



Level 1 Certificate in Dry Stone Walling
Level 2 Certificate in Dry Stone Walling
Level 3 Certificate in Dry Stone Walling

Qualification Specification

Version 5
March 2018

Acknowledgements

Lantra gratefully acknowledges the help and support of the following organisations and individuals in supplying information and illustration materials:

- Dry Stone Walling Association

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Qualification Specification

Lantra Awards Levels 1, 2 and 3 Certificate in Dry Stone Walling

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1 Why have these qualifications been developed?

The Lantra Award Level 1, 2 and 3 Certificates in Dry Stone Walling are nationally recognised qualifications that have been developed to reflect the national standards for the types of roles that learners can perform. The qualifications are suitable for those entering work, those who have established themselves in a role and those who wish to progress onto more advanced skills areas.

The qualifications have been developed to address the skills shortages within this area of activity and in doing so ensure that there are sufficient number of appropriately qualified dry stone wallers in the future. This, in turn contributes towards the continuation of this traditional construction craft and to the conservation of the landscape.

The dry stone walling qualifications will improve awareness of the importance of safe working practices and regard for the preservation of wildlife and habitat as well as developing practical skills in dry stone walling.

Level 1 prepares learners to rebuild gaps in free standing dry stone walls and undertake basic walling. Achievement of Level 1 prepares learners to progress to Level 2 skills.

Level 2 aims to further develop skills and knowledge to undertake most general walling work to a good standard, including the building of a cheekend. Achievement of Level 2 prepares learners to progress to Level 3 skills.

Level 3 develops the ability to build more advanced pieces of work with an emphasis on finish and quality, including the building of more complex special features such as retaining walls, high walls and curves.

The Construction Skills Certification Scheme (CSCS)

The Construction Skills Certification Scheme (CSCS) keeps a database of people working in construction who have achieved or are committed to achieving a recognised construction related qualification.

Holding a CSCS card is not a legislative requirement. It is entirely up to the principal contractor or client whether workers are required to hold a card before they are allowed on site. However, most principal contractors and major house builders require construction workers on their sites to hold a valid CSCS card.

Card applicants need to prove they have the training and qualifications required to carry out their job and apply for the correct card for their occupation via the CSCS website. <https://www.cscs.uk.com>

2 Who are the qualifications for?

These qualifications have been developed to provide the skills, knowledge and understanding required to practice aspects of dry stone walling at a number of progressive levels and at each level have the opportunity to achieve a recognised national qualification. The qualifications will enhance the ability of those carrying out dry stone walling to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.

The qualifications aim to fill the training gap in dry stone walling and are aimed at a wide range of learners. They may appeal to:

- Those interested in re-training for a new career, either to seek employment or become self employed
- Those undertaking voluntary work in relation to environmental conservation
- Those already practicing aspects of dry stone walling who would like to access a formal qualification
- Those who wish to pursue dry stone walling as a leisure activity for personal use within their own property
- Those wishing to apply for a CSCS card need to apply via the CSCS website.
<https://www.cscs.uk.com>

These qualifications are available for learners starting from pre-16.

Where learners are under 16 consent to undertake the qualification will be required from a parent or guardian.

2.1 Prerequisites

The Level 1 and Level 2 Certificates in Dry Stone Walling are available to any individual who is capable of achieving the required standard for the level of qualification. The Level 3 Certificate in Dry Stone Walling is only available to those who have achieved the Level 2. Provider staff should understand the demands of these qualifications and match learners to the appropriate level of qualification based on their individual capabilities and future progression requirements.

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

3 What do these qualifications cover?

Learners undertaking these qualifications will be able to demonstrate their skills and knowledge of dry stone walling. The qualifications have been devised with the aim of progressing learners into developing further skills relating to dry stone walling. The units have been devised to enable the learner to move through the levels of skill development to achieve or work towards achieving a national qualification.

The Level 1 Certificate in Dry Stone walling qualification aims to assess the learner's knowledge and understanding of:

- Health and Safety
- Prepare to Build a Dry Stone Wall
- Build and Pack Dry Stone Walls
- Using Copestones

The Level 2 Certificate in Dry Stone walling qualification aims to assess the learner's knowledge and understanding of:

- Health and Safety
- Prepare to Build a Dry Stone Wall
- Build and Pack Dry Stone Walls
- Using Copestones
- Building a Cheekend to a Dry Stone Wall

The Level 3 Certificate in Dry Stone walling qualification aims to assess the learner's knowledge and understanding of:

- Health and Safety
- Prepare to Build a Dry Stone Wall (level 2 unit)
- Building a Cheekend to a Dry Stone Wall (level 2 unit)
- Building a Retaining Dry Stone Wall
- Building a Curved Dry Stone Wall

Plus one of the following:

- Building a Dry Stone Wall on Sloping Ground
- Building a High Dry Stone Wall
- Incorporating a Lunkie Hole into a Dry Stone Wall

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

Purpose:

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

Sub Purpose:

- B2. Develop knowledge and/or skills in a subject area

3.1 Progression routes

These qualifications have been designed so that one level provides progression into the next.

4 Qualification overview

					Where to look for further details
Qualification title	Lantra Awards Level 1 Certificate in Dry Stone Walling				Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	500/7615/2				
Qualification aim	Learners will be able to rebuild gaps in free standing dry stone walls and undertake basic walling work.				
Qualification purpose	Level 1 Certificate in Dry Stone Walling prepares learners to rebuild gaps in free standing dry stone walls and undertake basic walling. Achievement of Level 1 prepares learners to progress to Level 2 skills.				
Qualification start date	01/12/2009				
Level	One				
Credits	13				
GLH	117 hours				
TQT	131 hours				
Quartz ID numbers	Mandatory units Unit 304 – Build and pack dry stone walls Unit 303 – Prepare and build a dry stone wall Unit 305 – Using copestones Programme- 8 Qualification- 12				
Unit numbers and titles	Mandatory units A/600/1922 – Build and pack dry stone walls L/600/1925 – Prepare and build a dry stone wall F/600/1923 – Using copestones				
Qualification structure	This qualification comprises: 3 mandatory units Learners must complete the mandatory group requirements				
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.				

