Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Attainment in the Senior Phase, 2019-20

Executive/routine
Wards
Council Commitments

1.   Recommendations

1.1   The Education, Children and Families Committee is asked to:

1.1.1   note the progress and areas for improvement in educational attainment in the Senior Phase in City of Edinburgh secondary schools

1.1.2   agree to receive further annual reports on attainment/improvements in performance in the Senior Phase.

1.1.3   note the continued hard work of young people, staff and parents/carers to support the successful delivery of national qualifications in session 2019-20, despite a period of national lockdown due to the Covid-19 pandemic.

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Report

Attainment in the Senior Phase, 2019-20

2.   Executive Summary

2.1   This report provides the members of the Education, Children and Families Committee with a summary of the key outcomes in relation to attainment in the City of Edinburgh Council secondary schools for the Senior Phase (S4 to S6) in the academic session 2019-20. The report focuses on the attainment of school leavers for session 2019-20. Although senior phase attainment is the responsibility of secondary Headteachers, a GIRFEC approach is essential to ensure that the ingrained issues such as poverty are effectively tackled, and that the partnership to achieve this is begun as early as possible. The themes highlighted in this report are expanded upon within the revised vision for education: Edinburgh Learns for Life.

3.   Background

3.1   This report complements the report Attainment in the Broad General Education, 2019-20 (with 20-21 update), which was discussed at committee on 02/03/21.

3.2   The national Senior Phase benchmarking tool for attainment and achievement, *Insight*, analyses the attainment of school leavers in four key areas: Improving Attainment in Literacy and Numeracy; Increasing Participation (by improving leaver destinations); Improving Attainment for All; and Attainment Versus Deprivation. This report uses these measures to analyse progress; fuller details of the measures used, as well as more detailed analysis (including graphs and tables) are contained in the appendix to this report. Measures used by the Scottish Government's National Improvement Framework (NIF) are also used, as appropriate, to measure poverty-related "gaps" in attainment

3.3   For session 2019-20 the absence of external assessment information, and the Ministerial direction to award teacher-estimated grades for SQA National Qualifications, have led to a different pattern of attainment across Scotland than was seen in previous years. We are advised by the Scottish Government that the results for 2020 should not be directly compared to those in previous years or future years, and that the 2020 *Insight* data cannot therefore be used to directly demonstrate authority improvement compared with previous years. Similarly, care should also be taken when comparing attainment to the virtual comparator.

3.4   Within this report, therefore, we report on attainment for session 2019-20 and indicate *possible* patterns of improvement (or otherwise). Where trends are evident, over successive sessions, these are indicated, and carry more weight.

3.5   Note that a broken line has been used in line graphs containing attainment data for more than one session, to emphasise the different approach to certification in 2020 compared to previous years, and reflect the advice noted from the Scottish Government.

3.6   Irrespective of the caveats given above, we are confident that the actions proposed throughout the report are entirely appropriate.

4.   Main report

4.1   Improving attainment in literacy and numeracy

The graphs and table below show the percentage of leavers attaining literacy and numeracy at SCQF levels 4 and 5, compared to the Virtual Comparator and the national figures, for the last five academic sessions.

Graph 1 – leaver attainment in literacy at SCQF levels 4 and 5

Graph 2 – leaver attainment in numeracy at SCQF levels 4 and 5
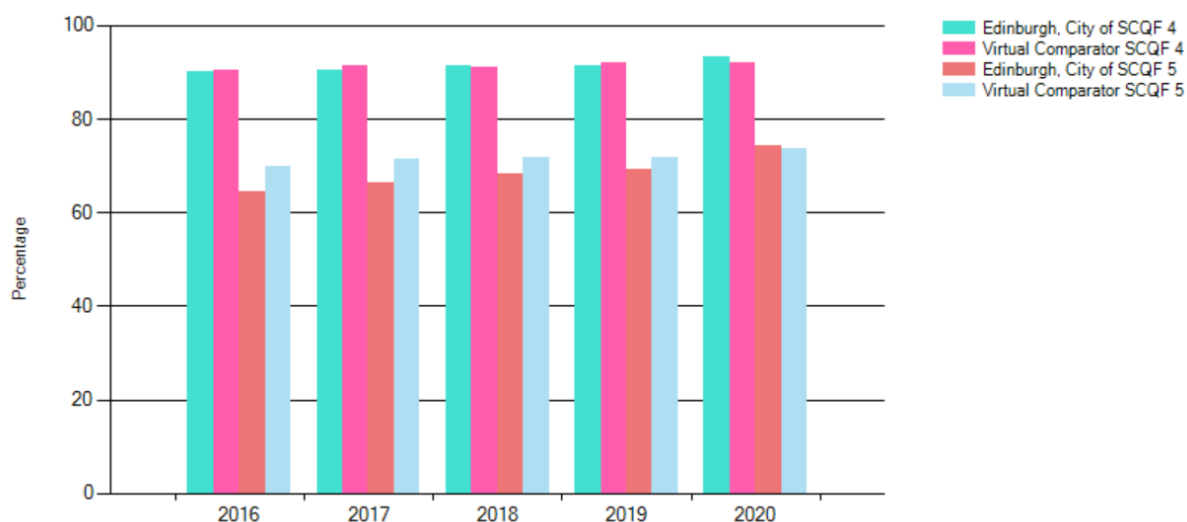
Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Edinburgh, City of	2020	94.1	93.4	83.7	74.3
Virtual Comparator	2020	94.3	91.9	83.4	73.7
Edinburgh, City of	2019	93.9	91.3	82.6	69.3
Virtual Comparator	2019	94.5	92.2	83.4	71.8
Edinburgh, City of	2018	93.5	91.3	82.0	68.2
Virtual Comparator	2018	94.6	91.3	83.1	71.8
Edinburgh, City of	2017	93.7	90.6	80.1	66.4
Virtual Comparator	2017	94.9	91.3	82.5	4 71.6
Edinburgh, City of	2016	93.1	90.2	77.5	64.7
Virtual Comparator	2016	94.9	90.5	81.1	70.0

