# MAXIMISE WORKFORCE POTENTIAL
## An Employer's Guide to the SCQF

**Assisting Employers with Recruitment and Selection, Learning and Development, and Recognising In-House Training**

scqf | SCOTLAND'S LIFELONG LEARNING FRAMEWORK

scqf

scottish credit and qualifications framework

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# INTRODUCTION

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**What is the Scottish Credit and Qualifications Framework (SCQF)?**

The Scottish Credit and Qualifications Framework (SCQF) is Scotland's national qualifications framework. The SCQF promotes lifelong learning and helps all of Scotland's citizens to understand and compare the full range of Scottish qualifications.

This Employer Guide will show how the SCQF can help employers with:

- **Recruitment and Selection:**
  Find the skills you need with better job descriptions and person specifications.

- **Learning and Development:**
  Undertake a skills profile and create a learning and development strategy.

- **Recognising In-House Training:**
  Get support through the credit-rating process.

We recommend that you use this guide alongside the **SCQF Employer Levelling Tool**, which can be downloaded from our website: **http://scqf.org.uk/all-resources/**

## WHAT ARE THE BENEFITS?

Time is precious for employers and you may be thinking: 'What's in it for me?'.

This short Employer Guide can help employers of all different sizes

- Find the right person for the job
- Develop efficient and cost-effective recruitment strategies
- Streamline internal processes
- Increase staff morale and retention
- Improve workforce planning
- Enhance corporate social responsibility
- Strengthen the reputation of your organisation

> "Quite frankly the SCQF **is good for business**"
> **Chartered Banker Institute**

From immediate challenges like **recruitment and selection**, to more long-term goals like **recognising in-house training**, this SCQF Employer Guide has something for every employer![1]

Let's begin by looking at how the SCQF can help with Recruitment and Selection.

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[1] Disclaimer: this is an advisory document only and other options are available for developing recruitment and workforce development strategies.

# PART 1: RECRUITMENT AND SELECTION

Writing job descriptions and person specifications can be challenging, especially for small businesses doing it for the first time.

Even for larger employers, it is important to **get recruitment right**.

Studies have shown that **unclear job descriptions deter 20% of candidates** from applying for a job. Just think, within that 20% could be the ideal individual for the job. Ineffective recruitment could be the biggest barrier to you growing your business.

Whether you're a small business doing it for the first time or a large business that wants to be more efficient, we can make the recruitment process easier.

The SCQF helps you to **clearly define job roles** within your organisation, and confidently describe the skills and competencies needed to perform the jobs.

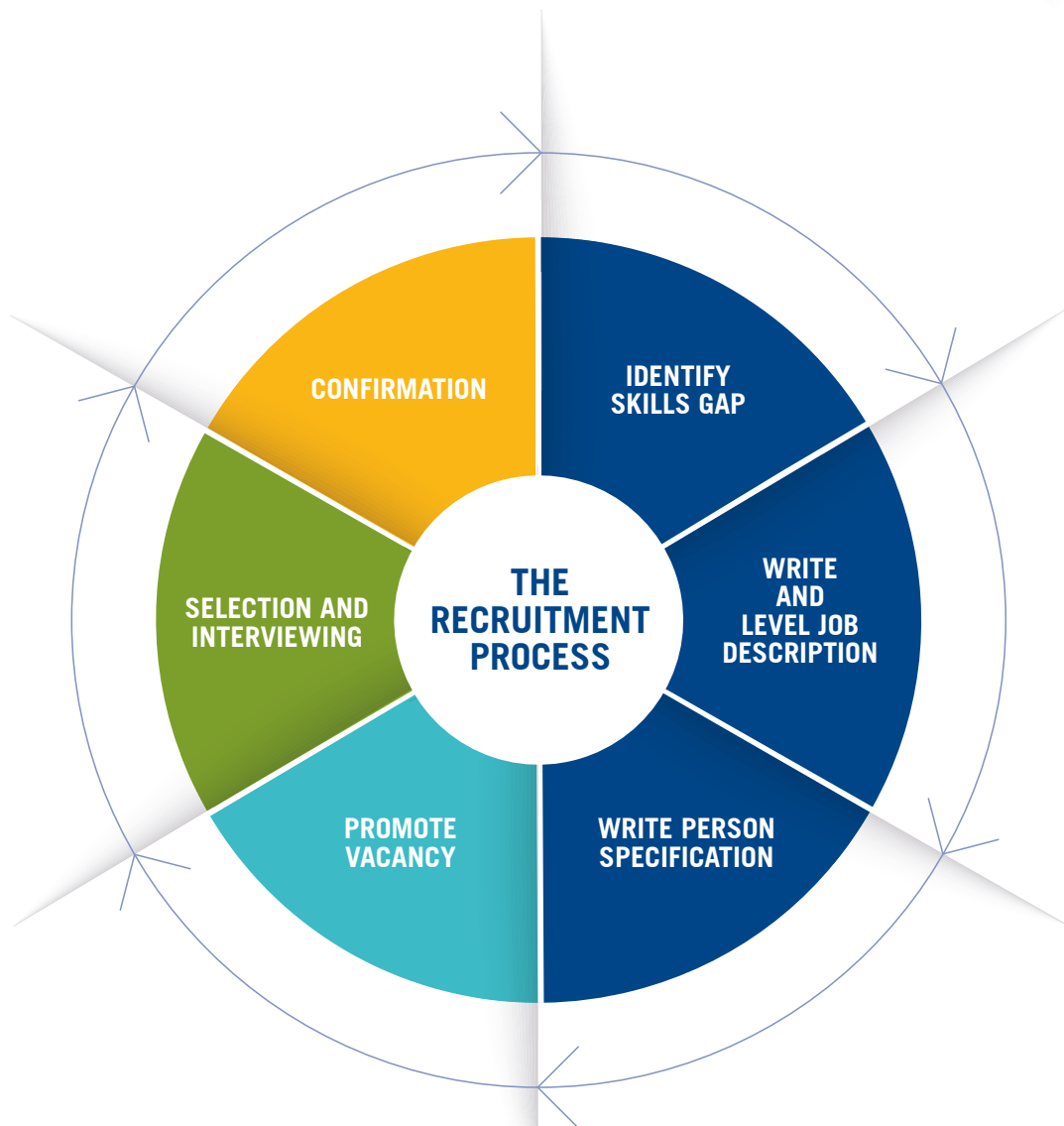**In Scotland, 98.3% of businesses are 'small' (0-49 employees)[2]**



