

Level 3 Diploma

**Fencing
(NVQ)**

Qualification number 500/4215/4

Fencing

Level 3

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Diploma in Fencing (NVQ)

Level 3

1 Aims and objectives

The Level 3 Diploma in Fencing is a competency based Qualification directly mapped to national standards which reflect the working practices of fencing supervisors. The standards were developed by a group representing employers, fencing manufacturers and contractors, training organisations, and other organisations with an interest in fencing, such as Highways Agency and Railtrack.

The qualification aims to give candidates the opportunity to develop their skills and demonstrate competence across the full range of activities that fencing supervisors need to be able to do as part of their everyday work.

2 Qualification routes

The following list identifies the units which are available for the Level 3 Diploma in Fencing. To be awarded the Level 3 Diploma in Fencing - Candidates must achieve a total of 62 credits. All 8 units are Mandatory.

Level 3 Diploma in Fencing

Mandatory QCF units:

D/501/7049	Plan, maintain and organise fencing lines and levels
Y/501/7048	Monitor and maintain the installation of fences
F/501/7058	Monitor the quality of fence installation
R/501/7050	Organise the operational area
A/501/7057	Control the deployment of materials and components
L/501/7323	Organise resources in support of fence installation
M/501/7055	Maintain and enhance productive working relationships
T/501/2987	Promote, monitor and maintain health, safety and security

3 Certificates

Certificates will show the qualification title as Lantra Awards Level 3 Diploma in Fencing.

Candidates will receive unit certificates and credit for all units they achieve.

4 Entry requirements, guided learning hours and achievement

There are no minimum entry requirements for Diploma NVQ Fencing candidates. However, the candidate must be working as a supervisor and, as such, would be expected to have considerable experience within the fencing industry. They must have a good understanding of the level 2 Diploma in Fencing (NVQ/SVQ) in order to be able to supervise the work of fencing operatives effectively.

Diplomas are intended for use by candidates in the workplace and it is not possible to specify with any accuracy the guided learning hours required for delivery of the qualification. The time it takes to achieve the Diploma and/or the units contained within it will depend on what opportunities arise to generate evidence through work activities, but in general candidates can expect to complete a level 3 Diploma within a year to eighteen months. **Achievement of the full Diploma represents 62 credits at Level 3 within the Qualifications and Credit Framework.**

5 Fencing Industry Skills Scheme (FISS) and Construction Skills Certification Scheme (CSCS)

FISS and CSCS work in partnership and the joint FISS/CSCS is a requirement for all fencing operatives who want to work on Major Contractor Group sites or on Highways Agency contracts.

To achieve their green card, all operatives must complete the Lantra Awards health, safety and environmental awareness course and pass the CITB Construction Skills health and safety test.

To achieve the blue FISS/CSCS card skilled fencing operatives must achieve either the Level 2 NVQ/SVQ or Level 2 Diploma in Fencing

To achieve the gold card they must achieve the Level 3 NVQ/SVQ or Level 3 Diploma in Fencing.

To achieve the platinum card they must achieve the L4 NVQ/SVQ in Fencing.

For further information about FISS/CSCS, ask for the information leaflet, available free of charge from Lantra Awards.

6 Accreditation of Prior Achievement (APA)

The unit 'Promote, monitor and maintain health, safety and security' appears in most level 3 competency based Qualifications within the land-based sector.

As for any Qualification directly linked to the National Occupational Standards, units gained from other awarding bodies are completely transferable and will be accepted by Lantra Awards towards the Diploma in Fencing.

7 Health and safety – young people

It is unlikely that the Level 3 Diploma will be undertaken by any candidates under the age of 18 although the Level 2 Diploma may be offered to candidates in the 16-19 age groups. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and for training providers to safeguard trainees. Young people under the age of 18 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 in this age group will need close supervision.

For more information about young people at work, see *The Health and Safety (Young Persons) Regulations 1997* and *Young People at Work – a guide for employers*, both obtainable from the Health and Safety Executive.

