



Level 2 Certificate in
The Principles of Fencing

Qualification Specification

Version 6

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Qualification Specification

Lantra Awards Level 2 Certificate in The Principles of Fencing

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1. Why has this qualification been developed?

The Lantra Awards Level 2 Certificate in the Principles of Fencing has been developed to provide apprentices entering the fencing and land-based sector, with the underpinning knowledge required to support achievement and progression within the Level 2 Apprenticeship Framework for Fencing. It includes pathways that reflect the sub-sectors of the fencing sector; boundary fencing and vehicle restraint systems (VRS). The qualification may also be suitable for those already in employment looking to update their knowledge.

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

This qualification specification provides information for approved Lantra provider employees and freelance assessors involved in the planning, delivery and assessment of the Lantra Awards Level 2 Certificate in the Principles of Fencing.

2. Who is the qualification for?

The qualification is designed for learners looking to develop their knowledge and understanding of the pertinent skills required to support various job roles and establish a career. This applies to a range of sub-sectors, including agricultural fencing, high-security fencing, vehicle restraint systems (VRS), residential fencing, environmental fencing, automatic gates and access barriers. The qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, which will in turn reduce unnecessary risks to themselves and others.

Learners undertaking the units within this qualification may have the credits gained counted towards the achievement of apprenticeship frameworks approved by the sector.

This qualification is available for learners aged 16+.

2.1 Prerequisites

Entry for this qualification 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 that have the potential to restrict access or progression.

There are no formal requirements for entry to this qualification.

3. What does this qualification cover?

Learners undertaking this qualification will be able to demonstrate their knowledge of the principles of fencing in their chosen specialism. The qualification aims to enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.

The Lantra Awards level 2 certificate in the Principles of Fencing aims to assess the learner's knowledge and understanding of:

- Health and safety within land-based activities
- Principles of manual handling
- Abrasive wheel operations
- Use and maintain non-powered and hand held powered tools and equipment
- Boundary fencing and/or vehicle restraint systems.

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:

- B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
 - B2. Develop knowledge and/or skills in a subject area

The qualification is intended to offer learners involved in a variety of fencing roles the opportunity to achieve a recognised national qualification that reflects the national standards for the type(s) of role(s) they perform. The fencing industry covers a number of sub-sectors, including agricultural fencing, high-security fencing and vehicle restraint systems in both residential and environmental contexts, as well as automatic gates and access barriers. The qualification will therefore support apprentices in a variety of different job roles.

3.1 Progression routes

This qualification forms part of a wider Lantra Awards offering. The table below indicates where there are opportunities for learners to progress via accredited training and, where applicable, regulated qualifications.

Training		
Training title	Entry code	Purpose
Boundary Fence Basic	CLEB20X	This course is aimed at learners new to the fencing industry, providing the basic knowledge and practical experience required to enable them to assist a professional fence installer.
Health, Safety and Environmental Awareness: Fencing	AHAS003	This course will support the development of knowledge and understanding of health & safety within the fencing sector.
Qualifications		
Qualification title	Entry code	Purpose
The Lantra Awards Level 2 Certificate in Land-based Activities	600/6729/9	This qualification is intended to offer learners involved in a variety of land-based roles the opportunity to achieve a recognised national qualification that reflects the national standards for the type(s) of role(s) they perform. It's suitable for those who wish to progress into work, or enrol in an apprenticeship or further training programme. It is relevant for persons involved with all aspects of the land, including agricultural and green spaces.
Lantra Awards Level 2 Diploma in Work-based Fencing	600/6521/7	The aim of this qualification is to ensure that the learner has the knowledge, understanding and skills in fence installation in their chosen specialism. The Level 2 diploma will enhance the learner's ability to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risks to both themselves and others.
Lantra Awards Level 3 Diploma in Work-based Fencing	600/6640/4	The aim of this qualification is to ensure that the learner has the knowledge, understanding and skills in fence installation in their chosen specialism. The Level 3 diploma will enhance the learner's ability to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risks to both

		themselves and others. This qualification is for Level 2 learners wishing to progress and develop their skills in work-based fencing.
The Lantra Awards Level 3 Award in Principles of Developing Environmental and Land-based Projects	500/9352/6	This qualification has been designed primarily for those using project skills across a wide range of environmental and land-based projects, where planning, developing and evaluating skills are essential to ensuring a successful delivery.
The Lantra Awards Level 5 Diploma in Principles of Leadership and Management in Land-based Settings	600/7844/3	This qualification is part of a suite of leadership and management training and qualifications. It is aimed to increase personal leadership and management performance for those who work within a land-based business or have a background within the industry.

