The Principles of Fencing

Centre Guidance

Version 4

Level 2 Certificate in the Principles of Fencing (QCF)
Centre Guidance
October 2012

Contents

1 Introduction

This Centre Guidance provides information on the Qualifications developed by Lantra using the Lantra Awards brand. Lantra is a nationally recognised Awarding Organisation (AO) with almost 40 years specialising in training and qualifications primarily for the environment and land-based sector. As part of Lantra, an employer-led organisation, we are committed to promoting and ensuring skills development to support businesses and individuals.

We work closely with professionals, businesses and trade associations to develop training and qualification programmes to ensure they have a professional and competent workforce that has the right skills and knowledge to carry out their jobs safety and effectively.

We are approved by the Office of Qualifications and Examinations Regulation (Ofqual) who also regulate on behalf of the Welsh Government in Wales and Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland. To operate in Scotland, Lantra gains its AO status from Scottish Qualifications Authority Accreditation (SQA Accreditation).

Each of the units within this Qualification are linked to elements of National Occupational Standards (NOS), which exist to ensure that personnel working within industry meet the required minimum standards. Two of the units within this Qualification are based on the Fencing NOS (October 2011). The Qualification will provide the learner (the individual undertaking a qualification; may also be referred to as candidate) with the knowledge and understanding required for undertaking specific tasks within the fencing and land-based sector.

The Qualification forms the knowledge element of the Level 2 Fencing Apprenticeship Framework. The Qualification can also be delivered as 'stand alone'.

This Centre Guidance provides information for centre staff involved in the planning, delivery and assessment of the Level 2 Certificate in The Principles of Fencing (QCF) which is a regulated qualification on the Qualifications and Credit Framework (QCF).

The information provided in this document was correct at the time of publication. Lantra may update this information at any time. Please refer to the Lantra Awards website, www.lantra-awards.co.uk and/or the online centre profile for the latest downloadable version.

1.1 Qualifications and Credit Framework (QCF)

Ofqual, together with its partner regulators in Wales (Welsh Government) and Northern Ireland (CCEA), is responsible for regulation of the QCF.

The QCF is a system for recognising skills and qualifications. It does this by awarding credit for qualifications and units (small steps of learning). The QCF allows achievements to be recognised and recorded through the award of credits and qualifications. It supports the accumulation and transfer of credits and the easy identification of each achievement's level and size. Every unit and qualification has a credit value and a level. One credit represents ten notional hours of learning, showing how much time the average learner would take to complete the unit or qualification.

There are three types of qualification.

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more).

Each type of qualification can have a difficulty level ranging from 1 to 8. This is because the type indicates the size of qualification, not its difficulty.

1.2 Who are these Qualifications designed for?

This Qualification is designed for learners who wish to develop their knowledge and skills in the fencing and land-based sector enabling them to work safely, effectively and efficiently in the workplace.

This Qualification is available for learners aged 16+ and will provide the underpinning knowledge for the Level 2 Fencing Apprenticeship Framework, it may also be suitable for those already in employment looking to update their knowledge. Learners may progress on to employment or with a fencing competency based qualification and/or the Level 2 Fencing Apprenticeship Framework.

1.3 Target audience

This Qualification is suitable for learners from 16+ who wish to develop knowledge, understanding and skills within the fencing and land-based sector.

It will prepare learners for further learning and training and develop their knowledge. It is also designed to prepare learners for employment.

The units available can be used to create individual learning programmes tailored to the learner's needs.

All the units are identified as being relevant towards an apprenticeship framework, approved and supported by Lantra. Learners undertaking the units may have the credit gained counted towards the achievement of apprenticeship frameworks approved by the sector.

1.4 Qualification aims

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

The Qualification will improve awareness of health and safety legislation and how individuals can contribute to the Health and Safety Executive's (HSE) agenda.

Following Ofqual's regulatory requirements these Qualifications are identified and approved with the following purposes and will:

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

2 Qualification structure and units

2.1 Qualification profile

Title/Qualification number	Lantra Awards Level 2 Certificate in The Principles of Fencing (QCF) (600/6731/7)			
Level	This Qualification has been accepted on to the Qualifications and Credit Framework (QCF) as a regulated qualification at Level 2.			
Credits	See section 2.2.			
GLH	See section 2.2.			
Age group approved	**Pre -16**	**16-18**	**18+**	**19+**
		✓	✓	✓
These Qualifications are suitable for	This Qualification is suitable for those wishing to develop knowledge, understanding and skills in a range of fencing roles.			
Entry requirements	Minimum age for this Qualification is 16.			
Pre-requisite(s)	There are no pre-requisites for this Qualification.			
Qualification structure	To achieve this Qualification, learners must attain the minimum required credits from the mandatory/optional unit(s). See section 2.2.			
Assessment	Units in this Qualification are assessed and internally verified by the approved centre and externally verified by Lantra. There will be a mixture of both theory and practical assessments. The units are not graded.			
Funding	These Qualifications may eligible for public funding. For information on qualifications approved for public funding please see the Learning Aim Reference Application (LARA) website https://gateway.imservices.org.uk/sites/lara/Pages/Welcome.aspx			
Performance figures	This Qualification does not contribute to the performance measures.			
Apprenticeship frameworks	The Qualification forms the knowledge element of the Fencing (England) Apprenticeship Framework.			
Start date of qualifications	01 October 2012			
Review date of qualifications	31 August 2017			

2.3 Qualification structure

To achieve this Qualification, learners must attain the minimum required credits from the mandatory/optional unit(s).

