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# Partnership & Progression – the role of vocational short-cycle HE in lifelong learning & employment in Scotland

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# Presentation Overview

- ◆ Scottish vocational SCHE
- ◆ Who is SQA?
- ◆ Scottish Credit & Qualifications Framework (SCQF)
- ◆ Scotland's SCHE
- ◆ Progression to & within employment
- ◆ Articulation & progression
- ◆ Developments affecting Scottish HE



# Scottish vocational SCHE – HNC/HND

- ◆ Stresses pro-active, independent thinking, encourages skills that are relevant & marketable
- ◆ Scottish qualifications have distinct features & are recognised & valued throughout UK and internationally
- ◆ Scottish Credit and Qualifications Framework (SCQF) underpins a flexible system easing transfer between schools, colleges, the workplace & universities
- ◆ Starting to develop systems for RPL



# Scottish Qualifications Authority (SQA)



# SQA – who are we?

The national body in Scotland responsible for:

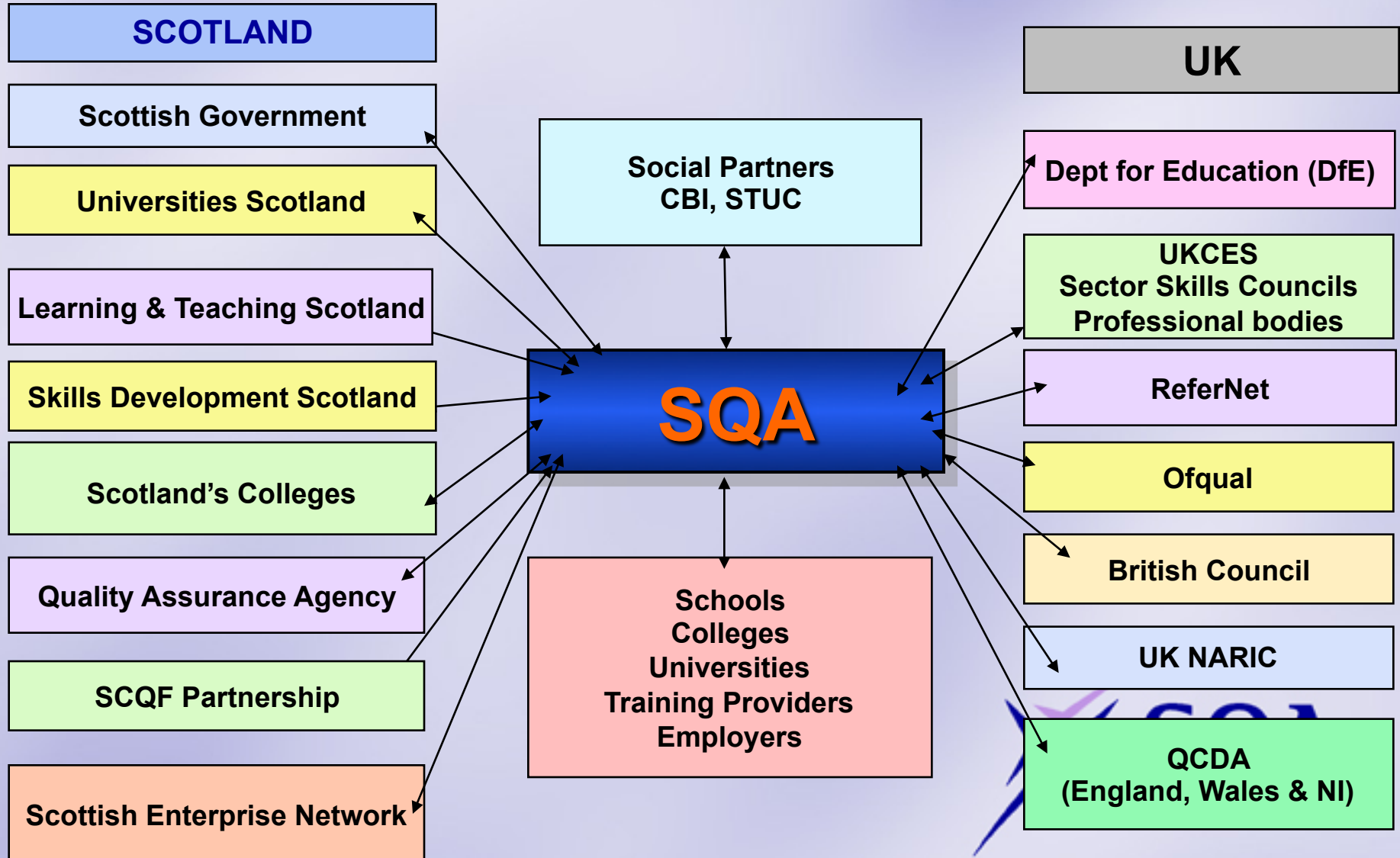
- ♦ Advising Scottish Government on qualifications
- ♦ Developing qualifications
- ♦ Accrediting or validating qualifications