Prerequisites	No prerequisites	
Recognition of prior learning	None	
Assessment methods	There will be a mixture of practical observation of assessment activities and verbal questioning.	
Assessment model	<p>This qualification is internally assessed with external quality assurance. 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.</p> <p>Internal Standardisation meetings must be held regularly (at least one per year) to allow assessors and IQA's to compare and standardise judgements.</p> <p>EQA visits will take place giving providers 10 days advance warning of the visit. New providers and providers new to the qualification will be seen within the first year of offering the qualification. Standard visits will take place on a rolling basis every two to three years unless there are any concerns.</p> <p>Lantra operates both on site and postal external quality assurance for this qualification.</p>	
Grading	Pass/Fail	
Is there a skills card available?	No	Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy (sales@lantra.co.uk).	Product Directory; sales team
Related documents	An Assessment Guidance Handbook and other assessment-related paperwork can be located within Quartzweb	
How do I register learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

Where to look for further details

Qualification title	Lantra Awards Level 2 Certificate in Dry Stone Walling				Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	500/7446/5				
Qualification aim	Learners will be able to undertake most general walling work to a good standard, including the building of a cheekend.				
Qualification purpose	Level 2 Certificate in Dry Stone Walling further develops skills and knowledge to undertake most general walling work to a good standard, including the building of a cheekend. Achievement of Level 2 prepares learners to progress to Level 3 skills.				
Qualification start date	01/12/2009				
Level	Two				
Credits	19				
GLH	137 hours				
TQT	187 hours				
Quartz ID numbers	Mandatory units Unit 308 – Build and pack dry stone walls Unit 309 – Building a cheekend to a dry stone wall Unit 306 – Prepare to build a dry stone wall Unit 307 – Using copestones Programme- 9 Qualification- 13				
Unit numbers and titles	Mandatory units K/600/2161– Build and pack dry stone walls L/600/2167 – Building a cheekend to a dry stone wall M/600/2162 – Prepare to build a dry stone wall A/600/2164 – Using copestones				
Qualification structure	This qualification comprises: 4 mandatory units Learners must complete the mandatory group requirements.				
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.				

Prerequisites	No prerequisites	
Recognition of prior learning	None	
Assessment methods	There will be a mixture of practical observation of assessment activities and verbal questioning.	
Assessment model	<p>This qualification is internally assessed with external quality assurance. 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.</p> <p>Internal Standardisation meetings must be held regularly (at least one per year) to allow assessors and IQA's to compare and standardise judgements.</p> <p>EQA visits will take place giving providers 10 days advanced warning of the visit. New providers and providers new to the qualification will be seen within the first year of offering the qualification. Standard visits will take place on a rolling basis every two to three years unless there are any concerns.</p> <p>Lantra operates both on site and postal external quality assurance for this qualification.</p>	
Grading	Pass/Fail	
Is there a skills card available?	No	Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy (sales@lantra.co.uk).	Product Directory; sales team
Related documents	An Assessment Guidance Handbook and other assessment-related paperwork can be located within Quartzweb	
How do I register learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

Where to look for further details

Qualification title	Lantra Awards Level 3 Certificate in Dry Stone Walling	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	500/7447/7	
Qualification aim	Learners will be able to produce more advanced pieces of work with an emphasis on finish and quality, including the building of more complex special features such as retaining walls, high walls and curves.	
Qualification purpose	Level 3 Certificate in Dry Stone Walling develops the ability to build more advanced pieces of work with an emphasis on finish and quality, including the building of more complex special features such as retaining walls, high walls and curves.	
Qualification start date	01/12/2009	
Level	Three	
Credits	28	
GLH	189 hours	
TQT	278 hours	
Qualification ID numbers	<p>Mandatory units</p> <p>Unit 306 – Prepare to build a dry stone wall (level 2 unit)</p> <p>Unit 309 – Building a cheekend to a dry stone wall (level 2 unit)</p> <p>Unit 775 – Building a retaining dry stone wall</p> <p>Unit 776 - Building a curved dry stone wall</p> <p>Optional units</p> <p>Unit 777 – Building a high dry stone wall</p> <p>Unit 778 – Building a dry stone wall on sloping ground</p> <p>Unit 779 – Incorporating a lunkie hole into a dry stone wall</p> <p>Programme- 10</p> <p>Qualification- 14</p>	
Unit numbers and titles	<p>Mandatory units</p> <p>M/600/2162 – Prepare to build a dry stone wall (level 2 unit)</p> <p>L/600/2167 – Building a cheekend to a dry stone wall (level 2 unit)</p> <p>A/600/2407 – Building a retaining dry stone wall</p> <p>J/600/2409 – Building a curved dry stone wall</p>	

	Optional units R/600/2414 – Building a high dry stone wall D/600/2416 – Building a dry stone wall on sloping ground A/600/2410 – Incorporating a lunkie hole into a dry stone wall				
Qualification structure	This qualification comprises: 4 mandatory units 1 optional unit. Learners must complete the mandatory group requirements and the correct combination of optional units.				
Age group	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Entry requirements	Learners must be able to read and interpret information provided in English. It is recommended that learners have a basic knowledge of first-aid procedures.				
Prerequisites	No prerequisites				
Recognition of prior learning	None				
Assessment methods	There will be a mixture of practical observation of assessment activities and verbal questioning.				
Assessment model	<p>This qualification is internally assessed with external quality assurance. 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.</p> <p>Internal Standardisation meetings must be held regularly (at least one per year) to allow assessors and IQA's to compare and standardise judgements.</p> <p>EQA visits will take place giving providers 10 days advanced warning of the visit. New providers and providers new to the qualification will be seen within the first year of offering the qualification. Standard visits will take place on a rolling bases every two to three years unless there are any concerns.</p>				

	Lantra operates both on site and postal external quality assurance for this qualification.	
Grading	Pass/Fail	
Is there a skills card available?	No	Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy (sales@lantra.co.uk).	Product Directory; sales team
Related documents	An Assessment Guidance Handbook and other assessment-related paperwork can be located within Quartzweb	
How do I register learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

5 Content of qualification

5.1 Level 1 Certificate in Dry Stone Walling

This qualification is made up of 3 mandatory units:

