

The Scottish Credit and Qualifications Framework

SCQF

National Plan
for Implementation of the Framework

The logo consists of a dark blue triangle pointing upwards and to the right, with the letters 'SCQF' in white, bold, sans-serif font inside it.

SCQF

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Qualifications Framework



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Executive Summary

This document sets out plans for introducing a new national education and training framework for Scotland — the SCQF.

This is a major development, and amongst other things it will help support:

- wider participation in lifelong learning
- greater flexibility in provision of education and training
- the recognition of work-based learning
- the transfer of credit

The overall plan has been developed by a partnership of organisations listed in Appendix 1. It sets out how these bodies will work together, and with other organisations, to achieve the benefits of the new Framework.

In the main, this document refers to the arrangements for:

- establishing the key concepts and principles of the SCQF
- incorporating all the qualifications and programmes of the SQA and Scottish Higher Education Institutions (HEIs) into the SCQF
- plans for extending the Framework to cover other major areas of education and training in Scotland.
- communicating information on the SCQF

In addition to the activities and arrangements set out in this document, each of the partner organisations will be supporting their stakeholders, sectors and learners in understanding and implementing the SCQF.

Details of implementation plans in respect of specific areas of education and training will be published as they develop over 2003.

Developing and implementing the main structures and principles of the SCQF

By 2004–05, most of the main Scottish qualifications will be within the SCQF. They will have been credit rated and levelled, laying the foundation for Scotland to have a single, unified, integrated framework and encompassing a wide range of education and training provision.

The key dates for planned activities to achieve this aim are set out below.

- Spring 2003 — guidelines on determining the level and credit value of programmes of learning and qualifications published.
- From academic year 2003–04 the main qualifications of HEIs will be in accordance with the Framework.
- From September 2004, the Scottish Qualifications Certificate (SQC) will contain information on SCQF levels and credits.
- From April 2003, nationally developed Higher National (HN) Units to be allocated to levels and credit rated through a programme of HN revision. This process will not be fully complete until 2006, and will be subject to the agreement of appropriate design rules.
- For locally devised HN awards, a programme of review will be agreed by December 2003.
- The position of Scottish Vocational Qualifications (SVQs) within the Framework will be reviewed based on recommendations and consultations arising from the Report on SVQs due in January 2003.
- All other Scottish Qualification Authority (SQA) qualifications will have a level and be credit rated by 2006.

Providing public information on programmes of learning/qualifications

- By 2004–05 the majority of public information referring to the main qualifications of SQA and Scottish HEIs will do so in terms that include the SCQF.

Harmonising recording of achievement across the SCQF

- From 2003, consultation will take place between all key stakeholders on developing a common data set to be used by providers of education and training.

Consultation will also take place on developing the harmonisation of recording achievement.

'Extending' the framework

- By Spring 2003, a set of guidelines referred to above will be published, which will form the basis for further work regarding bodies other than SQA and Scottish HEIs undertaking credit rating activity.

In particular, work will continue with professional and statutory bodies.

Developing clear routes for progression and credit transfer

- During 2003, draft guidelines will be developed for consultation, probably in 2004.

Supporting the implementation of the SCQF

- During 2003 there will be a wide range of sector-based activities.

Raising nationwide awareness and understanding of the new Scottish Framework

- Throughout 2003–05, a nationwide communication strategy will be fully developed and implemented, including the launch of a dedicated SCQF website.

Introduction

Learning is an essential part of our lives. We learn through experience, through work and through taking part in any of the wide range of learning opportunities available in Scotland.

Learning can be for many purposes. It can be a personally satisfying and enriching experience; it can be to develop job-specific skills, or creative and intellectual skills; or it can be to support career and professional development.

Today, there is a greater recognition and understanding of the importance of learning for all than there has ever been. There has also never been a time when, across the world, so many people are engaging in and enjoying the benefits of learning. This means there is now an enormous potential for creating, and making available, a rich range of opportunities and resources for learning.

In an increasingly competitive and rapidly changing world, learning is key to our future economic and social wellbeing, as individuals and as a nation. Across the world, economies are thriving on the benefits that new knowledge, new thinking and new ideas can bring to economic and social activity.

