LASER Guidance for Centres: Awarding Ofqual Regulated Qualifications in 2021

Please note this document does NOT relate to:

- **Access to Higher Education Diploma qualifications ("Access qualifications") awarded under QAA licence.**
- **Any courses which are not regulated by Ofqual ("unregulated qualifications").**

Please contact us on quality@laser-awards.org.uk if you have any queries about the qualifications above, or about any information in this document.

Contents

1. Background

In 2020 the Department for Education cancelled summer exams for General Qualifications (GQs) as a result of the Covid pandemic, and Ofqual introduced the Extraordinary Regulatory Framework (ERF) in order to put contingencies in place for the awarding of vocational and technical qualifications (VTQs) in summer 2020, and later the Extraordinary Regulatory Framework (Extended ERF) in autumn 2020 for the 2020-21 year. However, due to the continued disruption to teaching, learning and assessment in 2021 as the pandemic continued, the Department for Education announced that GQ exams would once again be cancelled in 2021, and set a policy and scope for awarding VTQs in 2021. As a result Ofqual consulted on and introduced the **VTQ Contingency Regulatory Framework (VCRF)** on 24 March 2021. This is a set of regulatory arrangements which enables Awarding Organisations (AOs) to be sufficiently flexible to support as many learners as possible to achieve qualifications, whilst still retaining the integrity of those qualifications.

More details on the VCRF can be found in Ofqual's [Regulatory arrangements for the awarding of vocational and technical and other general qualifications in 2020-2021 – consultation outcome published 24 March 2021](#).

2. Document Relevance

LASER's priority is to ensure that as many learners as possible can be awarded their intended qualifications in 2021 where it is safe, valid and reliable to do so, without any undue advantage or disadvantage over other learners this year or in any previous years. To this end we have been working with our centres throughout the last year to understand learners' situations and needs and to support centre staff to enable awarding to take place wherever possible. In 2020 this included making adaptations where necessary, although for most LASER qualifications there was sufficient flexibility with the qualifications' awarding strategies to enable awarding to take place.

This guidance document is intended for staff working in any Laser Learning Awards (LASER)[1] approved centre in 2021, including (but not limited to) teachers/tutors, assessors, internal quality assurers, quality managers, curriculum managers, and heads of centre.

It is intended to outline the processes which will be used to enable qualifications to be awarded to learners who would normally have expected to be assessed between now and **31 August 2021** (at the time of writing). Any extensions to this date will be communicated to all centres.

Where a learner's qualification course extends beyond 31 August 2021, any assessments which were to have taken place before that date may have the rules of the VCRF applied as outlined in this document, however the VCRF may **not** be applied to any assessments planned to be taken later than this date.

All information within this document is correct at the time of writing (April 2021) and centres will be updated if any subsequent changes are necessary eg due to policy changes or date changes.

3. VCRF Categories of Qualifications

Under the current VCRF, all qualifications have been assigned to one of three categories. The category then determines the approach which must be taken to awarding. The following Ofqual infographic summarises the three categories, which are also explained in more detail below.

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[1] *All references to LASER in this document also refer equally to Trident Awards, which is the brand name for LASER's work in the security industry.*

Ofqual Infographic

How vocational and technical qualifications will be awarded in 2021

ofqual

Ofqual/21/6751/1

Qualifications most similar to GCSEs and A levels

e.g. BTECs and OCR Cambridge Technicals

- Taken only in schools or colleges
- Do not assess occupational skills

Your results

- Graded by teacher or lecturer judgement
- Various sources of evidence used
- Results no later than for GCSEs and A levels

Category B1

Qualifications not similar to GCSEs or A levels

e.g. Functional skills and ESOL Skills for Life

- Taken in schools, colleges or other places
- Do not assess occupational skills

Your results

- Assessments should continue where possible
- May be awarded using other evidence or judgements
- Awarding organisations decide the evidence needed

Category B2

Qualifications with occupational skills or proficiency assessments

e.g. construction, plumbing and electrical qualifications

- Taken in schools, colleges or other places
- Assess occupational skills

Your results

- Assessments can continue as normal where possible
- Assessments may be delayed
- Assessments can be adapted if needed

Category A

Category A Qualifications (Yellow column)

These qualifications involve the assessment of specific **occupational or professional skills**, and are used primarily to enter, or progress through, employment in a specific area or job role.

