



**Guidelines to
Promote and Support the
Credit Rating Process in
Colleges in Scotland**



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Introduction:

The Scotland's Colleges Scottish Credit and Qualifications Framework (SCQF) Advisory Group, established in 2008 to embed and extend credit rating in colleges, recognised the need to produce a generic set of procedures and processes to complement the extensive guidance available from the SCQF Partnership. The Advisory Group felt strongly that clear and concise procedures would assist colleges, extend the credit rating process and exploit the autonomy colleges enjoy to credit rate a range of learning programmes.

The guidelines that follow provide advice, guidance and direction on the credit rating process for colleges. They will assist colleges to develop a methodology for credit rating to take place. These generic guidelines are based on existing best practice advice provided by the SCQF Partnership and lessons learned from the eight colleges who piloted the credit rating process in order to develop models for credit rating and share good practice in methodology. Like the SCQF college credit rating pilot, these guidelines focus on the systems and processes required for colleges credit rating their own provision (college-devised provision).

A clear recommendation from the pilot study stated that colleges should *establish internal credit rating procedures based on the good practice identified* in the pilot. These guidelines provide a starting point for colleges to develop and refine systems, procedures and build up expertise. The evaluation study of the pilot stated:

College staff involved in the pilot found the credit rating process interesting and challenging. It raised the profile of SCQF and improved understanding of its value to learners within colleges. Staff felt that the status conferred on college-devised programmes by credit rating had important benefits. It allowed colleges to tailor programmes to the needs of learners or employers and accord the qualifications gained parity of esteem with those of external awarding bodies. It supported a degree of flexibility in programme design and enabled highly-regarded qualifications to develop in areas not covered by external awarding bodies. The development of such provision, in tandem with external partners, had potential to enhance working relationships and should improve progression opportunities for learners.

In the pilot study, colleges chose programmes from three main categories:

- continuing professional development programmes (CPD), tailored for internal or external use;
- programmes for learners with additional support needs; and
- informal, community-based programmes, where the demand for credit rating had previously been identified.

Given the increasing mix and diversity of the student population in colleges, there is a recognised need for colleges to tailor programmes to the needs of learners and employers. Since the pilot, colleges have used the credit rating process to meet the needs of:

- school groups receiving part of their curriculum in college;
- More Choices More Chances learners; and
- Building a Curriculum for Excellence.

Curriculum teams in colleges need to plan in advance to identify possibilities for credit rating college-devised provision. Where possibilities are identified curriculum teams require a straightforward structure to facilitate credit rating of college devised provision.

Advice provided by the SCQF Partnership states that colleges should build credit rating capacity and expertise internally, prior to embarking on Third Party Credit Rating. The SCQF Partnership has produced a flowchart demonstrating procedures for Third Party Credit Rating, which is included within the recommended Good Practice Guide: "The Credit Rating Process in Scotland's Colleges". This can be found on the SCQF website in the Credit Rating Bodies section:

[www.scqf.org.uk/content/files/Credit_Rating_in_Scotlands_Colleges_\(flowchart\).pdf](http://www.scqf.org.uk/content/files/Credit_Rating_in_Scotlands_Colleges_(flowchart).pdf).

In order to be credit rated, programmes must meet 4 criteria. The learning must be:

- expressed in learning outcomes;
- assessed;
- quality assured; and
- more than 10 hours of notional learning time.

Safeguarding the reputation of the Framework is paramount and quality assurance systems must be strong and rigorous enough so as not to compromise this reputation.

In summary, credit rating is the process of the allocation of an SCQF Level and credit points to learning programmes by an SCQF Credit Rating Body and which is formally recorded. Credit rating is subject to internal and external quality assurance processes which promote mutual trust and confidence, and protect the Framework from reputational risk.

The Advisory Group would like to express sincere thanks to the Principal of Aberdeen College who gave his permission to use the guidelines devised by the college as the basis for these generic guidelines.

Information:

Further information can be obtained from the Scottish Credit and Qualifications Framework website: www.scqf.org.uk.

The website contains a range of publications which are available to download from: www.scqf.org.uk/Resources.

These include:

- The Scottish Credit and Qualifications Framework Handbook: User Guide (Revised version 2009);
- The Credit Rating Process in Scotland's Colleges: Recommended Good Practice Guide;
- Credit Rating & Benchmarking: What's the Difference?;
- SCQF College Credit Rating: HMIE's Evaluation of Pilot Project;
- Externality Explained; and
- Overview of Quality Assurance in Credit Rating Bodies.

