
SQA SCHOOL EXAMINATION RESULTS 2016

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide an update to elected members on the outcome of the 2016 examination diet, to outline the results for pupils entered for formal examinations and provide an overview of key performance data from an authority perspective.
- 1.2 Education Services undertook an initial analysis of the statistical information and provided a range of statistical data for all pupils across each of the ten secondary schools. This analysis was complemented by further detailed statistical analysis available from 'Insight' in September 2016. The 'Insight' tool was introduced in Session 2014-15 to provide the most up-to-date or most successful performance for each pupil in each subject with emphasis on Literacy and Numeracy and with a focus on the performance of particular groups of pupils most notably those from more disadvantaged backgrounds, those who are looked after and those with additional support needs. This reflects the holistic approach taken in Curriculum for Excellence. Insight is designed to allow fair comparison of a group of pupils in Argyll and Bute with larger groups of pupils taken from all the other 31 local authorities with similar backgrounds (gender, additional support need and SIMD band). This is known as the virtual comparator (VC) and is a key feature of Insight. Insight also allows comparison with national data.
- 1.3 Over recent years, Argyll and Bute schools have been developing courses which are increasingly relevant to their pupils' needs. Some of these courses are either not accredited by the SQA or are courses run in partnership with the post-16 sector and not credited to the school's overall percentages.
- 1.4 It is recommended that the Community Services Committee:
- a. Note the outcome of the examination results for pupils in academic year 2015/16;
 - b. Note the strategic programme of performance review between schools and education development and improvement staff at section 4.7 of the report;
 - c. Continues to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners;
 - d. Requests a further report be brought to the Community Services Committee considering the national position arising from information released by Insight in February 2017;

- e. Continues to be involved with current training events on understanding the use of Insight, recognising the increasing use of Insight data in School presentations to elected members;
- f. Note that a summary discussion note will be presented to the Policy Lead, as appropriate, ensuring that performance reporting reflects the requirements of the National Improvement Framework.

SQA SCHOOL EXAMINATION RESULTS 2016

2.0 INTRODUCTION

2.1 The Council received SQA examination results for all pupils entered for formal qualifications in session 2015/2016 in August. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute schools.

2.2 The Insight tool provided data in September 2016 that covered a wide range of SCQF (Scottish Credit and Qualifications Framework) credit-rated awards and programmes. Insight is designed to:

- provide data on four key dashboard measures which have been carefully selected to support Curriculum for Excellence;
- be intuitive to use;
- be used by all secondary schools and teaching staff, local authorities and Education Scotland;
- provide more information on educational outcomes for a variety of learner groups including post-school destinations and attainment in literacy and numeracy;

The Insight tool encourages professional reflection and analysis for intervention and improvement. Schools are compared to a “virtual” comparator allowing users to see how the performance of their pupils compares to a similar group of pupils from across Scotland, and supports collaborative approaches to looking at data and working together as part of the improvement process.

2.3 As a consequence of the changes to National Qualifications over the past three years, caution should be exercised when making comparisons of the overall levels of performance across and between schools beyond the last two years. Additionally, in some instances data for some schools in key qualifications is anonymised to ensure individual pupils cannot be identified.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a. Note the outcome of the examination results for pupils in academic year 2015/16;
- b. Note the strategic programme of performance review between schools and education development and improvement staff at section 4.7 of the report;
- c. Continues to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners;
- d. Requests a further report be brought to the Community Services Committee considering the national position arising from information released by Insight in February 2017;
- e. Continues to be involved with current training events on understanding the use of Insight, recognising the increasing use of Insight data in School presentations to elected members;
- f. Note that a summary discussion note will be presented to the Policy Lead, as appropriate, ensuring that performance reporting reflects the requirements of the National Improvement Framework.

4.0 DETAIL

- 4.1 The performance of Argyll and Bute schools in 2016 is above the current national performance in Scottish Qualifications Authority (SQA) examinations at National 4 and Higher levels and below the current national performance at National 5 and Advanced Higher (*Table 1*).
- 4.2 Due to the implementation of the revised National Qualifications at level 3, 4, 5, and Higher it is not advisable to compare statistical outcomes across several years. Therefore, the results for Argyll and Bute pupils in session 2015/2016 are illustrated for comparative purposes with session 2014/15 and including 2013/2014 within Advanced Higher data only. It is important to note that percentage pass rates are based on presentation levels and these can vary from school to school and between authorities, particularly at National 5 level, where a number of pupils may be given the opportunity to sit an exam where tracking evidence suggests that they may narrowly pass.