Unit Title	M/O	GLH	Credits
Prepare and build a dry stone wall	M	54	6
Build and pack dry stone walls	M	54	6
Using copestones	M	09	1

Unit title	Prepare and build a dry stone wall
Unit reference number	L/600/1925
Unit level	1
Unit credit value	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to strip down a dry stone wall.	1.1 Identify and meet all appropriate health and safety requirements.
	1.2 Strip down a dry stone wall
2. Prepare a dry stone wall for rebuilding.	2.1 Identify all copestones / toppings and lay them out away from the wall as instructed.
	2.2 Work evenly to both sides of the wall to remove and sort building stones as instructed.
	2.3 Lay out stones according to size and shape.
	2.4 Identify through stones and coverband stones where present and place them away from the wall.
	2.5 Pile small packing stones within easy reach of wall.
	2.6 Identify and place foundation stones within easy reach of wall.
	2.7 Clear a safe gap along both sides of the wall.
3 Know how to prepare the foundations for a dry stone wall.	3.1 Peg out a foundation trench of the correct size according to instructions.
	3.2 Clear the trench until there is a flat base of subsoil.

4 Lay the foundations of a dry stone wall.	4.1 Select and lay foundation stones with appropriate length into the wall; as instructed.
	4.2 Ensure that all outside faces of stones are touching and that stones face in a straight line.
	4.3 Measure width of foundations and adjust as necessary.
	4.4 Pin foundation stones.
	4.5 Pack centre of foundations with appropriate sized stones.

Learning outcome 1: Know how to strip down a dry stone wall.

Learning outcome 2: Prepare a dry stone wall for rebuilding.

Learning outcome 3: Know how to prepare the foundations for a dry stone wall.

Learning outcome 4: Lay the foundations of a dry stone wall.

Unit title	Build and pack dry stone walls
Unit reference number	A/600/1922
Unit level	1
Unit credit value	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to build and pack the first lift of a dry stone wall.	1.1 Identify and meet all appropriate health and safety requirements.
	1.2 Use lines, irons or batter frames as instructed.
	1.3 Lay building stones for the lower half of the wall (first lift).
	1.4 Fit stones together so that faces are tight and position into the wall to cover all joints.
	1.5 Pin and pack each course of stones as instructed.
	1.6 Build wall up equally on both sides.
	1.7 Level wall at appropriate height as instructed.
2. Know how to place and pack through stones.	2.1 Place through stones so that they are no more than 1 metre apart.
	2.2 Set through stones on the wall so that they cover the vertical joint below them.
	2.3 Use half stones where insufficient through stones are available.
	2.4 Check that through stones are well packed and do not rock.
3. Know how to build and pack the second lift of a dry stone wall.	3.1 Use appropriate stones to build second lift of wall as instructed.
	3.2 Level wall at appropriate height.
	3.3 Lay coverband if appropriate.
	3.4 Set wide copestones securely where no coverband is present.

Learning outcome 1: Know how to build and pack the first lift of a dry stone wall.

Learning outcome 2: Know how to place and pack through stones.

Learning outcome 3: Know how to build and pack the second lift of a dry stone wall.

Unit title	Using copestones
Unit reference number	F/600/1923
Unit level	1
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purpose of using copestones in dry stone walling.	1.1 Identify the purpose of copestones in dry stone walling.
2. Know how to set and secure copestones / toppings.	2.1 Identify and meet all appropriate health and safety requirements.
	2.2 Identify suitable stones for use as copestones.
	2.3 Set copestones so that they sit solidly on base as instructed.
	2.4 Set copestones upright or sloping according to local method.
	2.5 Check to make sure that copestones are well pinned.
	2.6 Check to make sure that copestones do not rock.

Learning outcome 1: Understand the purpose of using copestones in dry stone walling.

Learning outcome 2: Know how to set and secure copestones / toppings.

5.2 Level 2 Certificate in Dry Stone Walling

This qualification is made up of 4 mandatory units:

Unit Title	M/O	GLH	Credits
Prepare to build a dry stone wall	M	50	6
Build and pack dry stone walls	M	50	6
Using copestones	M	7	1
Building a cheekend to a dry stone wall	M	30	6

Unit title	Prepare to build a dry stone wall
Unit reference number	M/600/2162
Unit level	2
Unit credit value	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to strip down a dry stone wall.	1.1 Apply all appropriate health and safety requirements.
	1.2 Strip down a dry stone wall effectively and efficiently.
2. Prepare a dry stone wall for rebuilding.	2.1 Assess all copestones / toppings and lay them out away from the wall.
	2.2 Work evenly to both sides of the wall to remove and sort building stones.
	2.3 Assess range of stones and lay out according to size and shape.
	2.4 Identify appropriate through stones and coverband stones where present and place them away from the wall.
	2.5 Identify and pile small packing stones in appropriate range of the wall.
	2.6 Remove foundation stones and place within appropriate range of wall.
	2.7 Identify and clear an appropriate safe gap along both sides of the wall.
3. Know how to prepare the foundations for a dry stone wall.	3.1 Determine the correct size for the foundation trench and peg out accordingly.
	3.2 Clear the trench until there is a flat base of subsoil.
4. Lay the foundations of a dry stone wall.	4.1 Select appropriate foundation stones for the wall.
	4.2 Lay foundation stones with appropriate length into the wall.
	4.3 Consistently ensure that all outside faces of stones are touching and that stones face in a straight line.
	4.4 Accurately measure width of foundations.

	4.5 Make correct adjustments to the width of the foundations as necessary.
	4.6 Pin foundation stones accurately and effectively.
	4.7 Pack centre of foundations with appropriate sized stones.

Learning outcome 1: Know how to strip down a dry stone wall.

Learning outcome 2: Prepare a dry stone wall for rebuilding.

Learning outcome 3: Know how to prepare the foundations for a dry stone wall.

Learning outcome 4: Lay the foundations of a dry stone wall.

