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Welcome from Anton Colella



This induction guide has been developed for new lecturers. It provides a flavour of the Scottish Qualifications Authority (SQA) and what we do. It answers the questions most frequently raised by you and gives some broad pointers to further reading. I hope it will complement the induction information provided by your employer.

You will probably have heard a lot about SQA – we are genuinely committed to working with you and supporting you throughout your teaching career. We share common goals and objectives, such as a fully trained and skilled workforce with the knowledge and application to make Scotland a significant force in the world economy. We all want to see our candidates benefit from a rich, diverse and challenging curriculum and realise their full potential.

We are totally committed to partnerships. Working closely with, and in support of, the teaching profession will meet our long term aims and aspirations for our educational system and workforce.

We look forward to working with you. Good luck with your career.

Anton Colella
Chief Executive

Getting started

Effective two-way communication between SQA and colleges is a vital part of what we all do. It is important that you take control of the materials and information you'll need. This section outlines some of the things you need to know and how SQA can support you.

Your SQA Co-ordinator

Your college has an SQA Co-ordinator. This person is the main conduit for the information that flows between the college and SQA. All general correspondence, circulars, assessment materials, operational guides and promotional materials are either sent direct or copied to the SQA Co-ordinator. Make sure, then, that you know the details of your college's SQA Co-ordinator.

SQA Co-ordinator	
Designation	
Tel No	
E-mail address	

Your SQA Co-ordinator will have a good general knowledge of SQA's operating processes and procedures, and will be able to point you in the right direction for information.

SQA qualifications: the basics

Make sure you are familiar with the following:

The Unit descriptors, National Courses Arrangements documents, or framework for the Group Awards you will teach and deliver. Most can be downloaded from the SQA website at www.sqa.org.uk.

- ◆ Support materials and assessment instruments provided by SQA (and your college) to support delivery and assessment of the qualifications you will deliver. Your SQA Co-ordinator and your Head of Department should be able to provide details.
- ◆ Your college's internal moderation arrangements and the support available to you to ensure that national standards are consistently applied to the assessment of your candidate's work. Your Head of Department should be able to provide details.
- ◆ The internal dates set by the college to ensure SQA receives registration, entry and results data to accurately quality assure and certificate your candidates. Your Head of Department or SQA Co-ordinator should be able to provide details.

Recommended reading/further information

- ◆ *Guide to Assessment and Quality Assurance for Colleges of Further Education* (AA0841/2)
- ◆ *SQA Information* (FD037) – our catalogue listing all our publications and support materials

All these publications are available from our website at www.sqa.org.uk.

Support from SQA

www.sqa.org.uk

Our website contains extensive teaching and support resources and has areas dedicated to lecturers and subject areas. Please visit regularly to check on updates to your subject area. You can bookmark areas you visit frequently.

Almost all our publications that are in the public domain can be downloaded free of charge.

Customer Contact Centre – 0141-242 2214

If you need to speak to a human voice about any aspect of SQA, call our Contact Centre. Staffed by highly-trained Advisors, our Contact Centre can provide fast, accurate and reliable information. Enquiries of a highly technical subject-specific nature will be referred to specialist staff.

Your SQA Co-ordinator or the SQA website should always be your first port of call for publications information. If you do wish to order a publication, though, call our Contact Centre. A fee is charged for many publications, and you will be asked for a college purchase order number or credit card details. Delivery times vary, depending on stock availability, and will be confirmed to you when the order is placed. National Assessment Bank packs are available online and your SQA Co-ordinator can provide further details.

The Contact Centre is open Monday to Friday between 8.30 am and 5.00 pm. E-mail enquiries can be made to customer@sqa.org.uk.

Customer Account Managers

All centres have a dedicated Customer Account Manager, but you should channel any enquiries through your SQA Co-ordinator.

About the Scottish Qualifications Authority

Everyone in Scottish education knows the Scottish Qualifications Authority by the abbreviation SQA.

SQA is the national body in Scotland for the development, accreditation, assessment and certification of qualifications other than degrees and some professional qualifications. It is responsible to the Scottish Executive for the credibility, reliability and worth of its qualifications.