The SCQF Guidelines require a Credit Rating Body to have:

- rigorous processes to ensure that the stated levels and volumes of outcomes will accurately reflect the intended purpose and aims of the learning experience being credit rated;
- rigorous, secure and appropriate arrangements for assessing learner achievement against those outcomes that are consistent internally and aligned with those of other credit rating bodies; and
- sound evidence to support the outcome of the credit rating process, supported by peer judgement.

Generally, the proposed arrangements must meet the overall criteria of being explicit, reliable, valid and available for scrutiny.

Units and programmes of units which are expressed in terms of learning outcomes, assessed and subject to quality assurance can be credited rated. This means:

- they can be placed on the Framework at the level which reflects the complexity of demand they place on the learner, i.e. the expected outcomes of the unit/programme are mapped against the generic level descriptors which are found within the SCQF Handbook; and
- they can be allocated credit points to show the amount of assessed learning undertaken. One credit point represents a notional 10 hours of learning, some of which may be class based and some of which may be independent learning. The allocation of credit points requires professional judgement as to the length of time an average learner would take to achieve the learning outcomes.

Note: The units/programmes must have a minimum of 10 notional learning hours for the average candidate; they must be based on learning outcomes which are formally assessed and the results must be recorded.

Level Descriptors:

Irrespective of subject content, there are five identified generic skills which may be developed during a learning experience:

- knowledge and understanding;
- practice – applied knowledge and understanding (linking theory to practice);
- communication, ICT and numeracy skills;
- generic cognitive skills – problem solving, analysis, evaluation; and
- autonomy, accountability and working with others.

The Level Descriptors in the SCQF Handbook set out the expected outcomes of learning, mapped against the five generic skills at each level. You will find this in Section 2 of the SCQF Handbook: User Guide:

www.scqf.org.uk/content/files/SCQF_handbook_FULL_-_amended_Dec_09.pdf.

They are intended to provide a general, shared understanding of each level and to allow broad comparisons to be made between qualifications and learning programmes at different levels. They are not intended to give precise nor comprehensive statements and there is no expectation that every qualification or programme should have all of the characteristics.

Allocation of a level to learning is essentially a matter of professional judgement using appropriate reference points such as the SCQF generic level descriptors, relevant programme descriptors, higher education subject benchmark information, SQA specifications and other appropriate sources of information and guidance.

SCQF levels are not related directly to years of study. They are defined by the extent of demands made of the learner in each of the five broad categories of competence.

More information can be found in the SCQF Handbook: User Guide and other publications developed by the SCQF Partnership. These are available to download from the SCQF website at www.scqf.org.uk. They are also available in hard copy from the SCQF Partnership.

General Advice:

The SCQF Guidelines and lessons learned from the pilot study make it clear that when the decision to implement credit rating is made it is recommended that:

- Senior management agree where the responsibility for credit rating lies within the college. The SCQF Executive and the college's HMle representative should then be notified of the college's intention.
- The college should keep their college HMle and the SCQF Partnership informed of developments to ensure that the necessary processes are put in place to complement the existing college process and meet the requirements which are set out in the SCQF Credit Rating Guidelines located in the revised SCQF Handbook.
- The procedures are agreed by the college Senior Management Team. Collaboration with other colleges to share good practice will strengthen processes. The Scotland's Colleges Advisory Group can facilitate collaboration.
- Staff tasked with implementing the credit rating process should be supported in the roles by attendance at the on-going programme of staff development which is put in place to develop understanding of the SCQF and build capacity to credit rate.

Longer-term external quality assurance arrangements and developments required

In the longer term, HMle, will embed, in the general cyclical arrangements for external review, the processes necessary to quality assure credit rating activities in colleges. This will be consistent with the Scottish Government's objective of *'not overburdening learning providers with audit requirements.'* HMle will adjust existing methodologies in order to sweep up the arrangements for credit rating within the external review process:

- Through their regular contact with colleges, HMle will maintain an overview of those colleges undertaking credit rating activity.
- Where a college is engaged in credit rating, the credit rating processes will form part of the sample reviewed by an HMle review team. The credit rating processes will be reviewed by the revised Quality Framework.
- A guidance note will also need to be developed to inform colleges of the development in the arrangements for external review of those colleges engaged in credit rating.
- SCQF Credit Rating Guidelines will be the reference point for all external quality assurance activity.
- As part of its normal cycle of self-evaluation and quality improvement activity, a college engaging in credit rating should evaluate and review its processes regularly.

