

SQA Track Record



SQA have decades of experience in education and training, and qualification standards and development. We have provided a range of consultancy services to governments, authorities, universities and colleges around the world. This document provides an overview of our involvement in different international projects.

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Training Accreditation

Project title	Scrutiny and endorsement of vocational qualifications
Country	Egypt
Overall project value (€)	170k
Proportion carried out by SQA (%)	100
No of staff provided	6
Client	ITC
Origin of funding	Government of Egypt
Dates (start–end)	Apr 2010–Oct 2011
Partners (if any)	None

SQA's involvement

The Industrial Training Council (ITC) is responsible for the development and awarding of Egyptian Vocational Competence Based Qualifications (EVCQ) in Egypt to meet the pressures of unemployment and the need for international competitiveness in labour force skill levels.

ITC invited SQA to provide scrutiny and endorsement services for 236 EVCQ standards covering 105 vocational trades (for industry, construction and tourism). The main aims of the project were to:

- ◆ ensure that the standards are developed in accordance with international best practices
- ◆ ensure that the standards meet the needs of industry and the purposes for which they are developed
- ◆ assist with embedding the standards within Egypt
- ◆ benchmark the standards against European/International standards

Services provided by SQA in this project

- ◆ technical assistance / consultancy
- ◆ project management
- ◆ standards and curriculum development
- ◆ technical updating
- ◆ review, endorsement and benchmarking

Training Accreditation

Project title	Final evaluation of VET reform programme
Country	Former Yugoslav Republic of Macedonia (FYROM)
Overall project value (€)	44k
Proportion carried out by SQA (%)	66
No of staff provided	1
Client	Ministry of Education and Science, FYROM
Origin of funding	EU Phare programme
Dates (start–end)	Feb–Jun 2001
Partners (if any)	AMU International (Denmark)

SQA's involvement

SQA conducted the final evaluation of the integrated vocational education and training reform programme in FYROM on behalf of the European Training Foundation. In partnership with AMU International (Denmark), SQA assessed the results of the programme against its stated objectives: preparation of a long-term national strategy for secondary education and training; development of a demand-oriented secondary VET system; establishing efficient and effective management of human and physical resources in secondary VET Schools.

A final report was produced in English and Macedonian, and a seminar was held for 80 Stakeholders in Macedonia to disseminate the results of the evaluation and discuss priorities for the future.

Services provided by SQA in this project

- ◆ consultancy
- ◆ project management
- ◆ programme monitoring, review and evaluation
- ◆ working closely with social partners

Qualifications Design

Project title	Developing diploma-level qualifications from national occupational skills standards
Country	Kingdom of Saudi Arabia
Overall project value (€)	1.42m
Proportion carried out by SQA (%)	100
No of staff provided	5
Client	Saudi Skills Standards
Origin of funding	Government of Saudi Arabia
Dates (start–end)	Nov 2014–Jun 2015
Partners (if any)	None

SQA's involvement

At the request of SSS, SQA developed a suit of Associate Diplomas and Diplomas based on newly developed occupational standards. Five SQA staff were based in Glasgow for the duration of the project. A team leader was based full-time in Riyadh, and the team of qualification development managers travelled to Riyadh for consultation events.

The main deliverables for the qualification development were:

- ◆ review NOSS and unit standards to identify standalone qualifications or specialist routes
- ◆ provide capacity-building workshops
- ◆ write qualification units
- ◆ devise new qualifications and/or revise existing structures to include new specialist routes
- ◆ consult with local employers to ensure qualification content meets the needs and expectations of employers
- ◆ final units packaged as Associate Diploma or Diploma

Services provided by SQA in this project

- ◆ consultancy and guidance
- ◆ project management
- ◆ quality assurance of final qualifications
- ◆ curriculum development/updating
- ◆ report writing
- ◆ capacity-building
- ◆ research and analysis of NOSS and existing qualifications

Qualifications Design

Project title	Development of training and qualification system for infrastructure management
Country	Mozambique
Overall project value (€)	1.5m
Proportion carried out by SQA (%)	6
No of staff provided	1 short-term expert
Client	Republic of Mozambique
Origin of funding	NUFFIC
Dates (start–end)	Feb 2011–Feb 2013
Partners (if any)	Euro Consult; Mott MacDonald

SQA's involvement

This project focused on building the capacity of FIPAG (National Urban Water Asset Holding and Investment Fund) to define a framework of professional competences and qualifications for workers in the water sector. The qualifications would be accredited at national level and included in the National Qualifications System. This would be done by:

- ◆ Increasing FIPAG's capacity to develop and strengthen strategic human resources management in the water and infrastructure sector.
- ◆ Increasing competence-based learning and training supply in technical, managerial and behavioural areas for water services and infrastructures management.
- ◆ Increasing the attractiveness of professional careers in the field of water infrastructures management, with a gender-neutral approach.
- ◆ Developing and implementing a gender plan and strategy for FIPAG.

The labour market objective was improved technical human capacity to develop and implement government's policies for the water sector. FIPAG wanted to strengthen its capacity to offer a competence-based training system and to train providers to deliver technical and vocational training (TVET) and higher education, at national level. In order to guarantee the sustainability of the project, FIPAG wanted assistance to investigate the creation of a vocational training centre to fill in the gap between the offer at basic and higher education levels. The first phase of this initiative was the development of a business plan for the training centre.

Services provided by SQA in this project

- ◆ Define procedures for connecting competences with strategic human resources management, including procedures for the recognition of staff competences acquired by informal and non-formal means, and assessment and selection procedures of staff to be future trainers using the training modules.
- ◆ Prepare technical/vocational and higher education qualifications, and qualification levels for water services and infrastructures management, with a gender-neutral approach, including preparation of a modular training curriculum based on competences for the technical/vocational qualification and the respective qualification levels for water services and infrastructure management.
- ◆ Design of professional career development for water services and infrastructures management, including the integration of vocational and higher education qualifications for water services and infrastructures management in the National Qualifications System, including all the requirements for the accreditation of courses and training providers.

Qualifications Design

Project title	Capacity-building for vocational training in environmental protection
Country	Romania
Overall project value (€)	4.74m
Proportion carried out by SQA (%)	9
No of staff provided	4 experts
Client	Government of Romania Ministry of Labour, Family and Social Protection
Origin of funding	European Social Fund
Dates (start–end)	Apr 2010–Mar 2013
Partners (if any)	Entrepreneurship Union of Producers and Users for Industrial Equipment for Environmental Protection, Romania; Employer Association for environment, audit and evaluation, Romania; Institute for Environment, Romania; Athens Network of Collaborating Experts, Greece; Euro-Link Consultants SRL, Romania

SQA's involvement

The overall aim of the project was to improve the quality of the Continuous Vocational Training system in Romania through the introduction of resource centres for the Sector Committee for Vocational Training in Environmental Protection, and to adapt the work force to labour market needs by developing 10 new Occupational Standards required by the sector. The specific objectives to which SQA contributed directly were:

- ◆ Creating and developing institutional capacity of the Sector Resource Centre Committee to (i) provide information on sector-specific occupational standards to interested parties, (ii) provide human resource training and professional development, and (iii) evaluate the vocational competences and types of profession in the field.
- ◆ Analysis of the sector to identify occupations for development of occupational standards.
- ◆ Capacity-building of training specialists to develop occupational standards through study visits and training workshops for 40 sector experts.

The expected results of the project included:

- ◆ Studies / analyses on identification of the needs for evaluation of vocational competences in environmental occupations.
- ◆ Studies / analyses regarding occupations in the environment protection sector.
- ◆ Identification of general/specific competences related to the environment sector and across other sectors.
- ◆ Revision / development of the evaluation methodology and guide for evaluation and validation of competences, based on experiences and good practices on European level.
- ◆ Partnerships between relevant actors in the vocational training related to the environmental sector.
- ◆ Development of 10 occupational standards in the field of environment protection and validation.
- ◆ Training of staff.
- ◆ Testing of the 10 Occupational Standards.

Services provided by SQA in this project

- ◆ Project promotion and dissemination.

- ◆ Presentation at the national launch conference.
- ◆ Labour market analysis and skills forecasting.
- ◆ Sector analysis and identification of specific occupations for the development of occupational standards.
- ◆ Development of qualifications/curricula in line with the NQF and EQF.
- ◆ Delivery of capacity-building workshop at national seminar on workforce flexibility and outcomes based vocational training.
- ◆ Support to implementation of eight dissemination seminars with regional workshops.
- ◆ Training of the specialists in development of occupational standards and evaluation of vocational competences.
- ◆ Organisation, hosting and imentation of study visits.

Qualifications Design

Project title	Qualifications and certification of competence for sustainable development
Country	Romania
Overall project value (€)	3.06m
Proportion carried out by SQA (%)	11
No of staff provided	4 experts
Client	Government of Romania, Ministry of Labour, Family and Social Protection
Origin of funding	European Social Fund SOP HRD 2007 – 2013
Dates (start–end)	Oct 2009–Sept 2012
Partners (if any)	Sectoral Committee for Vocational Training in Environmental Protection, Romania (CSFPM); Institute for Environment, Romania (ECOIND); The Association of the Evaluators and Auditors of the Environment for Industry, Romania (ECOVALIND); Athens Network of Collaborating Experts, Greece (ANCE); Euro-Link Consultants SRL, Romania

SQA's involvement

The overall aim of the project was to improve the quality of the evaluation and certification of vocational competences through the strengthening of the institutional capacities of the Sectoral Committee and development of centres of evaluation and certification of vocational competences acquired in a non-formal context. The specific objectives to which SQA contributed directly were:

- ◆ Development of the institutional capability of the Sectoral Committee to ensure the quality of validation of prior learning, through professional development of its staff.
- ◆ Development of procedures and tools and validation of two new occupational standards in the environment field to support the development and implementation of NQF/EQF.
- ◆ Strengthening of institutional capacity through the development of centres of assessment and certification of competence.
- ◆ Improvement of the certification of prior learning system through development of procedures and tools of validation and certification and training of staff/assessors.

Services provided by SQA in this project

- ◆ Capacity-building of CVET staff in the validation, assessment and verification of competences.
- ◆ Development of institutional capacities – centres of assessment/evaluation and certification.
- ◆ Occupational standards/qualifications/curricula development in line with the NQF and EQF.
- ◆ Development of Quality Assurance systems.
- ◆ Development of assessment systems and strategies.
- ◆ Development of validation tools and certification systems.
- ◆ Organisation, hosting and implementation of study visits.

Qualifications Design

Project title	Skills for Work
Country	UK
Overall project value (€)	2.37m
Proportion carried out by SQA (%)	100%
No of staff provided	20
Client	Scottish Government
Origin of funding	SQA
Dates (start–end)	Apr 2005 – Mar 2007
Partners (if any)	None

SQA's involvement

SQA's analysis, evaluation and review of existing learning programmes and their impact on learner integration into the workplace led to the development of *Skills for Work* courses.