8 Expertise of assessors, internal verifiers and external verifiers

Assessors

As well as holding or working towards units A1 and A2 (or D32/D33), assessors must:

- Be occupationally competent, capable of carrying out the functions covered by the units, or aspects of units, to the standard described within them, according to current industry practice. They will have gained the occupational competence by having a proven track record working in a practical role within the industry for at least five years (for example as a lead installer, foreman, supervisor, operations manager etc).

It is possible for candidates to have more than one assessor, each assessing different units or aspects of those units. In exceptional circumstances, assessors may be approved with less than five years. Centres in this situation should contact Lantra Awards for advice.

- Be familiar with the national occupational standards for fencing and must be able to interpret and make judgements on current working practices and technologies within the area of work

- Have sufficient time to carry out the role within QCA's NVQ Criteria and Code of Practice and the relevant sections of SQA's SVQ Criteria and Guidance for Awarding Bodies. For guidance on the role, please refer to the Lantra Awards publication 'Guidance to NVQ/SVQ Centres'
- Receive an appropriate induction to the Qualifications that they are assessing
- Actively engage in relevant, industry specific continuing professional development activities to keep up-to-date with developments relating to the Fencing Industry and changes taking place in the sector.

Information on the induction and continuing professional development of assessors must be made available to the external verifier. The external verifier will expect to see evidence, such as relevant qualifications, recent performance appraisal records, testimonials or references, attendance certificates or details of relevant events or activities.

Lantra Awards holds meetings for centres at least once each year and, wherever possible, these will be combined with continuing professional development activities such as sessions given by fencing manufacturers.

Internal verifiers

As well as holding or working towards unit V1 (or D34), internal verifiers must:

- Be occupationally competent, capable of carrying out the functions covered by the units, or aspects of units, to the standard described within them, according to current industry practice. They will have gained the occupational competence by having a proven track record working in a practical role within the industry for at least five years (for example as a lead installer, foreman, supervisor, operations manager etc). In exceptional circumstances, assessors may be approved with less than five years experience. Centres in this situation should contact Lantra Awards for advice.
- Have sufficient knowledge of the work activities and assessment process to be able to offer credible advice on the interpretation of the standards, moderate assessments and resolve any differences and conflicts
- Be fully conversant with the national occupational standards for fencing and must be able to assist assessors with interpretation and the making of assessment judgements. They must be able to make judgements about the assessment process being applied by assessors.
- Occupy a position in the organisation that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other important roles of an internal verifier. For guidance on the role, please refer to the Lantra Awards publication 'Guidance to NVQ/SVQ Centres'
- Receive an appropriate induction to the Qualifications that they are verifying
- Actively engage in relevant, industry specific continuing professional development activities to keep up-to-date with developments relating to the Fencing Qualifications and changes taking place in the industry.

Internal verifiers should also hold A1 and A2 (or D32/D33).

Information on the induction and continuing professional development of assessors must be made available to the external verifier. The external verifier will expect to see evidence, such as relevant qualifications, recent performance appraisal records, testimonials or references, attendance certificates or details of relevant events or activities.

Lantra Awards holds meetings for centres at least once each year and, wherever possible, these will be combined with continuing professional development activities such as sessions given by fencing manufacturers.

External verifiers

As well as holding or working towards V2 (or D35), external verifiers must:

- Understand the national occupational standards, and their correct interpretation and application, have an in-depth knowledge of the area covered by the Diplomas (NVQ/SVQ).
- Have gained their knowledge working with the fencing industry
- Receive an appropriate induction to the Qualifications they are verifying
- Actively engage in relevant, industry specific continuing professional development activities to keep up-to-date with developments relating to the Fencing Qualifications and changes taking place in the industry.

9 Progression

The Level 3 Diploma in Fencing could provide progression to level 4 qualifications in the construction sector or in management. The Level 3 Diploma in Fencing provides an opportunity for progression to employment as a fencing supervisor or fencing lead installer.