These and other agendas and needs are recognised by many nations. In Scotland, they are reflected in the growing recognition of the importance of lifelong learning, as shown in the final report of the Scottish Parliament's Enterprise and Lifelong Learning Committee (ELLC).¹

It is important to find new ways of meeting learning needs — new ways of developing and capitalising on individual and collective potential and learning opportunities.

The SCQF has been created against this background to help support the learning needs of Scotland and its people.

¹ 9th Report 2002 of the Enterprise and Lifelong Learning Committee, Final Report on Lifelong Learning.

The benefits of the SCQF

By 2004–05, most of the qualifications offered by the Scottish Qualifications Authority (SQA) and Scottish Higher Education Institutions (HEIs) will have been brought into a single, integrated framework that describes qualifications and learning in terms of levels and credits.

There are 12 levels in the Framework, and the credits are called SCOTCAT (Scottish Credit Accumulation and Transfer) points.

This common framework will help raise knowledge and understanding of the range of Scottish qualifications, the levels of the qualifications and how they relate to one another.

This, however, is just one benefit of the SCQF. The SCQF will also enable a diversity of learning to be recognised and given credit by:

- allowing all learning with quality-assured assessment of learner achievement to be recognised for credit. This means not just formal learning offered by schools, Further Education Colleges (FECs) and HEIs, training providers, work-based learning and learning as part of Continuing Professional Development (CPD), but also learning that individuals have achieved through experience, or for example through voluntary work and community-based learning
- allowing all learner achievement to be described in the common terms of the SCQF, including the number and level of credits
- supporting the current and future development of clear routes for progression from one area of learning to another, and the appropriate transfer of credit from one programme/qualification to another. In this way, learners who have already achieved a defined set of outcomes that are required within a future programme or qualification should have no need to repeat this learning
- supporting providers of qualifications and programmes in working together to create better links between their respective programmes and qualifications. For example, between qualifications in a subject as in some current Higher National Diplomas (HNDs) and Degrees, or between qualifications in closely-related occupational sectors. The SCQF can also support opportunities for partners to develop new learning programmes including work-based learning
- supporting learners in making choices in the future, the Framework will provide all national, regional and local guidance and information services with a common language to describe the wide range of learning opportunities, programmes and qualifications and their credit value, and how they relate to each other

The potential benefits of the Framework are therefore considerable. The introduction of this new education and training framework is a major and important development for Scotland.

Although very few other countries have made such comprehensive progress, the SCQF has much in common with similar national initiatives in Europe and across the world. Most importantly, Scotland's development of a single qualifications framework is closely linked to wider national policies and strategies to widen participation in lifelong learning to improve the quality of life and social wellbeing of all of the people of Scotland.

Next Steps

The implementation of the SCQF will require co-ordinated and joint work by a range of bodies, including the main sectors of education and training in Scotland and also a wide range of other bodies such as professional and statutory bodies, employers, Careers Scotland and *learnirect scotland*.

The Joint Advisory Committee for the SCQF (JAC), chaired by Dr Andrew Cubie CBE, brings together representatives of these various sectors, as outlined in Appendix 1. The Committee provides a means by which these organisations and groups can consider how best to work together in using the SCQF to support learning.

An SCQF Implementation Group, chaired by Heather Jones of the Scottish Executive Enterprise and Lifelong Learning Department (SEELLD), has been established to bring together representatives from the education and training sectors to work in partnership in developing a shared national plan for implementing the SCQF. A current membership list is included in Appendix 2.

This plan has been produced in consultation with the wide range of bodies and organisations that collectively support the development and implementation of the SCQF.

The overall aim is that by 2004–05, most of the main Scottish qualifications will be within the SCQF — laying the foundations for Scotland to move to an overall unified education and training framework.

Actions that need to be addressed to achieve this aim include:

- informing learners, the public and employers of the implementation and features of the new national framework for education and training
- agreement by SQA, HEIs and others on some SCQF-wide arrangements and guidelines for credit rating and levelling

- agreement between various key national, regional and local bodies, Scottish Executive Departments and Agencies on the timetable for full adoption of the SCQF in their varying sectors
- the development of arrangements by which all other assessed learning outcomes can be recognised for credit
- the development of clear routes for progression and credit transfer, and articulation of programmes
- the main sectors of education and training bringing their qualifications and programmes into accordance with the SCQF, and describing all provision and learner achievement in terms of the national framework

The following plan sets out in more detail the agreed timetable along with targets and activities required in implementing the SCQF.