4. Qualification overview

		Where to look for further details
Qualification title	Lantra Awards Level 2 Certificate in the Principles of Fencing	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	600/6731/7	
Qualification aim	Learners undertaking this qualification will be able to demonstrate their knowledge of the principles of fencing in their chosen specialism. The qualification aims to enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.	
Qualification purpose	This qualification has been developed to provide the underpinning knowledge for the Level 2 apprenticeship framework. It may also be suitable for those already in employment looking to update their knowledge. Learners may progress on to employment or with a fencing competency-based qualification and/or the Level 2 fencing apprenticeship framework.	
Qualification start date	1 October 2012	
Level	2	
Credits	15	
GLH	144	
TQT	152	
Unit numbers and titles	L/502/3302 - Understanding health and safety within land-based activities K/506/3323 - Principles of manual handling F/502/3054 - Abrasive wheel operations K/502/0438 - Use and maintain non-powered and hand held powered tools and equipment J/504/3662 - Understand boundary fencing L/600/8616 - Understand vehicle restraint systems	
Qualification structure	To achieve this qualification, learners must attain all four mandatory units and one of the two optional units. Learners will need to complete the mandatory/optional units that are specific to their work.	

	<p>Mandatory Units – A minimum of 10 credits must be achieved by completing all units.</p> <p>L/502/3302 - Understanding health and safety within land-based activities K/506/3323 - Principles of manual handling F/502/3054 - Abrasive wheel operations K/502/0438 - Use and maintain non-powered and hand held powered tools and equipment</p> <p>Optional Units – A minimum of 5 credits must be achieved by completing one or both of the units.</p> <p>J/504/3662 - Understand boundary fencing L/600/8616 - Understand vehicle restraint systems</p> <p>Learners must complete the mandatory group requirements and the correct combination of optional units.</p>				
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. This qualification is not suitable for learners under the age of 16.				
Prerequisites	There are no prerequisites for this qualification.				
Recognition of prior learning	N/A				
Assessment methods	<ul style="list-style-type: none"> • P: Portfolio • V: Video • A: Audio • W: Witness Statement • E: Practical Observation Extended Assessment Form 				
Assessment model	This qualification is internally assessed with external verification. This means that providers will appoint assessors and that an internal quality assurer (IQA) is required to provide internal quality assurance prior to external quality assurer (EQA) sign off.				
Grading	Pass/Fail				

Is there a skills card available?	No	Guidance Handbook for Providers
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 is available for providers and assessors which can be found on the Lantra Awards website. Other assessment-related paperwork can be located within Quartzweb	www.lantra.co.uk
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 four mandatory units and two optional units. Learners must achieve four mandatory units and one of the optional units.

Unit Title	M/O	GLH	Credits
Understanding health and safety within land-based activities	M	29	3
Principles of manual handling	M	19	2
Abrasive wheel operations	M	19	2
Use and maintain non-powered and hand held powered tools and equipment	M	30	3
Understand boundary fencing	O	63	7
Understand vehicle restraint systems	O	47	5

The units can be completed in any order.

Unit title	Understanding health and safety within land-based activities
Unit reference number	L/502/3302
Unit level	2
Unit credit value	3

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand health, safety and security in the workplace.	1.1. Identify health and safety risks in relation to land-based activities to include: <ul style="list-style-type: none"> • People • Equipment and materials • Work environment.
	1.2. Describe measures to control risks and keep appropriate people fully informed.
	1.3. Describe how to communicate health and safety information clearly and in a manner that can be understood.
	1.4. Describe the current and appropriate legislation that underpins health and safety in the workplace.
2. Understand health, safety and security in the workplace.	2.1. Identify health and safety risks in relation to land-based activities to include: <ul style="list-style-type: none"> • People • Equipment and materials • Work environment.
	2.2. Describe measures to control risks and keep appropriate people fully informed.
3. Know the systems and procedures for maintaining health, safety and security.	3.1. Identify the role and responsibilities for health and safety in the work environment.
	3.2. Describe the procedures for different types of emergencies, appropriate to the work activity.
	3.3. Describe different types of waste and appropriate methods of disposal.
	3.4. List any specific risks relevant to child safety in a workplace environment.
	3.5. Explain why accidents should be reported; and to whom.