10 Independent assessment

Awarding bodies are required to provide external quality control for assessment over and above that provided by external verifiers. The method of independent assessment varies between different Qualifications. For the Diploma in Fencing it has been agreed that independent assessment is not an appropriate method of external quality control. Instead, the monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened assessment and external verification system, which will be implemented by Lantra Awards.

All centres should refer to the Lantra Awards 'Guidance to NVQ/SVQ Centres' which includes detailed information about the way in which we operate competency based Qualifications and what we expect from centres.

However, the following is a useful reminder of key points relating to assessment:

External verification

- All new centres, or existing centres wishing to extend their provision to include Fencing will be visited by an external verifier prior to centre approval being granted to ensure that all regulatory and assessment strategy requirements are met. Where new or existing centres are experiencing difficulty, Lantra Awards will provide additional support, either through more frequent external verifier visits (for which a charge will usually be made) or through other means such as training and development.
- External verifiers will be rotated every 2-5 years to increase the independence of verification in centres.
- External verifiers (not the centre) will determine the assessments, candidates and assessors to be sampled. Sampling will take place during the development of a candidate's portfolio, and not only at the point of signing off.
- External verifiers will sample at least 20% of candidates or candidates' work at each centre. The size of the sample will be recorded on the sampling report form completed by the external verifier during the visit.

Internal verification

- All candidate portfolios should be internally verified by the internal verifier
- Internal verifiers should be able to demonstrate how the internal verification sampling strategy ensures that:

Portfolios are sampled during their development stage

Portfolios are sampled on completion

All types of evidence are sampled

All assessors are sampled, including those based at different sites

The work of different assessors is compared, where possible across the same unit(s)

The full range of units delivered is assessed

- Internal verifiers should observe assessors conducting candidate assessments at least once every six months. The reliability, validity and authenticity of evidence must be checked during these observations.

Risk rating

Levels of external verification, monitoring control and support may vary according to the centre's level of risk (e.g. those under commercial pressures or where any bias may exist because of relationships between candidates, assessors, internal verifiers or external verifiers). Depending on risk rating the following actions may be taken by the external verifier or Lantra Awards:

- Conduct a spot visit at short notice
- Meet and/or observe each candidate or a larger sample of the candidates at the centre in question
- Increase frequency of verification visits (for which a charge will normally be made)
- Conduct candidate and/or employer interviews, as required, over the telephone
- Other action appropriate to risk (e.g. suspension of direct claims status)

Centres may wish to refer to the NVQ Code of Practice which is available on the QCA website (www.qca.org.uk). The Code of Practice includes sanctions which awarding bodies must impose in the event of non-compliance with the approved centre criteria.

Workplace assessment and simulation

All assessments of a candidate's performance must take place in a real working environment. This will apply to all units, or aspects of units, except those for which simulation has been deemed acceptable (see below). In order to ensure that the evidence used to assess candidates against the unit specifications is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the industry and that the pressures and constraints of the workplace are reflected.

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame.

- Simulations will usually deal with contingencies such as unexpected problems, emergencies or other incidents which will not necessarily occur frequently. Such instances are specified and should only be used where prescribed in these specifications

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specifications seek to assess
- All simulations should follow these documented plans
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- Where simulations are used they must be based in a realistic work environment and must be based on current working practice
- Simulations can only be used to supplement real work activities and should not be the only source of evidence used to indicate competence
- The use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment.

Assessment of knowledge and understanding can take place in a different environment which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance.

Witness testimony

For the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and candidate should be declared and noted by the assessor. Witnesses must be able to demonstrate that they have the necessary expertise in the area for which they are providing testimony. This information should be noted by the assessor.

Networking opportunities

Lantra Awards holds centre meetings at least once a year for all those involved in the assessment and verification process to share good practice and keep up to date with the latest requirements of the industry.