- ◆ *Skills for Work* was a new and innovative model of qualification designed to ensure that learners' knowledge and skills meet the demands of the modern labour market. The qualifications were the result of SQA labour-needs analysis, pilot implementation and stakeholder consultation which revealed the importance of generic employability skills to employers in facilitating the successful integration of learners into the workplace.
- ◆ *Skills for Work* courses were developed in accordance with, and underpinned by, SQA's rigorous quality assurance tools and mechanisms, which have been developed and implemented over several years.
- ◆ *Skills for Work* courses, like all mainstream SQA qualifications, are allocated a level and credit on the national qualifications framework, *the Scottish Credit and Qualifications Framework*, which facilitates wider recognition and learner mobility.
- ◆ The courses offer opportunities for learners to acquire critical generic employability skills through a variety of practical experiences that are linked to a particular vocational area such as construction, hairdressing, hospitality, etc.
- ◆ Following a successful two-year pilot implementation from 2005–07 and subsequent project evaluation, SQA made a range of Skills for Work Courses available for centres throughout Scotland. The same model is being promoted internationally as an innovative approach to prepare young people for the world of work.

Services provided by SQA in this project

- ◆ Market research, including scoping and analysis of existing provision.
- ◆ Labour needs analysis.
- ◆ Pilot implementation.
- ◆ Project evaluation.
- ◆ National communications strategy.
- ◆ Qualifications development for inclusion on the Scottish Credit and Qualifications Framework.
- ◆ Training of teachers.
- ◆ National assessment and certification strategy.
- ◆ Development of National Assessment Bank.
- ◆ Development of learning support material in all targeted vocational areas.

Assessment design and development

Project title	National eLearning strategies
Country	UK
Overall project value (€)	1.5m
Proportion carried out by SQA (%)	100%
No of staff provided	15
Client	Scottish Government
Origin of funding	Scottish Government and European Social Fund
Dates (start–end)	2003–08
Partners (if any)	None

SQA's involvement

SQA led on a number of initiatives to establish an integrated approach to blended and computer-assisted learning across the school, further and higher education sectors in Scotland, and has implemented and managed key National ITC projects, including e-learning and computer-assisted assessment. Key developments included: Pass-It (national e-assessment project); PC Passport (e-learning and blended learning national/international IT qualification); Online-marker (e-enabled national marking system); 5–14 Assessment Bank (e-enabled assessment bank generating on-demand assessments from item banks); COLA project (working through centres' Virtual Learning Environments to deliver e-learning, e-guidance and e-assessment); e-portfolios (developing electronic portfolio technology); SQA Academy project (provides support to centre staff to develop knowledge and understanding of e-assessment methodologies and techniques); e-Nabs project (on-demand assessment generation), MSHNP project producing on-line guidance and support materials for the centres.

SQA's activity focused on the following themes:

- ◆ Item banking development — e-accessible assessments /computer assisted assessment (eg e-NABs (National Assessment Bank) Project; qualifications development (Computing Intermediate 1); online external assessment; external assessment methodologies).
- ◆ Enhancing validity — using technology to enhance validity of assessment by using forms of evidence which cannot be gathered by traditional means (such as E-portfolio project, Pass-IT, E-NABs).
- ◆ Supporting qualifications providers — taking advantage of emerging technologies by supporting examiners and qualifications developers (eg SQA Academy, Feasibility 2004, online marker training).
- ◆ Increasing accessibility — through provision of e-learning and e-enhanced assessment, SQA devised and implemented new technologies to enable a wider audience to undertake learning and assessment, especially those who have had difficulty with traditional methods, including the formats of learning and assessment.

SQA's work on this created wider opportunities for learning and made significant strides to increase the accessibility to learning through the use of integrated application of computer technologies.

SQA has led to key national developments in applications for blended learning including ITC based e-learning and e-assessment in Scotland.

Services provided by SQA in this project

- ◆ strategic policy definition

- ◆ strategic development guidance and support
- ◆ project management and team supervision
- ◆ management of ITC technologies
- ◆ e-learning/assessment systems development, implementation and operation
- ◆ development of institutional capacities /institutional strengthening for e-learning/e-assessment
- ◆ ITC Curriculum development
- ◆ training of technical and training staff
- ◆ training of teachers and lecturers
- ◆ development of QA systems

Assessment design and development

Project title	Development of assessment and certification system
Country	Malawi
Overall project value (€)	15k
Proportion carried out by SQA (%)	100
No of staff provided	2
Client	TEVETA
Origin of funding	GTZ
Dates (start–end)	Apr–May 2001
Partners (if any)	None

SQA's involvement

SQA was contracted by GTZ and the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) to assist in the design of a decentralised assessment and certification system and to develop a strategic plan for the implementation of the system.

During this project, SQA:

- ◆ consulted with a wide range of stakeholders
- ◆ successfully established a consensus around a new system of internal assessment
- ◆ assisted in the planning of an organisational infrastructure and implementation schedule to ensure the effective introduction of this system

Services provided by SQA in this project

- ◆ technical assistance / consultancy
- ◆ project management
- ◆ strategic and policy development
- ◆ institutional strengthening
- ◆ stakeholder / social partner consultation
- ◆ planning organisational infrastructure and implementation schedule
- ◆ training of technical staff

Standards Development

Project title	Benchmarking pre-foundation vocational courses
Country	Kazakhstan
Overall project value (€)	200k
Proportion carried out by SQA (%)	80
No of staff provided	15
Client	Kasipkor
Origin of funding	Kasipkor
Dates (start–end)	Aug–Nov 2014
Partners (if any)	British Council

SQA's involvement

SQA carried out an evaluation against international standards of 11 new TVET programmes developed by Kasipkor and its international institutional partners for Kasipkor's network of new TVET colleges and inter-regional training centres, in the following areas:

- ◆ Energy (four programmes)
- ◆ Design (four programmes)
- ◆ Engineering (two programmes)
- ◆ ICT (one programme)

SQA identified subject experts who carried out the exercise based on a desk review of the programme documentation. The experts did not need to travel to Kazakhstan for this.

The subject experts produced a report on each programme, in line with a standard format agreed with Kasipkor, detailing the results of the expertise carried out. The report detailed how the programme's outcomes could be benchmarked against SQA's own internationally-recognised qualifications framework.

SQA collated and consolidated the reports, and provided an additional analysis demonstrating how the programmes' outcomes could be further benchmarked, via SQA's own framework, to the EQF.

Services provided by SQA in this project

- ◆ consultancy and guidance
- ◆ project management
- ◆ quality assurance
- ◆ curriculum development/ updating
- ◆ report writing
- ◆ capacity building
- ◆ research and analysis of NOSS and existing qualifications

Standards Development

Project title	Revising and developing national occupational skills standards
Country	Kingdom of Saudi Arabia
Overall project value (€)	813k
Proportion carried out by SQA (%)	100
No of staff provided	18
Client	Saudi Skills Standards
Origin of funding	Saudi Skills Standards
Dates (start–end)	Nov 2013–Jun 2014
Partners (if any)	None

SQA's involvement

SQA deployed a team of 17 technical experts in the Kingdom of Saudi Arabia (KSA) to revise/develop 25 National Occupational Skills Standards (NOSS) and occupational summaries/functional maps. The team was responsible for developing and implementing strategy, operational processes, capacity-building activities and developing guidance and manuals to support Saudi Skills Standards to produce a sustainable model for the maintenance and review of NOSS.

Quality assurance and standardisation was a key feature of this project. To support this objective, SQA developed quality assurance criteria and engaged with sector practitioners in the Kingdom of Saudi Arabia to ensure that the final NOSS were of the appropriate quality and met the labour market needs of the relevant KSA occupational sectors.

SQA's project activities included:

- ◆ Developing 25 NOSS which:
 - are based on labour market intelligence (LMI)
 - reflect international best practice and meet the Kingdom of Saudi Arabia's labour market needs
 - include an occupational summary/functional map
 - have been quality assured
 - include an estimated European Qualification Framework (EQF) level for each NOSS Unit
 - have been validated by regional sector practitioners and key stakeholders
- ◆ Supporting Saudi Skills Standards to build its internal capacity in the areas of NOSS development.
- ◆ Producing a range of guidance documents, templates and reports to support project implementation and the sustainability of future NOSS development in KSA. This included inception, interim and final project reports, weekly progress reports, training manuals and guidance documentation on NOSS development, process maps, templates and work instructions, strategy and action plans.

Services provided by SQA in this project

- ◆ Research and analysis to identify the level and scope of occupations for which NOSS would be developed.
- ◆ National stakeholder engagement and consultation.
- ◆ Strategy development and action planning.
- ◆ Functional analysis and occupational summary/functional map development for 25 occupational sectors.
- ◆ Review of existing Saudi NOSS to clarify local requirements and usable material.

- ◆ Identification and recommending NOS development international best practice and tailoring for the Kingdom of Saudi Arabia.
- ◆ Development and quality assurance of NOSS for the Kingdom of Saudi Arabia.
- ◆ Determining an estimated EQF level for each NOSS Unit.
- ◆ Developing and delivering a capacity-building action plan. This included various techniques such as coaching and mentoring, work shadowing and delivery of training workshops.
- ◆ Recommending improvements to processes and governance arrangements to provide a sustainable model for maintaining NOSS.
- ◆ Producing documentation to support the development, quality assurance and maintenance of NOSS.

Standards Development

Project title	Benchmarking against Scottish qualifications
Country	South Africa
Overall project value (€)	12.8k
Proportion carried out by SQA (%)	100
No of staff provided	1
Client	South African Department of Education
Origin of funding	South African Department of Education
Dates (start–end)	July–Aug 2013
Partners (if any)	None

SQA's involvement

SQA was invited by the South African Department of Education to evaluate exemplar examination papers for seven subjects and 15 examination papers and associated marking guidelines and arrangements in support of the National Senior Certificate. This was developed in response to a review of the South African curriculum for the last three years of general secondary education.

SQA was contracted to carry out the benchmarking to ensure that the examinations for the new qualifications were of the appropriate standard. The evaluation was based on criteria agreed upon by SQA and the client. These criteria focused on the standards currently applicable in Scotland, and also took into consideration the South African national curriculum statements.

Services provided by SQA in this project

- ◆ Consultancy and guidance.
- ◆ Project management.
- ◆ Scrutiny of examination papers for benchmarking purposes.
- ◆ Curriculum development/ updating.
- ◆ Report writing.

Standards Development

Project title	Developing a national plan for vocational and educational training
Country	Qatar
Overall project value (€)	361k
Proportion carried out by SQA (%)	100
No of staff provided	5
Client	Supreme Education Council
Origin of funding	Supreme Education Council
Dates (start–end)	June 2012–February 2013
Partners (if any)	None

SQA's involvement

SQA assisted the Supreme Education Council of Qatar (SEC) with planning to establish a vocational education and training system. The work included recommendations for the governance of the new TVET body, an Occupational Standards Institute, alternative vocational pathways into higher education from secondary schools, and a promotional strategy to improve the image of VET education in Qatar. SQA also made recommendations for a quality assurance system and capacity-building of local staff in TVET implementation. A detailed plan for the development of the TVET system was produced, including staffing requirements, budgets, timeframes and capacity-building requirements. An Occupational Standards Guide was developed, and a set of Occupational Standards for the ICT industry in Qatar. The main components of the services contract were:

- ◆ Governance recommendations for the set-up of a TVET system in Qatar.
- ◆ Recommendations for the capacity-building of the staff of the emerging TVET system.
- ◆ A plan for the development of a VET promotional strategy.
- ◆ Recommendations for the development of an Occupational Standards system.
- ◆ Quality assurance strategy development.
- ◆ Recommendations for the development of alternative vocational pathways into higher education from secondary education.

