Progression

Laser Learning Awards

LASER supports its approved centres to develop flexible and responsive credit based courses. This includes those that widen access to lifelong learning, and address exclusion and participation. The structure of our qualifications enables learners to be recognised for their achievement, to accumulate credit, and use this to access further qualifications and learning over time.

LASER makes sure:

- quality assurance underpins all provision.
- only centres that meet national standards are approved (for course and qualification delivery and quality assurance).

LASER staff:

- have a wide experience of centre, course and qualification approval.
- support centres to make sure awards are valid and valued.

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Qualification Overview

OFQUAL QUALIFICATION NUMBERS

600/4958/3	LASER Entry Level Award in Progression (Entry 3)
600/5005/6	LASER Entry Level Certificate in Progression (Entry 3)
600/4949/2	LASER Level 1 Award in Progression
600/5000/7	LASER Level 1 Certificate in Progression
600/4586/3	LASER Level 1 Diploma in Progression
600/5026/3	LASER Level 2 Award in Progression
600/5024/X	LASER Level 2 Certificate in Progression
600/5025/1	LASER Level 2 Diploma in Progression
600/5036/6	LASER Level 3 Award in Progression
600/5040/8	LASER Level 3 Certificate in Progression

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 aim of the qualifications is to offer a wide and flexible range of personal learning skills, which can be combined with vocational taster units. The qualifications give learners the chance to gain the confidence and knowledge needed to make choices about further study, employment and life choices. Whilst not confirming occupational competence, courses can also be designed to give a broad experience of a particular vocational area.
WHO IS IT FOR?	All learners who will benefit from flexibly designed courses across a range of subject areas. This qualification is available at Entry Level 3 and Levels 1 - 3.
ENTRY REQUIREMENTS	There is no entry requirement.
RULES OF COMBINATION	Learners must achieve a minimum number of credits and may choose from any of the units. There are opportunities for spiky profiles. A minimum number of credits must be at the level of the qualification. See Rules of Combination table.
UNITS	To see the unit content click **here**.
ASSESSMENT	The qualification is 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 as 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 April 2012 Qualifications Review Date: 30 June 2027
TO DELIVER	Centres must meet LASER's requirements for centre recognition and qualification approval. **Click here** for details of how to become an Approved Centre. Requirements include those around teaching and learning resources, staffing, course and venues, record keeping, delivery, assessment, and quality assurance. To deliver, A 'New Programme-Provider Course Notification Form' must be completed. Once approved, centres can download necessary forms from the **Quartz Web Portal.** This resource includes a range of information and guidance as well as providing access to secure web-based functions, designed to make the administration and assessment of qualifications simple and efficient.

1. About the Qualifications

The suite of LASER Qualifications in Progression offers a wide and flexible choice of personal development and vocational taster units. There are three sizes of qualification, and the qualifications are nested, so that units in a smaller qualification can be counted towards bigger qualifications within the suite. This suite of qualifications is regulated by Ofqual and sits on the Regulated Qualifications Framework (RQF).

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

Existing approved centres must complete a New Programme-Provider 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 Qualifications

2.1 AIMS AND OBJECTIVES

The aim of the qualification is to respond to learners' needs in a range of personal learning areas, and offer vocational tasters, so learners become confident and knowledgeable and well equipped to make informed decisions about further learning, employment and life choices.

The personal development element includes:

- Personal skills such as confidence-building, teamwork, healthy living, rights and responsibilities, and skills for learning
- Literacy and numeracy skills – which can be embedded into vocational units
- Employability – including career preparation and planning, preparing for interview, job seeking skills
- IT

The vocational options include taster units in the following subject areas, depending on level:

- Administration and Business
- Agriculture, Horticulture and Floristry, and Environmental Conservation
- Building, Construction and Engineering
- Craft, Art and Design, and Media and Performing Arts
- Child Development, and Health and Social Care
- Hospitality and Catering
- IT
- Retail
- Sport and Recreation

- Travel and Tourism
- Transport, for example vehicle maintenance

Another aim of the qualification is to take into account learners' varying abilities and motivation, by including units at more than one level within the qualifications. This aim is also reflected in the flexible approach to assessment, where assessors can choose from a range of assessment methods - see **Section 3.2**.

