



Level 2 and 3 Diploma(s) in
Work-based Fencing

Qualification Specification

Version 4

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Registered Office:

Lantra, Lantra House, Stoneleigh Park, Coventry, Warwickshire CV8 2LG •

Registered no: 2823181 • Charity no: 1022991 • Scottish charity no: SC039039

Web: www.lantra.co.uk

Tel: 02476 69 69 96

Fax: 02476 69 67 32

E-mail: sales@lantra.co.uk

Write: Lantra, Lantra House, Stoneleigh Park, Coventry, Warwickshire CV8 2LG

Qualification Specification

Lantra Awards Level 2 and 3 Diploma(s) in Work-based Fencing

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1. Why have these qualifications been developed?

The Lantra Awards Level 2 Diploma in Work-based Fencing and Level 3 Diploma in Work-based Fencing are Competency Based Qualifications (CBQs) are based on the Fencing National Occupational Standards (NOS), which exist to ensure that personnel working within industry meet the required minimum standards. The qualifications will provide the learner with the knowledge, understanding and skills that reflect the working practices of fencing operatives (Level 2) and fencing supervisors (Level 3).

Both diplomas will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risks to both themselves and others.

The qualifications form the competence element of the Level 2 and 3 Fencing Apprenticeship Frameworks. Both diplomas can also be delivered as 'stand-alone' qualifications, as they support entry into a range of fencing roles.

The Fencing Industry Skills Scheme (FISS) and Construction Skills Certification Scheme (CSCS) work in partnership, and the joint FISS/CSCS is a requirement for all fencing operatives who want to work on major UK Contractors Group sites. The achievement of these qualifications contributes to the requirements of the relevant card schemes.

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

The specification for both qualifications provide information for Approved Lantra Provider employees and freelance assessors involved in the planning, delivery and assessment of the Lantra Awards Level 2 Diploma in Work-based Fencing and Level 3 Diploma in Work-based Fencing.

2. Who are the qualifications for?

These qualifications have been developed to provide individuals involved in a variety of fencing roles the opportunity to achieve a recognised national qualification that reflects the national standards for such roles. The qualifications are suitable for those beginning, those already established in a role and those working at technician/supervisory/management levels.

The fencing industry covers a number of sub-sectors including agricultural fencing, high-security fencing, vehicle restraint systems, residential fencing, environmental fencing, automatic gates and access barriers.

These qualifications are designed to enable learners to develop the knowledge, understanding and skills to support their role, and develop their career in fence installation in their chosen specialisation. They also provide an opportunity for learners to obtain a recognised specified certificate, without which they would not be able to gain the appropriate FISS/CSCS and work on major UK Contractors Group sites. The qualification(s) will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risks to themselves and others.

Both qualifications are available for learners aged 16+.

2.1 Prerequisites

Entry for the qualifications is available to any individual who is capable of achieving the required standard. Provider staff should understand the demands of the qualifications and match learners based on their individual capabilities and future progression requirements.

The qualifications have 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 either qualification.

3. What do the qualifications cover?

Learners undertaking these qualifications will be able to demonstrate their knowledge, understanding and skills in fence installation in their chosen specialisation. Both the Level 2 and Level 3 diplomas will enhance the learner's ability to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risks to both themselves and others.

The Lantra Awards Level 2 Diploma in Work-based Fencing aims to assess the learner's knowledge, understanding and skills relating to:

- The regulations and industry standards relating to work-based fencing
- The hazards and risks associated with working in close proximity to underground services
- Establishing lines and levels on-site
- Receiving, handling and storing fencing materials on-site
- The preparation and operation of hand held power tools and attachments
- The reinstatement of defective fencing
- The safe excavation of foundations for fencing and/or vehicle restraint systems
- The safe placement and fixing of fence posts and/or vehicle restraint systems
- The safe placement and fixing of fencing components and/or casting
- Casting reinforced concrete for fence installation.

The Lantra Awards Level 3 Diploma in Work-based Fencing aims to assess the learner's knowledge, understanding and skills relating to:

- The regulations and industry standards relating to work-based fencing
- Managing the establishment of line and levels
- Monitoring and maintaining the installation of fences
- Monitoring the quality of fence installation
- Organising the fencing site
- Controlling the deployment of materials and components
- Controlling resources in support of fence installation
- Inspecting fencing to identify defects and repair options
- Promoting, monitoring and maintaining health, safety and security in the workplace
- Maintaining and enhancing productive working relationships.

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

- D - Confirming occupational competence and/or licence to practise
 - D.1 - Confirm competence in an occupational role to the standards required.

These qualifications provide 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 Level 2 Diploma in Work-based Fencing meets the requirements set by the industry for those seeking to work in general fencing and/or fencing vehicle safety, and provides the basis for learners hoping to progress on to the Lantra Awards Level 3 Diploma in Work-based Fencing.

The Level 2 qualification will provide foundation learning for an apprentice starting within the industry. On successful completion of the Level 2 qualification, learners may be able to progress on to the Level 3 qualification to further develop their competence and skills.

3.1 Progression routes

Both qualifications form 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 and safety within the fencing sector.
Qualifications		
Qualification title	Entry code	Purpose
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 specialisation. 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 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. Its aim is to increase personal leadership and management performance for those who work within a land-based business or have a background within the industry.

4. Overview of qualifications

		Where to look for further details
Qualification title	Lantra Awards Level 2 Diploma in Work-based Fencing	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	600/6521/7	
Qualification aim	The aim of this qualification is to ensure that the learner has the knowledge, understanding and skills in fence installation in their chosen specialisation. Both the Level 2 and Level 3 diplomas will enhance the learner's ability to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risks to both themselves and others.	
Qualification purpose	<p>This qualification will provide 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 Level 2 Diploma in Work-based Fencing meets the requirements set by the industry for those seeking to work in general fencing and/or fencing vehicle safety, and provides the basis for learners to progress on to the Lantra Awards Level 3 Diploma in Work-based Fencing.</p> <p>The Level 2 qualification will provide foundation learning for an apprentice starting within the industry. On successful completion of the Level 2 qualification, learners may be able to progress on to the Level 3 qualification to further develop their competence and skills.</p>	
Qualification start date	1 January 2012	
Level	2	
Credits	General Fencing – 44 Fencing Vehicle Safety – 51	
GLH	General Fencing – 407 Fencing Vehicle Safety – 472	
TQT	General Fencing – 444 Fencing Vehicle Safety – 509	
Quartz ID numbers	2647 – General Fencing 2768 – Fencing Vehicle Safety	
Unit numbers and titles	A/504/2461 – Locate and identify services Y/501/6353 – Monitoring and maintaining health and safety	Page 14-35

