

The future for Functional Skills Qualifications

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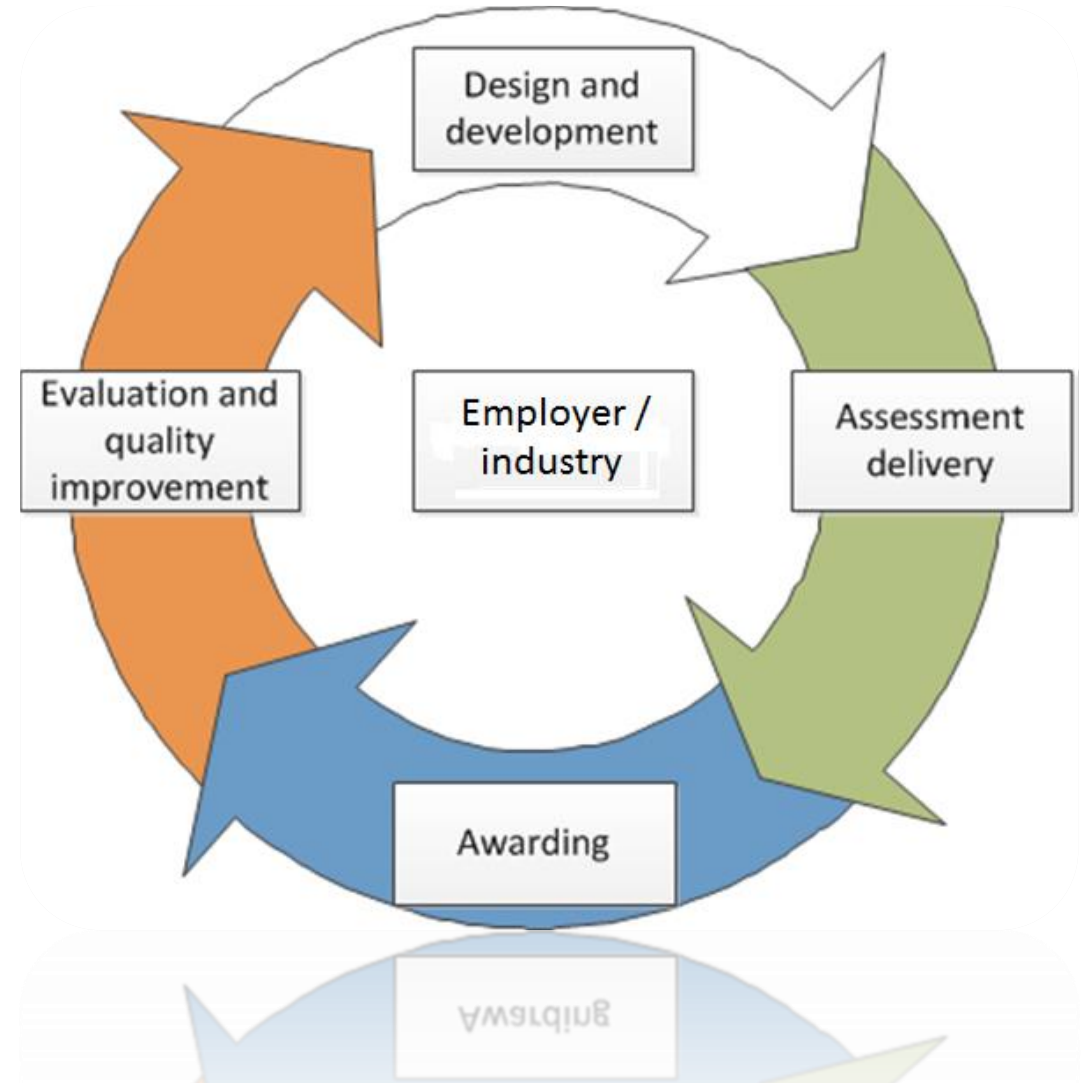


Where do qualifications fit into the vocational system?

- Qualifications should not be an end in themselves (but often seen that way)
- Many factors other than qualifications drive a healthy vocational education and training system
- But qualifications are important in signalling achievement, and so supporting progression

What makes a qualification sufficiently valid?

- Should assess effectively the skills and knowledge taught in the qualification
- Should enable results to be trusted as a measure of what a person can do
- Purpose and content should meet the needs of end users, e.g. employers
- Should be kept under regular review
 - Whole lifecycle is important: from design of qualification to evaluation of assessment



Functional Skills Reform

- There are some skills that are fundamental: to be successful in life and at work, people must be able to read and write and to use numbers with confidence.

- Ofqual looked at these qualifications in 2014 and found that, whilst they were not broken, there was room to improve the offer. ETF published '*Making maths and English work for all*' which came to a similar conclusion
- Government wants everyone to have an appropriate opportunity to improve their maths and English skills and achieve a credible employer recognised qualification
- The purpose of the programme is to make sure that the regulation of maths and English Functional Skills qualifications allows the development and award of valid qualifications, and reflects any policy changes to the qualifications
- We are looking at reform of Functional Skills Qualifications as a whole; including qualifications and the regulation framework. In particular, we are looking at standard setting and assessment issues.