The vocational units may provide underpinning knowledge related to occupational standards, but do not confirm occupational competence.

2.2 ENTRY REQUIREMENTS

There are no entry requirements. Providers are recommended to make sure learners are entered at an appropriate level and that the opportunities for spiky profiles - even within one learning group - are exploited.

2.3 TARGET GROUP

The qualifications are approved for all learners from pre-16 to adults – there is no upper age limit.

2.4 ACHIEVING THE QUALIFICATION

Each qualification requires the learner to achieve a certain number of credits and there are 'rules of combination' that specify that the learner must achieve credits at the level of the qualification.

The units are provided on the **LASER website**.

It is important to take these aspects into account:

- Units and credits are different things: for example units are usually worth one, two or three credits, so depending on the size of the units you choose to offer, you may end up with more or fewer actual units in the course(s) you offer.
- Each qualification requires learners to achieve a minimum number of credits at the level of the qualification, so the choices of units above the level of the qualification must adhere to this.

The 'rules of combination' requirements are set out overleaf.

Each learner must achieve the minimum number of credits required, in the permitted combinations.

Rules of Combination

The table overleaf summarises the main requirements for each qualification, to make it easy to see the overall offer at a glance; the rules on combining the units are given after this table, and they include the restrictions on the choice of units, if there are any.

Rules of Combination

QUALIFICATION TITLE	CREDIT VALUE	MINIMUM CREDITS AT QUALIFICATION LEVEL	MIN / MAX GUIDED LEARNING HOURS	TOTAL QUALIFICATION TIME (TQT) SEE SECTION 2.5 BELOW
Entry Level 3 Award	3	2	30 / 30	30
Entry Level 3 Certificate	15	8	150 / 150	150
Level 1 Award	6	4	54 / 54	60
Level 1 Certificate	21	11	189 / 189	210
Level 1 Diploma	42	22	378 / 420	420
Level 2 Award	9	5	72 / 75	90
Level 2 Certificate	24	13	192 / 198	240
Level 2 Diploma	45	23	360 / 372	450
Level 3 Award	12	7	84 / 84	120
Level 3 Certificate	30	16	210 / 210	300

Planning a Course

Below are some examples of courses planned for particular groups of learners. First though, note these points:

- You can make your qualification very general, concentrating on personal skills, you can focus on one particular vocational area, or you can focus on offering a range of vocational tasters.

- You can embed some units within others, for example embed numeracy units into estimating and measuring units, and embed calculating units into building and construction units. You can then cross reference the evidence.

The course title will appear on a certificate listing all the units the learner has achieved. A second certificate will show the national qualification, for example, a Level 1 Certificate in Progression, as long as all the necessary units have been achieved.

EXAMPLES OF COURSE DESIGN

1. Course title: Next Steps

This Level 1 Certificate course is planned for a small group of adult learners who are being supported to become more confident and independent, after suffering difficult family circumstances, and with little previous benefit from education. It is designed to sit alongside qualifications such as Literacy and IT at a later stage. The learners must achieve 21 credits in all.

QUALIFICATION TITLE	OFQUAL UNIT CODE	CREDIT VALUE
1. Developing Personal Confidence and Self-Awareness	A/506/0653	3 credits
2. Improving Assertiveness and Decision Making	F/506/0573	3 credits
3. Career Preparation	L/506/0737	1 credit
4. Recognising Employment Opportunities	R/506/0741	1 credit
5. Preparing for an Interview	K/602/5956	1 credit
6. Speaking and Listening Skills	J/506/0669	3 credits
7. Personal Budgeting and Managing Money	H/503/3172	3 credits
8. Work Experience	A/506/0801	3 credits
9. Employment Rights, Contracts and Pay	J/504/8800	3 credits
	TOTAL	**21 credits**

2. Course title: Preparing for Independence

This Entry Level 3 Certificate course is planned for a group of second year further education students who have some learning and other difficulties but are expected eventually to live more or less independently, with the promise of full or part-time employment after a further year at college. Learners must achieve 15 credits in all.