Comments:

Figures have been in line with the Virtual Comparator for two successive years for all categories. (Certain categories were statistically significantly below the VC for 2017 and 2018.)

An improving pattern is particularly evident for Level 5 Literacy and Numeracy. Note that the 2020 figures for these are above the VC for the first time in five years. Level 4 Numeracy is above the VC for the first time also.

The improvements in Numeracy reflect an increased emphasis on appropriate pathways within the Senior Phase, promoting alternative pathways which deliver these qualifications (e.g. National 5 Applications of Mathematics).

Actions:

We will continue to promote and support appropriate pathways to meet the needs of all of our young people in Literacy and Numeracy. This will include support with the new qualification Higher Applications of Mathematics, which SQA will offer from session 2021-22.

We will review and implement our Mathematics Strategy, parts of which were put on hold during lockdown. We will also revisit and refresh our Literacy Strategy. In both cases, this will include a focus on delivering support (including appropriate training) to plan for the closing of any gaps in learning due to extended lockdowns and interrupted learning.

4.2 Improving leaver positive destinations

The table and graph below show the percentage of school leavers entering a positive initial destination for the last five academic sessions.

Graph 3 – initial positive destinations for leavers
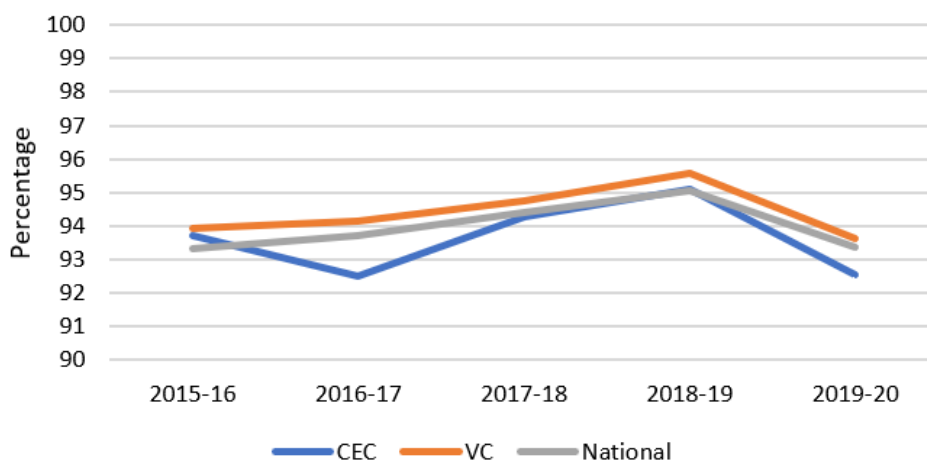
	2015-16	2016-17	2017-18	2018-19	2019-20
CEC	93.73	92.52	94.28	95.11	92.53
VC	93.94	94.13	94.75	95.59	93.64
National	93.33	93.72	94.39	95.05	93.36

Comments:

Evidence suggests that the pandemic has had a negative impact on destinations for young people within Scotland. Whilst it was generally expected that this impact would be felt more strongly within the Central Belt, it is disappointing to see the Edinburgh figure dropping below the national one, when there had been such strong improvements in this area in the previous year.

The Skills Development Scotland (SDS) Regional Skills Assessment March 2021 highlights that Covid-19 has impacted on industries that typically employ young people: hospitality, retail, tourism, construction and creative industries: www.skillsdevelopmentscotland.co.uk/media/47094/rsa-infographic-edinburgh-east-and-midlothian.pdf

Table 1 below shows the change in leaver destinations by category, compared to the previous year. Note the particularly high drop in employment. Although there were increases in both Further and Higher Education, this was not enough to mitigate this drop. Learning is delivered remotely due to Covid-19 risk mitigations and this has affected some vocational courses as students have been unable to undertake the practical elements of qualifications e.g. construction, hospitality, hair & beauty.

The figures for Edinburgh are in line with the VC for each year (i.e. not significantly different, statistically).

Table 1 – initial leaver Positive Destinations by category, 2019-20 (with change from 2018-19)

The table below shows the percentage of leavers in 2019-20 for each Positive Destination category.

Category	2019-20	Change from 2018-19
Employment	15.49	-7.9
Further Education	26.97	1.68
Higher Education	45.86	3.23
Voluntary Work	0.59	-0.17
PSD	0.63	0.08
Training	2.99	0.51
Unemployed (Not Seeking)	*2.89*	*1.12*
Unemployed (Seeking)	*4.08*	*1.08*
Unknown	*0.49*	*0.37*
Total Positive Destinations	**92.53**	**-2.57**

Actions:

Individual meetings were set up with key schools to establish the narrative behind the 2019-20 PD data and identify priority actions. Skills Development Scotland partners were also involved in these meetings.