- 4.3 The following tables illustrate overall authority performance and performance in each of the ten secondary schools across the National Qualifications Framework:

Table 1: presents the overall performance of Argyll and Bute across all course levels.

Course	A and B Average % A-C Awards	National Average % A-C Awards	Difference	A and B Average % A-C Awards	National Average % A-C Awards	Difference
Year	2014/2015			2015/2016		
National 4	94.7%	93.3%	+1.4%	96.17%	93.20%	+2.97%
National 5	74.8%	79.8%	-5.0%	76.23%	79.40%	-3.17%
Higher	76.8%	78.1%	-1.3%	78.29%	77.20%	+1.09%
Advanced Higher	83.6%	80.9%	+2.7%	75.6%	81.7%	-6.10%

Summary:

Overall, the results for pupils across National 4 are higher than the national average and demonstrate an increasing trend. The results for pupils across National 5 are slightly below national. However, there was an improvement in the Higher results of 1.09% for Argyll and Bute schools when compared with their 2014/15 results. Advanced Higher results are higher than the national average in 2015 and much lower in 2016.

It is important to note that % pass rate data needs to be interpreted very carefully as schools tend to have presentation policies that are designed to encourage pupils to achieve success at the highest level of qualification that they can. For some pupils this may mean that they receive a D grade which is an award. It is also the policy in Argyll and Bute, as with other local authorities, that pupils and parents are given a strong voice when it comes to deciding to continue with a course or whether to sit an external exam. Some pupils are given the opportunity to attempt a level that they may find challenging to pass as it may be their last opportunity to do so eg in S6. Schools will again offer these pupils the opportunity to sit the exam to improve their positive destination chances eg access to Higher or Further Education.

Improved performance due to post results service marking reviews is not included in the above data (it will be included in the update to Insight in February 2017). This is where a pupil's grade may improve from a D to a C or a C to a B or a B to an A. In terms of the A-C pass rates the impact of the successful marking reviews is very small (0.001%) however for the young person concerned the impact can be very significant.

Table 3: National 4 presentations (No external examination)

National 4	No. of Entries	Pass	%	No. of Entries	Pass	%
2015			2016			
CGS	181	179	98.90	113	103	91.15
DGS	381	333	87.40	308	289	93.83
H Ac	218	216	99.10	341	341	100.00
I H S	150	150	100.00	161	161	100.0
LJC	159	158	99.40	170	168	98.82
OHS	319	296	92.80	244	227	93.03
R Ac	204	191	93.60	186	173	93.01
Tar Ac	96	93	96.90	38	38	100.0
Tir HS	*	*	100.00	*	*	100.0
Tob HS	24	24	100.00	28	28	100.0
Authority Average			94.70	1589	1501	94.46
National Average			93.30			93.20

NB. Where the data is less than 5 pupils this is shown as *
This data does not include not evaluated presentations

Summary:

National 4 awards for pupils in Argyll and Bute are positive overall. All of the ten secondary schools presented pupils for National 4 certification. In seven of the ten schools pupils exceed the national pupil average. These results may alter with pupils not achieving recognition at National 5 levels being credited with National 4 awards. This data will be available in February 2017 when Insight is updated.

