This document is of interest to LSC colleagues and external stakeholders, in particular learning providers.
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Introduction

1 This Qualifications and Credit Framework (QCF) Policy Update is the second in a series of regular communications from the Learning and Skills Council (LSC) which will highlight key areas of work and progress with regard to the Council’s remit to implement the QCF across the wider employment and skills sector. These updates will also encompass appropriate aspects of wider vocational qualification reform. In addition, the updates will contain information on progress with regard to the ongoing development and implementation of the QCF Service Layer which, along with policy and business change work, constitutes the LSC’s intended programme of work to deliver the QCF by 2010.

2 The first update was published in January 2009. The next update is planned for the end of June 2009. It will be a more detailed update in advance of the start of the LSC delivery year in August 2009. It is intended that the June update will confirm the final list of ineligible qualifications for 2009/10 and contain the first full listing of QCF vocational qualifications which the LSC will fund (including QCF full Level 2 and full Level 3) drawn from sector organisations Sector Qualifications Strategies Action Plans.

3 Background information on the QCF and qualification reform can be found on the LSC web pages: http://qfr.lsc.gov.uk/ukvqr/ Links are also provided to a number of useful partner websites in Annex A.

1 Subject to Ministerial agreement of the interim definition – see paragraph 52.
Purpose

This document will provide key information for LSC staff and external stakeholders, particularly providers. The document is concerned with progress towards the wider QCF implementation across publicly funded learning and skills provision in England.

It provides an update from Issue 1 in terms of arrangements for 2009/10 and will provide further details on the planned changes moving forwards towards 2010/11.

This document will support local and regional LSC teams in their ongoing discussions with providers. It provides supporting context for negotiations around Adult Learner Responsive provision, the employer responsive model, and Train to Gain. It sits alongside the funding and contractual guidance provided to partnership teams.

In addition to providing an update on progress since Issue 1 of the Policy Update, this document also outlines in further detail the work which has been happening with the development of guidance for Sector Skills Councils / Sector Bodies / Standard Setting Bodies (SSCs/SBs/SSBs), awarding organisations and providers regarding the full Level 2 qualifications in the QCF. It provides summary details on the outcomes of the consultation on the interim definition for full Level 3 qualifications, and provides an outline of work which will take place throughout 2009 on the development of the Service Layer.

The following activities have been undertaken since the last Policy Update in January 2009.

- Introduction of Unit Funding Trials across 444 units in Adult Learner Responsive provision.
- Introduction of Unit Funding as part of the package of support for SMEs in Train to Gain across ten critical business areas and covering 138 units. The list of units are available at Train to Gain SME Initiative – Eligible Unit/Thin Qualification Table.
- Working on the development of a credit success rate measure within the Train to Gain SME flexibilities package and the Adult Learner Responsive Unit funding trials (guidance will shortly be released to support the development of the credit success rate measure and is included as Annex B to this document).
- Agreement of a new interim definition of a full Level 2, to include a threshold of 13 credits (equivalent to Certificate or Diploma in the QCF) – the QCF full Level 2 qualifications are flagged on LAD and a full list will be included in the June policy update along with those qualifications that are ineligible for funding.
- Consultation on an interim definition of a full Level 3.
- Alignment of funding to Sector Qualification Strategies (SQS) and Action Plans, particularly to identify those vocational qualifications which are fit for purpose for their sector and to identify which qualifications / units should be a priority for public funding. In relation to this the first round of appeals have been heard and the final date for submissions has now passed (20th March 2009). The final appeals panel will take place on 19th to 20th May 2009.
The Policy Update published in January 2009 highlighted a number of key messages.

- Approaches to unit funding were being tested through the Train to Gain Small and Medium Enterprises (SMEs) flexibilities and Adult Learner Responsive Unit trials. These trials will be supported through existing budgets, and as such, LSC will need to agree with providers the appropriate balance between unit and full qualification provision which they will support.
- All those learning via publicly funded programmes will need a Unique Learner Number (ULN).
- A credit success rate measure, aimed at measuring progression to qualifications through the accumulation of credit will be tested via unit funding trials, although current provider performance measures will remain unchanged in 2009/10.
- Some qualifications will no longer be eligible for funding from August 2009, increasing from August 2010. Where a provider is delivering provision which becomes ineligible for funding, plans should be in place to switch to alternative/new QCF provision.
- An interim definition for full Level 2 and full Level 3 qualifications will apply until 2010/11. This is not anticipated to significantly affect affordability or learner numbers, although will be monitored throughout 2009/10.
- When new full Level 2 and Level 3 qualifications have been accredited into the QCF, providers should start to deliver these across all appropriate programmes.
- Foundation Learning Tier progression pathways will start to be delivered from August 2009, and will continue to be subject to phased implementation.
- Careers Information and Advice, (formerly referred to as Information, Advice and Guidance or IAG) will need to be able to support employers and learners in making the right learning choices in the context of QCF.
- It is anticipated that there will be a significant shift in funding to vocational qualifications within the QCF by August 2010 – until then, a mixed economy delivery will exist but LSC will seek to actively focus funding on QCF qualifications, particularly in terms of the interim definitions of full Level 2 and full Level 3 as they become available.
- A populated qualification and credit framework, including all vocational qualifications for adults and all key Entry Level 1 qualifications that make up the Foundation Learning Tier, should be available by 2010.
- QCF qualifications and units will become the core offer of all LSC (and Skills Funding Agency) funded programmes.
This update will provide further details on progress on the activities which had commenced at the time of Policy Update 1 (January 2009), along with details of other activities which have commenced since this time. Activities that have commenced or continued during the last quarter.

- Development of plans for funding, performance and commissioning. We have agreed that there will be appropriate wording included in any learning provision Invitations To Tender (ITTs), the Funding Agreements and associated Funding Guidance for provision commencing August 2009. This wording will be included in the next round of documentation published.
- Progress with developments of the Foundation Learning Tier (FLT), including revisions to the existing specification.
- Progress with the Careers Information and Advice (service, where the LSC have completed an initial assessment of needs and support materials for Careers Information and Advice staff. These will be produced and circulated using established channels.
- Production of guidance and monitoring advice for Sector Skills Councils (SSCs), Awarding Organisations (AOs) and providers on the interim full Level 2 definition.
- Provisional outcome of the consultation with key stakeholders on the interim definition of a Full Level 3 in the QCF, as a result of which, as recommendation has been made to Ministers.
- Taking action following the publication of the Government’s Strategy for the future of Apprenticeships in England – “World-Class Apprenticeships: Unlocking Talent, Building Skills for All”, developed by DIUS and DCSF. LSC are outlining how the component qualifications of apprenticeships will be included in the QCF.
- Preparation for the roll-out of the Transition service, along with the initiation of the procurement of the strategic solution.
- Learning and development events with LSC regional teams.
- Evaluation of the wider UK VQ reform programme being undertaken by the UK Commission for Employment and Skills.
- The latest enrolment figures for QCF qualifications indicates that there is a cumulative total of 139,255 enrolments for learners aged 16 – 18 and adults in both the learner and employer responsive models. More detailed information can be found in Annex G.

1 The enrolment figure excludes enrolments on generic codes for QCF units which ceased to be eligible for funding for new starts from 31 December 2008.
Summary of key messages

11 A series of workshops have been held across the LSC nationally and regionally to support the implementation of QCF through the key client gateways of Train to Gain, Integrated Employment and Skills, OLASS and Apprenticeships. Workshops have also been held with teams responsible for planning, funding and performance to agree the next steps in the work to align incentives to the QCF. Unit funding trials are ongoing and guidance is to shortly be issued for providers to assist them in completing the new fields, relating to credit in the ILR.

12 Business processes have now been defined for full Level 2 and 3 qualifications from accreditation through to upload to the Learning Aims Database (LAD). Processes are being mapped to align all LSC systems impacted by the introduction of QCF. This work will also incorporate the development of the processes that will be put in place to manage the list of funded qualifications that will replace the current Section 97.

13 Working through the QCF QCA Readiness Programme, we will be commissioning QCA to produce specific support materials for Careers Information and Advice staff. The Careers Information and Advice delivery manual will be updated to include this guidance on QCF and it will be placed on the web with links to sites frequently accessed for guidance support.

14 LSC is looking at what communications, briefing packs and interactive toolkits need to be developed to support our work. Much of this has been informed by feedback from local and regional teams through the UK Vocational Qualifications Reform Programme (UK VQRP) regional champions and the regional learning and development events.

15 The interim definition for full Level 2 qualifications has been agreed by DIUS. Guidance has been developed for SSCs/SBs/SSBs, Awarding Organisations and providers. SSCs/SBs/SSBs will be responsible for determining the content of Level 2 qualifications and advising LSC of those which should continue to be funded under QCF. Awarding organisations will play a key role in working with SSCs/SBs/SSBs to populate the QCF. Providers will begin to be impacted as they start to deliver new Level 2 qualifications accredited onto the QCF. As the new interim full Level 2 QCF qualifications become available, LSC will prioritise these for funding and actively begin to switch funding from predecessor NFQ full Level 2 qualifications to QCF qualifications.
16 The consultation on Level 3 definitions has now been completed. The interim definition for a full Level 3 qualification will be announced shortly.

