Notetaking Skills for Support Staff Working With Sensory Impaired Learners

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

603/1155/1	LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Deaf and Hard of Hearing)
603/1155/1	LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Vision Impairment)

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 LASER qualification in Notetaking Skills for Support Staff Working with Sensory Impaired Learners are intended to support candidates in acquiring the knowledge, understanding and skills to provide learner support.
	The Department for Education has approved the qualifications for inclusion on the Non-Medical Help Quality Assurance Framework for Disabled Students' Allowances.
ENTRY REQUIREMENTS	Learners must be aged 18 years or older. There are no formal entry requirements, but students would usually be expected to have attained good standard of English and Maths (minimum GCSE A to C or equivalent).
RULES OF COMBINATION	To achieve the LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Deaf and Hard of Hearing) learners must achieve the two mandatory units: Notetaking Skills For Support Staff Working With Sensory Impaired Learners and Notetaking For Support Staff Working With Deaf And Hard Of Hearing Learners.
	To achieve the LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Vision Impairments) learners must achieve the two mandatory units: Notetaking Skills For Support Staff Working With Sensory Impaired Learners and Notetaking For Support Staff Working With Vision Impaired Learners.
	To view the units, please see **Appendix 2**.
	Learners will be awarded the qualification for which they are registered. All courses must include which qualification learners are aiming to achieve.
UNITS	Please follow the link to the **units list.**
ASSESSMENT	The qualifications are achieved by providing evidence covering the learning outcomes and assessment criteria of each unit. There is no external assessment: evidence is assessed and internally verified by the provider, and verified externally by LASER.
	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.
PRICE	For LASER's price list, please click **here**.
DATES	Operational Start Date: 15 March 2017
	Qualifications Review Date: 31 March 2026
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 qualification in Notetaking Skills for Support Staff Working with Sensory Impaired Learners consists of two 5 credit pathways each at Level 3. This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF).The qualification is designed for support staff working with sensory impaired learners and is particularly suitable for teachers/tutors/ lecturers/support assistants working with learners with sensory impairment in order to take notes in an educational setting such as teaching sessions and/or lectures. Each pathway is free-standing and learners are required to choose one specific pathway to study in more detail. Learners can however also choose to study both pathways and successful achievement will confer qualifications in both pathways. The Department for Education has approved the qualifications for inclusion on the Non-Medical Help Quality Assurance Framework for Disabled Students' Allowances.

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. Full details of all LASER requirements are provided in the LASER centre handbook which is also available via our **Quartz Web Portal**.

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2. Offering the Qualification

2.1 AIMS AND OBJECTIVES

The LASER Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners is intended to support candidates in acquiring the knowledge, understanding and skills to provide learner support.

The Department for Education has approved the qualifications for inclusion on the Non-Medical Help Quality Assurance Framework for Disabled Students' Allowances.

2.2 TARGET GROUP

The qualification is aimed at prospective and existing support workers/learning support assistants as well as teachers/trainers and other education/training professionals wishing to gain the skills and knowledge to support sensory impaired learners.

2.3 ENTRY REQUIREMENTS

Learners must be aged 18 years or older. There are no formal entry requirements and entry is at the discretion of the centre, but students would usually be expected to have attained good standard of English and Maths (minimum GCSE A to C or equivalent). A Disclosure and Barring Service (DBS) disclosure will be required for most learners taking up employment as a support worker once qualified.

2.4 ACHIEVING THE QUALIFICATION

QUALIFICATION TITLE	OFQUAL CODE
LASER Level 3 Award in Notetaking Skills for Support Staff Working With Sensory Impaired Learners (Endorsed Pathway)	603/1155/1

Pathways Available:

- Deaf and Hard of Hearing
- Vision Impairments

To achieve the LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Deaf and Hard of Hearing) learners must achieve the two mandatory units: Notetaking Skills For Support Staff Working With Sensory Impaired Learners and Notetaking For Support Staff Working With Deaf And Hard Of Hearing Learners.

To achieve the LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Vision Impairments) learners must achieve the two mandatory units: Notetaking Skills For Support Staff Working With Sensory Impaired Learners and Notetaking For Support Staff Working With Vision Impaired Learners.