A minimum of 15 credits must be achieved.

Group A – Mandatory Units – A minimum of 10 credits must be achieved.
Group B – Optional Units – A minimum of 5 credits or maximum of 7 credits.

M=Mandatory unit O=Optional unit

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Lantra Awards Level 2 Certificate in The Principles of Fencing (QCF) (600/6731/7)					
Group A					
M/O	**Unit reference number**	**Unit title**	**Unit level**	**Credit value**	**GLH**
M	L/502/3302	Understanding health and safety within land-based activities	2	3	23
M	K/506/3323	Principles of manual handling	2	2	15
M	F/502/3054	Abrasive wheel operations	2	2	15
M	K/502/0438	Use and maintain non-powered and hand held powered tools and equipment	2	3	23
Group B Optional Units – Mandatory Group					
O	J/504/3662	Understand boundary fencing	2	7	53
O	L/600/8616	Understand vehicle restraint systems	2	5	38
General Fencing Route				**17**	**129**
Fencing Vehicle Safety				**15**	**114**

For centres delivering the Apprenticeship in fencing the following is advisable for learners:

- A learner taking the General Fencing route must achieve the 'understand boundary fencing' unit from Group B of this Qualification.

- A learner taking the Fencing Vehicle Safety route must achieve the 'understand vehicle restraint systems' unit from Group B of this Qualification.

Unit format

Each unit contains:

Unit title	Gives a summary of the content of the unit.
Level	This advises the QCF level on which the unit is accredited.
Credit value	This advises how many credits the learner will achieve for successful achievement of the unit.
Unit reference number	This is the unit code given on approval/accreditation from the regulators Ofqual.
Learning outcomes	Sets out what the learner is expected to know, understand or be able to do as a result of the learning process.
Assessment criteria	Details the requirement that the learner will be assessed against in order to evidence the learning outcomes.
Unit purpose and aims	This section provides the overall purpose and aim of the unit.
Unit review date	The review date will reflect the date of the unit review.
Unit withdrawal date	The withdrawal date will reflect the date the unit is to be withdrawn.
Details of the relationship between the unit and relevant national occupational standards (NOS) or other professional standards or curricula (if appropriate)	This section will show the NOS reference number(s) to the suite of standards the qualification relates to.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	This specifies the assessment criteria for the unit.
Support for the unit from a SSC or other appropriate body (if required)	This show the Sector Skills Council (SSC)/industry that have approved the unit.
Location of the unit within the sector subject area (SSA)	This section show the subject classification area (SSA) that the unit sits within.
Name of the organisation submitting the unit	This will show the name of the AO that has submitted the unit on the regulatory system RITS.
Availability for use	This defines whether the unit is shared or restricted for use.
Unit available from	This specifies the live operation date of the unit.
Unit guided learning hours	This defines the minimum guided learning hours (GLH). GLH represents only those hours in which a tutor, trainer or facilitator is present and contributing to the learning process.

2.4 Statement of level

This Qualification assesses knowledge, understanding and skills at level 2 of the Qualifications and Credit Framework (QCF).

2.5 Learning time

The time it will take a learner to complete this Qualification will depend on a number of things for instance, mode of study and level of knowledge or experience.

The recommended notional learning time for the achievement of a single credit is 10 hours.

Section 2.2 clarifies the total qualification credit value a learner must achieve to be awarded with the Qualification.

Learners may take slightly less or slightly more time to achieve the number of credits required; the size of the Qualification is based upon notional learning time and represents an average rather than a defined number of learning hours. It is important that centres approved to deliver the Qualification give the appropriate time and support to enable learners to achieve. Learners may claim certification for any credit/units they achieve irrespective of whether they have completed the full Qualification.

3 General information

3.1 Administration arrangements

The Lantra Awards Level 2 Certificate in the Principles of Fencing Qualification is part of the QCF.

The AO for this Qualification is Lantra and the regulatory body is Ofqual who have given QCF approval.

3.1.1 Administration process for registration and certification

- Learner Registration Form (LRF) completed - learners registered against Qualification and selected units of Qualification
- Unit(s) and credit achievement recorded (use of UTS; available on Qualification CD)
- Learner Achievement Record (LAR) completed (available on Qualification CD)
- LAR signed by assessor (and samples signed by IV where appropriate)
- LAR signed by EV where appropriate
- LAR returned to Lantra
- Data quality controlled and assured by Lantra
- Certificates issued by Lantra.

3.1.2 Learner Registration Form

A Learner Registration Form (LRF) is available on the Qualification CD.

When registering learners we need to know which unit/qualification they are registering for. The unit/qualification codes ensure learners are registered for the correct unit/qualification and certificates are produced with the correct unit/qualification title.

The centre must ensure that all fields of the LRF are completed. Incomplete forms will be returned by Lantra.

An invoice for the learner registration and certification fee will be raised by Lantra.

3.1.3 Withdrawal of learners from a qualification

For regulatory purposes, centres are responsible for notifying Lantra when a learner is no longer working towards a qualification.