Additionally:

- ♦ Involved in the assessment process
- ♦ Quality assuring qualifications
- ♦ Awarding certificates for achieved qualifications
- ♦ But not responsible for university degrees



# SQA's key position within Scottish education & training



# SQA working with social partners

## Social partnerships:

- ♦ SQA Board of Management, SQA Advisory Council, SQA Qualifications Committee
- ♦ Qualification development groups, development consultations, Validation teams & panels
- ♦ 20,000 strong quality assurance team of appointees
- ♦ Trade unions, Sector Skills Councils & other sectoral bodies, professional bodies, employers, schools, colleges, HEIs, private training providers, government (s)





# Scottish Credit & Qualifications Framework (SCQF)



# SCQF – who's in the Partnership?

## Ownership:

The SCQF is an *enabling & descriptive* framework, **not** a *regulatory* qualifications framework. It is **not** owned by a single body or organisation. It is a partnership development by the following bodies:

- ♦ Scottish Government
- ♦ Quality Assurance Agency (Scotland)
- ♦ Scottish Qualifications Authority
- ♦ Universities Scotland
- ♦ Scotland's Colleges
- ♦ Employer's representative





# SQA Qualifications in the Scottish Credit and Qualifications Framework



scottish credit and  
qualifications framework

SCQF  
Levels

SCQF  
Levels

12

Doctorate\*

12

11

Masters\*

SVQ 5

11

10

Honours Degree\*

10

9

Ordinary Degree\*

Professional  
Development  
Awards

SVQ 4

9

8

Higher National Diploma

8

7

Advanced Higher  
Scottish Baccalaureates

Higher National Certificate

SVQ 3

7

6

Higher  
Skills for Work Higher

6

5

Intermediate 2/Skills for Work Int 2  
Credit Standard Grade

SVQ 2

5

4

Intermediate 1/Skills for Work Int 1  
General Standard Grade

National  
Progression  
Awards

National  
Certificates

SVQ 1

4

3

Access 3/Skills for Work Access 3  
Foundation Standard Grade

3

2

Access 2

2

1

Access 1

1

\*Benchmark qualifications of higher education institutions

# The aims of the SCQF

**Enable employers, learners and the public in general to:**

- ◆ Understand the full range of Scottish qualifications
- ◆ Understand how different types of qualifications can contribute to improving the skills of the workforce

**Help people of all ages and circumstances to:**

- ◆ Access appropriate education & training over their lifetime
- ◆ Fulfill their personal, social & economic potential



**Scotland's SCHE:  
SQA Higher National Certificates (HNC)  
&  
Higher National Diplomas (HND)**



# Features of SQA HNC/HNDs

Stakeholder participation:

- ♦ unitised/modular
- ♦ allows credit accumulation within SCQF (HNC = 96 SCQF credits; HND = 240 credits) (NB Bachelors 360-480 SCQF credits)
- ♦ based on published outcomes
- ♦ assessment against **performance criteria & evidence requirements**
- ♦ unit assessment carried out in tertiary colleges or at place of work
- ♦ individual unit/module and overarching Group Award certification
- ♦ encourages student-centred approach
- ♦ quality assurance framework



# HN *is* HE

- ♦ 2009/10 c.35,000 learners – full & part time
- ♦ c.30% of **all** HE participation in Scotland (FT & PT)
- ♦ Need to be viable &/or serve a wider social/economic purpose
- ♦ Need to be fit-for-purpose (vocational &/or HE transition)
- ♦ Need to meet the needs of employers, HEIs, learners, the economy
- ♦ Developed in partnership – colleges, HEIs, employers, sectoral/industrial/professional bodies



## HNC/HND programmes

- ♦ 147 Higher National Certificate (HNC) programmes
- ♦ 128 Higher National Diplomas (HND) programmes
- ♦ **Broad disciplines include:** Advertising; Marketing & PR; Art & Design; Chemical Processes; Business Administration; Accounting & Finance; Journalism; Construction; Creative Industries; Early Education & Childcare; Education & Training; Energy & Utilities; Engineering; Hairdressing & Beauty; Allied Healthcare; Hospitality; Land & Environment; Legal Services; Library & Information Science; Logistics; Management; Manufacturing; Nautical Science; Petroleum Technology; Performing Arts; Police Studies; Quality; Retail Management; Science & Maths; Social Care; Social Sciences; Sport & Leisure, Travel & Tourism





# Stakeholder development & validation of HNC/HND

- ♦ Educationalist
- ♦ Industrial representation/employers
- ♦ Sector Skills Councils
- ♦ Colleges
- ♦ Learners



# Progression to & within employment



# SCHE & employment

- ♦ c.70-80% of HNC/HND progress to, or are in, employment:
  - Work-based learning (WBL)
  - Block release
  - Day release
  - Evening participation
  - Distance learning



# Articulation & progression within Scottish HE



# From short-cycle HE to degree

- ♦ c.20-30% progress to degree study
- ♦ Students may go directly to an HEI or may do this at some other time – lifelong learning
- ♦ Credit transfer
- ♦ HNCs *should ideally* articulate with 2<sup>nd</sup> year of a degree programme; HNDs with 3<sup>rd</sup> year of a degree programme
- ♦ Articulation agreements vary depending on the HNC/D & the receiving HEI
- ♦ Franchised degrees; University of the Highlands & Islands model; Aberdeen College/Robert Gordon University model



# From short-cycle HE to degree

- ♦ Scottish Funding Council support
- ♦ Regional Articulation Hubs
- ♦ SCQF is helpful to articulation – common understanding of levels and credits; SCQF *facilitates* but **does not regulate** articulation



# Developments in or affecting Scottish HE



# Current economy

- ♦ Reducing revenue stream & resources for all public sector activity
- ♦ Applications increase
- ♦ ‘Grade inflation’ & impact on admissions





# Response: Scottish Government Green Paper

- ♦ *Building a Smarter Future: towards a sustainable Scottish solution for the future of higher education (2010)*



# ‘Alternative’ methods of provision

- ◆ More work-based learning (WBL)
- ◆ More part-time learning opportunities
- ◆ Expansion of distance/open learning
- ◆ Recognition of Prior Learning (RPL)



# Curriculum for Excellence (CfE) & progression to/from HE

- ♦ CfE – 3-18 – directly affects pre-school through to non-advanced tertiary education .....
- ♦ ..... and some advanced tertiary (higher) education
- ♦ HNC/HND will, like all Scottish HE, need to take into account learners coming into HE having experienced the major curriculum reforms of CfE
- ♦ Colleges – experience of delivering the new and revised qualifications which will support CfE



# Thank you!



