEC
- Garrick
- HE for 21<sup>st</sup> Century/Opportunity Scotland
- Shared national vision



# Framework of Frameworks

- Schools qualifications – SQA's 'national qualifications'
- Higher National Diplomas/Certificates
- Qualifications of Universities
- Scottish Vocational Qualifications

# Scottish Credit and Qualifications Framework

12		<b>Doctorate</b>		12
11		<b>Masters</b>	<b>SVQ 5</b>	11
10		<b>Honours Degree</b>		10
9		<b>Ordinary Degree</b>		9
8		<b>HND / HE Diploma</b>	<b>SVQ 4</b>	8
7	<b>Advanced Higher</b>	<b>HNC / HE Certificate</b>		7
6	<b>Higher</b>		<b>SVQ 3</b>	6
5	<b>Intermediate 2</b>		<b>SVQ 2</b>	5
4	<b>Intermediate 1</b>		<b>SVQ 1</b>	4
3	<b>Access 3</b>			3
2	<b>Access 2</b>			2
1	<b>Access 1</b>			1

# SCQF aims

- ◆ To enable 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; and
- ◆ To help people of all ages and circumstances access appropriate education and training over their lifetime to fulfil their personal, social and economic

The logo for the Scottish Credit and Qualifications Framework (SCQF) is located in the bottom right corner. It consists of the letters 'SCQF' in a bold, white, sans-serif font, set against a dark blue triangular background that points towards the top right.

The Scottish Credit and  
Qualifications Framework

# Objectives

- Support development of progression routes between qualifications
- Clarify relationships between qualifications
- Help maximise credit transfer opportunities
- Clarify entry/exit points & progression routes
- Assist learners to plan progress & learning

# Approach

- Partnership approach
- Willing partners
- Shared vision
- Common language
- Enabling not regulatory

# What it is NOT

- Central authority
- Owned by Government/any single sector or stakeholder
- Straitjacket
- Means to 'equalise' or force convergence

# SCQF Partnership

- Development Partners – Scottish Executive, QAA, SQA , Universities Scotland
- Resources – mostly DPs own staff and money used to develop & implement in own sectors
- Scottish Executive – central staff since 2001 and £1.5M over 3 years 2003 - 2006
- JAC – broad range of ‘stakeholders’
- Implementation Partners – representatives of all major sectors and providers

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# Credit and level

- 12 level framework
- Levels based on outcomes
- Credit a measure of volume of outcome
- 1 SCOTCAT point per 10 notional learning hours - includes all learning and assessment

# Level Descriptors

- Knowledge and understanding
- Practice: applied knowledge and understanding
- Generic cognitive skills eg evaluation, critical analysis
- Communication, ICT and Numeracy
- Autonomy, accountability and working with others



# SCQF and EHEA Framework

- Operating level – Scottish HE Framework  
(curriculum planning, LOs, credit accumulation/transfer)
- Transnational level – EHEA Framework  
(joint degrees, cycle descriptors, credit transfer, ECTS)



# Limitations

- No *automatic* transfer of credit – internal/national/trans-national
- Does not indicate equivalence
- Complex concept – not ‘user-friendly’
- Different stakeholders have different perceptions/aspirations for framework



# Potentials

- Enabling, for students and academics
- Empowering
- Tool for curriculum planning
- Supports efficiency
- Accumulation and transfer
- Common language