



Level 3 Award in  
Principles of Developing  
Environmental and Land-based  
Projects

**Qualification Specification**

Version 2

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# Qualification Specification

## Lantra Awards Level 3 Award in Principles of Developing Environmental and Land-based Projects

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# 1 Why has this qualification been developed?

The Lantra Awards Level 3 Award in Principles of Developing Projects in the Environmental and Land-based Sector has been developed to provide learners with the knowledge required for planning, delivering and evaluating projects in the environmental and land-based sector. The qualification examines specific knowledge required in planning and maintaining the quality of work, sustaining a good working environment and evaluating the project against initial objectives.

The Lantra Awards Level 3 Award in Principles of Developing Projects in the Environmental Sector is nationally recognised and based on National Occupational Standards (NOS). The qualification underpins the skills and standards required to plan and carry out an appropriate environmental project across a range of contextual environments.

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

This qualification specification provides information for approved Lantra providers and assessors involved in the planning, delivery and assessment of the Lantra Awards Level 3 Award in Principles of Developing Projects in the Environmental Sector.

## 2 Who is the qualification for?

This qualification has been developed for individuals who need to use project skills in a wide range of environmental and land-based situations.

The qualification is designed to enable learners to develop the knowledge, understanding and skills required to support their role and develop their career. The qualification will enhance the ability of learners to plan, develop and evaluate projects in the environmental and land-based sector.

The qualification will enable those who are successful to enhance their career or progress on to further learning.

The qualification will enable learners undertaking an apprenticeship to demonstrate the knowledge elements required in order to plan, develop and evaluate an environmental and land-based project.

This qualification is available for learners aged 16+.

### 2.1 Prerequisites

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

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

There are no formal requirements for entry to this qualification.

### 3 What does this qualification cover?

Learners undertaking this qualification will be able to demonstrate their knowledge of developing projects in the environmental and land-based sector. The qualification comprises of one unit which the learner must successfully achieve.

The qualification aims to assess the learner's knowledge and understanding of:

- Planning, delivering and evaluating projects
- Maintaining the quality of work
- Sustaining a good working environment
- Evaluating a project against initial objectives.

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

**Purpose:**

- C. Preparing for employment

**Sub Purpose**

- C1. Prepare for employment in a broad occupational area.

By achieving this qualification learners will:

- Understand the factors that influence the planning of projects for the environment
- Understand how to deliver environmental projects
- Understand how to evaluate environmental projects.

## 4 Qualification overview

		Where to look for further details			
<b>Qualification title</b>	Lantra Awards Level 3 Award in Principles of Developing Environmental and Land-based Projects				Ofqual's Register of Regulatory Qualifications <a href="http://register.ofqual.gov.uk">register.ofqual.gov.uk</a>
<b>Qualification number</b>	500/9352/6				
<b>Qualification aim</b>	To provide the learner with the knowledge, understanding and skills required to undertake a variety of environmental and land-based projects.				
<b>Qualification purpose</b>	Purpose: <ul style="list-style-type: none"> <li>• C. Preparing for employment</li> </ul> Sub Purpose <ul style="list-style-type: none"> <li>• C1. Prepare for employment in a broad occupational area.</li> </ul>				
<b>Qualification start date</b>	01/05/2010				
<b>Level</b>	3				
<b>Credits</b>	10				
<b>GLH</b>	65				
<b>TQT</b>	104				
<b>Quartz ID numbers</b>	Mandatory unit Unit 793 – Principles of developing projects for the environment Programme- 92 Qualification- 101				
<b>Unit numbers and titles</b>	Mandatory unit M/601/4201 – Principles of developing projects for the environment				
<b>Qualification structure</b>	This qualification comprises: One mandatory unit  Learners must complete the mandatory unit.				
<b>Age group</b>	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Entry requirements</b>	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.				
<b>Prerequisites</b>	There are no prerequisites				