	<p>F/504/2462 – Establish lines and levels on-site L/504/2464 – Receive handle and store fencing Materials on-site A/504/2475 – Prepare and operate hand held power tools and attachments T/504/2474 – Reinststate defective fencing R/504/2465 – Excavate foundations for fencing Y/504/2466 – Place and fix fence posts H/504/2468 – Place and fix fencing components K/504/2469 – Excavate, prepare and form foundations for vehicle restraint systems D/504/2470 – Place and fix vehicle restraint systems K/504/2472 – Cast reinforced concrete for fence installation</p>	
<p>Qualification structure</p>	<p>To achieve this qualification, learners must attain the core mandatory units and all the units within their chosen pathway:</p> <p>General Fencing Pathway (A)</p> <p>In total, 44 credits must be achieved. Core Mandatory – 24 credits must be achieved. Pathway A – 20 credits must be achieved.</p> <p>Fencing Vehicle Safety Pathway (B)</p> <p>In total, 51 credits must be achieved. Core mandatory – 24 credits must be achieved. Pathway B – 27 credits must be achieved.</p> <p>Core Mandatory Units (all)</p> <p>A/504/2461 – Locate and identify services Y/501/6353 – Monitoring and maintaining health and safety F/504/2462 – Establish lines and levels on-site L/504/2464 – Receive handle and store fencing Materials on-site A/504/2475 – Prepare and operate hand held power tools and attachments T/504/2474 – Reinststate defective fencing</p>	

	<p>Pathway A – General Fencing (all)</p> <p>R/504/2465 – Excavate foundations for fencing Y/504/2466 – Place and fix fence posts H/504/2468 – Place and fix fencing components</p> <p>Pathway B – Fencing Vehicle Safety (all)</p> <p>K/504/2469 – Excavate, prepare and form foundations for vehicle restraint systems D/504/2470 – Place and fix vehicle restraint systems K/504/2472 – Cast reinforced concrete for fence installation</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. It is recommended that learners have a basic knowledge of first-aid procedures. 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?	Yes – Please refer to the FISS/CSCS information booklet for more information on how to gain a skills card for fencing.				Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review				Product Directory; sales team

	on an annual basis so please contact the sales team if you do not have an up-to-date copy (sales@lantra.co.uk).	
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

Qualification title	Lantra Awards Level 3 Diploma in Work-based Fencing	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	600/6640/4	
Qualification aim	The aim of this qualification is to ensure that the learner has the knowledge, understanding and skills in fence installation in their chosen specialisation. Both the Level 2 and Level 3 diplomas will enhance the learner's ability to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risks to both themselves and others.	
Qualification purpose	This qualification will provide 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.	
Qualification start date	1 January 2012	
Level	3	
Credits	66	
GLH	613	
TQT	661	
Quartz ID numbers	2648	
Unit numbers and titles	<p>F/504/2476 – Manage the establishment of lines and levels</p> <p>J/504/2477 – Monitor and maintain the installation of fences</p> <p>R/504/2479 – Monitor the quality of fence Installation</p> <p>J/504/2480 – Organise the fencing site</p> <p>L/504/2481 – Control the deployment of materials and components</p> <p>R/504/2482 – Control resources in support of fence Installation</p> <p>M/504/2473 – Inspect fencing to identify defects and repair options</p> <p>D/502/1523 – Promote, monitor and maintain health, safety and security in the workplace</p> <p>M/501/7055 – Maintain and enhance productive working relationships</p>	Page 37-51

Qualification structure	<p>To achieve this qualification, learners must attain a minimum of 66 credits from the mandatory unit(s).</p> <p>Learners will need to complete the mandatory units and any additional prerequisite qualifications that are specific to their work.</p> <p>Mandatory Units</p> <p>F/504/2476 – Manage the establishment of lines and levels</p> <p>J/504/2477 – Monitor and maintain the installation of fences</p> <p>R/504/2479 – Monitor the quality of fence Installation</p> <p>J/504/2480 – Organise the fencing site</p> <p>L/504/2481 – Control the deployment of materials and components</p> <p>R/504/2482 – Control resources in support of fence Installation</p> <p>M/504/2473 – Inspect fencing to identify defects and repair options</p> <p>D/502/1523 – Promote, monitor and maintain health, safety and security in the workplace</p> <p>M/501/7055 – Maintain and enhance productive working relationships</p>			
	Age group	Pre-16	16–18	18+
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Entry requirements	<p>Learners should have a higher level of technical ability and knowledge to that of a Level 2 learner. Learners must be able to read and interpret information provided in English. This qualification is not suitable for learners under the age of 16.</p>			
Prerequisites	<p>There are no prerequisites for this qualification.</p>			
Recognition of prior learning	<p>N/A</p>			
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?	Yes – Please refer to the FISS/CSCS information booklet for more information on how to gain a skills card for fencing.	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 qualifications

Lantra Awards Level 2 Diploma in Work-based Fencing (600/6521/7)

This qualification is made up of six mandatory units and six optional units, which are divided into two distinct pathways within the qualification. Learners must achieve the six mandatory units and a minimum of three of the optional units, as detailed in the rules of combination below.

General Fencing Pathway (A)

In total, 44 credits must be achieved.

Core Mandatory – 24 credits must be achieved.

Pathway A – 20 credits must be achieved.

Learners must achieve six mandatory units, plus the following three optional units:

- Excavate foundations for fencing
- Place and fix fence posts
- Place and fix fencing components.

Fencing Vehicle Safety Pathway (B)

In total 51, credits must be achieved.

Core Mandatory – 24 credits must be achieved.

Pathway B – 27 credits must be achieved.

Learners must achieve six mandatory units, plus the following three optional units:

- Excavate, prepare and form foundations for vehicle restraint systems
- Place and fix vehicle restraint systems
- Cast reinforced concrete for fence installation.

Unit Title	M/O	GLH	Credits
Locate and identify services	M	29	3
Monitoring and maintaining health and safety	M	29	3
Establish lines and levels on-site	M	37	4
Receive handle and store fencing materials on-site	M	37	4
Prepare and operate hand held power tools and attachments	M	46	5
Reinstate defective fencing	M	46	5
Excavate foundations for fencing	O	47	5
Place and fix fence posts	O	29	3
Place and fix fencing components	O	107	12
Excavate, prepare and form foundations for vehicle restraint systems	O	50	5
Place and fix vehicle restraint systems	O	111	12
Cast reinforced concrete for fence installation	O	87	10

The units can be completed in any order.