Unit title	Build and pack dry stone walls
Unit reference number	K/600/2161
Unit level	2
Unit credit value	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to build and pack the first lift of a dry stone wall.	1.1 Identify and meet all appropriate health and safety requirements.
	1.2 Use lines, irons or batter frames correctly.
	1.3 Select and lay appropriate building stones for the lower half of the wall (first lift).
	1.4 Ensure that stones fit together so that faces are tight and positioned into the wall to cover all joints.
	1.5 Effectively pin and pack each course of stones.
	1.6 Build wall up equally on both sides.
	1.7 Level wall at appropriate height.
2. Know how to place and pack through stones.	2.1 Select and place through stones so that they are no more than 1 metre apart.
	2.2 Set through stones on the wall so that they cover the vertical joint below them.
	2.3 Use half stones correctly where insufficient through stones are available.
	2.4 Ensure that through stones are well packed and do not rock.
3. Know how to build and pack the second lift of a dry stone wall.	3.1 Select and use appropriate stones to build second lift of wall.
	3.2 Level wall at appropriate height to lay coverband if appropriate.
	3.3 Identify and set top stones where no coverband is present.

Learning outcome 1: Know how to build and pack the first lift of a dry stone wall.

Learning outcome 2: Know how to place and pack through stones.

Learning outcome 3: Know how to build and pack the second lift of a dry stone wall.

Unit title	Using copestones
Unit reference number	A/600/2164
Unit level	2
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
4. Understand the purpose of using copestones in dry stone walling.	1.1 Assess the purpose of copestones in dry stone walling.
2 Know how to set and secure copestones / toppings.	2.1 Apply all appropriate health and safety requirements.
	2.2 Select suitable stones for use as copestones.
	2.3 Set copestones so they sit solidly on base.
	2.4 Identify the local method for setting copestones.
	2.5 Set copestones according to local method.
	2.6 Ensure that copestones are well pinned.
	2.7 Ensure that copestones do not rock by undertaking appropriate checks.
	2.8 Make effective adjustments where necessary.

Learning outcome 1: Understand the purpose of using copestones in dry stone walling.

Learning outcome 2: Know how to set and secure copestones / toppings.

Unit title	Building a cheekend to a dry stone wall
Unit reference number	L/600/2167
Unit level	2
Unit credit value	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to prepare a batter frame.	1.1 Measure for a batter frame.
	1.2 Make and set up a batter frame for the dimensions of the wallhead or set up irons to the correct dimensions.
2. Know the type of stones that are required for a cheekend / wallhead.	2.1 Identify appropriate cheekend / wallhead stones.
	2.2 Take down or select stones ready for cheekend / wallhead and place stones in a group ready for rebuild.
3. Be able to build the foundations for a cheekend / wallhead.	3.1 Select appropriate foundation stones which touch at the base of the wallhead.
	3.2 Set foundation stones level.
	3.3 Ensure foundation stones do not rock.
	3.4 Select an appropriate through stone of the correct length to cover the foundation stones.
4. Be able to build the cheekend / wallhead.	4.1 Build the cheekend / wallhead with stones tied back into the wall laid: 2 on 1 and 1 on 2.
	4.2 Ensure that no straight joints develop up the face of the wallhead.
	4.3 Ensure no straight joints develop between the wallhead and the body of the wall.
	4.4 Select a suitable end copestone.
	4.5 Place a suitable end copestone to finish the wallhead.
5. Be able to apply all appropriate health and safety requirements.	5.1 Apply all appropriate health and safety requirements.

Learning outcome 1: Be able to prepare a batter frame.

Learning outcome 2: Know the type of stones that are required for a cheekend / wallhead.

Learning outcome 3: Be able to build the foundations for a cheekend / wallhead.

Learning outcome 4: Be able to build the cheekend / wallhead.

Learning outcome 5: Be able to apply all appropriate health and safety requirements.

5.3 Level 3 Certificate in Dry Stone Walling

This qualification is made up of 4 mandatory units and 1 optional unit. Two of the mandatory units will have been achieved as part of the Level 2 Certificate in Dry Stone Walling which is a prerequisite for undertaking the level 3.

Unit Title	M/O	GLH	Credits
Prepare to Build a Dry Stone Wall (level 2 unit)	M	40	6
Building a Cheekend to a Dry Stone Wall (level 2 unit)	M	40	6
Build a Retaining Dry Stone Wall	M	40	6
Building a Curved Dry Stone Wall	M	40	5
Building a Dry Stone Wall on Sloping Ground	O	29	5
Building a High Dry Stone Wall	O	29	5
Incorporating a Lunkie Hole into a Dry Stone Wall	O	29	5

Unit title	Prepare to build a dry stone wall
Unit reference number	M/600/2162
Unit level	2
Unit credit value	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to strip down a dry stone wall.	1.1 Apply all appropriate health and safety requirements.
	1.2 Strip down a dry stone wall effectively and efficiently.
2. Prepare a dry stone wall for rebuilding.	2.1 Assess all copestones / toppings and lay them out away from the wall.
	2.2 Work evenly to both sides of the wall to remove and sort building stones.
	2.3 Assess range of stones and lay out according to size and shape.
	2.4 Identify appropriate through stones and coverband stones where present and place them away from the wall.
	2.5 Identify and pile small packing stones in appropriate range of the wall.
	2.6 Remove foundation stones and place within appropriate range of wall.
	2.7 Identify and clear an appropriate safe gap along both sides of the wall.
3. Know how to prepare the foundations for a dry stone wall.	3.1 Determine the correct size for the foundation trench and peg out accordingly.
	3.2 Clear the trench until there is a flat base of subsoil.

4. Lay the foundations of a dry stone wall.	4.1 Select appropriate foundation stones for the wall.
	4.2 Lay foundation stones with appropriate length into the wall.
	4.3 Consistently ensure that all outside faces of stones are touching and that stones face in a straight line.
	4.4 Accurately measure width of foundations.
	4.5 Make correct adjustments to the width of the foundations as necessary.
	4.6 Pin foundation stones accurately and effectively.
	4.7 Pack centre of foundations with appropriate sized stones.

Learning outcome 1: Know how to strip down a dry stone wall.

Learning outcome 2: Prepare a dry stone wall for rebuilding.

Learning outcome 3: Know how to prepare the foundations for a dry stone wall.

Learning outcome 4: Lay the foundations of a dry stone wall.

