

Learning, Employability and Progression (LEAP)



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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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

601/2945/1	LASER Entry Level Introductory Award for Learning, Employability and Progression (Entry 3)
601/2946/3	LASER Entry Level Award for Learning, Employability and Progression (Entry 3)
601/2947/5	LASER Entry Level Extended Award for Learning, Employability and Progression (Entry 3)
601/3002/7	LASER Entry Level Introductory Certificate for Learning, Employability and Progression (Entry 3)
601/3163/9	LASER Entry Level Certificate for Learning, Employability and Progression (Entry 3)
601/3172/X	LASER Entry Level Extended Certificate for Learning, Employability and Progression (Entry 3)
601/3164/0	LASER Entry Level Diploma for Learning, Employability and Progression (Entry 3)
601/3003/9	LASER Level 1 Introductory Award for Learning, Employability and Progression
601/3004/0	LASER Level 1 Award for Learning, Employability and Progression
601/3161/5	LASER Level 1 Extended Award for Learning, Employability and Progression
601/3146/9	LASER Level 1 Introductory Certificate for Learning, Employability and Progression
601/3162/7	LASER Level 1 Certificate for Learning, Employability and Progression
601/3165/2	LASER Level 1 Extended Certificate for Learning, Employability and Progression
601/3166/4	LASER Level 1 Diploma for Learning, Employability and Progression

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 aim of the qualifications is to respond to learners' needs by improving their employability skills and vocational preparedness. The qualifications will facilitate onward progression to Level 2. Units at Level 2 have been included as options so that learners can, if appropriate for them, study and achieve a Level 2 unit(s) at the end of their course, to stand them in good stead for going on to a full Level 2 qualification as their next step. The LEAP qualifications include units that relate to the workplace, as well as to vocational skills that can be acquired and practised in a learning environment.

ENTRY REQUIREMENTS

There are no specific entry requirements. Providers are recommended to ensure learners are entered at an appropriate level and that the opportunities for spikey profiles are exploited.

RULES OF COMBINATION

LASER Entry Level Introductory Award for Learning, Employability and Progression (Entry 3)

Learners must achieve a minimum of 3 credits. The credits may be taken from any combination of units but a minimum of 2 credits must be at Entry 3.

LASER Entry Level Award for Learning, Employability and Progression (Entry 3)

Learners must achieve a minimum of 6 credits. The credits may be taken from any combination of units but a minimum of 4 credits must be at Entry 3.

LASER Entry Level Extended Award for Learning, Employability and Progression (Entry 3)

Learners must achieve a minimum of 9 credits. The credits may be taken from any combination of units but a minimum of 5 credits must be at Entry 3.

LASER Entry Level Introductory Certificate for Learning, Employability and Progression (Entry 3)

Learners must achieve a minimum of 13 credits. The credits may be taken from any combination of units but a minimum of 7 credits must be at Entry 3.

RULES OF COMBINATION
LASER Entry Level Certificate for Learning, Employability and Progression (Entry 3)

Learners must achieve a minimum of 20 credits. The credits may be taken from any combination of units but a minimum of 11 credits must be at Entry 3.

LASER Entry Level Extended Certificate for Learning, Employability and Progression (Entry 3)

Learners must achieve a minimum of 27 credits. The credits may be taken from any combination of units but a minimum of 14 credits must be at Entry 3.

LASER Entry Level Diploma for Learning, Employability and Progression (Entry 3)

Learners must achieve a minimum of 37 credits. The credits may be taken from any combination of units but a minimum of 19 credits must be at Entry 3.

LASER Level 1 Introductory Award for Learning, Employability and Progression

Learners must achieve a minimum of 3 credits. The credits may be taken from any combination of units but a minimum of 2 credits must be at Level 1.

LASER Level 1 Award for Learning, Employability and Progression

Learners must achieve a minimum of 6 credits. The credits may be taken from any combination of units but a minimum of 4 credits must be at Level 1.

LASER Level 1 Extended Award for Learning, Employability and Progression

Learners must achieve a minimum of 9 credits. The credits may be taken from any combination of units but a minimum of 5 credits must be at Level 1.

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Learners must achieve a minimum of 27 credits. The credits may be taken from any combination of units but a minimum of 14 credits must be at Level 1.

LASER Level 1 Diploma for Learning, Employability and Progression

Learners must achieve a minimum of 37 credits. The credits may be taken from any combination of units but a minimum of 19 credits must be at Level 1.