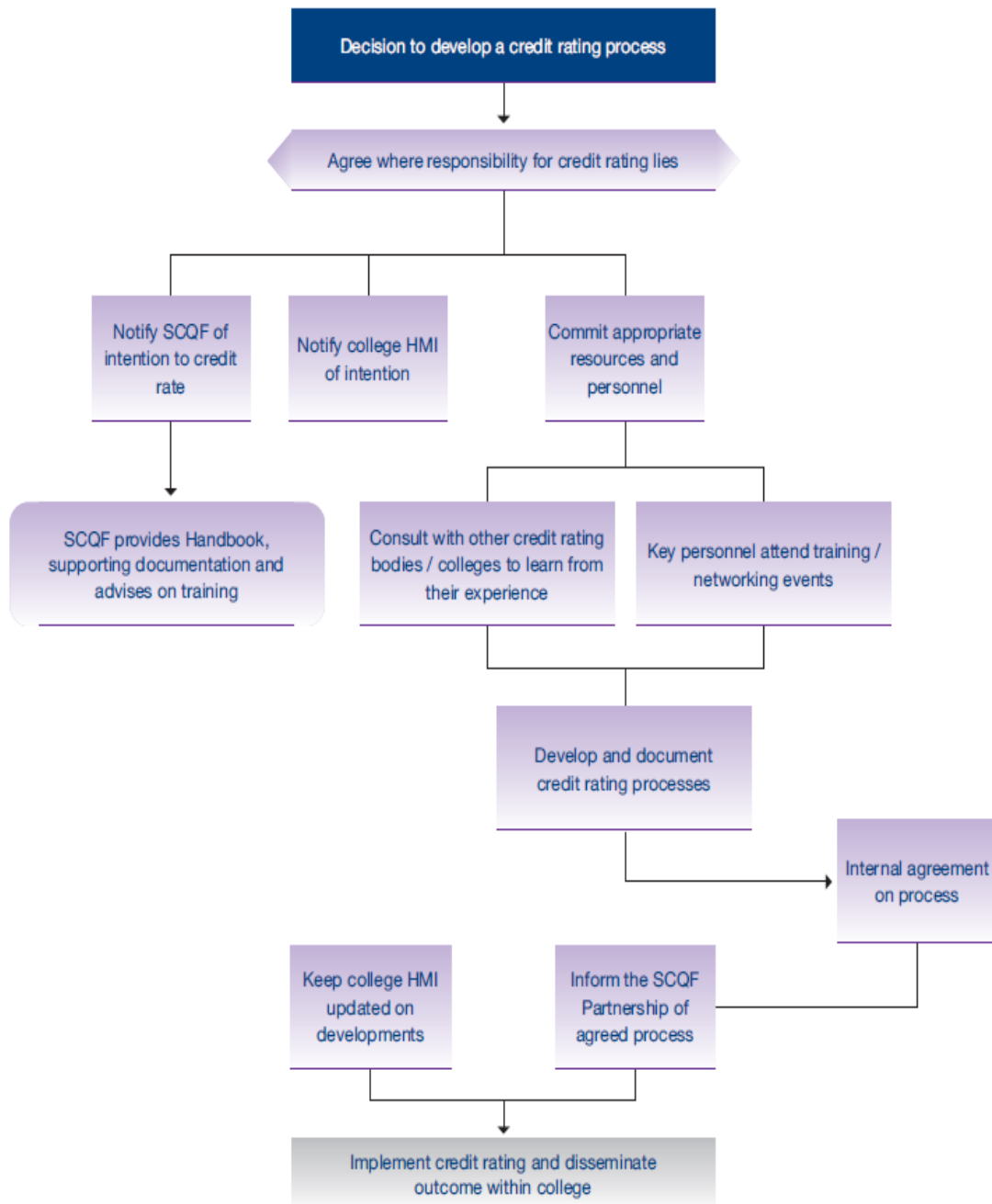
General advice from colleges already credit rating:

- Identify key staff required to undertake the process from beginning to end:
 - staff proposing the programme and completing the documentation for vetting by a panel;
 - staff to serve as 'veters' on the Credit Rating Panel; and
 - staff to confirm level and credit agreed.
- Involve college staff who are familiar with the SCQF Level Descriptors, perhaps via previous unit-writing experience at a variety of levels and for a variety of awarding bodies. Set up a college Credit Rating Team.
- Develop a range of documentation to support the process, including pro-forma for
 - initial proposal to seek agreement to proceed;
 - full proposal (very detailed) containing all the information required by veters to convene a panel and make decisions; and
 - feedback report detailing the outcome of vetting, confirmation of level and credit agreed and any recommendations/conditions to be overtaken.
- Continue to develop documentation as the college builds capacity.
- Use the support that can be provided by the college HMle representative.
- Use the support offered by the SCQF Partnership and access their materials.
- Liaise with colleges who participated in the pilot and take on board the lessons learned.
- Engage with training opportunities and get people up to speed with the process.
- Become very familiar with the revised SCQF Handbook: User Guide and the relevant guidelines – it is about familiarisation with the nomenclature and architecture of the framework.

General advice flowchart

Figure 1 overleaf provides a useful summary of procedural steps to be considered. This flowchart was produced by the SCQF Partnership and provides general advice at a glance. It is an appropriate scaffold for systems development.

Figure 1



Specific Advice:

Below is given a useful checklist of requirements and type of evidence required. The core message is that the systems and processes should be embedded within the existing quality assurance processes specific to each college.

Table 1

Arrangements	Indicative evidence
1. Processes are rigorous to ensure that the stated levels and volume of outcomes will accurately reflect the intended purpose and aims of the learning experience being credit rated.	Flowchart or description showing the process addresses guidelines stated in the relevant sections of the handbook.
2. Credit rating is based on sound evidence and includes peer judgement. A peer may be a member of staff from the college or from another organisation.	Flowchart or description showing the process and who is involved with the process.
3. The panel or group of staff involved in making judgements about level and number of credits have sufficient specialist knowledge and appropriate experience and training.	Qualifications, teaching experience, evidenced in a mini CV in the relevant subject area. Evidence of attendance of these staff at capacity-building workshops, involvement in HN developments and/or on secondment to SQA.
4. Staff involved in peer judgement are suitably experienced and qualified.	Qualifications, teaching experience, subject knowledge of peers, role in credit rating arrangements, mini CV.
5. Suitable methodologies are in place.	Flowchart or description showing the process.
6. Outcomes will be consistent with the Level Descriptors in the SCQF Handbook: User Guide.	Flowchart or description of the process, demonstrating how the level descriptors would be used.
7. Relevant benchmarks are referred to.	Flowchart or description of the process, demonstrating understanding of appropriate benchmarks.
8. The assessed learning the applicant is seeking to credit rate	List of assessed learning that the organisation or group is intending to credit rate.
9. A commitment to participating fully in the external quality assurance arrangements.	Statements of commitment within processes.
10. Arrangements for record-keeping are robust and linked with internal quality arrangements.	Completed records and inclusion of arrangements within procedures.
11. A demonstration of how the arrangements for credit rating fit within the organisation's core quality assurance system.	Overview of QA arrangements and the location of credit rating activities within these arrangements, preferably within a diagram.

Essential messages to consider:

1. SCQF Credit Rating Teams in Scotland's Colleges

When setting up a credit rating panel within the college, it is recommended that members have:

- knowledge and understanding of the SCQF, the level descriptors and the agreed processes for allocating level and credit value;
- experience of unit writing; and
- experience and knowledge of the quality assurance arrangements within the college.

The composition of the credit rating panel might/should include:

- senior management representative with responsibility for curriculum, learning and teaching;
- head of quality assurance;
- staff development officer;
- senior lecturer curriculum with appropriate subject specialism (when required);
- member of staff with experience of credit rating and/or unit writing; and
- external or impartial representative with experience of credit rating.