Functions

Our main functions are to:

- ◆ devise and develop qualifications
- ◆ accredit and validate qualifications
- ◆ approve centres to enter candidates for qualifications
- ◆ carry out assessment of candidates
- ◆ quality assure centres offering qualifications
- ◆ certificate candidate achievements

Management

SQA is run by a Board of non-executive members and an executive management team. Board members are appointed by the Scottish Executive and are representative of the wide educational establishment in Scotland. An Advisory Council, established under the Scottish Qualifications Authority Act 2002, provides for input from key stakeholders groups to provide advice and guidance to the Board on policy and operational issues.



Details of Board and Advisory Council members can be found on our website at www.sqa.org.uk.

The Chairman of the Board is Sir John Ward CBE.

About the Scottish Qualifications Authority



Organisation

SQA has approximately 600 professional, administrative and ancillary staff operating from main sites in Glasgow city centre and Dalkeith. The Chief Executive is Anton Colella.

Our annual operating budget is in excess of £45m.

As well as our office and field staff, we also employ a small army of teaching professionals – over 21,000 – to help us administer and deliver our assessment, quality assurance and development functions. We hope at some point in your career you will work with us to deliver these functions and to contribute to the operations of Scotland's qualifications system.

Recommended reading/further information

- ◆ *Our Strategy for Action 2002–2007* (FE1728)
- ◆ *Customer Service Statement* (FD1465)
- ◆ *Complaints and Feedback Procedures* (FD1464)

About SQA's qualifications

SQA's main qualifications are split into three 'families':

- ◆ National Qualifications
- ◆ Higher National qualifications
- ◆ Scottish Vocational Qualifications

We can also design customised awards to meet an organisation's requirements.

All our qualifications are developed in partnership with schools, colleges, training providers, employers and the Scottish Executive. SQA qualifications are recognised across the UK and internationally.

Recommended reading/further information

- ◆ *Scottish Qualifications* (AD060/3)
- ◆ *Qualifications for Life* (AD206/4)
- ◆ *A Framework for Lifelong Learning* (AD405/3)

Features and advantages of SQA qualifications

Unit-based system

In all three qualifications families, Units are used as building blocks of all our Group Awards (and National Courses), and are recognised and certificated as learning achievements in their own right.

The Unit-based system offers:

- ◆ flexibility of mode, place and time of delivery
- ◆ the facility to tailor courses to meet local or individual needs or circumstances
- ◆ rapid response to changing technological/industrial needs
- ◆ student-centred learning

Competence-based learning

Units are competence-based, and are designed to show what a candidate can do. Each Unit contains Outcomes (sometimes called 'Elements') which list the practical skills and the knowledge the candidate is assessed against. To achieve the Unit candidates must demonstrate the required level of ability in each of the Outcomes.

Assessment

Assessment is carried out against Unit descriptors (or against National Occupational Standards for SVQs) which give clear statements for both the lecturer and candidate of what has to be achieved. Success has to be demonstrated against all of the Unit Outcomes. We encourage 'holistic' assessment of Outcomes – assessment can be planned, and assessment instruments can be designed, to cover a number of Outcomes as a whole activity.

Units are all internally assessed (ie assessment by you and/or your colleagues). SQA provides the standards against which candidates must be assessed, and makes sure that this assessment is carried out in a way that is valid, consistent and reliable (see 'Assessment and quality assurance' on page 16).

Assessment of National Courses involves internal assessment of Units, coupled with an externally-set (by SQA) assessment which tests candidates' ability to retain and integrate the knowledge and understanding they've acquired while studying the component Units. This external assessment provides a means of grading candidates' final performance.

The Scottish Credit and Qualifications Framework (SCQF)

The Scottish Credit and Qualifications Framework (SCQF) is a new way of understanding qualifications in Scotland. Its main purpose is to make the relationships between qualifications clearer. This, in turn, will make progression and transfer between qualifications easier.

The Framework describes all Scottish qualifications in terms of their level and credit value.

