

Worth Doing:

Using the Scottish Credit and Qualifications Framework in Community Learning and Development

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Worth Doing:

Using the Scottish Credit and Qualifications
Framework in Community Learning and Development

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Linked Work and Training Trust undertook substantial research in 2006 on behalf of Learning Connections which provided the basis of the case studies in this publication. Further research was undertaken by 3D Consultancy (UK) Limited in 2007 and 2008.

We intend that the information in this publication is relevant for those working in the community learning and development sector. We realise that you will be interested in different aspects of using the Scottish Qualifications and Credit Framework (SCQF) depending on your individual circumstances including your previous experience of the SCQF and your role in working in communities.

For some time the community learning and development sector has carried out awareness raising activities about the SCQF. This work led to other research and development which were a rich source of information about the SCQF process, and practice in a community learning and development context.

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Worth Doing:

Using the Scottish Credit and Qualifications Framework in Community Learning and Development

As the name suggests, learning is at the heart of community learning and development. How that learning takes place depends on what people want to achieve, what their starting point is and the context in which the learning happens. That variability means that we have to be flexible in how we help people to recognise what they have learned and how valuable it is.

The Scottish Credit and Qualifications Framework is one tool that can be used to help people to recognise and value their learning. It is growing in importance as the context within which all learning in Scotland is recognised and valued – so at the very least all of us who work in a learning context in this country need to be aware of it and its implications for our work.

This publication sets out to help you to understand how the SCQF might be useful in a community learning and development context. If you decide that you do want to use it in your work, you will need to then seek out further information and this document signposts you to it.

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Section One

Scottish Credit and Qualification Framework (SCQF)

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				Doctorate	
11				Masters Post Graduate Diploma Post Graduate Certificate	SVQ5
10				Honours Degree Graduate Diploma	
9			Professional Development Awards	Ordinary Degree Graduate Certificate	SVQ4
8		Higher National Diploma		Diploma of Higher Education	
7	Advanced Higher	Higher National Certificate		Certificate of Higher Education	SVQ3
6	Higher				
5	Intermediate 2 Credit Standard Grade				SVQ2
4	Intermediate 1 General Standard Grade	National Certificates	National Progression Awards		SVQ1
3	Access 3 Foundation Standards Grade				
2	Access 2				
1	Access 1				

- i. The new Skill for Work courses are National Courses available as Access, Intermediate and Higher Qualifications (SCQF levels 3-6).
- ii. Ongoing work to credit rate SVQs shows that SVQ units range from SCQF level 4 to level 12. SVQs at 3 and 4 can be placed at different SCQF levels.

The SCQF has been developed as a common Framework to recognise and value learning. It helps individuals, employers and learning providers to compare many different learning opportunities. It covers achievements from community based and informal learning and development, school, college, university and work-based qualifications.

The SCQF uses **levels** and **credit points** to place qualifications on the Framework.

Levels

There are 12 Levels in the SCQF with Level 1 being the least demanding and Level 12 being the most demanding. These levels are detailed in the table above.

The **SCQF Level Descriptors** are designed to allow broad comparisons to be made between the outcomes of any learning that has been, or can be, subject to valid, reliable, and quality-assured assessment. They provide a useful reference point when:

- determining the SCQF level of a qualification or programme of learning;
- designing a programme of learning;
- determining the level of individual units/modules, etc.;
- assessing prior learning; and
- providing guidance/information on learning opportunities/training provision.

Credit points

Some qualifications take longer than others to do and may involve more knowledge or skill/competence. The amount of work needed to gain each qualification is awarded SCQF credit points. The number of credit points shows how much work is involved in achieving the qualification. One credit point represents a notional 10 hours of learning time that an 'average' learner would take to achieve the learning outcomes. Once a qualification/learning programme has been credit rated some learners may in reality take more or less time than the estimate. This does not affect the credit awarded on completion.

Criteria for credit rating

Qualifications can be awarded levels and credit points by an SCQF approved credit rating body. Details of these approved bodies are available from the SCQF <http://www.scqf.org.uk>. The current credit rating bodies are the Scottish Qualifications Authority, Scotland's colleges and universities.

Key factors required to submit a qualification or learning programme for credit rating are:

- The qualification or learning programme must have **stated learning outcomes** of competences that include skills, knowledge and values.
- Learning outcomes must be **formally assessed** and subject to external review and reporting.
- The qualification/learning programme has a documented process of **external quality assurance** that includes validity of the assessment methods, materials and judgements.
- The qualification/learning programme has a notional learning time of **10 hours or more**.

Recognition of Prior Learning (RPL)

RPL can give people the opportunity to obtain recognition for all prior informal and non-formal learning which has not been assessed or credit rated. The SCQF has produced **RPL Guidelines** in the *SCQF Handbook* on how to recognise the prior informal learning of learners. It is also possible to gain APL (Accreditation of Prior Learning) for credit rated learning as part of the RPL process.

Learners will find it useful to work with a mentor to review and reflect on any current or previous informal learning to find ways of demonstrating their understanding, knowledge and skills. It is not the experience itself that gains recognition. Learners must show what has been learned. Those working in community learning and development are aware of the importance of having evidence to support achievement of outcomes.

To support youth workers gain RPL for SVQs in Youth Work, Learning Connections worked with a group of experienced practitioners to produce a RPL Learner's Pack and a RPL Mentor's Pack. These can be downloaded from **CLD section** of the SCQF website or accessed through the online tool <http://www.rplspace.co.uk>.

Further and more detailed information on all aspects of using the SCQF is available in the **SCQF Handbook**. (Use the underlined **links** to access more information and examples.)

Using the SCQF in CLD

The Scottish Credit and Qualifications Framework has different kinds of qualification positioned at the same level in the Framework to show that they demand the same level of skill or understanding. (See table above.)

Some qualifications take longer than others to do, as the learner needs to gain more knowledge or skill/competence. The amount of learning you need to do to gain each qualification is awarded SCQF **credit points**. The number of points gives you an idea of how much learning has to take place. Learning providers will take these general credit points into account as access to other learning. Or they may be able to offer credit transfer from part of another learning programme. The receiving institution decides what fits with their procedures and their specific requirements.

You can use the SCQF to support your work with communities in a variety of ways.

Benchmark Learning to Support the Recognition of Prior Learning (RPL)

- **SCQF Level Descriptors** provide a general outline of how demanding the learning is. You can use SCQF Level Descriptors to consider learners' achievements.
- Comparing the evidence of learning with the descriptors gives a rough indication of the level of learning. This is called *benchmarking* learning.
- Because in CLD and Literacies we negotiate learning, you are likely to identify the **learning outcomes** when you review or reflect on learning.
- When you consider what evidence there is to show achievement you are beginning an assessment process.
- When you give people an indication of the level of their work you are offering formative *recognition*. (See the **SCQF RPL Guidelines** for more information on this process.)
- Benchmarking learning is useful as part of a recognition of prior learning (RPL) process. Allocating a level in this way is also the first stage in moving towards credit rating.
- Recognition of SCQF levels and/or credit points can give learners and staff reassurance about their abilities and performance. It can also give confidence to consider opportunities for learning or career progression.

Portfolio

With funding and support through the Community Learning and Development Managers' group staff from Falkirk, Glasgow, Midlothian and South Lanarkshire worked together to create a Continuing Professional Development (CPD) portfolio process which encourages staff to reflect on their learning and consider how it corresponds to SCQF levels.

Plan and design learning and training programmes and processes

- The SCQF process reflects good practice in designing learning programmes by focusing on outcomes and on how to recognise learner achievements.
- You can use the SCQF at initial planning and design stages. It can be helpful to use the level descriptors as a guide when writing learning outcomes.
- How you will know that learning has taken place? How will you gather evidence? This will be your assessment. The combination of learning outcomes and assessment determines the level of learning.
- It is important to make sure that you use the SCQF to support a learner centred approach to programme design and delivery rather than to drive it.