<b>Recognition of prior learning</b>	None	
<b>Assessment methods</b>	Portfolio (including written report) Verbal questioning.	
<b>Assessment model</b>	<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> <p>Lantra operates both on site and postal external quality assurance for this qualification.</p>	
<b>Grading</b>	Pass/Fail	
<b>Is there a skills card available?</b>	No	Guidance Handbook for Providers
<b>Fees</b>	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 ( <a href="mailto:sales@lantra.co.uk">sales@lantra.co.uk</a> ).	Product Directory; sales team
<b>Related documents</b>	An Assessment Guidance Handbook and other assessment-related paperwork can be located within Quartzweb	
<b>How do I register learners?</b>	Via Quartzweb <a href="http://ordering.lantra.co.uk/Login.aspx">ordering.lantra.co.uk/Login.aspx</a>	Quartzweb User Guide

## 5 Content of qualification

This qualification is made up of one mandatory unit. Learners must achieve the mandatory unit in order to achieve the qualification.

Unit Title	M/O	GLH	Credits
Principles of developing projects for the environment	M	65	10

<b>Unit title</b>	Principles of developing projects for the environment
<b>Unit reference number</b>	M/601/4201
<b>Unit level</b>	3
<b>Unit credit value</b>	10

<b>Learning outcome</b> The learner will:	<b>Assessment criteria</b> The learner can:
<b>1. Understand the factors that influence the planning of projects for the environment.</b>	1.1. Summarise the current principles of environmental good practice.
	1.2. Describe the factors that can impact upon an organisation's environmental management plan(s).
	1.3. Explain key statutory and legal requirements relating to environmental issues and their impact upon potential project specifications.
	1.4. Identify interested parties both internal and external and technical experts who need to be consulted when planning an environmental project.
	1.5. Outline the roles and responsibilities of interested parties and why they may need to be consulted.
	1.6. Explain how to gather views and opinions.
	1.7. Explain methods for analysing and interpreting the consultation response(s).
	1.8. Explain actual and potential pressures on the environment and the effect these conflicts may have upon a project specification.



<b>Learning outcome</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	1.9. Analyse potential conflicts between these pressures.  1.10. Explain the different methods for briefing those involved with the project specification.  1.11. Explain the importance of giving clear and accurate briefings.
<b>2. Understand how to deliver environmental projects.</b>	2.1 Explain the roles and responsibilities of organisations in delivering project specification(s).  2.2 Explain how to establish and maintain systems to monitor service delivery and how to identify improvements to project activities and working conditions.  2.3 Explain the types of corrective actions that can be taken and indicate the reasons for selecting such corrective actions.  2.4 Explain how to identify problems in delivering the project and the types of corrective actions to be taken.  2.5 Identify methods of positive communication likely to promote understanding and goodwill.  2.6 Give examples of the ways in which communication may break down.  2.7 Suggest a strategy for dealing with communication problems.  2.8 Explain the importance of complete and accurate records and reporting of the project to comply with organisational procedures.
<b>3. Understand how to evaluate environmental projects.</b>	3.1 Outline the structure of a clear and systematic record/report for an environmental project.

<b>Learning outcome</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
	3.2 Explain the importance of evaluating project outcomes covering the following criteria: <ul style="list-style-type: none"> <li>• any environmental impact</li> <li>• the quality of the outcomes</li> <li>• the appropriate use of resources.</li> </ul>
	3.3 Suggest different techniques for evaluating a project specification.
	3.4 Explain the process of evaluation against the requirements of the project specification.

## 6 Level descriptors

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

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

## 7 How is this qualification delivered?

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

To register for delivery of this qualification 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 qualification once they have been enrolled with the provider. Failure to register learners may prevent assessments from taking place. Sanctions may be imposed on providers if learners are not registered before the assessment takes place.

Learners will complete the necessary elements of the assessment and be assessed by the internal assessor. The provider will compile and send the 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 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 this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number:

- 500/9352/6 – Level 3 Award in Principles of Developing Environmental and Land-based projects

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](mailto:sales@lantra.co.uk) or call on 02476 69 69 96.

## **7.3 Quality assurance and certification**

### **7.3.1 Quality assurance of assessment decisions**

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

An external quality assurer (EQA) will be appointed to the provider and this person will be responsible for sample checking assessors' assessment recommendations. It is anticipated that this will be at a rate of 10% of the cohort, where entries are sufficient, however, this may be a significantly higher percentage where small cohorts are submitted. The EQA will produce a sampling record detailing which work they will want to see. It is important to note that although the EQA will view only a sample of work, they may wish to widen the sample. Therefore, all learner work should be available for inspection.

