Supporting Young People Leaving Care

Laser Learning Awards

LASER supports its recognised 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 recognised (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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Qualification Overview

OFQUAL QUALIFICATION NUMBERS

600/3710/6	Level 3 Award in Supporting Young People Leaving Care in Post-16 Education

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 qualification will enhance and recognise the skills and knowledge of staff working to support young people leaving care and continuing their education in school sixth-forms, further or higher education. Specifically, the qualification will promote and assess: • Communication skills within a helping role • Knowledge of support frameworks for young people leaving care, and regulatory requirements Understanding of the role of a Designated Member of Staff (DMS) responsible for the support of young people leaving care, within an organisation.
WHO IS IT FOR?	The qualification is intended for learners active in or about to take up the role of supporting young people leaving care who are entering post-16 education, specifically the role of 'Designated Member of Staff'. Learners must be a minimum of 18 years of age to undertake the qualification.
ENTRY REQUIREMENTS	There are no formal entry requirements.
RULES OF COMBINATION	Learners must achieve all three units, amounting to a total of 6 credits.
UNITS	The unit content is available **here**.
ASSESSMENT	All units are achieved by providing evidence the learner has met the assessment criteria. There is no external assessment: evidence is assessed and internally verified by the provider and verified externally by Laser Learning Awards.
PRICE	For LASER's price list, please click **here**.
DATES	Operational Start Date: 1 November 2011 Qualifications Review Date: 31 May 2023
TO DELIVER	Providers must be recognised by LASER. Click **here** for details of how to become Recognised Centre. Once approved, centres can download New Course Notification forms from our **Quartz Web Portal** and will also have access to our **Secure Area** with a wide range of information and secure web-based functions, designed to make the administration and assessment of our qualifications simple and efficient.

1. About the Qualification

This qualification has been developed from existing good practice within a number of partner organisations working to support young people leaving care, as they continue their education. The qualification consists of three units, totalling 6 credits. This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF).

To offer these qualifications, a centre must be recognised by LASER. For further information about becoming a Recognised Centre or working in partnership with a Recognised Centre please visit **our website**.

Existing recognised centres must complete a New Course Notification Form before starting to deliver the qualification, which is available via our **Quartz Web Portal**. 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 OF THE QUALIFICATIONS

The qualification will enhance and recognise the skills and knowledge of staff working to support young people leaving care and continuing their education in school sixth-forms, further or higher education.

 Specifically, the qualification will promote and assess:

- Communication skills within a helping role
- Knowledge of support frameworks for young people leaving care, and regulatory requirements
- Understanding of the role of a Designated Member of Staff (DMS) responsible for the support of young people leaving care, within an organisation

2.2 ENTRY REQUIREMENTS

There are no formal entry requirements, but learners must be able to operate at Level 3.

2.3 TARGET GROUP AND RESTRICTIONS ON LEARNER ENTRY

The qualification is intended for learners active in or about to take up the role of supporting young people leaving care who are entering post-16 education, specifically the role of 'Designated Member of Staff'. Learners must be a minimum of 18 years of age to undertake the qualification.

2.4 ACHIEVING THE QUALIFICATION

To achieve the qualification, learners must achieve all three mandatory units.

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OFQUAL UNIT CODE	**LASER UNIT CODE**	**UNIT TITLE**	**MANDATORY/ OPTIONAL UNIT**	**CREDIT VALUE**	**UNIT LEVEL**
F/601/7300	WIZZ114	Communication Skills in Helping Relationships	Mandatory	2	2
A/502/5224	WIZZ115	Support Young People who are Looked After or are Leaving Care	Mandatory	3	3
M/503/6043	WIZZ113	Preparing for the Role of Designated Member of Staff for Young Care-Leavers in Post-16 Education	Mandatory	1	3

2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

The LASER Level 3 Award in Supporting Young People Leaving Care has a credit value of 6 credits and has a recommended Total Qualification Time of 60 hours, including Guided Learning Hours (GLH) value of 45.

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 3 Award in Supporting Young People Leaving Care	6	45	60

* 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).

Guided Learning Hours (GLH) comprises activities completed by the learner under the direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means. Examples of Guided Learning activities include:

- Supervised:
    - classroom based learning
    - work-based learning
    - e-learning
- Real-time tutorials including webinars, phone, and other electronic delivery methods.
- All forms of assessment which take place under the immediate guidance or supervision of a tutor/ teacher, lecturer, supervisor, trainer or other approved/appropriate provider.

Additional Hours (AH) recognises all the other time taken in preparation that is not under the direct supervision of tutor/teacher, lecturer, supervisor, trainer etc. This time does not form part of the GLH, but does contribute to TQT. Example activities that could contribute to Additional Hours could include:

- Unsupervised:
  - independent compilation of portfolio of evidence
  - work-based learning
  - e-learning or e-assessment
  - coursework or research
  - private study time
  - viewing of a pre-recorded podcast or webinar

2.6 LANGUAGE REQUIREMENTS

The qualification is only available in English.

2.7 PROGRESSION OPPORTUNITIES

There is no specific intended progression to further study, although the qualification may contribute to Continuing Professional Development in other contexts.

2.8 RECOMMENDED PRIOR LEARNING

There is no specifically recommended prior knowledge or experience, although learners are usually assumed to be working within a teaching, guidance or support role.