Transitions Project Fife and Tayside Wider Access Forum supported a project of work between Angus Community Learning and Development, Angus College and Dundee University. They jointly developed two courses for community groups. A sports course, *Get Set Go*, credit rated with 2 points at SCQF level 3, and a *Living and Working in Angus* course for those from Eastern Europe benchmarked at SCQF level 4.

Support learning progression and transition and career development

- The SCQF is increasingly being recognised by learning providers and employers and gives a “common currency” of learning achievements that can make it easier for learners to progress.
- Knowledge of SCQF levels and credit points makes it easier for learners to compare their achievements with other qualifications and decide whether a programme of learning is at an appropriate level for them.
- Training programmes that have been developed and delivered collaboratively across different areas create more opportunities for staff and volunteers to work in different geographical areas or sectors.
- The SCQF levels and credit points offer a common and consistent way of reviewing and recording learning and training achievements from Continuous Professional Development and In-service Training.

Crèche Worker Training Course

Midlothian Council CLD recognised that a Crèche Worker Training Course would help people progress on to other learning and employment. They developed a programme for local people credit rated by SQA at SCQF level 5 with 2 credit points.

Credit rate learning and training programmes

- Credit rating a programme may increase its credibility with learners, learning providers and employers.
- The process of credit rating is straightforward. You need to have a consistent approach to prepare the documentation required by the credit rating body. Credit rating bodies produce helpful guidelines and offer advice and support throughout the process.
- It may be necessary to adapt your language and terminology to meet the requirements of the credit rating body.
- The requirement to operate quality systems for assessment contributes to the overall quality approach to learning development and delivery. The credit rating body will advise you on this.

Youth Achievement Awards

The Youth Scotland national team coordinated and supported the process of submitting the Youth Achievement awards for credit rating. They range from the Bronze award at SCQF 4 with 7 credits, through Silver and Gold, to Platinum SCQF 7 with 16 credits.

Credit rating bodies charge

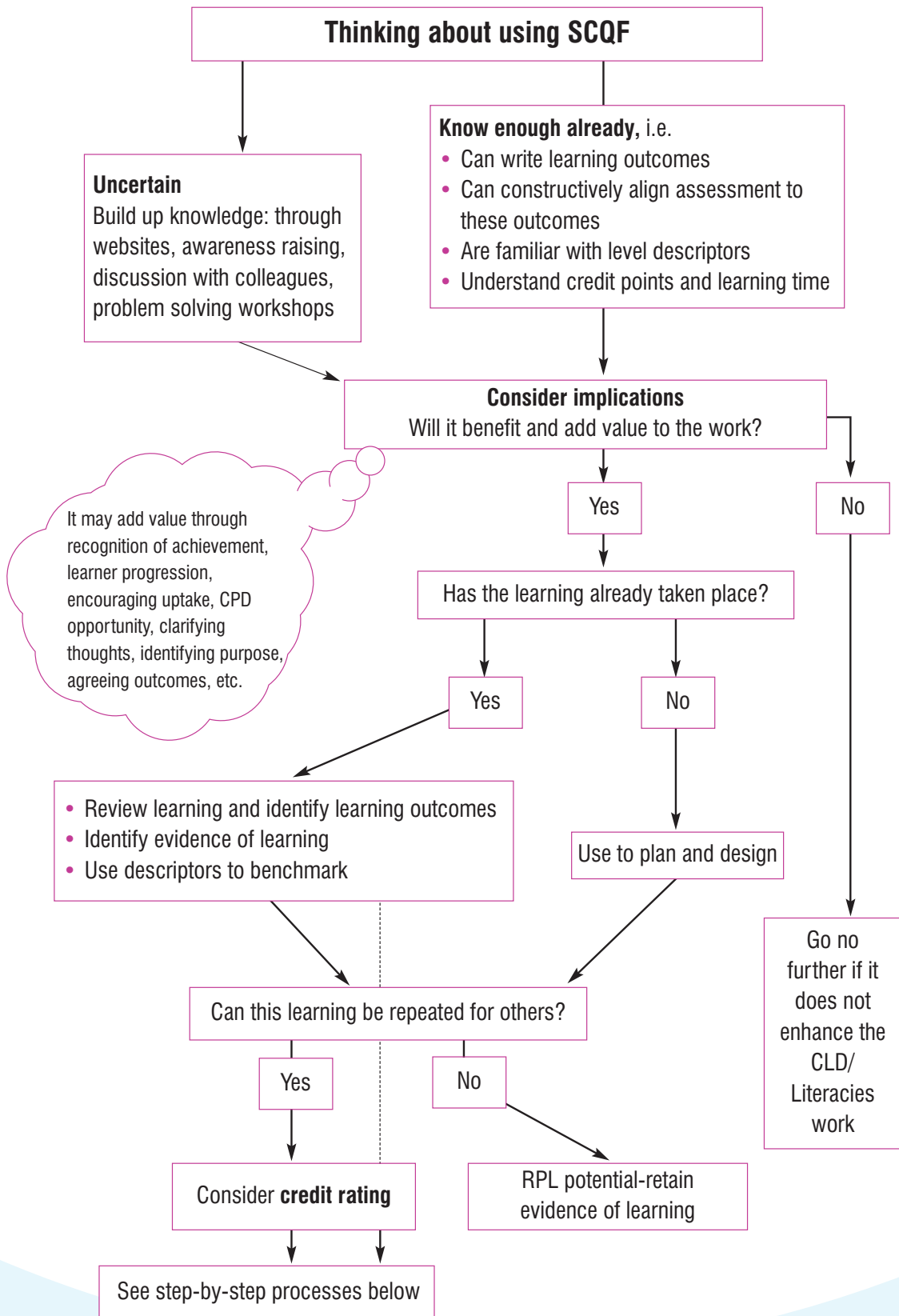
Scotland's colleges, SQA and the Universities are all credit rating bodies. Charges vary depending on the size of the programme being credit rated. There are other costs attached to credit rating; staff time to build capacity to undertake the initial process then following through with the credit rating body, and delivering the qualification you have developed.

Planning to Use the SCQF

Before beginning the process of benchmarking or credit rating learning, you should consider the following points:

- You should be clear about your reasons for applying the SCQF benchmarking and/or credit rating.
- You must be sure to stay true to the purpose of the learning or development activity.
- It may be necessary to describe your work, methods and staff roles in more formal language for the credit rating documentation.
- Check that you are operating or can develop appropriate quality assurance procedures including appeals procedures.
- Clarify the roles and responsibilities of different contributors in the development and delivery process.
- It is possible to operate assessment approaches that meet the requirements of the credit rating body as well as reflecting the principles of your own organisation.

The following diagram outlines the key steps in the SCQF process.



Step-by-Step Guide to Benchmarking a Learning Programme

It helps to work with colleagues to determine and check levels. You can benchmark learning as you plan or design a programme or you may do this with an existing programme.

Step 1 Learning Outcomes

Firstly what are the **learning outcomes?** Learning outcomes are what the learner will be able to do, or is now able to show. The aims and objectives of a programme may have implied outcomes. You may need to re-write these if they are not explicit. The language you use here is most important. For example to be able to *list* or *describe* is easier than being able to *critically analyse*.

What can you reasonably expect learners to learn in the time allocated? Having very complicated learning outcomes will mean the learner will generally need a significant amount of time to address these.

Step 2 Assessment

Think how you will gather **evidence of learning** –the assessment method. This must fit with the intended learning outcome. This process is called **constructive alignment**. You may be using a variety of methods. Do you have criteria which should be met? You may never have made these explicit.

Step 3 Identifying Level

SCQF level is based on the combination of the assessment methods and learning outcomes. Use the **SCQF Level Descriptors**. Look across the descriptors headings. They are at the top of the five columns:

- Knowledge and Understanding.
- Practice: Applied Knowledge and Understanding.
- Generic Cognitive Skills.
- Communication ICT and Numeracy Skills.
- Autonomy, Accountability and Working with Others.

You are not expected to use each heading.

The first two headings are a good general guide. If you are considering practice based or work based learning then the heading Autonomy, Accountability and Working with Others may be useful.