3.1.4 Certificate claims

Certificates can only be claimed for learners who are registered for the qualification through a centre which is approved by Lantra for the QCF provision. All certificate claims are checked against centre approval records and learner registration records. No certificates will be issued unless the learner is registered.

The names detailed on the LAR are how they will appear on certification. The LAR should be completed when the centre is ready to claim for learner certification.

3.1.5 Completing the Learner Achievement Record

The Learner Achievement Record (LAR) should be completed and uploaded/submitted to Lantra for unit/qualification certification to be issued.

A certificate will be issued to each learner listing the unit(s)/qualification(s) they have achieved after the LAR has been quality controlled and assured by Lantra.

If any discrepancies are discovered, contact Lantra immediately this will help reduce delays in issuing certificates.

3.2 Entry requirements and restrictions

The Qualifications are appropriate for those in employment and those seeking work.

All centres involved in the assessment or delivery of this Qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners.

The minimum age for entry on this Qualification is 16.

3.3 Recognition of prior learning

Within the QCF, 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 unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.'

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

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved staff must ensure the relevance and currency of RPL before Lantra quality assures and certificates.

It is recommended centres refer to Lantra's Recognition of Prior Learning Policy.

3.4 Unique Learner Number (ULN)

It is a requirement that AOs capture the ULN for all learners intending on claiming certification for Award, Certificate or Diploma. The ULN should be entered in the ULN field on the learner registration form, which is required at the point of registration.

3.5 Progression opportunities

The Qualification will enable those who are successful to progress onto further study, employment or a level 2 apprenticeship.

3.6 Delivery in the UK

The specifications for this Qualification are approved for delivery in the United Kingdom. Ofqual regulates this Qualification in England, Northern Ireland and Wales.

Although QCF Qualifications are not regulated in Scotland, they are available to anyone who wishes to use them.

Lantra makes no distinction between centres and learners in Scotland and those elsewhere.

3.7 Environmental issues, health and safety considerations

Environmental issues, health and safety considerations and their application should be considered as part of the taught delivery for all units within this Qualification.

3.8 Mode of delivery

Delivery is through Lantra Awards centres that are approved to deliver this Qualification. This Qualification will be based in a variety of situations which will include the working environment. Each unit will carry its own assessment requirements and/or guidance which will be fit for purpose and will enable the learning outcomes and assessment criteria within the unit of

assessment to be clearly demonstrated and measured. Depending upon the assessment criteria for each unit, methods of assessment will include portfolio of evidence, oral questioning and observations of practical demonstrations.

3.8.1 Unit/Assessment guidance

The assessment for the Qualification is set by Lantra using the Unit/Assessment guidance (U/Ag). A centre must consult with Lantra and gain approval if alternative assessments are intended for learners to evidence the learning outcomes and assessment criteria. Suggested evidence types have been incorporated in to some of the U/Ag to support centres/assessors.

U/Ag is provided for each of the units that form part of the Qualification structure. The U/Ag is an assessment resource for regulated qualification centres delivering the Qualification and for assessors assessing learners. Only assessors approved to deliver the Qualification should have access to the U/Ag. The U/Ag is the learner assessment and must not be given to the learner ahead of and/or during the assessment taking place. Any regulated qualification centre and/or assessor found to be giving the U/Ag to learners will be subject to sanctions. U/Ag is available on the Qualification CD.

3.8.2 Unit tracking sheets

Unit Tracking Sheets (UTS) are available to support the tracking of learner achievement against the units. UTS are available on the Qualification CD.

3.9 Costs

QCF qualification fees are based upon a combined full qualification fee or individual unit depending upon the requirements of the learner. For a current list of all centre approval, learner registration charges and quality assurance costs please access the published fees list.

Where required, external verifier (EV) visits and distance monitoring will be charged to the centre at current rates. For a list of current rates please access the published fees list.

A full qualification refers to the minimum number of credits and associated units required to achieve a qualification.

3.10 Certification

3.10.1 Claiming certification

The Learner Achievement Record (LAR) should be completed and uploaded/submitted to Lantra for the Qualification certification to be issued.

For internally assessed assignments that are externally verified, EVs are responsible for liaising with the centre to arrange a review of the centre's internal verification process and sampling of learner's work.

It is recommended copies of learners' work should be retained by the centre until instructed to release this following verification.

3.10.2 Replacement certification

Lantra will issue a replacement certificate if a learner loses the original, provided that the learner can provide proof of identity (for example, birth certificate, wedding certificate, driving licence) and can give details of the centre they were registered with. Lantra will check all claims for replacement certificates against the original certificate claim form. The centre may be contacted for authentication. The certificate will be clearly marked as a replacement. There is a fee for all replacement certificates; contact Lantra for the current fee.

3.11 Funding

Approved qualifications may be eligible for funding from either the Education Funding Agency (EFA) or the Skills Funding Agency (SFA), or equivalent bodies in Wales and Northern Ireland. The Qualification is listed on The Register of Regulated Qualifications and the Learning Aim Reference Application (LARA). Funding may be available to organisations which meet the requirements of the relevant agency.

3.12 Complaints

The Lantra Complaints Procedure is published in the Policies Document; available on the Lantra Awards website.

