

## **Appendix 5**

### **SCQF CREDIT RATING AND LEVELLING OF SVQs**

#### **GLOSSARY OF TERMS**



## Glossary

Useful terms and keywords used throughout the Level Descriptors and commentary materials.

| <b>Word or phrase</b>     | <b>Definition</b>  |
|---------------------------|--|
| <b>Analyse</b>            | Examine methodically and in detail the constitution or structure of something (especially information), typically for purposes of explanation and interpretation   |
| <b>Autonomy</b>           | The right or condition of self-government, especially in a particular sphere; freedom from external control or influence; independence   |
| <b>Average candidate</b>  | The 'average' candidate is about the candidate who undertakes the SVQ at a normal pace. The calculation of credit is based on the amount of time that the 'average' candidate at a specified level might expect to take to achieve the outcomes of the SVQ |
| <b>Cognitive skills</b>   | Skills that involve the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses  |
| <b>Competence</b>         | The capability to apply all the necessary ability, knowledge, and skill required to do something efficiently and successfully  |
| <b>Complex</b>            | Consisting of many different and connected parts; not easy to analyse or understand; complicated or intricate  |
| <b>Creativity</b>         | The ability to think imaginatively and originally  |
| <b>Credit point(s)</b>    | One SCQF credit point represents a notional 10 hours of learning and this is the minimum credit value that can be allocated  |
| <b>Critical</b>           | Expressing/involving an analysis of the merits of, for example, a work of art, etc; a detailed and scholarly analysis and commentary   |
| <b>Data</b>               | Uninterpreted material on which a decision is to be based  |
| <b>Direct supervision</b> | With no one or nothing in between the individual and the supervisor  |
| <b>Ethical</b>            | Of, or relating to, moral principles or the branch of knowledge dealing with these; of, or relating to, moral principles that govern a person's behaviour or the conducting of an activity   |
| <b>Evaluate</b>           | Assess or form an idea of the amount, number, or value of  |
| <b>Everyday contexts</b>  | Commonplace contexts; happening or used daily  |
| <b>Evidence</b>           | The available body of facts or information indicating whether a belief or proposition is true or valid   |

| <b>Word or phrase</b>          | <b>Definition</b>  |
|--------------------------------|--|
| <b>Explanation</b>             | Statement or account that makes something clear; a reason or justification given for an action or belief   |
| <b>Fact</b>                    | A thing known to be true or to exist   |
| <b>Factual</b>                 | Concerned with what is actually the case rather than interpretations of or reactions to it   |
| <b>Familiar contexts/tasks</b> | Often encountered or experienced; common; something one has a good knowledge of  |
| <b>Forefront developments</b>  | Developments at the leading edge or most important position or place   |
| <b>Frequent</b>                | Occurring or done on many occasions, in many cases, or in quick succession; something done often, habitually   |
| <b>Generalised</b>             | Not specialised or limited in range; the main features or elements of something, disregarding exceptions   |
| <b>Guidance</b>                | Advice or information aimed at resolving a problem or difficulty, especially as given by someone in authority  |
| <b>Idea</b>                    | Thought or suggestion as to a possible course of action; a concept or mental impression; an opinion or belief<br><br>SSC suggestion: concept   |
| <b>Information</b>             | Data interpreted in a given context. Different information may be gleaned from a single data source if the context is different  |
| <b>Informed judgements</b>     | Considered decisions/sensible conclusions that show knowledge/understanding of a particular subject or situation   |
| <b>Initiative</b>              | Ability to assess/begin things independently; the power or opportunity to change before others do  |
| <b>Knowledge</b>               | Facts, information and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject; what is known in a particular field or in total.<br><br>A body of information, coupled with the understanding and reasoning about why it is correct. Knowledge is typically gained through experience or study — implicit or explicit theory, in some combination. (If we ask an expert for their opinion and we receive it, the opinion becomes information for us but remains knowledge for the expert. The difference is that the expert has used reasoning and other information and understands why it is true. We may not.) |
| <b>Leadership</b>              | The action of leading a group of people or an organisation   |
| <b>Management</b>              | The process of dealing with or controlling things or people; the responsibility for, and control of, a company or similar organisation   |

| <b>Word or phrase</b>            | <b>Definition</b>  |
|----------------------------------|--|
| <b>Minimum supervision</b>       | Observing/directing the execution of a task/the work of someone as little as possible  |
| <b>Non-directive supervision</b> | Supervision where the supervisor is not managing or guiding operations<br>SSC suggestion: indirect supervision   |
| <b>Non-routine</b>               | A sequence of actions not regularly followed   |
| <b>Originality</b>               | The ability to think independently and creatively  |
| <b>Principle</b>                 | A fundamental truth or proposition   |
| <b>Problem solving</b>           | Finding an answer to, explanation for, or means of effectively dealing with a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome<br><br>SSC suggestion: this should include aspects relating to creativity, innovation, continuous improvement and being able to continually improve and respond to change   |
| <b>Professional</b>              | A review of current literature suggests that there is no hard and fast way of defining a professional. On a general level 'professional' simply means 'pertaining to the profession' for example, professional standards, which are used to identify a certain minimum regarding quality of performance that an individual has to work to, regardless of which level the individual is working at. Similarly, professional behaviour, skills, practice, etc could be seen as that which does not fall below the minimum required to sustain quality of performance that an individual has to work to, the requirements varying in line with the level at which the individual is working |
| <b>Reflection</b>                | Serious thought or consideration; an idea about something, especially one that is written down or expressed  |
| <b>Research</b>                  | Systematic investigation into/study of materials and sources in order to establish facts and reach new conclusions   |
| <b>Resources</b>                 | A stock or supply of money, materials, staff and other assets that can be drawn on by a person or organisation in order to function effectively; available assets  |
| <b>Responsibility</b>            | The state or fact of having a duty to deal with something or having control over someone; the state or fact of being accountable or to blame for something; the opportunity or ability to act independently and take decisions without authorisation; a thing which one is required to do as part of a job, role, or legal obligation  |
| <b>Routine</b>                   | A sequence of actions regularly followed; performed as part of a regular process<br><br>SSC suggestions: innate, familiar  |
| <b>SCQF</b>                      | The SCQF is a descriptive framework supporting lifelong learning; it is not a regulatory framework for funding purposes  |

| <b>Word or phrase</b>              | <b>Definition</b>  |
|------------------------------------|--|
| <b>SCQF Level Descriptors</b>      | The SCQF Level Descriptors are designed to allow broad comparisons to be made between the outcomes of learning   |
| <b>Skills</b>                      | Skill is the ability to perform a task to a pre-defined standard of competence. It is acquired through formal and/or informal learning and through practice. There is a skills hierarchy: skills may be thought of as attributes of jobs — with some jobs making greater skill demands than others; skills may also be thought of as attributes of people — with some people being more highly skilled than others. Different jobs and different people may be thought of as occupying different positions in a skills hierarchy |
| <b>Specialisms/<br/>specialist</b> | Concentrated primarily on a particular subject or activity; possessing/involving detailed knowledge or study of a restricted topic; concentrating on a restricted field, market or area of activity  |
| <b>Supervisory responsibility</b>  | Responsibility for observing/directing the execution of a task/work being done by someone  |
| <b>Theoretical</b>                 | Concerned with/involving the theory of a subject rather than its practical application; based on or calculated through theory rather than experience or practice   |
| <b>Unpredictable</b>               | When something that will happen in the future or will be a consequence of something cannot be foreseen or estimated SSC suggestion: unexpected   |
| <b>Vocational</b>                  | Of, or relating to, an occupation/employment; (of education or training) directed at an occupation and its skills  |



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