It can help if you think of other qualifications that you know of, and compare the demands of the learning. Is this programme easier or more demanding? Use the descriptors to identify a level then look at the level above and below. Do either of these fit better?

Step 4 Confer

Discuss your proposals with colleagues to agree and standardise the process. Within your partnership there may be others with experience of delivering qualifications or learning at different levels that it may be good to check your level estimate with.

Step-by-Step Guide to Credit Rating

It helps to work with colleagues when you begin to determine level and credit of a learning programme.

Step 1 Checking Basics

For credit rating, programmes need to be:

- written in terms of **learning outcomes** – *the learner will be able to*;
- state how you will gather evidence of learning – the **assessment method**;
- **notional learning hours** have to be at least 10 hours – one credit point; and
- there must be some **external quality assurance** mechanism in place.

Step 2 Identifying Level

SCQF level is based on the combination of the assessment methods and learning outcomes. Use the **SCQF Level Descriptors** to estimate the level. It can help to think of other qualifications for comparison.

Step 3 Estimating Credit Points

To estimate credit you must consider how long it will take the average learner to learn. Learning usually involves input + reflection + practice + revision + demonstration. This is a combination of delivery time and self study. Think about how you learned in primary school most of it was in the classroom. As you got older and took on harder learning more self study was expected. At SCQF level 12 you would be working with minimum supervision. At the level of learning you are offering how much of this will be outwith the delivery time?

Step 4 Agreeing Proposal

Discuss your estimates of credit and level with colleagues.

Prepare the documentation required to submit to the credit-rating body. Credit rating bodies include Scotland's colleges, SQA and universities. They will need to know:

- Details of learning outcomes.
- Rationale for the SCQF Level that has been considered.
- Rationale for the number of credit points that has been considered based on notional learning hours.
- Details of assessment process and procedures.
- Details of internal and external quality assurance.

This detail goes on their forms which should accompany your learning programme.

Step 5

The credit rating body may require further clarification. Be prepared to discuss and develop your proposal. The process of credit rating is undertaken by subject specialists who may also have questions for you.

Step 6

Qualification credit rated and SCQF notified of outcome.

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Section Two

Practical examples of use of SCQF in CLD

The following case studies show how others have been using the SCQF in their work. There are examples of how the SCQF connects to the national priorities for community learning and development and how it has been used to support work with young people, adult learning, community groups, and in training for volunteers, sessional workers, and full-time staff.

The case studies have been presented in the following categories which reflect their main focus. However, they may also have relevance to other categories.

Achievement through learning for young people

Case Study	Title	Organisations	Page
1	Participative Democracy <i>(previously also entitled Training for Advocates)</i>	<ul style="list-style-type: none"> • Adam Smith College • Volunteer Development Scotland • Youthlink Scotland 	14
2	Youth Achievement Awards	<ul style="list-style-type: none"> • Youth Scotland 	17

Achievement through learning for adults

Case Study	Title	Organisations	Page
3	Crèche Worker Training Course	<ul style="list-style-type: none"> • Midlothian Council 	20
4	Fife and Tayside Wider Access Forum – Transitions Project	<ul style="list-style-type: none"> • Angus College • Angus Council CLD Service • Dundee University 	22
5	Levelling of Non Accredited Adult Literacy and Numeracy (ALN) Learning	<ul style="list-style-type: none"> • Aberdeen ALN Partnership • Highland ALN Partnership • North Lanarkshire ALN Partnership 	26

Achievement through community capacity building

Case Study	Title	Organisations	Page
6	Community Activist Training	<ul style="list-style-type: none"> • Angus Council • Fife and Tayside Wider Access Forum • Perth and Kinross Association of Voluntary Services • Perth and Kinross Council • Scottish Borders Council 	28
7	Community Learning and Development Approaches: Engaging Communities Training Programme	<ul style="list-style-type: none"> • Falkirk Community Learning and Development Partnership Strategy Group • University of Dundee 	31
8	Health Issues in the Community	Community Health Exchange (CHEX)	34

Continuous Professional Development

Case Study	Title	Organisations	Page
9	ACT (A Consortium of Training for Community Learning and Development)	<ul style="list-style-type: none"> • Craigmillar Capacity Building Project • Dumfries and Galloway Council • Midlothian Council • Scottish Borders Council • West Lothian Council 	37
10	LEAP Training Programme	<ul style="list-style-type: none"> • The Scottish Community Development Centre 	41
11	Mapping Youth Worker Training and the SCQF	<ul style="list-style-type: none"> • Aberdeen Council • East Lothian Council • Falkirk Council • Fife Council • West Lothian Council • Youthlink Scotland 	43
12	Record of Learning Portfolio	<ul style="list-style-type: none"> • City of Glasgow Council • Falkirk Council • Midlothian Council • South Lanarkshire Council 	45

Case Study 1. Participative Democracy (previously also entitled Training for Advocates)

What was the project all about?

What was the purpose?

This qualification was designed to support the involvement of young people in the decision making process of the Big Lottery Fund Young People's Fund. The original proposal from the Big Lottery Fund included developing, delivering and accrediting a training programme by YouthLink Scotland.

The main focus of the training is decision making in groups. The training requires young people to conduct a short piece of research with their peers in their local community and present their findings to others as part of the training sessions. They then participate in discussions in their local panel to agree local priorities, familiarise themselves with Big Lottery Fund priorities and make decisions on grant applications.

Who was involved?

It was developed through a partnership between Adam Smith College, Volunteer Development Scotland and YouthLink Scotland, with funding support from the Big Lottery Fund.

What were the results?

The Participative Democracy qualification has been credit rated by Adam Smith College at SCQF Level 5 with 2 SCQF Credit Points.

The development, delivery, assessment and quality systems involved all partners in different roles:

- Staff from Adam Smith College gave advice on the description of learning outcomes for the training programme, assessment methods and evidence required. They also determined an SCQF level and credit points for the programme in their role as a credit rating body. The College apply their quality assurance systems to the operation of the programme which includes verifying assessments.
- Local Volunteer Development Scotland workers participated in training sessions for Young People's Panels and continued to support local young to prepare their portfolio of evidence.
- YouthLink Scotland staff developed and delivered this programme to young people and support workers as part of a national training initiative. They assessed young people performing tasks during training sessions and later assessed all the learner portfolios.

YouthLink Scotland's training team delivered this training programme 54 times.

What was the project all about? – continued

By January 2008, almost 500 young people, aged 11 to 25 and from wide and diverse backgrounds, were participating in 32 Young People's Panels across each of the Scottish local authority areas. Of these participants, 334 have successfully achieved the Participative Democracy programme at Level 5 through Adam Smith College.

As the programme was rolled out widely the project team felt that there was a need to produce guidelines for trainers, support workers and participants. These meant that everyone was clear about the tasks and evidence that participants required for assessment and accreditation.

Experience of using the SCQF

Benefits of using the SCQF:

- Young people were able to recognise the achievements and skills that they developed during the training programme and their involvement in local Young People's Panels. Many have gone on to do other training.
- It was possible to incorporate participative youth work approaches and activities in the programme through discussion, individual tasks and group activities.
- The assessment was done on an ongoing basis at appropriate stages of the training and linked closely to activities.
- The decision on whether or not to be assessed lies with the young person.
- The different expertise and agreed roles of partners was a critical factor in the success of the qualification.

Challenges of using the SCQF:

- The target group for the programme spanned a wide age group and young people with diverse backgrounds and previous qualifications. The training programme was tailored for different age groups.
- In the initial stages, there was a fairly low uptake of assessment for certification. Raising awareness and understanding of the SCQF and the benefits of accreditation had to be conducted with support workers so that they could advise young people. Guidelines on the portfolio of evidence were also produced.
- Respect for the roles and differing priorities of partners was achieved by regular communication and discussion to share ideas and concerns.

Ongoing developments

YouthLink Scotland are considering other opportunities to use this qualification with youth groups, but also feel that it is flexible enough to be used with any community organisation regardless of age or area of interest.