Appendix 1 at the end of this document indicates the LASER qualifications which sit in this category. They include all the Trident Awards branded SIA licence-linked security qualifications, and others.

Category B1 Qualifications (Turquoise column)

These qualifications are described as "**most similar to GCSEs and A Levels**" in that they can be delivered only in schools/colleges, and are usually assessed via external exams set by the AO which have to be taken on set dates. They will often be approved for performance tables, and their primary purpose is to progress to further learning. Although they may include some elements of practical skill, they are not intended to demonstrate professional or occupational competence for a specific job role.

No LASER qualifications sit in this category.

Category B2 Qualifications (Purple column)

These qualifications are described as "**not similar to GCSEs and A Levels**". They can be delivered in schools/colleges but also in other settings eg private training providers, they are often shorter in duration, and do not have to follow the academic year cycle with set exam dates but instead assessments, which can take a range of forms, can be taken on demand whenever the learner is ready, and are often internally assessed by centre assessors. Although they may include some elements of practical skill, they are not intended to demonstrate professional or occupational competence for a specific job role. They are primarily used to progress to either further learning, or into employment.

Appendix 1 at the end of this document indicates the LASER qualifications which sit in this category.

4. VCRF Awarding Approaches

The approach to awarding, including whether or not Teacher Assessed Grades (TAGs) are permitted, is determined by the category in which a qualification sits as follows. This is also summarised in the table below.

Category A Qualifications (Yellow column; Occupational or professional skill qualifications)

Qualifications in this category **must** be assessed in order to be awarded, to maintain confidence in the qualification and the competence of the learner. Assessments should take place **as normal** wherever possible, and where this is not possible, **appropriate adaptations** may be made. If appropriate adaptations cannot be made (in line with public health and any other relevant requirements/guidance) and assessment cannot take place, awarding of the qualification must be **delayed** until such times as it is safe and valid for them to take place. Qualifications in this category **cannot** be assessed by TAGs.

Appendix 1 at the end of this document indicates the LASER qualifications which sit in this category. They include all the Trident Awards branded security qualifications, and others.

Category B1 Qualifications (Turquoise column; Most similar to GCSEs and A Levels)

Exams for qualifications in this category will **not** continue as normal. Instead the qualifications will be awarded using a range of **alternative forms of evidence** to arrive at **TAGs**, in a similar way to that in which GQs will be awarded.

No LASER qualifications sit in this category.

Category B2 Qualifications (Purple column; Not similar to GCSEs and A Levels)

Assessments for qualifications in this category should continue **as normal** wherever safe and possible to do so. **Adaptations** may be made to these assessments if necessary in order for them to take place where this is for the purposes of mitigating against the impact of the Covid pandemic. If, and only if, assessment is not possible even with adaptations, **alternative forms of evidence** may be used to arrive at **TAGs**.

Appendix 1 at the end of this document indicates the LASER qualifications which sit in this category.

Summary of Awarding According to Category

	Category A	Category B1	Category B2
Normal assessment	Yes as far as possible	No	Yes as far as possible
Adapted assessment	Yes if necessary and permitted	Yes	Yes if necessary
Other evidence	No	Yes	Yes if necessary
TAGs with sufficient evidence	No	Yes	Only if normal and/or adapted assessment not possible

5. Adaptations

LASER qualifications in category A and B2 **may** be suitable for adaptation, however some qualifications eg SIA licence-linked security qualifications are **not** suitable for adaptation beyond what is already permitted (which includes remote delivery and online proctored assessment for SIA licence-linked security qualifications). It may also be the case that not all centres are able to offer and implement adaptations.

Most LASER qualifications are internally assessed by the centre, and allow the centre to devise their own assessments to meet

the individual needs of their learners, therefore there is already a very high degree of **flexibility** permitted with the qualification, and, as in 2020, this should be used as the starting point.

If you feel that **adaptations** beyond the usual scope of the qualification specification are necessary, please speak with your Quality Reviewer or email us on quality@laser-awards.org.uk with details of your proposed adaptation/s, having given consideration first to ensuring that the adaptation requested will continue to enable a valid and reliable outcome which does not advantage or disadvantage any learners over others. Adaptations under the VCRF are only permitted where the reason for this is to mitigate against the impact of the Covid pandemic, so you will also be required to confirm this.