17 A thirteen week consultation for the Specification of Apprenticeship Standards for England (SASE) commenced on Monday 23 February 2009. The consultation document sets out minimum national requirements for Apprenticeship frameworks, including vocational and transferable skills, off-workstation learning time and minimum entry requirements. The Specification of Apprenticeship Standards for England will be published at the end of August 2009 and will replace the existing ‘Blueprint for Apprenticeships’. As the new frameworks become available following the consultation providers will need to start delivering to the new standards. The consultation document can be found at http://www.apprenticeships.org.uk/About-Us/SASE-Consultation.aspx

18 Learning and development events have been held with Regional LSC staff. One aspect of the events was to encourage Regional LSC staff to devise a list of actions which they would take forward to support roll-out amongst providers in each region. The events have informed the fact sheets and frequently asked questions and are currently being updated in line with feedback.

19 Significant development work has taken place to develop a transition Service Layer, which will be available from April 2009 until September 2010. The Service Layer is a system which is responsible for supporting the ability of AOs to facilitate Credit Accumulation and Transfer (CAT) and providing information to learners on achievement. The Transition service will establish the foundations to support CAT, prior to the implementation of the strategic solution in late 2010. This will enable credits to be accumulated once the transition service is operational, so that further accumulation and transfer can take place upon implementation of the strategic solution. The strategic solution will deliver significant benefits for learners, providers and awarding organisations.

20 As part of the UK VQRP wide evaluation being taken forward by the UK Commission for Employment and Skills (UK CES), LSC has developed its high level evaluation approach for the components of the QCF that it is responsible for. Where possible evaluation will be through existing surveys and reviews, such as the Train to Gain evaluation. Separate ongoing evaluations are taking place for the Unit Funding Trials in the Adult Learner Responsive, whilst the costs and affordability of QCF for providers is also being evaluated.
Update on progress to date and current activities:

**Funding**

21 LSC and DIUS colleagues have started working through the implications of unit funding and, longer term, aligning funding with credit. The aim is to identify innovative changes which can be made to the funding system in order to support the implementation of QCF. Work is ongoing to identify and address all the issues and opportunities associated with aligning funding to credit, to ensure that any decisions to changes in the funding regime will be based upon clearly thought out principles and robust evidence to minimise any perverse incentives.

22 Unit funding trials in both the Adult Learner Responsive (ALR) and the employer responsive funding models are continuing, and will be ongoing until 2010.

**Performance**

23 Changes necessary to both corporate and provider performance measures to make them more aligned with the QCF have been identified and are being taken forward. For the purposes of corporate performance measures the next steps are to agree with DIUS reporting requirements in advance of 2010.

24 The principles and definition of a credit success rate is being trialled through the unit funding trials. Two new fields for 2008/09 A59 and A60 have been added to the Individualised Learner Record (ILR) to capture both planned credit and credit achieved. Guidance is shortly to be issued to providers as to how these fields should be completed in order to assist in the development of the Credit Success Rate (CSR).

25 LSC is currently considering the merits of identifying some "early adopters" who would potentially operate within a pilot for a new system of performance management. Further details on this will be communicated as soon as available.

26 Work is also ongoing to monitor the impact of the interim definition of Level 2 qualifications. Impacts on affordability and success rates will be monitored over time and this work will be extended to the new interim definition of Level 3 as soon as ministers agree the definition.

**Commissioning**

27 We have been mapping the key LSC business processes that need to be undertaken from a qualification being accredited on the QCF through to having a funding rate being assigned and included within the Learning Aims Database (LAD).

28 Implementation of the QCF will require changes in these business processes, enhancement of the IT infrastructure and potentially new resources and competencies for the LSC. To date, business processes have been defined for full Level 2 and 3 qualifications, from "accreditation" through to "upload" on the LAD. The focus is now moving to defining the process related to units of qualifications.
Detailed system mapping has been undertaken, in order to analyse all LSC systems which will be impacted by the introduction of QCF. In addition, process mapping to specify the requirements for automation has been undertaken, and key bottlenecks have been identified.

The final list of qualifications that will be ineligible for funding will be confirmed in June following completion of the current process of appeals. The list has been available since January 2009, and can be accessed via http://qfr.lsc.gov.uk/ukvqrp/support/ Providers should be reviewing the list to understand where they will need to change their offer as a result. LSC teams should be reviewing the list to understand if it will have a significant impact on their commissioning decisions for next year. The qualifications included are those with few current enrolments so impact should be minimal. It is however important that this review is undertaken to prepare for the following year when the impact will be more substantial and to avoid any confusion at the start of next year.

Support for Providers

Within the overall UK VQRP, the QCF Readiness Programme work stream is available to provide support for awarding organisations, SSC/SSBs/SBs and providers, where required. This work is being co-ordinated by QCA with specific support for providers being offered by the Learning and Skills Improvement Service (LSIS) The appropriate links to the QCA and LSIS are: http://www.qca.org.uk/qca_22230.aspx and http://www.lsis.org.uk/LSISHome.aspx respectively.

The final list of qualifications that will be ineligible for funding will be confirmed in June. The list can be accessed via http://qfr.lsc.gov.uk/ukvqrp/support/ Providers should be reviewing the list to understand where they will need to change their offer as a result.
Programmes 2009/2010

As part of this Readiness Programme, a number of steps are currently being undertaken to update existing Careers Information and Advice with material to support the delivery of QCF.

Offender Learning and Skills’ Service (OLASS)

Invitations to Tender (ITT) for provision commencing August 2009 have been published. They include the requirement for providers to deliver QCF provision within their offer where available. Over the coming months we will be working with the OLASS team to define the provision that will form the core offer.

Careers Information and Advice

As part of the QCA QCF Readiness Programme, LSC is working with QCA to design and produce a toolkit for Careers Information and Advice front line staff. Further details on this will be available in the next issue of the Policy Update.

As part of this Readiness Programme, a number of steps are currently being undertaken to update existing Careers Information and Advice with material to support the delivery of QCF.

This includes:
- Updating the former IAG Delivery Manual to include guidance on QCF – this work will be completed by the end of May 2009
- Developing the specification and content for briefing packs and toolkits. This will include the development of new web content for the Careers Information and Advice website aimed at learners and practitioners. This website can be accessed via http://careersadvice.direct.gov.uk. The website will explain the benefits and key details of QCF, including a number of “QCF in Action” case studies and interactive tools to demonstrate QCF and CAT in operation. Work on the briefing packs and toolkits will commence in early April 2009, with the completed materials being available by end of May 2009
- Producing briefings for contractors and next steps advisors on QCF and resources which will be available to them. It is anticipated that briefings will take place in July 2009.
Level 2 Guidance

DIUS has agreed an interim definition for full Level 2 until 31 August 2010. This defines Level 2 as a Certificate or Diploma in the QCF, and a minimum threshold of 13 credits.

From this definition, five key considerations have now been set out to assist in determining the threshold of full Level 2 qualifications.

- **Content and sector fit**: qualifications should take into account the threshold for their sector, sub-sector(s) and occupations as they are aligned to the National Occupational Standards (NOS), along with the principles set out in the relevant SQS AP and with other comparable footprints / allied occupations.

- **Sufficiency of threshold**: qualifications should ensure that there is a minimum level of competency in an occupational area along with an appropriate number of credits and volume of skills / knowledge. The threshold should also enable movement to the next level of employment in the sector, or a ‘license to practice’, where appropriate, in a profession.

- **Primary purpose**: each qualification should have an identified main purpose and sub-purpose, which should be in line with those recorded by Ofqual and entered on the web-based accreditation system (WBA).

- **Portability**: each qualification should be portable, in terms of levels of literacy, numeracy, ICT and generic skills. They should also be transferrable across employers in the sector.

- **Progression and employability**: All Level 2 qualifications should ensure that there is a sufficient threshold to progress to Level 3, specifying any further learning which may be required. Each qualification should specify the type of professional or employment related progression which will be enabled through completion.

The guidance is aimed at supporting transparency, consistency and comparability across sectors as full Level 2 thresholds are defined in August 2010. As indicated in the Policy Update in January, LSC will use the Sector Qualification Strategy Action Plans (SQSAPs) to inform funding eligibility decisions, based on the advice of SSCs, SBs and SSBs on those key vocational qualifications which should be funded. Any changes to funded qualifications will be communicated as soon as they become available.
Level 2 – Guidance for SSCs, SBs and SSBs

40 Draft guidance has been produced for Sector Skills Councils (SSCs), Sector Bodies (SBs) and Standard Setting Bodies (SSBs). This guidance has been developed to assist these organisations, along with the LSC, in:

• dealing with the approval of existing qualifications in the QCF; and
• taking forward the ongoing development and approval of new qualifications.

41 SSCs, SBs and SSBs will be responsible for determining the content of Level 2 qualifications for their sectors, sub-sectors and occupations. They will have some flexibility – subject to meeting the requirements of the five key considerations – to set the threshold higher or lower than 13 credits in accordance with sector requirements. This will be monitored and evaluated by LSC until 2010/11.

42 It is expected that SSCs/SBs/SSBs will work closely with Awarding Organisations (AOs) in the identification and confirmation of full Level 2 through the respective AO forums. It is important that these Level 2 thresholds are communicated early to AOs in order to inform future and ongoing qualification development.

43 The full guidance for SSCs, SBs and SSBs is included in Annex C of this Policy Update.

Level 2 – Guidance for AOs

44 Awarding Organisations (AOs) will play a key role in populating the QCF, based on information provided to them via SSCs, SBs and SSBs.

45 LSC will continue to work with the AOs through the Awarding Organisations’ Advisory Group. LSC has also made a commitment to the Federation of Awarding Bodies (FAB) and to the Joint Council for General Qualifications (JCQ) to ensure that they are aware, at the earliest opportunity, of SSC / SB / SSB decisions.