Contact Details for Further Information

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Case Study 2. Youth Achievement Awards

What was the project all about?

What was the purpose?

The main purpose of using SCQF was to recognise the achievements of young people who participate in non-formal learning in a range of youth work activities and to map these against other formal qualifications.

Youth Achievement Awards had been operating since 1999, and are nationally accredited by ASDAN.

Key driving factors for using the SCQF to achieve accreditation for the Awards included:

- Increased credibility of the Awards by both young people and youth organisations.
- Enhancing quality especially as the Awards are available as a national programme and currently delivered by 43 operating agencies in 24 local authority areas to approximately 400 youth groups.
- The SCQF process accommodates the fact that the Awards include learning that is not necessarily a programme but which applies a structure to a process of learning from activities – an approach based on “Plan, Do, Review, Recognise”.

Who was involved?

Members of the Youth Scotland national team have coordinated and supported the whole process. There is an extended group of staff in the 43 operating agencies involved in the delivery and assessment of the Awards including Award Group Workers, Peer Assessors, Training Officers.

Award Group Workers, who undertake formal training, have an important role in recognising opportunities for accreditation and supporting candidates and peer assessors.

An important element in the development process was the high quality of support available from Learning Connections and the SQA, both in terms of knowledge of and expertise in the SCQF process. The project was also able to access funding from the Scottish Government to appoint an external adviser to write aspects of the documentation for the credit rating procedures, especially the learning outcomes.

What were the results?

SQA confirmed the credit rating and levelling of the Youth Achievement Awards in December 2007.

The overall structure of the Awards has different levels. This makes it possible to have different starting points and progression opportunities for learners.

What was the project all about? – continued

There are different levels as follows:

Title	SCQF Level	SCQF Credit Points
Bronze	SCQF Level 4	7 SCQF Credit Points
Silver	SCQF Level 5	11 SCQF Credit Points
Gold	SCQF Level 6	14 SCQF Credit Points
Platinum	SCQF Level 7	16 SCQF Credit Points

The Youth Achievement Awards use a quality youth work process as a framework to accredit learning in non-formal education. The project team identified that the SCQF process offered sufficient flexibility to recognise learning achievements from the range of activities involved in youth work. The process of levelling is directed at the learning outcomes and not the delivery approach.

The preferred approach of peer assessment also fitted with the SCQF requirements for assessment of learning achievement. It is also possible to retrospectively review, assess and accredit learning up to 50% of each Award. This means that accreditation does not direct the activities/learning.

The framework dictates the process, not the activity, so the Awards are used to accredit everything from taking part in a youth group programme to delivering peer education and being an MSYP. SCQF credit rating and levelling of the Youth Achievement Awards now means that Young People will be able to directly map their achievements in youth work against school based qualifications, SVQs and further and higher education qualifications. Very importantly, employers and further educators will also be able to do the same.

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Experience of using the SCQF

Benefits of using the SCQF

- There has been very positive feedback from young people undertaking the Awards. They have commented that they are now able to recognise and compare their achievements in voluntary youth work with school qualifications. It has given them reassurance about their performance levels, abilities and competence and the confidence to progress onto other learning.

A peer educator from Dundee said, *“It’s fantastic to hear that the responsibility I take in my volunteering at the Peer Education Project is comparable to a Higher when I’m still doing my Standard Grades!”*

- The previous accrediting body for the Awards is ASDAN, which is less well known in the community learning and development sector in Scotland. Additional credibility has been achieved through SQA accreditation. There has been a significant demand for the training since the accreditation was confirmed.

Challenges of using the SCQF

- The process of credit rating can take considerable time and staff contribution.
- After the SCQF credit rating and levelling was publicised, demand for the Awards has increased and placed additional demands on a small staff team.
- Language and terminology can be a challenge at times. It is important to use terminology that is appropriate for the credit rating body, even although this might be different in a particular community learning and development context.
- Quality assurance systems must comply with the requirements of the credit rating body, so may involve amending or extending current systems that you use, for example having a clearly defined appeals procedures for assessment decisions.

Ongoing Developments

Youth Scotland is considering the potential to use SCQF in other programmes but will have to calculate the time and commitments required before beginning the process. There are also funding issues to consider.

Contact Details for Further Information

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Web. www.youthscotland.org.uk

Case Study 3. Crèche Worker Training Course

What was the project all about?

What was the purpose?

Midlothian Council Community Learning and Development Service, who developed and delivered the course, provides a range of learning programmes for adults, including community based programmes, which encourage adults back into learning. It was recognised that the Crèche Worker Training Course would offer an opportunity for people to progress on to other learning or employment. At the same time, it would increase the number of crèche workers available locally and ensure that crèche provision meets quality standards.

The Crèche Worker Training Course:

- provides access to credit rated training for people who want to work in a crèche or with children under 5; and
- supports the quality of crèche provision in Midlothian Council, particularly in community learning and development.

Reasons for using the SCQF

Staff involved in the course development felt that:

- course participants, Further Education Providers and employers would be able to see the level of learning involved in the course and match it against other learning or employment opportunities;
- the process of RPL could be included to provide flexibility for learners;
- the use of the SCQF and formal accreditation would give credibility for progression to other learning, training or employment; and
- the quality element of the SCQF contributes to the required quality standards for crèche provision.

Who was involved?

Midlothian Council Community Learning and Development Service staff who designed and developed the programme. The Training Officer-Community Learning and Development worked closely with SQA staff to make sure that relevant documentation was prepared for the credit rating process.

What were the results?

The course has been credit rated by SQA at SCQF Level 5 with 2 SCQF Credit Points.

Assessments are done on a continuous basis and are based on tasks and activities from the courses. Different methods are used to assess evidence of achievement including tutor observation of discussions and tasks and learner records of tasks.

Experience of using the SCQF

Benefits of using the SCQF

- Makes it easier to see how the course sits with other child care courses recognised by the Scottish Social Services Council.
- Course now seen as a pre-recruitment course which can lead to employment or further learning.
- Flexibility of the course delivery makes it accessible to learners and recognises their prior learning and experience.
- Has attracted more participants.
- A number of participants have been recruited as crèche workers.
- Supports the aims of the community learning and development service in encouraging adults back into learning and raising awareness of progression opportunities.
- Other local authority areas are now interested in offering the course.

Challenges of using the SCQF

- Costs to credit rate qualifications means that it may not be cost-effective to credit rate short courses.
- Adapting to the language and terminology used by credit rating bodies.
- You need to be methodical in designing the programme and checking against the SCQF and the information needed by the credit rating body.

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Case Study 4. Fife and Tayside Wider Access Forum – Transitions Project

What was the project all about?

What was the purpose?

The Transitions Project has two different strands:

- Pilot the use of the SCQF to support progression and transition for adult learners across a range of community settings.
- Pilot the use of Dundee University's on-line PDP for adult learners to support progression and transition to FE and HE level programmes.

Within the SCQF project there are three distinct areas:

- To support staff in applying SCQF to their work with learners.
- To use the SCQF to support staff to develop short programmes which can be benchmarked against the SCQF Level Descriptors.
- To use the SCQF to develop community based programmes which are capable of being formally credit rated and levelled.

Who was involved?

The project is led by Angus Council Community Learning and Development in partnership with Angus College and Dundee University.

What were the results?

Two courses have been developed and others are also being developed.

- The *Get Set... Go!* course has been credit rated by Angus College at SCQF Level 3 with 2 Credit Points.
- The *Living and Working in Angus Course* has been levelled at SCQF Level 4.

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How was the SCQF used in the project?

Get Set...Go! Course

The Get Set... Go! is a Pre-access Sports Course which has been developed in partnership. The course runs for 10 weeks with 4 hour long sessions each week.

The overall aims for the course were that learners would be:

- Empowered by knowing what level they operated at during the course.
- Motivated to move on and progress their learning.
- Able to compare their achievement on the SCQF to other Scottish qualifications.
- Able to explain to employers what they have done.

Course Content

- Practical sport.
- Volunteering and educational pathways.
- Adventure experience.
- Sports Science.
- Fitness Assessments.
- Practical, Skiing, Kayaking, High Ropes.