Unit title	Locate and identify services
Unit reference number	A/504/2461
Unit level	2
Unit credit value	3

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to work safely in line with legislation and codes of practice.	1.1. Carry out work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
2. Be able to locate and identify services.	2.1. Identify services using appropriate techniques.
	2.2. Establish clear and comprehensive warnings to identify the presence of services.
3. Know the relevant legislation and codes of practice.	3.1. Outline the health and safety requirements associated with locating and identifying services.
	3.2. Outline the potential impact of your work on the surrounding area, and how to minimise this.
	3.3. Outline the importance of permit-to-work procedures.
4. Know how to locate and identify services.	4.1. Identify common services likely to be encountered.
	4.2. Outline how to obtain information on the location of services.
	4.3. Outline the procedures to follow when uncharted services are located.
	4.4. Describe the procedures to follow if services are damaged.
	4.5. Explain why safeguards should be established and communicated to protect services.
	4.6. Describe difficulties that could be experienced during the work.

Unit title	Monitoring and maintaining health and safety
Unit reference number	Y/501/6353
Unit level	2
Unit credit value	3

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to maintain health, safety and security in the workplace.	1.1. Identify health and safety risks in relation to the workplace, covering the following: <ul style="list-style-type: none"> • People • Equipment and materials • The work area.
	1.2. Carry out specified measures to control risks and keep the appropriate people fully informed.
	1.3. Seek guidance on measures to control unfamiliar risks arising from non-routine work situations.
	1.4. Relay health and safety information to others in a manner likely to be understood.
	1.5. Take the appropriate action without delay as soon as an emergency is suspected.
	1.6. Dispose of hazardous and non-hazardous waste safely and appropriately.
	1.7. Maintain the security of the workplace in accordance with organisational requirements.
2. Be able to use equipment and materials safely.	2.1. Use equipment and materials in accordance with manufacturers' instructions and any organisational training.
	2.2. Transport any equipment and materials safely, and store them correctly at an approved location when not in use.
3. Know the systems and procedures for maintaining health, safety and security.	3.1. State the organisational requirements with regard to ensuring the security of the workplace.
	3.2. Describe the roles and responsibilities for health and safety in the workplace under organisational policy and legislation.
	3.3. State why inadequate measures to control risks should be reported.
	3.4. Describe procedures for different types of emergencies appropriate to the relevant industry.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
	3.5. Explain how the procedures for specific emergencies may be affected by location. 3.6. Identify different types of fire extinguishers and their use, relevant to the work area. 3.7. Describe the different forms of waste and appropriate methods of disposal. 3.8. Explain the relationship between security and safety within the workplace. 3.9. List any specific risks relevant to child safety in the workplace. 3.10. State who and why accidents should be reported.
4. Understand why equipment is transported and stored safely.	4.1. Explain how to transport and store equipment and materials safely.
5. Know the reasons for following manufacturers' guidance.	5.1. State the importance of following manufacturers' and organisational instructions, and the potential consequences and risks of not doing so.
6. Maintain good standards of health and safety for self and others.	6.1. Supply the necessary personal medical information in accordance with organisational requirements. 6.2. Use and care for the correct personal protective equipment and clothing necessary for work. 6.3. Use approved methods of handling when moving and lifting items. 6.4. Use the appropriate personal and workplace hygiene at all times. 6.5. Provide accurate information about location so that contact can be made if necessary. 6.6. Work in a way which minimises risk to self, others and the environmental. 6.7. Take appropriate action where incidents affect the health and safety of workers. 6.8. Report incidents without delay, and complete records accurately, legibly and completely.
7. Understand how to maintain the health and safety of self and others.	7.1. Explain the roles in maintaining health and safety. 7.2. Explain the reasons for leaving information about location when working in isolation or in remote locations. 7.3. Explain why accidents should be reported without delay and recorded in the appropriate document.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
	7.4. Explain the methods of minimising environmental damage during work.
8. Know the safe lifting techniques.	8.1. Describe the safe methods for moving and lifting items.
9. Know how to maintain health and safety.	9.1. Describe the reasons for maintaining good personal and workplace hygiene.
	9.2. State own ability to deal with health and safety emergencies (e.g. not carrying out actions beyond capabilities).
	9.3. Describe how to administer basic emergency first-aid procedures.
	9.4. Identify the types of personal protective equipment and clothing needed for work and how they must be used, cleaned, stored, inspected and replaced.

Unit title	Establish lines and levels on-site
Unit reference number	F/504/2462
Unit level	2
Unit credit value	4

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to work safely in line with legislation and codes of practice.	1.1. Carry out work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
2. Be able to establish lines and levels.	2.1. Prepare tools, equipment and resources ready for use.
	2.2. Carry out all work in accordance with instructions and specifications.
	2.3. Establish lines and levels accurately.
3. Know the relevant legislation and codes of practice.	3.1. Outline the health and safety requirements associated with the establishment of lines and levels.
4. Know how to establish lines and levels.	4.1. Outline the reasons for and methods of establishing reference points and how to protect them from movement during work.
	4.2. Outline the methods of transferring levels.
	4.3. Describe the possible causes of variations between specified and actual site dimensions.
	4.4. Outline the methods used for marking and setting profiles and pegs.
	4.5. Outline the methods used for establishing right angles.
	4.6. Describe how to form simple curves.
	4.7. Outline how to establish points of access and egress.
	4.8. Outline the importance of maintaining boundary lines.

Unit title	Receive handle and store fencing materials on-site
Unit reference number	L/504/2464
Unit level	2
Unit credit value	4

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to work safely in line with legislation and codes of practice.	1.1. Carry out all work in accordance with relevant health and safety legislation.
	1.2. Use recognised manual handling techniques.
2. Be able to receive materials on-site.	2.1. Obtain sufficient information to be able to receive and store fencing materials.
	2.2. Check type, quality and quantity of delivered materials against specifications.
3. Be able to handle and store materials on-site.	3.1. Handle materials according to their characteristics.
	3.2. Establish protection for materials to prevent loss, environmental damage and physical damage.
	3.3. Store materials safely in designated areas according to material requirements.
4. Know the relevant legislation and codes of practice.	4.1. Outline the health and safety requirements associated with material handling and storage.
	4.2. Describe the purposes of manual (kinetic) lifting procedures for personal safety.
	4.3. Outline the safeguards to take when handling hazardous materials.
	4.4. State the types of personal protective clothing required when handling materials.
5. Know how to receive, handle and store materials on-site.	5.1. Outline the types and purposes of information sources such as invoices, delivery notes etc.
	5.2. Outline the purpose and correct use of spacer battens during storage.
	5.3. Describe the requirements that control the storage of materials.
	5.4. Outline the effects of weather on materials, and preventative actions to be taken to limit these effects.