11 Guidance for Diploma (NVQ/SVQ) centres

Detailed guidance on centre approval, the implementation of competency based programmes, roles and responsibilities, record keeping and administration are provided in the Lantra Awards booklet 'Guidance to NVQ/SVQ Centres'. Copies are available from Lantra Awards, free of charge.

12 Useful publications

There may be a charge for some of the publications mentioned below. Details of cost can be obtained from the relevant organisation.

Available from Lantra Awards, Lantra House, Stoneleigh Park, Coventry CV8 2LG (tel 024 7641 9703)

Information leaflet – Fencing NVQ/SVQs

Provides a summary of the contents of the NVQ/ SVQ and information about becoming a centre (free).

Information leaflet – Fencing Industry Skills Scheme

Describes the FISS/CSCS card scheme and the routes for achieving the various cards available depending on the skills and experience of the operative. Also includes information on card costs.

Guidance for NVQ/SVQ Centres

Information about how to apply for centre approval, the key roles, assessment and internal verification, external verification and sample documentation (free).

Available from Qualifications and Curriculum Authority, 83 Piccadilly, London W1J 8QA Tel: 0207 509 555 or www.qca.org.uk

NVQ Code of Practice

Provides the framework against which QCA monitors awarding bodies, and awarding bodies monitor their centres. Whilst it does not apply to SVQ centres, Lantra Awards operates both NVQs and SVQs in accordance with the NVQ Code of Practice and all centres are strongly recommended to familiarise themselves with its content.

Internal verification: a guide for internal verifiers

External verification: a guide for external verifiers

The booklets highlight the principals of quality assurance and internal/external verification and give examples of good practice.

Assessing NVQs

Essential reading for all NVQ (and SVQ) centres.

Available from the Department for Education and Skills (www.dfes.gov.uk/nvq/new.shtml)

Joint Awarding Body Guidance on Internal Verification of NVQs

The internal verifier is at the heart of quality assurance in NVQ/SVQs. This booklet provides clear guidance on good practice for internal verification, focussing on verifying assessment, developing and supporting assessors and managing quality of NVQ/SVQ delivery. Useful too for anyone working towards the V1 unit.

Available from SQA, The Optima Building, 58 Robertson House, Glasgow G2 8DQ Tel: 0141 242 2214 or www.sqa.org.uk

SQA Awarding Body Criteria 2007

The Scottish equivalent to the Common Accord.

SVQ: Guidance on Learning and SVQs

A guide for assessors about how to put learning into practice in the SVQ context and suggesting ways to deal with problems.

Case Studies on Best Practice in External Verification

Contains six case studies highlighting best practice external verification over a range of external verification activities.

13 Centre support

To help centres assess knowledge and understanding, Lantra Awards has produced a question bank, which includes questions that are relevant to each element. The question bank and answers will be issued following centre approval, on disk, free of charge. The materials may be photocopied. Questions may be asked and answered in writing or orally.

We welcome suggestions from centres about other support materials which you would find useful.

14 Candidates with special needs

Our Equal Opportunities policy is set out in the Lantra Awards Customer Service Statement and includes details of the arrangements which can be made for candidates with special needs. The Customer Service Statement is available from Lantra Awards, free of charge.

15 Customer Service Statement

Our procedures for dealing with appeals, complaints and cases of malpractice are set out in our Customer Service Statement. It also includes details of our quality strategy and monitoring policy and our customer service policy, target turnaround times for registrations and certificates and how we monitor and improve our service. This booklet is issued to all approved centres, but extra copies are available from Lantra Awards.

16 Fees

Centre evaluation visit (new centres only)	£300.00 (+VAT)
Registration for the Diploma (4 or more units)	£100.00 (+VAT)
Registration for 3 or fewer units	£60.00* (+VAT)

These fees include:

- A certificate for the full Diploma and a certificate of unit credit stating the units achieved. Candidates who did not achieve the full Diploma will receive a certificate summarising any units and credits achieved.
- Two visits each year from the external verifier. A visit charge of £250 will be made for visits to centres where fewer than 10 candidates are registered at the time of the visit. Where more than two visits are required in a year, a charge of £250 will normally be made.

