Education and Training (Level 3 Award)

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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Contents

Summary of Changes

Version	Publication Date	Summary of Changes
V1.3	March 2026	Review date updated to 31st July 2029.
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	Removal of all references to the LASER Level 4 Certificate in Education and Training and the LASER Level 5 Diploma in Education and Training. These qualifications are withdrawn with effect from 1st August 2024. General grammar, formatting and spelling updates throughout.

Qualification Overview

OFQUAL QUALIFICATION NUMBERS

601/0506/9	LASER Level 3 Award in Education and Training

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 qualification offers an overview of the roles, responsibilities and relationships associated with education and training as a starting point for a career in teaching/training.
WHO IS IT FOR?	Those with an interest in teaching/training aged 19 years or older.
ENTRY REQUIREMENTS	There are no specific entry requirements. Centres are responsible for ensuring the qualification is appropriate for the age and ability of the learners. The recommended minimum age for this qualification is 19 years and above. Please also refer to Section 3.2. of this document.
RULES OF COMBINATION	To achieve the LASER Level 3 Award in Education and Training the learner must achieve a minimum of 12 credits. 3 credits must be taken from Unit Group A. A minimum of 6 credits must be taken from Unit Group B. A minimum of 3 credits must be taken from Unit Group C.
UNITS	Please follow the link to the **units list**.
ASSESSMENT	The qualification is achieved by providing evidence covering the learning outcomes and assessment criteria of each unit, and by satisfying requirements for practice and observed practice. Details of assessment methods are contained within each unit. 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 September 2013 Qualifications Review Date: 31 July 2029
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

LASER's Level 3 Award in Education and Training is an industry-standard qualification regulated by Ofqual on the Regulated Qualifications Framework (RQF).

It provides a nationally-recognised introduction to teaching, appropriate for trainee teachers, tutors and trainers working in the post 16 education and training sector which covers a wide spectrum of providers including further education colleges, adult and community education providers, offender education, work based learning providers, the third/voluntary sector and independent training organisations.

The Level 3 Award in Education and Training is not in itself a teaching qualification per se, but offers an overview of the roles, responsibilities and relationships associated with education and training as a starting point for a career in teaching/training.

This qualification replaces the QCF equivalent qualification of the same title.

The LASER Level 3 Award in Education and Training has a credit value of 12 and a recommended Total Qualification Time of 120 hours, including Guided Learning Hours (GLH) of between 48 and 61 hours, depending on the units chosen.

There is no minimum teaching practice requirement for this knowledge based qualification. It can be undertaken by individuals not currently teaching or training. However, there is a minimum requirement to take part in micro teaching (peer teaching) which involves planning an observed and assessed teaching session for a specific group of learners (usually the peer group of classmates), delivering and reviewing the session and responding to feedback from the observer and the 'learners'. Trainee teachers who are already in a teaching role may be able to use their usual workplace teaching for this observed teaching session.

A Qualification Summary is provided in **Qualification Overview**.

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.   There are further requirements for Assessment Design, please see **Section 3.2**. for further details. Full details of all LASER requirements are provided in the LASER centre handbook which is also available via our **Quartz Web Portal***,

*Once approved all centres have access to the Quartz Web Portal.

2. Offering the Qualification

2.1 AIMS AND OBJECTIVES

This qualification is designed to give an introduction to the roles, responsibilities and relationships involved in education and training.

It provides an opportunity for the candidate to learn about a broad range of key aspects including:

- legislation, regulatory requirements and codes of practice;
- equality and diversity;
- meeting learner needs;
- safe and supportive learning environments;
- promoting appropriate behaviour;
- inclusive teaching and learning;
- one to one learning and development;
- learning and development in groups;
- providing opportunities for learners to develop their skills in English, Maths and ICT;
- planning lessons and assessment;
- assessment principles and practice;
- helping learners to evaluate their performance;
- evaluating own performance;
- working with other professionals.