Unit title	Prepare and operate hand held power tools and attachments
Unit reference number	A/504/2475
Unit level	2
Unit credit value	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely in line with legislation and codes of practice.	1.1. Carry out work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
2. Be able to operate hand held tools and attachments.	2.1. Carry out all work in accordance with instructions and specifications.
	2.2. Identify and select hand held power tools and attachments to complete the required activity.
	2.3. Prepare hand held power tools and attachments ready for use.
	2.4. Prepare personal protective equipment (PPE) in line with health and safety requirements for hand held power tools, attachments and selected tasks.
	2.5. Operate hand held power tools and attachments safely to achieve specified work requirements.
	2.6. Carry out post-stop checks in accordance with manufacturers' instructions.
	2.7. Clean and store tools and attachments securely in accordance with manufacturers' recommendations when not in use.
3. Know the relevant legislation and codes of practice.	3.1. Outline the health and safety requirements associated with the operation and preparation of hand held power tools and equipment.
	3.2. Outline the legal constraints controlling the use of hand held power tools, including time and operator constraints.
	3.3. Describe personal protective equipment (PPE).
	3.4. Identify the hazards associated with the use of different types of hand held power tools and attachments.
	3.5. Outline the environmental impact or disturbance that can be caused by inappropriate use of hand held power tools.

Learning outcome The learner will:	Assessment criteria The learner can:
4. Know how to prepare and operate hand held tools and attachments.	4.1. Describe purpose and limitations of hand held power tools and attachments in support operations.
	4.2. Outline the pre-start checks associated with hand held power tools and attachments.
	4.3. Describe power tool operating procedures including those associated with starting and stopping requirements.
	4.4. State why it is necessary to modify work activities to take account of changes in working conditions.
	4.5. Describe defects that can occur and the appropriate action that should be taken.
	4.6. Explain the purpose and value of manufacturers' technical information.
	4.7. State the reasons for correct methods of storage of equipment.

Unit title	Reinstate defective fencing
Unit reference number	T/504/2474
Unit level	2
Unit credit value	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely in line with legislation and codes of practice.	1.1. Carry out all work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
	1.3. Dispose of waste and excess materials safely.
	1.4. Ensure a safe work area is established and maintained.
2. Be able to reinstate fencing.	2.1. Carry out work in accordance with instructions and specifications.
	2.2. Select and prepare tools, equipment and resources ready for use.
	2.3. Obtain fencing materials of specified type, material, quality and grade.
	2.4. Remove defective fencing components.
	2.5. Reinstall fencing to conform to set specifications.
	2.6. Maintain the integrity of protective finishes during fixing.
	2.7. Modify ground levels as required.
3. Know the relevant legislation and codes of practice.	3.1. Outline health and safety requirements associated with reinstating defective fencing.
	3.2. Outline the potential impact of your work on the surrounding area and how to minimise this.
	3.3. Describe the legal requirements controlling the disposal of waste and excess soil.
	3.4. Outline the safeguards to be taken during fixing of fencing materials.
	3.5. Outline the security precautions required when clearing sites.
	3.6. Outline the safeguards to be taken when clearing sites.
4. Know how to reinstate fencing.	4.1. Explain how different types of fencing materials are used for different purposes.
	4.2. Describe the methods used for fixing post and fencing components.
	4.3. Describe the purpose of protective finishes.
	4.4. Outline the reasons for and methods of maintaining integrity of protective finishes.

Unit title	Excavate foundations for fencing
Unit reference number	R/504/2465
Unit level	2
Unit credit value	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely in line with current legislation and codes of practice.	1.1. Carry out work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
	1.3. Dispose of waste and excess materials safely.
	1.4. Ensure a safe work area is established and maintained.
2. Be able to excavate foundations for fencing.	2.1. Carry out work in accordance with instructions and specifications.
	2.2. Select and prepare tools, equipment and resources, ready for use.
	2.3. Use recommended working practices to excavate foundations to specification.
	2.4. Modify ground levels as required.
3. Know the relevant legislation and codes of practice.	3.1. Outline the health and safety requirements associated with excavating foundations.
	3.2. Outline the potential impact of your work on the surrounding area, and how to minimise this.
	3.3. Outline the legal requirements controlling the disposal of waste.
	3.4. Describe the hazards involved in excavating foundations.
	3.5. State the reasons for traffic management when working adjacent to highways and other transport systems.
	3.6. List the types of signs and protective barriers used around work areas.
4. Know how to excavate foundations for fencing.	4.1. Describe the techniques used to contour ground levels to conform to design/specification.
	4.2. Describe different ground type characteristics and their impact on excavating foundations.
	4.3. Outline when temporary supports should be used to support excavations.
	4.4. Outline the precautions to take when shafts or hidden substructures are located.
	4.5. Describe how to safeguard located services or substructures.

Unit title	Place and fix fence posts
Unit reference number	Y/504/2466
Unit level	2
Unit credit value	3

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely in line with currently legislation and codes of practice.	1.1. Carry out all work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
	1.3. Dispose of waste and excess materials safely.
	1.4. Ensure a safe work area is established and maintained.
2. Be able to place and fix posts.	2.1. Carry out all work in accordance with instructions and specifications.
	2.2. Select and prepare tools, equipment and resources ready for use.
	2.3. Obtain fencing materials of specified type, material, quality and grade.
	2.4. Use recommended working practices to position and fix posts at specified lines, levels and angles.
	2.5. Fix fence and gate post.
	2.6. Modify ground levels around post as required.
3. Know the relevant legislation and codes of practice.	3.1. Outline the health and safety requirements associated with the placing and positioning of posts.
	3.2. Outline the potential impact of your work on the surrounding area and how to minimise this.
	3.3. Outline the hazards and risks involved in installing post when working at height.
4. Know how to place and fix fence posts.	4.1. Describe the methods used for fixing and positioning posts and struts.
	4.2. Describe the methods used for providing temporary supports to posts set in concrete.
	4.3. Outline the methods used for aligning and levelling posts.
	4.4. Describe the reasons for, and methods of, setting posts to allow for tensioning.
	4.5. Outline the types of backfill and methods of consolidation.
	4.6. Describe the methods used to reinstate ground levels around fences.

Learning outcome The learner will:	Assessment criteria The learner can:
	4.7. State the importance of maintaining boundary lines.
	4.8. Describe how to deal with difficulties experienced during work.