2. Rationale for College Devised Provision

When colleges are considering credit rating college-devised provision, a brief but clear rationale must be established. A possible framework would be:

- aims and justification of the award/provision including details of market research, financial and resource implications and delivery methods;
- target participant group;
- likely entry requirements;
- likely progression routes for successful participants into more advanced provision;
- employment prospects for successful participants;
- ways in which opportunities will be provided for participants to develop core skills, personal effectiveness skills, employability skills, citizenship skills, environmental sustainability skills;
- any specific articulation arrangements;
- ways in which the award/programme will address the college equal opportunities policy in terms of ensuring there are no barriers; and
- delivery methods, financial implications, accommodation and resource implications.

3. Credit Rating Scorecard

Colleges have found the use of a Credit Rating Scorecard particularly useful. The Scorecard can be refined and amended to meet individual college requirements. An example is provided as an appendix to this document.

4. Records

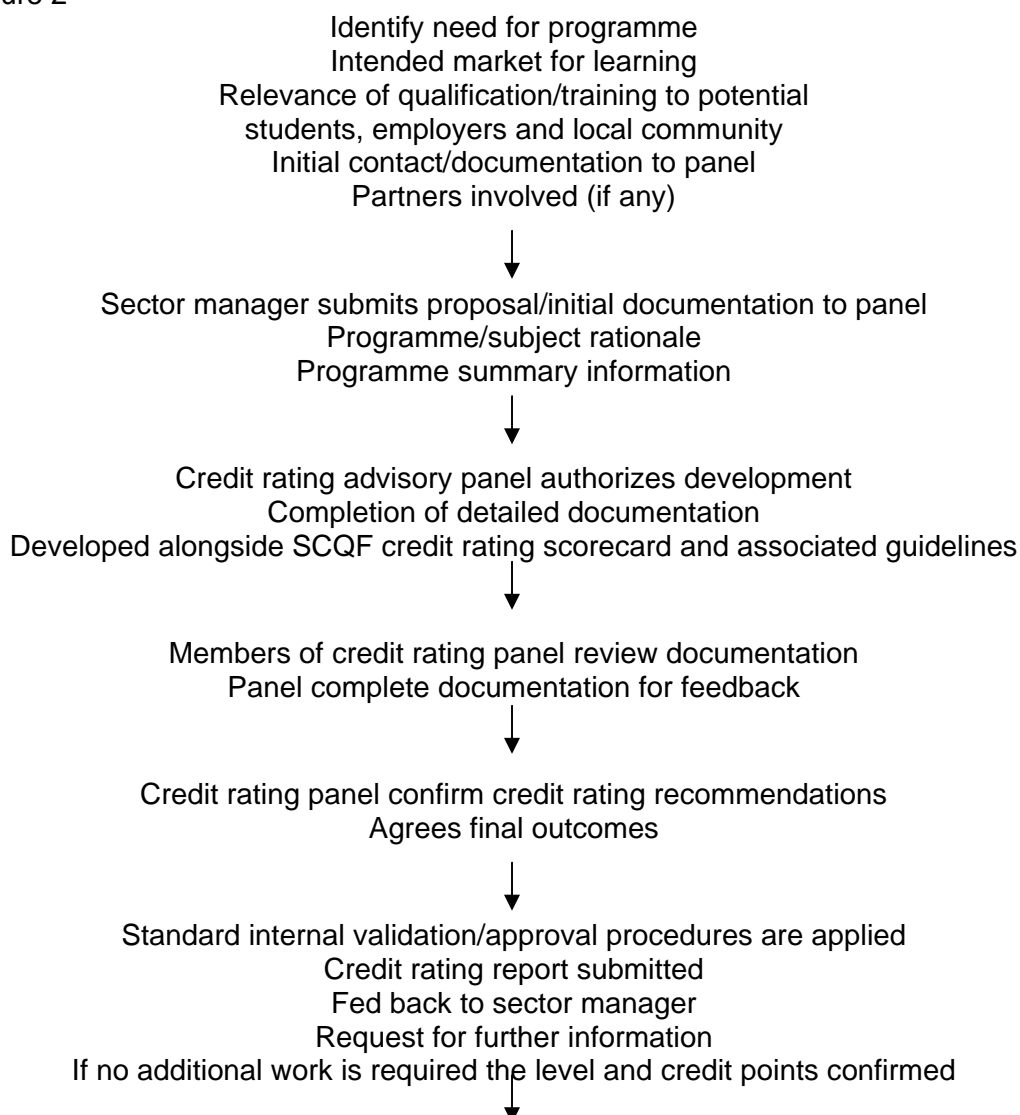
All validation/approval records should be kept for a minimum of 5 years from the end date of the programme/award/qualification.