Table 4: National 5 examination outcomes

NAT 5	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2015									
CGS	420	163	89	85	30	337	80.20	87.4	12.6
DGS	801	264	206	179	59	649	81.00	88.4	11.6
H Ac	426	63	70	80	56	213	50.00	63.2	36.8
I H S	214	89	49	45	16	183	85.50	93.0	7.0
LJC	417	143	104	89	36	336	80.60	89.2	10.8
OHS	900	253	204	185	80	642	71.30	80.2	19.8
R Ac	316	81	73	83	31	237	75.00	84.8	15.2
Tar Ac	114	38	23	24	12	85	74.60	85.0	15.0
Tir HS	21	*	*	*	*	17	81.0	81.0	11.9
Tob HS	123	53	31	21	*	105	85.40	91.1	8.9
Authority Average							74.80	83.4	16.6
National Average							79.80	86.3	13.7

NAT 5	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2016									
CGS	408	113	117	81	29	311	76.23	85.33	14.67
DGS	767	281	200	152	48	633	82.53	88.79	11.21
H Ac	681	164	162	156	50	482	70.78	78.12	21.88
I HS	221	66	58	43	19	182	82.35	90.29	9.71
LJC	444	160	102	87	39	349	78.60	87.39	12.61
OHS	771	193	187	166	64	546	70.82	79.12	20.88
R Ac	220	53	32	59	23	144	64.45	75.91	24.09
Tar Ac	138	49	36	35	*	120	92.03	92.03	7.97
Tir HS	*		*	*	*	*	100.00	100	0
Tob HS	141	58	35	29	*	122	86.52	92.2	7.8
Authority Average	3791					2889	76.21	83.47	16.53
National Average							79.40	86.0	14

Summary:

National 5 awards for pupils in Argyll and Bute are below the national average. All of the ten secondary schools presented pupils for National 5 certification. Four of the ten schools pupils exceeded both authority and national performance level. A further three schools were either above or equal to authority but below national average. The other three schools were below both authority and national averages. The relatively large proportion of no awards has an important background narrative that is outlined in the final summary section 4.3.

Table 5: Higher examination outcomes

Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2015									
CGS	246	56	82	60	22	198	80.5	89.4	10.6
DGS	516	149	127	129	41	405	78.5	86.4	13.6
H Ac	941	217	242	228	91	687	73.0	82.7	17.3
I HS	140	28	38	44	13	110	78.6	87.9	12.1
LJC	356	133	93	76	27	302	84.8	92.4	7.6
OHS	614	158	148	145	48	451	73.5	81.3	18.7
R Ac	162	29	48	43	17	120	74.1	84.6	15.4
Tar Ac	65	12	23	14	*	49	75.4	86.2	13.8
Tir HS	23	*	11	*	*	18	78.3	100	0
Tob HS	106	28	40	26	*	94	88.7	92.5	7.5
Authority Average							76.8%	88.3%	11.7%
National Average							78.1%	87.3%	12.7%

Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2016									
CGS	244	66	57	67	21	190	77.87	86.48	13.52
DGS	420	105	123	111	29	339	80.71	87.62	12.38
H Ac	1012	310	274	226	81	810	80.04	88.04	11.96
I HS	160	36	50	37	15	123	76.88	86.25	13.75
LJC	241	54	68	61	29	212	75.93	81.85	18.15
OHS	624	146	164	172	52	482	77.24	85.58	14.42
R Ac	155	28	46	37	17	111	71.61	82.58	17.42
Tar Ac	59	20	18	11	*	49	87.50	89.93	10.07
Tir HS	14	*		*	*	11	78.57	92.86	7.14
Tob HS	91	26	30	24	*	80	87.91	93.41	6.59
Authority Average	3020					2407	79.7	86.67	13.33
National Average							77.20	85.7	14.3

NB. This data does not include withdrawals from courses or not evaluated presentations.

Summary:

Higher awards for pupils in Argyll and Bute are above the national average. All of the ten secondary schools presented pupils for certification at Higher level. In seven of the ten schools pupils exceeded both authority and national performance level. One school exceeded national but was below authority average. The remaining three schools were below both authority and national averages.

