



Leading learning and skills

OLASS and the Qualifications and Credit Framework – Implementation

Successful Employment and Resettlement of Ex-Offenders Conference

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The Wider Context

- At the heart of the National Skills Strategy
- Central to the effective delivery of 'New Industry: New Jobs'
- A driver for social justice
- Central to the Skills Investment Strategy and Skills Funding Agency – national/spatial/sectoral
- Bringing together individual entitlement within a universal system

The QCF



- The current framework (National Qualifications Framework – NQF) is sometimes perceived to result in qualifications which are – inflexible, unresponsive, incoherent
- A new framework for recognising and accrediting qualifications in England, Wales and Northern Ireland built on units *and credits*
- A framework which can support greater transferability of learning and achievement through credit accumulation and transfer
- A framework which is able to embrace a wider range of achievement
- A framework which is simple, clear and easy to understand

The QCF



Definition: A nationally regulated unit and credit based qualifications framework

Scope: from August 2009 the QCF is operational
by 2010 vocational qualifications and Entry and Level 1 provision (mainly adults)
by 2013 decision to be made for general qualifications (for all)



Figure 1: Standardising Level, Size and Title of Qualifications –
Support pack for the Qualifications and Credit Framework

The Benefits

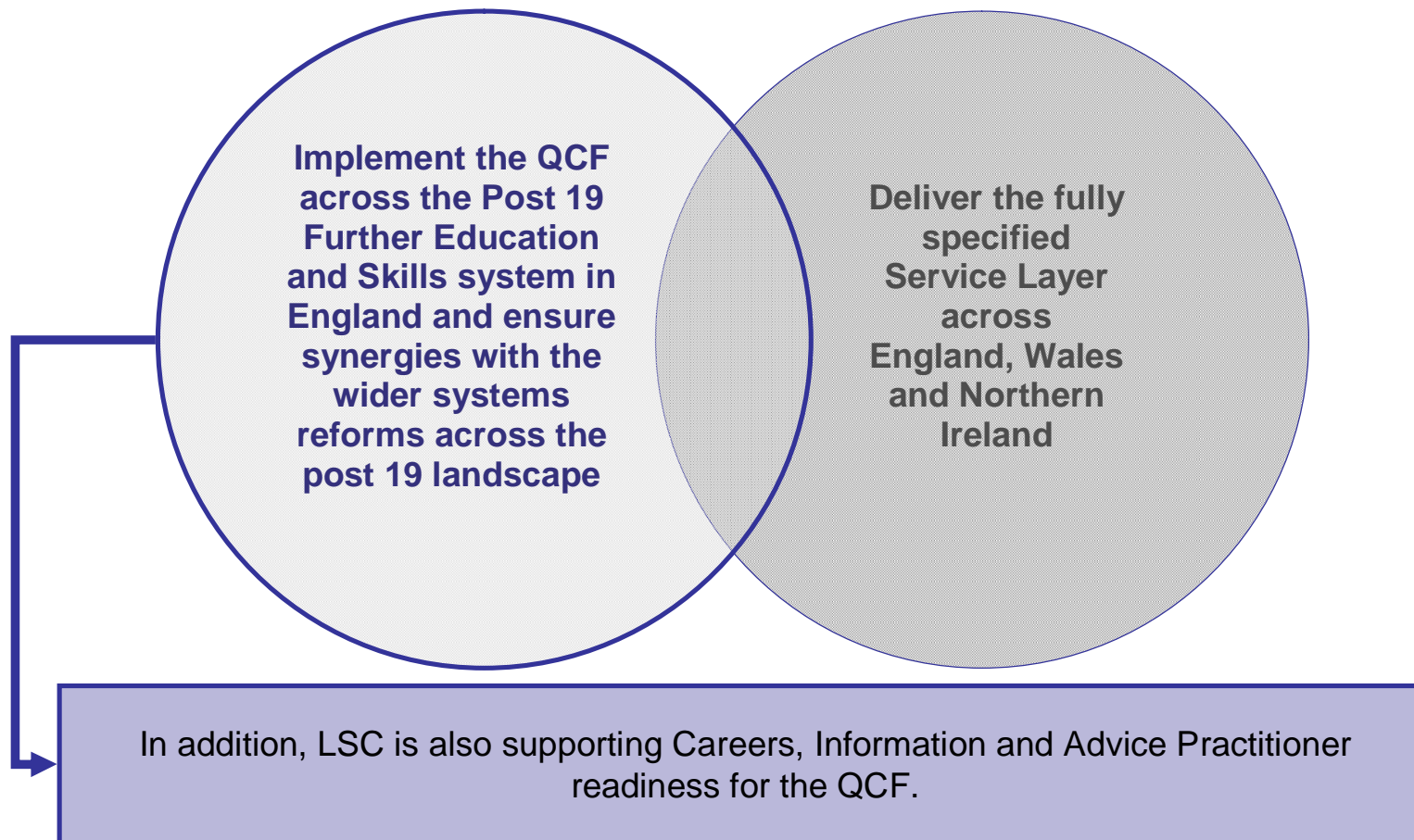


- Increased responsiveness to innovation for vocational qualifications
- Increased proportion of work based learning leading to vocational qualifications
- Improved employer and learner attitudes and perceptions to VQS
- Increased number of vocational qualifications awarded and people gaining vocational qualifications
- Improved value of vocational qualifications in the labor

