



**Education  
for  
Scotland**



**The Scottish Credit and  
Qualifications Framework**

# **SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)**

## **MASTERCLASSES REPORT**

**MARCH 2006**

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## **INTRODUCTION**

This is a summary report of the three regional Scottish Credit and Qualifications Framework (SCQF) Masterclasses held in March 2006. It describes the background to the events, the events themselves, the outcomes from them and concludes by outlining the future direction of travel. In essence it is a résumé of the first 6 months of the NES/SCQF two-year project and then an indication of the ensuing 18 months.

## **BACKGROUND**

The NES/SCQF project commenced in October 2005. Its main purpose is to embed the SCQF in the consciousness and the practices of the NHS in Scotland. An initial conference that brought the SCQF and the NHS Knowledge and Skills (KSF) together on one platform was convened in December 2005. A report was written on this conference and is available on the NES and SCQF websites ([www.nes.scot.nhs.uk](http://www.nes.scot.nhs.uk) or [www.scqf.org.uk](http://www.scqf.org.uk)).

One of the key outcomes from this conference was the need to provide more information on the SCQF throughout the NHS in Scotland. Several methods to provide this information have been completed over the last few months:

- ***design and dissemination of posters and leaflets for the NHS on the SCQF.*** These were distributed for onward transmission to all Health Boards via a virtual network comprising named Heads of Learning and Development or equivalent.
- ***interactions (actual or electronic) with all 23 Health Boards have been held.*** Information was provided about both the SCQF and the NES project.
- ***development and distribution of an SCQF Power Point presentation for use within each Health Board area.*** Again this was distributed electronically via the virtual network of named Heads of Learning and Development.

A second key outcome from the conference was the recognition of the need to provide dedicated time and input on the SCQF from across the NHS, again primarily focussing upon those with specific responsibilities for learning and development within their respective Boards or across a region. To address this need a set of three regional SCQF Masterclasses was designed and an invitation to participate was sent out to all 23 Health Boards via their respective Heads of Learning and Development as per Appendix 1. In addition, up to 10 places were made available at each of the Masterclasses, via the NES Regional Development Directors, for NES participation.

## **THE EVENTS**

As indicated above, three regional SCQF Masterclasses, for which SCQF Project funding was made available, were held as follows:

8 March	Edinburgh Paramount Carlton Hotel	16 delegates (Appendix 2)
14 March	Glasgow Royal Concert Hall	20 delegates (Appendix 3)
28 March	Aberdeen Marriott Hotel	6 delegates (Appendix 4)

Each Masterclass was led by Marie Cerinus (NES Educational Projects Manager (SCQF)), supported by Michele Bremner and/or Maggie Havergal from Skills for Health, Jackie Macken from the Big Plus for Business and in the Edinburgh and Glasgow events, Morag Thomson from the NHS Pay Modernisation Unit, Agenda for Change (KSF).

A similar programme was followed for all events (Appendix 5) and the supporting Power Point presentations are to be found as follows:

- The SCQF in some detail – morning session (Appendix 6)
- Skills for Health (Appendix 7)
- The Big Plus for Business (Appendix 8)
- The SCQF in some more detail – afternoon session (Appendix 9)

At the beginning of each Masterclass as part of the introduction, delegates were asked to list their hopes for the day. These are listed in Appendix 10. At the end of the Masterclass delegates were asked to evaluate the day on the extent to which their hopes had been realised. Appendix 11 shows the evaluation feedback. Appendix 12 outlines what else delegates felt would be needed to ensure their hopes around the SCQF were realised. Also at the end of each Masterclass delegates were asked to participate in a prioritising exercise. Ten suggestions for future work streams within the NES project were presented to each delegate and each was then asked to use up to 3 votes (ticks, crosses or dots) to indicate what they considered to be the most important work stream. Appendix 13 contains the original list.