Systems and Processes:

Several colleges have developed appropriate systems and processes for credit rating college devised provision. They are based on the clear guidelines contained in the SCQF Handbook: User Guide. The flowchart presented below has been developed from a selection available in the public domain from the following colleges:

- Adam Smith College
- James Watt College of Further and Higher education
- Aberdeen College
- Edinburgh's Telford College
- Forth Valley College.

Figure 2



Once validated/approved, the provision is added to internal and national databases of college devised provision



Decision notified to SCQF Partnership
Entered on the SCQF Database of credit rated provision
Credit rating procedure monitored by HMIE review process

Composition of credit rating panels

Individual colleges will convene their own credit rating panels but colleges may wish to consider the following core members:

- senior manager with responsibility for learning, teaching and assessment;
- appropriate member of Quality Assurance team;
- external educational representative;
- core skills and employability manager;
- industrial/commercial representative;
- ICT manager if adopting blended learning or e-learning; and
- other staff members and external representatives as and when required.

The membership of the group should have among them:

- knowledge and understanding of the SCQF, the Level Descriptors and the agreed processes for allocating level and credit rating as set out in the SCQF Credit Rating Guidelines;
- experience of credit rating;
- experience of quality assurance including programme approval or review, and programme delivery and learner assessment in the relevant subject area and at the level of the programme being submitted for credit rating; and
- knowledge and experience of the level of the subject being considered.

The constitution of a credit rating group is a matter for Credit Rating Bodies. It might, for instance, take the form of a Standing Committee with external members as specialist advisers, or it might be an ad hoc group of specialists. Whatever the constitution of the group, membership should reflect the level and subject area involved. Establishing a credit rating group has the advantage that it provides the opportunity for non-experienced members to gain experience.

The group that is considering an application from a Third Party, such as an employer or community group, must also be satisfied that the submitting body has a clear and robust understanding of the nature of outcomes it is proposing, and of the relationship between these outcomes and assessment. The group must also ensure that the submitting body has sound quality assurance processes.

Documentation:

Colleges already engaged with the credit rating process have developed a range of documentation. They provide a useful starting point for colleges to develop and refine their own documentation. The exemplars are provided in this section, but colleges may wish to develop their own. Suggestions for what should be included are:

- the defined aims and objectives of the learning opportunities;
- a statement of possible articulation and progression arrangements;
- a clearly defined set of outcomes for the programme as a whole and each of its constituent parts;
- a clear statement of the coherence of the outcomes, in relation to the overall aims of the programme;
- the criteria and processes for assessment of the outcomes;
- the claim for credit rating in terms of the number and level of credit points for; and
- the programme as a whole and for each of its constituent parts, together with a detailed justification of the claim.

Additionally, as an aid in understanding the context, though not for use in making judgements on the quality of the learning opportunities, the proposal should include:

- a description of the learning process including the notional hours of learning
- activity that supports the achievement of the defined outcomes;
- an indication of how the learning opportunities will be sustained and enhanced as a result of monitoring and evaluation.

The pro-forma contained in the remainder of this section are for example only. Remember you can:

- use them as they are;
- amend them; and
- create your own, based on your own college's needs.

SECTION 1 COURSE SUMMARY INFORMATION	
Course Title	
Proposing Curriculum Team / Submitting Body	
<p>Aims of the course: <i>The defined aims and objectives of the learning processes should be entered here, including where appropriate, possible articulation and progression.</i> Example: <i>The main aim of this course is to develop the ability to reflect on practice and gain confidence in the communication skills required in the production of evidence for assessment of work-based competence.</i></p>	
<p>Rationale for the course: <i>Consider what the requirement is to run the course.</i> Example: <i>For registration purposes staff who are employed in care settings are required to undertake assessment of their competence in the workplace. Evidence gathering relies on the individual's ability to reflect on practice and produce written or oral accounts of their experience. For the majority of candidates it is some time since they participated in formal education and often there is a lack self confidence in communication skills. Provision of this part-time course offers provision in a group setting where tutor support and sharing examples of experience with peers will assist individuals develop the ability to produce the evidence required for assessment.</i></p>	
<p>Entry requirements (prior knowledge, experience or qualifications) <i>Enter the minimum prior knowledge / experience / qualifications required by the average learner to be able to achieve the outcomes in the notional hours indicated.</i> Example: <i>Experience of working in a care setting.</i></p>	
<p>Give a brief outline of the planned activity – <i>provide course outline showing teaching content and learner activity. A brief outline of the delivery, with a learning plan which details both lecturer and learner activity should be submitted.</i></p>	
<p>Learning Outcomes <i>There should be a clearly defined set of outcomes for the course including a clear statement of the level of demand of outcomes in relation to the overall aims of the course written with reference to Level Descriptors.</i></p> <p>Example <i>By the end of this course the learner should be able to ;</i></p> <ul style="list-style-type: none"> • <i>Use reflection to identify the skills and knowledge used in practice</i> • <i>Produce written reflective accounts</i> • <i>Take part in professional discussion</i> 	

