



Lantra Awards Level 3 Award in Volunteer Management

Qualification Specification

Version 1

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Qualification Specification

Lantra Awards Level 3 Award in Volunteer Management

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1 Why has this qualification been developed?

The Lantra Awards Level 3 Award in Volunteer Management has been developed from the previously accredited Certificate in Volunteer Management. The purpose of the qualification is to enable individuals and organisations to develop awareness of the skills needed to manage volunteers and to apply these skills across a wide range of volunteer environments.

The Lantra Awards Level 3 Award in Volunteer Management is nationally recognised and linked to National Occupational Standards. It contains six units which reflect the requirements of the standards.

The aim is for this Award to enable learners to develop evidence that can be carried forward to further study and, if wished, count towards other work-related, competency-based qualifications.

Learners may undertake training from a variety of sources; however, to achieve the qualification they must be assessed against all the learning outcomes and assessment criteria set out in the qualification.

2 Who is the qualification for?

The Level 3 Award in Volunteer Management is primarily designed for those whose work involves the management, supervision or leadership of volunteers. This may be part of a broader role and may be on a part-time basis; it may be in either a paid or voluntary capacity. Learners may come from a wide variety of organisations and the qualification is designed to be applicable, flexible and accessible to any organisation within any sector.

This qualification is available for learners aged 18+.

2.1 Prerequisites

There are no formal requirements for entry to this qualification. Entry is available to any individual who is capable of achieving the required standard. Provider staff should understand the demands of this qualification and match learners based on their individual capabilities and future progression requirements.

This qualification has been developed to promote equal opportunities by eliminating any avoidable barriers which have the potential to restrict access or progression.

Learners will need to have reasonable literacy skills so that they can cope with assimilating information and producing the workbook.

3 What does this qualification cover?

Learners undertaking the Level 3 Award in Volunteer Management will be able to demonstrate their knowledge of the way they manage volunteers and develop skills which will help them manage volunteers more effectively and to be confident in doing so.

The qualification is comprised of six Mandatory Units that have been identified as suitable and relevant to the range of skills required for learners within a voluntary environment. The units available can be used to create individual learning programmes tailored to the learners' needs whilst enabling those learners to achieve or work towards achieving the qualification.

The qualification is awarded upon the achievement of the six Mandatory Units:

- Plan Volunteer Work
- Organise Volunteers and Resources
- Communicate Effectively to Brief Volunteers
- Monitor Volunteer Work
- Give Feedback to Volunteers
- Support Volunteers to Solve Problems

Following regulatory requirements for qualifications to have a distinct purpose, this qualification is recognised and approved by the Office of Qualifications and Examinations Regulation (Ofqual) for:

Purpose B: Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.

Sub-purpose B1: Prepare for further learning or training.

3.1 Progression routes

This qualification may provide a progression route for learners into paid employment, other management opportunities or further study such as work-related, competency-based qualifications.

4 Qualification overview

		Where to look for further details
Qualification title	Lantra Awards Level 3 Award in Volunteer Management	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	500/8187/1	
Qualification aim	Learners undertaking this qualification will be able to demonstrate their knowledge of the way they manage volunteers and develop skills which will help them manage volunteers more effectively and to be confident in doing so.	
Qualification purpose	Following Ofqual's regulatory requirements this qualification is approved for the following purpose: Purpose B: Prepare for further learning or training and/or develop knowledge and/or skills in a subject area. Sub-purpose B1: Prepare for further learning or training.	
Qualification start date	01/09/2010	
Level	3	
Credits	6	
GLH	42	
TQT	63	
Quartz ID numbers	Unit 13 – Communicate Effectively to Brief Volunteers Unit 20 – Give feedback to Volunteers Unit 11 – Monitor Volunteer Work Unit 9 – Organise Volunteers and Resources Unit 6 – Plan Volunteer Work Unit 15 – Support Volunteers to Solve Problems Programme - 1 Qualification- 2	
Unit numbers and titles	D/600/8653 – Communicate Effectively to Brief Volunteers H/600/8654 – Give feedback to Volunteers K/600/8655 – Monitor Volunteer Work M/600/8656 – Organise Volunteers and Resources T/600/8657 – Plan Volunteer Work A/600/8658 – Support Volunteers to Solve Problems	