Table 6: Advanced Higher examination outcomes

Advanced Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	%A-D	% No award
2015									
CGS	20	7	6	5	0	18	90.0%	90.0%	10%
DGS	50	10	10	15	7	35	70.0%	84.0%	16%
H Ac	126	36	28	44	10	108	85.7%	93.6%	6.4%
I HS	12	5	1	5	1	11	91.7%	100%	0%
LJC	56	24	15	13	3	52	92.9%	98.2%	1.8%
OHS	45	18	9	11	4	38	84.4%	93.3%	6.7%
R Ac	14	*	*	*	*	11	78.6%	85.7%	14.3%
Tar Ac	4	*	*	*	*	4	100%	100%	0%
Tir HS	1	*	*	*	*	1	100%	100%	0%
Tob HS	13	*	*	*	*	7	53.8%	84.6%	15.4%
Authority							83.6%	93%	7%
National							80.90		

Advanced Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	%A-D	%No award
2016									
CGS	22	5	*	7	*	13	59.09	68.18	31.82
DGS	42	7	18	7	10	32	76.19	88.1	11.9
H Ac	131	24	41	38	12	103	78.63	87.79	12.21
I HS	5	*	*	*	*	*	40.00	80.0	20
LJC	53	18	15	7	*	40	71.70	83.02	16.98
OHS	56	21	11	10	14	48	85.71	85.71	14.29
R Ac	14	*	*	*	*	7	50.00	57.14	42.86
Tar Ac	6	*	*	*	*	*	100.00	100	0
Tir HS	*	*	*	*	*	*	87.50	100	0
Tob HS	7	*	*	*	*	*	42.86	42.86	57.14
Authority	336					243	75.6	83.72	16.28
National							81.70	89.2	10.8

Summary:

Advanced Higher awards for pupils in Argyll and Bute are variable. All of the ten secondary schools presented pupils for Advanced Higher certification. Three of the ten schools pupils exceeded both authority and national performance level. However, in the remaining schools the performance of pupils in Advanced Highers is below or significantly below the national average. It should be noted that due to the small number of pupils being presented for Advanced Highers the statistical variances can be significant. As aforementioned some pupils are given the opportunity to attempt a level such as advanced higher that they may find challenging to pass as it may be their last opportunity to do so. Schools offer these pupils the opportunity to sit the exam to improve their positive destination chances eg access to Higher or Further Education.

**4.4 Attainment of Looked After Children and Young People
(Insight data – Local Benchmarking data for All Looked After Children and Young People)**

S4 pupils - Performance in Literacy and Numeracy for the last three years compared with the virtual comparator and national data:

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	35	10	20
Virtual Comp	2014	68	19.5	200
National	2014	37.33	5.55	1117
Argyll & Bute	2015	30	0	10
Virtual Comp	2015	71	19	100
National	2015	45.93	6.97	1119
Argyll & Bute	2016	42.86	19.05	21
Virtual Comp	2016	66.67	32.86	210
National	2016	47.81	8.65	1167

Summary:

Overall the performance of pupils in Argyll and Bute is lower than the national average and significantly lower than virtual comparator at SCQF Level 4.

At SCQF Level 5 the performance of pupils in Argyll and Bute is higher than the national average but significantly lower than the virtual comparator.

S5 pupils - performance in Literacy and Numeracy for the last three years compared with the virtual comparator and national data:

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	76.47	29.41	17
Virtual C	2014	77.06	46.47	170
National	2014	45.52	15.83	714
Argyll & Bute		42.86	14.29	14
Virtual C	2015	78.57	45.71	140
National	2015	57.21	19.27	659
Argyll & Bute	2016	50	0	8
Virtual C	2016	82.5	46.25	80
National	2016	60.19	21.2	736

Summary:

Overall the last two years the performance of pupils in Argyll and Bute is lower than the national average and significantly lower than virtual comparator at SCQF Levels 4 and 5.

4.5 General educational attainment for Looked after leavers:

	Argyll & Bute Looked after leavers (2015)	National Looked after leavers (2015)
1 or more qualification at SCQF Level 3 or better	94.12%	94.12%
1 or more qualification at SCQF Level 4 or better	82.35%	91.76%
1 or more qualification at SCQF Level 5 or better	52.94%	73.53%
1 or more qualification at SCQF Level 6 or better	23.53%	37.65%
1 or more qualification at SCQF Level 7 or better	5.88%	8.82%

Overall the performance of pupils in Argyll and Bute is lower than the national average at all levels apart from SCQF Level 3.

- 4.6 Looked after Young People in Argyll and Bute that leave school are increasingly entering positive destinations (education, employment or training). In 2014, **68.4% (cohort 19)** of looked after young people who left school entered a positive destination. In 2015 the figure was **88.24% (cohort 17)**.