Method of assessment

Documented evidence on assessment processes should be submitted including;

- *The principles , procedures and processes of the assessment of outcomes*
- *Method(s) of assessment*
- *Evidence that the assessment criteria and processes are appropriate to the defined learning outcomes*
- *Clear criteria for marking assessments particularly for distinguishing pass/fail*

Give details of how the assessments will be quality assured

This is where appropriate evidence of the involvement of external bodies in the quality assurance of the assessments should be given to ensure –

- *Appropriateness of methods and instruments of assessment*
- *Regular review of assessment strategies and decisions*

Quality – attach details of how this course will be quality assured.

It is important that all courses are included in Quality Assurance and so a statement of where this course is reviewed within the Course Team provision is required here.

SECTION 2 LEVEL RECOMMENDATIONS		
SCQF Characteristics	Best fit level	Comments / Justification (Note – not all characteristics will be relevant and not all aspects of the level descriptors will be relevant)
Knowledge and understanding		In this section you should give evidence of how this level was arrived at – do not quote directly from the level criteria.
Practice/ applied knowledge		The levels should be selected using ; <ul style="list-style-type: none"> • Best fit with the criteria • Benchmarking with other awards • Professional judgement When deciding on the overall level you should take into account the predominant level across the criteria – and if this is not possible, consider the units used for benchmarking.
Generic cognitive skills		
Communication / ICT/ Numeracy		
Autonomy / Working with others		
Estimated level (best fit)		
Summary of Rationale For recommended component level including reasons for final level selected (if different levels identified for characteristics) ; justification of selection with reference to levels above and below ; quotes /extracts from component (unit/module) to support selection.		
Notes on who was consulted, discussion points, issues raised.		

SECTION 3 CREDIT RECOMMENDATIONS		
Input	Descriptions of topics / learning activities	Hours
Lecture / classes	Notional hours can be seen as being equal to the amount of time given to formal structured learning added to the amount of time spent in independent learning.	
Tutorial	<ul style="list-style-type: none"> • Attending formal teaching sessions, e.g. classes, training sessions, coaching, seminars and tutorials 	
Workshops	<ul style="list-style-type: none"> • Involvement in informal learning, e.g. community groups, community-based workshops, youth groups, outdoor activities, trade unions, church activity, playgroups, political parties 	
Practical	<ul style="list-style-type: none"> • Practical work in laboratories and other locations • Relevant ICT activities 	
Independent learning – reflection, research, study time	<ul style="list-style-type: none"> • Using libraries or learning resource centres • Expected private study and revision • Practice through gaining, using and refining skills in the workplace 	
Assessment – planning , completion of assessment tasks	<ul style="list-style-type: none"> • Being assessed • Personal programme planning • Being counselled or mentored • Reflection 	
Other (state)	<ul style="list-style-type: none"> • Work-based learning • Self-directed study using online or text-based open learning materials. 	
Total hours		
Credit value (hrs/10)		
Notes on approach – evidence of how the breakdown of learning activities was arrived at.		