4. Know the reasons for following manufacturer's guidance in relation to tools and equipment.	4.1. Identify why it is important to follow manufacturer's guidance in the use of tools and equipment.
	4.2. Identify the risks of not following manufacturer's guidance and instructions.
5. Know how to maintain the health and safety of self and others.	5.1. Identify the types of PPE and clothing needed for work activities and describe how to use, clean, store, inspect and replace them.
	5.2. Identify reasons for maintaining good personal and workplace hygiene.
	5.3. Describe the safe methods for moving and lifting.
	5.4. Describe how to work in a manner that minimises risks to self, others and the environment.
6. Understand the procedures for maintaining health and safety.	6.1. Explain the key roles of those responsible for maintaining health and safety.
	6.2. Explain the reasons for leaving information about location when working in isolation or in remote locations.
	6.3. Explain why accidents should be reported without delay and recorded in the appropriate document.
	6.4. Explain the methods of minimising environmental damage during work activities.

Unit title	Principles of manual handling
Unit reference number	K/506/3323
Unit level	2
Unit credit value	2

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the principles of safe manual handling.	1.1. Describe how to apply safe manual handling principles when moving a load or object manually.
	1.2. State the common causes of workplace injuries relating to manual handling.
	1.3. Outline the possible costs of not complying with health and safety within the workplace.
2. Know the relevant regulations and their application in the workplace.	2.1. State the statutory duties of employers for health and safety in the workplace in respect to manual handling.
	2.2. Outline the responsibilities of employees for health and safety in the workplace in respect to manual handling.
	2.3. Outline the key points of the appropriate legislation/regulations.
3. Know how to manage the possible risks involved in manual handling	3.1. Describe the risk controls the employer and employee need to consider.
	3.2. State the steps to reduce the risks for a specific manual handling activity.
	3.3. Outline the control measures and reducing the risk of harm.

Unit title	Abrasive wheel operations
Unit reference number	F/502/3054
Unit level	2
Unit credit value	2

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know how to carry out a risk assessment.	1.1. Carry out a risk assessment relevant to the operation to identify: <ul style="list-style-type: none"> • Significant hazards • Those at risk • Control measures • Emergency procedures.
2. Know the health and safety legislation that underpins the operation of abrasive wheels.	2.1. Describe the relevant health and safety legislation in relation to the operation of abrasive wheels.
	2.2. Identify the hazards that may arise from the use of abrasive wheels.
	2.3. Discuss how to avoid the hazards identified.
3. Know how to define abrasive wheels and purpose of abrasive wheels.	3.1. Explain what an abrasive wheel is.
	3.2. Describe how an abrasive wheel works.
4. Know how to interpret the marking system of abrasive wheels.	4.1. Describe the marking systems of different abrasive wheels.
	4.2. Explain the characteristics of different marking systems.
	4.3. Demonstrate how to use the marking system of an abrasive wheel.
5. Understand the relationship between speed and wheel selection.	5.1. Identify the appropriate wheel spin for best efficiency.
	5.2. Explain the relationship between wheel spin and wheel burst.
	5.3. Define: <ul style="list-style-type: none"> • Peripheral speed • R/min or rpm • The nature of the spindle and its measurement of speed.
6. Know the appropriate Personal Protective Equipment (PPE) for operating an abrasive wheel.	6.1. Select the appropriate PPE for operating an abrasive wheel.

Learning outcome The learner will:	Assessment criteria The learner can:
7. Know the health and safety features of the equipment being used.	7.1. Identify the health and safety features of the equipment being used.
	7.2. Identify the procedures for handling, storing and transporting an abrasive wheel.
8. Know the key components of an abrasive wheel.	8.1. Identify the key components of an abrasive wheel and describe their functions.
9. Know how to maintain an abrasive wheel.	9.1. Describe the procedures for maintaining an abrasive wheel.
	9.2. Discuss the faults that may occur with abrasive wheels.
	9.3. Carry out checks and adjustments in accordance with the manufacturer's guidance.
10. Know how to mount an abrasive wheel.	10.1. Mount an abrasive wheel.
11. Know how to adjust work rests.	11.1. Adjust work rests correctly.
12. Know the difference between truing and dressing a wheel.	12.1. Identify the significance of truing and dressing.
	12.2. Identify the significance of wheel balance.
	12.3. Dress a wheel according to instructions.
13. Know how to use abrasive wheels safely and correctly.	13.1. Use an abrasive wheel safely, correctly and in accordance with manufacturer's guidance.