Services provided by SQA in this project

- ◆ VET sector strategic planning, design and systems implementation.
- ◆ TVET institute development implementation plan.
- ◆ Occupational Standards for ICT industry.
- ◆ Occupational Standards Development Handbook.
- ◆ Quality assurance strategy development.
- ◆ TVET governance implementation plan.
- ◆ Capacity-building of local TVET staff — headquarters and training providers.
- ◆ Technical assistance in economic and social development.
- ◆ Recommendations for the development of institutional capacities — schools, colleges.
- ◆ Development of curricula, and operational and administrative structures.
- ◆ Recommendations for the development of customised systems of quality assurance.
- ◆ Monitoring, reviewing and evaluation.
- ◆ Qualifications design.
- ◆ Policy development.

Standards Development

Project title	Benchmarking against Scottish qualifications
Country	South Africa
Overall project value (€)	11k
Proportion carried out by SQA (%)	100
No of staff provided	1
Client	South African Department of Education
Origin of funding	South African Department of Education
Dates (start–end)	July–Aug 2011
Partners (if any)	None

SQA's involvement

SQA was invited by the South African Department of Education to evaluate exemplar examination papers for seven subjects and 15 examination papers and associated marking guidelines and arrangements in support of the National Senior Certificate. This was developed in response to a review of the South African curriculum for the last three years of general secondary education.

SQA was contracted to carry out the benchmarking to ensure that the examinations for the new qualifications were of the appropriate standard. The evaluation was based on criteria agreed upon by SQA and the client. These criteria focused on the standards currently applicable in Scotland, and also took into consideration the South African national curriculum statements.

Services provided by SQA in this project

- ◆ Consultancy and guidance.
- ◆ Project management.
- ◆ Scrutiny of examination papers for benchmarking purposes.
- ◆ Curriculum development/ updating.
- ◆ Report writing.

Standards Development

Project title	Regional network of local learning institutions
Country	Croatia
Overall project value (€)	1.5m
Proportion carried out by SQA (%)	15
No of staff provided	1
Client	Agency for Vocational Education and Training (AVET), DEFECO
Origin of funding	EU/IPA
Dates (start–end)	May 2010–Mar 2012
Partners (if any)	EEO Group (Greece); DEVELOR (Croatia); PMG (Ireland); RAZBOR (Hungary)

SQA's involvement

The overall objective of the project was to assist in the creation of conditions for improving the competitiveness of adult learners in the labour market, resulting in the enhancement of their economic and social status. The project consisted of the following components:

- ◆ Improvement of the capacity of adult education institutions in the ten selected counties.
- ◆ Assistance in disseminating information on the methodology for modernising existing and/or designing new short programmes.
- ◆ Support for the implementation of the grant scheme operation “Regional Network for Local Learning Institutions”
- ◆ Awareness-raising activities for potential adult learners regarding adult education training programmes and regional networks established.

It aimed to achieve the following results:

- ◆ Improvement of key and other competences of adult learners through modernisation of existing, and development of new adult education (AE) programmes, enabling adults to participate more actively in the labour market.
- ◆ Setting up of a regional network through establishment and continuation of cooperation between AE institutions for programme exchange and with local partners, NGOs and other relevant partners, to meet the needs of adult learners.

Services provided by SQA in this project

- ◆ Project management. Web page and online Learning Management System development.
- ◆ Labour market needs analysis.
- ◆ Institutional capacity-building of adult education institutions.
- ◆ Development of methodology for modernising existing and/or designing new short programmes.
- ◆ Strategic network and partnership building.
- ◆ Development of national dissemination strategies and awareness raising.
- ◆ Developing standards and instruments for monitoring and evaluation of adult education programmes.
- ◆ Familiarisation of the grant beneficiaries with the principles relevant for implementation of the grant (procedural and sectoral principles).
- ◆ Establishment of appropriate mechanisms for monitoring of the grant scheme.
- ◆ Familiarising potential adult learners with the adult education training programmes on offer, as well as with the established regional networks.

Standards Development

Project title	Creating a resource centre for social services sector training
Country	Romania
Overall project value (€)	4.8m
Proportion carried out by SQA (%)	10
No of staff provided	4 experts
Client	Government of Romania Ministry of Labour, Family and Social Protection
Origin of funding	European Social Fund
Dates (start–end)	Apr 2010–Mar 2013
Partners (if any)	National College of Social Workers, Romania; National Institute for Prevention and Fighting Social Exclusion of Disabled Persons; Federation of Trade Unions in Public Administration; Athens Network of Collaborating Experts, Greece (ANCE); Euro-Link Consultants SRL, Romania

SQA's involvement

The overall objective of the project was to improve the quality of the Continuous Vocational Training system by creating a Resource Centre for the Social Services sector and closer alignment of the workforce to labour market needs through the development of 10 new occupational standards in the field of assistance and social services.

The specific aims of the project, to which SQA contributed directly, were:

- ◆ Ensuring quality in Continuous Vocational Training by forecasting the demand for qualifications development and developing 10 occupational standards for new occupations in health and social services through analysis of labour market needs.
- ◆ Developing institutional and technical capacity of the National College of Social Workers in Romania to ensure the quality of training provision and robust and reliable assessment of professional competence through staff training and development of the Resource Centre for the Social Services sector.
- ◆ Capacity building in qualifications development.

Services provided by SQA in this project

- ◆ Labour market analysis and forecasting demand for skills.
- ◆ Sector analysis and identification of specific occupations for the development of occupational standards.
- ◆ Transfer of best practices in qualifications/curriculum development in line with the NQF and EQF.
- ◆ Capacity-building of staff in the validation, assessment and verification of competences.
- ◆ Development of institutional capacities — centres of assessment/evaluation and certification.
- ◆ Development of quality assurance systems.
- ◆ Development of assessment systems and strategies.
- ◆ Development of validation tools and certification systems.
- ◆ Organisation, hosting and implementation of study visits.

Standards Development

Project title	Development of quality assurance and accreditation systems and national qualification framework
Country	Kosovo
Overall project value (€)	1.92m
Proportion carried out by SQA (%)	17
No of staff provided	2
Client	Ministry of Science, Education and Technology
Origin of funding	EU IPA
Dates (start–end)	Sep 2009-Aug 2011
Partners (if any)	PEM Consultant, Germany (Lead); Aarhus Technical College, Denmark; TribalHELM, UK

SQA's involvement

The project supported the development of a system of quality assurance, accreditation and qualifications in Kosovo, particularly in vocational education and training. The project supported the development and capacity-building of a qualifications authority in Kosovo and the implementation of the National Qualifications Framework in alignment with the European Qualifications Framework (EQF).

The overall objective of the project was to help the Kosovo Government to improve the quality and efficiency of the provision of educational training in a lifelong learning and employability perspective. The project aimed to achieve the following results, with SQA contributing directly:

- ◆ Produce essential material and operational tools related to the legal framework of qualifications and VET quality assurance, the National Qualifications Law, and to establish the effective functioning of quality assurance in Kosovo and the implementation of the National Qualifications Framework.
- ◆ Develop and implement the legal framework and infrastructure for accreditation of VET providers, with national standards established and with monitoring and review systems set up for VET qualifications in alignment with the European Qualifications Framework (EQF).
- ◆ Produce and advance VET qualifications, curriculum materials, quality assurance manuals and guides.
- ◆ Strengthen and develop the technical and administrative capacity of the National Qualifications Authority (NQA) and of the other institutions and partners.
- ◆ Raise awareness amongst the wider public regarding the role and functions of the NQA and NQF assurance system.

Services provided by SQA in this project

- ◆ Review and updating of policy and criteria for the levelling and alignment of qualifications with the new National Qualification Framework.
- ◆ Support to the organisations in the review, development and validation of VET qualifications.
- ◆ Occupational analysis for the development of occupational standards and the elaboration of qualifications.
- ◆ Elaboration and testing of the quality assurance framework for VET.
- ◆ Awareness raising, communication and dissemination of project results.
- ◆ Capacity-building for institutions and stakeholders.
- ◆ Study visit/internship organisation, hosting and implementation.

Standards Development

Project title	Project Supporting and accrediting vocational qualifications
Country	Turkey
Overall project value (€)	200k
Proportion carried out by SQA (%)	100
No of staff provided	4
Client	Ministry of Education
Origin of funding	Izmir Chamber of Commerce
Dates (start–end)	Apr–Dec 2008
Partners (if any)	None

SQA's involvement

SQA assisted the Izmir Chamber of Commerce (ICOC) in developing vocational qualifications that would provide opportunities for high quality learning and skills. The project built capacity in the ICOC in curriculum development, quality assurance systems, awarding body functions, management information systems and teacher training. The qualifications are delivered in Turkish language, and carry an SQA endorsement statement. The main components of the services contract were:

- ◆ Curriculum development for Izmir Vocational Qualification (IVQ) programmes based on a modular, competence-based approach.
- ◆ Training and support for the development of learning support, delivery and assessment of the new vocational qualifications.
- ◆ Development of quality assurance systems.
- ◆ Building capacity at the ICOC to manage and quality assure the quality systems and support measures required to validate programmes, approve centres for their delivery and certificate candidates.
- ◆ Support the development of a computerised management system by advising on strategies for tracking information, advising on commissioning the system, and providing guidance to system developers.
- ◆ Support the work of the research unit within the ICOC.

Services provided by SQA in this project

- ◆ VET sector strategic planning, design and systems implementation.
- ◆ Capacity-building of local TVET staff — headquarters and training providers.
- ◆ Capacity-building of TVET awarding body — ICOC and external verifiers.
- ◆ Technical assistance in economic and social development.
- ◆ Development of institutional capacities — schools.
- ◆ Staff / teacher training.
- ◆ Development of curricula, and operational and administrative structures.
- ◆ Development of a customised assessment strategy.
- ◆ Development of customised systems of quality assurance.
- ◆ Monitoring, reviewing and evaluation.
- ◆ Qualifications design.
- ◆ Labour market research strategies to support national qualifications development.
- ◆ Policy development.
- ◆ Awarding body MIS, data management and network systems.
- ◆ School MIS, data management and network systems.
- ◆ Materials development to support learning delivery

Standards Development

Project title	Benchmarking against Scottish qualifications
Country	South Africa
Overall project value (€)	11k
Proportion carried out by SQA (%)	100
No of staff provided	1
Client	South African Department of Education
Origin of funding	South African Department of Education
Dates (start–end)	Aug–Dec 2007
Partners (if any)	None

SQA's involvement

SQA was invited by the South African Department of Education to evaluate exemplar examination papers for 10 subject areas in support of the new National Senior Certificate, which was developed in response to a review of the South African curriculum for the last three years of general secondary education.

SQA was contracted to conduct this project to ensure that the examinations for the new qualifications were of the appropriate standard. The evaluation was based on criteria agreed by SQA and the client. These criteria focused on the standards currently applicable in Scotland, and also took into consideration the South African national curriculum statements.

Services provided by SQA in this project

- ◆ Consultancy and guidance.
- ◆ Project management.
- ◆ Scrutiny of examination papers for benchmarking purposes.
- ◆ Curriculum development/ updating.
- ◆ Report writing.