Qualification structure	To achieve this qualification, learners must achieve all six Mandatory Units.				
Age group	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Entry requirements	Learners must be able to read and interpret information provided in English				
Prerequisites	None				
Recognition of prior learning	None				
Assessment methods	Completion of a workbook				
Assessment model	This qualification is externally assessed by a Lantra Awards assessor. An external quality assurer (EQA) will quality assure the assessor and the assessment decision in order to validate the outcome.				
Grading	Pass/Fail				
Is there a skills card available?	No				
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy (sales@lantra.co.uk).				Product Directory; sales team
Related documents	An Assessment Guidance Handbook and other assessment-related paperwork can be located within Quartzweb				
How do I register learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx				Quartzweb User Guide

5 Content of qualification

This qualification is made up of 6 mandatory units. To achieve the qualification learners must achieve all six units.

The units can be completed in any order.

Unit Title	M/O	GLH	Credits
Communicate Effectively to Brief Volunteers	M	7	1
Give Feedback to Volunteers	M	7	1
Monitor Volunteer Work	M	7	1
Organise Volunteers and Resources	M	7	1
Plan Volunteer Work	M	7	1
Support Volunteers to Solve Problems	M	7	1

Unit title	Communicate Effectively to Brief Volunteers
Unit reference number	D/600/8653
Unit level	3
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of choosing the appropriate environment for briefing volunteers.	1.1 Explain why it is important to select an appropriate environment for a volunteer briefing.
	1.2 Identify factors that need to be taken into account when briefing volunteers.
2. Understand the purpose and value of volunteer work.	2.1 Explain the purpose and value of the volunteer work being undertaken.
	2.2 Explain how to involve volunteers in taking ownership of work being undertaken.
	2.3 Identify how to incorporate the diverse needs, abilities and potential of volunteers into the work being undertaken.
3. Know how to agree individual responsibilities with volunteers.	3.1 Agree individual work plans with volunteers.
	3.2 Explain and ensure an effective communication strategy with volunteers.

Unit title	Give Feedback to Volunteers
Unit reference number	H/600/8654
Unit level	3
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to evaluate volunteer work.	1.1 Explain how to evaluate volunteer activities against agreed work requirements.
	1.2 Identify an optimum time and place for volunteer debriefing.
	1.3 Explain the purpose of debriefing and feedback.
2. Understand the purpose and value of volunteer work.	2.1 Explain how to encourage others to reflect upon their work activity.
	2.2 Explain how to encourage and support volunteers using examples from practice.
	2.3 Give examples of constructive feedback.
	2.4 Give examples of development opportunities for volunteers.
	2.5 Agree future development plans with volunteers.
3. Understand the value of collaborative reflection.	3.1 Identify ways of effectively motivating volunteers.

Unit title	Monitor Volunteer Work
Unit reference number	K/600/8655
Unit level	3
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of monitoring planned work against outcomes.	1.1 Assess volunteer work against key objectives.
	1.2 Assess volunteer work against quality standards.
	1.3 Assess volunteer work against budget standards.
2. Understand the purpose and value of volunteer work.	2.1 Identify the problems that occur where objectives are not being met.
	2.2 Identify effective solutions to potential problems in line with policies and procedures.

3. Know how to maintain records of progress in work plans.	3.1 Record ongoing progress of specified work plans and communicate progress effectively.
	3.2 Record any changes in working methods or planned outcomes.
4. Know how to evaluate outcomes.	4.1 Assess final outcomes of the work being undertaken.
	4.2 Explain the planning, organisational and monitoring process.

Unit title	Organise Volunteers and Resources
Unit reference number	M/600/8656
Unit level	3
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to negotiate with a range of colleagues and stakeholders.	1.1 Identify the volunteers and resources required to carry out a specific work plan.
	1.2 Negotiate with colleagues and stakeholders to ensure the availability of resources.
2. Understand the importance of matching resources to planned activity.	2.1 Explain how the available volunteers and resources will enable objectives to be achieved.
	2.2 Amend work plans if required.
3. Know how to keep effective records.	3.1 Keep accurate records of volunteer activity.
	3.2 Keep accurate records of resources allocation.

