Induction to College

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

🏠 www.laser-awards.org.uk

@ enquiries@laser-awards.org.uk

📞 01932 569894

🐦 @LaserAwards

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Summary of Changes

Version	Publication Date	Summary of Changes
V1.1	July 2024	Document and file links updated throughout to accommodate new LASER website. General grammar, formatting and spelling updates.

Qualification Overview

OFQUAL QUALIFICATION NUMBERS

600/5873/0	Laser Level 2 Award In Induction to College

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

PURPOSE AND AIM OF QUALIFICATIONS	This award is designed to be offered to learners alongside their main programme of study. It will support learners to be independent, safe and confident as they start or prepare to start college. The expectation is that it will also help raise standards of attendance and retention in the early stages of transition to college from school.
WHO IS IT FOR?	Suitable for all learners starting or preparing to start college.
ENTRY REQUIREMENTS	There are no formal entry requirements. This suite of qualifications is approved for learners of all ages, from pre-16 to adults.
RULES OF COMBINATION	The learner must achieve the single mandatory unit with a value of 2 credits.
UNITS	Please follow the link to the unit list(s).
ASSESSMENT	The qualification is achieved by providing evidence covering the units' learning outcomes and assessment criteria. Details of assessment methods are contained within each unit. There is no external assessment: evidence is assessed and internally verified by the provider, and verified externally by LASER.
PRICE	For LASER's price list, please click **here**.
DATES	Operational Start Date: 1 July 2012. This qualification is to be withdrawn. Operational End Date: 31 August 2025 Last Certification Date: 31 August 2027.
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

The LASER Level 2 Award in Induction to College is designed to be offered to learners alongside their main programme of study. The qualification, which is regulated by Ofqual and sit on the Regulated Qualifications Framework (RQF), will support learners to be independent, safe and confident as they start or prepare to start college. The expectation is that it will also help raise standards of attendance and retention in the early stages of transition to college from school.

To offer this qualification, 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 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

The aim of this qualification is to support learners in their introduction to the college learning environment. The qualification can support prospective and new students who are either preparing to start college or undertaking their induction into a new learning environment. Aspects covered include the following:

- location of college facilities
- identification key members of staff and support systems available
- understanding own responsibilities while at college
- health and safety requirements and responsibilities.

2.2 ENTRY REQUIREMENTS

There are no formal entry requirements. This qualification is approved for learners of all ages, from pre-16 to adults.

2.3 TARGET GROUP

It is expected that the Level 2 Award will be for learners preparing to work at Level 3.

2.4 ACHIEVING THE QUALIFICATION

The LASER Level 2 Award in Induction to College qualification consists of one mandatory unit.

- Learners must achieve 2 credits.

The unit details are below and the unit content can be found in **Appendix 2**.

Level 2 Award in Induction to College				OFQUAL CODE: 600/5873/0	
OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	MANDATORY/ OPTIONAL UNIT	CREDIT VALUE	LEVEL
F/650/0016	WJH173	College Induction	Mandatory	2	2

2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
Level 2 Award in Induction to College	2	14	20

* 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

The qualification will support learners in preparing for other programmes of study.

3. How the Qualification will be Assessed

3.1 OVERVIEW OF THE ASSESSMENTS

The qualification is assessed by the centre and is subject to LASER's requirements for quality assurance. Once approved as a Laser Centre simply log on to the **Quartz Web Porta**l where you cen access a full resource bank of quality information, including the latest LASER Assessment Guidance.

3.2 ASSESSMENT DESIGN

Centres are able to design and carry out assessments that are appropriate for the unit and the learners, but before planning or designing assessments, assessors should note the detail in the Ofqual Level Descriptors (**Appendix 1**). They contain an overview of the level of knowledge and understanding, application and autonomy that is expected in general at different levels, and assist assessors in differentiating between them before designing tasks at a particular level. This guidance is important as it makes sure that levels are interpreted appropriately and consistently across units and centres.

The Induction to College unit does not have any prescribed assessment methods. Any assessment method may be used, so long as it is appropriate to the content and level of the unit. This flexibility means assessors

can choose assessment methods appropriate for their learners, and not all learners have to be assessed by the same method. When using a variety of methods, and especially when varying them between learners, assessors must check scrupulously that assessment methods are fair to all learners, without inadvertent disadvantage through the choice of a different assessment method.

LASER's Assessment Definitions[2] give descriptions of and parameters for all the methods listed in the unit, and are essential reading for assessors because they demonstrate the range of activity possible within a method, and suggest appropriate evidence. LASER's Assessment Definitions are available to approved centres on the Quartz Web Portal. Assessors must ensure all assessment criteria are evidenced, although more than one criterion may be evidenced within a specific task.