CREDIT RATING SCORECARD: COLLEGE DEVISED PROVISION					
SECTION A: RECOMMENDATION FOR SCQF LEVEL AND CREDIT VALUE OF A COLLEGE DEVISED UNIT					
Unit Title				Reference	
Programme Title (if applicable)				Reference	
Recommended SCQF level			Recommended SCQF credit points		
Sector/Department					
Name					
Position					
Signature					
Date					
FOR OFFICIAL USE ONLY :VETTER'S COMMENTS					
Level	Agree		Disagree		Queries to be addressed
Credit Points	Agree		Disagree		Queries to be addressed
Comments/ queries					
Name					
Signature					
Date					
FOR OFFICIAL USE ONLY:VETTER'S DECISION					
SCQF level			SCQF credit points		
Comments					

SCQF UNIT GRID – PART 1 LEVEL RECOMMENDATIONS

SCQF characteristics	Best fit level	Comments (Note – not all characteristics will be relevant and not all aspects of the level descriptors will be relevant)
Knowledge and understanding		(expand section as required)
Practice/applied knowledge		(expand section as required)
Generic cognitive skills		(expand section as required)
Communication/ ICT/numeracy		(expand section as required)
Autonomy/working with others		(expand section as required)
Estimated level (best fit)		
Summary of Rationale for recommended component level including reasons for final level selected (if different levels identified for characteristic); justification of selection with reference to levels above and below; quotes/extracts from component (unit/module) to support selection.		
(expand section as required)		
Notes on Approach used plus who was consulted, discussions points, issues raised, etc		
(expand section as required)		

SCQF UNIT GRID – PART 2 CREDIT VALUE RECOMMENDATIONS				
Components of Unit ie Learning Outcomes	Formal input (eg contact time with tutor, acquisition of knowledge/ understanding) (hrs)	Additional activities (eg developing practice, reflection, research/study time) (hrs)	Assessment (eg planning, completion of assessment tasks) (hrs)	Total time
(add sections as required)				
Total hours				
			Credit value (hrs/10)	
Notes on Approach				

CREDIT RATING SCORECARD: COLLEGE DEVISED PROVISION			
SECTION B:RECOMMENDATION FOR SCQF LEVEL AND CREDIT VALUE OF A PROGRAMME CONSISTING OF COLLEGE DEVISED UNITS			
Programme Title			
Programme Routes (if applicable)		Reference	
Recommended SCQF level		Recommended SCQF credit points	
Sector/Department			
Name			
Position			
Signature			
Date			

FOR OFFICIAL USE ONLY: VETTER'S COMMENTS					
Level	Agree		Disagree		Queries to be addressed
Credit Points	Agree		Disagree		Queries to be addressed
Comments/ queries					
Name					
Signature					
Date					
FOR OFFICIAL USE ONLY: VETTER'S DECISION					
SCQF level				SCQF credits points	
Comments					

RECOMMENDATION FOR SCQF LEVEL AND CREDIT VALUE OF PROGRAMME				
SCQF SUMMARY GRID OF UNITS WHICH MAKE UP THE PROGRAMME				
Number	Unit Title	Core/ option	Level	Credit
Recommended SCQF level for programme		Recommended SCQF credit points for programme		
RATIONALE FOR RECOMMENDATIONS ON LEVEL FOR PROGRAMME				
(include details of approach used to determine level for the qualification)				

Glossary of Terms

Credit Rating	The process of allocating an SCQF Level and Credit Points to qualifications and learning programmes, whether formal or informal.
Credit Rating Body	An organisation that carries out credit rating for SCQFP. These are Scotland's colleges; Scottish Higher education institutions (HEIs); Scottish Qualifications Authority (SQA); Institute of Leadership and Management, City and Guilds, Scottish Police College, The Chartered Institute of Bankers in Scotland and other organisations that have been approved by the SCQF partnership.
Credit Transfer	The transfer of SCQF Credit Points from one qualification or learning programme into another to minimise the duplication of learning.
Learning Outcomes	Statements of what a learner knows, understands and is able to do on completion of a learning process.
Learning Providers	Organisations across all education and training sectors that provide formal, non-formal and informal learning.
Notional Learning Hours	The time required for an 'average' learner at a specified SCQF level to achieve the learning outcomes. Includes all the learning activities required for the achievement of the learning outcomes as well as the assessment.
Recognition of Prior Learning (RPL)	RPL is the process for recognising learning that has its source in experience and/or previous formal, non-formal and informal learning contexts.
SCQF Levels	The SCQF framework has 12 levels. The complexity of learning and level of demand increases from Level 1 through to Level 12.
SCQF Level Descriptors	These define the generic outcomes for the characteristics for each of the SCQF levels.
Third Party Credit Rating	A credit rating service provided by an SCQF Credit Rating Body for submitting bodies.