UNIT TITLE	OFQUAL UNIT CODE	CREDIT VALUE
1. Home and Personal Safety Awareness	H/504/8433	3 credits
2. Domestic Skills	R/504/7603	3 credits
3. Food, Drink And Cooking	T/506/0781	3 credits
4. Living in the Community	Y/506/0563	3 credits
5. Personal Body Hygiene Awareness	Y/506/0644	1 credit
6. Health And Safety Awareness	J/506/0641	1 credit
7. Recognising Employment Opportunities	K/504/8529	1 credit
	TOTAL	**15 credits**

The following year a further course is planned. Most of the group can now operate at Level 1 in some areas, particularly practical skills. With a view to developing skills for employment, the above course would be 'nested' inside a Level 1 Diploma, making use of the spiky profile options to include Entry 3 units that have already been achieved. A maximum of 12 credits could be at Entry 3, leaving 30 to be achieved at Level 1, to make 42 in total. The extent to which new Entry 3 units might be added, or more Level 1 units above the minimum, will depend on time, motivation and money, so there could be choices to be made later in the year. A minimum set of Level 1 units is chosen, and then a list of other options for the learners to choose from as the course progresses. Taking only a further 30 credits would still leave time in a full-time college programme for approximately 150 more hours, which could be taken up with Literacy and Numeracy options - although some could be included in this course if required.

Extra Level 1 units to be added are:

UNIT TITLE	OFQUAL UNIT CODE	CREDIT VALUE
1. Developing Own Interpersonal Skills	Y/506/0661	3 credits
2. Developing Skills for Independent Life	J/506/0560	3 credits
3. Personal Budgeting and Managing Money	H/503/3172	3 credits
4. Work Experience	A/506/0801	3 credits
5. Group and Teamwork Communication Skills	K/506/0664	3 credits
6. Preparing for an Interview	K/602/5956	1 credit
7. Understanding Pay and Payslips	F/602/5977	1 credit
8. Active Citizenship in the Local Community	F/506/0556	1 credit

The remaining 12 credits can be chosen from a range of vocational taster units. Subject to minimum group numbers, the group can decide in which area(s) they prefer to work. So the course can be tailored to their needs and preferences, and to the work experience opportunities they have set up. The units are then chosen from these areas:

1. Administration and Retail

2. Building and Construction

3. Childcare

4. Horticulture and Floristry

5. Hospitality

6. Vehicle Maintenance

If any of the group find the Level 1 units too challenging, the option remains to substitute in some more Entry 3 units, although this would mean actually taking more units over the two years, since the maximum number of credits at Entry 3 overall is 12. So not all the units from the previous year could be used, but the learners' experience could be broadened by taking more units at Entry 3.

3. Course title: The Business Programme

This course uses the Level 3 Certificate to build a professional preparation course for further education students and return-to-work learners who want to work in a business environment. As the course includes both 16-19 year olds and mature returners, there is a need for options at different levels because of the variable skills they have.

This course runs alongside a comprehensive IT Level 2 course that covers all the essential aspects such as word processing, spreadsheets and databases, with appropriate adjustments to allow for the differing abilities within the group.

This level of IT is not be provided within this business course because the Level 3 Certificate in Progression is not intended to be an IT qualification in its own right, and there are limits on the number of IT credits that can be achieved. This course concentrates on readiness for work and business skills. However, the inclusion

of the Level 3 Word Processing unit within this course would take the most central IT skill to a higher and broader level, with cross-referenced evidence drawn from other parts of the course. So, on the basis that the unit could be achieved later in the year, after learners achieved the Level 2 Word Processing unit in the IT course, this strategy maximises the idea of spiky profiling and extending the most appropriate skills.