3.13 Appeals

Lantra has an enquiries policy and appeals procedure that can be used in for this circumstance. There are fees for enquiries and appeals, which will be refunded in full if the appeal is upheld or if a learner's results are changed as a result of an enquiry. See the Lantra Policies Document, available on the Lantra Awards website.

3.14 Malpractice

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. You will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. You should also refer to the malpractice procedure in the Lantra Policies Document for information about how Lantra investigates such cases.

3.15 Additional requirements

Lantra publishes its Equality and Diversity Policy in the Policies Document; available on the Lantra Awards website.

Centres are expected to make appropriate arrangements, including reasonable adjustments; these are detailed in the Policy to ensure that learners with additional needs can access assessments wherever possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners with visual and/or auditory impairment, permanent or temporary physical impairment, specific learning difficulties or dyslexia and learners for whom English is a second language.

A centre must apply for reasonable adjustments to Lantra using the reasonable adjustments request form in the equality and diversity policy 6 weeks prior to the assessment taking place, before alternative assessment arrangements are made.

4 Centre information

4.1 Centre approval

Your organisation must apply to Lantra Awards to become a regulated qualification centre for one or all of the Qualifications in this suite.

There are two approval routes depending on your current Lantra Awards status:

Current status	Documents required
New centre or centre approved to deliver other Lantra Awards non regulated provision (such as training courses)	• Part A Application • Part D Application • Centre Agreement
Approved to deliver regulated qualifications	• Part D Application

If you meet the criteria set within the documents required, Lantra will approve your organisation as a 'regulated qualification centre' which means that you can offer the Qualification(s).

Regulations require AOs to approve each centre for specific qualifications, regardless of any other activities that organisation may undertake.

Learners cannot be assessed for any part of a Qualification unless they have been registered with Lantra Awards by a regulated qualification centre. Only approved centres can register learners.

Following centre approval you will be informed in writing of your regulated qualification centre approval; you should access your online centre profile to obtain documentation to support the administration of the Qualification(s).

Lantra only approve centres if they:

- nominate a member of the team that will be the sole contact with Lantra
- meet all other centre approval criteria.

Centres are responsible for ensuring learners are fit to participate in all parts of the unit(s)/Qualification(s) they are registered for. Any medical conditions that may affect a learner's ability to participate must be declared.

4.1.1 Centre approval

Centre approval will be given in writing. An approved regulated qualification centre certificate and qualification CD will be issued to support the administration of the Qualification(s).

4.2 Centre ID

Lantra will allocate a unique centre ID. This must be provided on any correspondence.

4.3 Allocation of Centre External Verifier

When your centre is approved, you will be allocated an EV. Contact details of the EV will be provided and the EV will be informed that your centre has been approved.

An EV may be Lantra staff or an external representative acting on behalf of Lantra.

4.4 Centre External Verifier visits

The exact frequency of monitoring activities will be determined by number and types of products offered and level of activity. The frequency of visits is normally between one and three yearly. Lantra will liaise with the centre and the EV to set a date for the visit.

Monitoring will be in the form of either a visit to the centre, a remote monitoring event, which would involve postal sampling and telephone interviews with the assessment team and/or learners where necessary or an unannounced spot visit. See Service Fees list.

Remote monitoring will not be available to a centre until at least one visit has been made and Lantra is satisfied that the centre's systems and processes are rigorous and sufficient to allow remote monitoring.

An EV visit will usually take about six hours at the centre; although this can vary depending on the size of the programme and the number of learners and team members. The location of the visit may vary if assessments are carried out in different locations or if the centre offers a range of qualifications. For more detail on centre visits see EV visits guidance for centres.

Centres will be charged the standard monitoring activity fee for each visit. This is to ensure that the cost of the visit is covered. See Service Fees list. If additional visits are required, for example where there are serious quality issues or concerns an additional visit fee will be charged.

Centres may request an additional visit if they consider that further advice, support or guidance would be beneficial. An additional visit fee will be charged. The request for additional visits must be made via Lantra and not directly with the EV.

The addition of an EV that quality assures the assessment process ensures that assessment via this method is robust and standardised across different assessors.

4.4.1 Regulatory authorities

Occasionally Ofqual or SQA Accreditation may visit centres and require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. If centres refuse access AOs are required to suspend all certificate claims.

4.5 Consistency of assessment

The purpose of internal verification is to ensure that quality assurance is monitored within the centre. An essential part of internal assurance is to sample the work of the assessor in the programme team to ensure that there is consistency and fairness in the assessment decisions made about individual learners. It is important that where centres use a large number of assessors on a regular basis, such as an established assessment team, all team members are monitored and that effective communication channels are established, especially if any team members are based at a different site.

4.6 Centre queries

This Centre Guidance contains all the information needed to deliver and administer this Qualification. Queries relating to this Qualification that are not answered within this document should be referred to Lantra at sales@lantra.co.uk.

5 Assessment

5.1 Assessment

In order to achieve the Qualification learners need to demonstrate they have met the evidence requirements for the assessment criteria of each of the individual units. Certain units may only require a portfolio of evidence tracked against the outcomes, whereas some units may require practical activities as well as a portfolio of evidence.

All learner activity is internally assessed, internally verified and externally verified as outlined below:

- Assessments set by Lantra or by a centre in consultation with Lantra
- Learners assessed internally, using agreed assessment
- Portfolios of evidence internally verified by an internal verifier (IV) at the centre
- Portfolios externally verified by an external verifier (EV) appointed by Lantra.

