Skills for Working in Creative and Cultural Industries
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.

Contact us

www.laser-awards.org.uk
enquiries@laser-awards.org.uk
01932 569894
@LaserAwards
LaserLearningAwards
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# Laser Learning Awards

## Qualification Overview

**OFQUAL QUALIFICATION NUMBERS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>603/2461/2</td>
<td>LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries</td>
</tr>
</tbody>
</table>

Laser Learning Awards is an awarding organisation regulated by Ofqual, the regulator of qualifications, examinations and assessments in England.

**PURPOSE AND AIM OF QUALIFICATIONS**

Support learners to access careers in the creative and cultural industry from a non-traditional higher education route, providing opportunity to access significant high quality work experience in order to achieve this skills based qualification.

**ENTRY REQUIREMENTS**

No entry requirements for this qualification.

Learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence. In addition, Centres must take responsibility for ensuring learners have suitable experience and competence before undertaking high-risk units.

**RULES OF COMBINATION**

To achieve the LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (603/2461/2), the learner must achieve a minimum of 26 credits. 12 credits must be achieved from the units in the Group 1 Mandatory Units. A minimum of 10 credits must be achieved from the Group 2 Mandatory Pathway Options and a maximum of 4 credits from the units in the Group 3 Units. Where no units are taken from the Group 3 Units all 14 remaining credits must to achieved from the Group 2 Mandatory Pathway Options.

**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 End Date: 30 September 2022  
Qualifications Review Date: 30 September 2024

**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 LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries qualification is specifically designed for learners who are preparing for a career in the Creative and Cultural Industries. The mandatory units equip the learner with a strong knowledge base of a chosen career pathway in the creative and cultural industries, supporting progression into the workplace and to further study, as well as the key requirement to achieve work experience throughout the programme of study. An extensive range of optional units enables the qualification to be tailored to individual learner requirements. The qualification is designed to support learners to access careers in the creative and cultural industries from a non-traditional higher education route. Designed with a range of partners including GFE South and respected arts and cultural organisations, it provides learners with an opportunity to access significant high-quality work experience in order to achieve this skills based qualification.

The qualification is designed with sufficient flexibility to meet the needs of learners aspiring to progress into a range of professions within the creative and cultural industries. There are 9 pathways to achievement from which learners can choose.

Skills for Working in Creative and Cultural Industries Endorsed Pathway Options:

- Creative and Cultural Professions
- Archiving and Information Management
- Administration
- Community Arts
- Events Organisation
- Curation and Collections Management
- Technical Theatre
- Digital Media
- Venue Operations

This qualification is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF).

The Total Qualification Time (TQT) for this qualification is 260.

Learners must achieve a minimum of 26 credits. A maximum of 12 credits must be taken from the units in the Group 1 Mandatory Units. A minimum of 10 credits must be taken from the units in Group 2 Mandatory Pathway Options and learners may take a maximum of 4 credits from the units in Group 3 Units. The choice of ‘Preparing For A Career In …….’ unit will determine the endorsement of the qualification. For example, if a learner undertakes the unit ‘Preparing For A Career In Technical Theatre’, the qualification awarded will be the ‘LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Technical Theatre)’.

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.
LASER recommends that all Tutors and Assessors delivering the LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries qualification 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.

2. Offering the Qualification(s)

2.1 AIMS AND OBJECTIVES

The aim of the qualification is to: support learners to access careers in the creative and cultural industry from a non-traditional higher education route, providing opportunity to access significant high-quality work experience in order to achieve this skill based qualification.

2.2 TARGET GROUP

The qualification is approved for learners aged 16 years and over. There is no upper age limit.

2.3 ENTRY REQUIREMENTS

There are no specific entry requirements for this qualification, however, learners should be assessed to ensure they have a reasonable expectation of achievement and will be able to generate the required evidence.

In addition, Centres must take responsibility for ensuring learners have suitable experience and competence before undertaking high-risk units. It is therefore suggested that centres apply the following guidance to ensure pre-competence to safeguard learners and others. This includes (but is not limited to):

- All units – a Health and Safety qualification, training or another demonstration of competence to meet current Health and Safety Executive (HSE) requirements.
- Units involving electrics – learner must be a minimum of 16 years of age and have achieved or be working towards a qualification, training or another demonstration of competence to demonstrate understanding of wiring and the safe use and operation of electrical equipment and systems to meet the current edition of the IEE Wiring Regulation / British Standard (BS7671).
- Units involving safeguarding children, young people and vulnerable adults – have successfully undertaken the Disclosure and Barring Service (DBS) check and hold a current DBS Certificate.

2.4 ACHIEVING THE QUALIFICATION(S)

To achieve the LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (603/2461/2), the learner must achieve a minimum of 26 credits.
The qualification structure comprises three groups of units as detailed below. Learners need to achieve:

- 12 credits from Group 1 Mandatory Units to comprise ‘Understanding The UK Creative and Cultural Industries Sector’ unit, ‘Work Experience In The Creative and Cultural Industries’ unit and ONE of the ‘Preparing For A Career…’ units.