*Figure 1: The Recruitment Process (areas in dark blue indicate where the SCQF can help)*

## WHY DOES THIS MATTER?

Defining job roles is important because it

- Widens the pool of suitable applicants for a job
- Limits the amount of inappropriate applications
- Allows you to re-evaluate current job roles and responsibilities
- Helps identify any need for staff development

As you can see in Figure 1, the SCQF can help with the first half of the recruitment process by allowing you to **identify skills gaps**, **write job descriptions**, and **write person specifications**.[3]

There are **3 key steps** to follow when using the SCQF in the **recruitment process**.

Before we get started, it is important to understand the difference between a job description and a person specification:

- **Job Descriptions** identify the main duties, terms, targets, and responsibilities of the job role – essentially, what is the job?



Job Description
- Duties
- Targets
- Responsibilities

- **Person Specifications** describe the attributes required of an individual to perform the job role – essentially, what skills are needed to do the job?



Person Specification
- Knowledge
- Skills
- Experience

[3] This section of the Employer Guide will focus on writing job descriptions and person specifications, but we will revisit how to identify skills gaps later in Part 2: Learning and Development.

## STEP 1: DEVELOP – WRITE A JOB DESCRIPTION

Before the SCQF can help with recruitment, you need to write a job description.

You will know best what your organisation needs and the role/purpose of this job, but we do have some key tips for writing a good job description:

- Include the 'type' of job position (i.e. internship, entry level, manager, full-time or part-time, etc)
- List core duties, not every small task
- Focus on key functions and outcomes of role
- Outline responsibilities and autonomy (i.e. manager or team-member)

## STEP 2: DECIDE – LEVEL A JOB DESCRIPTION

The SCQF helps you to understand and compare a broad range of qualifications in Scotland. This allows learners to plan their learning journey and helps employers to grasp how qualifications in Scotland relate to each other.

The 12 Levels of the SCQF indicate the relative difficulty of the qualification, with Level 12 being the most challenging.

## 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.

| SCQF Levels | SQA Qualifications | | | | Qualifications of Higher Education Institutions | Apprenticeships & SVQs |
|---|---|---|---|---|---|---|
| 12 | | | | | Doctoral Degree | Professional Apprenticeship |
| 11 | | | | | Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate | Graduate Apprenticeship Professional Apprenticeship SVQ |
| 10 | | | | | Honours Degree, Graduate Diploma, Graduate Certificate | Graduate Apprenticeship Professional Apprenticeship |
| 9 | | | | Professional Development Award | Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate | Graduate Apprenticeship Technical Apprenticeship SVQ |
| 8 | | Higher National Diploma | | | Diploma Of Higher Education | Higher Apprenticeship Technical Apprenticeship SVQ |
| 7 | Advanced Higher, Awards, Scottish Baccalaureate | Higher National Certificate | | | Certificate Of Higher Education | Modern Apprenticeship SVQ |
| 6 | Higher, Awards, Skills for Work Higher | | | | | Modern Apprenticeship Foundation Apprenticeship SVQ |
| 5 | National 5, Awards, Skills for Work National 5 | | | | | Modern Apprenticeship SVQ |
| 4 | National 4, Awards, Skills for Work National 4 | National Certificate | National Progression Award | | | SVQ |
| 3 | National 3, Awards, Skills for Work National 3 | | | | | |
| 2 | National 2, Awards | | | | | |
| 1 | National 1, Awards | | | | | |

The **SCQF Employer Levelling Tool** describes the kinds of responsibilities and tasks which may be present in job roles at particular SCQF Levels, providing you with a quick and easy way of **allocating an SCQF level to a job role**.

So by allocating an SCQF Level to a job role, you will be able to clearly define the knowledge and skills required to fulfil that role. (Please note that this Levelling exercise is not related to pay levels or grades.)

Many job adverts state that candidates must possess a 'Degree or Equivalent', but this can exclude those who took a non-mainstream learning pathway, and often they have the right skills for the job.

Some employers also find it difficult to gauge or express exactly what qualifications or experience would be 'equivalent' to a Degree – allocating an SCQF Level to your job role solves this problem, and will also attract a broader range of candidates.