UNITS

To see the unit content click [here](#).

ASSESSMENT

The qualifications are achieved by providing evidence covering the learning outcomes and assessment criteria of each unit. 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 May 2014
 Qualifications Review Date: 28 February 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(s)

LASER's Learning, Employability and Progression (LEAP) suite of qualifications offers a wide and flexible choice of personal development and vocational taster units. LEAP has been designed to build as much flexibility as possible, by giving a centre as much autonomy and freedom as is appropriate, to select the units and combinations of units that will suit their learners' particular needs. The LEAP qualifications are specifically intended for those who require a truly individualised curriculum.

This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF). There are seven sizes of qualification at each of Entry Level and Level 1. Qualifications are nested (i.e. there is complete overlap of units), so that units in a smaller qualification can be counted towards larger qualifications within the same suite. The minimal rules of combination have no mandatory units, allowing centres to build a course that fulfils each learner's needs, promotes engagement and retention, and boosts learner confidence. To make the qualification easy to use the units are grouped informally into curriculum areas.

To offer these qualifications, a centre must be approved by LASER. For further information about becoming an Approved Centre or working in partnership with a 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. LASER recommends that all Tutors and Assessors delivering the LEAP qualifications 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.

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2. Offering the Qualification(s)

2.1 AIMS AND OBJECTIVES

The aim of the qualification suite is to respond to learners' needs by improving their employability skills, and their vocational preparedness skills. The qualifications will facilitate onward progression to Level 2. Units at Level 2 have been included as options such that learners can, if appropriate for them, study and achieve a Level 2 unit(s) at the end of their course, to stand them in good stead for going on to a full Level 2 qualification as their next step. The LEAP qualifications include units that relate to the workplace (as well as to vocational skills that can be acquired and practised in a learning environment).

The optional personal development element includes:

- Personal and Social Development skills such as confidence-building, teamwork, healthy living, citizenship, rights and responsibilities.
- Essential Skills - Literacy, numeracy and IT skills - which can be embedded into vocational units.
- Success in Learning including preparing to learn, progressing in learning and learning activities.
- Employability including work preparation and planning, interview preparation, enterprise activities, undertaking work experience, and job seeking skills.

Optional vocational tasters include the following subject areas:

- Animal Care
- Business and Administration
- Child, Health and Social Care
- Construction Trades
- Creative Arts
- Cycle and Car Care
- Hair and Beauty
- Horticulture and Floristry
- Hospitality and Catering
- Land-Based Industries
- Motor Vehicles and Engineering
- Performing Arts
- Retail, Warehousing and Manufacturing
- Sport and Active Leisure

The vocational units are knowledge-only units, designed to prepare the learner for future experience of the real work environment. They may provide underpinning knowledge, but do not confirm occupational competence.

2.2 TARGET GROUP

The qualifications are approved for all learners from pre-16 to adults – there is no upper age limit. For pre-16 learners, there are some restrictions concerning the use of some units in some vocational areas, for health and safety reasons. These are as follows:

HABIA, the Hair and Beauty Industry Authority, restricts the use for those under 16 of:

- hair colour on and by individuals;
- implements such as scissors, knives, blades, nail cutters;
- chemicals such as aromatherapy oils or perm lotion.

For more information read the Habia Factsheet [Restrictions on pre 16 learning within Hair and Beauty Qualifications](#).

People 1st, the Sector Skills Council for hospitality, leisure, travel and tourism, requires all learners undertaking catering and cooking units to undergo appropriate food safety and hygiene training. Units 'Food Safety and Storage', L/506/0639 at Entry 3, and 'Food Hygiene', A/506/0636 at Level 1, provide this.

There is no restriction on building and construction, but centres are advised to ensure safety and good practice in this sector by using 'Health and Safety: Construction' K/506/0518 at Entry 3 or by providing alternative non-accredited health and safety training before delivering other units in building and construction.

2.3 ENTRY REQUIREMENTS

There are no specific entry requirements. Providers are recommended to ensure learners are entered at an appropriate level and that the opportunities for spikey profiles – even with one learning group – are exploited.

2.4 ACHIEVING THE QUALIFICATION(S)

To achieve one of the LASER LEAP qualifications, the learner must undertake and achieve a specified number of mandatory credits, as per the following rules of combination*:

LASER Entry Level Introductory Award for Learning, Employability and Progression (Entry 3)

Qualification Number: 601/2945/1

Learners must achieve a minimum of 3 credits. The credits may be taken from any combination of units but a minimum of 2 credits must be at Entry 3.