- ◆ The level says how hard the qualification is to achieve. There are 12 levels, from level 1 for Access 1 to level 12 for doctorates.
- ◆ The credit value – the number of points a qualification has – says how big the qualification is, in other words how much it is worth. One point represents a notional 10 hours of effort by the learner.

The SCQF is managed and developed by a partnership of national bodies, which includes SQA.

The Scottish Credit and Qualifications Framework (SCQF) continued

In diagram form the SCQF looks like this:

Levels in the Scottish Credit and Qualifications Framework				
SCQF level	SOA National Units, Courses and Group Awards	Higher Education	SVQs	SCQF level
12		Doctorate		12
11		Masters	SVQ 5	11
10		Honours degree Graduate Diploma		10
9		Ordinary degree Graduate Certificate		9
8		Higher National Diploma Diploma in Higher Education	SVQ 4	8
7	Advanced Higher Certificate in Higher Education	Higher National Certificate		7
6	Higher		SVQ 3	6
5	Intermediate 2 S Credit Standard Grade		VQ 2	5
4	Intermediate 1 General Standard Grade		SVQ 1	4
3	Access 3 Foundation Standard Grade			3
2	Access 2			2
1	Access 1			1

Recommended reading/further information

- ◆ An Introduction to the SCQF (AE1243)
- ◆ SCQF National Plan for Implementation of the Framework (AE1705)
- ◆ the SCQF website: www.scqf.org.uk

National Qualifications

The National Qualifications family consists of:

Standard Grade

Standard Grade is the normal pre-16 examination in Scottish secondary schools. It is available at three levels:

- ◆ Foundation
- ◆ General
- ◆ Credit

and is normally taken at the end of the fourth year of secondary education (S4). A few colleges also offer Standard Grade courses. It is awarded on the basis of performance in an externally-assessed exam and, in almost all subject areas, an internally-assessed Element involving coursework and projects.

SQA offers 38 Standard Grade courses, with 500,000 individual entries from 60,000 candidates being received annually.

National Units

Approximately 5,000 National Units are available at five levels:

- ◆ Access
- ◆ Intermediate 1
- ◆ Intermediate 2
- ◆ Higher
- ◆ Advanced Higher

All National Units (you might sometimes hear them referred to as 'Modules' or 'Short Courses' because that's what some of them used to be called) can be taken as free-standing qualifications. They are normally 40-hour learning blocks which candidates can complete either as part of Courses or Group Awards, or as stand-alone learning experiences. What a candidate has to do to get a National Unit is specified in:

- ◆ Outcomes
- ◆ Performance Criteria
- ◆ Evidence Requirements

Some National Unit specifications also include notes on the range of skills and/or knowledge to be assessed. In addition, each specification includes support notes giving guidance on learning and teaching and approaches to assessment.

National Units are internally assessed, are subject to external moderation and are awarded on the basis of evidence of the successful attainment of all the Outcomes

National Qualifications continued

The Performance Criteria define the standard of performance required to achieve the Outcomes.

National Clusters

National Clusters are available at Access 2 and Access 3 levels only and are groupings of National Units which form a coherent and relevant learning experience.

National Clusters are internally assessed and subject to SQA moderation procedures.

National Courses

National Courses are available at Intermediate 1, Intermediate 2, Higher and Advanced Higher levels, in over 70 subject areas. They are post-16 qualifications, and are normally taken by candidates in S5 or above.

Each Course is a grouping of (usually three) National Units and normally consists of 160 hours for teaching, learning and assessment. Candidates also complete an external assessment set and marked by SQA. A pass in all the Units and the external assessment is required to achieve a National Course. Courses are graded A, B or C on the basis of the candidate's performance in the external assessment. The examination diet for National Courses is held during May/June each year.

Project-based National Courses are also available, mainly in vocational subject areas. These Courses have the same design features as exam-based Courses, but provide candidates with additional flexibility as the external assessment is carried out using projects which are not tied to a conventional exam diet.

Scottish Group Awards (SGAs)

SGAs are coherent programmes of National Courses and National Units which fit together to make a balanced programme of study and provide progression to employment or further/higher education.