National Implementation Plan

Areas of Work

A: Development and implementation of the main structure and principles of the Framework

Summary

The main principles, concepts and structure of the Framework, its 12 levels and associated level descriptors, and the number and level of credits of each of the main Scottish qualifications, were agreed and published in *An Introduction to the SCQF*.²

This is the structure that Scottish Higher Education Institutions and SQA, in partnership with schools, further education colleges, training providers, Community Learning and Development and others, will be adopting for their qualifications according to the timetables set out below.

By 2004–05 most Scottish qualifications will be in accordance with the Framework.

Details of the HEI part of the SCQF and associated guidance for HEIs were published by QAA in *The framework for qualifications of higher education institutions in Scotland*.³

All SQA National Units, Courses, Clusters and Scottish Group Awards have already been allocated to SCQF levels and credit rated.

All existing Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) have been allocated to SCQF levels and credit rated.

² An Introduction to the SCQF, SCQF, October 2002. This document is available on www.sqa.org.uk and the websites in footnote 3.

³ The framework for qualifications of higher education institutions in Scotland, Quality Assurance Agency for Higher Education, January 2001. This document is available on www.qaa.co.uk or www.universities-scotland.ac.uk

A project on refining the position of Scottish Vocational Qualifications (SVQs) within the Framework has been underway since March 2002 and will report in January 2003.

To support the introduction of this core part of the SCQF, existing guidelines and principles on credit rating used by the higher education sector or SQA will be brought together in a set of SCQF-wide guidelines.

Objective 1

To develop and adopt an SCQF-wide set of principles and quality assurance guidelines on determining the level and credit value of programmes of learning and qualifications within the SCQF. These will build on, and be consistent with, the existing SCOTCAT guidelines used by Scottish HEIs over the last seven years.

Target 1a

SCQF Guidelines will be published Spring 2003.

Activities

Draft guidelines, drawing on existing materials/guidelines, will be consulted on.

Objective 2

To bring the main Scottish qualifications of SQA and HEIs in accordance with the Framework.

Target 2a

The main qualifications of HEIs will be in accordance with the SCQF by 2003–04.

Activities

The Scottish Advisory Committee on Credit and Access (SACCA — a joint Quality Assurance Agency/Universities Scotland committee) will consider with the HE sector the need for any additional guidance on issues arising from implementation. SACCA will also run workshops and/or briefings for key groups of HEI staff, including admissions staff, Higher Education Liaison Officers Association (HELOA) Scotland, and registry staff on the overall timetable and arrangements for implementation of the SCQF.

Target 2b

The position of the Scottish Bachelors Degree and the number and level of credits has been developed in part to reflect the traditional breadth and flexibility of the qualification. Further work will be undertaken to look at the potential of the Degree as an award for a broadly-based programme that would suit a variety of needs of both employers and an increasingly diverse student population.

Activities

SACCA will undertake work to explore the potential demand for 'new style' Bachelors Degrees and to consider how it might support the development of such degrees.

Target 2c

All HNCs and HNDs and constituent Units to be allocated to SCQF levels, credit rated and held in the SQA database.

Activities

From April 2003, all new and revised HNCs, HNDs and their constituent HN Units will be allocated to levels and credit rated as part of the validation process subject to agreement of appropriate design rules.

For nationally-developed HN awards, the aim is to complete credit rating by 2006.

For locally-devised HN awards, a programme of review will be agreed by December 2003.

HN awards validated under the existing rules have been allocated to SCQF levels and credit rated. The component Units will remain unlevelled.

Further education colleges will implement the revised HNC/D arrangements in time-scales to be jointly agreed with SQA, from 2003.

FE-based staff development programmes for the implementation of new HNC/D arrangements will include coverage of the SCQF from 2003.

Target 2d

Initiate a programme by April 2003 to refine the position of SVQs within the Framework.

Activities

The recommendations contained in the SVQ Project report will be reviewed after January 2003.