## **OUTCOMES**

From participation in and formal and informal feedback received during and after the Masterclasses several key outcomes were achieved:

- increased awareness, knowledge, skill and comfort with the SCQF from almost all delegates

- the recognition of the desirability but complexity of linking together the various apparently interrelated yet very different (conceptually and in application) frameworks i.e. SCQF, KSF and Competency Frameworks
- some more clarity about the terminology and the criteria used in credit rating (eg levels, credits, outcomes, assessment)
- some considerations that should be taken on board if the NHS is thinking about credit rating (Appendix 14)
- priorities for project workstreams (Appendix 15)

## **TO THE FUTURE**

From the masterclasses, three key actions were clearly identified for the NES SCQF project:

- 1 maintain communication and information flows, developing further where necessary for example:-
  - KSF Information Leaflet for Education Providers – April 06
  - Power Point presentation (with notes) for Heads of Learning and Development and NES Professional Leads – April 06
- 2 contribute to the development of improved understanding and practice of the linkage between SCQF, KSF and competency frameworks
  - receive commissioned projects and develop further informed by HPW process model
- 3 begin to action the prioritised work streams (see Appendix 6)

Marie Cerinus  
 Educational Project Manager (SCQF)  
 April 2006

**APPENDIX 1**

**INVITATION LIST**

<b><u>ORGANISATION</u></b>	<b><u>NAME</u></b>	<b><u>DESIGNATION</u></b>
NHS Argyll and Clyde	Moira Macdonald	Acting Head of Learning and Development
NHS Ayrshire and Arran	Irene Gott	Organisational Development Manager
NHS Borders	Irene Morris	Director of Organisational Change and Development
NHS Dumfries and Galloway	Sharon Millar	Head of Organisational Development
NHS Fife	David Christie	Director of Organisational Development
NHS Forth Valley	Anne Benton	Organisational Development Adviser
NHS Grampian	Anne Inglis	Head of Learning and Development
NHS Greater Glasgow	Ian Reid	Director of Human Resources
NHS Highland	Lynn Marsland	Head of Learning and Modernisation
NHS Lanarkshire	Susan Dunne	Deputy Director of Organisational Development
NHS Lothian	David Lee	Asst Director of Workforce & Organisational Development
NHS Orkney	Anne Earley	Training and Development Manager
NHS Shetland	Lorraine Hall	Director of Human Resources
NHS Tayside	Pat Millar	Head of Lifelong Learning
NHS Western Isles	Kay Young	Organisational Development and Learning Manager

<b><u>ORGANISATION</u></b>	<b><u>NAME</u></b>	<b><u>DESIGNATION</u></b>
NHS 24	Linda Lynch	Head of Learning and Development
NHS Education for Scotland	Christine Hamilton	Head of Organisational and Staff Development
NHS Health Scotland	Wilma Reid	Head of Learning and Workforce Development
NHS National Services Scotland	Rhona Russell	Development Manager
NHS Quality Improvement Scotland	Anne Lumsden	Employee Development Manager
Golden Jubilee National Hospital	Roisin Houston	Education and Training Manager
Scottish Ambulance Service	Gerry Kelly	Head of Education and Training
State Hospitals Board	Dr Ian Jones	Learning and Development Director
NES North Region	Gillian Needham	Regional Development Director
NES East Region	Carol Watson	Regional Development Director
NES West Region	RoseMarie Parr	Regional Development Director

Dear Colleague

**An Invitation to Participate in an SCQF 'Masterclass'**

**Date: 14<sup>th</sup> March 2006**

**Time 9.30am – 3.30pm**

**Venue: Glasgow Royal Concert Hall**

As part of the NES/SCQF project and following the NES/SCQF Conference held in December 2005, I write to invite you to the above. The aim of such a 'masterclass' is to bring key people involved in learning and development within the NHS in Scotland together to further increase awareness, knowledge, skill and comfort with the SCQF. Previous knowledge or understanding of the SCQF is not required. The 'masterclass' will be delivered on a regional basis (one in the North, one East and one West) to facilitate access from all NHS Boards. A map to your regional venue is attached.