Unit title	Building a cheekend to a dry stone wall
Unit reference number	L/600/2167
Unit level	2
Unit credit value	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to prepare a batter frame.	1.1 Measure for a batter frame.
	1.2 Make and set up a batter frame for the dimensions of the wallhead or set up irons to the correct dimensions.
2. Know the type of stones that are required for a cheekend / wallhead.	2.1 Identify appropriate cheekend / wallhead stones.
	2.2 Take down or select stones ready for cheekend / wallhead and place stones in a group ready for rebuild.
3. Be able to build the foundations for a cheekend / wallhead.	3.1 Select appropriate foundation stones which touch at the base of the wallhead.
	3.2 Set foundation stones level.
	3.3 Ensure foundation stones do not rock.
	3.4 Select an appropriate through stone of the correct length to cover the foundation stones.
4. Be able to build the cheekend / wallhead.	4.1 Build the cheekend / wallhead with stones tied back into the wall laid: 2 on 1 and 1 on 2.
	4.2 Ensure that no straight joints develop up the face of the wallhead.
	4.3 Ensure no straight joints develop between the wallhead and the body of the wall.
	4.4 Select a suitable end copestone.
	4.5 Place a suitable end copestone to finish the wallhead.
5. Be able to apply all appropriate health and safety requirements.	5.1 Apply all appropriate health and safety requirements.

Learning outcome 1: Be able to prepare a batter frame.

Learning outcome 2: Know the type of stones that are required for a cheekend / wallhead.

Learning outcome 3: Be able to build the foundations for a cheekend / wallhead.

Learning outcome 4: Be able to build the cheekend / wallhead.

Learning outcome 5: Be able to apply all appropriate health and safety requirements.

Unit title	Build a retaining dry stone wall
Unit reference number	A/600/2407
Unit level	3
Unit credit value	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to strip down a retaining dry stone wall.	1.1 Strip out a retaining dry stone wall in such a way as to avoid earth falls.
	1.2 Select and lay out cope stones above the bank if possible.
2. Be able to lay foundations for a retaining dry stone wall.	2.1 Lay foundations with length into the wall.
3. Be able to build a retaining dry stone wall.	3.1 Ensure building stones are placed tight together and laid endways into the wall.
	3.2 Pack the back of the wall to earth face as the build progresses.
	3.3 Where appropriate use a second wall face to the bank.
	3.4 Choose long through stones and lay to tie in to the earth bank.
	3.5 Use additional through stones as a second staggered band if appropriate.
	3.6 Ensure the retaining bank reaches the base of the copes.
4. Be able to apply all appropriate health and safety requirements.	4.1 Apply all appropriate health and safety requirements.

Learning outcome 1: Be able to strip down a retaining dry stone wall.

Learning outcome 2: Be able to lay foundations for a retaining dry stone wall.

Learning outcome 3: Be able to build a retaining dry stone wall.

Learning outcome 4: Be able to apply all appropriate health and safety requirements.

Unit title	Building a curved dry stone wall
Unit reference number	J/600/2409
Unit level	3
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to calculate the curve for a dry stone wall.	1.1 Calculate the minimum curve for a dry stone wall.
2. Be able to lay foundations for a curved dry stone wall.	2.1 Lay a foundation trench to ensure a definite and smooth curve for a dry stone wall.
3. Be able to build a curved dry stone wall.	3.1 Place stones so that they are tight together with minimum width where stones touch vertically.
	3.2 Ensure even batter with no flat spots or bulges.
	3.3 Ensure that finish is tight and neat.
4. Be able to place copestones for a curved dry stone wall.	4.1 Place copestones; ensuring that they cannot be moved.
	4.2 Ensure that the end copestones are large and capable of retaining those next to them.
5. Be able to apply all appropriate health and safety requirements.	5.1 Apply all appropriate health and safety requirements.

Learning outcome 1: Be able to calculate the curve for a dry stone wall.

Learning outcome 2: Be able to lay foundations for a curved dry stone wall.

Learning outcome 3: Be able to build a curved dry stone wall.

Learning outcome 4: Be able to place copestones for a curved dry stone wall.

Learning outcome 5: Be able to apply all appropriate health and safety requirements.

Unit title	Building a dry stone wall on sloping ground
Unit reference number	D/600/2416
Unit level	3
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to select a slope for building a dry stone wall.	1.1 Select an appropriate slope of a minimum of 20 degrees for the building of a dry stone wall.
2. Be able to lay foundations for a dry stone wall built on sloping ground.	2.1 Prepare a stepped foundation trench with the appropriate number of steps for the degree of slope and size of foundations stones.
3. Be able to build a dry stone wall on sloping ground.	3.1 Demonstrate the correct method of building from the bottom of the slope increasing the length of foundations as the work progresses.
	3.2 Set lines to ensure that batter, height of wall and positions of throughs will be correct.
	3.3 Ensure through stones are placed at the appropriate distance apart and at the same height above the foundations.
	3.4 Ensure all copes are tight and self-supporting.
	3.5 Ensure that finish is tight and neat.
4. Be able to apply all appropriate health and safety requirements.	4.1 Apply all appropriate health and safety requirements.

Learning outcome 1: Be able to select a slope for building a dry stone wall.

Learning outcome 2: Be able to lay foundations for a dry stone wall built on sloping ground.

Learning outcome 3: Be able to build a dry stone wall on sloping ground.

Learning outcome 4: Be able to apply all appropriate health and safety requirements.

Unit title	Building a high dry stone wall
Unit reference number	R/600/2414
Unit level	3
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to lay foundations for a high dry stone wall.	1.1 Calculate the dimensions required to build a high dry stone wall.
	1.2 Lay out a foundation trench to ensure that the width of the trench is appropriate to the height of the wall.
2. Be able to build a high dry stone wall.	2.1 Ensure appropriate size of stone particularly for lower sections.
	2.2 Select throughs which should be placed in staggered lines at more than one level.
	2.3 Ensure an even batter throughout the whole of the wall faces.
	2.4 Build the wall faces straight.
	2.5 Ensure that there are no bulges or deviation in line.
	2.6 Fit copestones safely and securely.
3. Be able to finish a high dry stone wall.	3.1 Finish a high dry stone wall appropriately ensuring that the finish is tight and neat.
4. Be able to apply all appropriate health and safety requirements.	4.1 Apply all appropriate health and safety requirements.

