Qualifications and Credit Framework

LSC and the QCF

Introduction
- What is the QCF?
- What is the LSC’s role?

QCF Service Layer
- What is the Service Layer?
- What services do we need and for who?
- What are the benefits?
- What does the service delivery model look like?

Wider implementation
- What is involved?
- What activities are being undertaken?
- What are we trying to achieve?
- The LSC QCF team
- How do we deliver the QCF?
Introduction

What is the QCF?
- The QCF is based on a new approach to recognising learning that awards credit for achievement of units and qualifications
- Units can be combined in pre-defined ways to form qualifications
- Once a unit has been achieved, the credit is awarded to the learner and can be counted towards any qualification that requires it (where they appear in the pre-defined rules of combination and remain valid)
- Incremental achievement (qualifications built up from units) enables learners to achieve qualifications at their own pace along flexible routes
- QCF is regulated across the learning and skills sector to ensure consistency of quality

The QCF has the potential to complement a variety of other policies including:
- Skills Accounts
- National Apprenticeship Vacancy Matching Service (NAVMS)
- Adult Advancement and Careers Service (AACS)
- Foundation Learning Tier
- Train to Gain
- Demand Led Funding

What is the LSC’s role?
The LSC will have two roles in the delivery of the QCF:
- QCF Service Layer - delivery of the QCF Service Layer
- Wider implementation – across planning, funding and performance

1. QCF Service Layer

What is the Service Layer?
The QCF Service Layer is the central tier of the QCF delivery model (Please refer to diagram 1) that facilitates the transfer of data across the learning and skills sector. It supports the interactions between Learners, Providers and Awarding Organisations. Service Layer scope covers:
- 3 countries – England, Wales and Northern Ireland
- Public and non-public funded learning
- All QCF qualifications

What services do we need and for who?
For Learners
- Ability to see their achievement in their Learner Record
- Ability to query differing paths to achievement that they can take to be awarded qualifications (routes to achievement)
- Data challenge and helpdesk
For Awarding Organisations
- Delegated access to learners’ achievement to support credit accumulation and transfer (CAT)
- Helpdesk
- Mechanism for data to be transferred to the Learner Record
For Providers
- Ability to see achievement in a Learner Record
- Ability to run routes to achievement queries to support Information Advice and Guidance
- Helpdesk

What are the benefits?
For Learners
- A Learner Record that can be shown to employers, Information, Advice and Guidance providers and providers as and when they see fit
- Clear identification of learning paths to achievement
- Automatic notification when a qualification is close to being achieved
For Awarding Organisations
- Quicker and cleaner access to data
For Providers
- Improved access to learner data
- Improved information about learners
For Employers
- Improved access to information about staff and potential staff – where access is granted

LSC QCF Team
- Janet Ryland
- Kully Jones
- Leighton Ernsberger
- Yvonne Kenny
- Dilveer Brainch
- Tim Barrett
- Peter Harris
- Sharon Creary

Email:
cvh-qualificationsandframeworkreform@lsc.gov.uk
What does the service delivery model look like?

Diagram 1: Service delivery model

1. QCF Service Layer Interface (England, Wales and Northern Ireland)
   - LSC:
     • Provide of a Learner Record with QCF achievement data from Awarding Organisations
     • Support Credit Accumulation and Transfer (CAT)
     • Helpdesk to support the public, including Learners, Providers, Awarding Organisations and Information, Advice and Guidance services
     • Function to enable learners to manage access to their Learner Record
     • Facilitate the challenge of data accuracy
     • Support the learner in the planning of future learning episodes through the Routes to Achievement functionality
   - Qualifications Regulator:
     • Continue with existing processes
     • Maintain and provide access to the Rules of Combination for accredited QCF qualifications
     • Support implementation of Service Level Agreement with Awarding Organisations

2. Wider Implementation (England only)
   - Providers and Information, Advice and Guidance services:
     • Support learners to navigate the learner Record and plan future episodes of learning using the Routes to Achievement functionality
     • Request Unique learner Number (ULN) on behalf of learner
     • Delivery of learning where appropriate and available

2. Wider Implementation
   The LSC is taking forward the wider implementation of QCF across planning, funding and performance in the learning and skills sector in England.

   The LSC’s vision is to ensure the QCF is part of the core business of the future Skills Funding Agency (SFA) with an aspiration for a similar role for the future Young People’s Learning Agency (YPLA) as part of the wider Machinery of Government (MoG) strategy.

   What is involved?
   Developing funding and performance measures to support QCF looking initially at:
   • Train to Gain
   • OLASS
   • Skills Accounts
   • Framework for Excellence

   What activities are being undertaken?
   • Trial of unit funding and credit based performance measures
   • Pilot arrangements with SSCs to inform prioritisation of funding for vocational qualifications
   • Review core LSC business processes prior to the establishment of the Skills Funding Agency
   • Work with providers, learners, employers and other key organisations for the successful delivery of the QCF

   What are we trying to achieve?
   • Stimulate learner and employer demand for QCF qualifications
   • Increase investment in learning and skills by employers
   • Promote the flexibility of the QCF through public funding
   • Minimise the burden on providers
How do we deliver the QCF?

From 2008 to 2010, we anticipate a period of cautious and focussed development of the underpinning systems and processes to support the QCF.

This will involve the deployment of transition arrangements of the Service Layer across England, Wales and Northern Ireland and alignment of planning, funding and performance measures to support wider implementation in England.

This phase will involve further modelling of how data systems, funding approaches, performance measures, government targets and priorities in particular can be fully aligned to deliver the full flexibility of a qualification and credit framework.

This diagram sets out the required activities to be undertaken to move from the current situation to the envisioned 2010 target future state.