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National Qualification Frameworks: a tool for economic growth and international collaboration?

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WWW.SCQF.ORG.UK

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Content

- An overview of the session introducing key speakers
- Uptake and use of QFs
- Introduction to the SCQF
- Successes, opportunities and challenges

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Speakers

- Aileen Ponton
- Tawfiq Rayyash
- Dr Hassan B Ndahi
- Dr James Keevy

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Overview

- NQFs current direction of travel
- Examples of QFs at different stages of development and maturity
- Consideration of the successes, opportunities and challenges
- Promote economic growth, social cohesion and international collaboration? Over to you.

LIST OF 142 COUNTRIES CONSIDERING QUALIFICATIONS FRAMEWORKS

Albania; Angola; Antigua & Barbuda; Argentina; Armenia; Australia; Austria; Azerbaijan; Bahrain; Bangladesh; Barbados; Belarus; Belgium; Benin; Belize; Bhutan; Bosnia and Herzegovina; Botswana; Brazil; Brunei Darussalam; Bulgaria; Burkina Faso; Cabo Verde; Cambodia; Canada; Chile; Colombia; Côte d'Ivoire; Croatia; Cyprus (and Northern Part of Cyprus); Czech Republic; Denmark; Dominica; Egypt; Eritrea; Estonia; Ethiopia; Finland; France; Georgia; Germany; Ghana; Greece; Grenada; Guinée Bissau; Guyana; Haiti; Hong Kong; Hungary; Iceland; India; Indonesia; Ireland; Israel; Italy; Jamaica; Jordan; Kazakhstan; Kiribati; Korea; Kosovo; Kuwait; Kyrgyzstan; Lao People's Democratic Republic; Latvia; Lebanon; Lesotho; Liberia; Lithuania; Luxembourg; Madagascar; Malawi; Malaysia; Maldives; Mali; Malta; Mauritius; Mexico; Montenegro; Montserrat; Occupied Palestinian Territories; Morocco; Mozambique; Myanmar; Namibia; Netherlands; Nepal; New Zealand; Niger; Nigeria; Norway; Oman; Pakistan; Papua New Guinea; Peoples Republic of China; Philippines; Poland; Portugal; Republic of Moldova; Romania; Russian Federation; Saint Lucia; Samoa; Serbia; Senegal; Seychelles; Sierra Leone; Singapore; Slovakia; Slovenia; Somalia (Somaliland); South Africa; Spain; St. Kitts & Nevis; St. Lucia; St. Vincent and the Grenadines; Suriname; Swaziland; Sweden; Switzerland; Tajikistan; Thailand; The Bahamas; The Comoros; the Democratic Republic of Congo; The former Yugoslav Republic of Macedonia; The Gambia; Timor-Leste; Togolese Republic; Tonga; Trinidad & Tobago; Tunisia; Turkey; Tuvalu and Vanuatu; Ukraine; United Arab Emirates; United Kingdom; United Republic of Tanzania; Viet Nam; Zambia; Zimbabwe.

http://www.etf.europa.eu/web.nsf/pages/Qualification_Frameworks

RQF	Purpose
European Qualifications Framework (EQF)	Common reference framework which links different country qualification systems and frameworks
Caribbean Community (CARICOM)	Focussed upon the development of standards & qualifications, including a CBT model & the sharing of materials
Southern African Development Community (SADC) Framework	To support the regional integration and mobility of labour
Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth	Translation device for the classification of VUSSC qualifications
ASEAN Qualifications Reference Framework	Common reference framework; translation device
Pacific Qualifications Framework (PQF)	Common reference framework that links to a regional register for national qualifications underpinned by QA arrangements, agency and provider standards

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Rationale for NQFs

- Increased transparency
- Educational reform
- Cultural reform
- Better classification
- Increased articulation and progression
- Better and more consistent quality assurance
- Development of learning outcomes
- Neutralises institutional view/opinion

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Scotland - Overview

Population 5,313,000 (August 2013)

- 17% under age 16
- 66% working age
- 17% pensioners

Employment rate 72.8% (Nov 2013)

Number of institutions

- HEIs 20 (215,000 students)
- Colleges 14 – merged from 43
- (350,000 students)
- Schools 376

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Origins

- SCOTCAT system in HE
- Unitisation agenda of the 1980s
- School education reform of the 1990s
- SCQF created and named in 2001
- First implementation plan 2003-2006
- Company established 2006
- First strategic and operational plans 2007

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database. **N.B. MA Frameworks have a notional level on the SCQF, but all component parts are credit rated**

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SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner			Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10				Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma		Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher				Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2				Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award		SVQ 1
3	National 3 Access 3				
2	National 2 Access 2				
1	National 1 Access 1				

What can go into the Framework?

To be included in the SCQF a qualification or learning programme must be

- At least 10 notional learning hours
- Based on learning outcomes
- Formally assessed
- Internally and externally quality assured

Successes/opportunities

- All mainstream general, vocational and academic qualifications in the SCQF
- In addition over 400 other programme classed as non formal learning
- Levels used for recruitment
- Provides a national language for learning
- Supports credit transfer but more could be done, particularly around RPL

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Government view

The internationally respected Scottish Credit and Qualifications Framework (SCQF), is designed to provide clarity - for learners, providers and employers - about the level of achievement represented by various qualifications. This can help overcome some problems, but, in practice, difficulties can remain. To reduce inefficiency in progression through the system, we want to see institutions make greater use of the SCQF, while recognising that they have a duty to learners to ensure there is curricular fit and a coherent educational experience

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