Learning outcome 1: Be able to lay foundations for a high dry stone wall.

Learning outcome 2: Be able to build a high dry stone wall.

Learning outcome 3: Be able to finish a high dry stone wall.

Learning outcome 4: Be able to apply all appropriate health and safety requirements.

Unit title	Incorporating a lunkie hole into a dry stone wall
Unit reference number	A/600/2410
Unit level	3
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to lay foundations accurately for the incorporation of a lunkie hole.	1.1 Lay foundations appropriately for the incorporation of a lunkie hole.
	1.2 Ensure that foundations are laid to run continuously below the lunkie hole.
2. Be able to create a lunkie hole of the appropriate size.	2.1 Measure the height and width of a lunkie to ensure that its size is large enough to enable a sheep to get through.
	2.2 Measure the height and width of a lunkie to ensure that its size is large enough to enable a sheep to get through.
3. Know what type of stones are needed for a lunkie hole.	3.1 Identify suitable stones for a lunkie hole.
	3.2 Select suitable stones for the sides of the lunkie.
	3.3 Select suitable stone/s for the lintel/s.
4. Be able to build a dry stone wall to incorporate a lunkie hole.	4.1 Tie the corners of the wallheads into the wall with runners of the appropriate length.
	4.2 Ensure that the new build is tied into the old wall (if the project is a rebuild).
	4.3 Use throughs on alternate rows in the wallheads.
	4.4 Select lintels strong enough to support the wall above the lunkie; and that reach well back into the throughs which cross the wallhead.
	4.5 Cover the gap between the lintels to prevent stones falling through.
	4.6 Wall continuously over the lunkie.
5. Be able to finish a dry stone wall incorporating a lunkie hole.	5.1 Ensure that the finish of the wall is tight and neat and incorporates the lunkie hole effectively.
6. Be able to apply all appropriate health and safety requirements.	6.1 Apply all appropriate health and safety requirements.

Learning outcome 1: Be able to lay foundations accurately for the incorporation of a lunkie hole.

Learning outcome 2: Be able to create a lunkie hole of the appropriate size.

Learning outcome 3: Be able to create a lunkie hole of the appropriate size.

Learning outcome 4: Be able to build a dry stone wall to incorporate a lunkie hole.

Learning outcome 5: Be able to finish a dry stone wall incorporating a lunkie hole.

Learning outcome 6: Be able to apply all appropriate health and safety requirements.

6 Level descriptors

6.1 Level 1 Certificate in Dry Stone Walling

This qualification has been accredited at Level 1, 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:
1	The basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas necessary to complete well-defined routine tasks and address simple problems; and is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.

6.2 Level 2 Certificate in Dry Stone Walling

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	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.	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.

6.3 Level 3 Certificate in Dry Stone Walling

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

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

7 How are these qualifications delivered?

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

To register for delivery of the qualifications approved providers should contact our quality and standards team. 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 qualifications 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 assessment paperwork (Assessment Report Form and Learner Achievement Record) to Lantra for external quality assurance, unless they have Direct Claim Status (DCS) in which case they will retain the assessment paperwork 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 7.5.5.

7.1 Delivery in the UK

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

- 500/7615/2 - Level 1 Certificate in Dry Stone Walling
- 500/7446/5 - Level 2 Certificate in Dry Stone Walling
- 500/7447/7 - Level 3 Certificate in Dry Stone Walling

Qualifications Wales regulate qualifications in Wales and the Council for the Curriculum, Examinations and Assessment (CCEA) regulate qualifications in Northern Ireland

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

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

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

7.2 Who can deliver this qualification?

Only approved Lantra providers can deliver this qualification. For information on becoming approved please contact Lantra via sales@lantra.co.uk or call on 02476 696996.

7.3 Key safety-critical and technically critical aspects

The assessment for the Lantra Awards Level 1, Level 2 and Level 3 Certificates in Dry Stone Walling requires learners to know relevant health and safety legislation.

Key safety-critical and technically critical aspects of the learning outcomes and assessment criteria have been identified (see below) to assist the assessor with assessment decisions during the observation of practical activities. If the learner is assessed to be at risk of not performing the activity to the required standard or risks the health and safety of themselves or others, the assessor may stop the assessment and use their professional judgement to either:

- Restart the assessment with the agreement of the learner, or
- State that the assessment has not been achieved and advise the learner that they will need to apply to be assessed at a later date following training.

Where safety is breached, the assessor must record the way in which the key safety-critical and/or technically critical aspects have been applied and the reasons for any subsequent decision to stop an assessment on the Assessment Report Form.

In order to achieve the qualification and certification learners will be assessed on and must achieve **all** of the learning outcomes.

7.3.1 Level 1 Certificate in Dry Stone Walling key safety-critical and technically critical aspects

Unit title	Prepare to build a dry stone wall
Unit reference number	L/600/1925
Unit level	1
Unit credit value	6
Learning Outcome The learner will:	Assessment Criteria The learner can:
1. Know how to strip down a dry stone wall.	1.1 Identify and meet all appropriate health and safety requirements.

Unit title	Build and pack dry stone walls
Unit reference number	A/600/1922
Unit level	1
Unit credit value	6
Learning Outcome The learner will:	Assessment Criteria The learner can:
1. Know how to build and pack the first lift of a dry stone wall.	1.1 Identify and meet all appropriate health and safety requirements.
2. Know how to place and pack through stones.	2.1 Place through stones so that they are no more than 1 metre apart.

Unit title	Using copestones
Unit reference number	F/600/1923
Unit level	1
Unit credit value	1
Learning Outcome The learner will:	Assessment Criteria The learner can:
2. Know how to set and secure copestones / toppings.	2.1 Identify and meet all appropriate health and safety requirements. 2.6 Check to make sure that copestones do not rock.

7.3.2 Level 2 Certificate in Dry Stone Walling key safety-critical and technically critical aspects

Unit title	Prepare to build a dry stone wall
Unit reference number	M/600/2162
Unit level	2
Unit credit value	6
Learning Outcome The learner will:	Assessment Criteria The learner can:
1. Know how to strip down a dry stone wall.	1.1 Identify and meet all appropriate health and safety requirements.

