

Recording Planned Credit Value and Credits Achieved

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

May 2009

Of interest to LSC colleagues and external stakeholders, in particular learning providers.

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.

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.

The purpose of the new ILR fields

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 ZUNAEESO) which can continue to be used.

7 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 funding trials

8 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.

9 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/ukvgrp/support>.

10 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/providers/ttg/latest>

11 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?

12 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.

13 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.

	Scenario	Use of ILR Fields A59 and A60
1	Learner enrolls for a programme leading to a qualification with no prior achievement and completes and achieves the full qualification.	Field A59 is completed with the credit value of the qualification and field A60 is also completed with the credits achieved through the qualification.
2	Learner enrolls for a programme leading to a qualification and only partially completes the qualification	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.
3	Learner enrolls for a programme leading to a qualification and leaves before any credits are achieved	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)

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.

	Scenario	Use of ILR Fields A59 and A60
4	Learner enrolls on a programme based on a qualification pathway and changes to another pathway during the programme, which is completed	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.

Learners enrolling on programmes leading to units listed within the current Unit Funding Trials

20 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.

	Scenario	Use of ILR Fields A59 and A60
5	Learner enrolls for a programme leading to a single unit and completes and achieves the unit	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.
6	Learner enrolls for a programme leading to a single unit and fails to complete or achieve the unit	ILR field 59 is completed with the credit value of the unit. An entry value of '000' is entered in field A60

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 enrolls 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
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.	The number entered in field A59 will be the credit value of the intended pathway to the new qualification <i>minus</i> the number of credits already achieved that can count towards that qualification. The number entered in field A60 will be the same as A59.
8	Learner has already achieved a nested qualification and returns to enrol and successfully complete a larger qualification.	As above

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.

Learning and Skills Council
National Office

Cheylesmore House
Quinton Road
Coventry CV1 2WT
T 0845 019 4170
F 024 7682 3675
www.lsc.gov.uk

© LSC May 2009

Published by the Learning and Skills Council

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.