Secondary HT and DHT 16+ Network briefings will share best practice from schools showing a pattern of continuous improvement.

We will revise the 16+ Agenda Timeline to ensure more rigorous senior transition planning for winter and summer leavers.

A programme of meetings with Edinburgh College is scheduled to discuss retention rates and identify priority actions to improve CIAG and early intervention measures.

We will convene Youth Employment Partnership to review effectiveness of resource allocation and identify priority actions e.g. SW and NE Locality partnership briefings to maximise capacity; amend Edinburgh Guarantee offer to create more comprehensive and sustainable programme of activity, with individual case management for the most vulnerable.

4.3 Improving attainment for all

The graph below shows the average complementary tariff points for leavers, based on the attainment of the lowest 20%, middle 60% and highest 20%.

Graph 4 – leaver attainment by cohort
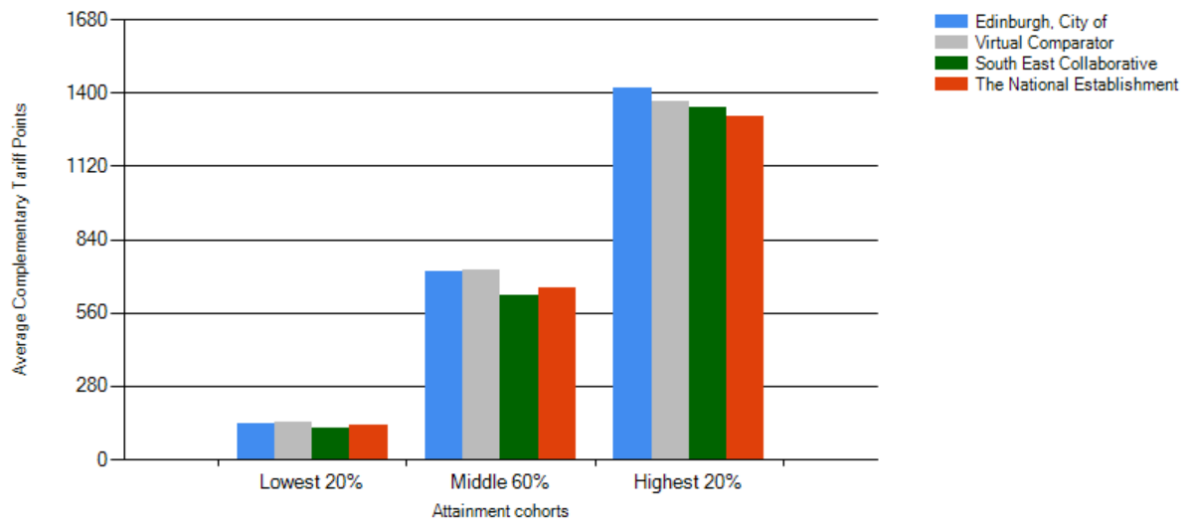
	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	136	715	1419
Virtual Comparator	142	724	1367
South East Collaborative	117	629	1344
National	133	657	1313

Comments:

The performance of the highest-attaining 20% of leavers has been significantly higher than the VC for two successive sessions.

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The performance of the middle-attaining 60% of leavers has been in line with the VC for two successive sessions, having previously been significantly lower than the VC for three sessions.

The performance of the lowest-attaining 20% of leavers is in line with the VC having been significantly below the VC for four sessions.

In each category, the figure for 2020 was above the figure for 2019.

These improvements can be attributed to a focus on delivering the highest quality teaching and learning for all young people, supported by the high-quality professional learning delivered by the Edinburgh Learns team of officers; and on a continued focus on ensuring that all of our young people have appropriate pathways to allow their attainment and achievement to be recognised and celebrated.

As a complement to these measures, the tables below show the percentage of school leavers attaining a variety of measures for SCQF levels 3 to 7.

Table 2: leaver attainment by SCQF measures for City of Edinburgh, compared to Virtual Comparator and national figures

CEC	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.7%	96.1%	88.3%	71.1%	31.9%
3 or more	95.8%	91.4%	79.0%	57.5%	6.8%
5 or more	91.6%	86.1%	69.2%	44.1%	

VC	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.3%	96.4%	88.9%	72.1%	30.5%
3 or more	95.0%	92.1%	80.3%	59.7%	5.4%
5 or more	90.6%	87.0%	71.1%	45.9%	

| National	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.1%	96.1%	88.0%	68.2%	25.6%
3 or more	94.6%	91.6%	78.2%	54.7%	4.1%
5 or more	89.6%	85.8%	67.5%	40.2%	

Actions:

We are committed to rolling out the Edinburgh Teachers' Charter which will ensure that all teachers in Edinburgh are fully trained in key areas of: Differentiation; Skills; Formative Assessment; and Leadership of Learning. We are confident that this will result in further improvements in attainment for all.

Similarly, we continue to support and challenge schools to ensure that their curricular pathways promote achievement for all. We will continue to develop consortia working, plus work with partner providers and agencies. Digital provision will help to enhance delivery in these areas.

