Personal Progress

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.

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Contents

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

600/5986/2	LASER Entry Level Award in Personal Progress (Entry 1)
600/6035/9	LASER Entry Level Certificate in Personal Progress (Entry 1)
600/6061/X	LASER Entry Level Diploma in Personal Progress (Entry 1)

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 qualifications are designed to: • develop the learner's skills in independent living/supported employment; • provide a foundation for lifelong learning; • focus on transferable social and life skills, essential for living and working in the community
WHO IS IT FOR?	The suite of qualifications has been designed to accommodate a wide range of learners working at Entry Level 1 or below. The qualifications are available for learners of any age.
ENTRY REQUIREMENTS	There are no formal entry requirements.
RULES OF COMBINATION	For learners at Entry Level 1: • Award = 8 credits • Certificate = 14 credits • Diploma = 37 credits For learners who are below Entry Level 1, there is a 10-stage achievement continuum which recognises small steps of achievement.
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 Qualifications Review 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 the 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 suite of LASER Qualifications in Personal Progress offers three sizes of qualification, and the qualifications are nested, so that units in a smaller qualification can be counted towards bigger qualifications within the suite:

- Entry Level 1 Award in Personal Progress (600/5986/2) 8 credits
- Entry Level 1 Certificate in Personal Progress (600/6035/9) 14 credits
- Entry Level 1 Diploma in Personal Progress (600/6061/X) 37 credits.

These qualifications are regulated by Ofqual and sit 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 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**.

LASER recommends that all Tutors and Assessors delivering this qualification are experienced, and have a clear and complete 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.

❮ Back to contents

2. Offering the Qualification

2.1 AIMS AND OBJECTIVES

The Personal Progress suite of qualifications addresses the needs of learners working at Entry Level 1 or below. The qualifications are designed to:

- develop the learner's skills in independent living/supported employment
- provide a foundation for lifelong learning
- focus on transferable social and life skills, essential for living and working in the community.

2.2 ENTRY REQUIREMENTS

There are no formal entry requirements.

2.3 TARGET GROUP

The suite of qualifications has been designed to accommodate a wide range of learners working at Entry Level 1 or below. The qualifications are available for learners of any age.

2.4 ACHIEVING THE QUALIFICATION

Each qualification requires the learner to achieve a different minimum number of credits as follows:

- Entry Level 1 Award in Personal Progress: 8 credits
- Entry Level 1 Certificate in Personal Progress: 14 credits
- Entry Level 1 Diploma in Personal Progress: 37 credits.

There are no mandatory units, so any combination of units which are appropriate to the learner can be selected to make up the minimum number of credits to achieve the qualification.

The units available are listed in **Appendix 3**.

2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
Entry Level 1 Award in Personal Progress	8	80	80
Entry Level 1 Certificate in Personal Progress	14	140	140
Entry Level 1 Diploma in Personal Progress	37	370	370

* 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

This suite of qualifications is only available in English.

2.7 PROGRESSION OPPORTUNITIES

Learners at Entry Level 1

The qualifications will support learners in preparing to continue their studies at Entry Level 1 and above.

Learners below Entry Level 1

STAGE	CHARACTERISED BY
Encounter	presence and reflex responses
Early awareness	fleeting attention and inconsistent responses
Interest	more consistent and differentiated reactions
Supported participation	cooperation and engagement
Active involvement	recognition, anticipation and proactive responses
Development	remembered responses and intentional communication
Exploration	concentration, recall and observation
Initiation	established responses and conventional communication
Consolidation	formation of skills, knowledge, concepts and understanding
Application	application of skills, knowledge, concepts and understanding

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10-stage achievement continuum is used as an assessment and recording tool for each of the units, which allows for small steps of achievement to be identified and recognised. The continuum describes the characteristics that the learner should display at each of the 10 stages from encounter to application. On reaching the 'application' stage of the continuum, other qualifications at Entry Level 1, Entry Level 2 and Entry Level 3 become more realistic.

The 10-stage achievement continuum – summary description (see detailed description in **Appendix 1**).

Learners can broaden their skills, knowledge and understanding by accumulating units and progressing vertically within Entry Level 1. To demonstrate this progress, learners may use the same unit more than once and should do so if the centre believes that the learner is likely to move at least one stage along the achievement continuum in relation to most of the assessment criteria. Alternatively, a learner may repeat a unit in a different context at the same stage on the continuum, in which case progress takes the form of broadening the context of learning. Where learners repeat a unit, centres will need to complete a new transcript to evidence that new learning has taken place.

However, each unit can only be certificated once and can therefore only count once within a qualification claim.

❮ Back to contents

3. How the Qualifications are 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** to access a range of documents designed to make the assessment and internal quality assurance of the qualifications simple and efficient.

3.2 ASSESSMENT DESIGN

The Assessment Criteria do not give the precise standard at which they must be met. Instead they set out a range of standards (all within Entry Level 1) expressed in terms of stages on the achievement continuum which assessments of this group of Entry Level 1 units must make use of.