Unit title	Plan Volunteer Work
Unit reference number	T/600/8657
Unit level	3
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the outcomes of the volunteer work being undertaken.	1.1 Identify the outcomes of the volunteer work being undertaken and when these outcomes should be met.

	1.2 Identify the quality standards that underpin the work being undertaken.
2. Know how to carry out a SMART analysis.	2.1 Undertake a SMART analysis for the objectives of the work being undertaken.
	2.2 Establish a time-line for achievement of the objectives.
3. Know how to identify the requirements for effective volunteer work.	3.1 Identify appropriate working methods for the work being undertaken.
	3.2 Identify the types and numbers of volunteers required.
	3.3 Establish the resources needed to undertake the activity.
4. Know how to plan volunteer work.	4.1 Identify and explain relevant organisational policies, procedures and budget.
	4.2 Record plan accurately and appropriately.
	4.3 Communicate plan effectively.

Unit title	Support Volunteers to Solve Problems
Unit reference number	A/600/8658
Unit level	3
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to monitor volunteer activities.	1.1 Explain how to monitor volunteer activities.
	1.2 Identify the types of problems that may occur when monitoring volunteer activity.
	1.3 Analyse why certain problems may occur.
	1.4 Work with volunteers to identify appropriate solutions to problems.
2. Understand the importance of supporting volunteers.	2.1 Explain why it is important to have an effective support structure in place for volunteers.
	2.2 Identify the elements that promote a supportive working environment.
3. Know how to communicate effectively when supporting volunteers.	3.1 Identify and ensure a communication strategy that takes account of the diverse needs of a range of volunteers.
	3.2 Explain when open and transparent communication is appropriate.
	3.3 Explain when confidential communication is appropriate.

6 Level descriptors

This qualification has been accredited at Level 3, this means that upon achieving the qualification the learner can be relied upon to possess the skills or knowledge described below.

Level	Knowledge Descriptor The learner has:	Skills Descriptor The learner can:
3	The factual, procedural and theoretical knowledge and understanding of a subject or field of work necessary to complete tasks and address problems that are well defined but may be complex and non-routine. The ability to interpret and evaluate relevant information and ideas. Awareness of the nature of the area of study or work. Awareness 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 are well defined but may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

7 How is this qualification delivered?

In order to deliver this qualification, you will need to be a Lantra-approved provider. Details of how to become an approved provider are available by contacting our sales team, sales@lantra.co.uk.

Approved providers should contact our quality and standards team to register for delivery of the qualification. It is important that providers are approved on a per-qualification basis as we are required to ensure that we have a quality-assurance strategy in place and because it ensures that providers receive the support they need. Upon scheme approval, you will receive the relevant documentation for delivery.

Learners must be registered via Quartzweb. Details of this process are available in the Quartzweb User Guide. Providers must submit the required information for learner registration. Learners should be registered for the qualification once they have been enrolled with the provider. Failure to register learners may prevent assessments from taking place. Sanctions may be imposed on providers if learners are not registered before the assessment takes place.

Learners will complete the necessary elements of the assessment and be assessed by a Lantra assessor. The provider will compile and send the assessment paperwork (Workbook, Assessment Report Form, Learner Achievement Record) to Lantra.

Where a provider is running a qualification well, Lantra may award Direct Claims Status (DCS), which enables certificates to be claimed in advance of external quality assurance taking place. Further details are available in section 7.3.4.

7.1 Delivery in the UK

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number:

500/8187/1 - Level 3 Award Volunteer Management Qualification

Qualifications Wales regulate qualifications in Wales.

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and also to ensure that throughout the life cycle of the qualification the content remains relevant and current.

When the qualification is deemed no longer suitable, for example if technology has moved on and working practices are no longer relevant, Lantra will advise providers of a qualification end date. The end date marks the end of registrations. Any learners registered before this date will be allowed time to complete the qualification. For this qualification that period will stand as six months.