Your Health Board has been allocated three places at this 'masterclass': one for the Head of Learning and Development (or designate) and one for a staff side representative (e.g. Employer Director, KSF Lead or Learning Representative) and one other (e.g. Practice Development Lead or Post-graduate medical, dental or pharmacy tutors). Should you wish additional places this may be possible depending on demand. Additional places will be allocated on a first-come, first-served basis; therefore I would appreciate your completion and return of the enclosed proforma at the earliest opportunity **before February 10th 2006**. Returns should be sent to [angela.mcculloch@nes.scot.nhs.uk](mailto:angela.mcculloch@nes.scot.nhs.uk)).

As you will see from the attached programme, part of the day will be interactive and it would be good if a current 'in-house' learning programme that may be worth considering in respect of SCQF could be brought to the 'masterclass'. The focus of the afternoon workshop will be to explore whether and how this could be achieved. This will help to examine the scope, limitations and practicalities of the SCQF.

I do hope you and your colleagues can participate in this 'masterclass' and I look forward to welcoming you on the day.

Should you require further information/clarification, please do not hesitate to get in touch with myself or with Angela McCulloch, Project Administrator, on 0131 220 8073 or [angela.mcculloch@nes.scot.nhs.uk](mailto:angela.mcculloch@nes.scot.nhs.uk)).

Yours sincerely,

Marie Cerinus

Educational Project Manager (SCQF)

Direct Dial/Voicemail: 0131 220 8066

## APPENDIX 2

### DELEGATE LIST – EDINBURGH 8 MARCH 2006

<u>ORGANISATION</u>	<u>NAME</u>	<u>DESIGNATION</u>
NHS Fife	Evelyn O'Neill	KSF Manager
	Catherine Tough	Training Manager
	Lorna Sheriffs	Staff Side Representative
	Carole Morrison	Nurse Adviser
NHS Health Scotland	Wilma Reid	Head of Learning and Development
	Vibha Pankaj	Learning and Workforce Development Adviser
	David Elder	Learning and Development Adviser
Scottish Ambulance Service	Eddie Welsh	Curriculum Development
NHS Tayside	Anne Hobbs	Learning and Development Adviser
	Margaret Sherriff	Partnership Representative
NHS Education for Scotland	Ann Rae	Nursing Practice Education Co-ordinator
	Susan Shandley	AHP Practice Education Co-ordinator
	Charlie Sinclair	Head of Practice/ Professional Development
	Jenny Miller	AHP Practice Education Co-ordinator
NHS Western Isles	Isabel Macleod	SVQ Project Manager
	Deanne Gilbert	KSF Lead

**APPENDIX 3**

**DELEGATE LIST – GLASGOW 14 MARCH 2006**

<b><u>ORGANISATION</u></b>	<b><u>NAME</u></b>	<b><u>DESIGNATION</u></b>
NHS Argyll and Clyde	Kate McAulay	Ward Manager/Staff Side Representative
	Jane Howie	Nurse Learning and Development Adviser
	Tom McAlear	Practice Education Facilitator
	Lynne Robertson	Practice Education Facilitator
NHS Ayrshire and Arran	Irene Gott	Organisational Development Manager
NHS Forth Valley	Anne Benton	Organisational Development Adviser
	Linda Tripney	SVQ Co-ordinator
Golden Jubilee National Hospital	Roisin Houston	Education and Training Manager
NHS Greater Glasgow	Ross McCulloch	KSF Co-Lead AfC Team
	Charlie Allan	Organisational Development and Training Manager
NHS Lanarkshire	Christine Stephen	Training Manager
	Lisa Lawson	Training and Development Manager
State Hospital Board	Leanne Gillick	Learning Centre Manager
NHS 24	Susan Begg	Senior Nurse Practice Development
	Mark Fisher	Learning and Development Manager