Note that following the Learning Outcomes and Assessment Criteria for each unit there is Assessment Information. Some units may have one or more prescribed assessment methods ascribed to them, which must be used to assess at least some of the unit; other methods from the list can also be used, as long as they are appropriate for the content and level of the unit. Other units do not have prescribed assessment methods. 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. Assessors must ensure all assessment criteria are evidenced,

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[2] Once approved, centres gain access to the **Quartz Web Portal,**

although more than one criterion may be evidenced within a specific task. LASER's Assessment Definitions are available to approved centres on the Quartz Web Portal.

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.

3.3 RECORD KEEPING

LASER recommends the use of a Tutor Assessment Planning Sheet[2], 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 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 further optional templates for assessors' use are available on the **LASER website**. 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 and 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 required.

3.4 USING THE ACHIEVEMENT CONTINUUM TO REPORT ACHIEVEMENT

Assessments for this suite of qualifications must make use of the Entry Level 1 achievement continuum. Centres must record judgements on the Entry Level 1 learner transcript and indicate the stage on the continuum which the learner has achieved the learning outcomes (see **Appendix 1** for Entry Level 1 achievement continuum).

The centre should establish a starting point on the continuum before learners begin a programme of learning. The expectation is that learners will progress at least one stage along the achievement continuum before certification is sought. Certificates will be awarded where there is sufficient evidence that each assessment criterion has been met at a standard within the range specified in the unit.

The Unit Transcript

The centre must complete a transcript for each unit achieved by the learner. The transcript must:

- be completed by the learner's assessor

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[2] Once approved, centres gain access to the **Quartz Web Portal**, designed to make the administration and assessment of LASER qualifications simple and efficient..

- set out the standard achieved by the learner in relation to each assessment criterion

- include a short description of the learner's achievement

- describe the context in which the learning has taken place for units entitled 'Engaging with the World Around You: ...'

- note the stage on the continuum which best describes the standards reached by the learner in relation to each assessment criterion. A learner might achieve assessment criteria at different levels within one unit

- be attached to the unit certificate.

Using the Unit Transcript

The transcript will be available to different users. Like the certificate, it belongs to the learner.

Providers may wish to share it with:

- an employer (or prospective employer) to provide a snapshot of a learner's skill levels

- parents or carers as the basis for a discussion on the learner's progress, achievements or future needs

- teaching staff in a new provider or from a different programme to establish the learner's existing skill set and hence starting point for any new course

- support staff to demonstrate what the learner is capable of doing independently and where they might need support.

Completing the Transcript

The completion of the transcript is the responsibility of a named assessor within the centre. A wide variety of staff might contribute to the statements included in the transcript, but a single assessor is responsible for completing the final document and attesting to its accuracy in describing the learner's achievement.

3.5 EVIDENCING ACHIEVEMENT

Under each assessment criterion, the assessor should provide a brief description of the learner's achievements in relation to that criterion. As much as possible, the description should use the terminology of the achievement continuum to reflect what the learner has achieved and to what degree. The description should be concise and not usually more than three or four sentences long. It is a summative statement of what has been achieved at the point at which certification for the unit is being sought. Beneath this description, the assessor should indicate the stage on the achievement continuum which best fits the learner's achievements in relation to that assessment criterion.

Along with the transcript, learners should be encouraged to collect and collate other evidence of their achievement in whatever format is most appropriate, e.g. photographs, descriptions, transcriptions of activities and other corroborative or supporting information that will serve as a prompt and reminder to the learner about what they have done and achieved.

Validating the Transcript

LASER operates a quality assurance procedure to validate the centre's quality assurance processes. It is the responsibility of the internal verifier or assessor within the centre to ensure that transcripts are completed appropriately. The LASER Quality and Curriculum Reviewer may ask to see a sample of the completed transcripts to ensure that the correct processes are being followed (see Appendix 2 for a sample transcript).

Making Progress within Entry Level 1

Clearly learners can broaden their skills, knowledge and understanding by accumulating units at Entry Level 1. However, learners will also be deepening or extending their learning, in other words progressing vertically within Entry Level 1. To demonstrate this progress, learners may use the same unit more than once. They should be doing this if the provider believes that the learner is likely to have moved at least one stage along the achievement continuum in relation to most of the assessment criteria.

The three units entitled 'Engaging with the World Around You: ...' (people, events and objects) and the unit entitled 'Encountering Experiences: Being a Part of Things' are the exception to this rule. Owing to the profound and complex nature of their learning difficulties, many learners operating at this level are unlikely to progress beyond the early stages of the achievement continuum. For these learners, progress takes the form of broadening the contexts in which they are able to encounter or engage with people, events or objects. Learners can therefore repeat a unit at the same stage on the continuum, provided that the context in which they meet the assessment criterion is different. The context should be described on the unit transcript.

Each unit can only be certificated once.

‹ Back to contents

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.

‹ Back to contents

5. Tutor/Assessor/Internal Quality Assurer Requirements

LASER recommends tutors, assessors and internal quality assurers are experienced, and requires that they 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.