After further consultation, decisions will be taken on which recommendations should be adopted as policy.

Implementation of the agreed policy will commence from April 2003.

Target 2e

Allocate all other SQA qualifications to SCQF levels and credit rate them by March 2006.

Activities

A detailed plan for the allocation of level and credit rating of Professional Development Awards, Scottish Progression Awards and other SQA qualifications will be developed. The timetable for this activity will be consulted on and communicated to stakeholders in 2003.

B: Public information on programmes of learning/qualifications

Summary

One key purpose of the SCQF is to provide a common structure and means by which, in their public information, providers can describe their qualifications and programmes of learning in terms of level and number of credits. This will help learners, employers and the public to understand the range of Scottish qualifications within the SCQF and how they relate to one another.

It is important that the move to describe provision in terms of the SCQF is co-ordinated across the main sectors of education and training and, in parallel, across national, regional and local agencies including information and guidance services.

Objective 1

By 2004–05 most public information referring to the main qualifications of SQA and Scottish HEIs, and the programmes leading to them, will be in terms that include the SCQF.

Target 1a

By 2004–05 public information issued by higher education institutions, further education colleges, schools and SQA, will include reference to relevant programmes and qualifications in terms of the SCQF.

Activities

SACCA will provide workshops and/or briefings for key HE groups including marketing and communication staff.

SQA will work with colleges, schools, training providers and others to produce agreed text for inclusion in all relevant publications, communication media and websites.

All revised HNC/D Course information and materials from FE colleges will carry appropriate information on SCQF credit points and levels in accordance with agreed implementation timescales.

Further education colleges will work with the Scottish Further Education Unit (SFEU), to provide effective training and preparation for marketing staff to ensure consistency of approach to college documentation and information regarding the SCQF.

A programme of development for guidance/information staff will be provided for all FE guidance staff with support from SFEU and Careers Scotland from 2004.

Target 1b

To explore the potential for an SCQF-wide common set of headings to be used in the public description of programmes and qualifications in the SCQF. Any such common headings might include, for example, the number and level of credits, the overall aims and objectives, the routes for entry and credit transfer.

Activities

In 2003, work will be undertaken with the HEIs, FECs, members of the Joint Advisory Committee and others on the potential for using common headings.

Target 1c

To develop a set of harmonised and public SCQF qualification descriptors which, for example, set out the main aims, nature, outcomes, and number and level of credits, of the main types of qualification (eg Degree, HND, Diploma of Higher Education, Highers, SVQ) in the SCQF.

Activities

In 2003, work will be undertaken with the awarding bodies of these qualifications, and in consultation with JAC and others, on the potential for a harmonised approach to qualification descriptors.

Target 1d

From 2004–05, public information, databases etc, produced by and under the Scottish Executive, HM Inspectorate of Education (HMIE), Careers Scotland and *learn direct scotland* will refer to all relevant qualifications and programmes in terms of the SCQF.

Activities

Further discussion with *learn direct scotland* and Careers Scotland will take place.

HMIE will consider how to provide further references to the SCQF in reporting arrangements.

During 2002–04, the SCQF Implementation Group will work through *learn direct scotland* and Careers Scotland in developing briefing materials, workshops etc, for services staff.

The Group will also work with other national, regional and local guidance and information services to support them in understanding and using the national framework in their services.

C: Harmonising the recording of achievement across the SCQF

Summary

As described above, the SCQF provides the national common framework for describing all relevant programmes of learning and qualifications. A parallel purpose is to provide a consistent means of describing learner achievement whether in a formal programme or qualification, through work-based learning, professional qualifications, Continuing Professional Development etc. Records of achievement/transcripts set out in detail the achievement of learners and are usually produced to accompany/support formal certificates such as the Scottish Qualification Certificate (SQC) or degree parchments.

Objective 1

All learners undertaking programmes of learning and qualifications within the SCQF should be provided with formal, certified records that, amongst other things, report their achievement in terms of the SCQF.

Target 1a

HEIs, SQA and any other bodies offering programmes leading to qualifications within the SCQF, to agree a date from which all learners entering programmes within the SCQF will receive records of achievement etc, that report achievement in terms of the SCQF. These bodies also to explore the potential for a common data set to their records.

