

# Supporting Young People Leaving Care



## Laser Learning Awards

LASER supports its approved centres to develop flexible and responsive credit based courses. This includes those that widen access to lifelong learning, and address exclusion and participation. The structure of our qualifications enables learners to be recognised for their achievement, to accumulate credit, and use this to access further qualifications and learning over time.





LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are approved (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

## Contact us

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## Summary of Changes

Version	Publication Date	Summary of Changes
V1.2	July 2024	Document and file links updated throughout to accommodate new LASER website. General grammar, formatting and spelling updates.
V1.1	April 2024	New units introduced from the Review Date of 1st June 2024 (pg 7)  Care Leaver terminology updated in line with recommendations from the National Network for the Education of Care Leavers (NNECL). Examples include replacing "care experienced young people" with "young people with care experience" and replacing "helping" with "supporting" young people.  General grammar, formatting and spelling updates throughout.

## Qualification Overview

### OFQUAL QUALIFICATION NUMBERS

600/3710/6

Level 3 Award in Supporting Young People Leaving Care in Post-16 Education

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

### PURPOSE AND AIM OF QUALIFICATIONS

The qualification will enhance and recognise the skills and knowledge of staff working to support young people leaving care and continuing their education in school sixth-forms, further or higher education.

Specifically, the qualification will promote and assess:

- Communication skills within a supporting role
- Knowledge of support frameworks for young people leaving care, and regulatory requirements
- Understanding of the role of a Designated Member of Staff (DMS) responsible for the support of young people leaving care, within an organisation.

### WHO IS IT FOR?

The qualification is intended for learners active in or about to take up the role of supporting young people leaving care who are entering post-16 education, specifically the role of 'Designated Member of Staff'.

Learners must be a minimum of 18 years of age to undertake the qualification.

### ENTRY REQUIREMENTS

There are no formal entry requirements.

### RULES OF COMBINATION

Learners must achieve all three units, amounting to a total of 6 credits.

### UNITS

The unit content is available [here](#).

### ASSESSMENT

All units are achieved by providing evidence the learner has met the assessment criteria. There is no external assessment: evidence is assessed and internally verified by the provider and verified externally by Laser Learning Awards.

### PRICE

For LASER's price list, please click [here](#).

### DATES

Operational Start Date: 1 November 2011

Qualifications Review Date: 31 May 2028

### TO DELIVER

Centres must meet LASER's requirements for centre recognition and qualification approval. Click [here](#) for details of how to become an Approved Centre. Requirements include those around teaching and learning resources, staffing, course and venues, record keeping, delivery, assessment, and quality assurance.

Once approved, centres can download necessary forms from the [Quartz Web Portal](#). This resource includes a range of information and guidance as well as providing access to secure web-based functions, designed to make the administration and assessment of qualifications simple and efficient.

## 1. About the Qualification

This qualification has been developed from existing good practice within a number of partner organisations working to support young people leaving care, as they continue their education. The qualification consists of three units, totalling 6 credits. This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF).

To offer these qualifications, a centre must be approved by LASER. For further information about becoming an Approved Centre or working in partnership with an Approved Centre please visit [our website](#).

Existing approved centres must be approved to deliver this qualification. Please contact [quality@laser-awards.org.uk](mailto:quality@laser-awards.org.uk) for further information. Full details of all LASER requirements are provided in the LASER centre handbook which is also available via our [Quartz Web Portal](#).

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## 2. Offering the Qualification

### 2.1 AIMS AND OBJECTIVES OF THE QUALIFICATIONS

The qualification will enhance and recognise the skills and knowledge of staff working to support young people leaving care and continuing their education in school sixth-forms, further or higher education.

Specifically, the qualification will promote and assess:

- Communication skills within a supporting role
- Knowledge of support frameworks for young people leaving care, and regulatory requirements
- Understanding of the role of a Designated Member of Staff (DMS) responsible for the support of young people leaving care, within an organisation

### 2.2 ENTRY REQUIREMENTS

There are no formal entry requirements, but learners must be able to operate at Level 3.