Whatever flexibilities and/or adaptations are made, it is essential that the **authenticity and validity** of the assessment remain intact. Electronic records or records of assessments carried out away from the centre and not observed either in person or remotely, must include a declaration of authenticity by the learner that the work is their own and has not been completed in conjunction with, or copied from, any other person or source, and that the learner understands that if this is found not to be the case, sanctions may be applied in line with the centre and LASER sanctions policies, which could include the learner being withdrawn from the qualification, or the qualification being withdrawn if already awarded.

Changes which may be made within the normal flexibilities of a qualification, or adaptations which may be appropriate if needed, may include (but are not limited to) the following.
- Using different assessment methodologies for assessing knowledge, such as online recorded professional discussions carried out and recorded on Zoom or Teams, rather than written short answer assessments if the learner is not attending the centre in person.
- Using different assessment methodologies for assessing practical skills, such as observing the learner live by remote means eg Zoom; or if observation is not possible at all, the learner giving an explanation during a discussion, or in writing, of how they would carry out the practical task.
- Reviewing a signed witness statement provided by another person rather than the assessor carrying out the assessment in person – this should be supported by questioning the learner which could be by telephone or eg Zoom.
- Changing the original choice of planned units within the rule of combination in order to meet learners' current situations, needs and capabilities (NB see point below about our Progression suite of qualifications).

Please remember that we have already offered an adaptation to **remove the mandatory element** of the rule of combination for all qualifications in our **Progression** suite of qualifications for awarding under the VCRF. This means that a learner can achieve the required number of credits for any qualification in the Progression suite from any of the units which sit within the qualification, and do not have to meet the usual requirements for certain credits from the mandatory unit group, where the reason for this is to mitigate against the impact of the Covid pandemic. If you wish to take advantage of this, please speak with your Quality Reviewer or email us on quality@laser-awards.org.uk **before** claiming certification, and you must have registered the learner/s as usual on the correct qualification.

End dates of all LASER qualifications may be **extended** by the centre at no cost, to allow learners the time they need to complete their qualification, and this may help where, with more time, a learner will be able to carry out all the necessary assessment in order to achieve their intended qualification. Please speak with your Quality Reviewer or email us on quality@laser-awards.org.uk if you would like to do this.

In addition, where a learner's intended qualification sits within a suite of similar qualifications at different sizes (eg Progression or LEAP), LASER is permitting centres to claim a **smaller** qualification than the one on which a learner was registered, if this will enable awarding rather than the learner failing to achieve a qualification at all. During 2021 no charges are being applied to centres who want to claim a different qualification in the suite. Please speak with your Quality Reviewer or email us on quality@laser-awards.org.uk **before** claiming certification if you think this option may help any of your learners.

6. Teacher Assessed Grades (TAGs)

TAGs are grades decided by centre staff to reflect the learner's current level of performance for a particular assessment and therefore attainment. These decisions must be based on range of **evidence** (other than normal assessment evidence) to determine that decision, in line with AO guidance.

Unlike Centre Assessed Grades (CAGs) in 2020, TAGs are **not** a teacher's judgement of how a learner would have performed

had they been assessed (ie an estimated grade), or of the potential a learner has now or in the future, or of what a learner may have achieved without any impact from Covid.

For qualifications in category B1 (of which LASER has none), TAGs are used as the guiding principle, whilst in category B2 (most LASER qualifications), TAGs may be used **only** where normal assessment or adapted assessment is not possible. For all of these LASER qualifications the only "grades" are either pass, or not yet achieved; no differential grading is required or possible. For qualifications in category A, TAGs may not be used.

Ofqual has published a guidance document Information for centres about making objective judgments which should be read by all centre staff who need to be involved in claiming awards via TAGs.

You must speak with your Quality Reviewer or email us on quality@laser-awards.org.uk if you feel you need to use TAGs in order to claim awards for your learner/s, before going ahead. You will **not** be able to make claims for certification which include TAGs if you have not discussed this with us first.

The following **principles** must be applied to TAGs for any LASER qualifications in category B2 (only).