Activities

In 2003, SACCA will consult and work with the higher education sector on the SCQF data set for transcripts and similar records.

Target 1b

From September 2004, candidates entering for SQA Units, Courses, or Group Awards which have been levelled and credit rated will receive an SQC containing this information.

Activities

SQA will consult with stakeholders on the content and format of the SQC during 2003.

SQA will prepare processes, systems and data to allow level and credit information to be stored and generated via the SQC.

SQA, Scottish Further Education Funding Council (SFEFC) and FECs will discuss harmonising Management Information Systems (MIS), particularly as the SFEFC is in the process of planning a new FE Statistics Return.

D: 'Extending' the Framework — credit rating and levels

Summary

Beyond the qualifications of HEIs and SQA, the purpose of the SCQF is to provide a national framework for all learning, provided it includes quality assured assessment of learner achievement.

Continuing arrangements that operated under the SCOTCAT Framework, Higher Education Institutions credit rate a wide variety of individual learner achievement, qualifications and programmes of education and training.

Within the SCQF, the SQA also undertakes such credit rating.

Agreements will also be reached on which other bodies can undertake credit rating in accordance with the SCQF Guidelines.

A key aspect of these arrangements will be quality assurance. It is important that all providers of education and training, learners, employers and the public in general can be confident that the level and credit value of any programme, qualification or individual learner achievement has been determined in accordance with agreed, clear and robust processes, criteria and principles.

As indicated above, a set of SCQF guidelines on credit rating is being developed which build on previous experience.

Objective 1

To develop arrangements for recognising formal programmes of learning and qualifications **other than** those of the HEIs and SQA.

Target 1a

To develop, agree and publish a set of guidelines on credit rating formal programmes of learning and qualifications by Spring 2003.

Activities

A working group will develop a set of guidelines that build on current experience, for further consultation with HEIs, SQA and other implementation partners by Spring 2003.

Pilot the guidelines with a number of programmes of learning delivered by, for example, further education colleges, community learning groups and employers or their training providers.

Target 1b

To develop and agree a set of guidelines on recognition of prior learning and experiential learning (APEL).

Activities

A working group to be established to draft guidelines that build on current experience for consultation with HEIs, SQA and other implementation partners.

Target 1c

To develop a set of agreements and arrangements under which other bodies or organisations, in addition to SQA and HEIs, can undertake credit rating.

Activities

A working group will be established to develop criteria for credit rating bodies, for consultation during 2003.

Objective 2

Continue discussions with appropriate bodies on developments for credit frameworks in the rest of the UK and Europe.

Target 2a

To maintain formal liaison mechanisms with other framework developments across the UK and in Europe.

Activities

Ongoing discussions will continue to take place with regulatory and other bodies in the UK regarding the possible recognition of qualifications and training programmes in relation to the Framework.

Contact with appropriate organisations will be maintained regarding the development of credit frameworks in Europe.

E: 'Extending' the Framework — qualifications and programmes of professional and statutory bodies

Summary

A key area of activity during 2003 will be to identify ways to recognise professional and statutory body qualifications within the SCQF. This phase has a high priority in the plan as a first step in extending the Framework. Work with this range of bodies will need to reflect their needs and time-scales. A number of representatives of professional and statutory bodies have already been contacted regarding these ongoing developments.

Objective 1

The needs of professional and statutory bodies to be accommodated within the SCQF.

Further details of this will follow in a supplementary plan in 2003.

F: The development of clear routes for progression and credit transfer

Summary

A key aim and benefit of the SCQF is to enable the further development and clarification of routes for progression from one area of learning to another, and credit transfer between the range of qualifications and programmes within the SCQF.

Objective 1

To support the development and clarification of FE–HE routes.

Target

To develop a clear framework of principles, guidelines and arrangements to support the transfer of credit across the interface of the FE and HE sectors.

Activities

SACCA, in collaboration with the Association of Scottish Colleges (ASC) has established a joint working group on supporting credit links at the FE–HE interface. Between 2002 and 2004, the group will work in partnership with the sectors and the Regional Access Fora to create a broad framework of principles and guidelines to support the HEIs and FECs in facilitating relevant credit links and enabling learners to make informed choices about the available opportunities.