### 2.3 TARGET GROUP AND RESTRICTIONS ON LEARNER ENTRY

The qualification is intended for learners active in or about to take up the role of supporting young people leaving care who are entering post-16 education, specifically the role of 'Designated Member of Staff'.

Learners must be a minimum of 18 years of age to undertake the qualification.

## 2.4 ACHIEVING THE QUALIFICATION

To achieve the qualification, learners must achieve all three mandatory units.

Level 3 Award in Supporting Young People Leaving Care in Post-16 Education				OFQUAL CODE: 600/3710/6	
OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	MANDATORY/OPTIONAL UNIT	CREDIT VALUE	UNIT LEVEL
H/651/1303	WJH416	Communication Skills in Supporting Relationships	Mandatory	2	2
K/651/1305	WJH415	Support Young People With Care Experience Who Are Leaving Care	Mandatory	3	3
J/651/1304	WJH414	Preparing for the Role of Designated Member of Staff for Young People with Care Experience In Post-16 Education	Mandatory	1	3

## 2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

The LASER Level 3 Award in Supporting Young People Leaving Care has a credit value of 6 credits and has a recommended Total Qualification Time of 60 hours, including Guided Learning Hours (GLH) value of 45.

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 3 Award in Supporting Young People Leaving Care	6	45	60

\* Total Qualification Time represents an estimate of the total amount of time that a learner could reasonably expect to devote to successfully achieving the qualification. Total Qualification Time (TQT) is made up of Guided Learning hours (GLH) and Additional Hours (AH).

Values for Total Qualification Time, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning

- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 2.6 LANGUAGE REQUIREMENTS

The qualification is only available in English.

## 2.7 PROGRESSION OPPORTUNITIES

There is no specific intended progression to further study, although the qualification may contribute to Continuing Professional Development in other contexts.

## 2.8 RECOMMENDED PRIOR LEARNING

There is no specifically recommended prior knowledge or experience, although learners are usually assumed to be working within a teaching, guidance or support role.

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# 3. How the Qualification will be Assessed

## 3.1 OVERVIEW OF THE ASSESSMENTS

The qualifications are assessed by the centre and are subject to LASER's requirements for quality assurance. Once approved as a Laser Centre simply log on to the [Quartz Web Portal](#)<sup>1</sup> where you'll find a full resource bank of quality information, including the latest LASER Assessment Guidance.

<sup>1</sup> All Approved Centres have access to the [Quartz Web Portal](#).



### 3.2 ASSESSMENT DESIGN

There are no prescribed assessment methods for the units, so any methods appropriate for the learners and the delivery may be chosen. Please see the LASER's Assessment Definitions<sup>2</sup> document on the Quartz Web Portal for all assessment methods which may be used. Assessors must ensure that all assessment criteria are evidenced, although more than one criterion may be evidenced within a specific task.

LASER also recommends using a Tutor Assessment Planning Sheet as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and LASER Quality and Curriculum Reviewer. It also allows the assessor to set out the options where more than one assessment method could be used for any one task: this information can then be transferred as required to the Individual Learner Record for each learner, allowing for some different methods to be used for individual learners, if individualised learning is appropriate. These planning sheets can be customised as centres prefer, as long as all essential information is included.

All assessment methods must be suitably evidenced, and templates for assessors' use are all available in the Document section of the [Quartz Web Portal](#). Note particularly the use of a group witness or individual witness statement, to be used in conjunction with a list of questions or discussion prompts, or sample recordings, when the methods 'group discussion' or 'oral question and answer' are used.

It is acceptable for the evidence to be held in a mixture of places, for example in a learner file and/or tutor file or on an intranet using a specific learner programme. If this is the case, it must be clear for each learner precisely where the information is held, by using one record sheet such as the Individual Learner Record, and that the evidence is complete. Electronic evidence must be available to LASER Quality and Curriculum Reviewers when requested.