46 The full guidance for AOs is included within Annex D of this Policy Update.

Level 2 – Guidance for providers

47 SSC/SSB/SBs will confirm with LSC which QCF Level 2 qualifications in their sub-sector are full. This list will be published and updated regularly via the LSC QCF Policy Updates, and also using the existing systems in place via the Learning Aims Database (LAD). The LAD will be used as the mechanism for LSC to inform providers as new QCF qualifications become available, including information on their funding rates. LSC is also working with the UK Commission for Employment and Skills on an IT solution to assist the communication and confirmation of qualifications for public funding.
It is expected that providers will start delivering the new Level 2 qualifications accredited onto the QCF as they become available, where they are replacing existing Level 2 National Qualifications Framework (NQF) qualifications. A regularly updated list of qualifications ineligible for public funding can be found in Annex E and at the link below:

All changes to funding and provision will be carefully managed so that learners and providers are not disadvantaged. Providers in particular, will need time to plan for changes to the eligibility of the predecessor NQF qualifications, and no changes will be made in year. For current full Level 2 qualifications, there should be minimal impact on the funding allocation agreed and learner numbers. Therefore the LSC do not plan on adjusting allocations as providers begin to deliver the QCF, although this will continue to be monitored during implementation. However, LSC will seek to actively focus funding on QCF qualifications, particularly in terms of the interim definition of full Level 2 and full Level 3 qualifications as they become available.

Current performance monitoring arrangements will continue unaltered in the interim period, and qualification success rate calculations will be undertaken in the same way. Achievement rates and time taken to achieve the new qualifications will form part of the monitoring being undertaken over the transition period. LSC has been tasked with monitoring and managing the implementation of the definition and its affordability. It will also monitor the impact on learners, providers and employers. We are currently scoping reports needed to understand potential impact and model scenarios as qualifications are developed and what reports we will need to carry out ongoing monitoring.

The full guidance developed for providers is included within Annex F of this document.

Level 3 consultation

The LSC has submitted a report on the outcomes of the full Level 3 consultation to DIUS. Ministers are currently considering the proposed interim definition for full Level 3.

The proposed outcome from this consultation was an interim definition of full Level 3 from 25-70 credits meaning that a qualification at and above 25 credits will be considered as a “full” qualification at the level, subject to SSC confirmation, where appropriate. The credit value range is intended to support both occupational competence and ‘license to practice’ and progression to higher education and higher level skills. Where progression to higher education and higher level skills is the main driver of the qualification, LSC would expect a credit threshold in the range of 70 credits and that the primary purpose of the qualification would reflect preparation for further learning and training.
The interim definition, if agreed, will be implemented for the 2-year period to 31 August 2010, which LSC will monitor, manage and evaluate. Sector Skills Councils (SSCs), Standard Setting Bodies (SSBs) and Sector Bodies (SBs) will be able to vary the threshold as appropriate, providing that the resulting qualification confers a basis for occupational competence and ‘licence to practice’/progression to higher education and higher level skills in a sector, sub-sector or occupation. They will have the flexibility to set the threshold of 25 credits in either direction.

In early February, Ofqual published a definition of the purpose of QCF qualifications, including those at full Level 3. This document can be accessed via http://www.ofqual.gov.uk/files/Identifying_purposes_for_qualifications_in_the_qcf.pdf. The document states that the main purpose identifiers which have been deemed suitable for a full Level 3 qualification should:

- prepare for further learning or training and/or develop knowledge and/or skills in a subject area
- confirm occupational competence and/or ‘licence to practice’; and
- update and contribute to continuing professional development (CPD).

We shall as part of the interim definition, discuss with Ofqual whether there should be a primary purpose within the regulations focussing specifically on progression to HE.

Following Ministerial agreement, the next steps are to work with SSCs to confirm which Level 3 qualifications currently accredited into the QCF meet the sector threshold for fullness. Further detail will be included in the June policy update.

Apprenticeships

Details on the Government’s future plans for Apprenticeships can be found in the DIUS document “World-Class Apprenticeships: Unlocking Talent, Building Skills for All” via http://dius.ecgroup.net/files/16-08-SK_b.pdf. This document highlights how the component qualifications of an Apprenticeship will be included in the QCF, enabling movement between 14-19 diplomas and apprenticeships. As such, work is currently ongoing to redevelop apprenticeship frameworks.

During the change over, SSCs will monitor apprenticeships and will undertake the approval process for new apprenticeship schemes being put forward by employers and Awarding Organisations, to ensure that new schemes are aligned on the QCF. Similarly, as existing apprenticeship schemes come up for re-accreditation, SSCs will work with the representative bodies of Awarding Organisations to plan and manage the movement of existing apprenticeships onto the QCF. This will be completed by 2010/11. Pilots to accredit employers own training onto the QCF is currently ongoing.

Redundancy Support in Adult Learner Responsive Model

QCF is being positioned as central to the initiatives being announced to respond to the economic downturn. Further details will be available in the June issue of the Policy Update.
Learning and Development

60 Throughout February and early March 2009, a series of nine regional learning events were held with regional LSC teams. More than 200 LSC staff attended these events. The objectives of the workshops were to:

- Understand key messages and practical implications of the QCF
- Identify benefits and challenges associated with QCF roll out for regional LSC staff and their provider network
- Identify actions to support roll out in each region.

61 Sessions were held to explain the jargon associated with the introduction of QCF and to provide LSC staff with a basic overview of the knowledge required of the new system. A series of interactive sessions were held, firstly as “provider role plays” to help LSC identify and deal with difficult questions and issues which may arise in the transition process, and also to develop action plans to take forward QCF roll-out in their region.

62 A short evaluation of this event showed that ...

- 91% of respondents stated that the events had increased their knowledge of the Vocational Qualification Reform Programme
- 84% of respondents stated that events were either excellent or good in terms of helping them to do their job more effectively
- 94% of respondents stated the events overall were excellent or good.

63 Following on from this, Regional Champions have been identified within each region. Their names are as follows:

- East Midlands – Kevin McCann
- East of England – Annette Nott
- London – Alison Morris and Elaine McWilliams
- North East region – Petrina Lynn and Emma Stookes
- North West region – Christina Ficini and Berni Ryan
- South East – Jill Farrell, Julie Nicholas and Philip Walker
- South West – John Brookham and Matthew Lewis
- West Midlands – Rooqia Malik
- Yorkshire and Humber – Lynn Hughes and Colin Forrest

A short evaluation showed that ...

- 91% of respondents stated that the events had increased their knowledge of the Vocational Qualification Reform Programme
- 84% of respondents stated that events were either excellent or good in terms of helping them to do their job more effectively
- 94% of respondents stated the events overall were excellent or good.
Progress with implementation of the Service Layer

The LSC is continuing work to deliver a fully specified QCF Service Layer across England, Wales and Northern Ireland. The Service Layer comprises the systems that will support the collection of a copy of unit and qualification achievement data direct from awarding organisations.

From 24th April 2009, LSC will be providing a limited transition service focussing on supporting Credit Accumulation and Transfer (CAT) between Awarding Organisations. This is known as the Transition Service, and is explained further below. The “Strategic Solution” service will be fully operational from September 2010.

Transition Service Layer

The first release of the Transition Service Layer is available to awarding organisations from 24 April 2009 and will support unit level credit accumulation and transfer. Information uploaded to the Service Layer will be facilitated via a secure gateway service.

It is anticipated that the first release of the Service Layer will be superseded by two future releases, which are currently being planned. It is anticipated that, although these would still be limited prior to the release of the Strategic Solution in September 2010, the following functionality would be provided:

- Access to both learning providers and Careers Information and Advice
- Allowing system to system services for Awarding Bodies
- Allowing some elements of advice
- Improved validation.

The Transition Service Layer will be available initially for AOs. This will be extended in subsequent releases to Providers and discrete Careers Information and Advice providers. The transition service will only be available to learners through mediated access via their learning provider or their IAG provider.

Support on the operation of the Transition Service Layer will be available from a service team, who will be guided by new policies and procedures which are currently being put in place.
70 Development of the MIAP Learner Record will take place in parallel with developments of the Service Layer for QCF. These will combine as part of the Strategic Service Layer in September 2010. In the transition period, the ULN will be used as the means for viewing the achievement history of learners.

Strategic Solution for a Service Layer

71 The final Service Layer, which will be developed by September 2010, joins together the contribution of the industry (i.e. achievement information) with that of the regulator (accreditation rules and regulations) to create systems and services that enable credit accumulation and transfer of qualifications. There are four elements of the service layer that are important. These are:

- IT solutions and data stores
- business processes
- supporting services; and
- commercial agreements which protect the rights of each party and which provide a service level expectation on all sides.

72 Together they combine to create a strategic service which will be customer facing. There will be seven main components of the Strategic Service Layer.

- A method of capturing achievement data from AO’s in a standard form.
- A means of linking achievement data to the learner record.
- The ability for learners, providers and appropriate others to view (with managed permission) the achievement data.
- A means of challenging the accuracy of the data held.
- The provision of help desk support to learners and partners (Careers Information and Advice staff, providers, AACS, LA’s) using the service layer.
- An ability to calculate routes to achievement (with automated notification as appropriate) for the learner and others using the rules of combination engine.
- An ability to provide queries which enable the accumulation and transfer of credit.