- All staff involved in TAG decisions or checks/reviews must be fully familiar with, and abide by, all the requirements set out in this document.
- As much teaching, learning and assessment (normal and/or adapted) must have taken place as is possible before resorting to TAGs so that learners must be potentially able to demonstrate the full range of knowledge/understanding/skills as appropriate for the unit being assessed, and TAGs must not be used to replace teaching, learning or assessment which must continue for as long as possible.
- Extensions to assessment deadlines should have been given wherever possible and reasonable, to enable actual assessment to have taken place before resorting to TAGs.
- TAGs may be used only where normal assessment or adapted assessment has not been, and will not be, possible.
- TAGs must be submitted at unit level and must cover all learning outcomes but do not necessarily have to specifically match all assessment criteria.
- TAGs must be based on and supported by valid and reliable evidence of learner attainment of all learning outcomes of the unit, which may include (but is not limited to) the following examples:
    - Fully completed and marked internal assessments – this is generally the best evidence.
    - Partially completed internal assessments.
    - Formative assessments.
    - Informal assessments.
    - Classwork.
    - Homework assignments.
    - Teacher/assessor observation reports.
    - Witness testimonies from reliable and valid sources.
    - Recordings of practical tasks.
    - Recorded teacher/assessor led/professional discussions.
    - Evidence from work placements, work experience, or volunteering activities.
    - Evidence from achievement in other units of the same qualification where relevant.
- A mixture of evidence types should be used wherever possible, and you should use evidence across multiple units wherever possible, to maximise the potential of each piece of evidence. Gaps can then be filled by use of specific targeted recorded discussions.
- TAG evidence itself must be included within each learner's portfolio.
- TAG judgements must be consistent, objective, fair, sufficient, must minimise bias, and must be based only on evidence relevant to both the unit and the learner, and generated by the learner.
- Every unit which involves TAG decisions must be reviewed or internally quality assured by a second appropriately qualified/experienced member of centre staff eg a teacher or assessor of that subject.
- TAGs must not:
    - Be an estimation of a learner's potential (what they "could have achieved").
    - Be based on achievement or performance on other qualifications.
    - Be based on any learning that has not yet taken place. TAGs cannot be applied to any unit where all the

required learning has not taken place.
- Be based on teaching/delivery.
- Be based on the learner's attendance.

TAG evidence and decisions must be clearly **recorded** for every learner, indicating unit, learning outcome, evidence used, individual making the assessment decision, assessment decision, date of decision, individual reviewing the decision, review approval, and date of review. These records must be submitted to us when making a claim for certification, and must be retained by the centre for six months after either the result is issued, or any appeal is concluded.

Every course run involving TAG decisions must be accompanied by a **declaration** signed by the head of centre/head of department/equivalent, confirming that:
- Every TAG decision has been taken in accordance with the requirements set out in this document.
- Every TAG decision has been reviewed by a second appropriate member of staff.
- All relevant evidence is available for review if requested by LASER.

Internal Quality Assurance of TAGs

All **learners** whose assessment includes TAGs must be subject to internal quality assurance by the centre for at least one unit which involves TAGs.

All **individuals making TAG decisions** must be subject to internal quality assurance by the centre for at least one unit per qualification which involves TAGs.

The internal quality assurance process must reference **historical achievement** at the centre for the same qualification. Where there is any significant variance in achievement rates (higher or lower) than in previous years, the centre needs to assure itself and LASER that the evidence presented does reliably and validly support each award being claimed.

In addition to the extra checks listed above, the centre's usual internal quality assurance policies and procedures must be followed.

External Quality Assurance of TAGs

All course runs involving TAG decisions will be externally quality assured by LASER before any awards are made, in addition to the usual LASER policies and procedures being followed. This also applies to any centre with Direct Claims Status (DCS) where external quality assurance would not normally necessarily take place before qualifications are awarded.

LASER will require the centre's **records** of all TAG evidence and decisions for every learner, indicating unit, learning outcome, evidence used, individual making the assessment decision, assessment decision, date of decision, individual checking the decision, checking approval, and date of checking, plus the declaration made by the head of centre or similar, in addition to the usual internal quality assurance evidence.

LASER will request to review the actual **evidence** for a sample of learners, the sample being of a size determined by LASER for each course run.

In any case where LASER's external quality assurance activity determines that there is insufficient reliable and valid evidence to make an award safely, more reliable and valid evidence will be required before an award can be made, and if this is not available, in line with Ofqual requirements the qualification will **not** be awarded.

7. Reasonable Adjustments and Special Considerations

Under the VCRF it continues to be possible to apply for reasonable adjustments or special considerations for individual learners where appropriate in unique circumstances. These applications are for **additional** adjustments or adaptations, beyond those already agreed for the centre and/or qualification. As always, these would only be agreed where they are fair and equitable with no learner being unduly advantaged or disadvantaged over other learners.