2.2 TARGET GROUP

The qualification is aimed at new recruit or prospective trainee teachers/trainers and other education/training professionals wishing to gain an insight into teaching/training (such as those who have completed LASER's Learning Support qualifications) (see **www.laser-awards.org.uk**).

It is approved for individuals aged 19 years or older.

2.3 ENTRY REQUIREMENTS

There are no nationally-agreed entry requirements for this qualification, however:

- Providers will be aware that there is a minimum core of literacy, language, numeracy and ICT which details the knowledge, understanding and personal skills in English, mathematics and ICT expected of all teachers in the sector. There is therefore a requirement to carry out an initial assessment of a trainee teacher's personal skills in English, mathematics and ICT. Providers may wish to base this initial assessment on the requirements identified in the document **'Minimum Core Guidance - Defining the minimum core of teachers' knowledge, understanding and skills in literacy, language, numeracy and ICT; Using inclusive approaches to address learners' needs'** (The Education and Training Foundation, Nov 2016). Where applicable, development needs should be recorded and an action plan formed to address them, agreed between the delivery team and the candidate.

- It is recommended that providers check that candidates hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in his/her own area of specialism. Aside from other considerations, without knowledge and experience in the subject they wish to teach, candidates will find it extremely challenging to

produce the evidence required to achieve this qualification.

- It is essential that providers check that candidates do not have a background which will by law prevent them from working as a teacher with young people or vulnerable adults if this is the trainee's goal.

This qualification can be undertaken by individuals not currently teaching or training, as achievement of the qualification does not require practice other than micro-teaching – unless certain units are selected. Some units, as set out in **Appendix 3** Summary of Practice Requirements by Unit, require the candidate to practice and require that practice to be assessed so candidates for these units must be in a position to practice in a real work environment, in an appropriate context. For more information on how these units must be assessed, please see **Section 3.2 Assessment Design**.

2.4 COURSE DESIGN

Unit 'Understanding Roles, Responsibilities and Relationships in Education and Training' (H/505/0053, WJB409)

It is advisable, but not compulsory, for providers to deliver this unit first before any others when offering the Level 3 Award. This unit is mandatory in the Level 3 Award in Education and Training and delivering it first enables candidates to switch from one qualification to the other if appropriate early on.

2.5 ACHIEVING THE QUALIFICATION

To achieve the LASER Level 3 Award in Education and Training, the learner must undertake a number of units of assessment and achieve a specified value of 'credit' by meeting the assessment criteria for those units of assessment.

The '**rules of combination**' for the qualification (i.e. the value of credit the learner must achieve, and instructions about the units of assessment they must undertake to do so) are stated below. There is only one unit in Group A. This unit is mandatory.

Rules of Combination:

To achieve the LASER Level 3 Award in Education and Training the learner must achieve a minimum of 12 credits. 3 credits must be taken from Unit Group A. A minimum of 6 credits must be taken from Unit Group B. A minimum of 3 credits must be taken from Unit Group C.

Details of the units and the unit groupings can be found in **Appendix 2**.

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2.6 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 3 Award in Education and Training	12	48	120 hours

* 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.

2.7 LANGUAGE REQUIREMENTS

The qualification is only available in English.

2.8 PROGRESSION OPPORTUNITIES

Successful candidates may choose to progress on to LASER's qualifications for Assessors. Providers and candidates should note that the unit **'Understanding The Principles And Practices Of Assessment' (D/601/5313, CAN115)** also appears in the LASER Level 3 Award in Understanding the Principles and Practices of Assessment, the LASER Level 3 Award in Assessing Vocationally Related Achievement, the

LASER Level 3 Award in Assessing Competence in the Work Environment and the LASER Level 3 Certificate in Assessing Vocational Achievement. Individuals progressing from the LASER Level 3 Award in Education and Training to one of these qualifications would not be expected to repeat this unit and their previous achievement can be carried over.