73 Between now and September 2010, there will be significant work taking place to procure and develop a Strategic Service Layer. The QCF procurement will formally commence in May 2009.
At such time when the full Strategic Service Layer is developed, a number of benefits are anticipated for learners, AOs and providers. These are illustrated in the diagram.
Evaluation

Two strands of evaluation are currently being developed as part of the work being progressed by UK CES as follows:

- an evaluation strategy is being developed to cover all the components of the QCF for which the LSC has explicit responsibility for; and
- an overall programme level evaluation of QCF, involving all stakeholders (including LSC).

For the LSC evaluation, the QCF team is currently devising an evaluation strategy. This will seek to evaluate the impact of each component developed as part of QCF, such as interim Level 2 and 3 qualification definitions, unit funding trails, the developments within Careers Information and Advice, and changes to the performance, funding and commissioning regimes. This evaluation will be used to inform permanent definitions, measure affordability and assist in the construction of the CSR.

The programme level evaluation of QCF is being undertaken by UKCES. This will look at the benefits of the QCF at the programme level and attempt to tie contributions to the benefits back to the key delivery partners. A series of workshops have been held in developing an evaluation strategy for this piece of work, and this is still being scoped. LSC have shared a draft of their emerging evaluation strategy with UKCES, to allow them to consider how this could be used to contribute to the overall evaluation strategy. Once the evaluation strategy has been designed and scoped, we will then work with UKCES as they begin to quantify the current position at the baseline stage.
Annex A: Further Support

Support

The Learning and Skills Council web site contains a number of policy related documents and links that provide updates on the qualifications reform programme and the implications for publicly funded provision in England. It can be accessed through the following link:

http://qfr.lsc.gov.uk/

The Learning and Skills Improvement Service (LSIS) offer a support programme for providers to develop capacity in implementing the QCF across their organisation. This programme of support has been running since January 2008 and further details can be found at:

http://www.qrsp.org.uk

Sources of information

Details of the QCF Service Layer can be found on the following LSC website:

http://qfr.lsc.gov.uk/qcfsl/

More information on the UK Vocational Qualification Reform Programme can be found on at:

http://qfr.lsc.gov.uk/ukvqrp/

The previous Policy Update – Qualifications and Credit Framework Policy Update: Issue 1 can be found at:

http://qfr.lsc.gov.uk/ukvqrp/support/

Other useful links

The Alliance of Skills Sector Councils
The Association of Colleges
The Association of Learning Providers
Department of Innovation, Universities and Skills (DIUS)
Department for Children, Schools and Families (DCSF)
Federation of Awarding Bodies
Joint Council for General Qualifications
Learning and Skills Council
Learning and Skills Improvement Service
Office of the Qualifications and Examinations Regulators
Qualification and Curriculum Authority
UK Commission for Employment and Skills
Annex B: Recording Planned Credit Value and Credits Achieved

Guidance on completing fields A59 and A60 in the Individualised Learner Record (ILR) from 2008/09

Purpose

1 The purpose of this paper is to offer guidance to providers in receipt of LSC funding on the use of the two new fields in the ILR (A59 and A60) that have been introduced in order to capture information about learner programmes that lead to the award of credits and qualifications in the Qualifications and Credit Framework (QCF).

Application of the guidance

2 From 1 August to 31 December 2008 providers were asked to record in the ILR, enrolments leading to QCF units using the new generic code prefixed by ZUQA. This code was introduced for limited use and although the ZUQA code remains available until 31 July 2009 (as it is not possible to remove the code in-year) it should not be used to record new enrolments in 2009.

The purpose of the new ILR fields

3 This guidance is therefore applicable to all enrolments on programmes leading to credits and qualifications in the QCF from 1 January 2009. LSC intends to update this guidance periodically during 2009 and 2010, based on feedback from providers on the actual use of these two new fields in practice.

4 ILR field A59 records ‘Planned credit value’ and ILR field A60 records ‘Credits achieved’. Together these two fields will form the basis of a future Credit Success Rate (CSR) that could be used by LSC as a measure of learner success and progression within the QCF. Such a measure could be an important addition to the existing Qualification Success Measure (QSR) currently used within Framework for Excellence, Minimum Levels of Performance and by Ofsted.

5 Work is ongoing within the LSC to develop the CSR and completion of these new fields is vital to LSC’s work on understanding how the new data will be interpreted and used. It is important to emphasise that at this juncture no decision has been made on how the CSR is to be defined or deployed. Indeed it is possible that the current ILR fields may need to be amended or supplemented to support a CSR, depending on the future development of the Framework for Excellence and the outcome of discussions with Ofsted.

Scope

6 Fields A59 and A60 in the ILR must be used in 2008/09 for any learner(s) working towards qualifications and/or units in the QCF. Currently only those individual units identified as part of the unit funding trials should be recorded in the ILR. See below for details. These fields are NOT required to be completed for non-accredited provision or qualifications in the National Qualifications Framework (NQF). Units of NQF qualifications were made ineligible from 31 July 2008 and the generic code prefixed by ZUXA is not available in the adult learner responsive model. The exception to this is units of approved Skills for Life qualifications (for example ZUNAEESSO) which can continue to be used.
If you are unsure whether or not a qualification is accredited within the QCF, this information can be checked on the Learning Aim Database (LAD) or on the National Database of Accredited Qualifications (NDAQ). On the LAD, QCF qualifications and units can be identified by a 'QCF flag', which also serves as a search filter on the front page of the LAD http://www.providers.lsc.gov.uk/lad. On NDAQ QCF qualifications can be identified by selecting QCF as the 'qualification type', which will provide a comprehensive list of all qualifications (and their credit value) accredited in the QCF http://www.accreditedqualifications.org.uk/index.aspx. Please note, however, that you cannot search for QCF units in the same way on NDAQ, these can only be identified through looking up the QCF qualification they belong to and scrolling to the bottom of the page where the relevant QCF units are listed.

Unit fundings trials

During 2008/09 and 2009/10 LSC are supporting funding for limited and specific units in both the adult learner and employer responsive models. The units within the employer responsive model are limited to the package of support agreed as part of the SME Flexibilities within Train to Gain.

Details of the ALR model are set out in Vocational Qualifications Reform – Qualifications and Credit Framework: Unit Funding Trials 2008/09 – 2009/10 and can be found in the Annex to the LSC QCF Policy Update Issue 1, both of which can be found at http://qfr.lsc.gov.uk/ukvqrp/support.

Details of the unit funding within Train to Gain as part of the package of support for SME flexibilities is available at http://www.lsc.gov.uk/provid ers/ttg/latest

For providers delivering QCF units as part of the unit funding trials in 2008/09, the use of fields A59 and A60 in the ILR is mandatory. Eligible units are identifiable in the LAD through the introduction of a new qualification type 'QCF unit'.

What will LSC do with the returns from these new ILR fields?

There are three key objectives for the CSR measure in 2008/09:

- To identify the data collection and recording issues that providers may have in completing the two new ILR fields accurately and with a minimum of bureaucracy.
- To analyse the data collected in both years and test out the uses and applicability of the information for performance purposes.
- To make recommendations for future changes to LSC data collection and analysis systems.

To reiterate LSC will not use data from the testing of the usage of the CSR as part of any measurement of provider performance in 2008/09. The guidance on completing the fields will be updated periodically during 2009/10 and 2010/11.
Completing fields A59 and A60: Scenarios

14 The following sections set out requirements for completion of fields A59 and A60 and offer guidance to providers through a series of scenarios. The scenarios are clustered under different sub-headings for ease of reference. At this juncture it is not intended that the guidance should cover all possible scenarios. These will be updated and supplemented in the future, based on feedback from providers.

Enrolments on programmes leading to a single qualification

15 These are the most common and straightforward cases and LSC anticipates that the majority of learner enrolments in 2008/09 will fall under this heading. Please note that field A59 ‘planned credit value’ must be completed at the start of a learners programme and should not be amended thereafter. Field A60 ‘credit achieved’ should only be completed at the end of the learners programme, rather than updating through the learners progress.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Use of ILR Fields A59 and A60</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Learner enrolls for a programme leading to a qualification with no prior achievement and completes and achieves the full qualification.</td>
<td>Field A59 is completed with the credit value of the qualification and field A60 is also completed with the credits achieved through the qualification.</td>
</tr>
<tr>
<td>2 Learner enrolls for a programme leading to a qualification and only partially completes the qualification</td>
<td>Field A59 is completed with the credit value of the qualification and field A60 is completed with the number of credits actually achieved by the learner.</td>
</tr>
<tr>
<td>3 Learner enrolls for a programme leading to a qualification and leaves before any credits are achieved</td>
<td>Field A59 is completed with the credit value of the qualification and an entry of '000' is entered in field A60. (NB an entry must be made in A60 in all cases)</td>
</tr>
</tbody>
</table>
Enrolments on qualification multiple pathways

16 Within the QCF some qualifications have identified pathways. A pathway is defined as:

17 A route to the achievement of a qualification that requires a particular combination of credits to be achieved from particular units and is identified by an endorsement to a qualification title – (QCF Regulatory Arrangements, August 2008)

18 This ‘endorsement’ is signified through a sub-title. In other words a pathway is always identified by an ‘endorsed sub-title’ to a qualification. One characteristic of pathways within a qualification is that they may have different credit values. Where a qualification does have pathways the credit value of the smallest pathway is the one that will appear on NDAQ. To determine the credit value of the other available pathways, the provider will need to aggregate together the credit value of the units that constitute the alternative pathway (this value is not recorded on NDAQ in its own right).