Unit title	Place and fix fencing components
Unit reference number	H/504/2468
Unit level	2
Unit credit value	12

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely in line with currently legislation and codes of practice.	1.1. Carry out all work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
	1.3. Dispose of waste and excess materials safely.
	1.4. Ensure a safe work area is established and maintained.
2. Be able to place and fix fencing components.	2.1. Carry out all work in accordance with instructions and specifications.
	2.2. Select and prepare tools, equipment and resources, ready for use.
	2.3. Obtain fence materials of specified type, material, quality and grade.
	2.4. Prepare and install components to meet specifications.
	2.5. Position and securely fix components at specified lines, levels and heights.
	2.6. Install gates and doors.
	2.7. Maintain the integrity of finishes during fixing.
	2.8. Modify ground levels around fence as required.
3. Know the relevant legislation and codes of practice.	3.1. Outline the health and safety requirements associated with the placing and positioning of posts.
	3.2. Outline the potential impact of your work on the surrounding area, and how to minimise this.
	3.3. Describe the hazards and risks involved in the installation of fences over two metres in height.
4. Know how to place and fix fencing components.	4.1. Explain how different types of fencing materials are used for different purposes.
	4.2. Describe methods used for fixing fence materials to posts.
	4.3. Outline the reasons for, and methods of, maintaining integrity of protective finishes.
	4.4. Outline the reasons for tensioning fencing materials when fitting strained systems.

Learning outcome The learner will:	Assessment criteria The learner can:
	4.5. Outline the precautions to take to avoid distortions to fencing and fencing materials.
	4.6. Describe how to deal with difficulties experienced during work.

Unit title	Excavate, prepare and form foundations for vehicle restraint systems
Unit reference number	K/504/2469
Unit level	2
Unit credit value	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely in line with current legislation and codes of practice.	1.1. Carry out work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
	1.3. Dispose of waste and excess materials safely.
	1.4. Ensure a safe work area is established and maintained.
2. Be able to excavate ground for vehicle restraint systems.	2.1. Carry out all work in accordance with instructions and specifications.
	2.2. Select and prepare tools, equipment and resources, ready for use.
	2.3. Use recommended working practices to excavate ground to required specifications.
3. Be able to form foundations for vehicle restraint systems.	3.1. Place concrete and compact to form for foundation of specified strength, size, profile and finish.
	3.2. Establish appropriate provision to support the future installation of posts.
4. Know the relevant legislation and codes of practice.	4.1. Outline the health and safety requirements associated with excavation work.
	4.2. Outline the health and safety requirements associated with sign and barrier installation including permits-to-work schemes.
	4.3. Describe the legal requirements controlling the disposal of waste and excess materials.
	4.4. Outline the potential impact of your work on the surrounding area, and how to minimise this.
	4.5. State the reasons for traffic management when working adjacent to highways and other transport systems.
	4.6. Describe what signs and protective barriers may be used during installation works.
5. Know how to excavate foundations for vehicle restraint systems.	5.1. Describe where to obtain instructions on how to carry out your work.
	5.2. Describe the equipment used for excavating post holes and strip trenches.

Learning outcome The learner will:	Assessment criteria The learner can:
	5.3. Outline the procedures to follow when uncharted services or substructures are located.
	5.4. Outline the procedures to follow if services or substructures are damaged.
	5.5. Explain how and when temporary supports should be used to support excavations.
	5.6. Outline the precautions to take when shafts or hidden substructures are located.
6. Know how to form foundations for vehicle restraint systems.	6.1. Describe the methods and ratios used for mixing, placing, compacting, finishing and curing concrete.
	6.2. Describe the methods used for forming pockets in concrete for future fixing.
	6.3. Describe the techniques used for casting in fixing items.

Unit title	Place and fix vehicle restraint systems
Unit reference number	D/504/2470
Unit level	2
Unit credit value	12

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely in line with currently legislation and codes of practice.	1.1. Carry out all work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
	1.3. Dispose of waste and excess materials safely.
	1.4. Ensure a safe work area is established and maintained.
2. Be able to place and fix posts and vehicle restrain systems.	2.1. Carry out all work in accordance with instructions and specifications.
	2.2. Select and prepare tools, equipment and resources, ready for use.
	2.3. Obtain fence materials of specified type, material, quality and grade.
	2.4. Position and fix permanent supports at specified lines, levels and angles.
	2.5. Assemble vehicle restraint systems to meet specifications.
	2.6. Position, tension and securely fix assembled components at specified lines and levels.
	2.7. Maintain the integrity of protective finishes during fixing.
3. Know the relevant legislation and codes of practice.	3.1. Outline the health and safety requirements associated with sign and barrier installation including permits-to-work schemes.
	3.2. Describe the legal requirements controlling the disposal of waste and excess materials.
	3.3. Outline the potential impact of your work on the surrounding area, and how to minimise this.
	3.4. State the reasons for traffic management when working adjacent to highways and other transport systems.
	3.5. Describe what signs and protective barriers may be used during installation works.
4. Know how to place and fix vehicle restrain systems.	4.1. Describe where to obtain instructions on how to carry out your work.

Learning outcome The learner will:	Assessment criteria The learner can:
	4.2. Describe the methods used for assembling fencing and fencing components.
	4.3. Describe different vehicle safety fencing systems and their components.
	4.4. Describe how to handle and position posts.
	4.5. Outline the methods used for providing temporary supports and aligning and levelling posts set in concrete.
	4.6. State the reasons for, and methods of, setting posts to allow for tensioning.
	4.7. Describe backfill and methods of consolidation.
	4.8. Outline the precautions to take to avoid distortion during the tensioning process.
	4.9. Describe how to fix fence materials to posts.
	4.10. Describe different types of protective finishes.
	4.11. Describe how to deal with difficulties experienced during work.
	4.12. Outline the reasons for using transitions, and how they are installed.
	4.13. Describe the use of a terminal and how they are installed.

Unit title	Cast reinforced concrete for fence installation
Unit reference number	K/504/2472
Unit level	2
Unit credit value	10

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely and in line with legislation.	1.1. Carry out work in accordance with relevant health and safety legislation.
	1.2. Carry out work in a manner which causes minimal disturbance to the surrounding area.
	1.3. Dispose of waste and excess materials safely.
	1.4. Ensure a safe work area is established and maintained.
2. Be able to cast reinforced concrete for fence installations.	2.1. Carry out all work in accordance with instructions provided.
	2.2. Select and prepare tools, equipment and resources, ready for use.
	2.3. Modify ground levels as required.
	2.4. Prepare and fix formwork to specification.
	2.5. Position and secure reinforcement to specifications.
	2.6. Place and compact concrete to form components of specified strength, shape and finish.
	2.7. Monitor the setting process and identify when concrete is set.
	2.8. Strike formwork without damaging concrete.
3. Know the relevant legislation and codes of practices.	3.1. Outline the health and safety requirements associated with preparing for casting concrete.
	3.2. Outline the potential impact of your work on the surrounding area, and how to minimise this.
	3.3. Describe the legal requirements controlling the disposal of waste and excess materials.
	3.4. Outline the hazards and safety requirements associated with release agents.
4. Know how to cast reinforced concrete for fence installation.	4.1. Explain where to obtain instructions on how to carry out your work.
	4.2. Describe the equipment and materials used to create formwork.
	4.3. Outline the reasons why concrete is reinforced.