Assessments must be valid, reliable and sufficient to meet the outcome, and allow transparent authenticity: this means it must be apparent that evidence produced by a learner is the work of the individual learner, even if they have worked in a group. It is recommended that assessments are internally verified to meet these standards before they are implemented.

LASER also recommends using a Tutor Assessment Planning Sheet as this helps to set out the various tasks, the assessment methods and the evidence to be produced, in a simple plan that is then available 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 a 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.   LASER encourages this approach that has both tailored learning and uses a variety of assessment methods within units. However it is important the chosen assessment methods suit the learning style and preferences of individual learners.

One assessment method is prescribed for this unit, and other, relevant methods may be used at the discretion of the assessor. The prescribed assessment method is 'written description'. This means that students must include a written description at some point in the unit, but not that this method must be used to evidence all criteria.

- The Tutor Assessment Planning Sheet will help you to plan your learners' assessments.
- To record an individual learner's achievements you can use the Individual Learner Record.

Centres can customise these planning sheets as long as all essential information is included.

Also available is a specially created 'Induction to College' Evidence Log for centres to record how and when each learner has achieved each unit assessment criteria. This has been pre-populated with unit information for ease of use by the centre. It includes room for tutor feedback and learner comments, making it ideal for inclusion in learner portfolios.

It is also fine to design one large learning record spreadsheet for a group of learners, but it must be printed for verification and quality review, and each learner's achievement must be signed off with an original tutor signature.

All assessment methods must be suitably evidenced, and templates for assessors' use are all available in

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[1] All Approved Centres have access to the **Quartz Web Portal.**

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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5. Tutor/Assessor/Internal Quality Assurer Requirements

LASER recommends that tutors, assessors, and internal quality assurers are experienced, and requires them to have a 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/quality assurance qualification as appropriate.

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6. Quality Assurance of the Qualification

Approved centres must have implemented the internal quality assurance arrangements detailed in the **LASER Centre Handbook**. To access this simply logon to the **Quartz Web Portal**. 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 quality assurance systems in place to underpin the delivery of the qualification. Internal quality assurance 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 processes – verification and standardisation – and is carried out by one or more internal quality assurers. Systems will vary between centres according to their particular situation, for example practices that work in a large centre may not be effective in a smaller one.

However there must be:

- an appropriate system in place and,
- evidence that the system is implemented effectively

The outcome of the internal quality assurance process is the recommendation of award of credit to learners. There are two ways credit can be awarded to learners: through a LASER Quality and Curriculum Reviewer, or through Direct Claims Status.

6.1 DIRECT CLAIMS STATUS (DCS)

Direct Claims Status (DCS) can be awarded when a centre has one or more Approved Internal Quality Assurer (AIQA) 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 verification practice, which has taken place at the centre for which the application is made. When an AIQA leaves an organisation, Direct Claims Status will not automatically transfer to a new centre. An application must be made in conjunction with the new centre.

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

6.2 STANDARDISATION

LASER holds regular standardisation events to make sure there is 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 holds standardisation events on a rolling basis to ensure comparable standards are being achieved year on year and there is a consistency of delivery and assessment across centres. LASER Quality and Curriculum Reviewers will identify samples of learners' work they want to keep for standardisation purposes during quality assurance visits. Where an AIQA is in place they will identify samples of learners' work to submit to national standardisation events. Centres need to retain records of the assessment and internal quality assurance processes to contribute to standardisation events. Where units are common to other awarding organisations' qualifications, LASER works collaboratively to make sure standardisation requirements, as set out in the Regulated Qualifications Framework (RQF) and Ofqual's General Conditions of Recognition, 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 academic 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	KNOWLEDGE DESCRIPTOR (THE HOLDER...)	SKILLS DESCRIPTOR (THE HOLDER CAN...)
Entry Level 3	Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; and Knows and understands the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and Is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

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Appendix 2: Unit Content

Rules of Combination:

To achieve the **LASER Level 2 Award in Induction to College**, learners must achieve one mandatory units and a total of 2 credits.

LASER Level 2 Award in Induction to College					OFQUAL CODE: 600/5871/7
OFQUAL UNIT CODE	**LASER UNIT CODE**	**UNIT TITLE**	**UNIT DESCRIPTION**	**UNIT CREDIT VALUE**	**UNIT LEVEL**
F/650/0016	WJH173	**College Induction**	Mandatory Unit	2	Level 2

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 the LASER website.

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