Learners must achieve 30 credits in all for the Level 3 Certificate, with a maximum of 9 credits at Level 2.

If some learners were struggling with the Level 3 content, a separate Level 2 Certificate course could be constructed with parallel units at Level 2 to replace the Level 3 units and the class could still be taught as one group.

These courses show how flexible the qualifications are and how the units act as building blocks that can be constructed in different ways for different groups. Your LASER Quality and Curriculum reviewer will be very happy to help you plan your course(s) if desired.

2.5 TOTAL QUALIFICATION TIME AND GUIDED LEARNING HOURS

The LASER Progression suite of Qualifications has a credit value of between 3 and 45 credits and a Total Qualification Time of between 30 and 450 hours, depending on the qualification (See table in Section 2.4). 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 Houses (GLH) and Additional Hours (AH).

Values for Total Qualification Time, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher

- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

2.6 LANGUAGE REQUIREMENTS

The qualification is only available in English.

2.7 PROGRESSION OPPORTUNITIES

Learners can progress up through the levels of this qualification. Sixth form learners completing Level 2 might benefit particularly from progression to the LASER Level 3 Academic Study Skills suite of qualifications as a preparation for higher level studies. Learners will also be well equipped to move directly into vocational routes within further education, having demonstrated aptitude and motivation working through a range of the vocational tasters. Learners whose next step is vocational could consider a qualification from the range of vocational subjects offered by LASER including:

• Health and Social Care

• Private Security Industry

• Forest Schools

• Sport and Enterprise

• Shiatsu.

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3. How the Qualifications 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 approved as a Laser Centre simply log on to the **Quartz Web Portal** designed to make the administration and assessment of LASER qualifications simple and efficient.

3.2 ASSESSMENT DESIGN

Centres can design and carry out assessments appropriate for the unit and the learners, but before planning or designing assessments, assessors should note the detail in the Ofqual Level Descriptors (**Appendix 1**).

They contain an overview of the level of knowledge and understanding, application and autonomy that is

expected at different levels, and assist assessors in differentiating between them before designing tasks at a particular level. This guidance is important as it makes sure that levels are interpreted appropriately and consistently across the units and centres. To view the units and assessment criteria, please click on the unit lists on the **website**.

Note that following the Learning Outcomes and Assessment Criteria for each unit there is Assessment Guidance. Some units will have more guidance to inform the assessment of the unit this must be followed when making assessing learners achievements. Assessment methods must be appropriate to the content and level of the unit. This flexibility means assessors can choose assessment methods appropriate for their learners, and not all learners have to be assessed using the same method. When using a variety of methods, and especially when varying them between learners, assessors must check scrupulously that assessment methods are fair to all learners, without inadvertent disadvantage through the choice of a different assessment method.

LASER's Assessment Definitions[2] give descriptions of and parameters for all the methods listed in the unit, and are essential reading for assessors because they demonstrate the range of activity possible within a method, and suggest appropriate evidence. Assessors must ensure all assessment criteria are evidenced, although more than one criterion may be evidenced within a specific task.

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 quality assured to meet these standards before they are implemented.

3.3 RECORD KEEPING

LASER recommends using a Tutor Assessment Planning Sheet as this helps to set out the various tasks, their assessment methods and the evidence needed to be produced, in a simple plan that can be shown to the internal quality assurer and LASER Quality and Curriculum Reviewer. It also allows the assessor to set out the options where more than one assessment method could be used for any one task: this information can then be transferred as required to the Individual Learner Record for each learner, allowing for some different methods to be used for individual learners, if individualised learning is appropriate. These planning sheets can be customised as centres prefer, as long as all essential information is included.

