

# Recommendations for the Creation of Progression Pathways

In order to maximise the potential benefits that may be derived from Progression Pathways, it is important that any progression pathway model should be developed and promoted appropriately. SQA approved awarding bodies should therefore be encouraged to consider the following recommendations, which have been identified as best practice, when developing and promoting progression pathways.

## Progression Pathways Should Ideally:

- ◆ **show clear, stepwise progression** through the qualifications which are available to individuals/learners in the awarding body's portfolio
- ◆ **not confuse** individuals/learners by including diagrammatic representations which are needlessly complex. However, clear and unambiguous diagrammatic representations can further an individual or learners understanding of possible progression routes
- ◆ **clearly identify the SCQF levels** assigned to any qualifications included (where qualifications have been SCQF Credit Rated)
- ◆ **identify how any prior learning could contribute** towards qualification completion
- ◆ **identify the pre-requirements** for undertaking any specific qualification (should there be any)
- ◆ if including information relating to career progression, clearly **identify the career stages** to which each qualification level is equated and the range of job roles to which each qualification relates
- ◆ **identify the exit routes** available to individuals/learners on completion of any given pathway
- ◆ **include case studies** in order to illustrate the benefits of undertaking any given progression route
- ◆ **include details of any apprenticeship schemes** to which the listed qualifications may relate.

## When Promoting Progression Pathways, SQA Approved Awarding Bodies Should Ensure That They Are:

- ◆ **easily accessible** to individuals/learners who may be interested in their content
- ◆ **widely available** in locations relevant to the target audience
- ◆ **appropriately referenced** in qualification guidance documentation and other relevant literature.