**ORGANISATION****NAME****DESIGNATION**NHS Scotland Property  
and Environment Forum

Evelyn Russell

Business Manager

NHS Education for  
Scotland

Margaret Brown

Project Leader HAI

Jim Foulis

Practice Education  
Co-ordinator

Christine Clark

Human Resources

Helen McFarlane

Programme Director

**APPENDIX 4**

**DELEGATE LIST – ABERDEEN 28 MARCH 2006**

<b><u>ORGANISATION</u></b>	<b><u>NAME</u></b>	<b><u>DESIGNATION</u></b>
NHS Highland	Judith McKelvie	KSF Manager
	Shauna Rennie	KSF Staff Side Co-Lead
NHS Orkney	Anne Earley	Training and Development Manager
	Fiona Smith	Head of Human Resources
NHS Education for Scotland	Gillian Swan	EPM (North) & NES Rural Workstream
	Maggie Grundy	Programme Director

**PROGRAMME**

- 09.30**                      **Registration and Coffee**
- 10.00**                      **The SCQF in some detail**
- What it is, its scope and limits
  - About the NES project, past, present and future
  - How others can contribute to SCQF
    - Skills for Health and Competency Frameworks  
Michelle Bremner
    - The Big Plus for Business  
Jackie Macken
- 12 noon**                      **Lunch**
- 13.00**                      **The SCQF in some more detail**
- Credit rating and levelling
  - What does this look like for your programmes?
- 14.00**                      **The SCQF and other frameworks**
- How can they be linked: some proposals considered
- 15.00**                      **Summing up and evaluation**
- Where to now?
    - For you and the SCQF
    - For the NES SCQF project
- 15.30**                      **Close and Coffee**

# **THE SCQF IN SOME DETAIL**

## **THE MORNING SESSION**

**PRESENTATION**

**SKILLS FOR HEALTH**

**PRESENTATION**

**THE BIG PLUS FOR BUSINESS**

# **THE SCQF IN MORE DETAIL**

## **THE AFTERNOON SESSION**

**HOPES FOR THE DAY**

**EDINBURGH**

- Guidance and help to expand
- Raise profile of Skills for Health
- Clarity in educational relationships
- Grounding in importance of education
- How do we get 'it' right?
- How is competency linked to framework?
- Staff understanding
- Clarify links to/in education
- Clarity re links between SCQF and KSF
- How to map internal/informal training provision and APEL to SCQF
- From a QA perspective – how to ensure consistency
- Updates on work in other areas eg Shetland.....
- Identify appropriate frameworks
- Avoiding replication
- How to link SCQF levels to PDP and KSF
- How to credit (clarify equivalence) for inhouse education and workbased learning
- Support the value of learning
- Pros/cons of mapping multiple frameworks
- Create new versus adopt/adapt existing frameworks
- Application across a diverse workforce
- Change culture across professional boundaries

**GLASGOW**

- Awareness of literacy and numeracy
- Understanding of SCQF
- Fun + understanding of SCQF
- I hope to gain insight into how SCQF can inform and support learning within KSF
- To understand SCQF and its relevance to what I do and how it will benefit our staff
- Learn more about how SCQF can be more clearly aligned with other frameworks
- How to match work based learning/practice education to SCQF levels
- Roles of KSF, SCQF, Skills for Health, NES competencies projects, NES educational framework. What is each doing? What are the differences? How do they join up?
- Good understanding of SCQF and how to link in KSF and local competencies
- Greater understanding of SCQF and the links to other education opportunities – PEF, KSF in workplace
- To discuss how SCQF can provide a way forward in recognising/accrediting work based learning
- Deeper understanding of SCQF and its applicability to educational programmes being developed for practice

- Gain greater knowledge/understanding of SCQF. Where do non-accredited programmes/courses fit within this framework?
- “Articulate the links between “KSF, eKSF, NOS, SfH, SCQF
- Understand how the SCQF can link effectively to the KSF
- Learn how to utilise the SCQF in supporting work based learning/education
- Better understanding of SCQF and how it links to KSF and other frameworks
- Greater awareness of SCQF and how it links with KSF, Skills for Health etc
- Hope to understand the links/synergy between KSF, Skills for Health, SCQF