Standards Development

Project title	Evaluation of VET reform programme
Country	Lithuania
Overall project value (€)	43k
Proportion carried out by SQA (%)	100
No of staff provided	2
Client	Ministry of Education
Origin of funding	European Training Foundation
Dates (start–end)	Jan–Feb 2007
Partners (if any)	None

SQA's involvement

SQA was commissioned by the European Training Foundation (ETF) to carry out the final evaluation of Phase II of the VET reform programme in Lithuania. The objective of the evaluation was to provide the Lithuanian authorities and the ETF with an independent assessment of the programme, focusing on its implementation and its relation to policy development in vocational education and training, particularly in the context of EU accession.

SQA consultants interviewed a wide variety of stakeholders throughout the country to assess the extent to which the planned outcomes had been achieved. On the basis of this assessment SQA made recommendations to the Ministry of Education on how best to sustain and develop the process of VET reform in Lithuania.

Services provided by SQA in this project

- ◆ Consultancy and guidance.
- ◆ Project management.
- ◆ Assessment of VET policy implementation.
- ◆ Research studies.
- ◆ Final evaluation of VET reform project.

Standards Development

Project title	Support for the establishment of industrial skills development centre
Country	Ghana
Overall project value (€)	183k
Proportion carried out by SQA (%)	100
No of staff provided	8
Client	Stichting for Technical Education in Ghana
Origin of funding	Stichting for Technical Education in Ghana
Dates (start–end)	Dec 2005–Dec 2006
Partners (if any)	Forth Valley College; James Watt College

SQA's involvement

The objective of this project was to support the Stichting¹ for Technical Education in Ghana to develop an engineering curriculum and associated delivery materials for a new technical college, and to train trainers in Ghana to deliver the curriculum. The project activities included:

- ◆ Carrying out a functional analysis of technical skills requirements in Ghana.
- ◆ Identifying a curriculum to meet industry needs.
- ◆ Preparing equipment lists for delivering the technical curriculum.
- ◆ Preparing support materials for delivering the curriculum.
- ◆ Training the trainers in Ghana who will deliver the curriculum by offering the SQA Certificate in Training Practice.
- ◆ Providing development and quality assurance support for the delivery of the curriculum.
- ◆ Investigating the possibility of working with a Scottish college to deliver the curriculum to achieve international recognition.

Services provided by SQA in this project

- ◆ Project management.
- ◆ Identification and analysis of training needs.
- ◆ Curriculum and programme development.
- ◆ Learning and assessment materials development.
- ◆ Producing equipment and resources specifications.
- ◆ Training of trainers.
- ◆ Development of certification system.

¹ Stichting is a type of foundation in the Netherlands

Standards Development

Project title	Consultancy to review standards and curricula for technical trades
Country	People's Republic of China
Overall project value (€)	6.45m
Proportion carried out by SQA (%)	100
No of staff provided	15
Client	Ministry of Education, PR China
Origin of funding	SQA
Dates (start–end)	Aug 2003–Mar 2008
Partners (if any)	Chinese Service Centre for Scholarly Exchange

SQA's involvement

SQA worked with the Ministry of Education, People's Republic of China to introduce a range of Scottish qualifications to support the provision of education and training in the People's Republic of China. The qualifications are assisting with the Chinese Government's national priorities of increasing educational capacity and quality assurance within the education sector and upskilling the national workforce at technical level. The qualifications also enable skills transfer between the UK and China, delivering benefits to both Chinese teachers and UK students.

SQA has 30 approved centres delivering the Higher National Diploma (HND) in China. Since 2004 over 10,000 students have benefited from this collaborative work. HNDs have enhanced their future prospects and are making a real difference to their careers, their communities and the economic development of the People's Republic of China. Chinese students have articulated to over 200 universities throughout the world, demonstrating the international recognition and mobility of this qualification.

SQA provided substantial technical support and guidance in SQA quality assurance procedures and processes to the centres. Delivery of the qualifications is supported by SQA and assessment is underpinned by SQA's robust quality assurance framework and procedures. SQA supports the continuous professional development (CPD) of the HND teachers in China, and runs annual training programmes in-country. SQA has selected, appointed and trained 15 in-country external verifiers to carry out SQA quality assurance activities.

Services provided by SQA in this project

- ◆ Project management.
- ◆ Centre approval and centre monitoring visits to ensure implementation of SQA's quality assurance framework.
- ◆ Qualification approval. Quality assurance and certification.
- ◆ Bespoke training linked to each qualification area.
- ◆ Support and assessment materials.
- ◆ Institution building — development of institutional capacity to undertake the roles of standards development; quality assurance; data collection and processing, and certification.
- ◆ Teacher training and CPD implementation in qualification delivery, assessment and quality assurance.
- ◆ Development of occupational standards.
- ◆ Curriculum development.
- ◆ Assessment development.
- ◆ Identification and analysis of training needs.

Standards Development

Project title	World Bank Education Improvement Project: Education Quality Component and Assessment Sub-Component
Country	Latvia
Overall project value (€)	295k
Proportion carried out by SQA (%)	100
No of staff provided	6
Client	Ministry of Education
Origin of funding	World Bank
Dates (start–end)	Oct 2000–Jan 2004
Partners (if any)	None

SQA's involvement

SQA assisted the Ministry of Education and Regional School Boards in Latvia to create a National Student Assessment system for grade 9 native and non-native speakers of Latvian. This project was designed to revise the curriculum; to improve teaching and learning practice; and to monitor the system.

SQA's involvement in the project helped the Ministry of Education to:

- ◆ Establish a robust, workable and cost-effective assessment model.
- ◆ Design valid and reliable assessment instruments with objective grading criteria.
- ◆ Develop a trained resource at national, regional and school level to operate the assessment system.
- ◆ Pilot the new model and assessment instruments.
- ◆ Produce detailed guidance manuals to underpin the new system.
- ◆ Develop systems for analysing results and monitoring the system.
- ◆ Disseminate the new model to the wider school system.

Services provided by SQA in this project

- ◆ Consultancy and guidance.
- ◆ Project management.
- ◆ Pilot testing.
- ◆ Decentralisation — encouraging partnerships between national and regional authorities in management of national assessment system.
- ◆ Implementation of assessment system.
- ◆ Teacher and technical staff training.
- ◆ Statistical analysis.
- ◆ Guidance materials development.

Standards Development

Project title	Establishing a training fund to support training of unemployed and disadvantaged groups
Country	Kyrgyzstan
Overall project value (€)	1m
Proportion carried out by SQA (%)	15
No of staff provided	3
Client	Ministry of Labour and Social Protection
Origin of funding	EU TACIS
Dates (start–end)	Oct 2000–May 2001
Partners (if any)	IMC Consulting Ltd UK (lead); FAS Ireland; SIAR-Bishkek Ltd, Kyrgyzstan

SQA's involvement

SQA was a subcontractor to IMC Consulting Ltd in this project to establish a training fund in Kyrgyzstan to counter unemployment. The project involved four interrelated components, of which SQA contributed to two. These were:

- ◆ Developing instruments to define training needs (labour market surveys, identifying the demand for training among the unemployed, developing and installing a database in local employment offices).
- ◆ Organisation and management of the training delivery (establishing a database of qualified training providers, developing the fund's operational structure, testing training fund mechanisms by organising pilot training activities, etc).

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Project management.
- ◆ Institutional strengthening.
- ◆ Labour market analysis to include national and regional stakeholders.
- ◆ Training needs analysis.
- ◆ Management information systems.
- ◆ Quality assurance of VET providers, (aligning pilot curricula to market needs).
- ◆ Training of technical and training staff.

Standards Development

Project title	National skills standards project
Country	Egypt
Overall project value (€)	4m
Proportion carried out by SQA (%)	33
No of staff provided	11
Client	Government of Egypt
Origin of funding	Social Fund for Development, Egypt
Dates (start–end)	Oct 1999–Oct 2003
Partners (if any)	British Council (lead contractor); AFPA (France); Carl Bro (Denmark); IB (Germany)

SQA's involvement

The Social Fund for Development (SFD) identified a need to test a competence-based system of training for Egypt to meet the pressures of unemployment and the need for international competitiveness in labour force skill levels. This project piloted competence-based training in 100 trades across four occupational areas, and focused on the development of standards and programmes through close collaboration with industry.

In addition to developing skills standards, the project also placed great emphasis on building a sustainable policy and management structure, to ensure that the gains of the project were expanded to new occupational areas and administered effectively in the medium and long term. This included the establishment of regional bodies to provide governance and management of the VET institutions, benchmarked to best European practice, to help ensure sustainability for the improvements to the VET system through exchange of information on all aspects, including VET quality assurance.

The project also encompassed the completion of an equipment needs analysis for the selected vocational training centres and the procurement of this equipment according to agreed procedures. The objectives of the National Skills Standards Project were to:

- ◆ Develop and implement skill standards for 100 trades across three economic sectors.
- ◆ Develop and pilot competence-based training programmes (CBTPs) and assessment specifications.
- ◆ Prepare equipment specifications for 50 vocational training centres.
- ◆ Develop the staff of the vocational training centres to deliver quality assurance and assess competence-based training programmes.
- ◆ Develop institutional capacity to implement mechanisms to support identification and implementation of standards development; quality assurance; data collection and processing, and certification.
- ◆ Establish an evaluation mechanism using data from tracer studies.

Services provided by SQA in this project

- ◆ Policy development — development of a sustainable policy and management structure.
- ◆ Institution building — development of institutional capacity to undertake the roles of standards development; development and implementation of quality assurance tools and mechanisms; data collection and processing, and certification.
- ◆ Consultation with social partners.
- ◆ Identification and analysis of training needs.
- ◆ Development of occupational standards.

- ◆ Curriculum development.
- ◆ Decentralisation of VET systems – establishment of regional bodies.
- ◆ Training of trainers and technical staff.
- ◆ Development of Management Information Systems.
- ◆ Assessment procedures development.
- ◆ Technical updating.
- ◆ Identification of equipment specifications.
- ◆ Quality assurance and certification systems development.

Framework Development

Project title	Implement a national qualifications framework and quality assurance authority
Country	Oman
Overall project value (€)	1.45m
Proportion carried out by SQA (%)	100
No of staff provided	10
Client	Ministry of Education, Oman
Origin of funding	Ministry of Education, Oman
Dates (start–end)	Jun 2014–Jan 2016
Partners (if any)	None

SQA's involvement

The project was established to support the Ministry of Education in Oman to further design and develop the National Assessment and Examinations Centre based on the functions which were previously carried out by the General Directorate of Educational Evaluation (GDEE). The two areas of responsibility for SQA were:

- ◆ 1A. Develop a strategy and design for the new centre
- ◆ 1B. Develop national testing procedures and capacity-building

Component 1A commenced in June 2014 and was concerned with:

- ◆ Conducting a situational analysis of the education and qualification system in order to establish the background and context in which the project was to be delivered.
- ◆ A strategic review of the existing GDEE, its functions, structures and external relationships.
- ◆ Develop an organisational structure and new system of governance for the new centre, based on the review outcomes.
- ◆ Strategic planning including establishing a vision, mission, strategic goals and objectives.
- ◆ Strategy implementation planning including the development of internal systems, structures and processes to support the management of the new centre's core functions.
- ◆ Recruitment policies and procedures.
- ◆ Capacity-building of key personnel involved in setting up the new centre through a series of training workshops and individual coaching.