In addition, as outlined in the **Equality Act 2010**, unless a particular qualification can be proven to be 'objectively justified' for the job role, it is considered 'unlawful indirect discrimination' to list it as an essential requirement. Therefore, allocating an SCQF Level can help you to ensure compliance with equality and diversity in recruitment.

## JOB LEVELLING EXERCISE

Have a look at our SCQF Employer Levelling Tool and then allocate an SCQF Level to the following job roles:

**Job 1 – Duties:**

- Complete original research reports on internal processes
- Develop a collaborative team project
- Negotiate sales with external clients
- Make independent decisions

Answer:

**Job 2 – Duties:**

- Carry out routine administrative tasks using the company's proprietary software
- Complete tasks on short-term basis while under regular supervision
- Arrange regular meetings with colleagues
- Maintain records and enter and match data

Answer:

**Job 3 – Duties:**

- Project manage a long-term activity, individually or with a team
- Manage allocated budget and resources
- Maintain professional and service standards throughout team
- Improve internal processes by writing or commissioning internal reports

Answer:

**Job 4 – Duties**

- Plan and monitor work schedule
- Maintain financial records and prepare reports
- Contribute towards a scheduled team report
- Alert managers to unforeseen complications in schedule

Answer:

**Answers**

Job 1 – Level 8; Job 2 – Level 4; Job 3 – Level 10; Job 4 – Level 6

## STEP 3: EXPAND – CREATING A DETAILED PERSON SPECIFICATION

Once you have levelled your job description, you then need to create a Person Specification for the job role, again using the **SCQF Employer Levelling Tool.**

As we have already shown, the 12 Levels of the SCQF indicate the relative difficulty of the qualification. Underpinning each Level on the SCQF is a set of five 'Characteristics', which describe in broad terms the skills and competencies that learners should be able to demonstrate at a particular Level.



This emphasises that the SCQF functions as a **national competency framework**, which is why it is so useful to employers in particular.

On the right hand column of each Level on the **SCQF Employer Levelling Tool** is a list of 'Representative Competencies', which contextualise these five 'Characteristics' for a workplace environment, covering:

- Scope of work
- Degree of autonomy
- Processes
- Contribution to quality
- Skills
- Knowledge
- Personal development

See below the Representative Competencies for SCQF Level 4:

**SCQF LEVEL 4 RELATED TO REPRESENTATIVE WORK ROLES AND REQUIREMENTS**

**SUMMARY:**
These job roles may involve responsibility for providing a number of simple or narrowly defined services for customers or other employees under regular supervision. These roles may require the job holder to organise their immediate work as an individual or part of a team and to ensure that it meets set objectives or work flow requirements.

**JOB ROLE**

**Representative responsibilities:** Jobs at this level will involve carrying out straightforward, routine tasks and operating standard procedures in an area of work under regular supervision. The range of tasks carried out may be limited. Work will be relatively restricted, directed and regularly supervised. The scope for organising or negotiating work to respond to their customers' priorities may be limited. The timescales affecting tasks will tend to be very short-term.

**Representative tasks and duties:** These may include:
- carrying out routine manual or administrative tasks using standard procedures
- following procedures to ensure that routine supplies or resources are available to meet daily or weekly requirements
- making routine arrangements in support of colleagues
- selecting optimum approaches to a task following standard procedures or using straightforward criteria
- maintaining routine records, filing, entering data, checking information, matching data
- providing basic information to internal and external service users in person and by telephone in an appropriate manner

**Knowledge and skills:** Jobs at this level may require the use of simple communication, numeracy and ICT skills. The ability to follow procedures and to work safely, responsibly and carefully may be important. Individuals will need to have a basic understanding of the context in which they are operating and the equipment and materials which they use.

**Qualifications/experience normally required for entry:** The vocational qualifications associated with entry to this level of work are National Qualification units and group awards (NQs) at SCQF level 4 and SVQ1 backed by work experience.

**REPRESENTATIVE COMPETENCES OF JOB HOLDERS AT THIS LEVEL**

**Scope of work:** carries out familiar, routine, straightforward tasks with some non-routine elements in contexts which are familiar or straightforward.

**Degree of autonomy:** works under regular directive supervision or guidance.

**Processes:** applies knowledge about tools and materials under guidance; contributes to setting goals and schedules; works safely and effectively; uses an established process to address defined problems or issues.

**Contribution to quality:** makes a practical contribution to reviewing work and improving practices and processes.

**Skills:** uses a few core skills and work-specific skills; selects and uses basic tools, materials and ICT applications which are basic, relative to the work.

**Knowledge:** draws on basic facts about tools, processes, materials and the general work of the sector.

**Personal development:** identifies personal strengths and weaknesses as they apply to the work in hand.

01

The Representative Competencies provide a nationally recognised terminology for describing skills, knowledge, and experience in a workplace environment. They allow you to clearly and confidently describe the person you need to perform a job role within your organisation at a specified SCQF Level.

To complete your Person Specification, use the Representative Competencies from the SCQF Employer Levelling Tool. See below for an example and try to guess the SCQF Level of this Person Specification:

**PERSON SPECIFICATION EXERCISE**

The candidate will**:**

- …carry out clearly defined activities and tasks, normally in a routine context
- …manage resources and other staff under guidance
- …deal with routine professional problems and issues
- …have lead responsibility for a specialist aspect of the work

Answer:

**Answer**
SCQF Level 7

If you need extra detail to populate your person specification, you could use another one of our resources, the SCQF Level Descriptors, to augment the statements from the SCQF Employer Levelling Tool.