Unit title	Build and pack dry stone walls
Unit reference number	K/600/2161
Unit level	2
Unit credit value	6
Learning Outcome The learner will:	Assessment Criteria The learner can:
1. Know how to build and pack the first lift of a dry stone wall.	1.1 Identify and meet all appropriate health and safety requirements.
2. Know how to place and pack through stones.	2.1 Place through stones so that they are no more than 1 metre apart.

Unit title	Using copestones
Unit reference number	A/600/2164
Unit level	2
Unit credit value	1
Learning Outcome The learner will:	Assessment Criteria The learner can:
2. Know how to set and secure copestones / toppings.	2.1 Identify and meet all appropriate health and safety requirements. 2.7 Ensure that copestones do not rock by undertaking appropriate checks.

Unit title	Building a cheekend to a dry stone wall
Unit reference number	L/600/2167
Unit level	2
Unit credit value	6
Learning Outcome The learner will:	Assessment Criteria The learner can:
4. Be able to build the cheekend / wallhead.	4.2 Ensure that no straight joints develop up the face of the wallhead.
5. Be able to apply all appropriate health and safety requirements.	5.1 Identify and meet all appropriate health and safety requirements.

7.3.3 Level 3 Certificate in Dry Stone Walling key safety-critical and technically critical aspects

Unit title	Prepare to build a dry stone wall
Unit reference number	M/600/2162
Unit level	2
Unit credit value	6
Learning Outcome The learner will:	Assessment Criteria The learner can:
1. Know how to strip down a dry stone wall.	1.1 Identify and meet all appropriate health and safety requirements.

Unit title	Building a cheekend to a dry stone wall
Unit reference number	L/600/2167
Unit level	2
Unit credit value	6
Learning Outcome The learner will:	Assessment Criteria The learner can:
4. Be able to build the cheekend / wallhead.	4.2 Ensure that no straight joints develop up the face of the wallhead.
5. Be able to apply all appropriate health and safety requirements.	5.1 Identify and meet all appropriate health and safety requirements.

Unit title	Build a retaining dry stone wall
Unit reference number	A/600/2407
Unit level	3
Unit credit value	6
Learning Outcome The learner will:	Assessment Criteria The learner can:
1. Be able to strip down a retaining dry stone wall.	1.1 Strip out a retaining dry stone wall in such a way as to avoid earth falls.
4. Be able to apply all appropriate health and safety requirements.	4.1 Identify and meet all appropriate health and safety requirements.

Unit title	Building a curved dry stone wall
Unit reference number	J/600/2409
Unit level	3
Unit credit value	5
Learning Outcome The learner will:	Assessment Criteria The learner can:
5. Be able to apply all appropriate health and safety requirements.	5.1 Identify and meet all appropriate health and safety requirements.

Unit title	Building a dry stone wall on sloping ground
Unit reference number	D/600/2416
Unit level	3
Unit credit value	5
Learning Outcome The learner will:	Assessment Criteria The learner can:
2 Be able to apply all appropriate health and safety requirements.	4.1 Identify and meet all appropriate health and safety requirements.

Unit title	Building a high dry stone wall
Unit reference number	R/600/2414
Unit level	3
Unit credit value	5
Learning Outcome	Assessment Criteria

The learner will:	The learner can:
4. Be able to apply all appropriate health and safety requirements.	4.1 Identify and meet all appropriate health and safety requirements.

Unit title	Incorporating a lunkie hole into a dry stone wall
Unit reference number	A/600/2410
Unit level	3
Unit credit value	5
Learning Outcome The learner will:	Assessment Criteria The learner can:
6. Be able to apply all appropriate health and safety requirements.	6.1 Identify and meet all appropriate health and safety requirements.

7.4 Provider resources

Materials required for the test must be provided at the site. Stones may vary from one region to another and learners must be tested using stones with which they are familiar. Centres can request that learners bring their own frames, hammers, pins and lines, and personal protective equipment (PPE).

Resources required
Access to suitable length of wall with appropriate features for assessment
Walling hammer and/or lump hammer
Pinch bar
Mattock or pick
Outdoor clothing and sturdy footwear (safety boots with toe protection ideal)
Safety goggles
Gloves
Bucket
Pocket rule/tape
Spirit level
Spade/Shovel
Spare tools

Learners must work on their own stint which must be clearly marked with pegs. 2.5 square metres of wall are required per stint for Levels 1 and 2, and 4.5 square metres of retaining wall for Level 3. Measures should be taken from the base of the foundation course to the top of copestones for height. The following tables show the length required for each stint, depending upon the height of the wall.

LEVELS 1 and 2		LEVEL 3 (UNIT 2)	
HEIGHT PER STINT (METRES)	LENGTH PER STINT (METRES)	HEIGHT PER STINT (METRES)	LENGTH PER STINT (METRES)
1	2.5		
1.10	2.27		
1.20	2.08	1.20	3.8
1.30	1.92	1.30	3.5
1.40	1.79	1.40	3.21
1.50	1.67	1.50	3.0
1.60	1.56	1.60	2.81
1.70	1.47	1.70	2.65
1.80	1.39	1.80	2.5
1.90	1.32	1.90	2.37
2.00	1.25	2.00	2.25

7.5 Quality assurance and certification

7.5.1 Quality assurance of assessment decisions

These 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.

Where the EQA is in agreement with the decision of the assessor this 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 learners 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 also following the correct processes.

Where Direct Claim Status (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.

The Dry Stone Walling qualifications are assessed by practical assessment methods that assess the learners' ability to build sections of dry stone wall (and other features as appropriate to the level undertaken). The assessment methods employed reflect the practical nature of the qualifications which in turn are based upon the actual skills required by a practising dry stone waller.

7.5.2 Level 1 Certificate in Dry Stone Walling

The Level 1 Certificate in Dry Stone Walling will be awarded to learners meeting the external assessment requirements identified below.

- Strip down and rebuild a straight forward section of dry stone wall totalling 2.5 square metres within a period of seven hours.