Where a learner has missed teaching and learning as a result of public health guidance, adaptations should be considered, and

reasonable adjustments or special considerations may **not** be applied in this situation.

Where a request for reasonable adjustments or special considerations is to be made this must follow the usual LASER policies and procedures.

Appendix 1 LASER Qualification VCRF Categories

Qualification Title	Qualification Number	VCRF Category	Notes
LASER Level 2 Award for Door Supervisors in the Private Security Industry	603/5511/6	A	No adaptations allowed
LASER Level 2 Award for Security Officers in the Private Security Industry	603/5512/8	A	No adaptations allowed
LASER Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry	603/5513/X	A	No adaptations allowed
LASER Level 2 Award for Upskilling a Door Supervisor within the Private Security Industry	601/4692/8	A	No adaptations allowed
LASER Level 2 Award for Cash and Valuables in Transit Operatives in the Private Security Industry	603/5514/1	A	No adaptations allowed
LASER Level 2 Award for Security Officers within the Private Security Industry (Top up)	603/7247/3	A	No adaptations allowed
LASER Level 2 Award for Door Supervisors in the Private Security Industry (Top up)	603/7246/1	A	No adaptations allowed
LASER Level 2 Award for Personal Licence Holders	603/2603/7	A	No adaptations allowed
LASER Level 3 Award in Emergency First Aid at Work	603/5263/2	A	No adaptations allowed
LASER Level 2 Award in Understanding Stewarding at Spectator Events	603/6924/3	A	
LASER LEVEL 3 Award in Supporting Young People Leaving Care in Post-16 Education	600/3710/6	A	
LASER Level 3 Award in Understanding the Principles and Practices of Assessment	600/6266/6	A	
LASER Level 3 Award in Assessing Competence in the Work Environment	600/6264/2	A	
LASER Level 3 Award in Assessing Vocationally Related Achievement	600/6265/4	A	
LASER Level 3 Certificate in Assessing Vocational Achievement	600/6267/8	A	
LASER Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	600/5936/9	A	
LASER Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	600/5941/2	A	
LASER Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	600/5942/4	A	

Qualification Title	Qualification Number	VCRF Category	Notes
LASER Level 3 Award in Education and Training	601/0506/9	A	
LASER Level 4 Certificate in Education and Training	601/0517/3	A	
LASER Level 5 Diploma in Education and Training	601/0518/5	A	
LASER Level 3 Award in Notetaking Skills for Support Staff Working With Sensory Impaired Learners	603/1155/1	A	
LASER Level 1 Award in Forest School Ethos and Principles	603/2810/1	A	
LASER Level 2 Award for Forest School Assistants	603/2811/3	A	
LASER Level 3 Certificate for Forest School Leaders	603/2812/5	A	
LASER Level 3 Award in Interpreting and Advocacy in the Community	603/3039/9	A	
LASER Level 4 Diploma in Shiatsu	603/5636/4	A	
LASER Level 2 Certificate in Skills for Working in Health and Social Care Professions	601/6209/0	B2	
LASER Level 2 Certificate in Skills for Working in Creative and Cultural Industries	603/2461/2	B2	
LASER Level 2 Diploma in Sport and Enterprise in the Community	601/6058/5	B2	
LASER Level 3 Diploma in Sport and Enterprise in the Community	601/6064/0	B2	
LASER Level 1 Award in Understanding How to Use Business Software	601/6131/0	B2	
LASER Entry Level Award in Independent Living (Entry 1)	601/7209/5	B2	
LASER Entry Level Certificate in Independent Living (Entry 1)	601/7212/5	B2	
LASER Entry Level Award in Independent Living (Entry 2)	601/7210/1	B2	
LASER Entry Level Certificate in Independent Living (Entry 2)	601/7213/7	B2	
LASER Entry Level Award in Independent Living (Entry 3)	601/7211/3	B2	
LASER Entry Level Certificate in Independent Living (Entry 3)	601/7214/9	B2	
LASER Entry Level Award in Personal Progress (Entry 1)	600/5986/2	B2	
LASER Entry Level Certificate in Personal Progress (Entry 1)	600/6035/9	B2	
LASER Entry Level Diploma in Personal Progress (Entry 1)	600/6061/X	B2	
LASER Entry Level Award in Participating in Learning (Entry 2)	600/9515/5	B2	
LASER Entry Level Certificate in Participating in Learning (Entry 2)	600/9517/9	B2	
LASER Entry Level Diploma in Participating in Learning (Entry 2)	600/9519/2	B2	
LASER Entry Level Award in Preparing to Get a Job (Entry 2)	600/9516/7	B2	
LASER Entry Level Certificate in Preparing to Get a Job (Entry 2)	600/9518/0	B2	
LASER Entry Level Diploma in Preparing to Get a Job (Entry 2)	600/9503/9	B2	