## 4.4 Closing the gap: attainment versus deprivation

The graphs and tables below compare the attainment of leavers from the most deprived 20% (SIMD deciles 1 and 2) with that of the least deprived 20% (SIMD deciles 9 and10) for the past five sessions by considering the percentage of leavers who have gained at least one qualification at SCQF levels 3, 4, 5 and 6.
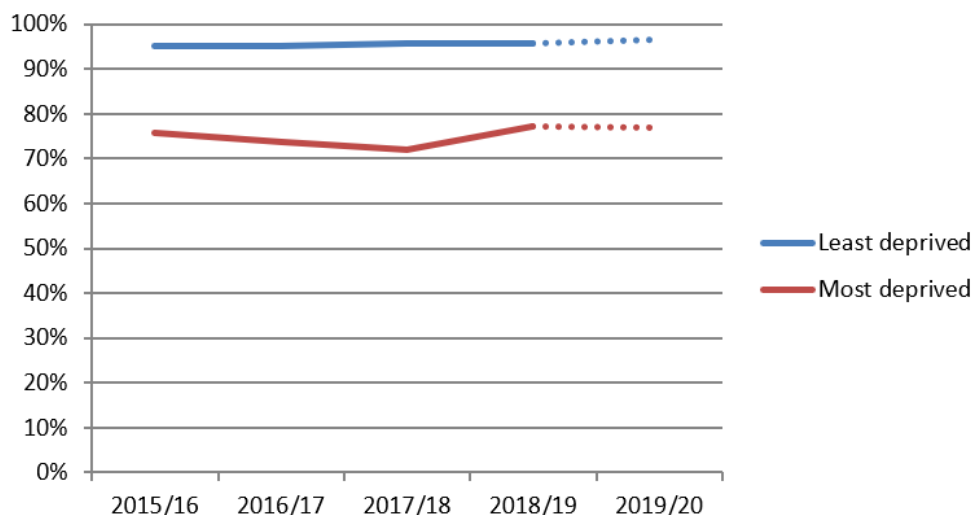
Graph 5: Leavers with 1+ at SCQF Level 3 or better
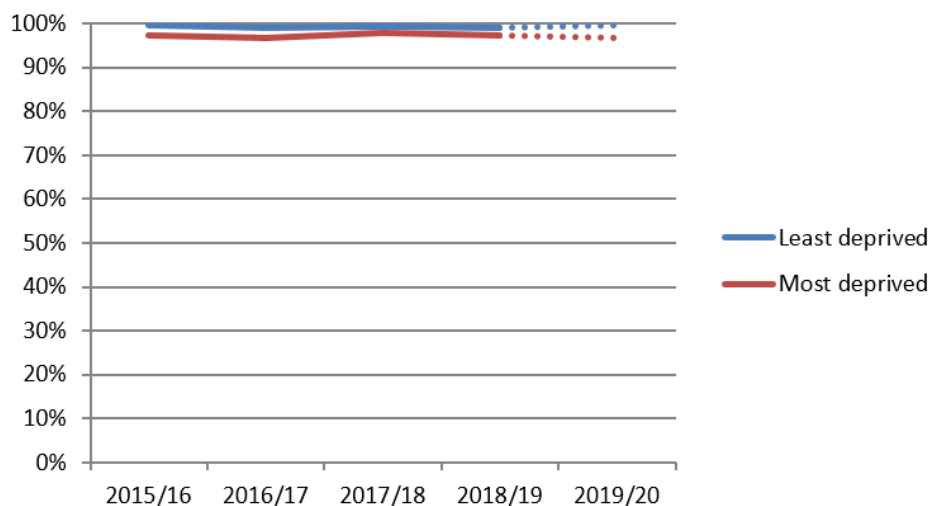
	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived	99.5%	99.0%	99.3%	99.1%	99.7%
Most deprived	97.3%	96.7%	97.8%	97.4%	96.8%

Graph 6: Leavers with 1+ at SCQF Level 4 or better

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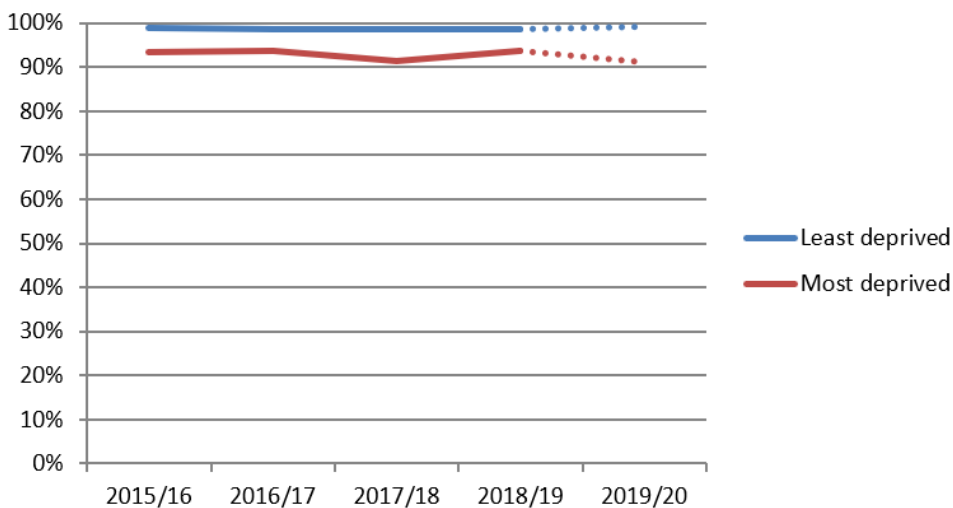
	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived	99.0%	98.5%	98.6%	98.7%	99.3%
Most deprived	93.5%	93.6%	91.4%	93.7%	91.0%