19 For the purposes of completing fields A59 and A60, the same scenarios hold as in examples 1 to 3 above, apart from in A59, the credit value of the specific pathway should be completed and A60 should be populated with the number of credits achieved against this learning aim.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Use of ILR Fields A59 and A60</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Learner enrols on a programme based on a qualification pathway and changes to another pathway during the programme, which is completed</td>
<td>The credit value of the original pathway is entered in field A59 on enrolment. The number of credits actually achieved by the learner is entered in field A60. The entry in A60 may therefore be lower or higher than A59 and field A35 will be used to determine whether the learner has partial or full achievement.</td>
</tr>
</tbody>
</table>
Learners enrolling on programmes leading to units listed within the current Unit Funding Trials

Although the arrangements for eligibility for funding through the two models within the current Unit Funding Trials are slightly different, the entry of data in the two ILR fields is identical in both models.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Use of ILR Fields A59 and A60</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Learner enrolls for a programme leading to a single unit and completes</td>
<td>ILR field A59 is completed with the credit value of the unit and field A60 is completed with the credits achieved through the unit. The numbers in A59 and A60 are the same. The same process should be followed for learners enrolling on two or more units (that do not combine to make a qualification). A separate learning aim should be recorded for each unit.</td>
</tr>
<tr>
<td>and achieves the unit</td>
<td></td>
</tr>
<tr>
<td>6 Learner enrolls for a programme leading to a single unit and fails to</td>
<td>ILR field 59 is completed with the credit value of the unit. An entry value of ‘000’ is entered in field A60.</td>
</tr>
<tr>
<td>complete or achieve the unit</td>
<td></td>
</tr>
</tbody>
</table>
Learners enrolling on programmes leading to a qualification who have already achieved some credits towards that qualification

21
As the new ILR fields have only been introduced in 2008/09, and as enrolments on programmes leading to qualifications and units within the QCF are relatively small, all the scenarios above are based on examples of learners enrolling for the first time on a programme leading to a qualification or unit within the QCF.

22
The requirements for completion of the ILR are slightly different where a learner enrols on a programme leading to a QCF qualification and has already achieved credits that count towards that qualification.

### Scenario Use of ILR Fields A59 and A60

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Use of ILR Fields A59 and A60</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Learner enrolls on a programme leading to a qualification and some credits from a previous period of learning can be counted towards the new qualification. The learner completes and achieves the new qualification.</td>
<td>The number entered in field A59 will be the credit value of the intended pathway to the new qualification minus the number of credits already achieved that can count towards that qualification. The number entered in field A60 will be the same as A59.</td>
</tr>
<tr>
<td>8 Learner has already achieved a nested qualification and returns to enrol and successfully complete a larger qualification.</td>
<td>As above</td>
</tr>
</tbody>
</table>

23
In all cases where learners are participating on a learning aim for which they already have contributing credits the LSC will be able to reconcile fields A59 and A60 with;

- With the credit value for the total qualification on LAD an/or NDAQ (using field A09),
- A34, completion status to see whether a qualification has been completed,
- A51a, which for QCF learning aims the value used should be the remaining credit to achieve the learning aim divided by the credit value of the learning aim.
Annex C:
Level 2 guidance for Sector Skills Councils

The following pages outline the draft guidance which has been produced to assist Sector Skills Councils/Sector Bodies/Standard Setting Bodies in determining full Level 2 threshold in the Qualifications and Credit Framework (QCF).

Qualifications and Credit Framework – Determining full Level 2 threshold in the Qualifications and Credit Framework (QCF) for Sector Skills Councils/Sector Bodies/Standard Setting Bodies: Draft Guidance

In November 2008 the Secretary of State agreed an interim definition for Full Level 2 until 31 August 2010. The interim definition for QCF qualifications is based on a threshold of 13 credits with content determined by the SSCs/SBs/SSBs. LSC has been remitted to disseminate this definition and to support SSCs/SBs/SSBs in the identification of full Level 2 and to undertake monitoring and evaluation of the definition in order to inform a final decision for 2010/11 onwards.

For the duration of the interim definition it is the responsibility of SSCs/SBs/SSBs to determine the content and appropriate threshold for their sectors, sub-sectors and occupations.

This guidance has been developed to assist SSCs/SBs/SSBs to take account of relevant information and consider appropriate evidence when articulating full Level 2 thresholds by sectors or sub-sector. The guidance is to help SSCs/SBs/SSBs and LSC deal with the approval of existing qualifications in the QCF in the first instance, and to take forward the ongoing development and approval of new qualifications. It is intended that the guidance should support transparency, consistency and a minimum level of comparability across sectors as full Level 2 thresholds are defined.

LSC expects that SSCs/SBs/SSBs will work closely with Awarding Organisations (AOs) in the identification and confirmation of full Level 2 through the respective AO forums. It is important that full Level 2 thresholds are communicated early to AOs in order to inform future and ongoing qualification development.

As already indicated, LSC will be using the Sector Qualification Strategy Action Plans (SQS APs) to inform funding eligibility decisions, and SSCs/SBs/SSBs will advise LSC on which key vocational qualifications should be funded. In the context of full Level 2 LSC will be reviewing the current funding priorities to take account of the new interim definition to ensure public funding is supporting the right provision. Further work will also be undertaken to establish and manage affordability. Any changes will be communicated as soon as they become available.

LSC will convene a small working group of SSCs/SBs/SSBs to take forward ongoing work and issues surrounding the identification and confirmation of full Level 2. At the same time LSC will ensure early dissemination of information to AOs and work, through the LSC AO Advisory Group, to ensure that AOs are fully aware of and can feed back on ongoing developments.

Please note that funding rates for qualifications are determined by the input and therefore not all full Level 2 qualifications will be funded at the same rate. The funding rate is likely to differentiate between qualifications by their mode of delivery, cost and input required.
The table below details the proposed guidance for determining the threshold:

<table>
<thead>
<tr>
<th>Category</th>
<th>Information to be provided by SSC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and sector fit</strong></td>
<td>SSCs/SBs/SSBs to confirm that they have taken into account the following when setting the full Level 2 credit threshold:</td>
</tr>
<tr>
<td></td>
<td>• The full Level 2 credit threshold for their sector, sub-sector(s) and occupations is aligned to National Occupational Standards (NOS), which is up to date and approved/endorsed by employers. It is expected NOS will be a reference point for all provision.</td>
</tr>
<tr>
<td></td>
<td>• The full Level 2 threshold is set in accordance with the relevant SQS and Action Plan, and therefore provides the skills, knowledge and understanding that provide a platform for employability in the sector, sub-sector(s) or occupations.</td>
</tr>
<tr>
<td></td>
<td>• The full Level 2 credit threshold is comparable with thresholds set by other SSCs/SBs/SSBs with similar footprints, and is aligned where there are allied occupations.</td>
</tr>
<tr>
<td></td>
<td><strong>Additional evidence will be required for the purposes of monitoring:</strong></td>
</tr>
<tr>
<td></td>
<td>• Information regarding predecessor qualifications.</td>
</tr>
<tr>
<td></td>
<td>• Details of who has been consulted when establishing the requirements for full Level 2 threshold (Awarding Organisations, key employers, professional bodies etc).</td>
</tr>
<tr>
<td></td>
<td>• Other quality indicators – e.g. professional endorsements, quality standards obtained etc.</td>
</tr>
<tr>
<td><strong>Sufficiency of threshold</strong></td>
<td>SSCs/SBs/SSBs to confirm credit threshold for full Level 2 in their sector, sub-sector(s) and occupations.</td>
</tr>
<tr>
<td></td>
<td>This should be considered in line with the options given below:</td>
</tr>
<tr>
<td></td>
<td>• Represents minimum level of competency in an occupational area.</td>
</tr>
<tr>
<td></td>
<td>• Represents appropriate number of credits, and volume of skills and knowledge to gain sustainable employment in the sector.</td>
</tr>
<tr>
<td></td>
<td>• Enables an employee to move to next level of employment in the sector.</td>
</tr>
<tr>
<td></td>
<td>• Gives a ‘licence to practice’ in a profession (where appropriate).</td>
</tr>
<tr>
<td></td>
<td><strong>Qualifications below 13 credits should be approved only by exception, and be backed by rationale and evidence consistent with the relevant SQS and Action Plan.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>If the threshold is set such that there are full qualifications as Award, Certificate and Diploma at Level 2, SSCs/SBs/SSBs should have fully considered the implications and need to provide:</strong></td>
</tr>
<tr>
<td></td>
<td>• Rationale for regarding an Award and a Certificate and a Diploma at the same level as full qualifications in one sub-sector or occupational area.</td>
</tr>
<tr>
<td></td>
<td>• Employability outcomes that justify fullness at each stage.</td>
</tr>
<tr>
<td></td>
<td>• Issues regarding learner entitlement considering LSC policy of firstness (please see Annex A).</td>
</tr>
<tr>
<td></td>
<td>• If there are any implications for progression routes between these qualifications.</td>
</tr>
</tbody>
</table>
### Category: Primary purpose

**SSCs/SBs/SSBs to confirm** what is the specified main purpose and sub-purpose for their qualifications as defined on the list supplied by the regulators and entered on the web-based accreditation system (WBA).

As a guide LSC would expect that all full Level 2 qualifications should be within the main purpose definition D (as part of the OfQual *Identifying purposes for qualifications in the Qualifications and Credit Framework; February 2009*), and the relevant sub-purpose categories as follows:

D. Confirm occupational competence and/or ‘licence to practice’:

- **D1.** Confirm competence in an occupational role to the standards required;
- **D2.** Confirm the ability to meet a ‘licence to practice’ or other legal requirements made by the relevant sector, professional or industry body.