Qualification Title	Qualification Number	VCRF Category	Notes
LASER Level 1 Award for Enhancing Employability	600/7483/8	B2	
LASER Level 2 Award for Enhancing Employability	600/7484/X	B2	
LASER Level 1 Certificate for Enhancing Employability	600/7744/X	B2	
LASER Level 2 Certificate for Enhancing Employability	600/7951/4	B2	
LASER Level 1 Award for Getting Into Employment	600/8638/5	B2	
LASER Level 1 Extended Award for Getting Into Employment	600/8902/7	B2	
LASER Level 1 Certificate for Getting Into Employment	600/8898/9	B2	
LASER Level 2 Award for Getting Into Employment	600/8656/7	B2	
LASER Level 2 Extended Award for Getting Into Employment	600/8903/9	B2	
LASER Level 2 Certificate for Getting Into Employment	600/8899/0	B2	
LASER Level 1 Award in Personal Career Planning	600/8900/3	B2	
LASER Entry Level Award in Induction to College (Entry 3)	600/5871/7	B2	
LASER Level 1 Award in Induction to College	600/5872/9	B2	
LASER Level 2 Award in Induction to College	600/5873/0	B2	
LASER Entry Level Introductory Award for Learning, Employability and Progression (Entry 3)	601/2945/1	B2	
LASER Entry Level Award for Learning, Employability and Progression (Entry 3)	601/2946/3	B2	
LASER Entry Level Extended Award for Learning, Employability and Progression (Entry 3)	601/2947/5	B2	
LASER Entry Level Introductory Certificate for Learning, Employability and Progression (Entry 3)	601/3002/7	B2	
LASER Entry Level Certificate for Learning, Employability and Progression (Entry 3)	601/3163/9	B2	
LASER Entry Level Extended Certificate for Learning, Employability and Progression (Entry 3)	601/3172/X	B2	
LASER Entry Level Diploma for Learning, Employability and Progression (Entry 3)	601/3164/0	B2	
LASER Level 1 Introductory Award for Learning, Employability and Progression	601/3003/9	B2	
LASER Level 1 Award for Learning, Employability and Progression	601/3004/0	B2	
LASER Level 1 Extended Award for Learning, Employability and Progression	601/3161/5	B2	
LASER Level 1 Introductory Certificate for Learning, Employability and Progression	601/3146/9	B2	
LASER Level 1 Certificate for Learning, Employability and Progression	601/3162/7	B2	
LASER Level 1 Extended Certificate for Learning, Employability and Progression	601/3165/2	B2	
LASER Level 1 Diploma for Learning, Employability and Progression	601/3166/4	B2	

Qualification Title	Qualification Number	VCRF Category	Notes
LASER Level 1 Diploma in Progression	600/4586/3	B2	Removed mandatory units requirements
LASER Level 1 Award in Progression	600/4949/2	B2	Removed mandatory units requirements
LASER Entry Level Award in Progression (Entry 3)	600/4958/3	B2	Removed mandatory units requirements
LASER Level 1 Certificate in Progression	600/5000/7	B2	Removed mandatory units requirements
LASER Entry Level Certificate in Progression (Entry 3)	600/5005/6	B2	Removed mandatory units requirements
LASER Level 2 Certificate in Progression	600/5024/X	B2	Removed mandatory units requirements
LASER Level 2 Diploma in Progression	600/5025/1	B2	Removed mandatory units requirements
LASER Level 2 Award in Progression	600/5026/3	B2	Removed mandatory units requirements
LASER Level 3 Award in Progression	600/5036/6	B2	Removed mandatory units requirements
LASER Level 3 Certificate in Progression	600/5040/8	B2	Removed mandatory units requirements
LASER Level 3 Award in Research Skills for Academic Study	600/2786/1	B2	