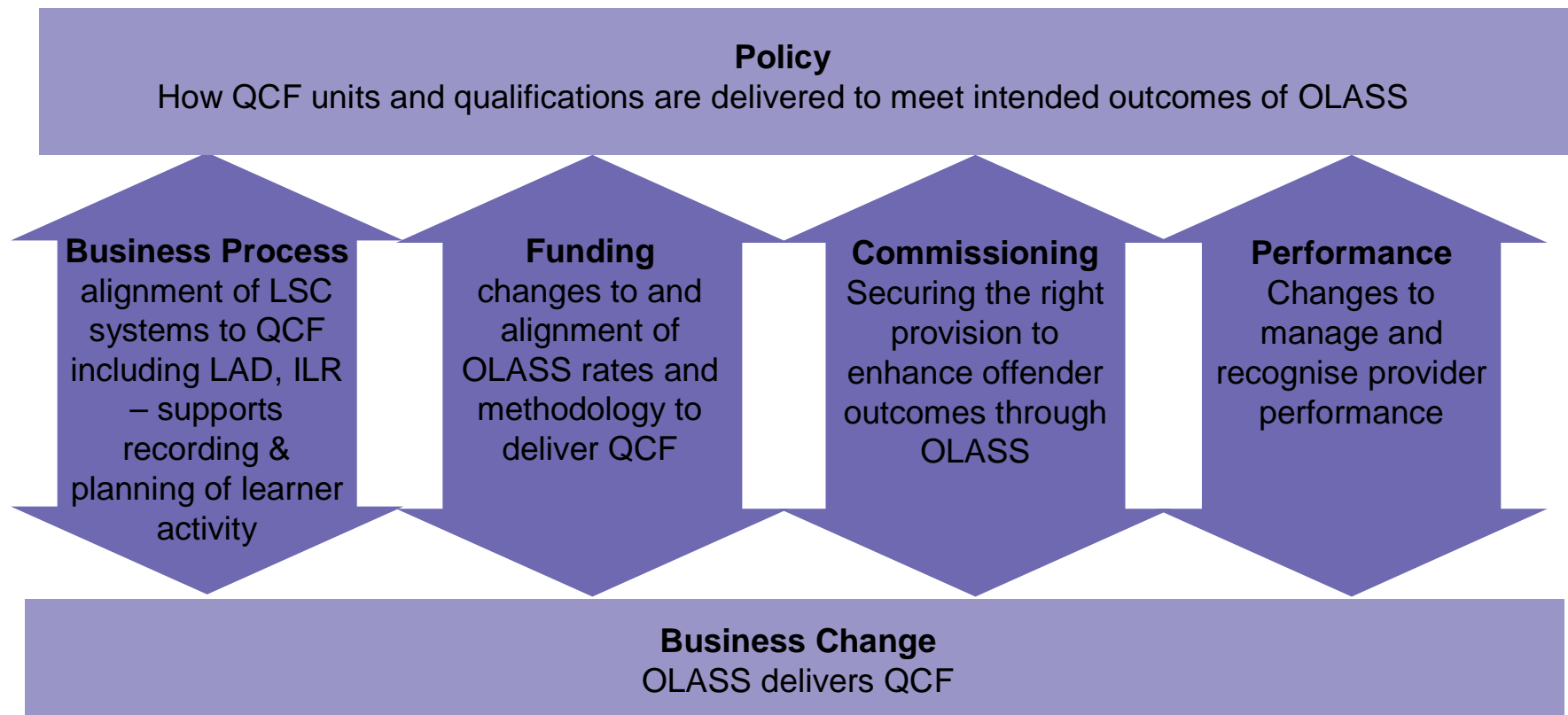
The LSC remit



The November 2008 Secretaries of State Remit letters allocated LSC responsibility to:



The Approach



Benefits for OLASS Learners - 1



- Learners in OLASS move frequently between institutions – QCF offers greater flexibility, continuity and recognition for offenders' learning achievements
- QCF facilitates incremental achievement at a pace that suits the offender and supports their Individual Learning Plan and rehabilitation
- QCA offers smaller recognised learning episodes as a 'taster' or first step to engagement in further learning or training

Benefits for OLASS Learners - 2



- QCF units and qualifications are recognised by employers and delivered by mainstream providers – this provides better support to OLASS learners in finding employment on release
- QCF provides a record of all learner achievements direct from Awarding Organisations linked to the OLASS Learner Record through MIAP so providers can see what has been achieved to better support individual learner needs and progression opportunities

Benefits for Learning Providers



- Enables design of more flexible programmes, suitable to the individual needs of learners in a range of settings, including through OLASS
- Helps improve retention and progression rates by recognising smaller steps of achievement more frequently
- Tracks all learners' achievements through the use of a Unique Learner Number (ULN)
- Helps describe achievements to employers and learners in a language that is easy to understand

Current Work



- Mapping current curriculum offer in OLASS & establishing corresponding conversion plan to support implementation of the QCF
- Analysing the current OLASS funding methodology, and developing future methodology based on learner hours and underpinned by enhanced understanding of delivery costs (including by type of establishment)
- Embedding the QCF in Virtual Campus national roll-out (including use for curriculum provision & assessment, and to address security issues)

Current Work