- 14 credits from Group 2 Mandatory Pathway Options and Group 3 Units combined, of which:
  - minimum 10 credits from Group 2 Mandatory Pathway Options (but see bullet point below),
  - maximum 4 credits from Group 3 Units. Learners do not have to take any units from Group 3 Units; if they do not, in order to achieve the minimum 26 credit requirement for the qualification, they need to achieve at least 14 credits from Group 2 Mandatory Pathway Options.

The choice of ‘Preparing For A Career …….’ unit will determine the endorsement of the qualification.

For example, if a learner undertakes the mandatory core unit ‘Preparing For A Career In Technical Theatre’, the qualification awarded will be the ‘LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Technical Theatre)’.

To view the units, please see Appendix 3.

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.

2.5 PLANNING A COURSE

The illustrations that follow highlight the structure of the qualification and the pathway options available.
Listed below are example courses planned for particular pathways. A certificate will be issued for the regulated qualification and this will show the learners chosen (endorsed) pathway, for example a LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Creative and Cultural Professions), providing all the necessary units have been achieved.

Examples of course design

Example course title: ‘LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Technical Theatre)’.

This course is suitable for learners looking to progress to a career in Technical Theatre. It is designed to provide a background to their main subject as well as providing employability skills and work experience.

<table>
<thead>
<tr>
<th>OFQUAL UNIT CODE</th>
<th>UNIT TITLE</th>
<th>UNIT LEVEL</th>
<th>NUMBER OF CREDITS</th>
<th>UNIT GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. L/616/4915</td>
<td>Preparing For A Career In Technical Theatre</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. D/616/4921</td>
<td>Understanding The UK Creative and Cultural Industries Sector</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3. H/616/4922</td>
<td>Work Experience In The Creative and Cultural Industries Sector</td>
<td>2</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>4. J/616/4928</td>
<td>Event Lighting</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5. D/616/4949</td>
<td>Event Sound</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6. Y/616/4965</td>
<td>Production Skills In The Creative Industries</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7. A/506/0670</td>
<td>Speaking And Listening Skills</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Example course title: ‘LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Creative and Cultural Professions)’.

This course is suitable for learners who are looking to progress to a career in the creative and cultural industries, but have not yet decided on a specific profession. It is designed to provide them with a broad range of skills which will support further progress into the sector and will enable learners to make an informed choice regarding future study and career paths.
For guidance on how to embed the LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries as part of a Study Programme refer to Appendix 2.

### 2.6 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

<table>
<thead>
<tr>
<th>QUALIFICATION TITLE</th>
<th>CREDIT VALUE</th>
<th>GUIDED LEARNING HOURS (GLH)</th>
<th>TOTAL QUALIFICATION TIME* (TQT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries</td>
<td>26</td>
<td>147</td>
<td>260</td>
</tr>
</tbody>
</table>

* 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 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

2.7 LANGUAGE REQUIREMENTS

These qualifications are only available in English.

2.8 PROGRESSION OPPORTUNITIES

Learners may progress directly into employment within the creative and cultural industries or they may wish to continue their studies at a higher level.

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 recognised as a Laser Centre simply log on to the Secure Area1 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

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.

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

1 All Recognised Centres have access to the Secure Area of the LASER website.
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 click on the unit title hyperlinks within the tables in Appendix 3.

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).

**Simulation**

Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

Simulation must, wherever feasible, be undertaken in a ‘realistic working environment’ (RWE). A RWE is ‘an environment which replicates the key characteristics in which the skill to be assessed is normally employed’. The RWE must provide conditions equivalent to the normal day-to-day working environment, with a similar range of demands, pressures and requirements for efficient working.

Simulation must be initially used in the following circumstance:

- For high risk activities where the learner has not yet demonstrated competence and undertaking the task may pose a risk to themselves or others (for example, working on event lighting, unless they are considered fully qualified with up-to-date CPD, or until they have demonstrated full competence in this area during simulated work). N.B. undertaking this activity solely in a simulated environment would not be considered a demonstration of full-competence, but may be used as a contribution towards competence in the activity over time.

Unless otherwise indicated, it is a general principle that evidence from simulations should only be employed under the following circumstances:

- Where learner assessment in a live working environment could be deemed to pose risks to themselves or others.
- Where the situation or task to be assessed arises so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real.
- At the discretion of Laser Learning Awards where it is considered the environment provided fully reflects a commercial working environment and that the demands on the learner during simulation are neither more or less than they would be in a live work environment.