Although RQF qualifications are not applicable in Scotland, they are available to anyone who wishes to take them. Lantra makes no distinction between providers and learners in Scotland and those elsewhere.

7.2 Who can deliver this qualification?

Only approved Lantra providers can deliver this qualification. For information on becoming approved please contact Lantra via sales@lantra.co.uk or call on 02476 69 69 96.

7.3 Quality assurance and certification

7.3.1 Quality assurance of assessment decisions

These qualifications are externally assessed and externally quality assured. This means that Lantra will allocate an assessor to the provider to assess learners and complete assessment paperwork. Lantra will be responsible for ensuring that assessors are standardised and will carry out external quality assurance of the assessor's assessment decisions. An external quality assurer (EQA) will be appointed and this person will be responsible for sample

checking assessors' assessment recommendations. This will be at a rate of 10% of the cohort.

The EQA will produce a sampling record detailing which work they will want to see. It is important to note that although the EQA will view only a sample of work, they may wish to widen the sample. Therefore, all learner work should be available for inspection.

Where the EQA is in agreement this decision will be communicated to Lantra and certificate claims will be processed. Where the EQA is not in agreement the reasons will be communicated to the provider with supportive feedback to help the learner. This may result in the need for learners to provide additional evidence.

Occasionally as part of Lantra's ongoing quality assurance strategy an external quality assurer (EQA) may observe the assessor to ensure the assessment processes are followed. The EQA may further be accompanied by either Lantra staff or another EQA to ensure that the EQA is also following the correct processes.

7.3.2 Claiming certification

Among the assessment documentation providers need to submit is a completed a Certificate Claim Form which allows Lantra to process the certificates following quality assurance approval.

Once a learner has completed the assessment requirements and quality assurance has taken place certificates will be issued by Lantra for providers to distribute to individual learners.

Where DCS is in place, the certificates will be issued prior to quality assurance taking place.

7.3.3 Replacement certification

If a learner loses the original certificate Lantra can issue a replacement. The learner will need to provide proof of identity (for example passport or driving licence) and the details of the provider they were registered with. Lantra will check all claims for replacement certificates against the original Certificate Claim Form. The provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates. Please contact Lantra for the current fee.

7.3.4 Direct Claims Status

Direct Claims Status (DCS) enables providers to claim certification directly before external quality assurance has taken place. A claim for DCS can only be made after an external quality assurer (EQA) has conducted a visit, which may be approximately six months following approval to deliver the qualification and enough learners have been progressed by the provider.

Where an EQA decides a programme is running successfully and the provider has effective internal controls, recommendation may be made to award the provider DCS. Where this is granted the provider must retain all assessment evidence until the EQA has quality assured the work as meeting national standards. DCS will be withdrawn if access is not given to completed learners' evidence where certificates have already been claimed.

Providers must operate a system which ensures all assessors assess to the required standard. The internal quality assurer (IQA) will be required to observe each assessor, retaining evidence of observations which must be made available during EQA visits. The EQA may wish to sample the process and observe assessors. If the EQA is not confident about the way in which the provider is operating they may recommend the suspension or withdrawal of DCS.

DCS does not mean that all claims are certificated without further quality assurance checks. Quality assurance of claims will still take place, and where this suggests that certificates have been incorrectly issued may lead to them being revoked. Providers are required to make all reasonable effort to recover certificates which have been revoked.

Should a provider be imposed with a Level 2 sanction, DCS will automatically be removed. Further information on sanctions can be found in the Provider Handbook.

7.4 Enquiries about results and appeals

Lantra has an Enquiries about Results Policy and Appeals Procedure which can be used when a learner or provider has reason to believe there has been an error in either the administrative processes leading to an incorrect qualification award or there has been an issue in the assessment of the learner. Fees payable for enquiries about results will be refunded in full if the enquiry is upheld or if a learner's results are changed as a result of an enquiry.

Appeals can be made following the outcome of an enquiry about results if the learner/provider remains unhappy with the outcome or has further grounds to query the decision. Please note that appeals will not be accepted before a paid result enquiry has been conducted.