Applying the SCQF to the Get Set...Go! Course

- Learning Outcomes were agreed by partners during collaborative course design meeting.
- Course content was written and agreed.
- Method of assessment was developed and agreed.
- Credit points and level of course was established using SCQF level descriptors and guidance manual.
- The programme was formally submitted to the validation panel of Angus College for credit rating.
- Validation panel met to consider submission.
- Full credit rating and levelling approval given at SCQF level 3 with 2 Credit Points.
- Procedures met with college quality systems.
- Programme delivered to learners and assessments carried out.
- HMle supported new quality procedure for credit rating and levelling.

How was the SCQF used in the project? – continued

Measures of success

- The first group of learners completed the programme in June 2007.
- From 6 learners who started the course, 5 completed and 3 successfully achieved the formal assessment.
- 2 learners have progressed onto college courses, one onto the NC in Sports.
- It is planned to run the course again in spring 2008.

Living and Working in Angus Course

This course is designed to enable Eastern European and other international workers and their families gain an understanding of living and working in Scotland and to participate more fully in their communities.

Course content

- UNIT 1 Exploring Scottish Culture.
- UNIT 2 Understanding Employment.
- UNIT 3 Health Services.
- UNIT 4 The Law in Scotland.
- UNIT 5 Leisure and Transport.
- UNIT 6 Political Systems.
- UNIT 7 Other Services.

Applying the SCQF to the *Living and Working in Angus Course*

- Identified a curriculum development group within CLD staff.
- Developed content.
- Wrote Learning Outcomes using templates and guidance.
- Discussed the SCQF levels during writing of units.
- Used the SCQF level descriptors to attribute level and credit points to units and overall programme.
- The next stage will be to formally submit the course to the college validation panel for credit rating.

Key points to note in using the SCQF

Benefits of using the SCQF for the *Get Set.. Go! Course*

- Structured course.
- Defined levels.
- Clear assessment methodology.
- Course can be used again and delivered to new groups of learners.
- Clarity of outcomes for learners and tutors.
- Supports progression onto other learning.
- Established collaborative working between CLD and college staff.

Benefits of using the SCQF for the *Living and Working in Angus Course*

- Standardised units of same level.
- Clear understanding of what is to be delivered.
- Staff across the service could contribute to development.
- Programme is clearly defined for use across Angus and in a range of contexts.
- Learners can be assessed if agreed.
- Progression and transition routes clearer.

Challenges of using the SCQF

- Time required for staff development amongst partners.
- Time for curriculum development within the process and procedures of the SCQF.

Contact Details for Further Information

Further details are available on Transitions section of the Fife and Tayside Wider Access Forum website.
www.fifeandtaysideforum.org.uk

Case Study 5. Levelling of Non-accredited Adult Literacy and Numeracy (ALN) Learning

What was the project all about?

What was the purpose?

The aim of the Project was to develop training for ALN staff to:

- Understand the purpose and role of assessing learner progress and measuring distance travelled in adult literacies.
- Recognise and understand SCQF levels.
- Understand and use different methods of assessment to show learner progression.
- Identify methods of doing this within the ethos of social practice.

There can be a perception of potential conflict between the principles of a social practice approach used in the delivery of adult literacies learning and assessment processes in accredited learning. The partners in this project wanted to examine how the current approaches used by adult literacies tutors could be related to the SCQF to benchmark adult literacies learning achievements against SCQF levels.

Who was involved?

The project is being developed by the ALN Partnerships in Aberdeen, Highland, and North Lanarkshire as one of the national collaborative projects supported by the Community Learning and Development Managers Scotland (CLDMS) Group.

The project team worked with a consultant to develop training materials and conducted initial training sessions with adult literacies tutors in each partner area.

What were the results?

The project had a particular focus on supporting adult literacies tutors to develop awareness of SCQF Levels and gain practical experience of benchmarking learning achievements against the SCQF.

The project developed and piloted a programme of training and support materials to use with adult literacies tutors across Scotland.

An initial evaluation of these training sessions identified particular issues which were reviewed in planned follow up training sessions with tutors once they have had an opportunity to apply the training in their practice.

The training programme and materials will be reviewed and revised based on feedback from tutors and trainers. These will be available for other areas to use and a Train the Trainer Pack will support the opportunity to cascade the training throughout Scotland.

Experience of using the SCQF

Benefits of using the SCQF

- Adult literacies tutors valued using straightforward practice examples for levelling exercises in the training sessions.
- The training helped adult literacies tutors recognise how the principles of a learner-centred approach can operate as part of the SCQF.
- Adult literacies tutors recognised that the Individual Learning Planning (ILP) process that is used with literacies learners contributes to assessment.

Challenges of using the SCQF

- Adult literacies tutors can have differing involvement in delivering literacies learning. This can mean their awareness of the SCQF can vary.
- Tutors, particularly voluntary tutors, who only do one or two sessions per week may need additional support to gain confidence in the process of using the SCQF and assessing learning.
- Adult literacies tutors need to have a clear understanding of what falls within the different SCQF Levels. Additional awareness of SCQF levels may be required for new adult literacies tutors. It is integrated planned to include advice on this in the final version of the training materials.
- The process of agreeing criteria for assessment and levelling includes a subjective aspect, rather than applying specific “rules”. Using the SCQF Level Descriptors with practical examples during the training helped tutors to begin to become familiar with this.

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Case Study 6. Community Activist Training

What was the project all about?

What was the purpose?

The aim of the project was to raise the profile of community activists through the implementation of a recognised programme of training that is SCQF levelled and credit rated.

It was agreed that the target group for the course would be people who are active in their community. The key areas of learning agreed for the training programme by the partners are:

- How do you get involved in your community?
- Gaining a knowledge and understanding of your community.
- Getting organised.
- Making the change happen/effective leadership.
- Recognising your achievements.

Who was involved?

The programme has been developed through a collaborative partnership involving Angus Council, Fife and Tayside Wider Access Forum, Perth and Kinross Association of Voluntary Services, Perth and Kinross Council (lead partner) and Scottish Borders Council. Community activists were involved in the initial decision making stages about target groups for the course and appropriate content based on their own experience.

It is one of the national collaborative projects supported by the Community Learning and Development Managers Scotland (CLDMS) Group.

All partners have been involved in the design and development of the training programme.

What was the project all about? – continued

What were the results?

Key workers from the partners were identified to lead on the design and development of materials and SCQF levelling for each section of the training programme. All partners were involved in agreeing the design, content and delivery approach for the course with SQA as the credit rating body. Perth and Kinross Council was the lead partner and coordinated the partnership working. The partners also valued the advice and support offered by SQA staff during all stages of the credit rating process and procedures.

The initial stages involved mapping the learning outcomes of the programme to an appropriate level using the SCQF Level Descriptors and completing a “scorecard” to explain the rationale for the suggested levels and credit rating for the programme.

The programme is being submitted to the SQA for credit rating. The programme consists of 4 Units and it is proposed that it will sit at SCQF Level 5 with a credit rating of 24 SCQF Credit Points.

Experience of using the SCQF

Benefits of using the SCQF

- The process is straightforward but requires a disciplined approach and familiarity with the SCQF. The partners found that the existing guidelines produced by SCQF and the ongoing advice from SQA staff were helpful sources of information and advice.
- The project benefited from the collaborative approach of involving partners who collectively had a range of knowledge and experience of the programme aims, the SCQF and credit rating learning programmes.

Challenges of using the SCQF

- It is important to recognise the time requirements for the process, both in time commitment for the activities to design and develop the learning programme and materials and in completing the analysis and documentation required for credit rating.
- Within the timeframe of the project funding it was not possible to pilot the delivery of the programme with community activists prior to submitting the programme for credit rating. The project did however draw on the extensive experience and expertise of partners to ensure that the programme responded to the needs of the target group and included effective learning and teaching approaches.

Ongoing developments

- When credit rated, the training programme and pack will be available for other areas to use.
- There may be a need to produce support materials for trainers.