Any simulation must be approved in advance by the External Quality Assurer, and clear reasons must be given for its intended use. If approval is given, all Laser Learning Award guidance and requirements must be observed.
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\(^2\) 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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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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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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\(^2\) 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.
6. Quality Assurance of the Qualification(s)

Recognised centres must implement the internal quality assurance arrangements detailed in the **LASER Centre Handbook**. To access this simply logon to the [Secure Area](https://www.laser-awards.org.uk) 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 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 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.
Appendix 1: Ofqual Level Descriptors Level 2

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>KNOWLEDGE DESCRIPTOR (THE HOLDER…)</th>
<th>SKILLS DESCRIPTOR (THE HOLDER CAN…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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Appendix 2: Study Programmes – embedding the LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries

The planned study programme must be tailored to each individual student, have clear study and/or employment goals reflecting the student’s prior attainment, aspirations and abilities and include:

• substantial qualification/s
• maths and English for students who have not achieved grade A*-C GCSE in these subjects by age 16
• high-quality work experience
• added value non-qualification activity

The agreed ‘core aim’ of a study programme should be the principal, core activity which will usually be the one the student spends the most time on, and with the largest number of planned hours. The core aim must be agreed between the student and the institution, usually at the start of the study programme.

The LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries is a vocational qualification which includes work experience as an essential element. The purpose of the work experience element is to provide the learner with the opportunity to practice skills in a supervised environment.

This planned qualification work experience hours should be recorded within qualification planned hours on the ILR/census and not duplicated as employability, enrichment and pastoral hours. In most cases, it will be the qualification and not the work experience that is the core aim of the study programme. The hours for the whole qualification including the work experience element are recorded in the planned qualification hours field. There is no requirement to also record one of the 5 work experience aims in the ILR/school census.

However, if further non-qualification work experience hours are added to the study programme, it is possible for a learner to have ‘work experience’ as the core aim of their study programme but to be fundable, this must be external, that is:

• it takes place with an external employer
• it is on a site external to the learning environment

The requirement for the work experience to be external applies even where the institution has extensive facilities mirroring the workplace (i.e. operates ‘Realistic working Environments (RWE).”

Where additional fundable non-qualification planned work experience, hours are added to the study programme, this should be recorded as planned employability, enrichment and pastoral hours (EEP hours) in the individualised learner record (ILR) and school census. In addition to recording EEP hours, any planned non-qualification work experience has to be recorded as one of the 5 work experience aims in the ILR/school census.
Example study programme with the LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries as the identified ‘core aim’

<table>
<thead>
<tr>
<th>VOCATIONAL STUDY PROGRAMME ACTIVITY</th>
<th>PLANNED HOURS (FROM TIMETABLE/LEARNING PLAN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional work experience/work related activity</td>
<td>100 (non-qualification hours)</td>
</tr>
<tr>
<td>Enrichment activities</td>
<td>40 (non-qualification hours)</td>
</tr>
<tr>
<td>Tutorials/mentoring/coaching</td>
<td>35 (non-qualification hours)</td>
</tr>
<tr>
<td>Maths GCSE</td>
<td>60 (qualification hours)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>382</strong></td>
</tr>
</tbody>
</table>

Students who do not have a grade C GCSE in maths and/or English or an equivalent qualification must study these subjects as part of their study programme each academic year, until they achieve a grade C. Planned hours for studying maths and English must be recorded in the ILR/School census for the students’ study programme.

Planned hours for full time and part time study programmes

The definition of full time and part time is based on the annual timetabled hours in academic year in the learner’s study programme as set out in this table:

<table>
<thead>
<tr>
<th>BAND</th>
<th>ANNUAL TIMETABLED HOURS IN THE ACADEMIC YEAR</th>
<th>APPLIES TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Full time 540+ hours</td>
<td>16 and 17 year olds. Students aged 18 and over with high needs</td>
</tr>
<tr>
<td>4a</td>
<td>Part time 450+ hours</td>
<td>Students aged 18 and over who do not have high needs</td>
</tr>
<tr>
<td>4b</td>
<td>Part time 450 to 539 hours</td>
<td>16 and 17 year olds. Students aged 18 and over with high needs</td>
</tr>
<tr>
<td>3</td>
<td>Part time 360 to 449</td>
<td>All students</td>
</tr>
<tr>
<td>2</td>
<td>Part time 280 to 359 hours</td>
<td>All students</td>
</tr>
<tr>
<td>1</td>
<td>Part time Up to 279 hours</td>
<td>All students</td>
</tr>
</tbody>
</table>

Please ensure to refer to full government guidelines regarding the current funding of study programmes at: https://www.gov.uk/guidance/16-to-19-funding-planned-hours-in-study-programmes

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Appendix 3: Unit List

For more information on unit content, please click below:

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Administration)  
OFQUAL CODE: 603/2461/2

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Archiving & Information Management)  
OFQUAL CODE: 603/2461/2

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Community Arts)  
OFQUAL CODE: 603/2461/2

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Creative & Cultural Professions)  
OFQUAL CODE: 603/2461/2

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Curation & Collections Management)  
OFQUAL CODE: 603/2461/2

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Digital Media)  
OFQUAL CODE: 603/2461/2

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Events Organisation)  
OFQUAL CODE: 603/2461/2

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Technical Theatre)  
OFQUAL CODE: 603/2461/2

LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries (Venue Operations)  
OFQUAL CODE: 603/2461/2

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](#).