LASER Entry Level Award for Learning, Employability and Progression (Entry 3)

Qualification Number: 601/2946/3

Learners must achieve a minimum of 6 credits. The credits may be taken from any combination of units but a minimum of 4 credits must be at Entry 3.

LASER Entry Level Extended Award for Learning, Employability and Progression (Entry 3)

Qualification Number: 601/2947/5

Learners must achieve a minimum of 9 credits. The credits may be taken from any combination of units but a minimum of 5 credits must be at Entry 3.

LASER Entry Level Introductory Certificate for Learning, Employability and Progression (Entry 3)

Qualification Number: 601/3002/7

Learners must achieve a minimum of 13 credits. The credits may be taken from any combination of units but a minimum of 7 credits must be at Entry 3.

LASER Entry Level Certificate for Learning, Employability and Progression (Entry 3)

Qualification Number: 601/3163/9

Learners must achieve a minimum of 20 credits. The credits may be taken from any combination of units but a minimum of 11 credits must be at Entry 3.

LASER Entry Level Extended Certificate for Learning, Employability and Progression (Entry 3)

Qualification Number: 601/3172/X

Learners must achieve a minimum of 27 credits. The credits may be taken from any combination of units but a minimum of 14 credits must be at Entry 3.

LASER Entry Level Diploma for Learning, Employability and Progression (Entry 3)

Qualification Number: 601/3164/0

Learners must achieve a minimum of 37 credits. The credits may be taken from any combination of units but a minimum of 19 credits must be at Entry 3.

LASER Level 1 Introductory Award for Learning, Employability and Progression**Qualification Number: 601/3003/9**

Learners must achieve a minimum of 3 credits. The credits may be taken from any combination of units but a minimum of 2 credits must be at Level 1.

LASER Level 1 Award for Learning, Employability and Progression**Qualification Number: 601/3004/0**

Learners must achieve a minimum of 6 credits. The credits may be taken from any combination of units but a minimum of 4 credits must be at Level 1.

LASER Level 1 Extended Award for Learning, Employability and Progression**Qualification Number: 601/3161/5**

Learners must achieve a minimum of 9 credits. The credits may be taken from any combination of units but a minimum of 5 credits must be at Level 1.

LASER Level 1 Introductory Certificate for Learning, Employability and Progression**Qualification Number: 601/3146/9**

Learners must achieve a minimum of 13 credits. The credits may be taken from any combination of units but a minimum of 7 credits must be at Level 1.

LASER Level 1 Certificate for Learning, Employability and Progression**Qualification Number: 601/3162/7**

Learners must achieve a minimum of 20 credits. The credits may be taken from any combination of units but a minimum of 11 credits must be at Level 1.

LASER Level 1 Extended Certificate for Learning, Employability and Progression**Qualification Number: 601/3165/2**

Learners must achieve a minimum of 27 credits. The credits may be taken from any combination of units but a minimum of 14 credits must be at Level 1.

LASER Level 1 Diploma for Learning, Employability and Progression**Qualification Number: 601/3166/4**

Learners must achieve a minimum of 37 credits. The credits may be taken from any combination of units but a minimum of 19 credits must be at Level 1.

***Units with the same titles at different levels are barred against each other in all qualifications.**

To view the units, please see [Appendix 2](#).

Each assessment criteria must be evidenced to have been met in order for a learner to achieve a unit. For more detail, please see [Section 3.2](#).

Learners will be awarded with the qualification (size and level) for which they are registered. To achieve multiple, progressive qualifications learners must be registered for each qualification in turn.

When you set up your course(s) you will need to state which qualification (size and level) your learners are aiming to achieve. A discount is available for learners progressing through the qualification suite. To make sure that you receive this you will need to set up separate courses for each qualification (size and level) that you intend to offer. You must let us know that you are claiming the discount when you register learners ([see website for details](#)).

2.5 PLANNING A COURSE

Below are some examples of courses planned for particular groups of learners. First though, note these points:

- You can make your qualification very general, concentrating on personal skills, you can focus on one particular vocational area, or you can focus on offering a range of vocational tasters.
- You can embed some units within others, for example numeracy units can be embedded into estimating, measuring and calculating within building and construction units; you can then cross-reference the evidence.