It is acknowledged that there might be secondary sub-purpose fields – for example, within the purpose definition E to reflect the breath of qualification.

**Note that not all qualifications with the purpose definition D will be automatically full Level 2. They need to be approved and aligned to SQS and NOS as previously described.**

### Category: Portability

**SSCs/SBs/SSBs to confirm** that it has been considered if the credit threshold is going to ensure that qualifications are portable for the individual, including the following:

- That level of literacy, numeracy, ICT and other generic skills are in line with the NOS minimum entry requirement for that profession (specify number of credits for literacy, numeracy and ICT required at this level).
- Qualification is transferable across employers in the sector.
- Are there other transferable credits?

### Category: Progression and employability

**SSCs/SBs/SSBs to confirm** progression routes:

- Is there a sufficient threshold to progress to Level 3?
- Is further learning needed to progress to Level 3?
- Specify what kind of professional or employment related progression will be enabled.

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For further information please contact:

- Anna Sutton – anna.sutton@lsc.gov.uk
- Yvonne Kenny – yvonne.kenny@lsc.gov.uk
Annex: Funding Scenarios for Full Level 2 Qualifications

LSC Funding Model

The LSC statement of priorities for 2009/10 clearly sets out the LSC investment strategy in further education skills and training and highlights the flexibilities within the funding system to fund priorities that do not immediately lead to full qualifications. Examples of particular policy areas where this is the case is the Integrated Employment and Skills Agenda and the SME flexibilities within the Train to Gain programme.

The importance of SSCs/SBs/SSBs’ decisions about what constitutes a full qualification will be critical to ensuring that when a learner exercises their entitlement to a funded first full Level 2 qualification, it gives them the platform for employability to enter and sustain employment.

Funding is prioritised to a learner’s first full Level 2 qualification. Any subsequent qualifications at the same level would not be automatically entitled to full public funding. The implication is that if the threshold for a full Level 2 qualification is set lower than what is deemed necessary by the sector for subsequent employment or progression opportunities, the situation could arise where an individual takes and achieves the full qualification, uses their entitlement to public funding (i.e. the course is fully funded) but then subsequently has to participate in further learning at their own expense to meet the sectors’ requirements for employment or progression into further learning.

The two examples detailed below illustrate what may happen given different scenarios arising from the SSCs/SBs/SSBs’ decision of where the threshold for a full Level 2 qualification is set. Scenario A illustrates the correct model leading to desired outcomes and aligned with LSC funding priorities, while Scenario B illustrates a model that leads to perverse consequences for learners, employers and providers and should therefore be avoided.

Scenario A

If a Certificate or Diploma size qualification has been set as a ‘full’ Level 2 by a SSC/SSB/SB and this is recognised to be the requirement for progression into employment, or to a full Level 3 qualification then this fits with the LSC funding priorities.

This model will enable learners to understand how to use their entitlement to a publicly funded first full Level 2 qualification to progress either into employment within the sector or onto their first full Level 3. In this scenario a learner can achieve clear progression and/or employability objectives, and employers have confidence that a full Level 2 qualification confers skills necessary for a particular type of job. It is also expected that a full Level 2 will be accepted by employers across the relevant sector, and it would provide sufficient level of transferable skills. Thus a full Level 2 gives learners sustainable options for employment and progression, and employers an understanding and confidence that full Level 2 qualification equates with their employment requirements.

With the exception being those repeat qualifications identified as repeat funding within TTG additional flexibilities.
Scenario B

If a Certificate size qualification has been set as a full Level 2, but employers in the sector commonly require a Diploma to progress to employment or for progression to learning at Level 3, then the qualification being identified as a funding priority by the SSC does not actually meet employer’s needs.

This would mean that an individual might use their entitlement for their first full Level 2, but on successful completion, would still fall short of employment and progression requirements and hence would need to engage in further learning at Level 2.

This scenario would arise whenever the full Level 2 criteria are set lower than the sector requirement for employment, or the requirements for progression to Level 3. For instance, if a Certificate was assigned a full Level 2 status yet a Diploma was what was required by the sector, the Certificate would not be prioritised for funding as it does not meet employability and/or progression criteria. If this scenario was to occur, it would mean that employers would have negative perception of full Level 2, because it would not give learners skills necessary for employment.

Equally where an award size Level 2 was identified as a full Level 2, the current LSC funding policy would not prioritise funding for the learner to continue and complete a Diploma size qualification at the same level as their existing qualification.

The impact on learners would be that they had achieved their first full Level 2 and therefore used up their entitlement and not be able to move forward to employment, or further learning at Level 3.

This could have further significance, as this option might lead to further perverse consequences in relation to delivery and provider behaviour, where it might become economically attractive to offer learners the shortest and cheapest qualifications. The impact on learner retention rates and qualification success rate may also be significant in provider decisions.
Annex D:
Level 2 guidance for Awarding Organisations

The following pages outline the guidance that has been produced to assist Awarding Organisations in determining full Level 2 threshold in the Qualifications and Credit Framework (QCF). Guidance for Awarding Organisations (AOs) regarding the interim full Level 2 definition and confirmation process in the Qualifications and Credit Framework (QCF).

This guidance has been developed to assist Awarding Organisations to understand the criteria Sector Skills Councils (SSCs)/Standard Setting Bodies (SSBs)/Sector Bodies (SBs) will use when setting full Level 2 threshold for their sector, sub-sectors and occupations, and to identify key considerations that will need to be taken into account when designing new full Level 2 qualifications in the QCF.

In November 2008 the Secretary of State agreed an interim definition for full Level 2 until 31 August 2010. The interim full Level 2 definition for QCF qualifications is based on a threshold of 13 credits with SSCs/SSBs/SBs responsible for determining the content for their sectors, sub-sectors and occupations. They also have the flexibility to set the threshold higher or lower than 13 credits in accordance with their sector requirements. LSC has been remitted to disseminate this definition and to support all stakeholders in the identification of full Level 2 and to undertake monitoring and evaluation of the definition in order to inform a final definition for 2010/11 onwards.

As part of the implementation of the interim definition, LSC expects that SSCs/SSBs/SBs and AOs will work closely together. Collaborative working will be essential to ensure that vocational qualifications approved as full Level 2 in the QCF meet the needs of employers and learners. We expect that SSCs/SSBs/SBs will be communicating decisions on sector thresholds with Awarding Organisations to enable them to develop qualifications that can populate the QCF.

LSC will continue to work with Awarding Organisations through the Awarding Organisations’ Advisory Group and has made a commitment to the Federation of Awarding Bodies (FAB) and to the Joint Council for General Qualifications (JCQ) to ensure early dissemination of SSCs/SSBs/SBs’ decisions.

As already stated, as part of the wider implementation of the QCF and vocational qualification reform, LSC will be using the Sector Qualification Strategy Action Plans (SQS APs) to inform funding eligibility decisions, and SSCs will advise LSC on which key vocational qualifications should be funded. In the context of full Level 2, LSC will be reviewing the funding priorities to take account of the new interim definition to ensure public funding is supporting the right provision.

LSC has been remitted to monitor and manage implementation of the definition and in particular to manage affordability. LSC will therefore need to understand the changes in relation to the previous full Level 2 NQF qualifications in terms of affordability, and the way learners and employers might be affected.

4 Please note that funding rates for qualifications are determined by the input and therefore not all full Level 2 qualifications will be funded at the same rate. The funding rate is likely to differentiate between qualifications by their mode of delivery, cost and input required.
The table below sets out key considerations that should be taken into account by SSCs/SSBs/SBs in order to meet key full Level 2 approval requirements and which AOs should also be aware of in developing new full level 2 qualifications for the QCF:

<table>
<thead>
<tr>
<th>Category</th>
<th>Considerations</th>
</tr>
</thead>
</table>
| **Content and sector fit**| The full Level 2 credit threshold for sectors, sub-sectors and occupations will be determined by SSCs/SSBs/SBs and aligned to National Occupational Standards (NOS), which will be approved/endorsed by employers. It is expected NOS will be a reference point for all provision.  
  The full Level 2 threshold will also align with the relevant SQSs and Action Plans, therefore ensuring the skills, knowledge and understanding that provide a platform for employability in the sectors, sub-sectors or occupations.  
  The full Level 2 credit thresholds will have to be comparable among SSCs with similar footprints, and aligned if there are allied occupations.  
  SSCs/SSBs/SBs should consult with Awarding Organisations, and/or key employers and professional bodies, when establishing requirements for full Level 2 content and threshold.  
  LSC will monitor information regarding predecessor qualifications in order to understand the implications for existing qualifications, and safeguard against adverse consequences such as reduction in size solely to meet the minimum full Level 2 threshold.  
  LSC will also monitor other quality indicators – e.g. professional endorsements, quality standards obtained etc. |
| **Sufficient threshold**  | SSCs have been advised that sufficient credit threshold for full Level 2 in their sector, sub-sector(s) and occupations should:  
  Represent minimum level of competency in an occupational area.  
  Represent appropriate number of credits, and volume of skills and knowledge to gain sustainable employment in the sector.  
  Enable an employee to move to the next level of employment in the sector.  
  Give a ‘licence to practice’ in a profession (where appropriate).  

  **Qualifications below 13 credits should be approved only by exception, and be backed by rationale and evidence consistent with the relevant SQS and Action Plan.**  

  If the threshold is set in such a way that there are qualifications that are approved as full Level 2 for all different qualification sizes – e.g. Award, Certificate and Diploma are all deemed to represent full Level 2, the SSCs will have to consider:  
  Rationale for regarding an Award and a Certificate and a Diploma at the same level as full qualifications in one sub-sector or occupational area.  
  Employability outcomes that justify fullness at each stage.  
  Issues regarding learner entitlement considering LSC policy of firstness (please see **Annex A**).  
  If there are any implications for progression routes between these qualifications.  