Providers must ensure that learner consent is obtained before an enquiry about a result is requested. Learners must be informed that assessment outcomes can change both positively and negatively

Please refer to the Provider Handbook for further details.

7.5 Malpractice and maladministration

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome.

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice, if found, may result in sanctions being imposed on the provider, certificates being revoked or even providers being barred from Lantra membership and reported to regulatory authorities.

Maladministration is linked to malpractice and can result in a malpractice investigation being launched. Maladministration could impact on the credibility of the assessment taking place or the outcomes achieved; for example, in the event of a failure to investigate suspected malpractice when asked to do so by Lantra.

Please refer to the Lantra Malpractice and Maladministration Policy for further details.

7.6 Recognition of prior learning

Recognition of prior learning (RPL) is defined as “A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.”

It is important that providers make it clear to learners that the RPL process is associated with how the learner has acquired the required knowledge, understanding or skills; it does not mean the learner will be exempt from the assessment.

It is the responsibility of the assessor to decide if evidence provided by the learner is valid, reliable and current, and also meets the relevant assessment criteria. Where the assessor decides that the RPL does meet the assessment criteria, this must be clearly signposted in the tracking documentation.

It is recommended that providers refer to the Provider Handbook for further information on the implementation of RPL.

7.7 Safeguarding — young people and vulnerable adults

The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and providers to safeguard learners. Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision. This qualification is not offered to young people under the age of 18.

For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

7.8 Additional requirements and reasonable adjustments

Providers are expected to make appropriate arrangements, including reasonable adjustments. These are detailed in the Equality and Diversity Policy within the provider Handbook, to ensure that learners with additional needs can access assessment wherever possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners.

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria. For example, within this qualification learners must understand product information, which includes being able to interpret product labels written in English.

A provider must apply to Lantra for reasonable adjustments using the Reasonable Adjustments Request Form. Lantra recommends reasonable adjustment requests be submitted no later than six weeks prior to the assessment taking place, to allow a decision on their suitability to be made before the assessment. However, Lantra recognises that this may not always be possible, and we will do our best to process requests received after this point. Please note that no reasonable adjustment should be implemented without the prior approval of Lantra.

8 What does a provider need to do?

8.1 Management support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing a person from the senior management team or a designated Qualification Manager and ensuring they are given the authority to monitor the quality management systems for the programme and to implement any required changes. This role is separate from the required role of an IQA.

Management support can be demonstrated by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their roles effectively.

8.2 Provider records

Providers are required to retain learner records, which include the details listed below. Providers may already have their own systems which can be used to store records. If the necessary information is accessible and conforms to the requirements below, then no further records need to be created. Lantra does not prescribe the format in which records are kept.

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units
- Feedback given to learners by assessors
- Evidence sampled by the EQA
- Actions plans provided by the EQA.

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the provider for at least three years after the learner has completed the assessment. If the programme is subject to an EQA visit/ approval sign off, then the records should be retained for three years after this date. It is the responsibility of the provider to ensure that data is cleansed at the appropriate time.

There is no prescribed format for these records and providers may wish to incorporate them into documentation they already maintain within their own organisation. If the provider already works to quality management systems such as the Scottish Quality Management System (SQMS), the ISO 9001 series or is required to maintain records for government-funded training schemes, that documentation will almost certainly provide an adequate basis for assessor records.

Providers may also need to adhere to separate requirements, where appropriate, with regard to the retention of records such as funding applications. Please refer to the specific requirements of the funding agency.

8.3 Support for learners

Learners will need to follow an induction programme when enrolled on the qualification. This should be designed around a particular element or unit of the qualification so that they become familiar with the way the qualification operates.

Many learners will already have pre-existing skills and knowledge. A system will need to be introduced to identify these skills and how evidence from prior achievements can be recorded — see section 7.8 Recognition of prior learning.

Throughout the programme tutors and/or instructors should aim to provide feedback to learners on how they are progressing through the qualification to ensure that on the day of the assessment they are ready for the requirements of the question paper and the practical assessment. Feedback should be positive, constructive and used for future planning.