Learners must achieve at least 50% of marks available for each section of the test and an overall percentage of at least 50% of the total mark to pass the test at Level 1.

The emphasis at this level is on straightness and soundness of construction. This integrated and summative test will assess the criteria of all of the units required for the Level 1 Certificate.

7.5.3 Level 2 Certificate in Dry Stone Walling

The Level 2 Certificate in Dry Stone Walling will be awarded to learners meeting the external assessment requirements identified below.

- Strip down and rebuild a section of dry stone wall not less than 1 metre in height and totalling 2.5 square metres which incorporates a straight end or cheekend within a period of seven hours.

Learners must achieve at least 50% of marks available for each section of the test and an overall percentage of at least 60% of the total mark to pass the test at Level two.

In addition to the principles of construction at Level 1, particular emphasis at this level is on line and straightness, adequate hearting, selection of stones for all parts, batter or camber; correct laying of through bands and cover stones, and security of copestones.

This integrated and summative test will assess the criteria of all of the units required for the Level 2 Certificate.

7.5.4 Level 3 Certificate in Dry Stone Walling

The assessment for the Level 3 Certificate in Dry Stone Walling is in two parts. Learners must achieve Part A before they can undertake Part B. The Level 3 Certificate in Dry Stone Walling will be awarded to learners meeting the assessment requirements identified below.

Part A

- Build 5 square metres of curved dry stone wall
- Build 5 square metres of dry stone wall:
 - at least 1.8m high; or
 - incorporating a lunkie or waterpen (at least 0.5m x 0.5m); or
 - on ground with a slope of 20 degrees or more

Part B

- Strip down and rebuild at least 4.5 square metres of retaining wall within a period of seven hours.

In addition to the principles of construction at levels 1 and 2, particular emphasis at this level is on solid and secure foundations and preparation of earth bank, adequacy of packing, selection and placement of building stones, sufficient weep holes where necessary, sufficient through bands relative to the height of the wall, batter or camber, line and straightness and the wall should be retaining to the base of the copes.

These integrated and summative tests will assess the criteria of all of the units required for the Level 3 Certificate; both mandatory and optional requirements.

Learners must achieve at least 68% of marks available for each special feature and an overall percentage of at least 68% of the total mark to pass the test at Level 3.

7.5.5 Claiming certification

Among the assessment documentation providers need to submit is a completed Certificate Claim Form which allows Lantra to process the certificates following quality assurance approval. Once a learner has completed the assessment requirements and quality assurance has taken place certificates will be issued by Lantra for providers to distribute to individual learners.

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

7.5.6 Replacement certification

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

7.5.7 Direct Claims Status

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

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

Providers must operate a system which ensures all assessors assess to the required standard. The internal quality assurer (IQA) will be required to observe each assessor,

retaining evidence of observations which must be made available during EQA visits. The EQA may wish to sample the process and observe assessors. If the EQA is not confident about the way in which the provider is operating they may recommend the suspension or withdrawal of DCS.

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

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

7.6 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.

7.7 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.

7.8 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.

7.9 Safeguarding — young people and vulnerable adults

These qualifications can be offered to learners in the pre-16 age group, as well as learners aged 16 – 18 and 19+. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees, and providers to safeguard learners. Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision.

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

7.10 Additional requirements and reasonable adjustments

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

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

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

8 What does a provider need to do?

8.1 Management support

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

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

8.2 Provider records

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

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- 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), 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 Provider records.

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

8.3 Support for learners

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

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

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

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

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

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

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

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

9 Administration and other important information

9.1 Administration process for registration and certification

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

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

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

9.1.1 Registering the learner

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

Each learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested are also required by the regulatory bodies so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

9.1.2 Certificate claims

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

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

9.1.3 Regulatory authorities

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

9.2 Assessment strategy

For these qualifications, an Assessment Guidance document is available which includes full details of the assessment requirements. Below is a summary of the assessment strategy which supports these qualifications. The Assessment Guidance contains details on:

- Methods of assessment
- Types of evidence which 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 qualifications.

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

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
- The evidence is sufficient when the assessor judges the requirements of the qualification have been met and competence has been demonstrated by the learner
- Assessors must be capable of identifying when competence has been demonstrated by the learner based on their own professional judgement
- Although there are no formal limits set on the time taken to complete the qualification or the number of assessment opportunities provided, providers may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons, taking into account the stated key safety-critical and technically critical aspects of the assessment. It is estimated that the practical assessment will take approximately two hours, depending on the learner.

Access to assessment

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be demonstrated through an evaluation of the learner's previous training and experience
- This underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements
- key considerations for evaluation of the learner's previous training and experience include:
 - Evidence of training courses
 - Examples of walling work (photographic examples).

9.3 Funding

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

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

www.gov.uk/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 qualifications have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

Appendix 1 – Glossary of terms

Knowledge	Factual information that can be recalled as required. Individual can (for example) “identify” and/or “describe” key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) “explain”, “analyse” and/or “evaluate”.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. Individual can (for example) “operate”, “use” and/or “carry out”.
Learning outcome	How the learner will be changed by the learning/assessment process. That which the learner will, due to learning experiences, newly know, understand or be able to do.
Assessment criteria	Discrete criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.
Breadth (exemplification)	Presents the provider with example-based teaching content which helps define the minimum required breadth of learning. Guides but does not prescribe. Learning should always be broader than any potential assessment.
Depth (amplification)	Presents the provider with required minimum teaching content and defines the depth of understanding required for the level and objective of the qualification.
Qualification objective	A succinct summation of the overarching development of the learner in terms of tangible work or further developmental opportunities available as a result of achieving this qualification.
Qualification aim	A succinct summation of why this qualification is of value to the learner (without reference to assessment).
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the learner in different job roles, industries, contexts and/or personal situations.
Assessment guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Delivery guidance	Guidance which, without reference to assessment, illustrates opportunities for evidence which might: <ul style="list-style-type: none"> • Be naturally generated through the learning process • Offer innovative examples of delivery gathered through centre/learner consultation • Minimise the burden of assessment on centres and learners.
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
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)	Guided learning hours + directed study 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.
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	<p>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.</p>

Appendix 2 — Census ethnic group classifications (2011)

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

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

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