Graph 7: leavers with 1+ at SCQF Level 5 or better

	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived	95.1%	95.3%	95.7%	95.6%	96.6%
Most deprived	75.8%	73.6%	72.1%	77.2%	76.9%

Graph 8: leavers with 1+ at SCQF Level 6 or better
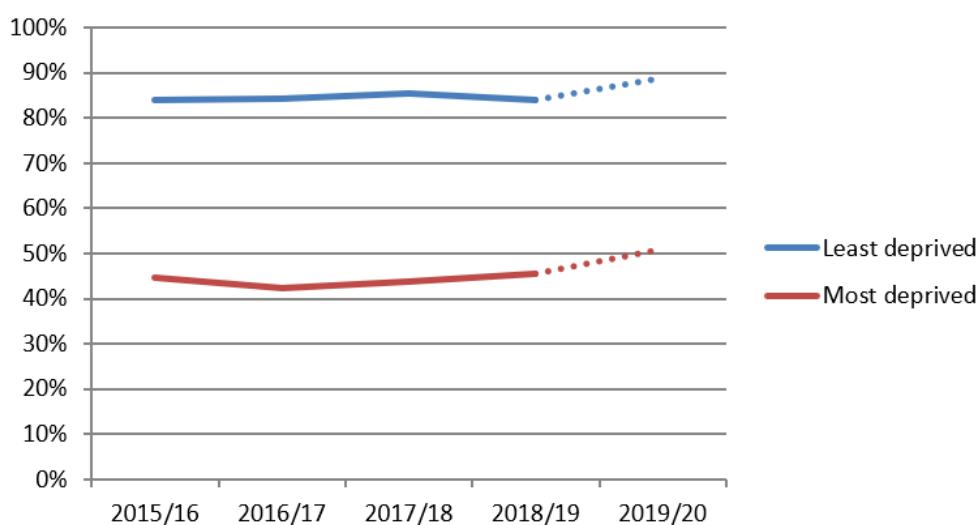
	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived	84.0%	84.4%	85.5%	84.1%	88.9%
Most deprived	44.7%	42.2%	43.8%	45.6%	51.1%

Comments:

It is disappointing to note that although overall attainment increased in 2020 (as per section 4.3 above), when we come to analyse the link between attainment and levels of deprivation, we find that the attainment of young people living in the most deprived areas actually decreased at SCQF Levels 3 and 4 (plus a slight drop at Level 5) compared to 2019. By contrast, the attainment of those young people living in the most affluent areas, increased for each of these measures.

The gap has however closed a little for Level 6, with a 5.5 percentage point increase for those in the most deprived areas, compared to a 4.8 percentage point increase for those in the areas of least deprivation.

For Levels 3 and 4 (which are not assessed by formal examinations), it should be noted that most schools would normally do a considerable amount of work ensuring that young people completed coursework in April and May, but that this work was not possible because of lockdown at the time. This may have had a bigger impact on attainment in areas of higher deprivation, or where pupil engagement with remote offers was more of an issue. Emerging research from across the UK recognises a link between these two categories.

Actions:

As already noted, our commitment (and actions) to providing the highest quality teaching and learning for all, is designed to help address the gap in attainment in Edinburgh; likewise the focus on meaningful and appropriate pathways to attainment.

As a particular focus on raising awareness of the needs of young people living in poverty (and how best to support them), we are developing a suite of professional training entitled "Edinburgh Learns: Learning for Equity" which will be rolled out in the coming sessions. We plan for this to be mandatory training for all staff.

4.5   Improving attainment for care-experienced young people

In the academic session 2019-20, 60 City of Edinburgh leavers were classified as "Looked After Children" (LAC) compared to a national figure of 1011. 26 of these young people left school by the end of S4; 25 by the end of S5; and 9 by the end of S6.

The graphs below compare the attainment of LAC leavers in City of Edinburgh with the attainment of leavers in City of Edinburgh from the most deprived area, for the past five sessions. The measures used are achieving one or more award at each of SCQF level 3, 4 and 5.