Unit title	Use and maintain non-powered and hand held powered tools and equipment
Unit reference number	F/502/3054
Unit level	2
Unit credit value	2

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to use and maintain non-powered and hand held powered tools and equipment.	1.1. Ensure that the equipment is safe and in good working order.
	1.2. Select and use the correct personal protective clothing and equipment.
	1.3. Set up and use the equipment and machinery in accordance with the manufacturer's instructions and legal regulatory requirements.
	1.4. Maintain non-powered and hand held equipment in accordance with manufacturer's instructions.
	1.5. Identify any problems with the equipment and take appropriate action.
	1.6. Clean and store equipment correctly after use.
2. Be able to work safely and minimise environmental damage.	2.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.
	2.2. Carry out work in a manner which minimises environmental damage.
	2.3. Dispose of waste safely and correctly.
3. Know how to use and maintain the tools and equipment.	3.1. Explain the importance of using equipment in line with manufacturers' instructions.
	3.2. Describe the pre-operational checks and the methods of maintaining the equipment for use.
	3.3. List the main hazards and risks associated with using the equipment.
	3.4. Describe the types of problems that may occur with the equipment and how to deal with each of these correctly.
	3.5. State the types of protective clothing and the reasons why it must be worn.
4. Know the current health and safety legislation and good environmental practice.	4.1. Outline the current health and safety legislation, codes of practice and any additional requirements.
	4.2. Describe how environmental damage can be minimised.

Unit title	Understand boundary fencing
Unit reference number	J/504/3662
Unit level	2
Unit credit value	7

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand health and safety issues in relation to boundary fence installations.	1.1. Describe the health and safety requirements in relation to boundary fence installations.
2. Know the materials used for fencing and their components.	2.1. Outline materials used in fence installations and their finishes.
	2.2. Outline specifications used in fence installations.
	2.3. Outline the typical faults with fence components.
3. Know different fence systems and their application.	3.1. Describe different fence systems and their applications.
4. Know the correct tools and equipment required for fencing works.	4.1. List the tools required for fencing installation.
	4.2. Describe the key defects of hand tools used in fencing.
	4.3. Describe the key defects of mechanical tools used in fencing.
	4.4. Describe the correct use, care and maintenance of tools and equipment.
5. Know how to measure, set out and calculate for fencing works.	5.1. Calculate quantities of materials required for a simple fencing contract.
	5.2. Describe how to set out straight lines, right angles and simple curves.
	5.3. Explain the importance of boundary lines.
	5.4. Describe how to establish levels between two points.
6. Understand how to install posts.	6.1. Explain the key stages of installing posts.
7. Understand the installation of fencing systems.	7.1. Explain how to install fencing systems.
	7.2. Explain how to install a fence.
8. Understand how to install gates and doors.	8.1. Explain how to fix gate posts.
	8.2. List types of hinges and fasteners.
	8.3. Describe how to handle and adjust a single leaf gate or door.
	8.4. Describe how to handle and adjust a double leaf gate.
9. Understand repair options for different defects on fences.	9.1. Describe the repair options available for fence defects.

Unit title	Understand vehicle restraint systems
Unit reference number	L/600/8616
Unit level	2
Unit credit value	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the history and development of Vehicle Restraint Systems (VRS) for use on Highways.	1.1. Describe the need for Vehicle Restraint Systems (VRS).
	1.2. Identify the phases of development of VRS systems.
	1.3. Describe the different types, sizes, containment levels and testing regimes for VRS.
2. Understand the impact of restraint failures in crash testing.	2.1. Identify what is meant by liabilities and their effect upon organisations and individuals.
	2.2. Identify the implications of moving away from recognised standards.
	2.3. Describe crash test criteria.
3. Understand health and safety in relation to working practices and environmental issues relevant to the installation of VRS.	3.1. Describe the key health and safety issues in relation to the installation of VRS, including: <ul style="list-style-type: none"> • General site safety • Working at height • Traffic management • Chemical fixings and grouting • Use of electricity • Use of compressed air • Noise • Manual handling • Dust • COSHH • Abrasive wheels • PPE • Temporary traffic management.
4. Know key systems of approved and proprietary VRS.	4.1. Identify the types of restraint system approved for use by the Highways Authority.
5. Recognise the working and reference documents required in the planning and installation of VRS.	5.1. Identify the key documents used in the planning and installation of VRS.

