

# **Assessing Impact of the SCQF**

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- SCQF established in 2001
- Integrated not regulated Framework
- Built on a unitised learning provision established 20 years before
- Works on a devolved model using credit rating bodies
- Not owned by government or one single sector
- Small not for profit charity and limited company

# SCQF – original aims

- To assist people of all ages and circumstances to access appropriate education and training over their lifetime to fulfil their personal, social and economic potential
- To enable employers, learners and the public in general to understand the full range of Scottish qualifications, how they relate to each other and how different types of qualifications can contribute to improving the skills of the workforce

# SCQF – current aims

- **Helping people of all ages and circumstances to access appropriate education and training over their lifetime, so as to fulfil their personal, social and economic potential;**
- **Enabling employers, learners and the public in general to understand:**
  - the full range of Scottish qualifications;
  - how qualifications relate to each other and to other forms of assessed learning;
  - how different types of qualifications can contribute to the development and utilisation of the skills of the workforce;
  - how Scottish qualifications relate to qualifications in other countries;
  - how using SCQF Level Descriptors can assist with qualifications development and benchmarking skills and experience in all sectors.
- **Providing a Framework which can support the aims of fair work and social justice by ensuring that it provides tools and resources which can recognise prior learning, support progression and improve social inclusion.**

- Research on impact had been limited before 2011
- Gained funding in 2011 to conduct impact research each year into a different stakeholder sector over 5 years
- 2016-17 reviewed impact across all sectors over the last 15 years since inception with the aims of:
  - Developing and testing robust matrix/set of indicators to measure impact of SCQF and SCQFP
  - Making recommendations on how SCQF and SCQFP impact could be enhanced

- Providing increased understanding of Scotland's education landscape
- Enabling learners to plan learner journeys more effectively
- Supporting education and skills providers in curriculum/course design, development and quality assurance
- Enabling employers to recruit and plan workforce development activities more effectively

- Change in nomenclature of qualifications to reflect SCQF levels
- SCQF levels and credits appearing on learner certificates since 2012
- Increasing use of SCQF levels in job advertisements
- Huge increase in provision owned by professional bodies and other non-formal learning programmes
- Instrumental in supporting recognition of prior learning (RPL) and credit transfer
- Promoting equity of qualifications
- Supporting government policy

- Engaging employers and schools
- Effectively communicating to a wide range of different user groups
- Overcoming the perceived complexity of the Framework
- Keeping the Framework at the forefront of stakeholder activity
- Limited resources

915 responses across 17 different groupings:

## **Awareness of SCQF**

- highest amongst education professionals
- lowest amongst school pupils and parents

## **Frequency of use** - highest amongst those:

- Supporting young people's transitions and learner journeys
- Developing policy and practice
- Strong use amongst Credit Rating Bodies (CRBs) and employers

## **Impact**

- Highest among Careers guidance staff and CRBs
- Lowest amongst employers, adult learners and secondary school staff

# What have we done as a result of the research?

- Developed a closely targeted social media strategy and plan
- Developed guidance on messaging the SCQF for colleges and universities
- Reviewed the website to ensure easier navigation and availability of a better range of resources
- Developed a wider range of case studies showcasing the different ways in which SCQF can be used
- Developed jargon-free targeted publications for each sector
- Actively engaged a wider range of government colleagues

- Research told us that in 1-2 years use of the Framework will increase amongst employers, school pupils, parents and credit rating bodies
- More central to government policies on education
- Key to supporting work around developing smooth learner journeys

## What conditions are needed for the SCQF to make a difference?

- Complete commitment from Government
- Stakeholder engagement and understanding
- Appetite from learners to engage
- Continued resources – human and financial
- Institutional capacity and commitment

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## SCQF Partnership Conference Thursday 22nd of February 2018 Glasgow

### The conference will:

- Explore how the SCQF acts as a tool to support the learning journey in Scotland
- Showcase all aspects of the Framework demonstrating its breadth and flexibility as a tool to facilitate lifelong learning in Scotland and its links with Government policy
- hear from a wide range of prominent speakers on issues relating to lifelong learning in Scotland and there will be the chance to attend a variety of engaging workshops showcasing the many ways in which the SCQF is supporting learners in their learning journey
- Six workshops will be delivered by partners highlighting contextualised use of the SCQF
- Study day on 23 February for international delegates
- **For more information and to register your interest please visit:**

<http://scqf.org.uk/event/linking-the-learning-journey/>