It is important that for the purposes of internal verification and external verification that the relevant tracking sheets are completed. The external verifier must have access to learner records and evidence of achieved learning outcomes.

5.1.1 How do centres provide evidence of learners' achievement of assessment criteria?

See section 3.8.

5.2 Marking

Each task should be assessed against the assessment criteria of the unit being undertaken and judged to be either achieved or not achieved. Where a series of tasks are set, the learners must demonstrate the achievement of the required standards identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria within a unit must be met before the unit is achieved. The unit is not banded or graded.

Learner evidence should be recorded on the appropriate form or forms.

Centres may be required to provide samples of assessment tasks and activity for regular standardisation events.

6 Quality assurance

Lantra provides robust quality assurance of this Qualification by ensuring assessment is scrutinised and confirmed through rigorous quality assurance arrangements and standardisation activities.

6.1 Definitions of key roles

Assessor - Person who makes the judgement about a learner's competence.
Internal verifier - Checks that judgements made by assessors are consistent and checks that quality assurance procedures are followed.
External verifier - Independent person appointed by Lantra to assist with monitoring internal quality assurance and to check that assessments are in line with national standards.
Learner - Person whose competence is being judged.

Centres, assessors and internal verifiers (IVs) are all subject to the tariff of sanctions.

6.2 Assessors

6.2.1 Skills and experience

Assessors must be approved by Lantra and have sufficient skills and occupational knowledge to be able to make valid judgements about the competence of learners they assess against a qualification. This may be illustrated by the assessor having achieved the unit/qualification themselves and/or having substantial current or recent experience.

6.2.2 Making assessment decisions

The assessment process for this qualification revolves around learners collecting sufficient evidence to prove their knowledge and competence against unit assessment criteria. Assessors must be familiar with the unit(s) and the additional information about the unit(s).

When assessing evidence, the assessor must consider whether the evidence presented by the learner really relates to the requirements of the assessment criteria of the unit. If the evidence is irrelevant it should be discarded or used as evidence towards more appropriate assessment criteria.

Assessors must ensure that the evidence used to assess learners against the unit(s) is current and valid. It may be necessary for the learner to be re-assessed to show that the knowledge and/or skill are still current.

Assessors also need to ensure the assessment decisions are reliable; would they reach the same decisions based on the same evidence for all learners?

Assessors judge the learner to have met the required standard(s) when sufficient evidence has been collected to show that it covers all the requirements of the relevant part of the unit(s).

The assessor must feel confident that the learner has met the criteria required and that they will continue to do so in the future. If the assessor is not convinced, then the learner will need to produce more or alternative evidence.

6.2.3 Assessment methods

A variety of assessment methods and types of evidence can be used to obtain a rounded picture of the learner's knowledge and competence. It is important to use a variety of assessment methods and types of evidence to obtain a rounded picture of the learner's competence.

Evidence for this units/Qualification can come from:

- Observations of learners performing a task
- Learner reports of an activity
- Video or audio
- Photographs
- Notes of discussions with assessor(s)
- Formal questioning
- Knowledge tests.

Where these activities still do not cover all the requirements of the units, supplementary evidence can be produced, for example from oral questioning and/or professional discussion. The latter can supplement evidence as it gives the learner the opportunity to explain in more depth what they did and why they did it in the way that they did. It can also help to extend the evidence by asking what the learner would do in a particular set of circumstances.

6.2.4 When is the evidence sufficient?

The evidence is sufficient when the assessor judges that the requirements of the unit/qualification have been met by the evidence presented.

Centres may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons, and it is helpful to learners to have a target date for completion.

However, there will be some learners who do not collect sufficient evidence of the required quality to achieve. This may be because learners may be aiming for a unit/qualification at too high a level, in which case they will need guidance on to a more appropriate programme.

Centres must provide the opportunity for learners to claim certificates of unit credit so that they can receive a certificate for the credit(s)/unit(s) they have been able to achieve.

Assessors should always consider the centre's equality and diversity policy in relation to the unit(s)/qualification they are assessing and ensure that their own practice complies with it. There may be occasions when a learner has a particular requirement, which means that reasonable adjustments have to be made in order to give them access to assessment opportunities. Centres must apply to Lantra for approval of reasonable adjustments to be made. Please refer to the Lantra equality and diversity policy which includes full details of what arrangements can be made for various types of qualifications.

6.2.5 Feedback to learners

Throughout the process of collecting evidence it is important that learners receive feedback, not only to motivate them, but to help them identify when they have collected sufficient evidence for each unit and where further sources of evidence might be found.

Where feedback is given, assessors should ensure that it is positive and constructive and use the opportunity for future planning.

6.2.6 Records

Centres are advised to retain copies of associated assessment documentation to enable monitoring of learners' progress through the unit(s)/qualification, primarily when elements and/or units were achieved and to keep records of feedback given from assessments and action plans negotiated as a result. All assessment records should be retained until at least an EV visit after learners have completed the programme. Centres should adhere to funding arrangements where appropriate. All records must be kept securely so that there is no opportunity for them to be falsified or for fraudulent claims to be made.