SGAs are available at all levels from Access 2 to Advanced Higher and can normally be completed in one year of full-time study or built up gradually over a longer period of time.

There are two types of SGA – named and general. Named SGAs, which have specific requirements in terms of subject content, are only available at Intermediate 2 and Higher levels. General SGAs allow flexibility to create programmes not covered by named SGAs. Both types have to meet specifications relating to the number of National Course and National Units required for the qualification.

All SGAs require candidates to achieve a pre-determined Core Skills profile as part of the Group Award requirements.

National Qualifications continued

Articulation and progression

Most National Courses and Units are designed in subject hierarchies to allow candidates to progress within the family to the level of their ability or to exit the system to Higher National qualifications and SVQs and beyond.

Recommended reading/further information

- ◆ *Conditions and Arrangements for National Qualifications* (BA0828/4)
- ◆ *Explaining National Qualifications* (BD0380/2)
- ◆ *SGAs: A Guide for Centres* (A1029)
- ◆ *Catalogue of National Qualifications* (BA0788), also available on CD-ROM (BA1315)
- ◆ *NQ Digest* (FD1386)
- ◆ *National Units: A note on the format* (G0965)

Higher National qualifications (HNs)

SQA's Higher National Certificate (HNC), Higher National Diploma (HND) and Professional Development Awards (PDA) are recognised brand leaders, and an industry standard that employers have come to rely on. HNC/HNDs were first introduced in 1925 and have developed over the years into the recognised qualifications they are today for technician/middle management levels.

HNC and HND qualifications cover a wide range of subject areas. While HNCs are qualifications in their own right, in many instances they can form the first year of an HND programme. A large number of HNDs articulate with university degrees, and allow candidates to progress to the second and third year of degree programmes.

Higher National qualifications are unit-based. Higher National units are developed by SQA in a wide range of subject areas. Frameworks can also be devised by local consortia or individual colleges. All Higher National Units have to undergo SQA's validation process to make sure they meet national standards.

The specification for each Higher National Unit explains:

- ◆ what the candidate has to achieve
- ◆ the standards to which the candidate has to perform
- ◆ the evidence required for assessment

It also gives guidance on teaching and learning approaches. The key part of each specification is the statement of standards, which explains exactly what the candidate should achieve. These standards must be fully achieved for a candidate to complete a Unit successfully.

Our Higher National qualifications are mostly offered in Scotland's further education colleges and some universities. To achieve a full Higher National Group Award, candidates must complete the following:

For HNC	For HND
12 credits one Graded Unit	30 credits three Graded Units

Note: the design principles for Higher National qualifications were published in April 2003. These principles introduce among other things Graded Units as part of the frameworks. They form part of the basis for grading and testing a candidate's ability to integrate and retain the knowledge and skills learned within the Course.

Recommended reading/further information

- ◆ *Catalogue of Higher National Units (CA0380)* – also available on CD-ROM
- ◆ *External Assessment Moderation in National Qualifications and Higher National Qualifications (AA0892/2)*
- ◆ *Guide to Assessment and Quality Assurance for Colleges of Further Education (AA0841/3)*
- ◆ *Validation and Approval of Higher National Awards: Guidance for Centres (C011)*
- ◆ *Guidance on Core Skills* – available at www.sqa.org.uk
- ◆ *Guidance on group award Graded Units* – available at www.sqa.org.uk
- ◆ *Validation panel members' guide; using the design principles for Higher National Certificates and Diplomas (CA 1466/2)*

Scottish Vocational Qualifications (SVQs)

Scottish Vocational Qualifications are based on standards of competence that describe a candidate's ability to work in real conditions – having an SVQ is a kind of guarantee that you are competent to the standards that the SVQ is based on. The national standards of competence are developed by Sector Skills Councils on behalf of industry.

