



**Qualification and Credit Framework (QCF)
Frequently Asked Questions from CACHE Centres
June 2010**

Prepared for CACHE information and training events

Preparing to Deliver QCF Qualifications

As a CACHE centre can I automatically offer QCF qualifications?

CACHE is contacting your centre to give you full information about the requirements of QCF. Your centre is being asked to complete a very straightforward form confirming that you are able to meet these requirements.

What qualifications are needed to deliver QCF training – PTLL, CTLL, DTLL?

There are no QCF regulatory requirements or Sector Skill Council requirements for tutors who are delivering learning to have specific qualifications. It is those who make the assessment judgements and internal quality assurers who will need to meet specific criteria.

What qualifications will assessors and IVs need?

Where qualifications are required of assessors or quality assurance staff, existing qualifications such as D32, D33, D34, A1 or V1 remain appropriate.

Centres should also be aware of the new QCF Assessing and Assuring the Quality of Assessment suite of qualifications, developed by the Sector Skills Council Lifelong Learning UK (LLUK) for staff who wish to undertake an assessing or quality assuring qualification. These will be available via CACHE from September 2010.

The existing approach whereby individuals 'working towards' an assessment or quality assurance qualification have their judgements

countersigned by a qualified assessor / quality assurer will remain applicable.

The new L2 & L3 Children and Young People's Workforce Qualifications

For 16-19 full time learners would you recommend colleges setting a timetable of units to be offered set in stone rather than allowing learners to chose?

A delivery model will need to be agreed within your college setting to meet the requirements of the funding arrangements for these learners. This is a business decision for your centre and not a CACHE decision.

How do we sell the new L3 Children and Young People's Diploma to young people interested in going on to university?

We estimate that the new L3 CYPW Diploma will attract no more that 120 UCAS Tariff Points as opposed to the 360 currently attached to the CACHE Level 3 DCCE. The new qualification is significantly smaller.

The UCAS process, and therefore the allocation of Tariff Points, for the new qualification will not be completed in time for learners registered for 2010/11.

The extension of NQF funding for 16 -19 year old learners to 31 December 2010 means that centres are able to register learners for the CACHE Level 3 DCCE for the 2010/11 academic year thereby retaining access to UCAS Tariff Points for that cohort.

During 2011, CACHE plans to secure UCAS Tariff Points for the QCF Level 3 CYPW and to apply to UCAS for Tariff Points for any larger QCF Level 3 qualification that it may create based on the Level 3 CYPW.

Placement/Real Work Environment

Can learners complete the qualification in one work environment or work placement?

The learner must be in the work role relevant to the unit or units that they have chosen to complete.

Can a learner be in a school work environment to work towards the Early Learning and Childcare pathway within the L3 Diploma for the Children and Young Peoples Workforce?

Yes, if the learner is working with a class which is delivering the Early Years Foundation Stage. This would usually be a reception class in a school environment.

Can work placements be voluntary or must learners be employed?

Work in the real work environment can be either voluntary or employed. The requirement is only that the learner is able to gain sufficient experience to be able to show competence in the requirements of the unit.

Can you define real working conditions please?

A real work environment is a setting that is a real work place with real children and/or young people which is relevant to the unit the learner is working towards.

How much time do learners need to spend in the work role of work placement?

Learners will need to spend sufficient time in a work role in a real work environment to show the assessor that they can competently and consistently achieve the required assessment criteria.

Is CACHE making any recommendation for the number of days in real work environments for full time college learners who are studying the Level 3 Diploma and the Level 2 Certificate for the Children and Young People's Workforce?

Level 3 Diploma CYPWF recommendation

A learner who has no previous experience of working with children and young people **would benefit** from working in a real work environment for a minimum of 2 days each week throughout their period of study to achieve the qualification. In addition learners would gain valuable experience from attending block weeks to gain a full understanding of the children or young people's differing needs and the full range of activities that occur in the work role. (CACHE would **recommend** approximately 400 hours working in real work environments.)

Level 2 certificate CYPWF recommendation

A learner who has no previous experience of working with children and young people **would benefit** from working in a real work environment for a minimum of 1 day each week throughout their period of study to achieve the qualification. In addition learners would gain valuable experience from

attending block weeks to gain a full understanding of the children or young people's differing needs and the full range of activities that occur in the work role. (CACHE would **recommend** approximately 200 hours working in real work environments.)

Assessment

What assessment methods are required for the new QCF qualifications?

A range of assessment methods have been recommended by CACHE for each unit within each qualification. The assessment methods will be familiar to those who have been involved in NVQs. One of these methods is a task set by CACHE for the knowledge learning outcomes.

The CACHE assessment guidance explains that CACHE offers a flexible approach where centres can use the most effective method for individual learners so completion of the specified task is optional. However, you will need to ensure that you either use one of the recommended methods to evidence achievement of all assessment criteria or you will need to inform your Centre Advisor of any other methods not listed in the qualification specification that you would like to use. Information on recommended assessment methods can be found in each qualification specification in the assessment section for each unit.

What's happening with grading of assessment?

Many of the new QCF qualifications that CACHE will be offering require assessment in the workplace. This makes grading more complex. CACHE has decided that for new qualifications, assessment will be non-graded and that achievement will be recognised with a pass only. The new qualifications have been developed in the main by Sector Skills Councils which are not supporting the grading of the qualifications. CWDC in particular want a one tier structure only for their new Children and Young People's Workforce qualifications.

CACHE understands the value of grading in relation to both learner motivation and the way in which it provides levels of achievement that UCAS Tariff Points can be attached to and will therefore keep the situation under review.

Does each assessment criteria have to be assessed only once?

A learner has achieved the assessment criteria when the assessor has made the judgement that there is sufficient evidence to show competence

or knowledge to achieve the assessment criteria. This may be once or more than once.

Where the assessment requirements say for example “learning outcomes 2 & 4 need to be assessed in real work environment”, does that mean all of or part?

This will relate to ‘Be able to...’ learning outcomes and means that all, not part, of the specified learning outcome must be assessed in relation to the role that the learner is carrying out in a real work environment. Competence / skills assessment criteria will need to be observed in the work environment. If there are knowledge assessment criteria in a ‘Be able to ...’ learning outcome, the knowledge aspect will need to relate to the work role for that learning outcome. Each assessment criterion must be achieved.

What if a unit has a ‘demonstrate’ learning outcome that has an ‘analyse’ assessment criteria. Surely evidence can’t be gathered by the assessor if it’s asking the learner to analyse?

If ‘analyse’ appears in a ‘Be able to ...’ learning outcome, it refers to the skills or competences that have been observed or assessed in the learner’s work role. The analysis needs to relate to the work role requirements of the particular learning outcome. Evidence may be produced as a reflective study of the activities or process that has been observed or by using any other performance related method.

Funding

If a learner is registered for a qualification before the 31st December 2010, will funding still continue until the end of that qualification?

Yes, that learner will be funded through to completion of that qualification.

Is funding available for individual QCF units (CPD or other)?

The Skills Funding Agency has said that it will only fund whole qualifications in 10/11, except for where they are running unit funding pilots.

Will units that have been completed previously with another provider be funded?

Funding can not be claimed for units which have already been completed (banked) by a learner. The new provider will be able to claim funding for

the qualification, minus the percentage of the qualification that has already been completed.

Which funding streams will fund the 19+ QCF qualifications?

Funding streams and amounts can not be confirmed until the data appears on the Learning Aims Database (LAD). CACHE expects that the 19+ provision will be funded under Adult Learner Responsive (ALR) and Employer Responsive (ER) funding streams.