

Learning Support



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

600/7820/0 LASER Level 3 Certificate in Supporting Learning

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 purpose of these qualifications is to develop and recognise the knowledge and skills needed by those working in a learning support role. The Level 3 Certificate in Supporting Learning confirms competence in providing learning support.

WHO IS IT FOR?

These qualifications are appropriate for any member of staff in a learning support role.

ENTRY REQUIREMENTS

Candidates must be aged 16+, are required to be practising in a learning support role and must be in a position to undertake the specified minimum number of hours of practice.

RULES OF COMBINATION

To achieve the **LASER Level 3 Certificate in Supporting Learning**, the learner must achieve a minimum of 30 credits. 6 credits must be taken from Unit Group A. 18 credits must be taken from Unit Group B. 6 credits must be taken from Unit Group C. A minimum of 21 credits must be at Level 3.

UNITS

Please follow the link to the [units list](#) and click on the unit titles.

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 February 2013
Qualifications Review Date: 31 March 2019

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

The qualification is an initial training qualification for the learning support workforce. It is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF). The Level 3 Certificate in Supporting Learning confirms competence in providing learning support.

The Certificate in Supporting Learning contains mandatory units covering the essential knowledge, understanding and professional practice required of all learning support practitioners, as well as a number of optional units.

The Laser Level 3 Certificate in Supporting Learning has a credit value of 30 and a recommended Total Qualification Time (TQT) of 300 hours, including Guided Learning Hours (GLH) value of 150 depending on the unit(s) chosen.

A one page Qualification Summary outlining the qualification is provided in [Qualification Overview](#).

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

The purpose of the qualification is to develop and recognise the knowledge and skills needed by those working in a learning support role. They are of value to practitioners working in a wide range of learning and teaching/training contexts (employed, voluntary or placement). The qualification is underpinned by the 2009 National Occupational Standards (NOS) for Learning Support Practitioners.

2.2 TARGET GROUP

The qualification is appropriate for both experienced professionals and those new to learning support.

2.3 ENTRY REQUIREMENTS

Candidates must be aged 16+ and are required to be practising in a learning support role. Candidates must be in a position to undertake the minimum number of hours of practice specified (30 hours).

There are no other entry requirements for the qualification but all trainee learning support practitioners joining a Learning Support qualification programme should undertake an initial assessment of their skills in English, mathematics and ICT (although there is no requirement to evidence these skills in order to achieve a Learning Support qualification). Candidates should receive appropriate guidance and support so that they are able to access and benefit from undertaking the programme. This may include signposting trainees to other learning opportunities.

2.4 ACHIEVING THE QUALIFICATION

To achieve the qualification, the learner must undertake a number of units of assessment (these are prescribed but there are options for the centre to choose from) and achieve a specified value of 'credit' by meeting the assessment criteria for those units of assessment.

The '**rules of combination**' for (i.e. the value of credit the candidate must achieve, and instructions about the units of assessment they must undertake to do so) are stated below as are the lists of the units of assessment.

Please note that for those practitioners who would benefit, there is an introductory unit within the qualification which can be achieved at Level 2 instead of at Level 3. In addition, the Certificate in Supporting Learning contains other Level 2 units which may be chosen.

Rules of Combination:

The learner must achieve a minimum of 30 credits. 6 credits must be taken from Unit Group A. 18 credits must be taken from Unit Group B. 6 credits must be taken from Unit Group C. A minimum of 21 credits must be at Level 3.

LASER Level 3 Certificate in Supporting Learning				OFQUAL CODE: 600/7820/0	
OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	UNIT DESCRIPTION	UNIT CREDIT VALUE	UNIT LEVEL
L/504/0066	WJB002	Preparing To Support Learning	Unit Group A	6	Level 3
R/504/0067	WJB003	Preparing To Support Learning	Unit Group A	6	Level 2
R/504/0120	WJB005	Principles Of Learning Support	Unit Group B	6	Level 3
D/504/0072	WJB006	Supporting Learning	Unit Group B	6	Level 3
K/504/0110	WJB004	Learning Support In Lifelong Learning Contexts	Unit Group B	6	Level 3
R/503/5788	WJA572	Equality And Diversity	Unit Group C	6	Level 3
D/504/0069	WJB011	Practice Based Investigation	Unit Group C	6	Level 3
T/503/5511	WJA564	Preparing For The Mentoring Role	Unit Group C	3	Level 3

LASER Level 3 Certificate in Supporting Learning

OFQUAL CODE: 600/7820/0

OFQUAL UNIT CODE	LASER UNIT CODE	UNIT TITLE	UNIT DESCRIPTION	UNIT CREDIT VALUE	UNIT LEVEL
M/502/0330	WJB013	Supporting Learners In A Subject Or Vocational Area	Unit Group C	6	Level 3
R/504/0070	WJB012	Understanding And Managing Behaviours In A Learning Environment	Unit Group C	6	Level 3
T/504/0059	WJB009	English, Mathematics And ICT Needs For Life, Learning And Work	Unit Group C	2	Level 2
K/504/0060	WJB007	Inclusive Approaches To Providing Information	Unit Group C	1	Level 2
M/504/0061	WJB008	Organisational Approaches To Meeting English, Mathematics And ICT Learning Needs	Unit Group C	1	Level 2
T/504/0062	WJB010	Skills Check And Signposting For English, Mathematics And ICT Needs	Unit Group C	1	Level 2

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2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

QUALIFICATION TITLE	CREDIT VALUE	GUIDED LEARNING HOURS (GLH)	TOTAL QUALIFICATION TIME* (TQT)
LASER Level 3 Certificate in Supporting Learning	30	150	300

* 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

The qualification in Learning Support may form part of successful candidates' portfolio of practice qualifications and/or Continuous Professional Development qualifications. It may also enable progression within employment.

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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 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

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 candidate has met the requirements of the qualification.

¹ All Recognised Centres have access to the [Secure Area](#) of the LASER website.

In addition, candidates must:

- if undertaking the Certificate in Supporting Learning, carry out a minimum of 30 hours of learning support practice, and be observed a minimum of 3 times, for a duration of time totalling a minimum of 3 hours. Any single observation must be a minimum of half an hour. Observations should be appropriately spaced throughout the whole programme. Observations can be formative and summative.

To demonstrate the minimum number of hours of learning support practice have taken place, each candidate is required to complete a reflective diary. This must be appropriately authenticated by third party as agreed with the course tutor.

Some units have specific requirements about how they should be assessed. These requirements are stated on the unit of assessment itself where applicable. To view the unit content, please click on the links within the tables in [Section 2.4](#).

The centre must assess the candidate 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](#). It is recommended that tutors familiarise candidates with these, to ensure their work is presented at the appropriate level.

Assessment must be valid, reliable and sufficient to meet the outcome. 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](#)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 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](#) 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.

It is acceptable to design one large learning record spreadsheet for a group of learners, but it must be printed for verification and quality review, and each learner's achievement must be signed off with an original tutor signature.

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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.

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.

5. Tutor/Assessor/Internal Quality Assurer Requirements

All those who assess and internally verify these qualifications must:

- be suitably qualified to do so
- have up-to-date working knowledge and experience of best practice
- show current evidence of continuing professional development

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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 log on 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 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 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.

6.2 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.

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Appendix 1: Ofqual Level Descriptors – Level 3

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

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