SVQs are not training courses (though they can be used as the basis for a training framework). SVQs are designed to improve people's skills by recognising the job-related skills and knowledge people need in work. SVQs:

- ◆ equip people to do a job and provide them with transferable skills which are relevant to many occupations
- ◆ respond to the current and future needs of business and industry
- ◆ are available to people of all ages, and at any stage of their career
- ◆ are Unit-based and can be built up gradually over time
- ◆ can be taken in the workplace, with a training organisation, or in a college
- ◆ encourage people to progress to further qualifications
- ◆ can be done during the course of people's normal day-to-day work

There are five SVQ levels:

- level 1 basic, routine and repetitive work skills
- level 2 broad range of skills including non-routine activities and individual responsibility
- level 3 supervisory skills
- level 4 management skills
- level 5 senior management skills

SQA currently offers approximately 650 SVQs. An information sheet for each SVQ is available from our website (www.sqa.org.uk).

Scottish Vocational Qualifications (SVQs) continued

In other parts of the UK, vocational qualifications are developed, accredited and awarded by different bodies. In Scotland, SQA has a unique role – it carries out all three functions. Acting as an awarding body for an SVQ involves ensuring that quality of the qualification is upheld, so that it is credible and has value, as well as issuing certificates. SQA often does this in partnership with industry bodies which have a similar role.

Recommended reading/further information

- ◆ *SVQ Handbook – A guide to Scottish Vocational Qualifications (DD122/3)*
- ◆ *SVQ Update (DD078)*
- ◆ *Guide to Assessing SVQs (D0533)*
- ◆ *Website – www.sqa.org.uk*
- ◆ *Guide to Assessment and Quality Assurance for Colleges of Further Education (AA0841/3)*

Core Skills

Core Skills help individuals achieve success in many situations in life and work and are the basis for learning throughout life.

The five Core Skills are:

Communication includes talking and listening, reading and writing. For example, using the telephone, taking part in discussions, writing letters and reports, understanding information from a leaflet.

Numeracy involves using tables, diagrams, graphs and symbols and working with money and measurements.

Problem Solving involves thinking through a situation, deciding what to do and how to do it, getting resources together and doing it. Future work can be improved by thinking about how successful the plan was and how well it was carried out.

Using Information Technology involves finding, processing, presenting and communicating information. For example, using the internet and e-mail, preparing documents and presentations.

Working with Others involves agreeing how members of a group will tackle a task and doing it. Group members consider how effective their own contribution was.

Core Skills

Core Skills can be achieved by candidates in two ways:

- ◆ 'embedding' – this is where a Unit or Course being studied has been audited against the National Core Skills Framework, and completing it also confirms the Core Skill
- ◆ dedicated Core Skills Units – there are Units which are specifically intended for achievement of the individual Core Skills in both the National Qualifications and the SVQ family

Core Skills can normally be achieved through National Qualifications, Higher National qualifications, and Scottish Vocational Qualifications.

Every candidate's certificate contains a 'Core Skills profile' detailing the highest level of achievement of each Core Skill.

Recommended reading/further information

- ◆ *Catalogue of Core Skills in National Qualifications* (BA0906)
- ◆ *Core Skills Framework* – available at www.sqa.org.uk
- ◆ *Core Skills Bulletin* (BD1556)
- ◆ *Workplace Core Skills* (A1232)

Assessment and quality assurance

The general principle we apply to quality assurance of all our qualifications is that assessment must be:

- ◆ valid
- ◆ reliable
- ◆ practicable

We also aim to make it flexible and cost-effective.

To maintain rigorous and credible national standards, all assessments must be valid (which means that they really assess the skills and/or knowledge they set out to assess) and assessment decisions must be reliable (which means that the criteria for success or failure have been properly applied). Colleges need to ensure that the application of assessment tasks is practicable (ie that they make the best use of human and physical resources and time). The process that we use to make sure that the delivery of our qualifications is valid, reliable and practicable is called 'moderation', except in SVQs, where it's called 'verification' for compatibility with the rest of the UK. (It's the same process, though.)

Another part of our job is to ensure that the national assessment system is based on design rules which ensure a coherent and consistent approach. There are various aspects to this, but the ones you may be likely to hear about include validation of National Qualifications and Higher National qualifications, and accreditation of SVQs.

Internal assessment and moderation

Internal assessment is where a centre decides whether candidates have achieved the standards for the qualification which they are attempting. It is done by using assessment instruments that are either devised in centres or developed by SQA.