## SUMMARY OF THE SCQF RECRUITMENT PROCESS

You should now have a clear Job Description levelled to the SCQF, as well as a detailed Person Specification. To summarise, there are **3 key steps** in using the SCQF in the **recruitment process**:

**DEVELOP**
- Write a **Job Description** that highlights the core duties, tasks, and responsibilities of the job role.

**DECIDE**
- Allocate an SCQF Level to **Job Description** using the SCQF Employer Levelling Tool.

**EXPAND**
- Use the statements from the Levelling Tool (and Level Descriptors) to develop a **Person Specification**.
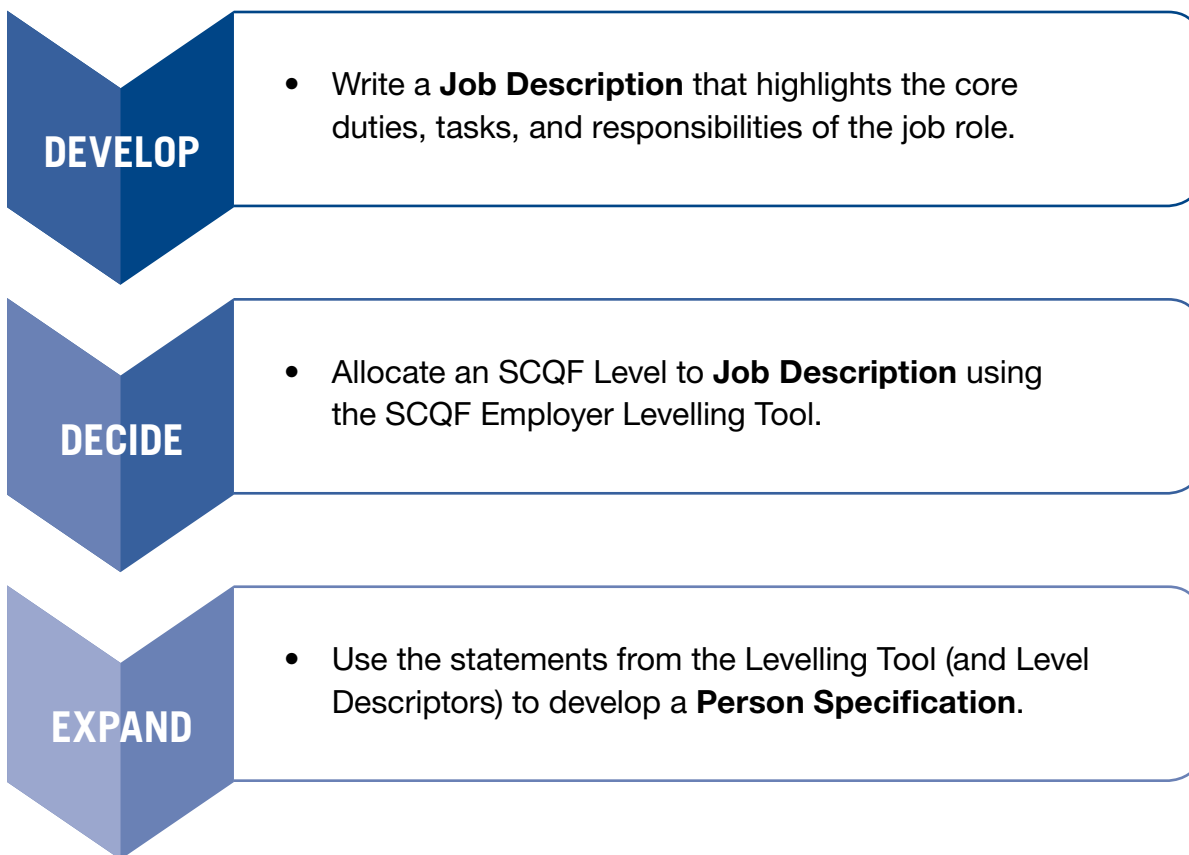
Once you have completed these **3-steps**, you are ready for the second half of the recruitment process: you can advertise the job and begin interviewing and selection.

Now that you have a clearly defined job description and person specification, the selection process should be much easier.

By directing candidates to relate their experience and skills to an SCQF Level, it becomes easier to **compare strong applications** and **eliminate inappropriate applications**. This has the added effect of simplifying the interviewing process as it ensures the best candidates are selected. It also **widens your pool of candidates**, allowing you to find the right person for the job.

Now that you have a system in place for recruitment, you can begin to think about **learning and development** for your staff – read on to find out more.

# PART 2: LEARNING AND DEVELOPMENT

According to research,[4] organisations with the most engaged
employees have a huge advantage over organisations with disengaged staff:

- Productivity increased by 21%

- Staff retention improved by 65%

- Absenteeism reduced by 37%

These results, when replicated across your organisation, could drastically
improve your working environment – and increase your productivity.