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Case Study 7. Community Learning and Development Approaches: Engaging Communities Training Programme

What was the project all about?

What was the purpose?

The overall aims of the project were:

- To raise awareness of community learning and development approaches.
- To promote cross-sectoral training in the community learning and development process.

The Engaging Communities Training Programme that was developed during the project was targeted at practitioners and community activists from partnership groups, particularly in the broad field of community learning and development, such as council services, private, public and voluntary agencies, community organisations and community activists.

Who was involved?

- Falkirk Community Learning and Development Partnership Strategy Group which comprises Forth Valley College, Falkirk Council Libraries, Forth Valley Health Board, Falkirk CVS and Falkirk Community Services.
- University of Dundee – School of Education, Social Work and Community Education.

The programme content and delivery recognised that community learning and development approaches were not exclusive to local authority staff but were also used by community organisations and other agencies.

The main aims of the programme were agreed by partners and the training programme was developed to meet these aims. These aims included:

- To provide the opportunity for participants to apply learning and practice techniques within their community and workplace settings.
- To afford an opportunity for participants to gain accreditation.

What was the project all about? – continued

What were the results?

The Engaging Communities Training Programme is credit rated by the University of Dundee. Depending on a participant's previous experience and qualifications, accreditation can be at different levels:

SCQF Level 7	20 SCQF Credit Points
SCQF Level 8	20 SCQF Credit Points
SCQF Level 9	30 SCQF Credit Points

The credits can be carried forward to the University of Dundee's undergraduate qualifications and, in particular, onto the BA in Professional Development programme where specific credit for this training programme can be awarded. The BA in Professional Development is a flexible programme which is open to people from a wide range of professions and backgrounds.

By February 2008, 8 students had claimed accreditation through this process and progressed on to further studies with the University of Dundee.

The SCQF was used to frame the learning outcomes and the process of delivery and assessment. It was particularly valuable to link with Dundee University to plan and design the programme. During the planning stage, it was recognised that the course could be offered at different SCQF Levels to meet the needs of different learners.

Programme Delivery

The delivery of the training programme includes seven components:

- Pre-course briefing session.
- 3 days of face-to-face workshops.
- Work/community-based activity.
- 2 days follow up face-to-face workshops.
- Collaborative work/community-based inquiry.
- Re-call session.
- Optional accreditation and assessment.

The content and delivery approach allowed learners to develop both knowledge and understanding of the programme topics and skills in applying their learning to their practice.

The mix of participants from different backgrounds was an important part of the learning process. It provided an opportunity to exchange practice and consider community development from different perspectives and priorities.

Experience of using the SCQF

Benefits of using the SCQF

- Community partners became more aware of accreditation and assessment terminology because of their involvement in using the SCQF to develop the programme.
- Learners are offered the option of different SCQF levels and credit points.
- There are different progression opportunities for learners after completing the programme. In particular, the University of Dundee offers specific credit to the BA in Professional Development.
- Using a community learning and development approach in planning and delivering the training programme encourages practitioners to extend their skills, share approaches and explore best practice. It also supports collaborative working.
- Participants are encouraged to consider opportunities to progress their learning or professional development as appropriate for their individual roles.

Challenges of using the SCQF

- The logistics of delivering further training which involves varied partners. There are ongoing discussions on plans to deliver components of the programme on outreach basis to accommodate all partners.

Ongoing developments

- The programme content will be reviewed and revised as appropriate to respond to national developments in community learning and developments and the planned academic review of the BA in Professional Development in May 2008.
- Falkirk Council is considering ways to incorporate the elements of the programme into other sectors such as Training for Health Promotion Workers.

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Case Study 8. Health Issues in the Community

What was the project all about?

What was the purpose?

The training course, Health Issues in the Community is based around the topic of health and will be relevant to a range of community-based organisations. The programme offers a good starting point for workers and local people to address health inequalities in local areas. It will be of particular interest to agencies that have a remit for tackling health inequalities, promoting community development approaches to health and developing community participation around health. The full course is accredited by the University of Edinburgh and the Part 1 Course has been credit rated and levelled within the SCQF.

Who was involved?

The initiative is funded by NHS Health Scotland; with assessment/certification provided by the University of Edinburgh; and course development, Part 1 assessment/certification, tutor training, support and networking provided by CHEX.

What were the results?

The (Part 1) course was credit rated by the SQA at SCQF Level 6 with 5 SCQF Credit Points.

The project developed a two day Training for Trainers course for a range of workers from community learning and development, health promotion, public health and community health. Once trained, they become registered tutors who can deliver the Health Issues in the Community training programme to activists, volunteers and unqualified workers.

A full national evaluation of the Health Issues in the Community in 2005-2006 found that:

- There have been significant impacts on the health and well-being of participants in HIIC Courses:
 - around 85% of participants report improvements in confidence and self-esteem.
 - most participants feel that they have increased influence over factors affecting their health.
 - the majority of participants had indicated some level of positive impact on their employability.
 - around 84% of participants had indicated that involvement in the course had resulted in learning progression.
 - the majority of participants are becoming more involved in their communities and several have gone on to set up community groups or take forward local health projects.
- Local stakeholders identify a change in the way some statutory services consider community health issues.
- There is evidence to suggest that there is a positive impact on staff who have been involved in developing or delivering courses locally.

Experience of using the SCQF

Benefits of using the SCQF

- Using the SCQF in this project highlighted effective partnership working between the three core partners, with all “playing to their strengths”.
- Using the SCQF has helped the training developers to be clear about learning outcomes, assessment methods and assessment criteria.
- Using SCQF complements and fits well with community learning and development principles.
- It is an empowering process for individuals to realise and understand what they are capable of, how their learning has developed and how it can develop in the future.
- An evaluation of the initiative found that the Learning Pack was a valuable resource that has been enthusiastically embraced and promoted in many parts of Scotland.

Challenges of using the SCQF

- Devising appropriate assessment methods for group work and group activity proved to be difficult. The course requires trainers to cascade the programme to others in local areas. This can make it difficult for course assessors to observe all elements of group activity.
- The project partners felt that if they could do things differently, they would use the SCQF process from the start of developing other training programmes to give consistency and continuity.
- They also felt that if you are thinking about using the SCQF, you should think very carefully about all potential uses within your overall training and, most importantly you shouldn't be afraid – it's a lot less scary than it would appear.
- Tutors have felt that the credit rating is too low and this will be reviewed.

Ongoing developments

- With a worker now dedicated to its continued development, there is significantly greater opportunity to increase use.
- CHEX may consider looking at SCQF in relation to other aspects of the programme including the Full Course and the Tutor Training Programme.

Contact Details for Further Information

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Case Study 9. ACT (A Consortium of Training for Community Learning and Development)

What was the project all about?

What was the purpose?

ACT was developed as a modular training system for part time and volunteer staff in community learning and development and voluntary organisations who are involved in Work with Young People, Work with the 5-12s or Work with Adults and Communities.

Who was involved?

The current members of the Consortium are:

- Craigmillar Capacity Building Project.
- Dumfries & Galloway Council.
- Midlothian Council.
- Scottish Borders Council.
- West Lothian Council.

What were the results?

The ACT Training System has been endorsed by CeVe (Community Education Validation Endorsement).

The courses have also been credit rated by the SQA at SCQF levels 5, 6 and 7 and given credit points.

The courses have been delivered across several local authority areas in Scotland.

What was the project all about? – continued

The ACT Training System

The following table outlines the programme, SCQF Levels and Credit Points.