Component 1B commenced in January 2015 and was concerned with:

- ◆ Quality assurance processes for developing national performance standards of assessment.
- ◆ Developing assessment specifications.
- ◆ Policies and procedures for regulating marking, the review and adjustment of marks and grade boundaries.
- ◆ Capacity building of personnel concerned with the development of assessments through a series of training workshops.

Services provided by SQA in this project

1A

- ◆ A report of an initial analysis of the current Omani education and qualification system, providing the necessary background intelligence for all subsequent activities.
- ◆ A proposal for a new corporate organisational structure for the National Centre for Educational Evaluation and Examinations (NCEEE).
- ◆ A proposal for a system of governance, independent from the MoE and governed by a board.
- ◆ A vision, mission and values for the new centre.
- ◆ The long-term goals and objectives.
- ◆ Strategic objectives for 2015/16–2017/18, pending the approval of the new structure and appointment of key staff.
- ◆ A list of systems, processes, policies and procedures to support the functions and management of the new centre.
- ◆ A draft internal communications strategy.
- ◆ A draft and guidelines for an external communications strategy.

1B

- ◆ A framework and guidelines for a strategic plan for 2015/16–2017/18 incorporating the strategic objectives.
- ◆ A portfolio of projects designed to deliver the strategic objectives. A strategy implementation plan and schedules for 2015/16–2017/18.
- ◆ A glossary of educational and assessment terms.
- ◆ Samples of assessment specifications.
- ◆ Guidelines and criteria for developing assessment specifications. Policies and procedures to support the development of high quality assessment items and associated marking schemes.
- ◆ A document specifying marking regulations.

Framework Development

Project title	Developing an internationally-recognised qualifications framework in IT
Country	Jordan
Overall project value (€)	290k
Proportion carried out by SQA (%)	100
No of staff provided	5
Client	World Bank (IFC)
Origin of funding	World Bank
Dates (start–end)	2013
Partners (if any)	None

SQA's involvement

SQA deployed a team of technical experts to Jordan to engage with stakeholders and identify the most appropriate model for the introduction of an internationally-recognised qualification framework for the information technology sector. Within the terms of the contract, we also identified the most suitable occupational standards, as well as recommending the most appropriate method for assessing and certifying candidates. The team met with a wide range of stakeholders including universities, private training providers, employers and ministries.

SQA's project activities included:

- ◆ Developing a National Qualification Framework which included: a strategic vision; recommendations on framework levels; descriptors and mapping methodology of the framework.
- ◆ Advising on the proposed authority that would have national responsibility for managing the framework, including staffing, comprehensive IT system and interactive website, and an electronic qualifications database.
- ◆ Producing an implementation plan and report — including recommendations and an action plan on the proposed framework structure and operation.

Services provided by SQA in this project

- ◆ research and analysis
- ◆ national stakeholder engagement and consultation
- ◆ strategy development and action plan
- ◆ qualifications framework with level descriptors for the IT sector
- ◆ identification of occupational standards
- ◆ assessment and certification methodology development
- ◆ recommended institution and governance arrangements
- ◆ development of an employability framework
- ◆ partnership working across other funded projects

Framework Development

Project title	Implement a national qualifications framework and quality assurance authority
Country	Bahrain
Overall project value (€)	1. 85m
Proportion carried out by SQA (%)	10
No of staff provided	6
Client	Tamkeen Labour Fund
Origin of funding	Government of the Kingdom of Bahrain
Dates (start–end)	Feb 2012–Oct 2014
Partners (if any)	None

SQA's involvement

Following on from the development phase of the National Qualification Framework for Bahrain, SQA was invited to extend the contract with the Quality Assurance Authority for Education and Training (QAAET) and assist with the implementation phase of the framework. This involved planning for the implementation of the Bahrain Qualifications Framework (BQF) including a report and recommended handover plan for the governance and implementation structures for the BQF. Central to this education reform initiative was the achievement of a culture change in learning, the ultimate aim of which was to place the needs of the learner at the centre of the national education and training system.

The project had four main components covering:

- ◆ BQF governance arrangements, mandate and principles of engagement with key stakeholders to define principles for setting, maintaining, reviewing and promoting standards.
- ◆ BQF organisation structure, functions and key proposed activities. The four functions for the BQF as endorsed by the BQF Steering Committee are:
 - i. Framework operations
 - ii. Strategic research and policy development
 - iii. Qualifications recognition service
 - iv. Customer engagement and support
- ◆ Staffing and budget scenarios. The BQF functions and proposed activities were endorsed by the BQF Steering Committee and formed the basis for the indicative budget and staffing arrangements developed as part of the BQF Handover Plan for the BQF establishment/set-up phase.
- ◆ Establishment/set-up plan.

The next phase of the project was to set up the BQF functions and business unit within QAAET. SQA worked with the QAAET, Tamkeen, and stakeholders to achieve this by building in a strategic way on the project achievements and ensuring that the BQF and its associated policies and procedures for access, transfer and progression complied with the national goals set out in Vision 2030, delivering tangible benefits for an increasingly diverse learning society.

Services provided by SQA in this project

- ◆ Strategic planning for the BQF, including design, policy development and systems implementation.
- ◆ Draft legislation and governance arrangements.
- ◆ Capacity-building of local staff — BQF Authority, ministry officials, private sector and training providers.
- ◆ Capacity-building of emerging awarding bodies.
- ◆ Training in operationalising the mandates of the BQF Authority.
- ◆ Operational and administrative structures development.
- ◆ Job descriptions and functional analysis for the BQF Authority.
- ◆ Guidance documents to support the development of national systems of quality assurance that will underpin the BQF.
- ◆ Labour market research strategies to support national qualifications development.
- ◆ Policy development.
- ◆ BQF MIS, data management and network systems.
- ◆ Guidance documentation and manuals for all key mandates under the BQF.

Framework Development

Project title	Strengthening institutional framework for development of VET standards, qualifications and curricula
Country	Croatia
Overall project value (€)	1.8m
Proportion carried out by SQA (%)	33
No of staff provided	2 experts
Client	Agency for Vocational Education and Training (AVET) DEFECO
Origin of funding	EU/IPA
Dates (start–end)	Jan 2010–Jan 2012
Partners (if any)	GOPA Consultants (Germany); Fontys University (Netherlands)

SQA's involvement

The overall objective of the project was to ensure continuous improvement of the VET system in Croatia, relating to the transferability and recognition of competences and qualifications, and to ensure compliance with the VET Copenhagen Process. The project contributed to the development of improved capacity of the education sector to respond to labour market needs and supports the development of the Croatian economy. As lead consultant, SQA achieved the following project objectives:

- ◆ Further strengthening of sector councils to contribute efficiently to the development of VET qualifications and curricula.
- ◆ Enhancement of knowledge and skills for the management of qualification and curriculum development.
- ◆ Development of 26 VET occupational standards, qualifications and curricula in 13 sectors supported using the improved methodology.
- ◆ Drafting of an action plan for the transition to a large-scale modernisation of VET qualifications/curricula.

Services provided by SQA in this project

- ◆ Labour market needs analysis and skills forecasting.
- ◆ Policy review and development.
- ◆ Stakeholder consultation and engagement.
- ◆ Awareness raising, communication and dissemination strategy design and implementation.
- ◆ Institutional review, evaluation and development of sector council capacities.
- ◆ Sector analyses and identification of specific occupational areas for the development of occupational standards/qualifications and curricula.
- ◆ Development of improved methodology for qualification/curriculum development.
- ◆ Curriculum development in accordance with NQF and EQF.
- ◆ Training of trainers.
- ◆ Capacity building of staff in qualification/curriculum development.
- ◆ Organisation, hosting and implementation of study visits.

Framework Development

Project title	Developing a national qualifications framework
Country	Bahrain
Overall project value (€)	2.06m
Proportion carried out by SQA (%)	100
No of staff provided	54
Client	Tamkeen Labour Fund
Origin of funding	Government of the Kingdom of Bahrain
Dates (start–end)	Jan 2010 – Dec 2011
Partners (if any)	None

SQA's involvement

SQA assisted the government of the Kingdom of Bahrain to develop a national qualification framework. SQA's project activities included:

- ◆ Developing the national qualification framework, including: a strategic vision, mission and objectives; policy recommendations on Framework levels; descriptors and mapping methodology; recognition of prior learning; and international verification of the proposed Framework.
- ◆ Assisting with proposals for an authority with national responsibility for managing the framework, based on its draft legal mandate and including, as a minimum, internal administration policies and procedures; staffing levels; a comprehensive IT system and an interactive website; and an electronic qualifications database.
- ◆ Assisting with the operation of the framework.
- ◆ Producing a handover plan and report — including full recommendations on the proposed implementation structure and execution.

Services provided by SQA in this project

- ◆ Strategic planning for the National Qualification Framework, including design, policy development and systems implementation.
- ◆ Draft legislation and governance arrangements.
- ◆ Capacity-building of local staff — Bahrain Qualification Framework (BQF) Authority, ministry officials, private sector and training providers.
- ◆ Capacity-building of emerging awarding bodies.
- ◆ Training in operationalising the mandates of the BQF Authority.
- ◆ Development of operational and administrative structures.
- ◆ Job descriptions and functional analysis for the BQF Authority.
- ◆ Guidance documents to support the development of national systems of quality assurance underpinning the BQF.
- ◆ Labour market research strategies to support national qualifications development.
- ◆ Policy development.
- ◆ MIS, data management and network systems for the BQF.
- ◆ Guidance documentation and manuals for all key mandates under the BQF.

Capacity Building

Project title	Assessor and internal verifier training
Country	Egypt
Overall project value (€)	54,250
Proportion carried out by SQA (%)	100
No of staff provided	1
Client	ITC
Origin of funding	ITC
Dates (start–end)	Nov 2010–Apr 2012
Partners (if any)	None

SQA's involvement

The project objective was for SQA to provide an assessor and internal verifier training programme to prepare existing teachers and instructors to become assessors and/or internal verifiers in a competence-based learning system, leading to the award of a recognised vocational qualification (EVCQ). The training was in two parts:

- 1 A series of training workshops providing the essential underpinning knowledge and understanding to become an assessor and/or internal verifier. These were a platform to enable candidates to start practising in these areas and develop their skills further.
- 2 A period of on-the-job practice structured to enable participants to develop their skills as assessors and/or internal verifiers in a practical environment. During this period, participants compiled a portfolio of evidence to prove that they had achieved the necessary competences.

The training programme covered the outcomes of:

- ◆ SQA Unit: Carry out Assessment Process
- ◆ SQA Unit: Internally Verify the Assessment Process

The assessor and verifier training was delivered by means of separate workshops.