Learning outcome The learner will:	Assessment criteria The learner can:
6. Know how to use calculations, measurements and equipment relevant in the installation of VRS.	6.1. Apply calculations and measurements in order to demonstrate a working knowledge of: <ul style="list-style-type: none"> • Addition, subtraction, multiplication and division • Metric measurement • Linear measurement with flexible tapes • Area, volume and quantity.
	6.2. Describe how to use profiles and site rails.
	6.3. Describe how to use spirit levels and laser measuring equipment.
7. Know how to use drawings and tables in the installation of VRS.	7.1. Accurately read and use drawings to support the installation of VRS.
	7.2. Interpret and use relevant information from tables to support the installation of VRS.
8. Understand the role of using the correct fasteners in VRS.	8.1. Identify the different types and grades of fasteners used to erect VRS fencing.
	8.2. Identify the correct grade, bolt or screw to be used at the VRS location.
	8.3. Identify the importance of using the correct grade of bolt or screw in VRS installations.
9. Understand posts and anchorages and the methods of testing posts and fixings.	9.1. Identify the different types of post-testing used in VRS fences.
	9.2. Identify the different types of anchorages used in VRS fences.
	9.3. Describe the methods of inspection required for VRS installation.
10. Understand the correct methods of storage of VRS components.	10.1. Identify the methods of storage of large VRS components.
	10.2. Identify the methods of storage of small VRS components.
11. Understand and set out post positions with regard to set-back and beam type to the standards required of VRS installations.	11.1. Describe set-back and its role in setting out.
	11.2. Accurately establish the layout for a terminal end flare.
	11.3. Describe how to set up profiles and string lines to enable a fence line to be correctly installed.
12. Understand best practice for maintaining a safe and tidy work environment.	12.1. Explain the importance of keeping a site tidy.
	12.2. Identify the need for safe storage of flammable liquids on-site.
	12.3. Describe the legal requirements for the disposal of site waste.
	12.4. Describe the requirements for keeping the public safe in working environments.

6. Level descriptors

This qualification has been accredited at Level 2, meaning 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:
2	<ul style="list-style-type: none">• The knowledge and understanding of facts, procedures and ideas in an area of study or field of work necessary to complete well-defined tasks and address straightforward problems. The ability to interpret relevant information and ideas. Awareness of a range of information that is relevant to the area of study or work.	<ul style="list-style-type: none">• 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.

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 through our sales team, who can be contacted at 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 the internal assessor. The provider will compile and send the Learner Achievement Record to Lantra for external quality assurance.

Providers are not required to send learner evidence to Lantra; this should be retained by the provider. However, Lantra reserves the right to request to see learner work as part of the quality assurance process, so this should be retained and filed so that it can be easily located.

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 7.4.4.

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 (QAN) 600/6731/7.

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 two years.

7.2 Who can deliver this qualification?

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

7.3 Provider resources

Learners may require access to specific resources for training purposes and to demonstrate competence.

The units of assessment will need to be checked to see what is being assessed, as doing so will ensure that learners have access to the right equipment to meet assessment requirements. Details of who will be responsible for ensuring the resources are appropriate and who is responsible for ensuring facilities comply with health and safety requirements are required.

As a minimum, providers should consider resources such as:

- A room suitable for carrying out learner inductions which includes lighting and power points.
- Suitable welfare facilities.
- Projector, Laptop;
- Suitable and correct PPE for the task(s) being assessed.

7.4 Quality assurance and certification

7.4.1 Quality assurance of assessment decisions

This qualification is internally assessed and externally quality assured. This means that providers will need to appoint qualification assessors to assess learners and complete assessment paperwork. Where you have more than one assessor, you will need to carry out internal standardisation of each assessor to ensure that they can apply the assessment criteria consistently and accurately. An internal quality assurer (IQA) will need to be appointed, and they will need to sample assessment decisions across the assessors. It is also a requirement that regular standardisation activity is carried out with assessors. The IQA will be responsible for putting this programme into place.