It should be noted that these figures are only a proxy for "Care-Experienced", as they do not include young people who were classified as LAC at some point during their school life, but who were no longer classified as LAC during their final year of schooling.
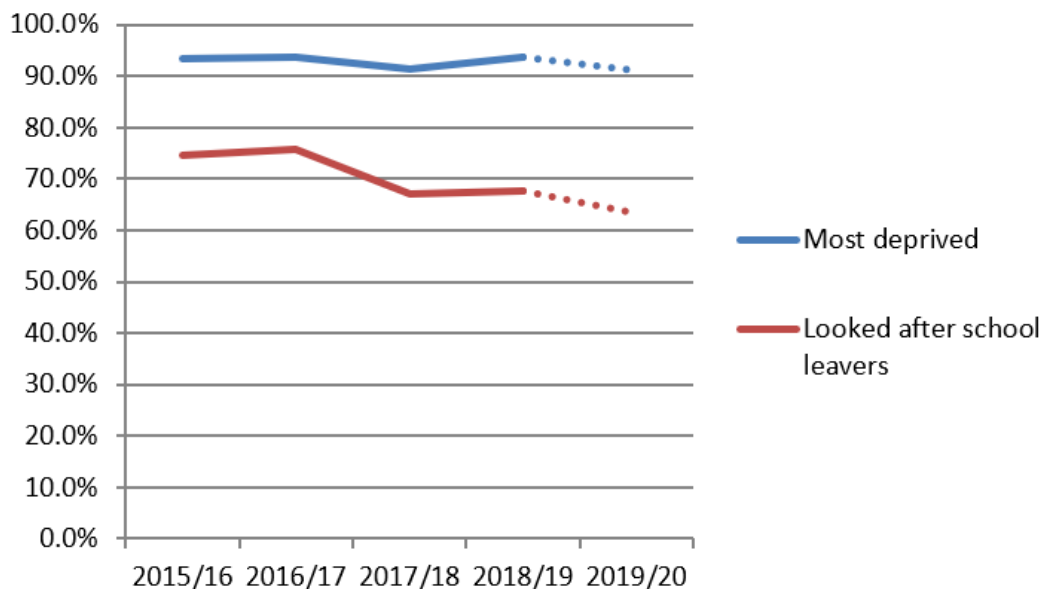
**Graph 9: LAC leavers with 1+ at SCQF Level 3 or better**
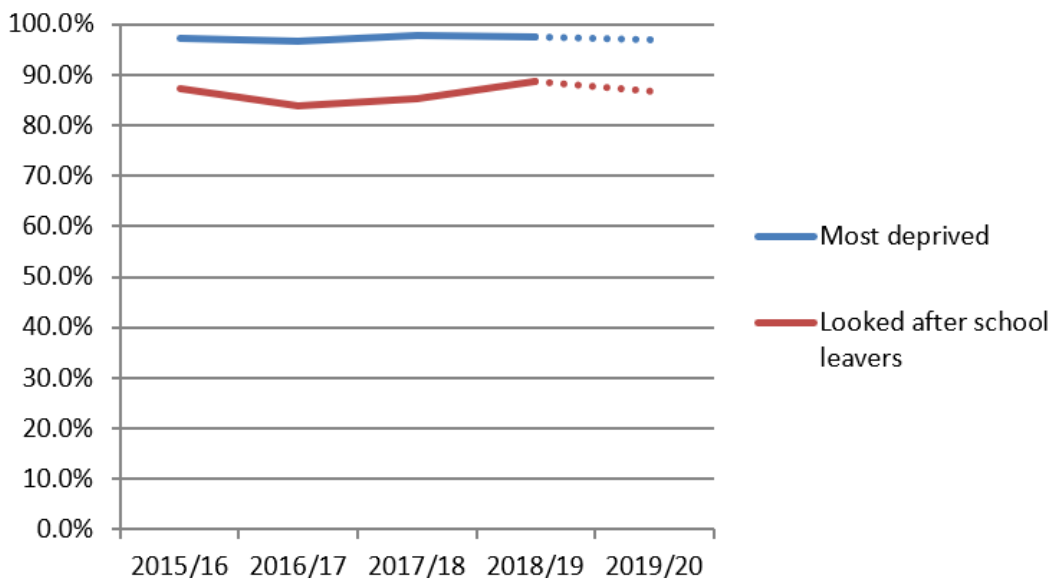
	2015/16	2016/17	2017/18	2018/19	2019/20
Most deprived	97.3%	96.7%	97.8%	97.4%	96.8%
Looked after school leavers	87.3%	83.9%	85.3%	88.7%	86.7%

Graph 10: LAC leavers with 1+ at SCQF Level 4 or better

	2015/16	2016/17	2017/18	2018/19	2019/20
Most deprived	93.5%	93.6%	91.4%	93.7%	91.0%
Looked after school leavers	74.6%	75.8%	67.2%	67.7%	63.3%

Graph 11: LAC leavers with 1+ at SCQF Level 5 or better
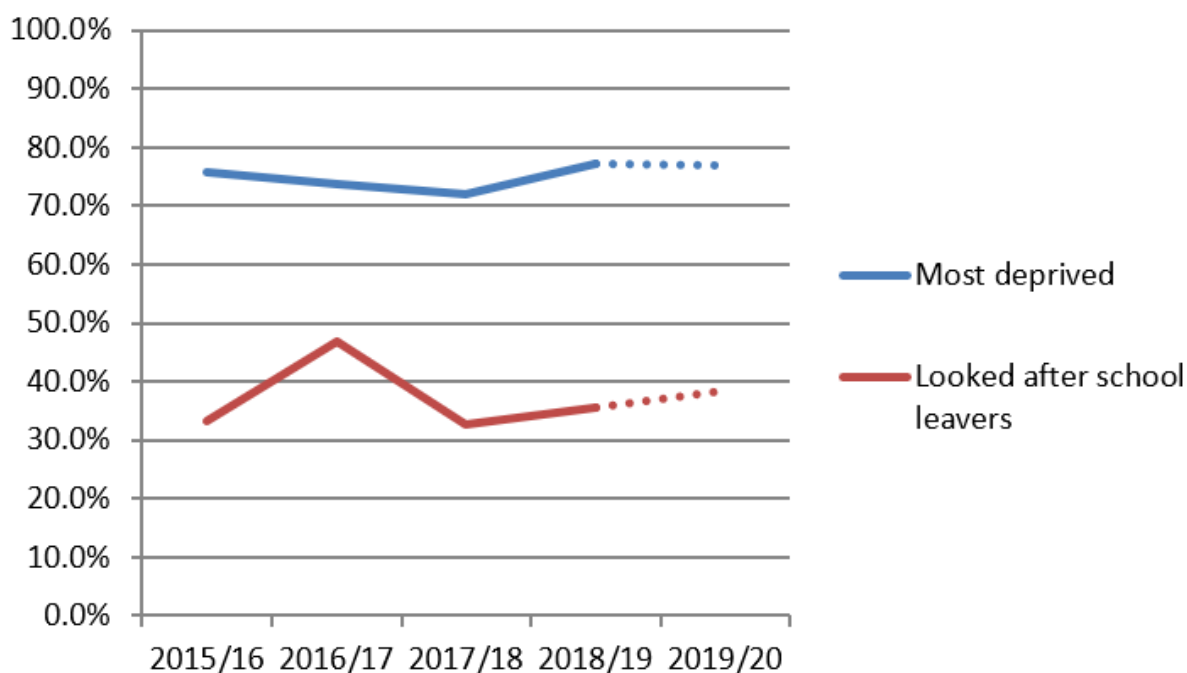
	2015/16	2016/17	2017/18	2018/19	2019/20
Most deprived	75.8%	73.6%	72.1%	77.2%	76.9%
Looked after school leavers	33.3%	46.8%	32.8%	35.5%	38.3%