4.7 Key dashboard measures from Insight:

Schools will increasingly be presenting this type of data at their annual meetings with elected members as part of their Performance Reports. The data presented here is a sample covering some of the main measures in the benchmarking tool:

- Literacy and Numeracy
- Improving attainment for all
- Attainment Versus Deprivation

School leaders, teachers and education officers analyse the attainment in these areas for particular groups or cohorts including LAC, gender, additional support needs and SIMD level for improvement. Insight also shows which subject departments are producing very good or outstanding results allowing good practice to be identified and shared. Similarly, departments that are underperforming are identified and support is put in place for improvement.

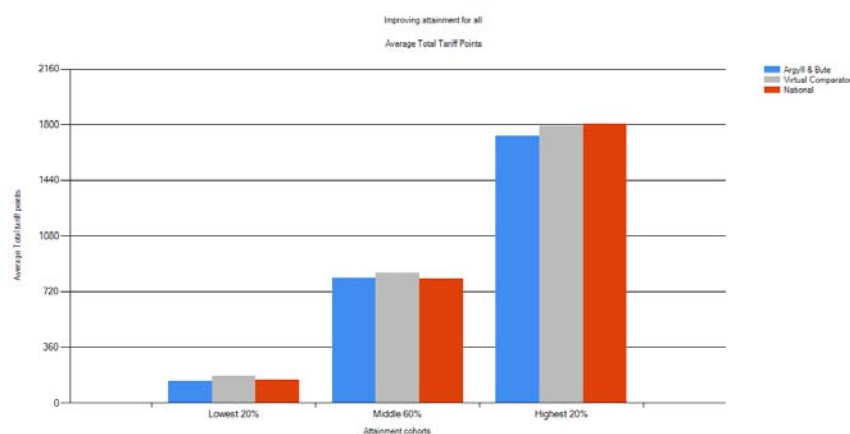
Literacy and numeracy (for S6 pupils based on the S4 roll)



The data above shows a significant improvement in 2016 for Level 5 literacy and numeracy over the past three years which is also true of the performance of the virtual comparator. At level 4, despite an improving trend in Argyll and Bute, there is a gap in 2016 below the virtual comparator and this is an area for improvement.

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	81.23	54.12	959
Virtual Comparator	2014	77.16	51.65	9590
National	2014	76.41	51.33	56029
Argyll & Bute	2015	81.42	54.18	958
Virtual Comparator	2015	80.95	55.19	9580
National	2015	78.58	53.57	55673
Argyll & Bute	2016	83.33	63.92	948
Virtual Comparator	2016	87.22	63.43	9480
National	2016	84.76	61.21	54632

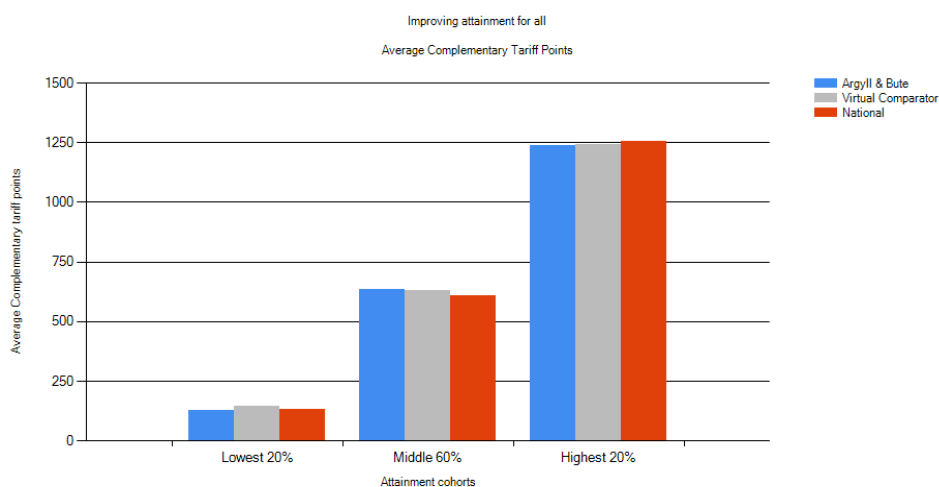
Improving attainment for all (S6 pupils based on the S4 roll)



The data above shows the **total tariff points** for each of three attainment groups for 2016. There is a steady trend over the past three years of around 800 points for the middle attaining group and 1750 points for the highest attaining 20%. There has been a fall however in the lowest attaining 20% from 175 to 140 points over the past three years. The highest attaining group are a little below virtual comparator and national data.