All SQA qualifications which are wholly or partly internally assessed are subject to internal moderation. This is an element of our quality assurance framework that is designed to ensure that centres are making consistent and accurate assessment decisions in accordance with the assessment criteria defined in our qualifications.

Your college will have devised its own internal moderation processes, but these typically involve one assessor checking a sample of another's assessments, regular meetings to agree on standards, and having in place a set of procedures to make sure that assessment decisions are made consistently.

Assessment and quality assurance continued

External moderation

External moderation is carried out by SQA-appointed staff, and is the means by which we check that qualifications are being delivered to the national standards. It focuses on the validity of the college's assessment instruments, how they are applied, and the reliability of the college's assessment decisions.

All SQA moderators are experienced practitioners in education and training, and in the subject that they are moderating. We train them in moderation and monitor their work to make sure they consistently apply national standards of assessment, as it is important that both colleges and moderators make assessment decisions accurately and consistently.

Moderators always begin from the premise that colleges have made assessment decisions correctly and that the purpose of the moderation exercise is to confirm the college's decisions. They assume that all candidates entered for the same qualification are assessed to a common standard – ie that your college's internal moderation is operating effectively.

Special assessment and certification arrangements

SQA is committed to equal opportunities for all candidates, and assessment arrangements should ensure that candidates have fair opportunities to show that they can achieve the standard required for our Units and qualifications.

Special assessment arrangements are alternatives to the assessment arrangements and instruments detailed in the published specifications. Candidates with a physical disability, sensory impairment, a specific learning difficulty or a temporary disability at the time of assessment may be eligible for special assessment arrangements.

All requests for special assessment arrangements must be agreed with your Principal before being made to SQA, with whom all decisions rest.

Recommended reading/further information

- ◆ Guide to Assessment and Quality Assurance for Colleges of Further Education (AA0841/3)
- ◆ Guidance on Special Assessment Arrangements (A0645/3)
- ◆ Systems Verification Explained (FD1540)
- ◆ Guide to Internal Moderation for SQA Centres (AA1453)
- ◆ Quality Assurance Principles, Elements and Criteria (A0798)

The Scottish Qualifications Certificate

All candidates receive the Scottish Qualifications Certificate (SQC) on successful completion of their qualifications.

The SQC:

- ◆ is cumulative and life long
- ◆ provides a comprehensive list of all achievements including
 - Group Awards
 - National Course/Cluster achievements
 - Stand alone Unit achievements
- ◆ provides a Core Skills profile
- ◆ provides a commemorative certificate to candidates achieving Group Awards (SGA, SVQ, HNC, HND)
- ◆ contains security features designed to make it impossible to copy or fake

We issue SQCs to candidates on a weekly basis for Group Award achievements and monthly for Unit only achievements. National Courses are certificated during the first half of August.

Recommended reading/further information

- ◆ *Your Exams* (BA1529)
- ◆ *About your Scottish Qualification Certificate* (A0833)
- ◆ *The Scottish Qualifications Certificate Presentation Pack* (FD1848)

Glossary

Scottish education and training is full of acronyms and special terminology. These are some of the ones you'll come across in everyday use by SQA, but it is by no means a definitive or exhaustive list!