*Candidates who registered initially for 3 or fewer units and who then want to add on further units will be charged an additional registration fee of £50.

For information about the cost of FISS/CSCS cards, please contact Lantra Awards for an information leaflet.

Fees are reviewed annually and changes will take effect from 1 April.

17 Key skills/core skills

To compliment the environmental and land-based sectors suite of National Occupational Standards, guidance has been produced to demonstrate how candidates may demonstrate their competence against core skills. This process of signposting is based upon the concept of a standard/typical portfolio. Because of this it is not possible to state that the signposting will be an exact match for all candidates and candidates would not be expected to achieve the sign posted skills through the identified opportunities alone. A full copy of the Core Skills Mapping Document is available from Lantra Awards.

18 Languages other than English

This qualification is available throughout the UK. Centres requiring materials in the medium of Welsh or Gaelic/Irish should contact Lantra Awards. Wherever possible, we will accommodate such requests. Centres may wish to refer to the Qualifications, Curriculum and Assessment Authority for Wales (Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC)) website (www.accac.org.uk).

Fencing

Qualification Structure for NVQ/SVQ Level 3

The candidate must achieve all of the six mandatory units.

Mandatory Units

Unit Fe8	Establish and maintain lines and levels
Unit Fe9	Manage the installation of fencing
Unit Fe10	Manage the operational area
Unit Fe11	Control resources in support of fence installation
Unit Fe12	Maintain and enhance productive working relationships
Unit CU3	Promote monitor and maintain health, safety and security

QCF QUALIFICATION STRUCTURE FOR LANTRA AWARDS FENCING QUALIFICATIONS

This mapping identifies the QCF units; their credit level and value and how they directly relate to the approved S/NVQ Structure for the level 3 Fencing Qualification.

Level Three Diploma in Fencing

The candidate must achieve 62 credits

S/NVQ Unit Number and Title	QCF Unit Title	QCF Credit Level	QCF Credit Value
Fe8 Establish and Maintain Lines and Levels	Plan, maintain and organise fencing lines and levels (Fe8)	3	7
Fe9 Manage the Installation of Fencing	Monitor and maintain the installation of fences(Fe9.1)	3	10
	Monitor the quality of fence installation (Fe9.2)	3	8
Fe10 Manage the Operational Area	Organise the operational area(Fe10.1)	3	6
	Control the deployment of materials and components (Fe10.2)	3	7

S/NVQ Unit Number and Title	QCF Unit Title	QCF Credit Level	QCF Credit Value
Fe11 Control Resources in support of fence installation	Organise resources in support of fence installation (Fe11)	3	9
Fe12 Maintain and enhance productive working relationships	Maintain and enhance productive working relationships (Fe12)	3	8
CU3 Promote, Monitor and maintain health, safety and security	Promote, monitor and maintain health, safety and security (CU3)	3	7

To be awarded the Level 3 Diploma in Fencing - Candidates must achieve a total of 62 credits. All 8 units are Mandatory.

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MANDATORY UNITS

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Fe8

TITLE	Plan, maintain and organise fencing lines and levels
LEVEL	3
CREDIT VALUE	7

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Implement health and safety requirements	1.1 Complete risk assessments on site to identify site hazards likely to impact on the establishment of lines and levels. Including services: above and below ground, man made substructures and naturally occurring obstructions
	1.2 Ensure that work is carried out in a way which promotes health and safety, is consistent with relevant legislation and codes of practice
2. Select and maintain tools and equipment	2.1 Select, prepare and maintain the condition of tools, equipment and resources used for detection and measuring
3. Plan for establishing lines and levels	3.1 Obtain fencing specifications and confirm requirements to clients and colleagues
	3.2 Organise resources to support the establishment of lines and levels for curves, angles, contours and straight lines greater than 30m in length
4. Organise the establishment of lines and levels	4.1 Oversee the establishment of lines and levels against specification
	4.2 Ensure adequate protection for lines and levels
	4.3 Resolve discrepancies with planned specification for the following and modify accordingly; <ul style="list-style-type: none"> • site dimension, • fence specifications, • unidentified services and obstructions
4.4 Establish reference points to support planned installation	4.4
	4.1 Describe the relevant health and safety, legislation and codes of practice associated with establishing lines and levels
5. Know the relevant legislation and codes of practice	5.1 Describe the relevant health and safety, legislation and codes of practice associated with establishing lines and levels