### ABERDEEN

- To get something from today on the SCQF and its application to my area
- To increase my underpinning knowledge of the SCQF
- To improve my knowledge and understanding of SCQF and consider the options for my area of work
- Consider the links to KSF, Skills for Health, the Big Plus for Business and the options for staff learning
- Explore the service perspective on the SCQF
- Exploit the regional networking opportunities
- Obtain more detail on the SCQF seeking commonalities and interconnectedness with other frameworks

**EVALUATION FEEDBACK**

**To what extent has your hope for today been realised?**

- Yes, realised, excellent.
- Met very well, I have a much clearer idea of the possibilities for SCQF in the NHS. Having been to the conference at Dunblane, this day was much more informative.
- My hope has been partially realised in that I better understand where SCQF fits/supports learning in the workplace. What has limited this is more associated with a lack of “experience and knowledge” of using KSF skills for Health Competency Frameworks etc.
- I now understand more about SCQF and have enjoyed the chance to network so I do feel my initial hope has been realised.
- It has been realised in so much as I have gained some insight into possible ways in which the KSF and SCQF could be compared ie. Suggesting a credit rating for SCQF. This in turn could suggest/inform appropriate learning opportunities/activities.
- My hope to gain further knowledge of SCQF has been realised. Also much greater awareness of what will be required in order to achieve ‘credit rating’ for inhouse learning opportunities. Don’t know that would be able to do this but realised (and have awareness of) the work involved in undertaking this.
- Yes partially. Increased awareness and understanding of what SCQF is and how it might link to other initiatives.
- Coming away with a very good understanding of SCQF and links to KSF. Skills for Health information very useful link to KSF and PDPs.
- Now have better understanding of framework and initial thoughts on work issues we need to start to address.
- Reassured that there is national and local recognition of taking forward the inclusion of work based learning.
- Very full and informative day. Detailed SCQF. KSF and SCQF and Skills for Health.
- At last I feel that I can recognise the links/benefits between KSF/SCQF/ Skills for Health. Before this I have to say I struggled with this.
- I have an improved understanding of SCQF in general.
- Hope – to understand SCQF and how its implementation will impact on current programmes. Evaluation – much better understanding of SCQF and how it can fit with inhouse and KSF training (needs/PDP). Still a lot of potential work for me to learn. Thoroughly enjoyed event. Well hosted.
- My hope was to gain a clearer understanding of SCQF and how it can link into the KSF. This hope has been realised, event was very interesting and worthwhile.
- Fully realised in terms of how matches to KSF. Thoroughly impressed with the Skills for Learning presentation which extended my knowledge in KSF.
- Fully 1) in understanding links between other competency measurement frameworks and specific overlays with KSF 2) had some fun 3) met interesting people.