The Scottish Higher Education Funding Council (SHEFC) and the Scottish Further Education Funding Council (SFEFC) are jointly funding a programme of development projects to be co-ordinated through SACCA. These are on: mapping FE–HE routes for progression and credit transfer; developing MIS to support tracking of FE–HE progression; and bridging to support FE–HE progression.

A steering group will be established with members from the sectors, the Funding Councils, the Scottish Executive, the Regional Access Fora and others.

The further education sector will continue work to progress FE–HE access.

Objective 2

To support the development and clarification of a wide range of progression and credit transfer routes at the subject level, for example between work-based provision and FE.

Target 2a

Discussions with all relevant parties will take place during 2003.

Activities

The Implementation Group will oversee this development and publicise results as appropriate.

Further education colleges will work in partnership with employers, the Enterprise network and others, to implement any revised SVQ arrangements. They will also undertake a programme of development activity for key staff in guidance, training and work-based learning, to ensure that all agreed arrangements for articulation and progression are established. Development work for this will begin in 2003.

The further education sector will work with Community Learning and Development from 2004, to build clear progression routes and credit transfer arrangements, and will take account of key national developments on literacies and Core Skills.

The further education sector will also contribute to discussions with the Convention of Scottish Local authorities (CoSLA) on ways of ensuring that community learning plans recognise and build on the SCQF.

These issues will be taken forward mainly through the SCQF Community Learning and Development Forum. Please see page 23 of this plan for more details.

Objective 3

To develop a set of SCQF-wide guidelines to support the transfer of credit between programmes across the full range of education and training provided.

Target 3a

Guidelines will be published in 2003.

Activities

Building on the existing SCOTCAT Guidelines and SQA material, draft SCQF guidelines will be developed for consultation in 2003.

G: Support for implementation of the SCQF

Summary

In addition to the various activities to support particular aspects of implementation, it will be necessary for all sectors, organisations, and all stakeholders, to take an active role in the arrangements for implementation of the SCQF and in addressing the range of associated issues.

The first Implementation Update was distributed in August 2002. It is hoped that plans from all partner organisations and stakeholders will build on this new National Implementation Plan.

Objective 1

To involve the range of stakeholders in the SCQF as active partners in its implementation.

Target 1a

All stakeholders to identify their own implementation strategies.

Activities

The JAC has representatives from all the main stakeholders in education and training in Scotland and provides a forum at which the various organisations and sectors can jointly identify and address issues and advise on implementation. The JAC will continue to meet on a regular basis to advise on the SCQF.

The organisations represented on the JAC each have their own arrangements for working with their stakeholders and, as appropriate, will use these as a means of enabling participation in the implementation of the SCQF.

The SCQF Implementation Group consists of representatives from the key implementation partners. The membership of the group will increase and widen as work progresses to address the various aspects of implementation. The group will continue to meet every two months, chaired by SEELLD.

The SCQF annual conferences, in addition to providing a means of informing the range of stakeholders, will also bring together representatives and practitioners from all sectors to address particular implementation issues in dedicated workshops.

The further education sector will also work with the SFEFC and in particular its new Strategy Directorate to ensure that future developments are compatible with the developing Framework.

The further education sector will contribute to the development and delivery of inter-sector staff development once further guidelines have been issued.

H: Nationwide awareness and understanding of the new Scottish Framework

Summary

From 2004–05 onwards, and as indicated above, all main education and training provision will be located within and described in terms of the SCQF.

It will be important that providers, learners, employers and others are fully aware not only of the new Framework, but also the potential opportunities offered, for example, for credit rating and credit transfer and the ways in which the framework can help support wider participation in lifelong learning.

The first main publication *An Introduction to the SCQF*, was distributed to 10,000 organisations and individuals in 2001. An employers' information leaflet was distributed in April 2002 to 19,000 employers.

The SCQF website is now under construction.

From January 2003 a national communication strategy will be developed.

Objective 1

To raise national awareness and understanding of the SCQF.

Target 1a

Throughout 2003–05 there will be a national programme of promotion and information activities. This will be co-ordinated with individual initiatives run by the various organisations represented on the Joint Advisory Committee.

Activities

This programme will be planned over 2003 and details will appear in Updates and all other appropriate formats.