Topic	Stage	SCQF Level	SCQF Credits	Notional Learning Hours
CLD Context	Introductory	5	2	20
<ul style="list-style-type: none"> • Work with Young People-1 • Work with 5-12s-1 • Work with Adults and Communities-1 	1	5	10	100
<ul style="list-style-type: none"> • Work with Young People-2 • Work with 5-12s-2 • Work with Adults and Communities-2 	2	6	9	90
Interpersonal Skill				
<ul style="list-style-type: none"> • Work with Young People-3 • Work with 5-12s-3 • Work with Adults and Communities-3 	3	7	10	100

- All candidates complete an 8 hour module on the Community Learning and Development at SCQF Level 5 with 2 Credits (20 notional learning hours).
- They then continue with Stage 1 and 2 Courses for their selected specialism, i.e. Work with Young People, Work with 5-12s or Work with Adults and Communities. These courses are primarily theory-based.
- All candidates then complete a module on Interpersonal Skills to reflect on their learning from Stages 1 and 2 before negotiating their learning for Stage 3.
- Stage 3 is primarily practice-based and assessed by observed practice and the production of an evaluation report.
- Tutors who are involved in the delivery of the courses are required to complete a tutor training programme produced by West Lothian Council. The Consortium are looking into the possibility of credit rating this tutor training programme.

Experience of using the SCQF

Benefits of using the SCQF

- Part-time and volunteer staff are able to recognise their achievements and compare them to other qualifications.
- There are opportunities to use the qualifications to progress in to other qualifications.
- The SCQF process allows learners to use their previous experience and current practice as a source of evidence for learning outcomes.
- The ACT Training System includes both common and specialist topics. The credits for common topics can be transferred if paid or voluntary staff decide to work in a different specialism at a later stage.
- Partnership working within the Consortium has meant that there has been a sharing of practice and experience in the design and development stages.
- There is a common qualification that is accepted in different local authority areas which provides more opportunities for part time and volunteer staff.

Challenges of using the SCQF

- Following the process set out by the credit rating body and producing appropriate documentation. The SQA produces documents which explain the steps in the process and guidelines on the required documentation. They also offered advice and support throughout the process.
- Adapting language and terminology for the credit rating body. The project team found that there were helpful guidelines produced by both the SCQF and the SQA for this.
- Writing objectives, outcomes and assessments so that they comply with the SCQF Level Descriptors. The *SCQF Handbook* offers guidelines and examples for this. The levelling process was not as difficult as initially anticipated because some partners had previous experience of the SQA. It was useful to use existing qualifications which are credit rated for comparison.
- Operating internal systems to support learners to gain Accreditation of Prior Learning (APL).
- It can be difficult to set the notional learning hours and there is often a tendency to underestimate the time required. The experience of learners in the pilot delivery of the course helped to decide on this.
- Costs for credit rating may not always be available in local budgets. This project received national funding support.
- Internal and external quality systems have to be set up and operated to meet the SQA requirements.
- The credit rating process took 6 months to complete.

Experience of using the SCQF – continued

Ongoing developments

- It is possible for other areas to join the Consortium. There is no fee, but members make a commitment to support the ongoing development of the qualifications.
- Members of the ACT Consortium are also willing to offer advice to other areas who are considering using the ACT courses or planning to submit a learning programme for benchmarking against the SCQF or credit rating.

Contact Details for Further Information

General Enquiries

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Case Study 10: LEAP Training Programme

What was the project all about?

What was the purpose?

As interest in the LEAP Framework continued to grow, the Scottish Community Development Centre has refreshed the LEAP training course and submitted it to the SQA for credit rating.

The accreditation of the programme recognises the high levels of investment from national bodies, local authorities, voluntary sector and individual staff members.

Who was involved?

The Scottish Community Development Centre (SCDC).

What were the results?

The LEAP training programme was credit rated through the SQA at SCQF Level 7 with 6 Credit Points.

Although the LEAP Framework remains the same, this new 3-day course has been updated to reflect the broader practice context in which it is applied. From their experience of submitting the programme for credit rating, SCDC feel that:

- The process of achieving credit rating has been reasonably straightforward. In particular, there has been good ongoing support from SQA staff.
- The application process does require considerable time allocation.
- The “sandwich” delivery format of 2 Workshop days of facilitated learning, applied practice in the field and then 1 Recall Day of facilitated learning reflection and review links well to gathering evidence for assessment.
- As yet, there has not been a great deal of information about how participants can use their credits to progress to other CPD or learning opportunities.
- There has been no need to compromise the principles of community learning and development or the Scottish Community Development Centre to achieve accreditation.
- There is still opportunity for flexible delivery whilst achieving the required outcomes for accreditation.

SCDC are also developing opportunities for Recognition of Prior Learning for those who have previously completed LEAP training.

Experience of using the SCQF

Benefits of using the SCQF

There are benefits for different stakeholders:

- Participants receive recognition for their learning.
- Commissioning bodies perceive an added value in the training offered.
- As a training developer and deliverer, it focuses your thinking about the course content and making links between learning outcomes and delivery.
- It contributes to quality assurance/standards.

Challenges of using the SCQF

- The process of credit rating requires a considerable time allocation, although it is reasonably straightforward.
- Demand for RPL has been lower than expected and may reflect perceptions of priority and time required.
- Identifying on using credits to progress to other specific CPD or learning opportunities.

Ongoing developments

- There is a need to identify potential progression routes for participants who achieve credits for LEAP training.
- Experience of achieving credits has been positive. It has encouraged developers to review their approach and it contributes to the quality agenda for all stakeholders.

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Case Study 11. Mapping Youth Worker Training and the SCQF

What was the project all about?

What was the purpose?

The aims of the project were to:

- Research current youth worker training programmes and materials across the Youth Work Sector in Scotland.
- Identify what youth worker training programmes and materials have formal accreditation.
- Share research findings.

Who was involved?

The project has established a Research Team with representatives from Aberdeen, East Lothian, Falkirk, Fife and West Lothian Councils in partnership with YouthLink Scotland. The project is one of the national collaborative projects supported by the Community Learning and Development Managers Scotland (CLDMS) Group.

What were the results?

The Research Team met on several occasions between April and May 2007 to confirm the project aims and methodology. They decided to produce and distribute a survey questionnaire to identify the current training delivery and accreditation. The questionnaire was distributed to as many organisations as possible and published on the YouthLink Scotland website. In particular, the questionnaire was designed to produce information on:

- The range of courses and common themes.
- The range of accreditation and awarding bodies.
- Indicative benchmarking of current training delivery against the SCQF.

In total, there were 25 responses to the survey, including local authorities, voluntary sector organisations and FE colleges. The response rate was lower than expected. In the timescale of the pilot, it was not possible to increase this responses rate.

What was the project all about? – continued

An initial analysis of the survey findings was undertaken by the Research Team and shared with practitioners at a national seminar organised in Dundee in November 2007.

From an initial review of the responses, it was found that:

- 56% of training was at SCQF level 5.
- 51% of training was formally endorsed or accredited.
- 43% of training lasted 10 hours or more.

The survey findings are being analysed further to produce a final report and recommendations for further developments.

The seminar programme also included discussion on opportunities for using the SCQF in training. A report of the seminar has been produced.

Experience of using the SCQF

Benefits of using the SCQF

- The SCQF offers a common definition of level and credits that can be applied to compare training and qualifications from different contexts.
- The survey and dissemination event contributed to a raised awareness of the SCQF and discussion on how to use it in community learning and development.

Challenges of using the SCQF

- The survey responses identified the need to correspond professional recognition of training such as CeVe endorsement with the SCQF.
- The findings from the research support the point that it is easier to benchmark, level or credit rate learning at the start of the development process rather than retrospectively.
- From the limited survey response, it is indicated that a great deal of training can last for 10 hours or less.

Contact Details for Further Information

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Case Study 12. Portfolio – Record of Learning

What was the project all about?

What was the purpose?

The aim of the project was to develop a practical portfolio to enable recording of learning, past and future, with a view to aiding recognition of prior learning linked to the SCQF.

Who was involved?

The project was developed by the City of Glasgow, Falkirk, Midlothian, and South Lanarkshire Councils as one of the national collaborative projects supported by the Community Learning and Development Managers Scotland (CLDMS) Group.

What were the results?

The portfolio has been developed for use by paid and voluntary workers operating in all sectors and aspects of CLD; working with children, young people adults and communities. It is accessible to all levels of staff.

The portfolio is divided into two parts:

Part One relates to recording the learning and includes materials and guidelines to carry out the process.