❮ Back to contents

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 area. 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 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 key processes, verification and standardisation, which are carried out by one or more internal quality assurers.

Systems do vary between centres according to their particular situation, for example practices that work in a large centre are not necessarily effective in a smaller one. However, there must be:

- an appropriate quality assurance system in place and
- evidence 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 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 status and DCS is monitored by the LASER Quality and Curriculum Reviewer and can be withdrawn by

LASER at any time if quality systems are not effective.

6.2 STANDARDISATION

LASER holds regular standardisation events to make sure that there is consistent application of assessment. Centres are 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 make sure that 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 that they want to retain 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 are required 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 will work collaboratively to make sure that standardisation requirements as set out in the Regulated Qualifications Framework (RQF) and Ofqual's General Conditions of Recognition are met.

Standardisation activities for this suite of qualifications also include opportunities for networking and sharing of resources, together with regular information about new or replacement units. Centres are recommended to attend these annual meetings, in addition to centre visits by LASER Quality and Curriculum Reviewers. Dates are published on the LASER website.

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.

❮ Back to contents

Appendix 1: Entry Level 1 Achievement Continuum (in detail)

DEVELOPMENTAL STAGES	STAGE CHARACTERISTICS	STAGE DESCRIPTOR
1. Encounter	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant.
		Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2. Early Awareness	Characterised by fleeting attention and inconsistent responses	Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person.
		Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.
3. Interest	Characterised by more consistent and differentiated reactions	Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects.
		Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.
4. Supported Participation	Characterised by cooperation and engagement	Learners accept supported participation. They cooperate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners.
5. Active Involvement	Characterised by recognition, anticipation and proactive responses	Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people.
		Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.
6. Development	Characterised by remembered responses and intentional communication	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time.
		Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.
7. Exploration	Characterised by concentration, recall and observation	Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.
		Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest.
8. Initiation	Characterised by established responses and conventional communication	Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication.
		Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings	Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results.
		Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.
10. Application	Characterised by the formation of skills, knowledge, concepts and understandings	Learners apply their skills, knowledge, concepts and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages.
		They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities.
		Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems.
		Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.

Appendix 2: Sample Transcript

Learner's Name: **Sasha Pelham** Assessor Name: **Victor Adams**	Unit Title and Ref No: **Developing Reading Skills** (F/502/4320)

LEARNING OUTCOME(S)	ASSESSMENT CRITERIA	ACHIEVEMENT CONTINUUM STAGE
LO1 Show some interest in reading.	AC1.1 Demonstrate an interest in texts.	Development

Assessor Statement:

Sasha has recently begun to intentionally seek out information and cookery books, remembering where they are kept within class. He demonstrates a marked preference for information books with photographs rather than illustrated fiction. He has spontaneously walked to the bookshelves and flicked through the titles until he found the one that he wanted. He will repeatedly seek out those titles, and will remember those that he likes over a period of time. He will handle the book correctly and clearly maintain eye contact when looking at the photographs. He has started to reach for staff's hands and points them towards areas of interest; he will then independently attempt to say what he sees, intentionally communicating with staff.

LEARNING OUTCOME(S)	ASSESSMENT CRITERIA	ACHIEVEMENT CONTINUUM STAGE
LO2 Show some response to reading.	AC2.1 Demonstrate some understanding of what is being read.	Development

Assessor Statement:

Sasha can comment upon what he sees in a book, leaflet, magazine etc., using gesture, speech or PECS. When asked he will point to objects, images and characters and will make a reasonable approximation naming characters.

When looking at a favourite book he has started to reach for staff's hands and points them towards areas of interest; he will then independently attempt to say what he sees, intentionally communicating with staff, thus showing that he has remembered the requirements set up by staff in previous reading tasks. He will use PECS to intentionally comment upon what he sees, distinguishing between a wide range of symbols. He can actively discriminate between words and symbols, matching symbols to words in a range of contexts.

LEARNING OUTCOME(S)	ASSESSMENT CRITERIA	ACHIEVEMENT CONTINUUM STAGE
LO3 Recognise objects and symbols.	AC3.1 Match objects to symbols, letters or words.	Active Involvement

Assessor Statement:

Sasha is proactive in matching objects to objects, symbols to symbols, symbols to photographs and symbols to words e.g. personalised timetable, as soon as he knows what activity he is going to do. He is able to remember the requirements over a range of contexts, demonstrates improved concentration and is able to work with minimal support.

The above is an accurate record of the learner's achievements.

External Verifier/Quality Reviewer: .... Date: ....

Assessor Signature: .... Date: ....

Appendix 3: Unit Lists

Please click below for the Unit Lists:

| LASER Entry Level **Award** in Personal Progress (Entry 1) | OFQUAL CODE: 600/5986/2 ⊙ |

| LASER Entry Level **Certificate** in Personal Progress (Entry 1) | OFQUAL CODE: 600/6035/9 ⊙ |

| LASER Entry Level **Diploma** in Personal Progress (Entry 1) | OFQUAL CODE: 600/6061/X ⊙ |

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 **here**.

‹ Back to contents