**Around 50%
of employees
in Scottish
SMEs feel
'under-utilised'[5]**

## SO EMPLOYEE ENGAGEMENT IS REALLY IMPORTANT, BUT HOW DO YOU DO IT?

**Learning and development** is a vital form of effective employee engagement, and the SCQF can help
begin the process.

This section of the Guide will show you how to develop a **learning and development** strategy, allowing you
to **measure the skills** possessed by your staff and **find appropriate training** to address any skill gaps.
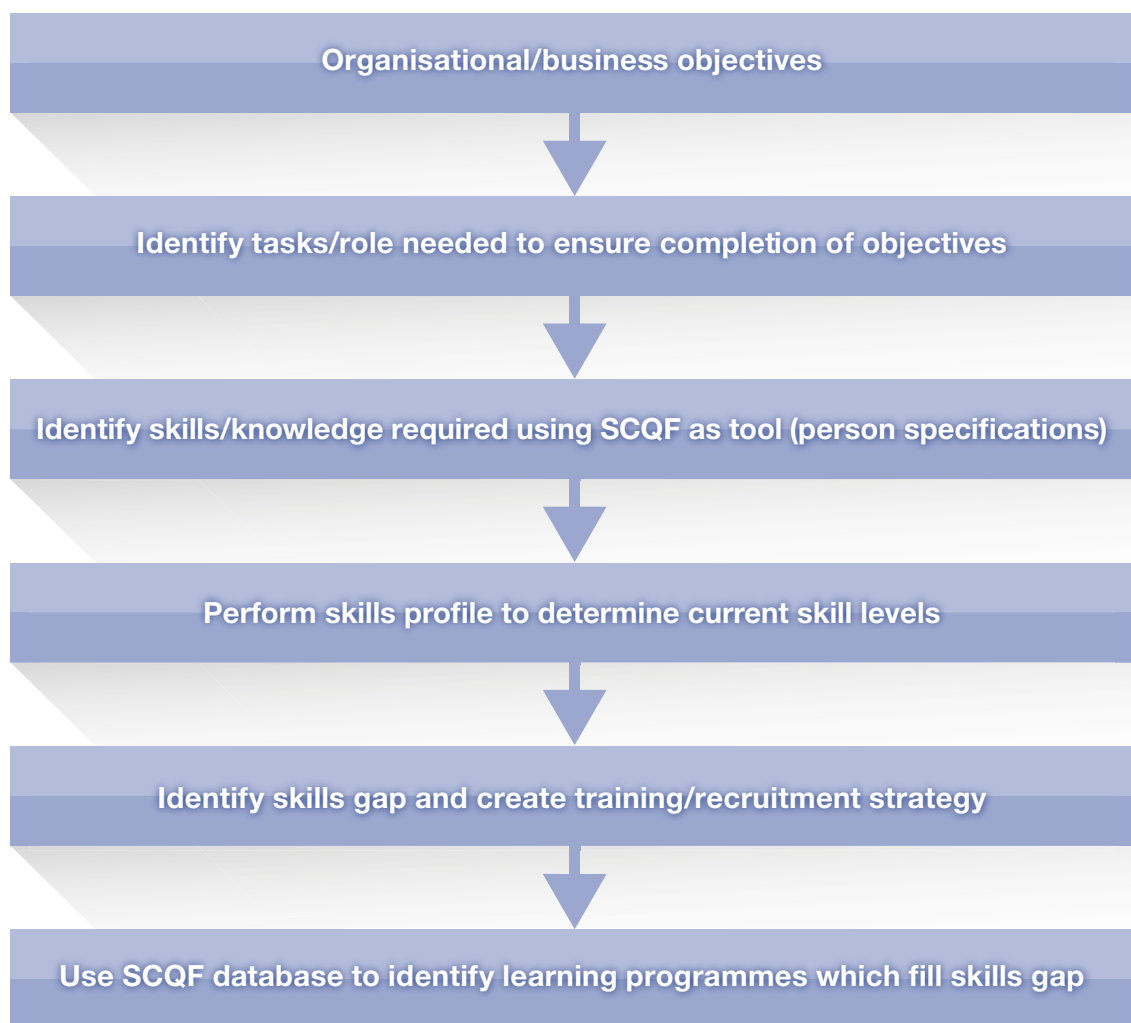
Organisational/business objectives

↓

Identify tasks/role needed to ensure completion of objectives

↓

Identify skills/knowledge required using SCQF as tool (person specifications)

↓

Perform skills profile to determine current skill levels

↓

Identify skills gap and create training/recruitment strategy

↓

Use SCQF database to identify learning programmes which fill skills gap

*Figure 2: Learning and Development Process*

[4] Gallup, State of the Global Workplace (2012).
[5] https://scottishbusinesspledge.scot/workforce-engagement/

As the diagram on the previous page shows, the completion of a person specification, as outlined in **part 1**, is a key step in the **learning and development** process.

The next key step is the undertaking of a **skills profile**.

## STEP 1: IDENTIFY – COMPLETING A SKILLS PROFILE

As an employer, you need to know what skills and knowledge you have at your disposal – a skills profile is a review of your **existing skills against the skills you need now and in the future**.

A skills profile can provide:

- An understanding of the skills currently required
- An overview of skills gaps in your organisation
- A targeted analysis of development needs
- A list of staff who might need development

This information is crucial because it:

- Determines whether your organisation can realistically achieve objectives
- Focuses your plans for training and development
- Provides a better chance of finding the right candidates for job roles both internally and externally

### SOME THINGS TO CONSIDER

*1: What form will the skills profile take?*

Skills profiles can be carried out in different ways which will depend on many factors, including:

- The size of your organisation
- The number and variety of job roles
- The complexity of the business
- The structure and ethos of the organisation

For example, a large business may need to use face-to-face meetings interspersed with online surveys, whereas a small business with close relationships between staff might benefit from a more tailored approach.