A	
ACE	Adult and Continuing Education
ADES	Association of Directors of Education in Scotland
AEAS	Association of Educational Advisers in Scotland
APL	Accreditation of Prior Learning (the process which enables candidates to receive certification for past achievements. These may have been acquired through work experience, leisure pursuits or training. APL focuses on the competences which can be demonstrated at the present time.)
Appeals	The process where a centre can appeal against either a candidate's external assessment result or a quality assurance decision against the centre
Approved centre	The term used by SQA to describe the place where candidates undertake qualifications
APS	Awards Processing System (SQA's computer system for processing candidate registrations, entries and results)
ASC	Association of Scottish Colleges
ASCETT	Advisory Scottish Council for Education and Training Targets
Assessment	The process of collecting and interpreting evidence of candidate performance
Assessment on demand	The use of the assessment process to confirm competence without requiring candidates to undertake any further training
Assessor	The person who applies the assessment process to candidates for their achievement of a qualification
Assessor and Verifier Units	Nationally-devised Units which centre staff can complete to prove their competence in the assessment process
C	
CAM	Customer Account Manager (SQA member of staff who looks after the interests of specific centres)
Candidate	The term given to a person undertaking an SQA qualification
CBAL	Community Based Adult Learning
CGLI	City and Guilds of London Institute
CLS	Community Learning Scotland
Cognitive competence	The ability to apply knowledge and intellectual skills
Core Skills	Transferable skills and knowledge which underpin lifelong learning, work and social life, and are assessed as part of all SQA's qualification families
COSLA	Convention of Scottish Local Authorities
Credit transfer	The process by which recognised competences or formal qualifications in one area are accepted as evidence of achievement in another area
Criterion-referenced assessment	Assessment which seeks to measure what candidates can do against previously established or pre-determined standards of performance
CSYS	Certificate of Sixth Year Studies (discontinued)

D	
DfEE	Department for Education and Employment
DGSA	Dangerous Goods Safety Advisers
DSO	Data Solutions Officer
E	
EBP	Education Business Partnerships
Edexcel	English awarding body responsible for GCSE and A level qualifications
EIS	Educational Institute of Scotland
ESOR	Electronic Statement of Results
EV	External Verifier (the SQA official who checks that the assessment process for SVQs has been valid, reliable and practicable)
Evidence	What the candidate produces to prove competence/ability against the qualification
External assessment	Assessment of a candidate's competence/ability against a qualification under exam conditions
F	
FE	Further Education
FEDA	Further Education Development Agency (for England)
Formative assessment	Formal assessments which provide feedback to candidates and teaching/lecturing staff without being recorded for external purposes
G	
GCSE	General Certificate of Secondary Education (for England, Wales and Northern Ireland – equivalent to Standard Grade)
GNVQ	General National Vocational Qualification (a qualification in England, Wales and Northern Ireland)
Graded Units	Applicable only to HNC/Ds, this is a stand-alone credit which proves candidate competence in being able to integrate all the Unit skills and knowledge, to demonstrate that they have achieved the principal aim of the Group Award
GRC	Grade Related Criteria (the criteria for distinguishing between various levels of performance in National Qualifications)
GSVQ	General Scottish Vocational Qualification (discontinued)
GTC	General Teaching Council for Scotland
H	
HAS	Headteachers Association of Scotland
HE	Higher Education
HIE	Highlands and Islands Enterprise
HMCIE	Her Majesty's Chief Inspector of Education
HMIE	Her Majesty's Inspector of Education
HN	Higher National
HNC	Higher National Certificate
HND	Higher National Diploma
I	
ICT	Information and Communication Technology
ILA	Individual Learning Accounts

Independent assessment	An instrument of assessment applied by the awarding body to improve the rigour and credibility of assessment decisions across different awarding bodies and centres
Instruments of assessment	A means of generating evidence of a candidate's competence. Sometimes referred to as 'approaches to assessment' or 'assessment methodology', eg observation checklist, project specification or peer report
Integrated assessment assessment	Where the application of an instrument of assessment allows for of more than one Unit within a qualification
Internal assessment	Assessment of a candidate's competence which occurs within an approved centre
Internal Verifier/Moderator	The person within the centre who checks that the assessment process has been valid, reliable and practicable
K	
KU	Knowledge and Understanding
L	
LEC	Local Enterprise Company
LSC	Learning and Skills Council
LTS	Learning and Teaching Scotland
M	
MA	Modern Apprenticeship
Marking	scheme Pre-determined answers against a Unit/Course specification which is used to judge candidates evidence
N	
NAB	National Assessment Bank
NASG	National Assessment Steering Group
NASUWT	National Association of Schoolmasters/Union of Women Teachers
NC	National Course or National Certificate
NGfL	National Grid for Learning
NOS	National Occupational Standards (see Occupational standards)
NQ	National Qualifications
NQTG	National Qualifications Task Group
NRA	National Record of Achievement
NVQ	National Vocational Qualification
O	
Occupational standards	In SVQs, standards determined by a Sector Skills Council relating to skills and knowledge considered relevant to particular jobs in that industrial sector
OCR	Oxford Cambridge and RSA Examinations (English awarding body)
Open learning	Learning which is flexibly designed to make education and training widely accessible. Includes flexistudy, open access, distance learning, learning by appointment and independent study
OU	Open University
P	
PA	Principal Assessor
PAT	Professional Association of Teachers
PBNC	Project-based National Course
PDA	Professional Development Award (SQA qualifications made up of Higher National or SVQ Units)