Services provided by SQA in this project

- ◆ delivery of workshops
- ◆ training of trainers
- ◆ capacity-building in QA mechanisms to underpin delivery of competence-based qualifications
- ◆ training needs analysis

Capacity Building

Project title	Assessor and verifier training
Country	Abu Dhabi
Overall project value (€)	80k
Proportion carried out by SQA (%)	100
No of staff provided	1
Client	ADGAS
Origin of funding	ADGAS
Dates (start–end)	Oct 2009 – Sept 2011
Partners (if any)	None

SQA's involvement

SQA delivered a series of training workshops to ADGAS (Abu Dhabi Gas Liquefaction Limited) personnel in Abu Dhabi. The training programmes were designed to prepare work-based trainers, instructors and supervisors to become assessors and/or internal verifiers in a competence-based learning system leading to the award of approved vocational qualifications. The training was in two parts:

- 1 A training workshop providing the essential underpinning knowledge and understanding to become an assessor and/or internal verifier. This workshop provided a platform for candidates to start practising and to develop their skills further.
- 2 On-the-job practice, with on-line guidance and support. The structure enabled candidates to develop their skills in a practical environment and generate a portfolio of evidence of their competence.

On completion, candidates could be assessed for either or both of the following SQA qualifications:

- ◆ A1 (Assessor) award
- ◆ V1 (Internal Verifier) award

The assessor and verifier training sessions were delivered in separate workshops.

Services provided by SQA in this project

- ◆ delivery of series of workshops
- ◆ training of trainers
- ◆ capacity building in QA mechanisms to underpin delivery of competence-based qualifications
- ◆ training needs analysis

Capacity Building

Project title	Technical assistance in qualification development
Country	Egypt
Overall project value (€)	237k
Proportion carried out by SQA (%)	100
No of staff provided	15
Client	ITC
Origin of funding	Government of Egypt
Dates (start–end)	June 2008–June 2009
Partners (if any)	None

SQA's involvement

The Industrial Training Council (ITC) is responsible for the development and awarding of Egyptian Vocational Competence Based Qualifications (EVCQs) in Egypt to meet the pressures of unemployment and the need for international competitiveness in labour force skill levels. This project was a progression from the National Skills Standards Project (see project 14) where EVCQs were produced for 236 vocational programmes covering 101 trades across four occupational areas. It focused on the development of standards and programmes for further trades through close collaboration with industry in line with European best practice.

The objectives of this project were to:

- ◆ Provide training in functional analysis to establish job roles and functions.
- ◆ Develop and implement skill standards for further trades across three economic sectors using a functional analysis approach.
- ◆ Develop EVCQs and assessment specifications.
- ◆ Prepare equipment specifications.
- ◆ Develop ITC's institutional capacity to undertake the roles of standards and qualifications development and quality assurance.

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Project management.
- ◆ Standards development; quality assurance.
- ◆ Working closely with social partners.
- ◆ Identification and analysis of training needs.
- ◆ Development of occupational standards.
- ◆ Curriculum development.
- ◆ Training of trainers and technical staff.
- ◆ Assessment procedures development.
- ◆ Technical updating.
- ◆ Identification of equipment specifications.

Capacity Building

Project title	Bespoke training in credit rating
Country	Trinidad & Tobago
Overall project value (€)	7.6k
Proportion carried out by SQA (%)	100
No of staff provided	1
Client	Accreditation Council of Trinidad and Tobago (ACTT)
Origin of funding	ACTT
Dates (start–end)	July 2006
Partners (if any)	None

SQA's involvement

SQA built capacity in the ACTT to allow staff to gain proficiency in allocating credit and designating a level to qualifications and learning programmes. Credit rating allows the integration of existing qualifications and learning programmes into a national credit and qualifications framework, thereby increasing their currency, portability and recognition amongst learners, learning institutions, employers and sectors. The work involved delivering a bespoke training programme covering the credit rating of qualifications and learning programmes. This training was in the context of the knowledge and practical experience SQA has gained in establishing the SCQF; advising other countries on developing their framework; and credit rating SQA provision, non-SQA provision and Scottish Vocational Qualifications.

SQA delivered a range of training techniques including: developing a bespoke credit rating manual; developing a bespoke training programme; devising group and individual activities including worked examples of credit rating activity; providing a review of UK and international case studies of credit rating. The credit rating programme was developed to meet the needs of ACTT staff and comprised:

- ◆ An explanation of the general principles and purposes of credit rating, and the techniques used.
- ◆ Definition of credit for the purposes of credit transfer.
- ◆ Definition for levelling for the purposes of credit transfer.
- ◆ Underlying principles for credit transfer.
- ◆ Criteria that a qualification/learning programme should meet to be credit rated.
- ◆ Underlying process for the credit rating activity.
- ◆ Quality assurance of the process and resultant credit rating decision.
- ◆ Practical examples of credit rating.
- ◆ Levelling qualifications and learning programmes as a separate activity.
- ◆ Working towards the SQA Unit: Credit Rating Qualifications and Learning Programmes.
- ◆ Simulated credit rating activity that will be assessed by assessors of the unit in Scotland.

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Training in credit rating.
- ◆ Development of training plans.
- ◆ Development of training materials.
- ◆ Development of Institutional capacities.
- ◆ Development of credit rating system for ACTT qualifications.

Capacity Building

Project title	Lithuania Twinning Light
Country	Lithuania
Overall project value (€)	46k
Proportion carried out by SQA (%)	100
No of staff provided	1
Client	Ministry of Education
Origin of funding	EU
Dates (start–end)	Jan–Feb 2002
Partners (if any)	FAS, Ireland; NBE, Finland

SQA's involvement

In January 2002, SQA submitted a joint bid with FAS (Ireland) and the National Board for Education (NBE) in Finland for a 'Twinning Light' project with Lithuania. Twinning Light is an EU initiative aimed at institution-building in the EU candidate countries so that they can adopt, implement and enforce the pre-accession criteria for EU membership.

During this consultancy, SQA:

- ◆ Developed policies in relation to lifelong learning.
- ◆ Developed a National Action Plan for the implementation of the lifelong learning policy.
- ◆ Devised a careers guidance strategy.
- ◆ Assisted in the revision of the law in relation to lifelong learning policies.
- ◆ Created a framework of qualifications:
 - Devised a strategy for external assessments for VET provision.
 - Devised a strategy for the external quality assurance of VET provision.

Services provided by SQA in this project

- ◆ Project management.
- ◆ Consultancy and guidance.
- ◆ Institutional strengthening.
- ◆ Educational policy development.
- ◆ VET strategy development.
- ◆ Career guidance strategy development.

Capacity Building

Project title	Project design and appraisal
Country	Caribbean Islands (Barbados, Jamaica, Dominica, Belize, Guyana, St Lucia)
Overall project value (€)	37k
Proportion carried out by SQA (%)	100
No of staff provided	3
Client	Caribbean Examinations Council
Origin of funding	Department for International Development (DfID)
Dates (start–end)	Aug–Dec 2000
Partners (if any)	British Council

SQA's involvement

The Caribbean Examinations Council (CXC) was seeking to improve its capacity to meet the certification needs of a greater number of Caribbean youth, particularly those of lesser academic ability who were unable to achieve passing grades under CXC examinations.

SQA was commissioned to consult with various groups of stakeholders (education ministries, head teachers and teachers, employer organisations, educational institutions and parents) in six countries in the Caribbean: Guyana, Belize, Dominica, Jamaica, Barbados, and St Kitts and Nevis, via a combination of meetings, workshops and seminars. SQA also conducted a capacity assessment of the Caribbean Examinations Council and presented recommendations resulting from the consultation process to DfID in the form of a Project Memorandum.

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Project management.
- ◆ Policy development.
- ◆ Desk-based review of current provision for examination and assessment at secondary level in six countries.
- ◆ Consultation with policy makers and other stakeholders.
- ◆ Capacity assessment of CXC.
- ◆ Preparation of Project Memorandum.

Capacity Building

Project title	Vocational education and training
Country	Russia
Overall project value (€)	52k
Proportion carried out by SQA (%)	100
No of staff provided	2
Client	Regional education authorities, Nizhny Novgorod
Origin of funding	British Council
Dates (start–end)	1998–2002
Partners (if any)	None

SQA's involvement

This project in Nizhny Novgorod was repeat business and built directly on the success of a previous project in Omsk. The aim of the project was to ensure the sustainability by deploying local experts, trained during the Omsk project, to cascade the skills and experience gained from the previous project to their Nizhny counterparts.

SQA continued to provide technical mentoring, overall management, and monitoring and evaluation. New courses were developed using the modular, outcomes-based approach, and were delivered in pilot colleges in Nizhny Novgorod. In addition, trainers from Nizhny trained their counterparts in other regions of Russia (including Cheboksari, Samara, Great Novgorod and Ekaterinburg) in writing modules and developing competence-based courses.

The third stage of the project involved the development of a quality assurance system to support the new courses. SQA quality assurance experts delivered a series of training workshops during 2001 and 2002.

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Project management.
- ◆ Technical mentoring.
- ◆ Curriculum development and piloting.
- ◆ Teacher training.
- ◆ Deploying experts to deliver training.
- ◆ Project monitoring and evaluation.
- ◆ Development of and training in quality assurance systems.

Capacity Building/ Standards Development

Project title	Recurrent audit and external verification services to support quality assurance
Country	Botswana
Overall project value (€)	380k
Proportion carried out by SQA (%)	100
No of staff provided	12
Client	Ministry of Education
Origin of funding	Government of Botswana
Dates (start–end)	2003–2011
Partners (if any)	None

SQA's involvement

The objective of the project was to build technical and professional capacity of the new TVET awarding body (QAA) in the Ministry of Education, to accredit the new qualifications (BTEPs) and provide a mechanism for meeting SQA's endorsement criteria. SQA's role was to monitor, review and evaluate the implementation of the QAA's quality assurance strategy and to provide ongoing support and advice. SQA achieved this through the following activities:

- ◆ Auditing the QAA's systems operations and administrative structures to ensure that the Ministry of Education meets SQA's endorsement criteria.
- ◆ Supporting and participating in the external verification of all programme areas in all centres.
- ◆ Providing support to the Ministry of Education to develop their capability to certificate and quality assure the new BTEPs through development of the systems, operations and administrative structures of the QAA.
- ◆ Teacher training.

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Project management.
- ◆ Develop VET systems, operations and administrative structures.
- ◆ Monitor, review and evaluate the implementation of the QAA's quality assurance strategy.
- ◆ Provision of ongoing support and advice.
- ◆ Auditing the QAA's systems.
- ◆ Support to external verification processes.
- ◆ Training of technical and training staff in the skills of continuous assessment, internal and external verification.

TVET

Project title	Support for TVET reform
Country	Jordan
Overall project value (€)	2.87m
Proportion carried out by SQA (%)	25
No of staff provided	0
Client	EU delegation to Jordan/Ministry of Labour
Origin of funding	EU
Dates (start–end)	Jan 2013–Jun 2015
Partners (if any)	Ecorys; Dajani Consulting

SQA's involvement

The overall objective of this project was to support Jordan's employment and TVET (E-TVET) reform efforts and related interventions to improve the long-term relevance, efficiency, equity and institutional and financial sustainability of the Jordanian employment and TVET system. The purposes of this project were to:

- ◆ Enhance capacities at the E-TVET Secretariat, TVET stakeholders and Ministry of Labour (MoL) regarding E-TVET strategic planning, policy formulation, implementation and monitoring.
- ◆ Enhance capacities in costing and financial planning at MoL, the E-TVET Council and Secretariat, and other E-TVET stakeholders regarding the E-TVET related policy formulation, implementation, and monitoring.
- ◆ Enhance capacities at MoL, E-TVET Secretariat and Department of Statistics (DoS) in the area of data production and analysis regarding a) the Electronic Labour Exchange (ELE), b) the Labour Market Information System (LMIS) and c) the HRD Information System.
- ◆ To enhance capacities, systems and instruments at the Centre of Accreditation and Quality Assurance (CAQA) and the Higher Education Accreditation Commission (HEAC) for the accreditation of community colleges and main stakeholders in the field of accreditation and quality assurance.
- ◆ To provide technical support and specific outputs for employment and TVET related issues as requested by the E-TVET Council and Programme Steering Committee.