A skills profile can be incorporated into existing **performance management systems**, such as annual performance reviews, or it can be completed separately.

Crucially however, it should produce a broad view of the skills across the business, not just a summary of the skills of individuals.

*2: Think about your staff*

Staff should be reassured that the process is designed to **support and develop** their learning and training, not simply highlight problems. Sometimes a skills gap is created by the **changing needs** of the business, rather than the shortcomings of staff.

**Remember:** as an employer, you may be motivated to engage in learning and development to improve productivity, but that may not necessarily motivate your staff.

- Emphasise that learning and development is about making them **better people, not just better workers**
- Show staff that a skills profile will make them **more successful and more employable** – that is more likely to drive productivity [6]

## INDIVIDUAL OR JOB FAMILY SKILLS PROFILE

Before you begin a skills profile, you should have completed the following checklist:

- Agreed organisational objectives and strategy
- The identification of the roles required to support the completion of these objectives
- A completed set of person specifications for these roles (see **part 1**)

Now you are ready to complete a skills profile for **each individual member of staff**. (If you are a larger organisation you may instead want to complete a skills profile for each of your **job families**,[7] e.g. sales, management, administration, etc.)

Using your newly completed **job descriptions** and **person specifications**, this should be a straightforward process. The individual or job family skills profile should clearly set out the skills currently possessed by the individual or job family, as well as the skills required for the role(s) in the future. This will allow you to **measure the skills** of current job holders, ensuring that their skills match the requirements of the job and allowing you to identify possible training or development needs.

You could even encourage your staff to **take ownership of their own skills development** by having them complete the skills profile as part of a self-assessment procedure.

See Pages 20-21 for a **template** of an **individual or job family skills profile**. This can be tweaked to suit the specific needs of your organisation.

[6] Robert Jeffrey, 'Five lessons for the future of L&D', People Management (2016).

[7] A job family is defined as a group of jobs that involve similar types of work and require a similar set of skills, training, knowledge, and competencies.

## DEMONSTRATING SKILLS

When asking employees to outline their skills during the individual skills profile process, you will need to consider how they will **demonstrate their skills** and knowledge.

The amount and type of evidence required will depend on the type of skill they possess.

For example, if you operate in the heavy manufacturing environment and you are trying to determine competence to use potentially dangerous heavy machinery, then you may reasonably expect some kind of formal assessment process.

Other skills may be demonstrated more easily, for example, interpersonal and communication skills in an office environment, which could be evidenced on a day-to-day basis.

In any case, you will have to balance the need to obtain evidence against the cost of providing that evidence.

## ORGANISATIONAL SKILLS PROFILE

Once you have completed an individual skills profile for each role in your organisation, you can then move on to complete an **organisational skills profile**.

This essentially combines all of the individual skills profiles to produce an **overview of the skills currently required** for roles within your organisation. Like the individual profiles, it also looks ahead to identify **what skills may be needed in the future** as your organisation changes. For example, if you are planning to develop new products or services, or if you are planning to shift or grow the focus of the organisation, then you may require a set of skills not covered by current job roles.

> **Employee disengagement costs UK businesses £340 billion each year[8]**

This part of the skills profile process is particularly crucial for **successful business and human resource planning**.

See Pages 22-23 for a **template** of an **organisational skills profile**. Again, this can easily be tweaked to suit your needs.

Once you have completed the skills profile (**individual/job family** and **organisational)**, you should have a clear record of

*   The skills needed for each job and a record of the current skills of the job holder or job family
*   The skills needed for your organisation
*   How the skills of all employees map across to the skills requirement of the organisation
*   Potential skills gaps, allowing you to develop a new training or recruitment strategy

Let us now consider the last outcome in more detail with **step 2** of the **learning and development process**.

8 https://www.perkbox.com/uk/resources/library/interactive-the-financial-cost-of-employee-disengagement

## STEP 2: APPLY – CHOOSE OR DEVELOP A LEARNING OR TRAINING PROGRAMME

Now that you have identified skills gaps at an individual and/or organisational level, you may want to consider developing your staff by having them attend a training course or learning programme.

The best place to start is to look at a list of courses or programmes that are **recognised with an SCQF Level**.

Thanks to the person specification(s), you now know the level at which knowledge or skills are required, and you can match these to the SCQF Level of a course or programme.

You can find all the learning programmes which carry an SCQF Level on the SCQF Database. You can search the SCQF Database from our website: **http://scqf.org.uk/the-framework/search-database/**

The database can be searched according to Level or subject area. So, for example, if you were looking to develop **management skills at Level 8**, you can filter your search to produce a number of appropriate options – you may find an Award in Management, or a Professional Development Award, which suits your needs. Importantly, you know that the programme needs to be at SCQF Level 8, not 6 or 10, to ensure that it provides the right sort of learning experience and challenge.