Learning outcome The learner will:	Assessment criteria The learner can:
	4.4. Explain the use of release agents in preparing formwork.
	4.5. Describe the materials and ratios used in concrete.
	4.6. Describe the methods used for mixing, placing, compacting, finishing and curing concrete.
	4.7. State how to compact concrete.
	4.8. Describe how to identify when concrete is set.
	4.9. Outline how environmental conditions can affect the concrete curing process.

Lantra Awards Level 3 Diploma in Work-based Fencing (600/6640/4)

This qualification is made up of nine mandatory units which must all be achieved in order to obtain the qualification.

Unit Title	M/O	GLH	Credits
Manage the establishment of lines and levels	M	60	7
Monitor and maintain the installation of fences	M	94	10
Monitor the quality of fence installation	M	74	8
Organise the fencing site	M	48	5
Control the deployment of materials and components	M	67	7
Control resources in support of fence installation	M	89	10
Inspect fencing to identify defects and repair options	M	48	5
Promote, monitor and maintain health, safety and security of the workplace	M	60	6
Maintain and enhance productive working relationships	M	73	8

The units can be completed in any order.

Unit title	Manage the establishment of lines and levels
Unit reference number	F/504/2476
Unit level	3
Unit credit value	7

Learning outcome The learner will:	Assessment criteria The learner can:
1. Work safely and in line with requirements.	1.1. Complete site-specific risk assessments to identify hazards.
	1.2. Ensure work is carried out in a way that promotes health and safety and is consistent with relevant legislation and codes of practice.
	1.3. Ensure the work is carried out in a manner which causes minimal damage to the surrounding area.
	1.4. Ensure tools and equipment are well maintained.
2. Be able to manage the establishment of lines and levels.	2.1. Obtain fencing specifications and ensure that all work is carried out in accordance with instructions provided.
	2.2. Confirm the location of any underground services and obstructions.
	2.3. Confirm reference points to support planned installations.
	2.4. Oversee the establishment of lines and levels against specifications.
3. Know how to manage the health and safety legislation and relevant codes of practice.	3.1. Explain how to communicate health and safety policies and risk assessment requirements.
	3.2. Summarise the potential impact of the work on the surrounding area, and how to minimise this.
4. Understand how to manage the establishment of lines and levels.	4.1. Explain the importance of communicating the correct instructions.
	4.2. Explain how to establish reference points.
	4.3. State how to ensure the accuracy of measuring equipment and detection devices.
	4.4. Describe the resource requirements associated with setting out fence lines.
	4.5. Summarise the methods used to transfer levels.
	4.6. Summarise the implications of variations between specified and actual site dimensions.
	4.7. Describe how to establish right angles and curves.

Learning outcome The learner will:	Assessment criteria The learner can:
	4.8. List the potential obstructions associated with setting lines and levels.
	4.9. Explain why it is important to maintain boundary lines.

Unit title	Monitor and maintain the installation of fences
Unit reference number	J/504/2477
Unit level	3
Unit credit value	10

Learning outcome The learner will:	Assessment criteria The learner can:
1. Work safely and in line with requirements.	1.1. Ensure work is carried out in a way that promotes health and safety and is consistent with relevant legislation and codes of practice.
	1.2. Ensure the work is carried out in a manner which causes minimal disturbance to the surrounding area.
	1.3. Control the disposal of waste according to specification.
2. Plan the installation of fences.	2.1. Confirm fence installation specifications to colleagues.
	2.2. Organise resources to support the installation of fences.
3. Monitor and maintain the installation processes against specification.	3.1. Monitor installation against specifications.
	3.2. Ensure conditions that affect installation progress are dealt with to minimise their potential impact and delays.
	3.3. Set up systems to manage environment issues and the disposal of waste.
4. Know the relevant legislation and codes of practice.	4.1. Describe the health and safety requirements associated with fence installation.
	4.2. Describe the environmental issues and legislation associated with the disposal of waste.
	4.3. Describe the legislation that controls the use of power tools and the required training.
5. Understand the need to plan for installation.	5.1. Assess the resource requirements associated with fence installation, including the cost implications associated with their usage.
	5.2. Explain the importance of using the correct materials and ratios to meet the specification.
6. Understand the requirements for installation.	6.1. Explain how to work with concrete to achieve required strength and finish.
	6.2. Explain how to position, align, level and consolidate posts.
	6.3. Explain how to modify post fixing to take account ground types and contours.

Learning outcome The learner will:	Assessment criteria The learner can:
	6.4. Describe fencing materials and their application.
	6.5. Explain how to assemble fencing and fencing components to meet specifications.
	6.6. Explain how and why ground levels are modified in site preparation.
	6.7. Explain how to tension fencing and avoid distortion.
	6.8. Summarise the processes for dealing with deviations from the specification.

Unit title	Monitor the quality of fence installation
Unit reference number	R/504/2479
Unit level	3
Unit credit value	8

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to monitor the quality of fence installation.	1.1. Implement inspections to verify quality of work in accordance with organisational procedures.
	1.2. Ensure material quality and consistency conform with specified requirements.
	1.3. Identify any workmanship which fails to meet specified requirements of the fence specifications and/or British Standards.
	1.4. Implement corrective actions to achieve required quality and standard of installation.
2. Know how to monitor the quality of fence installation.	2.1. Describe quality management systems including staff training requirements.
	2.2. Describe procedures for reporting inadequacies found in materials/working methods.
	2.3. Name the different sources of information relating to quality requirements.
	2.4. Define the role of British Standards in the fencing industry.
	2.5. Describe how to inspect, verify and report on quality.
	2.6. Explain potential causes of work not meeting specification.
	2.7. Explain the importance of ensuring quality controls are met.
	2.8. Evaluate the effectiveness of corrective actions.

Unit title	Organise the fencing site
Unit reference number	J/504/2480
Unit level	3
Unit credit value	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to organise the land-based site.	1.1. Ensure work is carried out in a way that promotes health and safety and is consistent with relevant legislation and codes of practice.
	1.2. Organise the work area to minimise the impact of the work on the surrounding area.
	1.3. Organise the site to take account of factors which may disrupt the proposed work.
	1.4. Ensure the layout and allocation of your site are clearly identified and communicated to relevant personnel.
	1.5. Ensure that security arrangements relevant to your area of work operation meet the requirements.
	1.6. Ensure that systems are set up to manage environmental issues.
2. Understand how to organise the land based site for work.	2.1. Explain how to communicate health and safety policies and risk assessment requirements to relevant personnel.
	2.2. Explain how to interpret specifications to determine requirements of the work area.
	2.3. Explain how to set out a safe and efficient working area.
	2.4. Summarise why it is important to maintain a positive image of the organisation.
	2.5. Outline security requirements of the site and work.
	2.6. Summarise the legal requirements controlling the disposal of waste and excess material.