The results to be achieved included:

- ◆ effective E-TVET sector governance, with enhanced planning and result-oriented budgeting
- ◆ improved employment services and employability — in particular for women
- ◆ effective and performance-based funding of initial and continuing training
- ◆ enhanced labour market-driven quality of TVET delivery system
- ◆ enhanced role of social partners in the planning, implementation and other aspects of E-TVET reform
- ◆ operational Labour Market Information System (LMIS)
- ◆ operational TVET accreditation and quality assurance and occupational licensing system

Services provided by SQA in this project

- ◆ communication and co-ordination with a broad range of organisations
- ◆ setting up and guiding working groups
- ◆ capacity-building and direct advice of staff
- ◆ training seminars and workshops
- ◆ study tours
- ◆ data collection and analysis

- ◆ strategic planning and policy development: Review and revision of organisational structures of counterpart organisations
- ◆ financial planning and costing: Support to updating medium-term expenditure framework (MTEF)
- ◆ employment policies and labour market information systems: Support in the establishment of information systems, sector surveys, establishing a career guidance system
- ◆ Quality assurance and certification: Establishment and guidance of six sector teams, occupational standard and curriculum development; manuals for accreditation, testing, licensing and quality assurance; etc.

TVET

Project title	Strengthening workforce and supporting establishment of an integrated VET system
Country	Rwanda
Overall project value (€)	1m
Proportion carried out by SQA (%)	20
No of staff provided	2
Client	Workforce Development Authority (WDA)
Origin of funding	Capacity Development in Higher Education (NICHE)
Dates (start–end)	Aug 2010–Aug 2012
Partners (if any)	BMB Mott MacDonald (Holland) ; BBC World Service Trust (BBC WST, UK); Centre for Employment Initiatives (CEI, UK)

SQA's involvement

The overall objective of the project was to facilitate the development of an efficient and effective TVET system to respond to the needs of Rwanda under the supervision of a strengthened Workforce Development Authority (WDA), that enhances the competitiveness of the economy and contributes to gender equality and poverty reduction. The specific objectives of the project were to:

- ◆ Strengthen the organisation and management capacity of the WDA and Integrated Polytechnic Regional Centres (IPRCs).
- ◆ Establish a sustainable training system at the A1 (post-secondary) level of TVET.
- ◆ Establish a National Qualifications Framework for the whole TVET offer, piloted in the three occupational areas of Construction, Hospitality & Tourism, and Agriculture.

The target groups of the project were WDA staff, IPRC staff/ teachers, TVET students and the workforce in the Construction, Hospitality & Tourism, and Agriculture sectors.

Services provided by SQA in this project

- ◆ NQF strategic planning, including design, policy development and systems implementation
- ◆ draft legislation and governance arrangements
- ◆ capacity-building of local staff — WDA, ministry officials, private sector and training providers
- ◆ capacity-building of emerging awarding bodies
- ◆ training in operationalising the mandates of the WDA
- ◆ operational and administrative structures development
- ◆ job descriptions and functional analysis for the authority
- ◆ guidance documents to support the development of national systems of quality assurance that will underpin the WDA
- ◆ labour market research strategies to support national qualifications development
- ◆ communications strategy
- ◆ WDA MIS, data management and network systems
- ◆ guidance documentation and manuals for all key mandates under the WDA

¹ The regulations governing the disbursement of NICHE funding require the lead partner in the consortium to be a Dutch organisation which is registered with the Netherlands Chamber of Commerce and/or an appropriate professional organisation, and which has its headquarters or a branch in the Netherlands.

TVET

Project title	Training and advice for development of TVET sector
Country	Romania
Overall project value (€)	1.47m
Proportion carried out by SQA (%)	40
No of staff provided	6
Client	Government of Romania
Origin of funding	European Commission
Dates (start–end)	Jun 2008–Jun 2009
Partners (if any)	European Profiles and University of Jyvaskyla (Finland)

SQA's involvement

As part of the development of the Romanian Technical Vocational Education and Training (TVET) sector, the Government of Romania requested technical assistance to strengthen institution-building in the TVET sector. As the lead consultant of an international consortium, SQA:

- ◆ Supported the adjustment and improvement of the TVET sector, by contributing to enhanced adaptability and employability of the labour force at the regional and local levels.
- ◆ Strengthened the institutional capacity of schools, especially in rural areas, to prepare well trained graduates, capable of contributing to the regeneration of their local economy.
- ◆ Assisted in establishing links between TVET and higher education (HE), including within the National Qualifications Framework and Quality Assurance Framework, and in reference to the European Qualifications Framework (EQF) and Common Quality Assurance Framework (CQAF).
- ◆ Supported the development of the Romanian e-learning infrastructure.
- ◆ Developed online content and learning support systems for vocational qualifications.
- ◆ Trained teachers, educational managers and head teachers on the principles and practise of distance education, e-learning and blended learning in vocational contexts.
- ◆ Assisted in establishing links between TVET and HE to promote and exchange information across stakeholders and to support further improvement of TVET systems.

Services provided by SQA in this project

- ◆ Capacity-building of TVET staff — headquarters, schools and colleges.
- ◆ Policy development.
- ◆ Development of Institutional capacities.
- ◆ MIS development.
- ◆ Systems development for blended learning and assessment technologies.
- ◆ E-learning packages for vocational education development and implementation of learning.
- ◆ Management system for open and distance learning.
- ◆ Curriculum development of national qualifications in line with the European Qualifications Framework.
- ◆ Development of quality assurance system.
- ◆ Development of assessment systems and strategies.
- ◆ Regional and national labour market analysis.
- ◆ Information and consultation campaign to engage partners, identify best practice and raise the status of TVET with key stakeholders and the community at large.

TVET

Project title	Assistance in reform of TVET system
Country	Egypt
Overall project value (€)	6.82m
Proportion carried out by SQA (%)	15
No of staff provided	10
Client	Government of Egypt
Origin of funding	EU Meda
Dates (start–end)	Apr 2008–Sept 2012
Partners (if any)	GFA (lead contractor), CID (Egypt), CfBT (UK), CECOFORMA (Belgium)

SQA's involvement

SQA, as part of an international consortium, provided technical assistance contributing to the overall project objective of improving the competitiveness of Egyptian enterprises in domestic and international markets. The purpose of the contract was to deliver a comprehensive and diversified series of institutional and capacity-building activities to establish and operate seven Enterprise TVET Partnerships (ETPs) as part of the wider national TVET reform policy.

The main objectives of the project were:

- ◆ Development of decentralised and demand-driven TVET institutions in the frame of the Enterprise TVET Partnerships.
- ◆ Improvement of the quality of TVET delivery, focusing on the development and provision of demand-oriented practical skills training and implemented in the framework of Enterprise TVET Partnerships.
- ◆ Development of national regulatory and support institutions for a decentralised and demand-driven TVET system.
- ◆ Drafting of TVET/Human Resource Development (HRD) strategy.
- ◆ Reflection on, and building on, lessons learned.

Services provided by SQA in this project

- ◆ Partnership building.
- ◆ Cross-sector training needs analysis.
- ◆ Guidance and support for the implementation of demand-driven, skills-oriented training delivery.
- ◆ Institutional/functional capacity-building.
- ◆ Capacity-building in quality assurance.
- ◆ Advice and guidance on implementation of a consistent regulatory assessment and certification system.
- ◆ Development of MIS operational capacity.
- ◆ Monitoring, evaluation and review.
- ◆ Project management.

TVET

Project title	Services to support and accredit technical and vocational education programmes
Country	Botswana
Overall project value (€)	1.13m
Proportion carried out by SQA (%)	100
No of staff provided	16
Client	Ministry of Education
Origin of funding	Government of Botswana
Dates (start–end)	Mar 2008–Mar 2013
Partners (if any)	None

SQA's involvement

SQA was invited by the Ministry of Education in Botswana to assist in the development and implementation of new VET programmes at Foundation, Certificate, Diploma and Advanced Diploma levels to prepare young people for employment and self-employment, and provide routes to further and higher education institutions. SQA's project activities included:

- ◆ Curriculum development of the Botswana Technical Education Programme (BTEP) in 10 areas based on a modular, competence-based approach.
- ◆ Training and support for the development of learning support, delivery and assessment of the new vocational programmes.
- ◆ Development of quality assurance systems.
- ◆ Establishing a TVET awarding body under the Ministry of Education.
- ◆ Consolidation and development of the awarding body's capacity to manage and quality assure the systems and support needed to validate programmes, approve centres for delivery, and certificate candidates.
- ◆ Development of a computerised management system by advising on strategies for tracking information, advising on commissioning the system, and providing guidance to system developers.
- ◆ Supporting the establishment of a research and evaluation capacity within the new awarding body.

Services provided by SQA in this project

- ◆ VET sector strategic planning, design and systems implementation.
- ◆ Capacity-building of local TVET staff — Headquarters and Training Providers.
- ◆ Capacity-building of TVET awarding body — Headquarters and External Verifiers.
- ◆ Technical Assistance in economic and social development.
- ◆ Development of institutional capacities — All Technical Colleges.
- ◆ Staff / Teacher training.
- ◆ Development of curricula, operational and administrative structures.
- ◆ Development of national assessment strategy.
- ◆ Development of national systems of quality assurance.
- ◆ Monitoring, reviewing and evaluation.
- ◆ Qualifications design.
- ◆ Labour market research strategies to support national qualifications development.
- ◆ Policy development.
- ◆ Awarding body MIS, data management and network systems.

- ◆ College MIS, data management and network systems.
- ◆ Systems development for blended learning and assessment technologies.
- ◆ Identification and procurement of equipment and resources.
- ◆ Materials development to support learning delivery.

TVET

Project title	Development of technical and vocational qualifications and training system
Country	Mozambique
Overall project value (€)	2,25m
Proportion carried out by SQA (%)	80
No of staff provided	11 long-term experts
Client	Republic of Mozambique
Origin of funding	World Bank
Dates (start–end)	Dec 2007–Dec 2009
Partners (if any)	Eurosis Lda, Mozambique

SQA's involvement

As part of the development of the Mozambican Technical and Vocational Education and Training Project, the Republic of Mozambique Executive Commission for Professional Education and Training Reform required guidance and support in developing vocational qualifications and national systems for accreditation and quality assurance, in addition to building local capacity in all aspects of the project.