There is no prescribed format for these records and centres may well wish to incorporate them into documentation they already maintain within their own organisation. If the centre already works to quality management systems such as the SQMS, the ISO9000 series or is required to maintain records for government funded training schemes, that documentation will almost certainly provide the basis for assessor records.

6.2.7 Summary

Assessors are expected to:

- be familiar with the requirements of the unit(s) they are assessing, including the assessment strategies
- carry out induction for learners, including working with them to identify what skills and knowledge they already have, how to start the process of evidence collection and where opportunities for collecting evidence may arise
- make judgements about the evidence collected by learners
- use a range of appropriate assessment methods
- review progress and give constructive feedback to learners
- ensure fair assessment and equal opportunities for all
- maintain records for each learner
- meet with other assessors and IVs to discuss assessment
- endorse all assessments as the authentic work of each learner (countersigned by the learner).

6.3 Internal Verifiers

6.3.1 Skills and experience

IVs need to have the authority to carry out their role effectively. For example, they will be responsible for recommending improvements or amendments to systems and for identifying training needs for assessors. The support of senior management is essential to the success of the programme and internal quality assurance.

IVs need to be sufficiently knowledgeable about the occupational area and the requirements of the unit(s) so that they can make judgements about the performance of assessors. This may be illustrated by the IV having achieved the unit/qualification themselves and/or having substantial current or recent experience at a fully skilled level in the job function(s) being assessed.

IVs must:

- Have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- Be familiar with the standards and assessment criteria in the units to be assessed
- Understand the AOs quality assurance systems and requirements for the qualification
- Maintain CPD and attend updates as required.

IVs are responsible for the induction and development of assessors so that they understand how the qualifications work, the contents of the qualification units including the assessment strategies, AO requirements, appropriate methods of assessment, and types of evidence and records which need to be kept.

IVs can act as an assessor; however, they cannot be the assessor and the IV for the same assessment decisions. Where an IV makes an assessment decision as an assessor this decision must be internally verified by someone else.

6.3.2 Sampling

The IV will check some of the assessments made by assessors to make sure that they agree that the learner has met the required assessment standard(s) (or not) and to make sure that all assessors in the centre would have reached the same decision based on the evidence provided. Where assessment decisions have been sampled, it is recommended that the IV initial the record sheets to show that sampling has taken place.

Sampling will need to be planned to make sure that evidence selected is representative and includes evidence selected from different:

- Units
- Assessment methods

- Type of evidence
- Assessors
- Learners
- Geographical sites / assessment locations
- QCF provision evidence if the centre offers all qualifications.

Whilst it may not be possible to cover all of the above in one sample, over a period of time IVs must ensure that all of the above are sampled. The IV should therefore devise and make available to the EV a strategy to ensure that the above are covered. The strategy should take into account the number of assessors, new assessors and include mechanisms to deal with assessors whose assessment practices are not completely in line with those of other assessors where these are found to exist.

Internal verification is not a process which is left until the learner has completed their unit(s)/qualification. IVs should be sampling evidence in progress to ensure that they have identified possible problems early on and that appropriate feedback is given to assessors.

The purpose of the sample is to ensure that learners are being assessed fairly and consistently. The size of the sample selected depends on how confident the IV is about the consistency of assessment practice.

However, as a rough guide, the sample of assessments should be at least 10 per cent or 10, whichever is larger. Lantra suggests the following sampling:

Size of sample	Content of sample
4 per cent or 4	entire assessment
3 per cent or 3	a unit
3 per cent or 3	an assessment criteria

The sample would be larger for a new programme; if assessors are new to the programme or if the IV has already identified potential problems (for example, in interpreting the unit(s)). The EV will want to see records showing how the sample has been selected.

6.3.3 Consistency of assessment

Standardisation meetings should be held for assessors and IVs to compare and standardise their judgements so that everyone involved in the assessment process has a common understanding of the standards required and is assessing to the standards specified for the unit(s)/qualification.

Ideally, all team members should have the opportunity to look at samples of evidence and compare judgements made on them. IVs could also present evidence of differing quality to act as benchmarks for future reference. The meetings provide an opportunity to check on the progress of individual learners, particularly if they are in contact with a number of assessors.

It is important that assessors based at other locations have an opportunity to be included in the meetings, or at least receive a copy of the agenda beforehand so that they can comment and receive a copy of the meeting notes afterwards.

Keeping minutes of the meetings is helpful, not only for disseminating information to members of the programme team, but also to discuss with the EV if necessary. Meetings are important for maintaining the quality and consistency of assessment within individual centres.

6.3.4 Records

Records must include the following as a minimum:

- Learner's name
- Unique Learner Number (ULN)
- Date of birth
- Contact address
- Workplace address and contact details
- Copies of learner evidence (such as inclusion of UTS)
- Copies of learner achievement records
- Assessor(s) name
- IV(s) name
- Date of registration with Lantra
- Learner registration number.

Learner assessment records must include details of who assesses what and when, the assessment decision, feedback, the type of evidence provided and the location of supporting evidence.

Lantra recommends the following referencing should be used to indicate the type of evidence provided:

Code	Assessment Method
O	Observation of learner
WP	Work product
WT	Witness testimony
CH	Case history
PS	Personal statement
FQ	Formal questioning
PD	Professional discussion

Assessments must be endorsed by both learner and assessor(s) to state that the evidence is the authentic work of the learner.