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3. How the Qualification will be Assessed

3.1 OVERVIEW OF THE ASSESSMENTS

The qualifications are assessed by the centre and are subject to LASER's requirements for quality assurance. Once recognised as a Laser Centre simply log on to the **Secure Area**[1] of the LASER website. 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

There are no prescribed assessment methods for the units, so any methods appropriate for the learners and the delivery may be chosen. Please see the **LASER's Assessment Definitions**[2] document on our website

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[1] All Recognised Centres have access to the **Secure Area** of the LASER website.
[2] Once recognised as a Laser Centre simply log on to the **Secure Area** of the LASER website. When you visit the Laser Qualifications Centre you will find all of the resources you need in the Quality & Assessment Area.

for all assessment methods which may be used. Assessors must ensure that all assessment criteria are evidenced, although more than one criterion may be evidenced within a specific task.

The use of a **Tutor Assessment Planning Sheet**[2] is recommended, as it helps to set out the various tasks, their assessment methods and the evidence to be produced, in a simple plan that is then available to the internal verifier and quality 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**[2] for each student, allowing for some different methods to be used for individual students, if individualised learning is appropriate.

- The **Tutor Assessment Planning Sheet**[2] will help you to plan your learners' assessments.
- To record an individual learner's achievements you can use the Individual Learner Record[2].

These planning sheets can be customised as Centres prefer, as long as all essential information is included. It is also acceptable to design one large learning record spreadsheet for a group of students, but it must be printed for verification and Quality Review and each student's achievement must be signed off with an original signature.

All assessment methods must be suitably evidenced, and templates for assessors' use are all available in the Quality and Assessment area of the **Secure area** of the LASER website. Note particularly the use of a group witness or individual witness statement, to be used in conjunction with a list of questions or discussion prompts, or sample recordings, when the methods 'group discussion' or 'oral question and answer' are used.

It is acceptable for the evidence to be held in a mixture of places, for example in a student file and/or tutor file and 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. Electronic evidence must be available to Quality Reviewers when required.

4. Special Arrangements for Learners with Particular Requirements

For information on special arrangements please refer to the LASER policy document **Access to Fair Assessment**[2]. 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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[2] Once recognised as a Laser Centre simply log on to the **Secure Area** of the LASER website. When you visit the Laser Qualifications Centre you will find all of the resources you need in the Quality & Assessment Area.

5. Delivery Requirements

LASER requires tutors, assessors, internal verifiers and quality reviewers to be experienced and have a complete and clear understanding of the subject matter. All staff involved in the delivery of the qualification should have, or be working towards, a relevant teaching/assessing qualification.

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6. Quality Assurance of the Qualification

Recognised centres must implement the internal quality assurance arrangements detailed in the **LASER Centre Handbook**. To access this simply logon to the **Secure area** of the LASER website and visit the Laser admin area. The LASER Quality Reviewer will regularly monitor compliance with these requirements. The Quality Reviewer will report on the progress of any agreed actions for quality improvement.

In brief, centres delivering LASER qualifications must have internal verification systems in place to underpin the delivery of the qualification. Internal Verification 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 carried out by one or more internal verifiers. Systems will vary between centres according to their particular situation for example; practices that work in a large centre will not necessarily be effective in a smaller one. There are, however, two key points:

- there must be an appropriate system in place and
- there must be evidence that it is implemented effectively.

The outcome of the internal verification process is the recommendation of award of credit to learners. LASER supports two ways in which credit can be awarded to learners; through appointment of a LASER Quality Reviewer, or through Direct Claims Status.

6.1 DIRECT CLAIMS STATUS (DCS)

Direct Claims Status can be awarded to a centre where there is one or more Approved Internal Quality Assurer (AIQA) for the sector or course(s) for which learners are being recommended for the award of credit. Such centres will be able to claim the award of credit directly from LASER. DCS status is monitored by the Quality Reviewer and can be withdrawn by LASER at any time if quality systems are not operating effectively.

6.2 STANDARDISATION

LASER will hold regular standardisation events to ensure consistent application of assessment. Centres will be required to contribute to LASER's programme of standardisation and also to carry out appropriate internal standardisation.

LASER will hold standardisation events on a rolling basis to ensure that comparable standards are being achieved year on year and that there is a consistency of delivery and assessment across centres. Quality Reviewers will identify samples of learners' work that they wish to retain for standardisation purposes during verification visits. Where an AIQA is in place they will be expected to identify samples of learners' work to submit to national standardisation events. Centres are required to retain records of the assessment and internal verification process to contribute to standardisation events. Where units are common to other awarding organisations' qualifications LASER will work collaboratively to ensure standardisation requirements as set out in the Qualification Credit Framework are met.

6.3 RETAINING EVIDENCE

For all qualifications centres must retain complete and accurate records, for at least three years from the end of the year to which they relate. These records must be made available to LASER on request.

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Appendix 1: Ofqual Level Descriptors Level 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.

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Appendix 2: Unit List

For more information on unit content, please click below:

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As well as consulting this document, providers must also check LASER's essential information regarding the availability of all LASER's qualifications and units, including withdrawal notifications. LASER's 'Qualification and Unit Announcements' are available **here**.

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