The overall objective of the project was to improve the quality and responsiveness of the TVET system to labour market needs by providing training that is delivered in a sustainable, integrated, effective and equitable manner. The mechanisms for accomplishing this objective included SQA providing 11 long-term experts to assist with the:

- ◆ Establishment of a TVET governance framework with representation from government, industry, and civil society.
- ◆ Development a qualifications framework underpinned by occupational (competence) standards for sectors experiencing employment growth and skills shortages.
- ◆ Development of new Competency based training - learning materials.
- ◆ Testing of the new CBT curriculum in up to 16 pilot institutions over the first five years.
- ◆ A programme of teacher skills upgrading training to deliver the new regime of courses.
- ◆ Rehabilitation and re-equipping of TVET learning institutions.

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Policy development.
- ◆ Development of institutional capacities.
- ◆ MIS development.
- ◆ Curriculum development.
- ◆ Development of quality assurance system.
- ◆ Development of assessment system.
- ◆ Draft legislation for the regulatory framework.

TVET

Project title	Technical assistance for institution building in TVET
Country	Romania
Overall project value (€)	3m
Proportion carried out by SQA (%)	25
No of staff provided	6 long-term experts
Client	Government of Romania
Origin of funding	European Commission
Dates (start–end)	Nov 2007–Dec 2008
Partners (if any)	WYG International UK

SQA's involvement

As part of the development of the Romanian Technical Vocational Education and Training (TVET) sector, the Government of Romania requested technical assistance to strengthen institution-building in the TVET sector in Romania. The objective of the project was to support Romania's education policy by contributing to the adjustment and improvement of the VET and HE sector, through enhanced adaptability and employability of the labour force at regional and local level, enabling greater coherence between the TVET and HE education offer and increased access to vocational training.

As part of an international consortium, SQA:

- ◆ Supported the adjustment and improvement of the vocational education and training (VET) sector, by contributing to enhanced adaptability and employability of labour force at the regional and local level.
- ◆ Strengthened the institutional capacity of schools, especially in rural areas, to prepare well trained graduates, capable of contributing to the regeneration of their local economy.
- ◆ Assisted in establishing links between VET and higher education (HE), including within the National Qualifications Framework and Quality Assurance Framework, and in reference to European frameworks namely European Qualifications Framework (EQF) and Common Quality Assurance Framework (CQAF).

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Policy development.
- ◆ Development of institutional capacities.
- ◆ MIS development.
- ◆ Curriculum development.
- ◆ Development of quality assurance system.
- ◆ Development of assessment system.

TVET

Project title	Increasing the effectiveness and capacity of the technical and vocational education and training system
Country	Botswana
Overall project value (€)	2.64m
Proportion carried out by SQA (%)	30
No of staff provided	3
Client	Government of Botswana
Origin of funding	EU European Development Fund
Dates (start–end)	Feb 2006–Dec 2008
Partners (if any)	Proman (Luxembourg); Aarhus Technical College (Denmark)

SQA's involvement

SQA was part of an international consortium commissioned to carry out this three-year project in relation to a new college in Francistown with a capacity for 2,000 students. The project activities included:

- ◆ Identifying new courses and programmes to be developed for e-learning and distance learning.
- ◆ Introducing new technologies to promote blended learning across the college outreach centres.
- ◆ Training teachers in the new modes of learning and assessment.
- ◆ Developing Management Information Systems for local area network and wider area network (LAN and WAN) to promote the management and development of e-learning and distance learning for remote centres.
- ◆ Developing guidelines for increased access to training for marginalised groups.
- ◆ Preparing and implementing guidelines for equal participation and gender-neutral access to training.
- ◆ Preparing proposals to step up training capacity and enabling skills upgrading of the existing workforce.
- ◆ Supporting the development of college organisational and management structures and institutional policies.
- ◆ Assisting in the operationalisation of the college through procurement of resources and equipment.
- ◆ Supporting the operationalisation of the Open Learning Centre.
- ◆ Reviewing the training and testing standards for National Apprenticeships.
- ◆ Modularising the standards into programmes that can be accredited within the BNVQF.
- ◆ Enhancing the capacity of the Standard Setting Task Forces, Madirelo Testing and Training Centre, and the Botswana Training Authority to undertake the task of unit standards generation.

Services provided by SQA in this project

- ◆ Capacity-building of local TVET staff – at headquarters and all technical colleges.
- ◆ Development of institutional capacities – all technical colleges.
- ◆ Development of TVET teacher training programmes.
- ◆ Development of curricula, operational and administrative structures.
- ◆ Development of national strategy for blended learning in the TVET sector.
- ◆ Systems development for blended learning and assessment technologies.
- ◆ Qualifications design.
- ◆ Labour market surveys.
- ◆ Institutional policy development.
- ◆ Developing interoperability between the awarding body MIS and college MIS.
- ◆ Identification and procurement of equipment, resources and supplies.
- ◆ Developing materials to support learning delivery.
- ◆ Development and implementation of learning management system for open and distance learning.

TVET

Project title	Institution building for reform
Country	Romania
Overall project value (€)	960k
Proportion carried out by SQA (%)	25
No of staff provided	2
Client	Government of Romania, Ministry of European Integration
Origin of funding	EU Phare
Dates (start–end)	Jan–Nov 2006
Partners (if any)	Cambridge Education; Centre Education 2000+

SQA's involvement

The technical assistance SQA delivered built on the results of the Phare 2001 and 2002 programmes. The overall objectives of the project were:

- ◆ To conduct comprehensive evaluation and examination of the achievements of the TVET reform programmes against foreseen results and to recommend corrective actions to further assist in modernising the rationalised TVET system.
- ◆ To assist the Ministry of Education Romania (MoER), and regional and local stakeholders in TVET, to develop and implement policies and actions in relation to: studying the influence of regional and local Education Action Plans and School Action Plans; the gradual implementation of quality assurance tools and mechanisms; strengthening of social partnerships and school networking.
- ◆ To support further improvement of the VET system through exchanges of experience and information.
- ◆ To assist the MoER to implement specific curriculum and training activities: to develop standards and curricula based on agreed methodologies for National Qualifications framework development; to develop local school-based components of the curricula; development of textbooks/teaching materials including materials for special needs and for distance education and learning.

Services provided by SQA in this project

SQA contributed in the development and delivery of the following activities:

- ◆ the project inception report
- ◆ training schedule development
- ◆ development and delivery of teacher training materials for
 - teaching materials development
 - school networking
 - student centred learning
 - open and distance learning guides and module development
 - school-based curriculum development and dissemination
 - training
 - school guidance and counselling
 - learning materials for special needs candidates
 - assessment procedures
- ◆ delivery and support for of teacher training sessions

TVET

Project title	Strengthening technical and vocational education
Country	Antigua and Barbuda
Overall project value (€)	600k
Proportion carried out by SQA (%)	33
No of staff provided	1
Client	Government of Antigua and Barbuda
Origin of funding	European Development Fund
Dates (start–end)	Dec 2005 – Dec 2007
Partners (if any)	Cambridge Education

SQA's involvement

The overall objective of the project was to contribute to the economic and social development of Antigua and Barbuda through the promotion of conditions for economic diversification. The project aimed to improve competitiveness, productivity, investment and employment by strengthening technical and vocational education.

The project achieved the following results:

- ◆ Establishment of a National Training Agency/Council.
- ◆ Development of a new or revised regional, accredited TVET curriculum.
- ◆ Improvement in the delivery of the curriculum and overall improvement in student performance.
- ◆ Improved instructional linkages between Youth Skills Training project and Government, private sector, trade unions, and educational colleges in the region.

SQA provided a long-term Technical Trainer to this project who delivered staff training, developed an appropriate curriculum for technical courses, offered effective implementation of technical programmes, and provided support for the expansion of technical programmes appropriate to the demands of the labour market.

Services provided by SQA in this project

- ◆ Capacity-building of local TVET staff — at headquarters and training providers.
- ◆ Technical assistance in economic and social development.
- ◆ Development of institutional capacities.
- ◆ Staff /teacher training.
- ◆ Development of curricula, operational and administrative structures.
- ◆ Development of national systems of quality assurance.
- ◆ Monitoring, reviewing and evaluation.
- ◆ National qualifications design.
- ◆ Labour market research strategies to support qualifications development.
- ◆ Policy development.

TVET

Project title	Consultancy to establish an awarding body
Country	Barbados
Overall project value (€)	77,700
Proportion carried out by SQA (%)	100
No of staff provided	4
Client	Technical and Vocational Education and Training (TVET) Council, Barbados
Origin of funding	TVET
Dates (start–end)	Aug 2002–Aug 2007
Partners (if any)	None

SQA's involvement

SQA was invited to advise TVET Council Barbados on the establishment of an awarding body for NVQs within the Technical and Vocational Education and Training (TVET) Council, and the establishment of a quality assured system to register, train and certificate candidates. SQA's project activities included:

- ◆ Drafting of statutory regulations, Terms of Reference for the Quality Assurance Committee, staff job descriptions, and clarification of relationships between committees and technical staff.
- ◆ Design of approval criteria and procedures.
- ◆ Design of a certification system.
- ◆ Design of external verification procedures.
- ◆ Design of internal verification procedures.
- ◆ Plan of first pilot of NVQ assessments.
- ◆ Training staff to operate approval procedures.
- ◆ Training assessors and internal verifiers.
- ◆ Training external verifiers.
- ◆ Devising fee structure for NVQs.
- ◆ Review of the pilot experience.

Services provided by SQA in this project

- ◆ Technical assistance.
- ◆ Project management / pilot testing.
- ◆ Policy development.
- ◆ Institution building — development of institutional capacity to create NVQs; quality assurance; data collection and processing, and certification.
- ◆ Development of:
 - Centre approval system
 - Management Information Systems
 - Quality assurance
 - Certification systems
 - Assessment procedures
- ◆ Training of Technical Officers (TVET Council).
- ◆ Training of internal/external verifiers.
- ◆ Piloting of NVQs.
- ◆ Review and evaluation procedures.

TVET

Project title	Management Information Systems for national vocational qualifications
Country	Trinidad and Tobago
Overall project value (€)	30k
Proportion carried out by SQA (%)	100
No of staff provided	3
Client	National Training Agency, Trinidad and Tobago
Origin of funding	British Council
Dates (start–end)	Sep 2001–Sep 2002
Partners (if any)	None

SQA's involvement

SQA provided support to the National Training Agency in establishing and managing the national competence-based qualification system. The National Training Agency, with SQA support, aimed to develop into an entity capable of transforming the national TVET sector, satisfying the needs of training providers, industry and students.

SQA's main roles were to:

- ◆ Liaise with managers of the National Training Agency and the Co-ordinator, National Awarding Bodies, to determine specific needs as they related to a Management Information System for National Vocational Qualifications.
- ◆ Prepare a report identifying the resources (human and physical), training and development needs, software, costs and a cost-benefits analysis for the establishment of a MIS.
- ◆ Prepare a detailed plan of action for the implementation of the MIS.
- ◆ Develop modular competence-based national vocational qualifications for key sectors.
- ◆ Provide support to the development of an assessment and quality assurance system.

Services provided by SQA in this project

- ◆ Technical assistance / consultancy.
- ◆ Policy development.
- ◆ Development of institutional capacities.
- ◆ MIS development.
- ◆ Curriculum development.
- ◆ Development of quality assurance system.
- ◆ Development of assessment system.