Portfolio	A folder or booklet containing indexed and organised candidate evidence relevant to a qualification
Practical competence	The candidate's ability to perform manual and/or behavioural tasks
PS	Problem Solving – one of the Core Skills
PSAG	Projects and Standards Approval Group (for SVQs)
Q	
QA	Quality Assurance
QAA	Quality Assurance Agency (responsible for QA in Higher Education)
QCA	Qualifications and Curriculum Authority
R	
RER	Registrations, Entries and Results – collective term for these SQA procedures, and the manual that covered them (though this has been replaced with Operational Guides for Centres.) You may also see references to REUR – Registrations, Entries, and Unit Results
RET	Record of Education and Training (an earlier form of the SQC)
RSA	Royal Society of Arts Examination Board
S	
SACCA	Scottish Advisory Committee on Credit and Access
SCE	Scottish Certificate of Education (now discontinued)
SCIS	Scottish Council of Independent Schools
SCN	Scottish Candidate Number
SCOTCAT	Scottish Credit Accumulation and Transfer Scheme
SCOTie	SQA individual enrolment system (predecessor of the APS)
SCQF	Scottish Credit and Qualification Framework
SCRE	Scottish Council for Research in Education
SEED	Scottish Executive Education Department
SEELLD	Scottish Executive Enterprise and Lifelong Learning Department
SEN	Special Educational Needs
SEN	Scottish Enterprise National
SFEFC	Scottish Further Education Funding Council
SFEU	Scottish Further Education Unit
SFHEA	Scottish Further and Higher Education Association
SGA	Scottish Group Award
SHEFC	Scottish Higher Education Funding Council
SLN	Special Learning Needs
SME	Small to medium-sized enterprise
Special assessment	Alternative instruments of assessment and/or support to enable a candidate to arrangements demonstrate competence against the qualification standard.
SPA	Scottish Progression Award
SPTC	Scottish Parent Teacher Council
SQC	Scottish Qualifications Certificate
SQMS	Scottish Quality Management System
SSA	Scot Sector Skills Alliance Scotland

SSBA	Scottish School Board Association
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
SSTA	Scottish Secondary Teachers Association
STN	Special Training Needs
SUfi	Scottish University for Industry
Summative assessment	Assessment which measure the final level of achievement of a student and is used for certification
SV	Systems Verifier
SVQ	Scottish Vocational Qualification
SWAP	Scottish Wider Access Programme
Systems Verifier	Official appointed by SQA to check a centre's quality assurance management systems in respect of delivery of qualifications
T	
T & D	Training and Development
U	
UCAS	Universities and Colleges Admission Service
Ufi	University for Industry
UHIP	University of the Highlands and Island Project
US	Universities Scotland
V	
VET	Vocational Education and Training

Registration

Information in the Induction Guide will be updated at regular intervals. If you would like us to e-mail you updates please send us a note of your e-mail address.

Send your e-mail address to customer@sqa.org.uk and put 'Registration – Lecturer Guide' in the subject field.

Or complete below:

e-mail address:

and post to:

Customer Relations, SQA, Hanover House, 24 Douglas Street, Glasgow, G2 7NQ

or fax to: 0141-242 2244

We will acknowledge receipt of your registration.

Thank you.

Please note.

Your details will be held in a computer database system. Access to information is strictly controlled and we never provide information to external organisations. We are registered with the Information Commissioner under the Data Protection Acts and abide by the eight Data Protection principles. Our registration number is Z5781759.

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