Click **here** to find out more about the Assessor qualifications on the Ofqual Register of Regulated Qualifications, or visit the LASER website.

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3. How the Qualification will be Assessed

3.1 OVERVIEW

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 Portal** where you'll find a a full resource bank of quality information, including the latest LASER Assessment Guidance.

3.2 ASSESSMENT DESIGN

The qualification is assessed through a portfolio of evidence, which may be paper-based and/or electronic. LASER's Assessment Definitions are available to approved centres on the Quartz Web Portal.

The portfolio must comprise a series of completed tasks. The tasks must be devised by the centre, taking into account any Assessment Guidance attached to the unit* and must be mapped to the assessment criteria.

Example assessment tasks can be downloaded from the **Quartz Web Portal**

All centre-devised assessment tasks must be approved by LASER. Assessment must be valid, reliable and sufficient to meet the outcome. It is important that assessments are internally verified to meet these standards before they are sent to LASER for approval. The centre must assess the candidate's portfolio in terms of whether it provides evidence that the candidate has met each unit assessment criteria (and satisfied the practice/micro-teach requirements where relevant).

When a candidate achieves a unit, their achievement should be recorded using the 'Evidence Log' form, which can also be included at the front of the candidate's portfolio.

Assessed work must be internally quality assured (**See Section 6**).

Level Descriptors are provided in **Appendix 1**. It is recommended that tutors familiarise candidates with these, to ensure their work is presented at the appropriate level.

*A summary of unit-level practice requirement stipulations can be found in **Appendix 3**.

It should be noted that:

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

If the unit **'Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training' (D/505/0052, WJB400)** is selected, each candidate undertaking this unit must be involved in at least one hour of micro-teaching, at least 15 minutes of which must consist of the candidate delivering a micro-teaching session that is observed and assessed by a suitably qualified member of the teaching team (with the remaining minutes spent observing other candidates' micro-teaching sessions). Alternatively, if the candidate is currently teaching/training in a real work environment, they may opt to have 15 minutes to one hour of their practice observed and assessed, instead of delivering a micro-teaching session (with any remaining time up to one hour spent observing the practice or micro-teaching sessions of others).

If the units **'Facilitate Learning and Development for Individuals' (J/502/9549, WJA532)** or **'Facilitate Learning and Development in Groups' (F/502/9548, WJA531)** are selected, candidates must be assessed for certain learning outcomes practising in an appropriate context in a real work environment.

Observed practice/micro-teach sessions can be recorded using a Teaching Observation form.

Observation records must be included in the candidate's portfolio of evidence.

3.3 RECORD KEEPING

LASER also recommends using 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 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.

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

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[2] Once approved as a Laser Centre simply log on to the Quartz Web Portal.

assessment criteria.

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5. Tutor/Assessor/Internal Quality Assurer Requirements

The following requirements are laid down by the Education and Training Foundation.

Those who tutor this qualification should have all of the following:

- A teaching or training qualification
- Evidence of relevant teaching experience in an education or training context
- Access to appropriate guidance and support
- On-going participation in related programme quality assurance processes.

Those who assess this qualification must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment; or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and show current evidence of continuing professional development in assessment and quality assurance.

Those who quality assure this qualification internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment; or
  - Level 3 Certificate in Assessing Vocational Achievement; or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and
  - D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
- V1 Conduct internal quality assurance of the assessment process; or
- D34 Internally verify the assessment process

- show current evidence of continuing professional development in assessment and quality assurance.

6. Quality Assurance of the Qualification

Approved centres must have implemented the internal quality assurance arrangements detailed in the LASER Centre Handbook which is available in the document section of the **Quartz Web Portal**. The LASER appointed 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 and is done 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 the award of credit to learners. Credit is then awarded by LASER as appropriate.