	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Argyll & Bute	2014	177	817	1758	959
Virtual Comparator	2014	143	738	1765	9590
National	2014	138	739	1784	56029
Argyll & Bute	2015	173	784	1773	958
Virtual Comparator	2015	167	796	1803	9580
National	2015	149	778	1815	55673
Argyll & Bute	2016	141	809	1726	948
Virtual Comparator	2016	174	840	1794	9480
National	2016	151	805	1805	54632

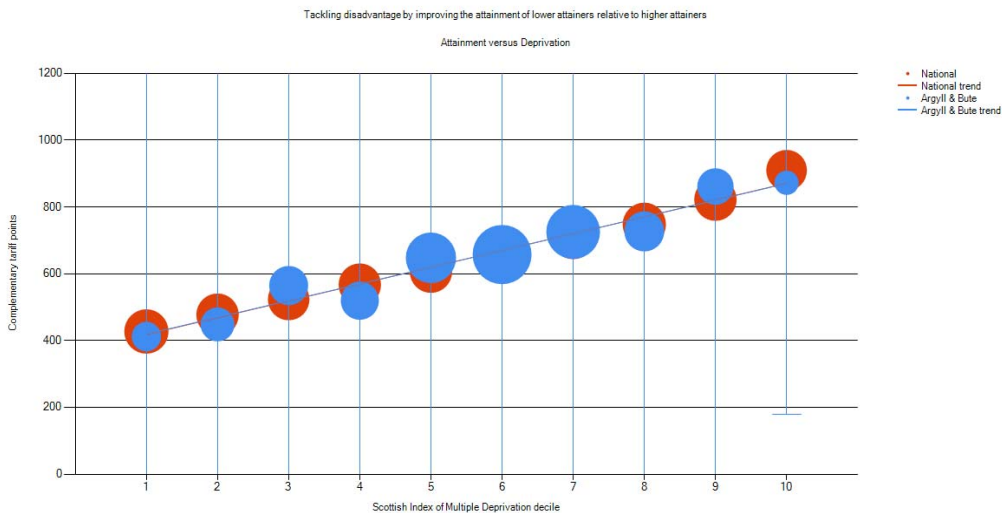
However, it is useful to consider the **complementary tariff points** as they offer a fairer 'like for like' comparison across different authorities and schools with a range of curricular models. The data below indicates a better performance compared with virtual and national especially for the middle 60% and it is significant to note that the highest attaining 20% performed almost as well as virtual and national in 2016. The trend for the middle 60% is showing steady improvement over the past three years.



	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Argyll & Bute	2014	145	604	1233	959
Virtual Comparator	2014	119	546	1211	9590
National	2014	115	549	1227	56029
Argyll & Bute	2015	138	579	1240	958
Virtual Comparator	2015	133	585	1237	9580
National	2015	122	572	1243	55673
Argyll & Bute	2016	127	634	1236	948
Virtual Comparator	2016	146	630	1241	9480
National	2016	130	607	1256	54632