Records must be stored securely so that there is no opportunity for records to be falsified (for example, altering assessment decisions) or for fraudulent claims to be made.

Internal verification records must show who internally verified what and when, details of the sample selected and the basis upon which the sample was selected. IVs must keep records of standardisation meetings, meetings with assessors, observation of assessors and feedback given, and records of induction and training of new assessors or IVs and their progress towards assessor and verifier qualifications.

Again, there is no prescribed format for these records and centres may well wish to incorporate them into documentation they already maintain within their own organisation. If the centre already works to quality management systems such as SQMS, the ISO9000 series or is required to maintain records for government funded training schemes, that documentation will provide the basis for internal verification records. A Unit Tracking Sheet is an example of a record which could be used by IVs.

Records must be retained by centres for at least three years unless, government funded training schemes stipulate longer, after the learner has completed the programme. Records must be made available to EVs and to the regulatory authorities. If a centre fails to maintain auditable records, and so is unable to substantiate claims for certificates, AOs are required to apply sanctions.

6.3.5 Changes within centres

IVs are responsible for notifying Lantra of any changes within the centres, particularly those which may affect centre approval. Lantra must always be informed of any changes to the assessor or IV team.

6.3.6 External Verifier visits

The EV will notify the centre of what the verification will cover and who should be present. The (lead) IV will be expected to be present during an external verification. The centre is responsible for ensuring action points agreed with the EV during the visit are followed up. Further guidance is given in the next section about the role of EVs.

Lantra welcomes feedback from centres about any aspect of its service and there will be an opportunity to pass comments to Lantra via the EV visit report form.

In addition, Lantra actively seeks comments about any aspect of the standards. Any such comments are collated and passed on to the relevant standards setting body so that when the standards are reviewed, feedback from centres can be incorporated.

6.3.7 Regulatory authorities

From time to time Ofqual may wish to visit centres and will require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. Centres are required to provide access when requested. Centres may have certificate claims suspended if they do not comply.

6.3.8 Summary

Internal Verifiers are expected to:

- Ensure that the centre's internal quality assurance systems are effective
- Liaise with the EV appointed by Lantra, including being present during centre approval and/or external verification visits
- Ensure action plans agreed during the visit are carried out
- Provide support and advice to assessors, including identifying training, development, updating and disseminating information to team members
- Sample assessment decisions made by assessors, including direct observation, and provide constructive feedback
- Countersign assessment decisions and learner achievement records where appropriate
- Ensure Lantra is informed of any changes within the centre including changes to the IV team
- Monitor equal opportunities practice and achievement
- Ensure that records of learners' progress and achievements are maintained accurately and are available for the EV to see
- Ensure selected sample of assessment is available at the time of the external verification
- Meet with assessors and other IVs (if applicable) to discuss assessment
- Ensure that learners receive appropriate support (induction, planning of learning and assessment, monitoring and review of progress, access to information about progression routes)
- Deal with appeals and refer them onto Lantra if necessary
- Provide feedback to the EV
- Report suspected malpractice and co-operate fully with investigations.

6.4 External verifier

EVs are appointed by Lantra to ensure each centre's quality assurance systems are operating to national standards and ensure assessment decisions are consistent with the standards by sampling assessments and learners' evidence.

6.4.1 Skills and experience

Lantra ensures EVs are familiar with and/or experienced in the sector which they are appointed and have qualifications and experience relevant to the qualification(s) offered.
EVs must:

- hold or be working towards a suitable EV qualification and must successfully complete it within 12 months of their appointment as EVs
- have no connections with the assessment centre, in order to maintain objectivity
- have sufficient and relevant technical/occupational understanding in the unit(s) being verified
- be fully conversant with the standards and performance criteria in the units to be assessed
- understand the AO's quality assurance systems for the qualification(s).

All EVs receive training with Lantra, including mentoring by an experienced verifier and will normally also hold an Assessor and Verifier qualification.

EVs perform their duties in accordance with the NOS, assessment strategies and current guidance on best verification practice issued by regulatory authorities.

EVs are responsible for carrying out visits to centres applying for centre approval. They will make a recommendation to Lantra if centre approval should be granted or not.

6.4.2 Arranging external verifier visits

EVs must have access to learner and assessor/IV records and the location where assessments take place. The IV must make sure the required evidence is available for the visit and informed if they need to travel to other sites. Centres operating across a number of sites will need the necessary evidence to be made available at the nominated site for the visit.

Requests to meet particular assessors may be made before the visit. The EV will inform the centre approximately 10 days in advance of their visit, which evidence they wish to view for which learners using a standard visit planner. Access to evidence for other learners without prior notification may be required during the course of the visit. EVs may wish to observe assessments taking place and meet learners. EVs will sample the completed portfolios for learners who have

claimed certificates using the direct claims process. Centres must make sure these are retained for this purpose until after the EV's visit.

For new team members, the EV will want to see original certificates of Assessors and Verifiers as appropriate and will discuss the CVs. They may ask for the practical demonstration of the assessor's or IV's skills during the visit to assess occupational competence.

Where a learner selected by the EV for interview is not available at the time of the visit, Lantra will require proof the learner exists. Where this cannot be substantiated, Lantra will notify the regulatory authorities, suspend the centre from registering learners or claiming certificates and will instigate formal investigation proceedings.