An external quality assurer (EQA) will be appointed to the provider 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.

Lantra operates both on site and postal external quality assurance for this qualification. You may not, therefore, always have a visit from an EQA, but a sample may be requested for despatch via post. The principle of quality assurance is the same either way. The EQA will review a sample of work and make a recommendation on the assessment decisions of the cohort as a whole.

Your EQA will contact you to make the necessary arrangements regarding the visit (date, venue etc.) or request the despatch of a sample of work.

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 with future assessment decisions. This may result in the need for the learner to retake the assessment.

Occasionally as part of Lantra's ongoing quality assurance strategy, an EQA may be accompanied by either Lantra staff or another EQA. This is to ensure that the EQA is following the correct processes.

Where DCS is in place, providers will be able to claim certificates before quality assurance has taken place.

Lantra will support providers when requirements are not met by developing action plans, providing recommendations and, where required, implementing sanctions.

7.4.2 Claiming certification

Among the assessment documentation providers need to submit is a completed Learner Achievement Record, which allows Lantra to process the certificates following quality assurance approval. Where DCS is in place, the certificates will be issued prior to quality assurance being carried out.

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.

7.4.3 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, a passport or driving licence), as well as the details of the provider they were registered with. Lantra will check all claims for replacement certificates against the original Learner Achievement Record. 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.

7.4.4 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 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 removed. Further information on sanctions can be found in the Provider Handbook.

7.5 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 the learner's results are changed as a result of the 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.

7.6 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.

7.7 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 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 whether the evidence provided by the learner is valid, reliable and current, and whether it 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.

7.8 Safeguarding — young people and vulnerable adults

This qualification can be offered to learners in the 16-19 age group, as well as learners aged 19+. The Health and Safety at Work etc. Act 1974 requires employers to ensure the health, safety and welfare of their employees at work, and for providers to safeguard learners. Young people under the age of 18, as well as 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.

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

7.9 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.

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 IQA
- Feedback given to assessors by the IQA
- Actions plans provided by the EQA.

All records must be stored securely to avoid falsification 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 the qualification prior to an assessment taking 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 that may be suitable
- Key safety-critical and technically critical aspects.

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:

- Observation of practical activities
- Verbal questioning
- Portfolio of learner-produced evidence.

Assessment requirements:

- For practical observations, competence must be demonstrated and evidenced
- The assessor may decide that further observations are required to ensure that all assessment criteria have been met
- Assessors must be capable of identifying when competence has been demonstrated by the learner based on their own professional judgement
- The evidence is sufficient when the assessor judges the requirements of the qualification have been met and competence has been demonstrated by the learner
- 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.

This qualification is assessed via the production of a portfolio of evidence. The list below provides examples of the types of evidence which may be generated:

- Learners might offer a completed and countersigned job record for an installation or repair they have carried out on a fence or VRS
- As part of the job record, learners could produce a list of tools and materials which they have selected and used
- The job record should show that the type of task carried out was appropriate to the clients need
- This evidence should be accompanied by a witness statement, video or testimony.

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
- When evaluating the learner's previous training, health and safety is a key consideration, and should be taken into account.

9.3 Funding

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) 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 that 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 at www.gov.uk/education/learning-records-service-lrs.

9.4 Feedback, compliments and complaints

Lantra recognises that providers, learners, assessors and other personnel may sometimes 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.
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.
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 takes place as directed by – but, unlike Guided Learning, not under the immediate Guidance or Supervision of

	– a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	<p>Guided learning hours + directed study</p> <p>Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.</p>
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	<p>Special consideration might be given to a learner who has temporarily experienced:</p> <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	29	Other ethnic group: Any other ethnic group	39	Any other Asian background
11	Pakistani			40	Black, Black Scottish or Black British: Caribbean
12	Bangladeshi			41	African
13	Chinese			42	Any other Black background
14	Any other Asian background			43	Other ethnic group: Any other ethnic group
	Black/African/Caribbean/ Black British:				
15	African				
16	Caribbean				
17	Any other Black/African/ Caribbean background				
18	Other ethnic group: Arab				
	Any other ethnic group				

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