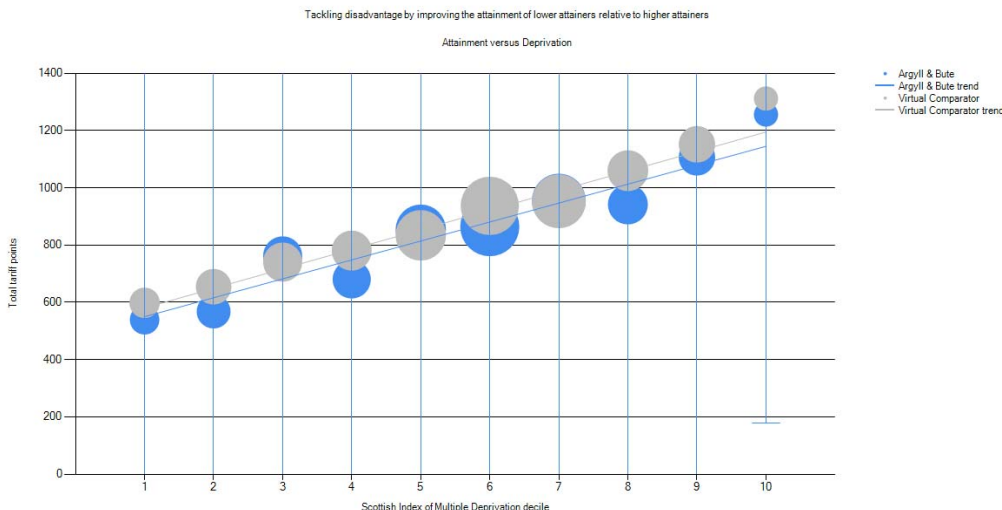
For an outline of tariff point values for different levels of national awards and different grades see Appendix 2. As a quick reference 5 grade As at Higher is 1020 points compared with 5 grade Cs which is 800 points, 6 grade As at National 5 is 504 points, 4 units at National 4 and 2 units at National 5 is 154 points. It is important to note that schools offer some course options that do not attract tariff points but positively impact on life chances eg Duke of Edinburgh Award.

Attainment versus deprivation (S6 pupils based on the S4 roll)

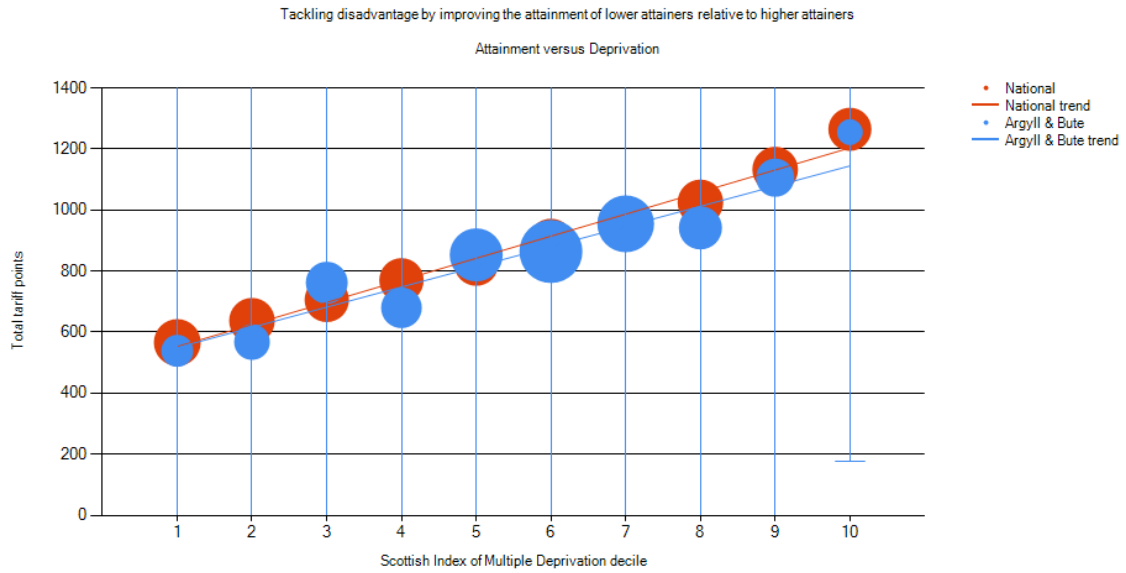


The 2016 data in the graph above shows the average **complementary tariff** points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the national data. There are no significant differences in the data apart from SIMD 4 which is a little low.

Below the Argyll and Bute figure is shown alongside the virtual comparator. Insight commentary does not pick out any statistically significant gaps although SIMD 2, 4, 6 and 8 are a little lower than the VC.



The 2016 data in the graph below shows the average **total tariff** points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the national data. In SIMD 2, 4 and 8 performance is lower than the national data.