Not only that, but when you explain your requirements to learning and training providers in terms of SCQF Levels, you will be **communicating in a shared language**, reducing the chance of a costly misunderstanding.
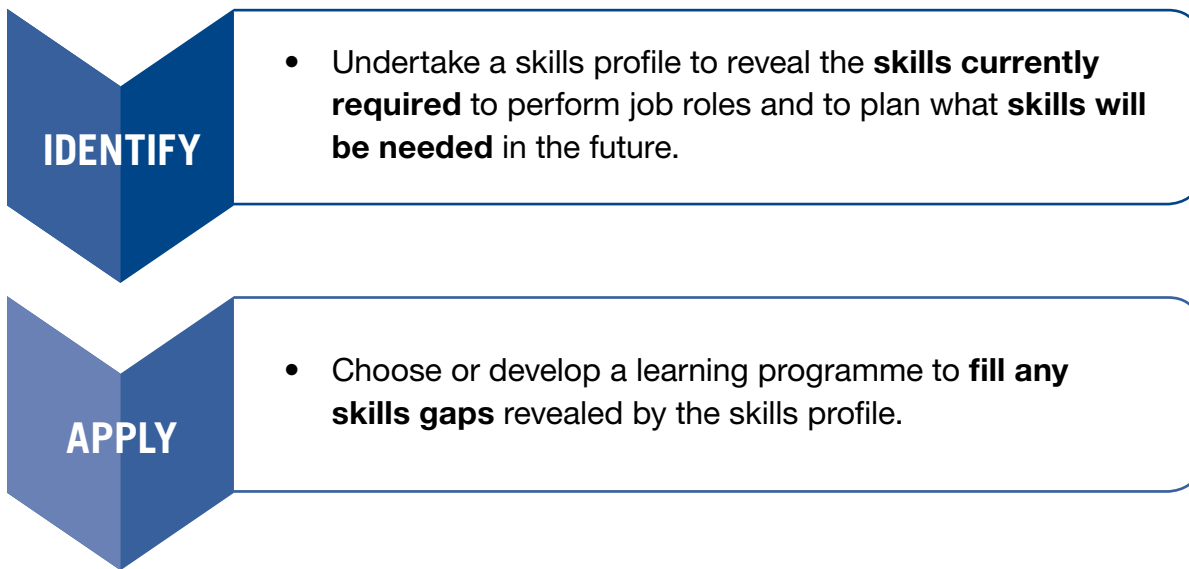
### THE SCQF AND QUALITY

For a learning programme to be placed onto the SCQF Framework and Database, it needs to have undergone a robust, quality assured assessment, regardless of how and where the programme is delivered.

This liberates you from worrying about which type of learning is 'best' – in-house, college, e-learning, academic, or vocational – allowing you to focus on the most relevant and cost-effective option for your employee.

## SUMMARY OF THE LEARNING AND DEVELOPMENT PROCESS

To summarise, there are **two key steps** to the **learning and development** process:

**IDENTIFY**

- Undertake a skills profile to reveal the **skills currently required** to perform job roles and to plan what **skills will be needed** in the future.

**APPLY**

- Choose or develop a learning programme to **fill any skills gaps** revealed by the skills profile.

Once you have completed this two-step process, you will have established a systematic way of measuring and maintaining the skills required for your organisation.

As your organisation grows and expands so too will your in-house training programmes. Before long, it may be time to consider having your training recognised on the SCQF. Read on to find out more in the third and final part of this Employer Guide.

# PART 3: RECOGNISING IN-HOUSE TRAINING

As an employer, you may already provide a suite of **in-house training**, from initial inductions through to CPD.

This training is often rigorous and challenging for your employees because it is intended to raise their skill level in order to perform a particular task or role.

While the employee will gain skills as a result of this training, they often do not receive **tangible recognition** of the learning they have undertaken in the workplace.

Third-party credit rating is a mechanism by which your organisation can have its **in-house training recognised** on the SCQF. This would mean that employees who completed your training would achieve a **qualification** that is recognised not just in **Scotland** but **across the UK and Europe**.

> **82% of Scottish businesses use in-house training and development**[9]

## WHY SHOULD YOU CREDIT RATE?

Having your in-house training recognised on the SCQF can be beneficial because it

- Attracts high calibre new recruits
- Properly recognises staff learning, which increases morale and retention
- Raises the profile and credibility of your organisation
- Provides a potential advantage over the competition

> "To **gain more prominent recognition nationally and internationally** of the qualifications we have delivered for over fifty years"
>
> – British Association of Snowsport Instructors

## HOW DO I GET MY TRAINING CREDIT RATED?



### 1    Where do I start?

Your first port of call should be one of our free **'Would You Credit It?'** workshops, which provide crucial advice and guidance through the entire credit rating process. These workshops are generally held monthly – you can sign up through our website: **http://scqf.org.uk/workshops-events/**

### 2    Who are the Credit Rating Bodies?

Currently, the Credit Rating Bodies (CRBs) that offer third-party credit rating are Scotland's universities, colleges, and the SQA.

### 3    How much does it cost?

The cost of credit rating depends on the complexity of the programme and the CRB. There is no national fee structure for third-party credit rating and sometimes it may be possible to **negotiate** the cost. Often the best tactic is to approach a few different CRBs – the SCQF Partnership can advise with this. Contact us on 0141 225 2924 for more information on third-party credit rating.

[9] https://www.scotlandis.com/news/2016/july/skills-shortages-continue-to-haunt-firms/

## THE FOUR CRITERIA FOR CREDIT RATING

Before it can be credit rated, your training or learning programme must **meet the criteria** for credit rating, as follows:



**Learning Outcomes** | **Formal Assessment** | **Internal and External Quality Assurance** | **Minimum of 10 Notional Learning Hours**

To find out whether your programme meets the criteria, come along to one of our free **'Would You Credit It?'** workshops. These take you through the whole credit rating process, and we can also provide free support and advice as you prepare your submission to the CRB.