Unit title	Control the deployment of materials and components
Unit reference number	L/504/2481
Unit level	3
Unit credit value	7

Learning outcome The learner will:	Assessment criteria The learner can:
1. Plan the deployment of materials.	1.1. Ensure that deployment of materials and components are in line with health and safety requirements.
	1.2. Identify material and component requirements to meet specifications.
2. Control the deployment of materials and components.	2.1. Ensure requests for materials and components are accurate, complete and conform with the programme requirements.
	2.2. Control the storage of materials and components.
	2.3. Maintain the efficient deployment of materials and components.
	2.4. Maintain records of materials and components.
3. Know the relevant legislation and codes of practice.	3.1. Describe the health and safety, legislation and codes of practice relating to the deployment and storage of materials.
4. Know how to control the deployment of materials and components.	4.1. Outline the sources of information relating to material and component requirements.
	4.2. Describe the procedures for requesting/calling-off materials and components.
	4.3. Describe the methods used to record stock deliveries and usage.
	4.4. Describe the discrepancies which are likely to occur with material and components deliveries.
	4.5. Describe how to deal with factors which disrupt the deployment of materials and components.
	4.6. Describe the storage requirements of different materials and components.
5. Understand the organisational procedures.	5.1. Explain the purpose of documents in maintaining evidence of deliveries.
	5.2. Explain the organisational procedures for dealing with surplus materials and components.

Unit title	Control resources in support of fence installation
Unit reference number	R/504/2482
Unit level	3
Unit credit value	10

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to organise people in support of fence installation.	1.1. Ensure the workforce's health, welfare and safety requirements are provided and maintained.
	1.2. Inform the workforce of expected standards of work and behaviour.
	1.3. Ensure workforce hold the appropriate skills, cards, certification and training to work on-site.
	1.4. Monitor the quality and reliability of the workforce.
	1.5. Support the workforce to achieve specified work programmes.
	1.6. Ensure the workforce have appropriate PPE to undertake the job.
2. Organise tools and/or plant in support of fence installation.	2.1. Ensure suitable tools and plant are available for the work to be undertaken.
	2.2. Ensure that tools and plant received meet the operational and legal requirements.
	2.3. Identify hazards and ensure procedures and safeguards are in place to minimise the risk to health and safety.
	2.4. Ensure instruction is provided so that tools and/or plant are deployed according to requirements.
	2.5. Ensure tools and plant have undergone pre-start and post-stop safety checks.
	2.6. Ensure maintenance and repair requirements are met and recorded.
	2.7. Check security and safety requirements for storage of tools and/or plant are maintained.
3. Understand how to organise people in support of fence installation.	3.1. Explain the relevant fencing card system.
	3.2. Explain how to establish the quality and reliability of a workforce.
	3.3. Evaluate the advantages and disadvantages associated with different workforces.
	3.4. Describe evaluation and reporting procedures to control workforce suitability.
	3.5. Explain how to deal with workforce shortfalls.

Learning outcome The learner will:	Assessment criteria The learner can:
	<p>3.6. Explain how to motivate people to work.</p> <p>3.7. Explain how to instruct and coach people in respect of the skills required by fence installers.</p> <p>3.8. Summarise the health, welfare and safety requirements associated with fence installation work.</p>
<p>4. Understand how to organise tools and/or plant in support of fence installation.</p>	<p>4.1. Evaluate sources and types of information relating to tool requirements.</p> <p>4.2. Explain the capabilities of tools and or plant to carry out the required operation.</p> <p>4.3. Describe the maintenance and repair processes.</p> <p>4.4. Explain the hazards associated with tool and/or plant usage.</p> <p>4.5. Explain the importance of maintenance and repair in maintaining safety and the documentation required.</p> <p>4.6. State the specific training/certification requirements for people using power tools and/or plant.</p> <p>4.7. Explain the importance of following specified operating procedures.</p> <p>4.8. Summarise the legal and organisational requirements controlling the use of power tools and attachments.</p> <p>4.9. Describe the personal protective clothing which must be used in association with power tools and attachments.</p>

Unit title	Inspect fencing to identify defects and repair options
Unit reference number	M/504/2473
Unit level	3
Unit credit value	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to work safely in line with legislation and codes of practice.	1.1. Carry out all work in accordance with relevant health and safety legislation, risk assessment requirements and company policies.
2. Be able to inspect fencing.	2.1. Identify fence specifications.
	2.2. Inspect fence to identify defects.
	2.3. Measure fence and fence components to determine dimensions.
	2.4. Record defects accurately.
	2.5. Suggest repair options for restoration of the integrity of the fence and its fitness for purpose.
	2.6. Agree the repair options to meet specifications and clients requirements.
3. Know the relevant legislation and codes of practice.	3.1. Describe the health and safety legislation requirements associated with inspecting fencing.
4. Understand how to inspect fencing to identify defects.	4.1. Describe methods of checking for defects.
	4.2. Explain how to recognise component sizes and dimensions.
	4.3. Describe how to determine repair options and the resource implications.
	4.4. State the factors to be considered during inspection.
	4.5. Describe common defects associated with different fence types, the condition of materials and changes in ground condition.
	4.6. Evaluate the advantages and disadvantages of repair options: <ul style="list-style-type: none"> • Component replacement or component repair • Post replacement or post repair • Application of a protective surface • Ground reinstatement.

Unit title	Promote, monitor and maintain health, safety and security of the workplace
Unit reference number	D/502/1523
Unit level	3
Unit credit value	6

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how to monitor and maintain the health, safety and security of the work area.	1.1. Explain the legal and organisational responsibilities in relation to health, safety and security covering: <ul style="list-style-type: none"> • People • Equipment and materials • The work area.
	1.2. Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities.
	1.3. Explain the importance of assessing security issues associated with the work area covering: <ul style="list-style-type: none"> • Biosecurity • Security Construction • Data security • Personal security.
	1.4. Describe how to carry out and evaluate a risk assessment.
	1.5. Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment).
	1.6. Outline safe systems of work when people are working alone or at risk of abuse.
	1.7. Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation.
	1.8. Explain how hazardous and non-hazardous waste should be managed in line with legislation.
2. Understand how to promote good standards of health and safety.	2.1. Explain the methods of communicating health and safety precautions to others entering the work area.