Some providers will have staff working in education support; in others, assessors may offer this support. It is important for each learner to have appropriate guidance and be directed towards additional information as required. Guidance on career opportunities may also be appropriate.

Learners with particular characteristics may need additional support from the provider/instructor. Refer to Lantra's Equality and Diversity Policy for further information relating to reasonable adjustments/special considerations. Learners with certain protected characteristics should not be discriminated against or prohibited from assessment where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways.

Learners must be informed when they have been registered for a qualification. It is also a regulatory requirement that Lantra be informed if a learner later withdraws from a qualification. Providers must also ensure that learners are informed when they have been withdrawn from a qualification for any reason and retain evidence of this.

Learners will not be recognised by Lantra until they have been registered and Lantra will have no obligation to the learners if there is a problem with them completing the qualification, such as in the case that the provider ceases operations.

If for any reason a provider is not intending to renew their membership whilst they still have uncertified learners registered on a qualification, regulatory requirements stipulate that learner interests must be maintained. The provider may choose to transfer learners to another awarding organisation or the provider will still be required to complete the assessment of learners with Lantra and pay any fees due for quality assurance or certification.

9 Administration and other important information

9.1 Administration process for registration and certification

The Quartzweb User Guide contains instructions on how to register learners.

Learners may transfer registration from one unit/qualification to another provided they are both offered by Lantra. This will incur an administration fee. If the registration fee for the new qualification is higher than for the previous one, providers will be invoiced for the difference. No refunds will be made if the registration fee for the new qualification is lower. Learners transferring to a different provider must re-register with the new provider. Lantra may need to charge the learner's new provider an administration fee.

Learners must be informed when they have been registered for a qualification.

9.1.1 Registering the learner

Learners **must** be registered for a qualification before an assessment can take place. Please refer to the Quartzweb User Guide for details on how to register learners.

Each learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested are also required

by the regulatory bodies so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

9.1.2 Certificate claims

Certificates can only be claimed for learners who are registered on Quartzweb. All certificate claims are checked against provider approval records and learner registration records (unless DCS is in place). Certificates will not be issued to learners who are not registered before the assessment takes place.

The learner name will appear on the certificate in the same way as it is entered on Quartzweb.

9.1.3 Regulatory authorities

Occasionally Ofqual (the qualification regulator) may visit providers and require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. If providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

9.2 Assessment strategy

For this qualification, an assessment guidance document is available which includes full details of the assessment requirements. Below is a summary of the assessment strategy which supports this qualification. The assessment guidance contains details on:

- Methods of assessment
- Types of evidence which may be suitable

Providers and assessors (and IQAs where appropriate) must ensure that they are familiar with the specifications and the requirements of the qualification.

Unit and qualification assessment requirements set out the scope of evidence required in terms of equipment, services, statutory regulations and industry standards and systems.

Methods of assessment:

- Completion of workbook

Assessment requirements:

- Assessors will judge when competence has been demonstrated by the learner based on their own professional judgement
- Assessment is carried out for each unit
- Where the evidence presented by the learner does not meet all of the criteria for a unit they will fail that unit
- Feedback is provided to the learner regarding the reason as to why they haven't passed the unit, and the learner is encouraged to address this and resubmit

- Unit certification can be provided where learners are unable to complete all of the units required to achieve the qualification
- Although there are no formal limits set on the time taken to complete the qualification or the number of assessment opportunities provided, providers may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons, taking into account the stated key safety-critical and technically critical aspects of the assessment. It is estimated that the practical assessment will take approximately two hours, depending on the learner.

Access to assessment:

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be demonstrated through an evaluation of the learner's previous training and experience
- This underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements

9.3 Online assessment and paper-based assessment

This qualification is assessed by completion of a workbook which is provided to learners and can be completed electronically or handwritten.

The workbook and other evidence can be submitted to Lantra either electronically or in hard copy and will be allocated to an assessor. Work will not be returned so learners are advised to keep a copy. The assessor will judge if the evidence is sufficient to meet the learning outcomes and assessment criteria for each unit and provide feedback where assessment criteria have not been met.