<table>
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<td>Category</td>
<td>Considerations</td>
</tr>
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</tr>
</tbody>
</table>
| **Primary purpose**      | Full Level 2 qualifications will have the specified main purpose and sub-purpose as defined on the list supplied by the regulators and entered on the web-based accreditation system (WBA).  
As a guide LSC would expect that all full Level 2 qualifications should be within the main purpose definition D, and the relevant sub-purpose categories as follows:  
D. Confirm occupational competence and/or ‘licence to practice’:  
D1. Confirm competence in an occupational role to the standards required;  
D2. Confirm the ability to meet a ‘licence to practice’ or other legal requirements made by the relevant sector, professional or industry body.  
It is acknowledged that there might be secondary sub-purpose fields – for example, within the purpose definition E to reflect the breath of qualification.  
**Note that not all qualifications with the purpose definition D will be automatically full Level 2. They need to be approved and aligned to SQS and NOS as previously described.** |
| **Portability**           | Full Level 2 credit threshold should ensure that qualifications are portable for the individual, including the following:  
• That level of literacy, numeracy, ICT and other generic and transferable skills are in line with the NOS minimum entry requirement for that profession.  
• Qualification is transferable across employers in the sector. |
| **Progression and employ-ability** | When designing full Level 2 qualifications it is important to consider progression routes:  
• If there is a sufficient threshold to progress to Level 3.  
• If further learning is needed to progress to Level 3, consider what this entails and how learners and providers might be affected (e.g. learner entitlement, appropriate information for learners).  
• What kind of professional or employment related progression will be enabled. |
Annex: Funding Scenarios for Full Level 2 Qualifications

LSC Funding Model

The LSC statement of priorities for 2009/10 clearly sets out the LSC investment strategy in further education skills and training and highlights the flexibilities within the funding system to fund priorities that do not immediately lead to full qualifications. Examples of particular policy areas where this is the case is the Integrated Employment and Skills Agenda and the SME flexibilities within the Train to Gain programme.

The importance of SSCs/SBs/SSBs’ decisions about what constitutes a full qualification will be critical to ensuring that when a learner exercises their entitlement to a funded first full Level 2 qualification, it gives them the platform for employability to enter and sustain employment.

Funding is prioritised to a learner’s first full Level 2 qualification. Any subsequent qualifications at the same level would not be automatically entitled to full public funding. The implication is that if the threshold for a full Level 2 qualification is set lower than what is deemed necessary by the sector for subsequent employment or progression opportunities, the situation could arise where an individual takes and achieves the full qualification, uses their entitlement to public funding (i.e. the course is fully funded) but then subsequently has to participate in further learning at their own expense to meet the sectors’ requirements for employment or progression into further learning.

The two examples detailed below illustrate what may happen given different scenarios arising from the SSCs/SBs/SSBs’ decision of where the threshold for a full Level 2 qualification is set. Scenario A illustrates the correct model leading to desired outcomes and aligned with LSC funding priorities, while Scenario B illustrates a model that leads to perverse consequences for learners, employers and providers and should therefore be avoided.

Scenario A

If a Certificate or Diploma size qualification has been set as a ‘full’ Level 2 by a SSC/SSB/SB and this is recognised to be the requirement for progression into employment, or to a full Level 3 qualification then this fits with the LSC funding priorities.

This model will enable learners to understand how to use their entitlement to a publicly funded first full Level 2 qualification to progress either into employment within the sector or onto their first full Level 3. In this scenario a learner can achieve clear progression and/or employability objectives, and employers have confidence that a full Level 2 qualification confers skills necessary for a particular type of job. It is also expected that a full Level 2 will be accepted by employers across the relevant sector, and it would provide sufficient level of transferable skills. Thus a full Level 2 gives learners sustainable options for employment and progression, and employers an understanding and confidence that full Level 2 qualification equates with their employment requirements.

5 With the exception being those repeat qualifications identified as repeat funding within TTG additional flexibilities.
Scenario B

If a Certificate size qualification has been set as a full Level 2, but employers in the sector commonly require a Diploma to progress to employment or for progression to learning at Level 3, then the qualification being identified as a funding priority by the SSC does not actually meet employer’s needs.

This would mean that an individual might use their entitlement for their first full Level 2, but on successful completion, would still fall short of employment and progression requirements and hence would need to engage in further learning at Level 2.

This scenario would arise whenever the full Level 2 criteria are set lower than the sector requirement for employment, or the requirements for progression to Level 3. For instance, if a Certificate was assigned a full Level 2 status yet a Diploma was what was required by the sector, the Certificate would not be prioritised for funding as it does not meet employability and/or progression criteria. If this scenario was to occur, it would mean that employers would have negative perception of full Level 2, because it would not give learners skills necessary for employment.

Equally where an award size Level 2 was identified as a full Level 2, the current LSC funding policy would not prioritise funding for the learner to continue and complete a Diploma size qualification at the same level as their existing qualification.

The impact on learners would be that they had achieved their first full Level 2 and therefore used up their entitlement and not be able to move forward to employment, or further learning at Level 3.

This could have further significance, as this option might lead to further perverse consequences in relation to delivery and provider behaviour, where it might become economically attractive to offer learners the shortest and cheapest qualifications. The impact on learner retention rates and qualification success rate may also be significant in provider decisions.
# Annex E:
## Qualifications identified as full level 2 within LAD

<table>
<thead>
<tr>
<th>Learning Aim Ref</th>
<th>Learning Aim Title</th>
<th>Awarding Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>50021138</td>
<td>Certificate in Distribution Services in the Textile Industry Working Practices (QCF)</td>
<td>ABC</td>
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<td>Certificate in Shoe Repair, Key Cutting and Associated Multi Services (QCF)</td>
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<td>Diploma in Construction Operations – General Construction (QCF)</td>
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<td>Diploma in Highways Maintenance – Excavation Operations (QCF)</td>
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<td>Diploma in Roof Slating and Tiling (QCF)</td>
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<td>Diploma in Scaffolding (QCF)</td>
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<td>Diploma in Shopfitting Bench Joinery (QCF)</td>
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<td>Diploma in Site Carpentry (QCF)</td>
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<td>Diploma in Stonemasonry – Banker (QCF)</td>
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<td>Diploma in Wall and Floor Tiling (QCF)</td>
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<td>Diploma in Automotive Maintenance and Repair (QCF)</td>
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<td>50042166</td>
<td>Diploma in Fencing (QCF)</td>
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<th>Awarding Body</th>
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<tr>
<td>5005577X</td>
<td>Certificate for Trade Union Health and Safety Representatives (Next Steps) (QCF)</td>
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<td>Certificate for Trade Union Health and Safety Representatives (QCF)</td>
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<td>50055781</td>
<td>Certificate for Trade Union Learning Representatives (QCF)</td>
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<td>5005627X</td>
<td>Certificate for Trade Union Representatives (Stage 1) (QCF)</td>
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<td>Certificate for Trade Union Representatives (Stepping Up) (QCF)</td>
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<td>Certificate in Trade Unions Today (QCF)</td>
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<td>50028789</td>
<td>Certificate for IT Users (ITQ) (QCF)</td>
<td>OCR</td>
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<td>Diploma in Text Processing (Business Professional) (QCF)</td>
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<td>Diploma in Apparel Product Development (QCF)</td>
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<tr>
<td>50047498</td>
<td>Diploma in Complementary Therapies (QCF)</td>
<td>VTCT</td>
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Annex F:  
Level 2 guidance for providers

The following pages outline the guidance that has been produced to assist providers in the process moving towards the delivery of full Level 2 qualifications as outlined in the Qualifications and Credit Framework (QCF).

Guidance for LSC funded providers regarding the interim definition for full Level 2 and confirmation process for qualifications in the Qualifications and Credit Framework (QCF)

Introduction

This guidance is intended to update providers with regard to the interim full Level 2 definition agreed for the QCF and the process by which Sector Skills Councils (SSCs), Standard Setting Bodies (SSBs) and Sector Bodies (SBs) will identify and confirm full Level 2 qualifications for their sectors in the QCF. SSCs/SSBs/SBs have a new role setting the full Level 2 threshold for their sector, sub-sectors and occupations. This guidance is intended to identify the key considerations that will be taken into account when designing and confirming new full Level 2 qualifications in the QCF.

Background

In November 2008 the Secretary of State for the Department for Innovation, Universities and Skills (DIUS) agreed an interim definition for full Level 2 for the period to 31 August 2010. The interim full Level 2 definition for QCF qualifications is based on a threshold of 13 credits with SSCs/SSBs/SBs responsible for determining the content for their sectors, sub-sectors and occupations. They also have the flexibility to set the threshold higher or lower than 13 credits in accordance with their sector requirements.

LSC has been remitted to disseminate this definition and to support all stakeholders in the identification of full Level 2 and to undertake monitoring and evaluation of the definition to inform a final definition for 2010/11 onwards.

As part of the implementation of the interim definition, LSC expects that SSCs/SSBs/SBs and Awarding Organisations (AOs) will work closely together. Collaborative working will be essential to ensure that vocational qualifications approved as full Level 2 in the QCF meet the needs of employers and learners. LSC expects that SSCs/SSBs/SBs will be communicating decisions on sector thresholds to Awarding Organisations to enable them to develop qualifications that can populate the QCF.