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## 4. Special Arrangements for Learners with Particular Requirements

For information on special arrangements please refer to the LASER policy document [Access to Fair Assessment](#). This gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

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<sup>2</sup> All approved centres have access to the [Quartz Web Portal](#)

## 5. Delivery Requirements

LASER requires tutors, assessors, internal verifiers and quality reviewers to be experienced and have a complete and clear understanding of the subject matter. All staff involved in the delivery of the qualification should have, or be working towards, a relevant teaching/assessing qualification.

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## 6. Quality Assurance of the Qualification

Approved centres must implement the internal quality assurance arrangements detailed in the **LASER Centre Handbook**. To access this simply logon to the [Quartz Web Portal](#) and visit the Document section. The LASER Quality and Curriculum Reviewer will regularly monitor compliance with these requirements. The LASER Quality and Curriculum Reviewer will report on the progress of any agreed actions for quality improvement.

In brief, centres delivering LASER qualifications must have internal verification systems in place to underpin the delivery of the qualification. Internal Verification is the process by which the centre regularly samples and evaluates its assessment practices and decisions and acts on the findings, to ensure consistency and fairness. It involves two key processes – verification and standardisation – and is carried out by one or more internal verifiers. Systems will vary between centres according to their particular situation for example; practices that work in a large centre will not necessarily be effective in a smaller one. There are, however, two key points:

- there must be an appropriate system in place and
- there must be evidence that it is implemented effectively.

The outcome of the internal verification process is the recommendation of award of credit to learners. LASER supports two ways in which credit can be awarded to learners; through appointment of a LASER Quality and Curriculum Reviewer, or through Direct Claims Status.

### 6.1 DIRECT CLAIMS STATUS (DCS)

can be awarded when a centre has one or more Approved Internal Quality Assurers (AIQA/s) for the appropriate sector or course(s). These centres can claim the award of credit directly from LASER. An application for Direct Claims Status must be made by the individual holding AIQA status and must show evidence of good internal quality assurance practice at the centre for which the application is made. When an AIQA leaves an organisation, DCS does not automatically continue for that centre nor can it be automatically transferred for the individual to any new centre. An application must be made in conjunction with the new centre.

AIQA and DCS status is monitored by the Quality and Curriculum Reviewer and can be withdrawn by LASER at any time if quality systems are not effective.

## 6.2 STANDARDISATION

LASER will hold regular standardisation events to ensure consistent application of assessment. Centres will be required to contribute to LASER's programme of standardisation and also to carry out appropriate internal standardisation.

LASER will hold standardisation events on a rolling basis to ensure that comparable standards are being achieved year on year and that there is a consistency of delivery and assessment across centres. LASER Quality and Curriculum Reviewers will identify samples of learners' work that they wish to retain for standardisation purposes during verification visits. Where an AIQA is in place they will be expected to identify samples of learners' work to submit to national standardisation events. Centres are required to retain records of the assessment and internal verification process to contribute to standardisation events. Where units are common to other awarding organisations' qualifications LASER will work collaboratively to ensure standardisation requirements as set out in the Qualification Credit Framework are met.

## 6.3 RETAINING EVIDENCE

For all qualifications centres must retain complete and accurate records, for at least three years from the end of the year to which they relate. These records must be made available to LASER on request.

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## Appendix 1: Ofqual Level Descriptors Level 3

LEVEL	KNOWLEDGE DESCRIPTOR (THE HOLDER...)	SKILLS DESCRIPTOR (THE HOLDER CAN...)
Level 3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

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## Appendix 2: Unit List

For more information on unit content, please click below:

LASER Level 3 Award in Supporting Young People Leaving Care  
in Post-16 Education

OFQUAL CODE: 600/3710/6



As well as consulting this document, providers must also check LASER's essential information regarding the availability of all LASER's qualifications and units, including withdrawal notifications. LASER's 'Qualification and Unit Announcements' are available on our website.

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