Comments:

As with the attainment of young people from the most deprived areas, there is evidence of a decrease in attainment for our Care-Experienced leavers at Levels 3 and 4.

There is an increase in attainment at Level 5 but overall the picture of attainment for Care-Experienced leavers is inconsistent.

The post of Quality Improvement Education Officer for Care Experienced Children and Young People was created in session 2019-20 to coordinate and improve our provision in this area.

Actions:

Strategic realignment to ensure that Inclusion/ASN officers are included within the Schools/Education portfolio should have a considerable bearing on progress. By this we mean that there will be greater clarity and accountability for all in tackling ingrained issues such as attainment for care experienced.

We recognise that the picture of attainment for all of our Care-Experienced leavers (including those classed as *previously* LAAC) is not yet clear and are committed to capturing this attainment more accurately in future sessions. Alongside the data must sit the stories of these young people; their journeys; and how effectively they were supported by us to fulfil their potential.

A designated manager in each school has been identified who has an overview of each Care-Experienced child/young person and their education planning.

We are implementing robust tracking of attendance and appropriate and timely referrals made to the Education Welfare Officers, Homelink team and School Matters Project. Attainment is now tracked each term. A detailed plan for improving the learning experience and attainment of all looked after children is in place, with responsibility and accountability for delivery clearly indicated.

Education targets are now included as a priority in all LAAC reviews and are followed through in Child/Young People's Planning Meetings

Children and young people will have access to adults who value education, encourage them to have high aspirations and support their health and wellbeing, including mentors, counsellors, youth work staff, health professionals, third sector partners and play therapists.

4.6 Improving attainment for Black, Asian and Minority-Ethnic young people

Table 3: leaver attainment by SCQF measures for City of Edinburgh BAME students, compared to overall CEC figures and national BAME figures

CEC BAME	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	99.3%	98.7%	94.3%	82.5%	32.5%
3 or more	98.5%	96.0%	87.0%	64.6%	10.8%
5 or more	94.9%	91.2%	77.7%	49.3%	

CEC (all)	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.7%	96.1%	88.3%	71.1%	31.9%
3 or more	95.8%	91.4%	79.0%	57.5%	6.8%
5 or more	91.6%	86.1%	69.2%	44.1%	

National BAME	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.6%	97.5%	93.6%	81.6%	33.9%
3 or more	96.9%	95.3%	86.8%	68.6%	9.2%
5 or more	93.7%	91.5%	78.2%	53.8%	

Comments:

The above data indicates that, in general, BAME young people (taken as a whole group) achieved above the city average in every measure.

Compared to national BAME data, the attainment of these young people is above average for 10 out of the 14 measures.

Note that there is no BAME "Virtual Comparator" data available, as the VC does not match by ethnicity.

Actions:

Whilst these figures are encouraging, we know that there is no room for complacency. The committee report *Equalities: Investigation into Allegations of Racism* (2 March 2021) gave an outline of some of the work we plan to do in order to improve the overall experience of our BAME young people. This will include a focus on recognising and celebrating achievement.

We are conscious that the Scottish Government's *Insight* tool does not currently allow BAME attainment to be analysed by different ethnicities, and we are committed to developing our own system in order to ensure that the data above does not mask issues with attainment for particular groups of young people.

4.7   Improving attainment for young people with Additional Support Needs

Table 4: ASN leaver attainment by SCQF measures for City of Edinburgh, compared to Virtual Comparator

ASN CEC	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.65%	92.56%	77.51%	54.45%	19.09%
3 or more	92.64%	83.58%	63.19%	37.94%	4.05%
5 or more	85.84%	74.35%	50.81%	26.46%	

ASN VC	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	96.64%	92.50%	78.18%	53.62%	16.78%
3 or more	90.10%	84.17%	63.68%	38.32%	2.43%
5 or more	82.78%	75.45%	51.24%	24.94%	

Comments:

The data for CEC leavers with ASN is above the Virtual Comparator for 8 out of the 14 measures above. Note however that all three Level 5 measures are below the VC.