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

It is acceptable for the evidence to be held in a mixture of places, for example in a learner file and/or tutor file or on an intranet using a specific learner programme. If this is the case, it must be clear for each learner 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 LASER Quality and Curriculum Reviewers when requested.

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[2] All approved centres have access to the **Quartz Web Portal**

4. Special Arrangements for Learners with Particular Requirements

For information on special arrangements please refer to the LASER policy document **Access to Fair Assessment**. This gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

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5. Tutor/Assessor/Internal Quality Assurer Requirements

LASER recommends tutors, assessors, and internal quality assurers are experienced, and have a 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 or quality assurance qualification as appropriate.

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6. Quality Assurance of the Qualification

Approved centres must implement the internal quality assurance arrangements detailed in the **LASER Centre Handbook**. To access this simply logon to the **Quartz Web Portal**. The LASER Quality and Curriculum reviewer will regularly monitor compliance with these requirements. The LASER Quality and Curriculum 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 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. However, there must be:

- an appropriate system in place, and
- evidence that it is implemented effectively.

The outcome of the internal quality assurance process is the recommendation of award of credit to learners. There are two ways credit can be awarded to learners; through a LASER Quality and Curriculum Reviewer, or through Direct Claims Status.

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

6.1 DIRECT CLAIMS STATUS (DCS)

Direct Claims Status (DCS) can be awarded when a centre has one or more Approved Internal Quality Assurer (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, Direct Claims Status does not automatically transfer to any new centre. An application must be made in conjunction with the new centre.

AIQA and DCS status is monitored by the LASER Quality and Curriculum reviewer and can be withdrawn by LASER at any time if quality systems are not effective.

6.2 STANDARDISATION

LASER will hold 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 hold standardisation events on a rolling basis to make sure comparable standards are being achieved year on year and there is a consistency of delivery and assessment across centres. LASER Quality and Curriculum 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. Where units are common to other awarding organisations' qualifications, LASER will work collaboratively to make sure standardisation requirements as set out in the Regulated Qualifications Framework (RQF) and Ofqual's General Conditions of Recognition 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 academic year to which they relate. These records must be made available to LASER on request.

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[2] All approved LASER Centres have access to **Quartz Web Poral**

Appendix 1: Ofqual Level Descriptors

LEVEL	KNOWLEDGE DESCRIPTOR (THE HOLDER…)	SKILLS DESCRIPTOR (THE HOLDER CAN…)
Entry Level 1	Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use of knowledge and/or understanding that relate to the immediate environment.	Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment.
Entry Level 2	Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and Knows the steps needed to complete simple activities.	Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.
Entry Level 3	Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; and Knows and understands the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and Is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.
Level 2	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.	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.
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.

Appendix 2: Unit Lists

Please click below for the Unit Lists for **Entry 3**:

LASER Entry Level Award in Progression (Entry 3)	OFQUAL CODE: 600/4958/3 ❯

LASER Entry Level Certificate in Progression (Entry 3)	OFQUAL CODE: 600/5005/6 ❯

Please click below for the Unit Lists for **Level 1**:

LASER Level 1 Award in Progression	OFQUAL CODE: 600/4949/2 ❯

LASER Level 1 Certificate in Progression	OFQUAL CODE: 600/5000/7 ❯

LASER Level 1 Diploma in Progression	OFQUAL CODE: 600/4586/3 ❯

Please click below for the Unit Lists for **Level 2**:

LASER Level 2 Award in Progression	OFQUAL CODE: 600/5026/3 ❯

LASER Level 2 Certificate in Progression	OFQUAL CODE: 600/5024/X ❯

LASER Level 2 Diploma in Progression	OFQUAL CODE: 600/5025/1 ❯

Please click below for the Unit Lists for **Level 3**:

LASER Level 3 Award in Progression	OFQUAL CODE: 600/5036/6 ❯

LASER Level 3 Certificate in Progression	OFQUAL CODE: 600/5040/8 ❯

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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