- Greater understanding of SCQF and how it supports KSF and vice versa. Also the links with other frameworks and initiatives, Big Plus and Skills for Health. Really enjoyed today and got a lot from it.
- More clear about links between SCQF and KSF.
- Not really as we didn't get into the 'nuts and bolts' of SCQF as I had hoped. I did appreciate the discussion on applying SCQF to our programmes.
- Valuable insight and clarity gained. Extremely useful relation of SCQF levels, competencies and KSF. Useful opportunity for networking.
- Given that I came here with little knowledge of not just SCQF but all the other frameworks, many of my hopes were realised (and that of our group). I looked for guidance and ability to expand networks and feel those have been addressed adequately. Michelle and Jackie both coming to Service.
- More aware – all in early stages and lot more work/workshops required re links KSF/SCQF, huge project.
- Gained further understanding of SCQF and how it may link to KSF. Widened network to hopefully minimise further replication. More detailed understanding of practical process leading to levelling of rating.
- Fully. I hoped to understand better the SCQF and also raise the profile of NOS/NWC and SfH. It has been a very worthwhile day – hope others would agree.
- Hope for the day was not highly formulated but have learned various interesting topics which can help the linkage between KSF, SCQF etc. Thanks
- The fog is beginning to clear – discussion helped to reinforce the support and value of learning. Helped me try and sort out in my own mind the differences between the various frameworks.
- Increased knowledge of SCQF be able to inform own team and staff in Tayside re this. Learnt about NOS.
- All aspirations achieved. Better understanding of NWS/NOS link to KSF. Excellent day –very worthwhile.
- Increased knowledge of SCQF/KSF. Yes – has raised awareness of lots of issues particularly competency issues, Skills for Health.
- Yes the masterclass was very helpful in developing an understanding of the SCQF framework and also helped understanding links with other frameworks.
- Now have a far greater/depth of knowledge of not only SCQF but also of the Skills for Health framework. Very useful in finding out about other organisations/projects eg adult literacy and numeracy – plus networking. Useful to have the information for going out into the regions.
- Have a much better understanding of SCQF and why programmes would benefit from mapping.
- Good debate and opportunity to consider the complexities of the different frameworks for describing as well as crediting learning.
- I now have a much clearer baseline understanding of SCQF and Skills for Health. I have also had the time to think and discuss how these can be linked which will support my role as regional practice education co-ordinator to inform the AHP workforce.
- Have gained a better understanding of SCQF; credit rating/transfer information that helps me understand learning and accredited learning. Seeing/hearing that KSF and NOS are key to integrating frameworks/competencies in the future. Good outcome.

- Much more clarity for me now around the 'links' between KSF, SCQF and Skills for Health. Perhaps raised more questions eg capacity for organisation, literacy/numeracy issues but all worthwhile.
- Very well. I have a better understanding of workforce problems. I have a basic knowledge of what SCQF is and how it can link to 3 pieces of work:- a) NoS Knowledge and Skills database project, b) SCQF and Skills for Health links for the NoS Elderly/Rural project, c) awareness of factors that must be included in the scoping/planning of the Virtual Rural School of Healthcare.
- Complexity of issues highlighted. Good opportunity to discuss issues.
- A very thought provoking day, I now understand each strand better but am still concerned about links and commonality. Look forward to some kind of consistent approach ie Welsh Model.
- Much clearer now about SCQF framework and how it links or could link with other frameworks etc. Happier that I am not alone in the 'muddle' of it all.

### What else is needed for your hope to be realised?

- Potential of credit rating for our organisation.
- More links ie. Skills for Learning. Would like more action around development of eKSF and it fitting/linking with all other frameworks.
- More thought and discussion around linking into other 'skills sectors' accessing information on what NOS are available and how they could help in populating KSF outlines.
- I am still unsure as to the particular application to my regional role.
- It would be helpful if there was a national approach to provide NHS credit rating.
- Would be useful to undertake more practical examples of using the SCQF. However given the time available this would have been challenging today. Would have been useful to be able to see Skills for Health website in action. However I know how to access it and will utilise the site more fully now.
- I think there should be more dialogue across each HB area to map out what already exists. If the criteria for applying for accreditation (SQA) includes ensuring that a learning intervention doesn't already exist – then we need to look closer to home as a first step.
- Health Board to take an integrated approach to learning and development which will aid current provision being mapped and delivered more effectively – plus develop together for the future.
- Further meetings of the working group to explore how to take it forward.
- Practical exercise of linking SCQF to KSF.
- I would like to be involved in any new developments in order to keep abreast of the changes.
- Opportunities to begin to gain experience with 'real' examples which pulls upon and utilises each of the following NOS-KSF/eKSF-Skills for Health and SCQF.
- Time..
- Continued discussion with my colleagues to gain further knowledge and raise my ability/confidence in informing the AHP workforce to support their CPD needs.
- Clear strategic direction regarding an agreed framework and direction for crediting learning.
- Mapping KSF/SCQF to understand links better.
- Think I need to consolidate what I have learnt today and also put in context within organisation.
- A mapping exercise of different frameworks and a process map will be helpful in taking us through different frameworks.
- I am sure that KSF will become much clearer over next couple of months as it is implemented and this has helped to move forward with planning for staff in getting through gateways.
- Roll out this type of session to other staff in own area.
- Further work around KSF/SCQF and how they do or don't work in practice.
- More opportunities for questions and networking. More practical pieces of work to help the understanding of what becomes very complex.
- Updating as clarity processes are developed so that we can establish a comprehensive service to our staff.