The EV will expect to see the IV and some of the assessors, a sample of learner and assessor records and a sample of different assessment methods used within the centre. A room should be available for the EV to look at evidence and to interview learners where applicable.

6.4.3 During the external verifier visit

EVs monitor the information given when centre approval was granted and need to be informed when details change, particularly where there could be a significant effect on the programme. For example, changes in roles and responsibilities within the programme team and new team members.

6.4.3.1 What will the EV require

- CVs
- Sample signatures
- Details of the planned induction and training programme
- Details of other sites included within the centre structure.

The EV will review learner evidence, judgements made by workplace assessors and the IV and support systems required to deliver the qualification(s). They will need to see evidence that achievements are evaluated against equal opportunities data, learner action plans and targets are monitored and learners are given access to certificates of unit credit.

6.4.3.2 Sampling

EVs are required to record the evidence they have sampled using the sampling record sheet that forms part of the EV report form. This record ensures that EVs can build up a record of what they have sampled over the course of several visits to ensure that they are sampling across all the different variables.

EVs will plan their sample to ensure that the evidence selected is representative and, that over a period of time, their sampling includes evidence selected from different:

- Units
- Assessment methods
- Types of evidence
- Assessors and IVs, including those who are inexperienced
- Learners
- Geographical sites
- Learners at different stages of completion.

EVs sample of assessments should be at least 10 per cent or 10, whichever is larger. Lantra suggests the following sampling:

Size of sample	Content of sample
4 per cent or 4	entire assessment
3 per cent or 3	a unit
3 per cent or 3	an assessment criteria

Where there are concerns about the consistency of assessment decisions and practices, a higher level of sampling will be undertaken. If this involves any additional units, an additional visit fee will be charged. EVs will sample assessment and internal verification records.

6.4.4 Claiming certificates

EVs are responsible for countersigning claims for certificates where they are satisfied assessment decisions meet the qualification requirements. Where certificates are claimed using the DCS the EV is not required to countersign the form and do have the right to demand further evidence to be produced if they consider the evidence seen is below the standard required or insufficient. In these circumstances the EV may refuse to countersign claims for certificates or recommend direct claims status or centre approval is suspended or withdrawn.

EVs are a source of advice and support, if time allows they will discuss various aspects of the qualification. The focus of the day must be on the sampling of assessment decisions and monitoring quality assurance.

6.4.5 Sanctions

Lantra will implement sanctions ranging from suspension of DCS to withdrawal of centre approval where centres are found to be not operating these units/qualifications in accordance with the guidance in this document and QCF regulatory requirements. If centre approval is withdrawn, the regulatory authorities will be informed. Lantra works to the QCF documentation in its

management of these qualifications. Lantra will support centres when approval requirements are not met by implementing sanctions, developing action plans and/or providing recommendations.

6.4.6 Feedback from external verifier visits

You will receive feedback from the EV on the day of the visit. The feedback may include examples of good practice they have observed. There will likely be some action points which will be discussed and agreed with you during the visit, to help your centre work towards best practice wherever possible. Copies of the report are sent to Lantra so that they can monitor the units/qualifications nationally.

If centres are not able to meet the requirements then the EV will state in writing what improvements are to be made and the date by which they are to be completed. The EV may then return to the centre on an agreed date to confirm that the centre has remedied the non-compliance.

Your centre must ensure that action points are followed up; otherwise centre approval may be suspended or even withdrawn. The EV will make a recommendation to Lantra after every visit about whether centre approval can be continued. If you are not satisfied with the EVs judgement then you can appeal to Lantra according to its published appeals policy.

6.4.7 Number of visits

Centres will receive periodical EV monitoring activities dependent upon the number of learners assessment and activity.

There will be a minimum of one EV monitoring activity per year dependant on centre activity. Additional visits may be requested (a standard visit fee will be charged) through Lantra not directly with the EV. Centres with less than 10 learners registered on a qualification suite will be charged the standard EV visit fee for each EV activity. Centres are not allowed to defer visits until 10 learners have registered for a qualification suite if the interval between EV activities becomes significantly longer than six months. Where certificates have been recently claimed through the DCS there must be more than 10 learners registered on a qualification suite to ensure no charge will be made for the visit.

Where the EV identifies a centre is not operating the qualification in accordance with the guidance in this document, they may recommend to Lantra that additional visits are required. A charge will be made for additional visits.

The cancellation of a prearranged EV activity at short notice will be contacted by Lantra for an explanation. Where there is doubt to the reason for cancellation Lantra may suspend direct claims status or withhold certification until a visit has taken place. Lantra reserves the right to carry out EV visits at short notice or without prior notice to minimise the risk of unsubstantiated

claims for certificates. The regulatory authorities may also arrange monitoring visits at short notice or without prior notice.

6.4.8 Summary

External verifiers are expected to:

- monitor the sufficiency of staff and physical resources
- check that assessment decisions reflect national standards
- monitor the assessment process and learners' achievement
- check appropriate sources of evidence are used
- ensure there is access to fair and reliable assessment
- check accurate records are being maintained
- recommend sanctions where appropriate.

6.5 Census Ethnic Group Classifications (2011)

Please use the following code(s) to indicate ethnicity when completing the Learner Registration Form.

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

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