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) for the appropriate sector or course(s). These centres can claim the award of credit directly from LASER. An application for DCS must be made by the individual holding AIQA status and must show evidence of good verification practice at the centre for which the application is made. When an AIQA leaves an organisation, DCS does not automatically transfer 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 make sure 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 hold standardisation events on a rolling basis to make sure 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 IQA 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 standardisation requirements as set out in the Regulated Qualifications Framework and Ofqual's General Conditions of Recognition are met.

Standardisation activities 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.

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.

Appendix 1: Ofqual Level Descriptors – Level 3

LEVEL	KNOWLEDGE DESCRIPTOR (THE HOLDER…)	SKILLS DESCRIPTOR (THE HOLDER CAN…)
Level 3	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. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	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. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

Appendix 2: Unit List

For more information on unit content, please click below:

LASER Level 3 Award in Education and Training	OFQUAL CODE: 601/0506/9 ❯

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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Appendix 3: Summary of Practice Requirements by Unit

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	PRACTICE REQUIRE-MENT	OBSERVATION AND ASSESSMENT OF PRACTICE REQUIREMENT	DETAILS
H/505/0053	WJB409	Understanding Roles, Responsibilities And Relationships In Education And Training	No	No	No practical teaching element.
D/505/0052	WJB400	Understanding And Using Inclusive Teaching And Learning Approaches In Education And Training	Yes	Yes	For this optional unit, there is a requirement to undertake microteaching for assessment purposes. A trainee teacher must be involved in at least one hour of microteaching and must deliver at least one 15-minute microteaching session that is observed and assessed. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
J/502/9549	WJA532	Facilitate Learning And Development For Individuals	Yes	Yes	Practice must be assessed in real work environment for certain learning outcomes.
F/502/9548	WJA531	Facilitate Learning And Development In Groups	Yes	Yes	Practice must be assessed in real work environment for certain learning outcomes.
R/505/0050	WJB401	Understanding Assessment In Education And Training	No	No	No practical teaching element.
D/601/5313	CAN115	Understanding The Principles And Practices Of Assessment	No	No	No practical teaching element.

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Level 3 Award in Education and Training

12 CREDITS

12 CREDITS

This introductory, knowledge-based teaching qualification has no minimum practice requirement. Therefore, it may be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching.

No minimum teaching practice requirement but a minimum microteaching requirement

This introductory, knowledge-based teaching qualification has no minimum practice requirement. Therefore, it may be undertaken by individuals who are not in a teaching role. However, there is a minimum requirement to take part in microteaching.

To be awarded the Level 3 Award in Education and Training, a total of 12 credits must be achieved.

The qualification covers:

- understanding roles, responsibilities and relationships in education and training;
- understanding and using inclusive teaching and learning approaches in education; and
- understanding assessment in education and training.

The qualification is suitable for individuals who:

- are not in a teaching role, or who have just started a teaching role;
- want a short qualification;
- have the potential to study at this level, which has the same level of demand as that of study for A-levels;
- want a qualification without a minimum teaching practice requirement;
- may have already achieved some Learning and Development units that can be carried forward into this teaching qualification.
- are willing to undertake an initial assessment of their skills in English, mathematics and ICT, record their development needs and follow an action plan to address them where necessary.

PEN PORTRAITS

Level 3 Award in Education and Training

Sunil worked as a health-care professional for 15 years before joining the team of a small independent training provider, AOTC, based in Leeds as an assessor. Within the first year of joining the company, Sunil achieved his A1 (Assessor Award) and now works with a case load of approximately 35 learners employed by care providers in the Leeds area who are working towards the Level 2 Diploma in Health and Social Care.

Although primarily a provider of work-based learning and assessment services, AOTC has recently diversified into classroom-based provision offering courses in social care to the unemployed. Sunil was asked to take on responsibility for delivering the workshops in Infection Control, which involved working at the company's training centre one day a week. Although he was keen to broaden his role, Sunil was not sure that he wanted to move away entirely from work-based assessment so agreed to take on the new responsibility on a six-month trial basis during which time AOTC agreed to put him through the Level 3 Award in Education and Training.

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