- Combined network across NHSScotland to generate maximum discount for rating process. Step by step process to levelling and rating. Explicit linking of various frameworks and their relationships.
- Much more mapping to KSF outline levels. This should be our priority. Mapping workshops- practical sessions.
- More of the same. Our group fully realised the value of such interaction. Catherine Tough invited the Service to view the work done in Fife. This can only assist us in our development.
- National direction on transferability of training. NES encouraging FEI/HEIs to develop more user friendly APL or RPL processes. A potential solution may be to encourage collaboration between institutions/recognition of each others 'products'. National guidance/standards re portfolio development.
- Specific input from the educational experts on SCQF.
- More advice on mapping internal courses and possible NHS wide applicable courses.
- Continued networking with colleagues from KSF, NES, SFH and SCQF.
- It would be useful to look at some specific case studies and to try and apply the different frameworks in order to explore what needs to be done to allow for an interface locally.
- Further discussion on integrating various frameworks required.
- Link contacts made to ongoing projects.
- Please don't lose momentum, maintain links, help answer these questions. An excellent day!

**PRIORITIES FOR PROJECT WORKSTREAMS**

Potential Developments	Priority
Develop a consistent approach to portfolios of evidence for KSF to meet both KSF-PDPR needs and SCQF RPL/Credit transfer claims	
Map KSF and SCQF to give at least broad indication of the interface between the two frameworks	
Map current NHS learning and development provision (i.e. in-house, VQ, HEI) including qualifications (past, present and future) against the SCQF identifying areas where duplication of learning within the NHS could be avoided if a credit rating framework was used e.g. induction, health and safety, customer care, IT skills	
Establish an NHS Steering/Interest Group for SCQF implementation to, amongst others: <ul style="list-style-type: none"> <li>• explore the value of a ‘qualified’ workforce to identify benefits</li> <li>• identify and seek resolutions to the barriers to SCQF implementation in NHS learning and development</li> <li>• Convene a second SCQF conference later in the year to report on progress with SCQF implementation</li> </ul>	
Explore NES as a credit-rating body for NHS educational provision and/or NHS educational quality assurance development	
Explore the potential for credit transfer (via WBL/RPL) into: <ul style="list-style-type: none"> <li>• VQs for designated NHS groups/programmes e.g. Domestic Assistants Training Framework</li> <li>• HEI programmes for designated NHS groups/programmes e.g. anaesthetic assistants, management and leadership development</li> </ul>	
Address joint learning and development with social services e.g. child protection	
Credit rate some existing learning and development programmes (local, regional, national) such as e.g. operating theatre framework in NHS Lanarkshire, unscheduled care in mental health in Fife and Tayside, entry into the NHS in Greater Glasgow and/or programmes with existing ‘other’ accreditation (i.e. not SCQF)	
Credit rate new, strategically important programme development e.g. to support lay participation in respect of PFPI agenda	

<b>Potential Developments</b>	<b>Priority</b>
Use the SCQF to help the NHS address the current national lifelong learning strategy targets: <ul data-bbox="245 383 1145 607" style="list-style-type: none"><li data-bbox="245 383 1145 450">• Increase the no. of graduates as a proportion of the workforce</li><li data-bbox="245 456 1145 524">• Increase the number of working age adults at SCQF level 5 (the minimum level required for work)</li><li data-bbox="245 530 1145 607">• Increase the number of people in employment undertaking learning</li></ul>	

**SCQF: SOME NHS CONSIDERATIONS IN RESPECT OF CREDIT RATING**

**Cost**

- Credit rating is an expensive business unless there is capacity for local, regional or national brokerage.
- There is a need for a larger investment of time and energy in preparing for credit rating including assessment of learning processes.
- Achieving external quality assurance.