Learning outcome The learner will:	Assessment criteria The learner can:
	2.2. Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations.
3. Understand how to deal with health emergency situations.	3.1. Describe the types of accidents or incidents which may occur, and the correct actions to take. 3.2. Explain the importance of not carrying out actions beyond own capabilities. 3.3. Explain the potential risks to others from an emergency situation. 3.4. Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved.
4. Understand the records required and their importance.	4.1. Explain the responsibility for and types of records required and the importance of accurate record keeping. 4.2. Explain the relevant legislative requirements for completing records of accidents and incidents.
5. Monitor and maintain the health, safety and security of the work area.	5.1. Carry out risk assessments in accordance with relevant legal and organisational requirements. 5.2. Evaluate the risks which have been identified and implement appropriate control measures.
6. Promote good standards of health and safety.	6.1. Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment. 6.2. Communicate any health and safety precautions that are being applied in the work area to others entering the area. 6.3. Use approved safe methods of lifting and handling when carrying out work. 6.4. Ensure standard procedures for personal hygiene are followed at all times. 6.5. Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment. 6.6. Take appropriate action if there is a danger of accidents or injury.
	7.1. Implement procedures safely, correctly and without delay in an emergency situation.

Learning outcome The learner will:	Assessment criteria The learner can:
7. Respond to health emergencies within the work area.	7.2. Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation.
	7.3. Give assistance as required within the limits of your capability, including suitable verbal support.
	7.4. Make the immediate vicinity as safe as possible.

Unit title	Maintain and enhance productive working relationships
Unit reference number	M/501/7055
Unit level	3
Unit credit value	8

Learning outcome The learner will:	Assessment criteria The learner can:
1. Maintain and enhance productive working relationships.	1.1. Establish and maintain constructive relationships with at least two of the following; clients, line managers, employees and contractors, within the constraints of other commitments.
	1.2. Ensure that the workforce are appropriately informed of expected standards of work and behaviour.
	1.3. Identify potential and/or actual conflicts, and take prompt action to deal with them according to organisational and legal requirements.
	1.4. Ensure that proposals are appropriately presented to people.
	1.5. Ensure that appropriate opportunities to discuss work-related and personal problems are made available to employees.
	1.6. Ensure confidentiality is maintained in accordance with organisational requirements.
2. Communicate effectively with a range of people.	2.1. Ensure that communications with people are conducted in a manner which promotes goodwill and trust.
	2.2. Ensure that information about activities, progress, results and achievements are communicated as appropriate to fellow employees, contractors and a combination of both.
3. Understand the need to maintain and enhance productive working relationships.	3.1. Explain methods for presenting detailed proposals for action.
	3.2. Explain how to define and allocate responsibility and authority.
	3.3. Identify and explain areas of likely conflict, and methods for handling disagreements and conflict.
	3.4. Comment on how personnel are provided with opportunities to raise and discuss problems.
4. Understand the importance of communication.	4.1. Compare methods for conducting liaison and communication with others.

Learning outcome The learner will:	Assessment criteria The learner can:
	4.2. Comment on the importance of good communications to effective client liaison.

6. Level descriptors

Lantra Awards Level 2 Diploma in Work-based Fencing (600/6521/7)

This qualification has been accredited at Level 2, 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:
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.

Lantra Awards Level 3 Diploma in Work-based Fencing (600/6640/4)

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 are these qualifications delivered?

In order to deliver these qualifications, you will need to be a Lantra-approved provider. Details on 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 qualifications. 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 specifications for both qualifications have been approved for delivery in the United Kingdom. Ofqual regulates all qualifications in England, and has accredited these qualifications based on the Regulated Qualifications Framework (RQF) with qualification accreditation numbers (QAN) of 600/6521/7 (Level 2) and 600/6640/4 (Level 3).

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 qualifications are deemed to be no longer suitable (for example, when technology has moved on and working practices are no longer relevant), Lantra will provide you with an appropriate end date. The end date is for the end of registrations; any learners registered

before this date will still be allowed time to complete the qualification(s). For the Level 2 qualification, that period will stand at two years, and for the Level 3 qualification the period will last for three years.

7.2 Who can deliver these qualifications?

Only approved Lantra providers can deliver these qualifications. 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 will be assessed ensuring 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 is 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

The qualifications are 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.

For both qualifications, Lantra operates predominantly on-site and postal external quality assurance for these qualifications. 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 taking place.

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

A DCS enables providers to claim certification directly before external quality assurance has taken place. A claim for a DCS can only be made after an EQA has conducted a visit. Assuming that enough learners have been progressed by the provider, it typically takes around six months following approval for the qualification to be delivered.

Where an EQA decides a programme is running successfully and the provider has effective internal controls, it may be that the provider is awarded with a DCS. Where this is granted, the provider must retain all assessment evidence until the EQA has ensured that the quality of work meets national standards. Where certificates have already been claimed, the DCS may be withdrawn if access to the completed learners' evidence is not provided.

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.

7.5 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 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.

7.6 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 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.

7.8 Safeguarding — young people and vulnerable adults

These qualifications 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 also be used to store records. Assuming that the information required is accessible and conforms to the requirements below, 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 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) or 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 learners' 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 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 these qualifications, an assessment guidance document is available, which includes full details of the assessment requirements. Below is a summary of the assessment strategy supporting the qualifications. 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(s).

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
- Video of practical activities
- Witness statement from responsible professionals
- 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.

These qualifications are assessed via the production of a portfolio of evidence. The list below provides examples of the types of evidence that 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 client's needs
- 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 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 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 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.
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	35	Asian, Asian Scottish or Asian British:
07	White and Black African	25	Black, Black Irish or Black British: Black Caribbean	36	Indian
08	White and Asian	26	Black African	37	Pakistani
09	Any other Mixed/multiple ethnic background	27	Black other	38	Bangladeshi
10	Asian/Asian British: Indian	28	Mixed: Mixed ethnic group	39	Chinese
11	Pakistani	29	Other ethnic group: Any other ethnic group	40	Any other Asian background
12	Bangladeshi			41	Black, Black Scottish or Black British: Caribbean
13	Chinese			42	African
14	Any other Asian background			43	Any other Black background
15	Black/African/Caribbean/ Black British:				Other ethnic group: Any other ethnic group
16	African				
17	Caribbean				
18	Any other Black/African/ Caribbean background				
19	Other ethnic group: Arab				
20	Any other ethnic group				

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Lantra House, Stoneleigh Park,
Coventry, CV8 2LG
t +44 (0)2476 696996
e sales@lantra.co.uk
w www.lantra.co.uk

Registered no: 2823181
Charity no: 1022991
Scottish charity no: SC039039
VAT no: 585 3815 08



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