Part Two of the portfolio is intended to collect supporting evidence.

The portfolio offers an ongoing process and procedures that encourage staff to reflect on their learning and experience, identify how learning corresponds to SCQF Levels and plan for continuing professional development. A supervisor or mentor would support staff to reflect on their previous experience and learning, record information in their RPL portfolio and plan their future development.

The portfolio materials that have been developed by the project partners will be piloted with individuals in different sectors and roles and then evaluated. The first step in this will be a focus group, scheduled for Tuesday 27 May, which will review the portfolio for effectiveness before piloting.

Experience of using the SCQF

Benefits of using the SCQF

- Collaborative working has pooled knowledge and experience from the partners involved in the project team. It was also noted that there are often conflicting demands on staff time and pressures to release staff for developmental activities.
- The portfolio has been developed so that it can be used by all levels of staff, both voluntary and paid. The process of completing the portfolio is the same, regardless of role or previous qualifications.
- The portfolio provides a common tool and resource that can be used in all sections of the community learning and development and can support progression.
- The Portfolio has multiple purposes:
 - reflection on previous experience and learning;
 - recognition of learning outcomes achieved; and
 - planning for continuous professional development.
- The approach and process outlined in the Portfolio encourages people to identify where any previous learning lies within the SCQF. Individuals are asked to reflect on and record key learning outcomes of their previous experience before benchmarking it to the SCQF levels and credit points.

Challenges of using the SCQF

- Staff who would have a role in supporting individuals to complete their portfolio need to be generally familiar with the process of identifying the outcomes of learning and practical experience in order to apply this expertise to the SCQF Level Descriptors and benchmark previous learning achievements against the SCQF.
- The project team recognise the need for training for staff who would have a support role. The training should include a “refresh” or introduction to the SCQF and guidance on how to use the portfolio.

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Section 3

Sources and Resources

COMMUNITY LEARNING AND DEVELOPMENT MANAGERS' SCQF GROUP

Community Learning and Development Managers SCQF group supported various collaborative projects. Some of these are featured as case studies in this publication. They meet quarterly. Contact Chair Wilma McCullough, Perth & Kinross Council, Blackfriars Development Centre, Perth PH1 5LU, 01738 476 368, mail to: wcmccullough@pkc.gov.uk

SCQF CONTACTS

Each CLD partnership area in Scotland has a named SCQF contact. Details of the contact are available through your local CLD partnership website.

LEARNING CONNECTIONS

Learning Connections is part of the Lifelong Learning Directorate of the Scottish Government. Part of the role of Learning Connections is to support the use of the SCQF in community learning and development.

<http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning>

mail to: learningconnections@scotland.gsi.gov.uk

SCQF FORUM FOR COMMUNITY LEARNING AND DEVELOPMENT

This group meets quarterly and reflects key interests within CLD. It is chaired by Sean Stronach, Learning Connections, Highlander House, 58 Waterloo Street, Glasgow, 0141 271 3716,

mail to: sean.stronach@scotland.gsi.gov.uk

SCQF PARTNERSHIP WEBSITE www.scqf.org.uk

This is a useful source of information on all aspects of SCQF work.

Contact details (**email.** info@scqf.org.uk **tel.** 0845 270 7371)

CREDIT RATING BODIES

- **SQA (Scottish Qualifications Authority)** credit rating body.
email. creditrating@sqa.org.uk **tel.** 0845 213 5246)
- **For a list of Scotland's colleges** <http://www.ascol.org.uk/colleges.cfm>
- **For a list of Scottish universities** <http://www.universities-scotland.ac.uk/index.php?page=members>

Appendix

WHAT ARE LEARNING OUTCOMES?

In working with individuals or groups in communities we take time to reflect and review learning. Through this process we may become aware of **emergent learning outcomes**. These types of learning outcomes are what individuals have learned through and from engagement in community learning and development work. These are often learner specific and may be unanticipated. They may develop alongside **intended** learning outcomes which are specified before learning takes place.

Intended learning outcomes are statements of what is expected that a learner will be able to do as a result of a learning activity. If you are planning learning and are drafting learning outcomes you use active verbs.

Look at the example. The active verb is in bold print:

- **state** what is meant by a learning outcome.

So the first intended learning outcome is that:

- the participant **will be able to state what is meant by a learning outcome**.

We can provide a context:

- **using the information** provided the participant will be able to state what is meant by a learning outcome.

We can add other conditions or criteria through changing the verb:

- using the information provided the participant **will be able to outline two types** of learning outcomes.

WHY LEARNING OUTCOMES?

Learning outcomes help you to let learners know what you expect of them. There are various benefits in using learning outcomes. Learning outcomes:

- help learners select a particular learning programme through making it clear what learners can hope to gain;
- help you to design learning;
- help you select the most suitable delivery method and suitable assessment to match the intended outcome; and
- help you to tell colleagues and managers what a particular activity is designed to achieve.

WRITING LEARNING OUTCOMES

Think of what learners are able to do **before** engaging in the learning activity. This gives a base line.

Now think what learners should be able to do **as a result** of their participation in the learning event.

Learning outcomes have the following characteristics:

1. The learning outcome should say **who** is to undertake the action (the learner/student/participant/trainee/youth worker, etc.).
2. **what** specific action they are to take.

It may also indicate the circumstances, any conditions or other criteria which apply.

e.g.

- *The **swimmer** will be able **to swim the length of the swimming pool** using water wings or other flotation aids.*
- *The swimmer will be able to swim the length of the swimming pool without using any aids.*

WHAT COMES NEXT?

Drafting learning outcomes is not an exact science. It helps to discuss with colleagues to check that your intended outcomes are realistic and achievable.

How are you going to know if the intended outcomes have been achieved? You need some method of generating evidence of achievement so learners can show what they know or can do. The method of checking this should fit the learning.

The most straightforward way of doing this is through constructive alignment. The **active** verb is what achieves alignment: it's in the intended outcomes, in the teaching/learning activities and in the assessment tasks.

Look at our simple example of the swimmer. In order to be able to achieve the learning outcome the learning/teaching activity will be swimming. The assessment is observation of them swimming. This principle holds good for more complex learning outcomes and this approach is used in Higher Education.

For further information there are numerous websites giving details around this topic. [Google](#) Constructive Alignment/John Biggs/Blooms taxonomy/writing learning outcomes/etc./etc./

Blooms taxonomy is useful when writing learning outcomes. The following list of verbs might help your thinking when describing different sorts of outcome.

For Knowledge				
arrange	order	define	recognise	duplicate
label	recall	list	repeat	memorise
name	state	relate	reproduce	**
For Comprehension				
classify	locate	describe	recognise	discuss
report	explain	restate	express	review
identify	select	indicate	translate	**
For Application				
apply	operate	choose	practice	demonstrate
schedule	dramatise	sketch	employ	solve
illustrate	use	interpret	write	**
For Analysis				
analyse	differentiate	appraise	discriminate	calculate
distinguish	categorise	examine	compare	experiment
contrast	question	criticise	test	**
For Synthesis				
arrange	formulate	assemble	manage	collect
organise	compose	plan	construct	prepare
create	propose	design	write	**
For Evaluation				
appraise	judge	argue	predict	assess
rate	attach	score	choose	select
compare	support	estimate	evaluate	**
Affective Domain				
joins	cooperates	defends	helps	disagrees
offers	is attentive to	avoids	acclaims	challenges
agrees	participates in	argues	engages in	shares
praises	volunteers	disputes	attempts	assumes



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Further copies are available from
Blackwell's Bookshop
53 South Bridge
Edinburgh
EH1 1YS

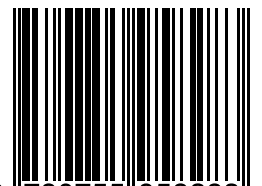
Telephone orders and enquiries
0131 622 8283 or 0131 622 8258

Fax orders
0131 557 8149

Email orders
business.edinburgh@blackwell.co.uk

For more information please email: learningconnections@scotland.gsi.gov.uk

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