To find out more, please visit our website: **http://scqf.org.uk/workshops-events/**

## SUMMARY OF THE CREDIT RATING PROCESS

After attending our workshop, you will know if your programme meets the above criteria. You then need to propose the amount of **SCQF Credit Points** (indicating the amount of learning time for an average learner) and suggest an **SCQF Level** (indicating the level of difficulty of the content).

Then, using advice from the SCQF Partnership, you have to choose a CRB (Credit Rating Body) to undertake the credit rating process. The CRB would **review your proposal** and offer feedback on whether the programme is ready – you may be required to make amendments before it is accepted.

The CRB will also review the suggested allocation of **SCQF Level and Credit Points**, and will decide if they are appropriate.

Once the CRB has credit rated your programme and agreed an SCQF Level and Credit Points, then **congratulations**! You now have a training programme recognised on the SCQF.

# CONCLUSION

This **SCQF Employer Guide** has taken you step-by-step through a range of different activities: **recruitment and selection**; **learning and development**; and **recognising in-house training**.

All three are vitally important for creating a successful business. By undertaking these activities you will improve the **efficiency**, **productivity**, and **reputation** of your organisation, as well as increase the **motivation and retention of your staff**.

By now, you should be able to

- Better appreciate the qualifications landscape in Scotland
- Describe the skills you require using the SCQF
- Write a detailed person specification using the SCQF

- Undertake a skills profile within your organisation
- Identify relevant training programmes recognised on the SCQF
- Understand how to embark on the credit rating process

It all starts with our Framework. The SCQF Partnership is here to help all employers in Scotland – this **Employer Guide** will hopefully answer many of your questions, but please feel free to contact us with any other queries.

Visit our website: **http://scqf.org.uk/support/support-for-employers/**  Or give us a call: **0141 225 2923**

# EMPLOYER TESTIMONIALS

### FEDERATION OF SMALL BUSINESSES

"The Federation of Small Businesses has long been a strong supporter of the SCQF and is keen to highlight the Framework as a vital tool for supporting Scotland's SMEs – helping employers to recognise the skills of their employees and promote the development of skills in their business."

### CITIZENS ADVICE AND RIGHTS FIFE (CARF)

"The huge advantage [of the SCQF] is that it is an external unbiased tool which gives strength and credibility to the process, and the tool itself has considerable strength as… it became apparent the job levels and descriptors lend themselves well to a wide range of jobs at all levels of the organisation."

### ROYAL ENVIRONMENTAL HEALTH INSTITUTE OF SCOTLAND (REHIS)

"REHIS qualifications are recognised nationally and internationally by Industry and Enforcement Officers. Having the REHIS qualifications formally SCQF credit rated means that learners and employers can quickly identify the level of the qualification and can compare them to other learning programmes, including those offered in England, Wales and Northern Ireland."

### ABERLOUR CHILD CARE TRUST

"We have found the SCQF invaluable in implementing our job evaluation exercise. Our job descriptions and recruitment ads now refer to qualifications at particular SCQF levels, allowing us scope to recognise a variety of relevant qualifications and skills, which would otherwise have been difficult to detail in a meaningful, easy to understand way."

## INDIVIDUAL/JOB FAMILY S

| | |
|---|---|
| **Surname** | |
| **First Name** | |
| **Job Title/Job Family** | |
| **Employee No. (if applicable)** | |
| **Date of Profile** | |
| **Person Performing Profile** | |
| **Line Manager** | |
| **Office/Section/Department/Team** | |
| **Qualifications** | |
| **Other Information** | |

| Job Task | Skills Required | Existing Skills | Rating of Skills |
|---|---|---|---|
| | | | **1  2  3  4  5** |
| | | | **1  2  3  4  5** |
| | | | **1  2  3  4  5** |

**1**  Skills or Knowledge are not yet adequate to perform tasks in order to achieve performance

**2**  Skills or Knowledge are limited and need some development in order to improve performance

**3**  Skills or Knowledge are at an appropriate level in order to achieve performance

**4**  Skills or Knowledge are above the level required to achieve performance

**5**  Skills and Knowledge are excellent, incumbent can be utilised as a mentor in developing others at this level

# KILLS PROFILE TEMPLATE

21

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| Skills Gaps | Future Skill Requirements | Rating of Skills |
|---|---|---|
| | | 1  2  3  4  5 |
| | | 1  2  3  4  5 |
| | | 1  2  3  4  5 |

## ORGANISATIONAL SKIL

| | |
|---|---|
| **Person Performing Profile** | |
| **Job Title** | |
| **Employee No. (if applicable)** | |
| **Date of Profile** | |
| **Business function/department (if applicable)** | |
| **Number of employees within scope of profile** | |
| **Other Information** | |

| Tasks | Associated Roles | Existing Skills | Rating of Skills |
|---|---|---|---|
| | | | **1 2 3 4 5** |
| | | | **1 2 3 4 5** |
| | | | **1 2 3 4 5** |

**1**   Skills or Knowledge are not yet adequate to perform tasks in order to achieve performance

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| Skills Gaps | Future Skill Requirements | Rating of Skills |
| --- | --- | --- |
| | | 1  2  3  4  5 |
| | | 1  2  3  4  5 |
| | | 1  2  3  4  5 |

scottish credit and
qualifications framework