6. Understand why it is important to establish and maintain lines and levels	6.1 Explain why it is important to protect reference points lines and levels
	6.2 Explain why it is important to maintain the accuracy of equipment
	6.3 Explain the implications of variations between specified and actual site dimensions
	6.4 Explain the legal implications associated with establishing lines and levels e.g. relating to footpaths, old fence lines etc.
7. Know how to establish and maintain lines and levels safely and accurately	7.1 Describe the methods used for marking and setting profiles and pegs
	7.2 Illustrate how to protect reference points, lines and levels
	7.3 Illustrate how to establish reference points
	7.4 Illustrate how to establish angles and curves
	7.5 Assess the resource requirements associated with setting out
	7.6 Describe the methods used to transfer levels
	7.7 Illustrate how to ensure the accuracy of equipment
	7.8 Illustrate how to mark out specifications using lines, pegs and markers

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge, understanding and skills required in setting out in support of installation work. It relates to the work activities undertaken when overseeing the setting out of fence specifications and is designed for lead installers.
Unit expiry date	31 December 2010
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	FE8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence of realistic working environment
Support for the unit from a SSC or other appropriate body (if required)	Not applicable
Location of the unit within the subject/sector classification system	
Name of the organisation submitting the unit	Lantra – The Sector Skills Council for Land-based and Environmental Industries
Availability for use	Open
Unit available from	Lantra
Unit guided learning hours	70

Fe9.1

TITLE	Monitor and maintain the installation of fences
LEVEL	3
CREDIT VALUE	10

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Work safely and in line with requirements	1.1 Ensure work is carried out safely in line with health and safety requirements
	1.2 Control the disposal of waste according to specification
2. Plan the installation of fences	2.1 Confirm fence installation specifications to colleagues
	2.2 Ensure the appropriateness of equipment to planned work
	2.3 Organise resources to support the installation of fences, including fencing materials and components, people, tools and equipment and time
3. Monitor and maintain the installation processes against specification	3.1 Monitor progress of installation processes for modifying ground levels, foundation excavation and forming, concreting, placing and fixing posts and placing and fixing fencing components
	3.2 Ensure conditions that affect installation are dealt with to minimise their potential impact, inclement weather, ground conditions, tool and equipment breakdown, resources shortages
	3.3 Resolve discrepancies between actual work and planned installation, damaged services, discrepancies with ground levels, variations in ground types, discrepancies with specifications
	3.4 Maintain good client liaison throughout the installation process when, confirming specifications, informing of progress, explaining difficulties
4. Know the relevant legislation and codes of practice	4.1 Describe the health and safety requirements associated with fence installation
	4.2 Describe the environmental issues and legislation associated with the disposal of waste

	4.3 Describe the legal restrictions that control the use of power tools and the required training
5. Understand the need to plan for installation	5.1 Assess the resource requirements associated with fence installation, including the cost implications associated with their usage
	5.2 Explain the importance of using the correct materials and ratios to meet the specification.
6. Understand the requirements for installation	6.1 Explain how to work with concrete to achieve required strength and finish
	6.2 Explain how to position, align, level and consolidate posts
	6.3 Explain how to modify post fixing to take account ground types and contours
	6.4 Explain fencing materials and their application
	6.5 Explain how to assemble fencing and fencing components
	6.6 Explain how and why ground levels are modified in site preparation
	6.7 Explain how to tension fencing and avoid distortion