9.4 Funding

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or the Skills Funding Agency (SFA), or equivalent bodies in Wales and Northern Ireland. The qualification is listed on The Ofqual Register of Regulated Qualifications and the Learning Records Service (LRS). Funding may be available to organisations which meet the requirements of the relevant agency.

In order for the funding to be linked to the learner, a Unique Learner Number (ULN) must be provided. This should be entered in the ULN field when registering the learner on Quartzweb. For information on how to obtain ULNs for your learners, please refer to the LRS guidance.

www.gov.uk/government/publications/lrs-unique-learner-numbers

9.5 Feedback, compliments and complaints

Lantra recognises that from time to time providers, learners, assessors and other personnel may have reason to provide feedback on a process or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

Appendix 1 – Glossary of terms

Knowledge	Factual information that can be recalled as required. Individual can (for example) “identify” and/or “describe” key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) “explain”, “analyse” and/or “evaluate”.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. Individual can (for example) “operate”, “use” and/or “carry out”.
Learning outcome	How the learner will be changed by the learning/assessment process. That which the learner will, due to learning experiences, newly know, understand or be able to do.
Assessment criteria	Discrete criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.
Breadth (exemplification)	Presents the provider with example-based teaching content which helps define the minimum required breadth of learning. Guides but does not prescribe. Learning should always be broader than any potential assessment.
Depth (amplification)	Presents the provider with required minimum teaching content and defines the depth of understanding required for the level and objective of the qualification.
Qualification objective	A succinct summation of the overarching development of the learner in terms of tangible work or further developmental opportunities available as a result of achieving this qualification.
Qualification aim	A succinct summation of why this qualification is of value to the learner (without reference to assessment).
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the learner in different job roles, industries, contexts and/or personal situations.
Assessment guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Delivery guidance	Guidance which, without reference to assessment, illustrates opportunities for evidence which might: <ul style="list-style-type: none"> • Be naturally generated through the learning process • Offer innovative examples of delivery gathered through centre/learner consultation • Minimise the burden of assessment on centres and learners.
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
Total qualification time (TQT)	Guided learning hours + directed study An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which is directed by (but not under the immediate guidance or supervision of) an instructor, assessor, supervisor, tutor or teacher.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.
Arrangements for special consideration	Special consideration might be given to a learner who has temporarily experienced: <ul style="list-style-type: none"> • An illness or injury • Some other event outside of the learner’s control which has had a material effect on the learner’s ability to take an assessment or demonstrate his/her attainment.

Recognition of prior learning	A method of assessment that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Appendix 2 — Census ethnic group classifications (2011)

Please use the following code(s) to indicate ethnicity when completing the learner registration.

England and Wales		Northern Ireland		Scotland	
01	White: English/Welsh/Scottish/ Northern Irish/British	19	White: White	30	White: Scottish
02	Irish	20	Irish Traveller	31	British
03	Gypsy or Irish Traveller	21	Asian/Asian British: Indian	32	Irish
04	Any other White background	22	Pakistani	33	Any other White background
05	Mixed/multiple ethnic groups	23	Bangladeshi	34	Mixed: Any Mixed/multiple ethnic background
06	White and Black Caribbean	24	Chinese		Asian, Asian Scottish or Asian British:
07	White and Black African	25	Black, Black Irish or Black British: Black Caribbean	35	Indian
08	White and Asian	26	Black African	36	Pakistani
09	Any other Mixed/multiple ethnic background	27	Black other	37	Bangladeshi
	Asian/Asian British:	28	Mixed: Mixed ethnic group	38	Chinese
10	Indian			39	Any other Asian background
11	Pakistani	29	Other ethnic group: Any other ethnic group		Black, Black Scottish or Black British:
12	Bangladeshi			40	Caribbean
13	Chinese			41	African
	Any other Asian background			42	Any other Black background
	Black/African/Caribbean/ Black British:			43	Other ethnic group: Any other ethnic group
14	African				
15	Caribbean				
16	Any other Black/African/ Caribbean background				
17	Other ethnic group: Arab				
18	Any other ethnic group				

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