4.8 MONITORING PROGRESS AND IMPROVING OUTCOMES

As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge over the course of session 2016/2017. Key approaches include:

- The submission by Head Teacher of their analysis of their school results to the Education Service following the initial release of results by the SQA in August 2016;
- A programme of school visits undertaken by Education Officers to discuss a detailed statistical analysis of school results including performance at National 4, 5, Higher and Advanced Higher, College and wider achievement courses.
- A professional discussion of the school programmes in place to ensure that evaluative discussions between school senior management team and subject department leaders take place to support improvement.
- An invitation to Elected members from Head Teachers to a meeting with senior school staff to discuss the examination results in depth.
- The presentation by Head Teachers of their school Performance Report at their respective Area Committee meeting and
- The routine discussion of examination results and approaches to quality improvement with the Education Scotland, Area Liaison Officer.

5.0 CONCLUSION

- 5.1 In 2016 the performance of Argyll and Bute schools varied across national qualification measures with strong performances in some schools and in some departments. The key measure of literacy and numeracy at Level 5 has seen some welcome improvement in 2016. The attainment gap as identified nationally between groups of pupils at different SIMD levels is evident in Argyll and Bute and is an area for action and improvement. The Education Development and Improvement Service is taking forward a programme of support and challenge with schools across the authority involving a range of actions and measures. In August, the ten secondary schools met with an officer and manager to present, discuss and scrutinise their results, forming the basis of an ongoing improvement dialogue throughout the school year.
- 5.2 A further report on Educational Attainment and Wider Achievement will be presented to Community Services Committee in Spring 2017 following the publication of updated National Performance information on Insight.

6.0 IMPLICATIONS

- 6.1 **Policy:** This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All)
- 6.2 **Financial:** None
- 6.3 **Personnel:** None
- 6.4 **Equal Opportunities:** None
- 6.5 **Legal:** None
- 6.6 **Risk:** The performance of Argyll and Bute schools in national examinations can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.
- 6.7 **Customer Services:** This report provides elected members with an overview of Service Performance.

Ann Marie Knowles
Acting Executive Director of Community Services

Cllr Rory Colville,
Policy Lead for Education and Lifelong Learning

9th November 2016

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APPENDICES

Appendix 1: Qualifications overview

SCQF (Scottish Credit Qualifications Framework)	New National Qualifications		Replaces
1 and 2	National 1 and National 2	>	Access 1 and Access 2
3	National 3	>	Access 3 Standard Grade (Foundation Level)
4	National 4	>	Standard Grade (General Level) Intermediate 1
5	National 5	>	Standard Grade (Credit Level) Intermediate 2
6	Higher (available 2015)	>	Higher
7	Advanced Higher (available 2016)	>	Advanced Higher

Timetable for introduction	
2012-2013	Last certification of Standard Grade (Credit, General and Foundation).
2013-2014	National 1-5 introduced and 'dual run' with Access and Intermediate courses.
2014-2015	New Higher courses introduced and 'dual run' with current Higher, Intermediate and Access courses.
2015-2016	Introduction of new Advanced Higher. All new qualifications now in place.

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



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			Professional Apprenticeship
11				Professional Apprenticeship SVQ 5
10				Professional Apprenticeship
9			Professional Development Award	Technical Apprenticeship SVQ 4
8	Higher National Diploma		Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate		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			

Appendix 2 - Tariff point guide:

SCQF Level	Grade	SCQF Points	Tariff Score
7	A	32	480
	B	32	440
	C	32	400
	D	32	380
	Individual units	17/2*SCQF Points Varies (6)	Usually 51
6	A	24	204
	B	24	182
	C	24	160
	D	24	149
UNGRADED COURSE	EG Scottish studies award	24	160
	Individual units	14/3*SCQF Points Varies (6)	Usually 28
5	A	24	84
	B	24	74
	C	24	64
	D	24	59
Individual units		11/6*SCQF Points Varies	11
4	Course – Pass	24	33
	Added value unit	6	15
	Individual units	1*SCQF Points Varies	6
3	Total units	18	12
	Individual units	2/3*SCQF Points	4
2	Total units	18	6
	Individual units	1/3*SCQF Points	2
1	Individual units	6	1