Your course title will appear on a certificate listing all the units the learner has achieved. A second certificate will give them the national qualification, for example, a Level 1 Certificate for Learning, Employability and Progression, as long as they have achieved all the necessary units.

EXAMPLES OF COURSE DESIGN

1. Example course title: 'Introduction to College'.

This Level 1 Extended Award course is suitable for a group of students new to your organisation and can equally be used for learners starting a college course or in an offender learning environment, for example. It is designed to prepare learners for studying their main subject and is particularly suitable for those who have been away from a learning environment. The aim is to design a course that prepares learners to gain the most from their studies. Learners must achieve 9 credits in total from the following units.

UNIT TITLE	OFQUAL UNIT CODE	UNIT LEVEL	CREDIT VALUE
1. Induction To Study	F/506/0766	Level 1	3 credits
2. Study Skills	F/506/1061	Level 1	3 credits
3. Return To Learning	L/506/0771	Level 1	3 credits
4. Setting Learning Goals	R/506/0772	Level 1	3 credits
5. Improving Own Learning and Performance	Y/506/1051	Level 1	3 credits
6. Developing a Personal Learning Programme	Y/506/0756	Level 1	3 credits
7. College Induction	D/650/0015	Level 1	3 credits
8. Introduction to a Training Course	L/506/0768	Level 1	3 credits

A selection of these units could also be used to build a smaller course which would lead learners to achieve an Award or Introductory Award. A similar selection of units is also available at Entry 3 and could be put together for an Entry Level qualification.

2. Example course title: 'Exploring Practical Skills'

This Level 1 Extended Certificate course is planned for a group in Year 11. They are taking a core group of GCSEs but also some additional courses in preparation for applying to FE colleges to follow practical, vocational courses. The aim is to design a course that prepares the group for work experience, applying for college and possible jobs, and making choices about which vocational route to follow. By embedding some personal development and some numeracy skills, the units will also complement other courses and improve the learners' chances of moving successfully to work or college. Workshops are available, and there may be enough learners to allow some choice of vocational tasters. Learners must achieve 27 credits in total from the following units.

UNIT TITLE	OFQUAL UNIT CODE	UNIT LEVEL	CREDIT VALUE
1. Understanding a Work Experience Placement	J/506/0798	Entry 3	3 credits
2. Group and Teamwork Communication Skills	K/506/0664	Level 1	3 credits
3. Personal Career Portfolio	H/506/0730	Level 1	3 credits
4. Understanding Length, Weight and Capacity	F/506/0931	Level 1	1 credit
5. Understanding Perimeter and Area	L/506/0933	Level 1	1 credit
6. Health and Safety in a Practical Environment	M/506/0083	Level 1	1 credit
7. Work, Review and Plan	Y/506/0708	Level 1	1 credits
8. Preparing Walls For Decoration	L/506/0494	Level 1	3 credits
9. Building Methods and Construction Technology	A/506/0510	Level 1	3 credits
10. Developing Skills in Electronic Assembly	L/506/0981	Level 1	3 credits
11. Understanding Organic Horticulture	K/650/9255	Level 1	3 credits
12. Understanding Further Education	L/506/0706	Level 1	2 credits

This spread of units achieves the aim of offering vocational units for learners to try out before making their choices or college application of employment.

Note the proposed course at Level 1 contains one unit at Entry 3. The Entry 3 unit about Work Experience includes all the preparation learners need for their work experience, so there is no need to push this to a higher level.

3. Example course title: 'Preparing for Working Life'

This Entry 3 Certificate course is planned for a group of Year 10 learners who are considering career choices. The course aims to give them practical information and practice at the same time as developing the personal skills they will need in a work environment. Learners must achieve 20 credits overall from the following units.

UNIT TITLE	OFQUAL UNIT CODE	UNIT LEVEL	CREDIT VALUE
1. Assertiveness and Decision Making Skills	M/506/0570	Entry 3	3 credits
2. Customer Service	M/506/0747	Entry 3	3 credits
3. Introduction to Skills for Employability	H/506/0758	Entry 3	3 credits
4. Building a Personal Career Portfolio	H/506/0730	Level 1	3 credits
5. Job Seeking Skills	M/506/0736	Level 1	3 credits
6. Effective Skills, Qualities and Attitudes For Learning and Work	M/506/0794	Entry 3	3 credits
7. Volunteering	T/506/0800	Entry 3	2 credits

There are two units at Level 1, so the course is using the 6 credits at the higher level which is allowable within the rules of combination. There are other units that could be substituted for some of the above units: Group and Teamwork Communications Skills (H/506/0663, 3 credits at Entry 3) introduces another important aspect of personal development, while Enterprise Activity: Products Or Services (F/506/0752, 3 credits at Entry 3) could be used to simulate a working environment where an item is produced by a team, and it would introduce a fun element as well.