Objective 2

To keep all sectors of education and training and all stakeholders in the SCQF informed of the plans and progress in implementing the SCQF.

Target 2a

To develop a range of information activities and services throughout the period of implementation.

Activities

The Implementation Group will issue a series of 'SCQF Updates' to report on progress and next steps in the implementation of the SCQF.

PowerPoint presentations to be available for use by stakeholders in explaining the SCQF and its implementation.

Annual SCQF conferences will bring together participants from all the sectors and stakeholders in education and training in Scotland and provide an opportunity to review progress and discuss key issues.

An SCQF website will be developed and available from the beginning of 2003.

SQA will devise a programme of activities in consultation with other Implementation Partners to ensure there is no risk of duplication or omission. This programme will aim to provide advice and support to a wide range of stakeholders.

Individual sectors will also work to raise awareness. For example, FE colleges, supported by ASC, will work to highlight the benefits of the Framework to students, staff, boards of management and employers, with the aim of maximising its use. In this they will be supported by the SFEU.

The National Implementation Plan will be supplemented by other plans during 2003 to reflect the needs of particular sectors such as Community Learning and Development and Health.

These future Implementation Plans from various sectors and bodies will be published in due course following forthcoming discussion with for example: NHS Education for Scotland; the Scottish Social Services Council; the Scottish Police College; and the Association of Chief Police Officers of Scotland.

The following section summarises initial plans in relation to the Community Learning and Development sector.

Community Learning and Development: Outline SCQF Implementation Plan

Summary

For many people and communities, community-based learning provides a vital means of meeting immediate learning needs and, in many cases, provides a bridge to other provision and qualifications. The SCQF can help support the development and delivery of community-based learning, and can also provide the overall framework within which to develop the programmes and qualifications for community learning and development workers.

The following section provides an outline of the work that will be taken forward over 2003. Community-based learning is organised and delivered through a variety of organisations and groups working closely with communities and individuals. It will be important to work with these groups in exploring how best the SCQF can meet needs within the Community Learning and Development sector and in developing and agreeing a way forward.

Education and training for community learning and development workers

Objective 1

To create a clear structure of integrated and credit rated programmes, with clear routes for progression and credit transfer, leading to a professional qualification for community learning and development workers; and to create a framework of credit rated CPD provision.

Target 1a

Publish a plan for implementation/adoption of the SCQF for community learning and development training by the end of 2003.

Activities

Work with the second phase of the review of training and any associated committee and with Community Education Validation and Endorsement (CeVe), or its successor body, to agree a timetable and arrangements for developing the structure of programmes and CPD.

Work with CeVe, including by building on the pilot work with CeVe and A Consortium of Training (ACT), to develop arrangements that enable all relevant training programmes to be credit rated and brought into the SCQF.

Community-based learning

Objective 2

To develop the means through which the SCQF can be used to support and encourage participation in community-based learning and development activities and to facilitate and support subsequent learning and progression within the SCQF.

Target 2a

Produce an Implementation Plan for embedding the SCQF in all aspects of community based learning by July 2003 and begin to implement this plan by 2004–05.

Activities

An SCQF Community Learning and Development Forum has been established with members from a wide range of community learning and development groups, and it will work with all other relevant bodies to:

- develop and publish an overall strategy for use of the SCQF in community-based learning
- explore all means for ensuring the SCQF, in its future developments, informs, and is informed by, the new Community Learning Strategies and their underlying planning processes
- raise understanding of the SCQF across all community learning providers
- explore how best community-based learning can be recognised for credit if desired
- support the development of articulation links, within the context of the SCQF, between community-based learning and appropriate forms of provision in other education and training sectors
- explore how accreditation of prior experiential learning (APEL) might best relate to and support community-based learning

