

LANTRA

VQ Characteristics	Requirements that must be fulfilled by VQs needed by the sector	SQS/SQS action plan cross reference
<p>Purpose* (* throughout this document the term “purpose” relates to the qualification purpose as defined by Ofqual)</p>	<p>Lantra intends to ensure that qualifications and training are flexible, responsive to industry needs and developed from agreed job profiles and National Occupational Standards.</p> <p>All qualifications within the framework must provide entry and progression, the knowledge and skills development of young people and adults entering the sector or support the adult workforce and professional development for those already employed. The purpose must clearly state how the qualification will meet the workforce requirements and identify the link to the relevant industry SSA.</p> <p>The purpose of Vocational Qualifications that are subject to Lantra’s approval process is:</p> <ul style="list-style-type: none"> • To provide learners with the knowledge, skills and/or competence directly relevant to the workplace or employment, either within one or more sectors or for specific occupations and/or • To provide enhanced labour market opportunities for those currently in work or employment. <p>Lantra is committed to helping shape provision that provides entry and progression within the sector and therefore the different kinds of sub purposes for Qualifications in the environment and land-based sector must:</p> <p>Purpose D* Confirm the learner is competent and has applied skills, knowledge and understanding, over a period of time, to an agreed industry standard for an identified role within the environmental and land-based sector.</p> <p>Purpose B* Provide opportunities for learners to apply knowledge and practise skills within a work related and/or simulated environment to confirm that an individual is ready for work e.g Vocationally and occupationally related quals, certificates of competence, specialised and additional learning for 14-19 Diplomas.</p> <p>Purpose C* Offer learning in a subset of skills and knowledge relevant to a particular specialisation within an occupation or set of occupations in the environmental and land-based sector e.g. support the adult workforce and professional development.</p>	<p>6.1 SQS</p>

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	<p>Purpose A* Offer a range of sector-related knowledge , skills and capabilities as entry or pre-entry qualification for preparation for employability/contextualised learning in the environmental and land-based sector. e.g entry level, foundation learning tier.</p>	
Broad content/subject matter (including relationship with NOS)	<p>The content of qualifications in the environmental and land-based sector must reflect the jobs and opportunities in the sector</p> <p>Purpose D* Content of the units of assessment must be directly derived from the <u>relevant</u> National Occupational Standards. The units used must be those developed by the awarding bodies and Lantra and entered in the WBA as shared units.</p> <p>Purpose B and C* Where developed contain the units of assessment developed by the working groups from the national occupational standards and entered into the WBA as shared units for the environmental and land-based sector e.g shared units And/or Use relevant industry units as they are developed and available on the QCF And/or Use relevant industry curricula for regulated industries such as veterinary nursing, farriery And/or Provide learners with both the knowledge and skills relevant to working within the sector And/or Show where/what functional skills/key skills can be covered in their units.</p> <p>Purpose A* Shows where the link is to NOS at level 1 and progression into national occupational standards/ units derived from these And/or Use relevant industry curricula for regulated industries such as veterinary nursing and farriery And/or Use relevant industry units are they are developed and available on the QCF And/or Provide learners with both the knowledge and skills relevant to working within the sector And/or Show where/what functional skills/key skills can be covered in their units.</p>	SQS 6.1

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Structure (including rules of combination)	<p>Purpose D* Qualifications must reflect the industry agreed structures that confirm competence in the workplace.</p> <p>Purpose B, D and E* Qualifications must meet all of the following requirements :</p> <ul style="list-style-type: none"> • Reflect Sector Approved Profiles, or part of, or any published rules of combinations specific to a sub sector's requirements within the environmental and land-based sector http://www.lantra.co.uk/job-profiles/ • Offer opportunities for unitised learning for professional/workforce development • Offer a flexible structure to allow learners to access unitised learning opportunities • Offer a flexible structure to allow training providers (and employers) to provide unitised learning opportunities • Allow learners to apply knowledge and practise skills within relevant working environments or simulated working environments. <p>Purpose A* Qualifications must meet all the following requirements:</p> <ul style="list-style-type: none"> • Offer a flexible structure to allow learners to; learn about, enter and progress into the sector • Be based on units that are achievable in size for entry/pre-entry provision • Offer a flexible structure to allow training providers (and employers) to provide unitised learning opportunities • Allow learners to apply knowledge and practise skills within relevant working environments or simulated working environments. 	SQS 6.3, 6.4
Qualification title in terms of how indicative it is of the qualification content (i.e. 'in/for XXX')	<p>Titles for qualifications in the environmental and land-based sector must refer to</p> <ul style="list-style-type: none"> • Any endorsed pathways of the qualification • Reflect the purpose of the qualification e.g skills award, certificate of competence shows qualification is demonstrating competence within the workplace. 	
Use of shared or transferable units to promote credit accumulation and transfer	All qualifications must recognise other learning with credit exemptions from other awarding bodies/organisations. This is to allow learners with other qualifications/units to be recognised or identified within the RoC by means of APL and exemptions.	SQS 6.1

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	<p>Purpose D* must:</p> <ul style="list-style-type: none"> • Utilise the shared units developed by a partnership of Lantra, awarding bodies and employers from the NOS submitted to the databank by Lantra. • Content relating to cross sector functions such as management, customer service, logistics, justice, construction and imported into the qualification structure for qualifications should wherever possible be covered through the use of agreed shared units within the QCF. <p>Purpose B, C and E* must:</p> <ul style="list-style-type: none"> • Utilise the shared units, where they exist, developed from NOS by a partnership of Lantra, awarding bodies and employers submitted to the databank by Lantra that support progression to competence • Reflect, where appropriate, any content relating to cross sector functions, such as management, business enterprise, customer service, health and safety, administration, basic skills through the use of agreed shared units within the QCF • Consider using existing shared units within the framework to minimise duplication of content. 	
Assessment/principles strategy	<p>The assessment principles for qualifications in the environmental and land-based sector must:</p> <ul style="list-style-type: none"> • ensure all anti- discrimination laws and regulations have been taken into account to actively encourage diversity and inclusion. <p>Purpose D* must:</p> <p>Offer guidance on the occupational experience, teaching and assessment expertise and qualifications required by staff involved in the delivery of the qualifications</p> <ul style="list-style-type: none"> • Identify any age, safety or welfare restrictions • identify where work related or simulated assessment will take place <p>Purpose B, C and E* must:</p> <ul style="list-style-type: none"> • Where relevant/available take full account of any assessment specification developed and agreed by UKCG. • Identify any age, safety or welfare restrictions • Set out elements of work related assessment, or identify where work related or simulated assessment will take place • Offer guidance on the occupational experience, teaching and assessment expertise and qualifications required by staff involved in the delivery of the qualifications. • Assessment needs to be appropriate in terms of volume and methods and suited to the learner profile of the qualification <p>(* throughout this document “purpose” relates to the qualification purpose as defined by Ofqual)</p>	