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

review a sample of work and make a recommendation on the assessment decisions of the cohort as a whole.

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

Where the EQA is in agreement this decision will be communicated to Lantra and certificate claims will be processed. Where the EQA is not in agreement the reasons will be communicated to the provider with supportive feedback to help with future assessment decisions. This may result in the need for 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 following the correct processes.

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

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

### **7.3.2 Claiming certification**

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

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

### **7.3.3 Replacement certification**

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

### **7.3.4 Direct Claims Status**

Direct Claims Status (DCS) enables providers to claim certification directly before external quality assurance has taken place. A claim for DCS can only be made after an external quality assurer (EQA) has conducted a visit, which may be approximately six months

following approval to deliver the qualification and enough learners have been progressed by the provider.

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

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

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

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

## **7.4 Enquiries about results and appeals**

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

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

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

Please refer to the Provider Handbook for further details.

## **7.5 Malpractice and maladministration**

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

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

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

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

## **7.6 Recognition of prior learning**

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

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

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

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

## **7.7 Safeguarding — young people and vulnerable adults**

This qualification can be offered to learners in the 16–19 age group, as well as learners aged 19+. The Health and Safety at Work 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.

## **7.8 Additional requirements and reasonable adjustments**

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

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

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

# **8 What does a provider need to do?**

## **8.1 Management support**

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

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

## **8.2 Provider records**

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



Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units
- Feedback given to learners by assessors
- Evidence sampled by the 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 7.6 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. Feedback should be positive, constructive and used for future planning.

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

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

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

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

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

## **9 Administration and other important information**

### **9.1 Administration process for registration and certification**

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

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

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

#### **9.1.1 Registering the learner**

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

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

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

### **9.1.2 Certificate claims**

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

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

### **9.1.3 Regulatory authorities**

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

## **9.2 Assessment strategy**

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

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

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

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

Methods of assessment:

- Portfolio (including written report)
- Verbal questioning

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

- written report
- oral testing
- assessor forms and notes
- witness reports and, where appropriate, a signed record of practical activity
- illustrations
- internet research

- diagrams
- reports.

Assessment requirements:

- 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.

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 project planning.

### 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](http://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"> <li>• Be naturally generated through the learning process</li> <li>• Offer innovative examples of delivery gathered through centre/learner consultation</li> <li>• Minimise the burden of assessment on centres and learners.</li> </ul>
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"> <li>• An illness or injury</li> <li>• 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.</li> </ul>
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	<b>White:</b> English/Welsh/Scottish/ Northern Irish/British	19	<b>White:</b> White	30	<b>White:</b> Scottish
02	Irish	20	Irish Traveller	31	British
03	Gypsy or Irish Traveller	21	<b>Asian/Asian British:</b> Indian	32	Irish
04	Any other White background	22	Pakistani	33	Any other White background
05	<b>Mixed/multiple ethnic groups</b> White and Black Caribbean	23	Bangladeshi	34	<b>Mixed:</b> Any mixed/multiple Ethnic background
06	White and Black African	24	Chinese		<b>Asian, Asian Scottish or Asian British:</b>
07	White and Asian	25	<b>Black, Black Irish or Black British:</b> Black Caribbean	35	Indian
08	Any other Mixed/multiple ethnic background	26	Black African	36	Pakistani
09	<b>Asian/Asian British:</b> Indian	27	Black other	37	Bangladeshi
10	Pakistani	28	<b>Mixed:</b> Mixed ethnic group	38	Chinese
11	Bangladeshi	29	<b>Other ethnic group:</b> Any other ethnic group	39	Any other Asian background
12	Chinese			40	<b>Black, Black Scottish or Black British:</b> Caribbean
13	Any other Asian background			41	African
14	<b>Black/African/Caribbean/ Black British:</b> African			42	Any other Black background
15	Caribbean			43	<b>Other ethnic group:</b> Any other ethnic group
16	Any other Black/African/ Caribbean background				
17	<b>Other ethnic group:</b> Arab				
18	Any other ethnic group				

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