- Engaging with Careers Information and Advice providers for OLASS
- Introducing trials to test approaches to QCF unit funding for OLASS Provision
- Initiating collaboration with NOMS and National Heads of Learning in institutions to ensure a coordinated approach in support of Offender Management
- Feeding in to the LSIS QCF provider readiness programme, including ensuring that OLASS provision is adequately covered

Timeline



Oct – Begin prioritisation of QCF provision in OLASS

Oct/Nov – SSC/B credit values for target bearing Level 2 and 3 QCF qualifications published

Nov – Publish first baseline list of QCF qualifications prioritised for funding (WHAT provision will be funded) across programmes

Apr – Updated list of qualifications prioritised for public funding through each programme published (alongside adult entitlement list) – again in July & October 2010

Apr – SFA assumes responsibility for prioritising public funding (section 97 repealed)

May – SFA Funding Guidance published

Apr 2012 – PSA targets rearticulated in terms of credit

Aug 2012 – Funding on the basis of credit is implemented through SFA systems

Aug 2012 – SFA funding of accredited provision is exclusively QCF units and qualifications and funding of non-accredited provision is by exception to meet agreed policy objectives

Aug 2012 – SFA funding aligned to credit – significant changes

Q4 09	Q1 10	Q2 10	Q3 10	Q4 10	2011	2012	2013	2014	2015
◆	◆	◆	◆	◆	◆	◆	◆		◆

Jan - Updated list of qualifications prioritised for public funding through each programme published (alongside adult entitlement list)

August – New OLASS contracts start. Providers contractually obliged to prioritise delivery of QCF units and qualifications
August – SFA funding weighted to QCF for all mainstream offers including OLASS
August – OLASS core curriculum built fully from QCF
September – QCF Service Layer launched

Mar 2011 – Credit Success Rate included in provider performance arrangements through Framework for Excellence
Aug 2011 - Rules of combination embedded in SFA systems

Full flexibility and full benefits realisation