Actions:

All schools have been asked to implement targeted interventions for all children and young people with gaps in their literacy and numeracy skills, as part of School Renewal Planning guidance. This will help to address the attainment gap at Levels 4 and 5 and will also help to maintain the relatively higher performance for CEC at Level 3 and 6. To support with this we will ensure that all support staff are trained through the Edinburgh Learns Core Support Staff CLPL to make sure they are equipped with the skills to support learning.

As noted above, we have asked school leaders to attend training to embed Equity, including Leadership for Equity, Coaching for Equity and Teaching and Learning for Equity. Given the correlation between deprivation and additional support needs, this will help address the areas in which CEC is performing lower than the VC.

To support improved attendance which will in turn support improved attainment, we have asked all schools to implement revised attendance procedures. We have also asked all secondary schools to provide Wellbeing Bases over the next three years. This will help to ensure that inclusive learning environments are provided for young people with additional support needs, further supporting engagement in learning and improvements in attainment.

A strategic group has been formed to review our senior phase curriculum and explore the potential need for vocational hubs to further enhance the offer currently available and improve upon our positive destinations for our hardest to reach.

5. Next Steps

5.1 We will report on progress with the actions given above, when reporting on Senior Phase Attainment for session 2020-21.

6. Financial impact

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 All schools are required to consult regularly with school communities as part of the Empowered System

7.2 The Teaching, Learning and Assessment Board is currently preparing the Integrated Impact Assessment as part of the Edinburgh Learns for Life strategy for education.

8. Background reading/external references

8.1 Attainment Report 2007-2008, 17 March 2009
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20090317/Agenda/attainment_report_2008.pdf

8.2 Educational Attainment 2014, 3 March 2015
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20150303/Agenda/item_71_-_educational_attainment_2014.pdf

8.3 Educational Attainment 2015, 24 May 2016
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20160524/Agenda/item_71_-_educational_attainment_2015.pdf

8.4 Update on Attainment in City of Edinburgh Schools 2015-16, 7 March 2017
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20170307/Agenda/item_73_-_update_on_attainment_in_city_of_edinburgh_schools_2015-16.pdf

8.5 Educational Attainment in Primary and Secondary Schools 2017, 22 May 2018
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20180329/Agenda/$full_meeting_papers_-_education_children_and_families_committee_-_29_march_2018pdf.xls.pdf

8.6 Senior Phase Attainment, 2017-18
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190521/Agenda/item_78_-_senior_phase_attainment_2017-18.pdf

8.8 Educational Attainment in the BGE, 2018-19
https://democracy.edinburgh.gov.uk/documents/s9215/Item%207.11%20-%20Educational%20Attainment%20in%20the%20BGE%202018-19.pdf

9.   Appendices

9.1   Appendix 1   The new attainment measures

9.2   Appendix 2   List of SQA qualifications included in Scottish Credit and Qualifications Framework.

Appendix 1

The new attainment measures

Prior to Curriculum for Excellence it was standard practice for all pupils in S4 to be presented for SQA qualifications at appropriate levels. Under CfE schools and partners are able to offer greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways, for example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering qualifications over a variable timeframe in response to young people's needs and prior achievements.

It is therefore important that we look at the attainment of young people at *the point of exit* from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers). *Insight* analyses the attainment of school leavers (combining those from S4, S5 and S6) against a number of attainment measures. The four key measures now used for measuring the attainment of leavers are:

- **Improving Attainment in Literacy and Numeracy:** the percentage of leavers attaining literacy and numeracy at SCQF level 4 or better and SCQF level 5 or better;

- **Increasing Participation:** the percentage of leavers achieving a positive initial destination (approximately three months after leaving school);

- **Improving Attainment for All**: the average total tariff points of leavers based on the attainment of the lowest performing 20%, middle 60% and highest 20%.

- **Attainment Versus Deprivation:** tackling disadvantage by improving the attainment of pupils from the most deprived areas relative to pupils from the least deprived areas: the average total tariff points of leavers, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

The table below shows the tariff points carried by each SQA qualification.

Course	Result	Tariff Points
National 3	Pass	12
National 4	Pass	33
National 5	A	84
	B	74
	C	64
	D	59
Higher	A	204
	B	182
	C	160
	D	149
Advanced Higher	A	480
	B	440
	C	400
	D	380

The Virtual Comparator

Instead of comparing schools with each other, *Insight* creates a Virtual Comparator for each school in order to measure progress. The Virtual Comparator is created by matching each pupil in a school to ten other pupils from across Scotland, randomly selected to match the pupil in terms of age, gender, level of additional support needs and SIMD decile.

National Improvement Framework – measures for Senior Phase

In 2018 three measures were agreed for use in measuring progress in closing the poverty-related attainment gap. These measures involve comparing the performance of school leavers from the 20% most-deprived areas in Scotland (SIMD quintile 1) with those from the 20% least-deprived areas (SIMD quintile 5).

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The measures focus on school leavers achieving one or more awards at SCQF levels 4, 5 and 6.

Appendix 2

List of SQA qualifications included in Scottish Credit and Qualifications Framework.

SCQF level	**Qualifications included**
Level 3	National 3
Level 4	National 4
Level 5	National 5
Level 6	Higher
Level 7	Advanced Higher

Note that there are other (ungraded) qualifications which also accrue tariff points on Insight, for example National Progression Awards.