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

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 the qualification for which they are registered. To achieve multiple qualifications learners must be registered for each qualification in turn. All courses must include the qualification pathway that learners are seeking to achieve.

2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Deaf and Hard of Hearing)	5	30 hours	54 hours
LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Vision Impairment)	5	30 hours	54 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.

2.6 LANGUAGE REQUIREMENTS

These qualifications are only available in English.

2.7 PROGRESSION OPPORTUNITIES

The LASER Award in Notetaking Skills for Support Staff promotes progression onto further study and work opportunities in specialist support not necessarily exclusively within teaching and training.

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

3. How the Qualification 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** 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 qualification is 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. Satisfactory completion of the tasks and compilation of the portfolio will provide evidence that the learner has met the requirements of the qualification. LASER's Assessment Definitions are available to approved centres on the Quartz Web Portal

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 Sheet* as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and 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 (hard copy or digitally), for example in a student file and/or tutor file or on an intranet using a specific student programme. If this is the case, it must be clear for each student precisely where the information is held, by using one record sheet such as the Individual Learner Record, and that the evidence is complete.

* All approved centres have access to the **Quartz Web Portal.**

Evidence must be available to the LASER Quality and Curriculum Reviewers on request. Records must be kept of all internal quality assurance activity. Exemplar templates for recording this activity are available on the **Quartz Web Portal**.

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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

All tutors who deliver this qualification suite must:

- have an up-to-date, clear and complete understanding of the subject matter.
- show current evidence of continuing professional development in the subject matter.
- show evidence of attainment of one of the following qualifications[3] or registration:

   For Vision Impairments Pathway
   - Mandatory Qualification for specialist teachers of deafblind children and young people*.
   - Mandatory Qualification for specialist teachers of children and young people with vision impairments*.

   For Deaf and Hard of Hearing Pathway
   - Mandatory Qualification for specialist teachers of deafblind children and young people*.
   - Mandatory Qualification for specialist teachers of children and young people who are deaf*.
   - Registered British Sign Language Interpreters.
   - Post Graduate qualification in Educational Audiology.

All those who assess this qualification suite must:

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[3] as listed on National College for Teaching & Leadership website https://www.gov.uk/guidance/mandatory-qualifications-specialist- teachers

- have a current, clear and complete understanding of the subject matter.

- have up-to-date knowledge and experience of best practice in assessment and quality assurance and should have or be working towards, a relevant teaching/assessing/quality assurance qualification.

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

- show evidence of attainment of one of the following qualifications1 or registration:

  For Vision Impairments Pathway
  - Mandatory Qualification for specialist teachers of deafblind children and young people[*].
  - Mandatory Qualification for specialist teachers of children and young people with vision impairments[*].

  For Deaf and Hard of Hearing Pathway
  - Mandatory Qualification for specialist teachers of deafblind children and young people[*].
  - Mandatory Qualification for specialist teachers of children and young people who are deaf[*].
  - Registered British Sign Language Interpreters.
  - Post Graduate qualification in Educational Audiology.

LASER recommends that all quality assurers are appropriately qualified and experienced in line with any minimum industry requirements. All quality assurers 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 logon to the **Quartz Web Portal.** The LASER Quality and Curriculum Reviewer will regularly monitor compliance with these requirements and 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 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 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 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. LASER Quality and Curriculum And Curriculum 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 LASER Quality and Curriculum And Curriculum 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 – Level 3

LEVEL	SUMMARY	KNOWLEDGE AND UNDERSTANDING	APPLICATION AND ACTION	AUTONOMY AND ACCOUNTABILITY
Level 3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non- routine. Interpret and evaluate relevant information and ideas. Be aware of the nature of the area of study or work.	Have awareness of different perspectives or approaches within the area of study or work. Address problems that, while well defined, may be complex and non- routine. Identify, select and use appropriate skills, methods and procedures. Use appropriate investigation to inform actions. Review how effective these methods and actions have been.	Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others. Exercise autonomy and judgement within limited parameters.

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Appendix 2: Unit List

For more information on unit content, please click below:

LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Deaf and Hard of Hearing)	OFQUAL CODE: 603/1155/1 ❯
LASER Level 3 Award in Notetaking Skills for Support Staff Working with Sensory Impaired Learners (Vision Impairments)	OFQUAL CODE: 603/1155/1

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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