**Transferability**

There is no doubt that the SCQF provides for more robust transferability within the NHS and beyond it through the formal recognition of learning undertaken.

**Focus and Duration**

It will depend on what the focus of the intervention is (is it only a quick-fix to remedy an immediate problem?) and its duration. Many NHS learning interventions are short and sharp, focussed on providing information and are not assessed (nor need to be from an individual or organisational perspective).

**Career Progression**

Credit-rated learning would be useful here provided it is clear what the level and credit of learning is required to underpin career progression. This is of particular importance to the large staff group for whom entry qualifications are not required (i.e. non-professional staff).

**Capability within the NHS**

The NHS is not an educational institution and therefore does not have internal capability on preparing programmes for credit rating or on educational quality assurance for example.

**Stakeholder View**

Is an important issue to consider in terms of investment and return on investment.

**SCQF PROJECT POTENTIAL DEVELOPMENTS: PRIORITIES IDENTIFIED**

<b>Potential Developments</b>	<b>Edinburgh</b>	<b>Glasgow</b>	<b>Aberdeen</b>	<b>Total</b>
Develop a consistent approach to portfolios of evidence for KSF to meet both KSF-PDPR needs and SCQF RPL/Credit transfer claims	11	7	2	20
Map KSF and SCQF to give at least broad indication of the interface between the two frameworks	10	6	2	18
Map current NHS learning and development provision (i.e. in-house, VQ, HEI) including qualifications (past, present and future) against the SCQF identifying areas where duplication of learning within the NHS could be avoided if a credit rating framework was used e.g. induction, health and safety, customer care, IT skills	9	11	3	23
Establish an NHS Steering/Interest Group for SCQF implementation to, amongst others: <ul style="list-style-type: none"> <li>• explore the value of a ‘qualified’ workforce to identify benefits</li> <li>• identify and seek resolutions to the barriers to SCQF implementation in NHS learning and development</li> <li>• Convene a second SCQF conference later in the year to report on progress with SCQF implementation</li> </ul>	3	7	1	11
Explore NES as a credit-rating body for NHS educational provision and/or NHS educational quality assurance development	6	19	2	27

<b>Potential Developments</b>	<b>Edinburgh</b>	<b>Glasgow</b>	<b>Aberdeen</b>	<b>Total</b>
Explore the potential for credit transfer (via WBL/RPL) into: <ul style="list-style-type: none"> <li>• VQs for designated NHS groups/programmes e.g. Domestic Assistants Training Framework</li> <li>• HEI programmes for designated NHS groups/programmes e.g. anaesthetic assistants, management and leadership development</li> </ul>	5	3	2	10
Address joint learning and development with social services e.g. child protection	2	1	2	5
Credit rate some existing learning and development programmes (local, regional, national) such as e.g. operating theatre framework in NHS Lanarkshire, unscheduled care in mental health in Fife and Tayside, entry into the NHS in Greater Glasgow and/or programmes with existing 'other' accreditation (i.e. not SCQF)	3	3	2	8
Credit rate new, strategically important programme development e.g. to support lay participation in respect of PFPI agenda	0	0	0	0
Use the SCQF to help the NHS address the current national lifelong learning strategy targets: <ul style="list-style-type: none"> <li>• Increase the no. of graduates as a proportion of the workforce</li> <li>• Increase the number of working age adults at SCQF level 5 (the minimum level required for work)</li> <li>• Increase the number of people in employment undertaking learning</li> </ul>	2	3	2	7
<b>Totals</b>	<b>51</b>	<b>60</b>	<b>18</b>	<b>129</b>