The three one-credit units, Using Listening And Responding Skills (J/506/0672), Speaking To Communicate (F/506/0671) and Engaging In Discussion (D/506/1049) could be used together to highlight the skills needed to operate effectively in an environment where being able to communicate clearly and explain situations and difficulties is an important survival skill.

These three example courses show how flexible these qualifications are, and how the units act as building blocks that can be constructed in different ways for different groups. Centres can benefit from the expertise of their LASER Quality and Curriculum Reviewer if more help is needed to plan courses.

2.6 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

The LASER LEAP suite of qualifications has credit values of between 3 and 37 credits and a recommended Total Qualification Time of between 30 and 370 hours depending on the qualification chosen. See table overleaf.

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.

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
Entry Level Introductory Award	3	15/30	30
Entry Level Award	6	30/60	60
Entry Level Extended Award	9	50/90	90
Entry Level Introductory Certificate	13	80/130	130
Entry Level Certificate	20	130/200	200
Entry Level Extended Certificate	27	185/270	270
Entry Level Diploma	37	268/370	370
Level 1 Introductory Award	3	15/30	30
Level 1 Award	6	40/60	60
Level 1 Extended Award	9	60/90	90
Level 1 Introductory Certificate	13	81/130	130
Level 1 Certificate	20	135/200	200
Level 1 Extended Certificate	27	181/270	270
Level 1 Diploma	37	261/370	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).

2.7 LANGUAGE REQUIREMENTS

These qualifications are only available in English.

2.8 PROGRESSION OPPORTUNITIES

As well as progressing within a level to a bigger sized qualification, learners can progress from Entry Level to Level 1, and from Level 1 to a range of Level 2 qualifications within the LASER portfolio. However, learners will also be well equipped to move directly into vocational routes within Further Education, having demonstrated aptitude and motivation through the range of vocational tasters offered.

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3. How the Qualification(s) will be Assessed

3.1 OVERVIEW

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](#). When you visit the Laser Qualification Centre you'll find a Quality & Assessment Area which offers a full resource bank of quality information, including the latest LASER Assessment Guidance.

3.2 ASSESSMENT DESIGN

These qualifications are assessed through the development of a portfolio of evidence. The portfolio should comprise a series of tasks devised by the centre, mapped to the assessment criteria. LASER's Assessment Definitions are available to approved centres on the Quartz Web Portal

Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the learner has met the requirements of the qualification.

The centre must assess the learner in terms of whether they have met each unit assessment criteria. All the unit assessment criteria in a unit must be met (and evidenced) before a unit can be deemed achieved. Level Descriptors are provided in [Appendix 1](#).

To view the units and assessment criteria, please see the Unit tab on our website.

Assessment 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.

Assessed work must be internally quality assured ([See Section 6](#)).

3.3 RECORD KEEPING

LASER also recommends using a Tutor Assessment Planning Sheet² as this helps to set out the various

¹ All Approved Centres have access to the [Quartz Web Portal](#)

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

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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5. Tutor/Assessor/Internal Quality Assurer Requirements

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

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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 log on 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 to underpin the valid 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: quality assurance 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 award of credit to learners (RAC). There are two ways credit can be awarded to learners: by a LASER Quality and Curriculum Reviewer or by a member of staff at the centre who has been approved by LASER to hold 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) 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 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 holds 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 holds 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. 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.

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 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 and/or Ofqual on request.

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Appendix 1: Ofqual Level Descriptors – Entry Level and Levels 1 & 2

LEVEL	KNOWLEDGE DESCRIPTOR (THE HOLDER...)	SKILLS DESCRIPTOR (THE HOLDER CAN...)
Entry Level 1	Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use of knowledge and/or understanding that relate to the immediate environment.	Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment.
Entry Level 2	Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and Knows the steps needed to complete simple activities.	Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.
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 List

For more information on unit content, please click below:

LASER Learning, Employability and Progression (LEAP) Suite



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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