On the 18 of December 2008 the LSC published and circulated to SSCs a briefing note which sets out the new interim definition for full Level 2 qualifications in the QCF. The briefing note can be found at: Level 2 Briefing Note (18 December 08)

Learning Aims Database

The LSC will inform providers as the new QCF qualifications become available through the Learning Aims Database. This will include information on funding rates. The LSC will identify full Level 2 qualifications in the QCF using the existing flag for ‘full Level 2’. To identify full Level 2 provision that is within the QCF it is possible to filter using the QCF flag on the LAD.

Allocations and funding

The LSC expectation is that providers should start delivering the new full Level 2 qualifications accredited onto the QCF as they become available where they are replacing existing Level 2 National Qualifications Framework (NQF) qualifications. The LSC plans to make ineligible for funding the NQF predecessor qualifications when new QCF qualifications are available. This will be the case even where the NQF qualification is still within its accreditation date.
The list of qualifications ineligible for public funding can be found at:

LSC will be using the Sector Qualification Strategy Action Plans (SQS APs) to inform funding eligibility decisions, and SSCs will advise LSC on which key vocational qualifications should be funded. This is set out in the LSC QCF Policy Update: Issue 1 (January 2009) – http://readingroom.lsc.gov.uk/lsc/National/QCF_Policy _Update_-_Issue_1.pdf.

In the context of full Level 2, LSC will be reviewing the funding priorities to take account of the new interim definition.

As signaled previously and in line with current LSC policy the timing of these changes will be carefully managed so that learners and providers are not disadvantaged and in order to give providers sufficient time to plan. Changes to the eligibility of predecessor NQF qualifications will therefore not be implemented in-year.

As the threshold of 13 credits is being applied to create a degree of comparability of size to current full Level 2 qualifications (particularly NVQs), there should be minimal or negligible impact on the funding allocation agreed and the associated learner numbers. As such the LSC would not expect to adjust allocations as providers begin to deliver the QCF full Level 2 qualifications. This assumption will be actively monitored during the two year period of the interim definition.

Performance

Performance arrangements will continue unaltered during the interim period. The new full Level 2 qualifications will be included within qualification success rate calculations in the same way that current full Level 2 provision is. Achievement rates and time taken to achieve the new qualifications will form part of the monitoring that will be undertaken during the two year period.

LSC monitoring role

LSC has been remitted to monitor and manage implementation of the definition and in particular to manage affordability. LSC will therefore need to understand the changes in relation to the previous full Level 2 NQF qualifications in terms of affordability, and the way learners, providers and employers might be affected.

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6 Please note that funding rates for qualifications are determined by the input and therefore not all full Level 2 qualifications will be funded at the same rate. The funding rate is likely to differentiate between qualifications by their mode of delivery, cost and input required.
## Guidance

The table below sets out key considerations that will be taken into account by SSCs/SSBs/SBs to meet key full Level 2 approval requirements. These will also form the considerations that Awarding Organisations will adopt when developing new full level 2 qualifications for the QCF:

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| **Content and sector fit**      | • The full Level 2 credit threshold for sectors, sub-sectors and occupations will be determined by SSCs/SSBs/SBs and aligned to National Occupational Standards (NOS), which will be approved/endorsed by employers. It is expected NOS will be a reference point for all provision.  
  • The full Level 2 threshold will also align with the relevant SQSs and Action Plans, therefore ensuring the skills, knowledge and understanding that provide a platform for employability in the sectors, sub-sectors or occupations.  
  • The full Level 2 credit thresholds will have to be comparable among SSCs with similar footprints, and aligned if there are allied occupations.  
  • SSCs/SSBs/SBs should consult with Awarding Organisations, and/or key employers and professional bodies, when establishing requirements for full Level 2 content and threshold.  
  • LSC will monitor information regarding predecessor qualifications in order to understand the implications for existing qualifications, and safeguard against adverse consequences such as reduction in size solely to meet the minimum full Level 2 threshold.  
  • LSC will also monitor other quality indicators – e.g. professional endorsements, quality standards obtained etc. |
| **Sufficient Threshold**        | SSCs have been advised that sufficient credit threshold for full Level 2 in their sector, sub-sector(s) and occupations should:  
  • Represent minimum level of competency in an occupational area.  
  • Represent appropriate number of credits, and volume of skills and knowledge to gain sustainable employment in the sector.  
  • Enable an employee to move to the next level of employment in the sector.  
  • Give a ‘licence to practice’ in a profession (where appropriate).  

Qualifications below 13 credits should be approved only by exception, and be backed by rationale and evidence consistent with the relevant SQS and Action Plan.

If the threshold is set in such a way that there are qualifications that are approved as full Level 2 for all different qualification sizes – e.g. Award, Certificate and Diploma are all deemed to represent full Level 2, the SSCs will have to consider:  

• Rationale for regarding an Award and a Certificate and a Diploma at the same level as full qualifications in one sub-sector or occupational area.  
• Employability outcomes that justify fullness at each stage.  
• Issues regarding learner entitlement considering LSC policy of firstness, where funding is prioritised to a learner’s first full Level 2 qualification.  
  Any subsequent qualifications at the same level would not be automatically entitled to full public funding.  
• If there are any implications for progression routes between these qualifications.
Category Considerations

Primary purpose
Full Level 2 qualifications will have the specified main purpose and sub-purpose as defined on the list supplied by the regulators and entered on the web-based accreditation system (WBA).

As a guide LSC would expect that all full Level 2 qualifications should be within the main purpose definition D, and the relevant sub-purpose categories as follows:

D. Confirm occupational competence and/or ‘licence to practice’:
   D1. Confirm competence in an occupational role to the standards required.
   D2. Confirm the ability to meet a ‘licence to practice’ or other legal requirements made by the relevant sector, professional or industry body.

It is acknowledged that there might be secondary sub-purpose fields – for example, within the purpose definition E to reflect the breadth of qualification.

Note that not all qualifications with the purpose definition D will be automatically full Level 2. They need to be approved and aligned to SQS and NOS as previously described.

Portability
Full Level 2 credit threshold should ensure that qualifications are portable for the individual, including the following:

- That level of literacy, numeracy, ICT and other generic and transferable skills are in line with the NOS minimum entry requirement for that profession.
- Qualification is transferable across employers in the sector.

Progression and employability
When designing full Level 2 qualifications it is important to consider progression routes:

- If there is a sufficient threshold to progress to Level 3.
- If further learning is needed to progress to Level 3, consider what this entails and how learners and providers might be affected (e.g. learner entitlement, appropriate information for learners).
- What kind of professional or employment related progression will be enabled.
## Annex G: QCF Enrolment Figures

### Public Funding by Enrolments – QCF Qualifications

(Note: not all figures can be updated monthly as indicated in the text)

#### Learner Responsive (College based delivery) – As of 01/02/2009

<table>
<thead>
<tr>
<th></th>
<th>Learner Responsive</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
<td>62,578</td>
</tr>
<tr>
<td>– of which Entry and Level 1:</td>
<td>38,171</td>
</tr>
<tr>
<td>– of which Level 2 and above:</td>
<td>24,407</td>
</tr>
<tr>
<td>Adults:</td>
<td>58,358</td>
</tr>
<tr>
<td>– of which Entry and Level 1:</td>
<td>20,420</td>
</tr>
<tr>
<td>– of which Level 2 and above:</td>
<td>37,938</td>
</tr>
<tr>
<td>Number of Providers</td>
<td>402</td>
</tr>
</tbody>
</table>

#### Employer Responsive (Train to Gain and Apprenticeships) – As of 31/3/09

<table>
<thead>
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<th>Employer Responsive</th>
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</thead>
<tbody>
<tr>
<td>16-18</td>
<td>5,178</td>
</tr>
<tr>
<td>– of which Entry and Level 1:</td>
<td>700</td>
</tr>
<tr>
<td>– of which Level 2 and above:</td>
<td>4,478</td>
</tr>
<tr>
<td>Adults:</td>
<td>13,141</td>
</tr>
<tr>
<td>– of which Entry and Level 1:</td>
<td>8,969</td>
</tr>
<tr>
<td>– of which Level 2 and above:</td>
<td>4,172</td>
</tr>
<tr>
<td>Number of Providers</td>
<td>253</td>
</tr>
</tbody>
</table>

#### Public Funding by Enrolments – QCF Unit Funding Trials

#### Learner Responsive (College based delivery) – As of 01/02/2009

(Note: Learner Responsive unit funding trial for adult learners started as of 01/01/09)

<table>
<thead>
<tr>
<th></th>
<th>Learner Responsive</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18 (funded only by exception):</td>
<td>59</td>
</tr>
<tr>
<td>– of which Entry and Level 1:</td>
<td>55</td>
</tr>
<tr>
<td>– of which Level 2 and above:</td>
<td>4</td>
</tr>
<tr>
<td>Adults:</td>
<td>935</td>
</tr>
<tr>
<td>– of which Entry and Level 1:</td>
<td>782</td>
</tr>
<tr>
<td>– of which Level 2 and above:</td>
<td>153</td>
</tr>
<tr>
<td>Number of Providers</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Employer Responsive (Train to Gain only) – As of 31/03/09

(Note: Employer Responsive support for SMEs started as of 01/01/09)

<table>
<thead>
<tr>
<th></th>
<th>Employer Responsive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults:</td>
<td>945</td>
</tr>
<tr>
<td>– of which Entry and Level 2 and above:</td>
<td>945</td>
</tr>
<tr>
<td>Number of Providers</td>
<td>9</td>
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