

**Scottish Centre for Work Based Learning: WBL (incorporating Recognition of Prior Learning and external accredited programmes as an integrated concept and as a continuum in programme design and delivery**

|  |  |  |  |
| --- | --- | --- | --- |
| Flexible Learning continuum | **Programme Description** | Indicative SCQF Level | Target Population / Comment |
| Level 11 | RPL with option to include external credit rated programme to a maximum of 240 credits | 12 | Executive and Senior Management Level. Individual or small group. |
| Level 10 | Work based RPL matched to Professional Doctorate module content may include elements of externally accredited programmes  Maximum number of SCQF 11 credits = 80 | 11/12 | Executive and Senior Management Level. Individual or small group. |
| Level 9 | Full Integrated Work Based Learning Programme  Title to reflect Professional Development  Or Role  RPL to enter and for advanced standing (if appropriate).  Work based learning contract approach | 11 | Student centered.  Student led, managed within strategic vision (what, how etc.).  Are normally in senior roles advancing, expanding enterprise.  Suit individuals or group of similar seniority |
| Level 8 | Integrated Work Based Programme  RPL to enter and for advanced standing (if appropriate). RPL claim is matched to standards (max 50% to be determined + or – the 50% RPL if GCU is credit rating body)  Gaps identified  Work based learning contract approach for gaps (10-90 credits) | 9,10,11 | Ultimate standards are prescribed by professional identity or role.  Student is in role and needs to evidence attainment of the standards and / or working at the level of the standards  QA of role has evolved as role profile has increased |
| Level 7 | Integrated Work Based Programme  RPL to enter and for advanced standing (if appropriate + - external credit rated programmes)  Gaps identified  Work based learning contract approach used in conjunctions with prescribed modules | 9,10,11 | Ultimate standards are prescribed by professional identity or role (strategic vision). Student in role or aspiring ( if aspiring needs support to attain WBL)  Route to demonstrating achievement or attaining achievement is flexible depending on experience, and learning preference  (not solely RPL and / or WBL) |
| Flexible Learning continuum | **Programme Description** | Indicative SCQF Level | Target Population / Comment |
| Level 6 | Integrated Work Based Programme  New service, innovation, enterprise, change for individuals in employment  The definition of new / change will also dictate the academic level  WBL features as an accredited component to state standards expected and evidence / confirm attainment of standard. Notional effort attains a number of credits. Output aligned to SCQF confirms attainment of SCQF level  May also have prescribed modular components or external credit rated programmes | 9,10,11 | Ultimate standards are prescribed by professional identity, and agreed as appropriate for the business (strategic vision)  Selected student is aspiring or new to role (developmental)  Employer led business enhancements or evolutionary staff development to remain contemporary |
| Level 5 | Integrated Work Based Programme  Prescribed content matched using flexible pedagogy ( RPL, and WBL (learning contract) and prescribed content that is contextualised | 9,10,11 | Business / Service Led: strategic dictating their expectations of their employees or managing talent. i.e. Graduates +  Support the development of key staff into a defined role |
| Level 4 | Integrated Work Based Programme  Prescribed content matched using flexible pedagogy e.g. RPL if applicable, external accredited programmes and prescribed content that is contextualised | 9,10,11 | Business / Service Led: dictating their expectations of their employees or managing talent. i.e. Graduates +  Support the development of key staff into a defined role |
| Level 3 | Incremental and integrated Work Based Programme  Developmental  Can use RPL as access or into SCQF Level 8 or 9 (50% of exit level). External credit rating also may be included (to be determined + or – the 50% RPL if GCU is credit rating body)  Prescribed modular content / theoretical principles then contextualized. Restricted elements of more flexible WBL (by learning contract) | 7, 8,9  Degree, Diploma Certificate awards all available | Business / Service Led: dictating their expectations / required knowledge and skills sets of their employees or managing talent. Growing staff  to support the business’ vision  Incremental growth based on proven ability / capability  WBL (learning contracts) permits specific skills or targeted development |
| Flexible Learning continuum | **Programme Description** | Indicative SCQF Level | Target Population / Comment |
| Level 2 | Incremental and integrated Work Based Programme  Developmental  Can use RPL as entry and include external credit rated programmes that are relevant  Prescribed modular content / theoretical principles then contextualized (content and assessment) | 7, 8,9  Degree, Diploma Certificate awards all available | Business / Service Led: dictating their expectations / required knowledge and skills sets of their employees or managing talent  Recruiting and supporting the development of staff as well as business’ vision  Incrementally based on proven ability capability |
| Level 1 | Integrated Work Based Programme  Integrates other WBL models and nonstandard entry e.g. Modern Apprentices  Prescribed modular content / theoretical principles then contextualized in content and assessments.  May include external credit rated programmes as entry or as part of the relevant level to shorted the programme | 7, 8,9  Degree, Diploma Certificate awards all available | Business / Service Led: dictating their expectations / required knowledge and skills sets of their employees or managing talent  Recruiting and supporting the development of staff as well as business’ vision  Incrementally based on proven ability capability |

WBL programmes differ from traditional university programmes as they are employer led in terms of content and aim. They can be delivered by representatives from the employing business or service, or by academic or and preferably, collaboratively combining the expertise of both the university and the employer. The extent of the flexibility in the delivery, including the academic level / award depends on the desired aims and objectives. The continuum allows for two extremes, one where the programme is bespoke and dictated by the business or service (Level 1) through to Level 9 where the programme is structured in a way that permits it to be bespoke to the needs of the individuals who have key roles and responsibilities in a business or service and are working to attain these. Attainment of business or service goals also gains academic credit. Sufficient credit gains an award. The alignment of the attainment / evidence to the SCQF, determines the level of the award.