Appendix 1: SCQF Joint Advisory Committee

Organisation

SCQF Chair

Association of Directors
of Education in Scotland

Association of Scottish Colleges

Chartered Institute of
Bankers in Scotland

Confederation of British
Industry Scotland

Communities Scotland

Confederation of Scottish
Local Authorities

Careers Scotland

Headteachers' Association
of Scotland

Highlands and Islands Enterprise

Her Majesty's Inspectorate
of Education

learnirect scotland

National Union of Students
— Scotland

Quality Assurance Agency
for Higher Education

Member

Dr Andrew Cubie, CBE

Partner, Fyfe Ireland Solicitors WS

Ian Glen

Head of Schools and Community Education,
Midlothian Council

Linda McKay

Principal, Falkirk College of Further and
Higher Education

Professor Charles Munn

Chief Executive

Matthew Farrow

Head of Policy

Jackie Cowan

CeVe Manager

Richard Wheeler

Organisational Development Officer

Bill Drew

National Development Manager

Lindsay Roy

Convenor of HAS Education Committee,
Rector of Inverkeithing High School

Douglas MacDougall

Senior Development Manager

Wray Bodys

H M Chief Inspector

Helen McNamara

Learning Services Manager

Neil Maguire — HE Representative

Cara Duncan — FE Representative

Norman Sharp

Head of QAA Scottish Office

SCQF Joint Advisory Committee

Organisation

Scottish Advisory Committee
for Credit and Access

Scottish Enterprise

Scottish Executive

Scottish Executive

Scottish Higher Education
Funding Council/Scottish Further
Education Funding Council

Scottish Trade Union Congress

Scottish Qualifications Authority

Sector Skills Alliance Scotland
(formerly SCONTO)

Universities Scotland

Quality Assurance Agency for
Higher Education SCQF JAC Officer

Scottish Credit and Qualifications
Framework SCQF JAC Officer

Scottish Executive
SCQF JAC Officer

Scottish Qualifications Authority
SCQF JAC Officer

Universities Scotland
SCQF JAC Officer

Member

Professor John Harper

Vice-Principal,
The Robert Gordon University

Eric Milligan

Skills Development

Heather Jones

Head of Skills and Learning Opportunities,
Scottish Executive Education and Lifelong
Learning Department (SEELLD)

Francesca Osowska

Head of QuAC Division,
Scottish Executive Education Department (SEED)

Dr Bill Harvey

Depute Director,
Quality and Learning Innovation

Dec McGrath

Lifelong Learning Unit

Anton Colella

Director of Qualifications

Anneliese Archibald

Chief Executive

David Caldwell

Director

Officer

Dr David Bottomley

Assistant Head, QAA Scottish Office

Lorraine Judge

Development Officer

Martin Boyle

Team Leader, Qualifications Division,
Scottish Executive Education and Lifelong
Learning Department (SEELLD)

Aileen Ponton

General Manager

Gerard Madill

Policy Adviser

Appendix 2: SCQF Implementation Group

Organisation

Scottish Executive

Association of Scottish Colleges

Careers Scotland

Communities Scotland

Headteachers' Association
of Scotland

learn|direct scotland

Quality Assurance Agency
for Higher Education

Scottish Advisory Committee
on Credit and Access

Scottish Credit
and Qualifications Framework

Scottish Credit and
Qualifications Framework

Scottish Executive

Scottish Executive

Member

Heather Jones (Chair)

Head of Skills and Learning Opportunities,
Scottish Executive Education and Lifelong
Learning Department (SEELLD)

Linda McKay

Principal, Falkirk College of Further
and Higher Education

Andy Coull

Product Development Executive

Jackie Cowan

CeVe Manager

Lindsay Roy

Convenor of HAS Education Committee,
Rector of Inverkeithing High School

Yvonne Brown

Director of Learning Services

Dr David Bottomley

Assistant Head, QAA Scottish Office

Professor Alex McLennan

Assistant Principal, University of Paisley

Lorraine Judge

Development Officer

Iain White

Administrator

Martin Boyle

Team Leader, Qualifications Division. SEELLD

Eileen Gill

Head of New Qualifications Branch,
Scottish Executive Education Department (SEED)

SCQF Implementation Group

Organisation

Scottish Higher Education
Funding Council/Scottish Further
Education Funding Council

Scottish Qualifications Authority

Scottish Qualifications
Authority Accreditation

Universities Scotland

Member

Dr Bill Harvey

Depute Director,
Quality and Learning Innovation

Aileen Ponton

General Manager

George Brown

Head of Accreditation

Gerard Madill

Policy Adviser



**The Scottish Credit and
Qualifications Framework**

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