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage the installation of fencing. It is designed for lead fence installers and can be applied to support any fence installation operation.
Unit expiry date	31 December 2010
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Fe9.1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence of realistic working environment
Support for the unit from a SSC or other appropriate body (if required)	Not applicable
Location of the unit within the subject/sector classification system	
Name of the organisation submitting the unit	Lantra – The Sector Skills Council for Land-based and Environmental Industries
Availability for use	Open
Unit available from	Lantra
Unit guided learning hours	100

Fe9.2

TITLE	Monitor the quality of fence installation
LEVEL	3
CREDIT VALUE	8

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Control the quality during installation	1.1 Implement inspections to verify quality of work in accordance with organisational procedures
	1.2 Ensure material quality and consistency conform with specified requirements of operational specifications and or British Standards
	1.3 Identify and control any work which fails to meet specified requirements of operational specifications and or British Standards
	1.4 Implement and evaluate corrective actions in accordance with organisational procedures to achieve required quality and remove non-confirming product.
2. Know the quality management systems	2.1 Describe quality management systems including staff training requirements
	2.2 Describe reporting procedures for inadequacies found in materials/working methods
3. Know how to control the quality of the installation of fencing	3.1 Name the different sources of information relating to quality requirements
	3.2 Define the role of British Standards in the fencing industry
	3.3 Describe how to inspect, verify and report on quality
	3.4 Describe the likely causes of work not meeting specification
4. Understand the importance of quality controls	4.1 Explain the importance of ensuring quality controls are met
	4.2 Explain why it is important to control work which is not to given quality specification
	4.3 Explain the importance of evaluating corrective actions

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to take responsibility for monitoring the quality of fencing work
Unit expiry date	31 December 2010
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Fe9.2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence of realistic working environment
Support for the unit from a SSC or other appropriate body (if required)	Not applicable
Location of the unit within the subject/sector classification system	
Name of the organisation submitting the unit	Lantra – The Sector Skills Council for Land-based and Environmental Industries
Availability for use	Open
Unit available from	Lantra
Unit guided learning hours	80

Fe10.1

TITLE	Organise the operational area
LEVEL	3
CREDIT VALUE	6

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Organise the operational area	1.1 Interpret correctly the work requirements to set up the operational area and activities
	1.2 Organise the operational area to create conditions which are safe, tidy and which create a favourable image of the organisation
	1.3 Organise the operational area to minimise impact on the natural environment
	1.4 Organise operational area to take account of three of the following factors which may compromise the proposed works including; ground conditions, rights of access, livestock and human activity
	1.5 Ensure the layout and allocation of operational areas are clearly identified and communicated to relevant personnel
	1.6 Ensure that security arrangements, relevant to the area of operations, meet the requirements for personnel, equipment and material protection
	1.7 Control the disposal of waste according to specification
2. Know how to organise the operational area	2.1 Describe how specifications and work requirements are used to determine layout and set up of the operational area
	2.2 Describe how to set out a safe and efficient working area
	2.3 Comment on the importance of maintaining the image of the organisation
	2.4 Define the security requirements of the operational area.

	2.5 Describe how to organise site operations to minimise the potential impact on the environment
	2.6 Describe how to organise and control operational areas
	2.7 Describe the legal and health and safety requirements controlling the disposal of waste

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to co-ordinate the setting up and management of sites
Unit expiry date	31 December 2010
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Fe10.1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence of realistic working environment
Support for the unit from a SSC or other appropriate body (if required)	Not applicable
Location of the unit within the subject/sector classification system	
Name of the organisation submitting the unit	Lantra – The Sector Skills Council for Land-based and Environmental Industries
Availability for use	Open
Unit available from	Lantra
Unit guided learning hours	60

Fe10.2

TITLE	Control the deployment of materials and components
LEVEL	3
CREDIT VALUE	7

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Plan the deployment of materials	1.1 Ensure that deployment of materials and components are in line with health and safety requirements
	1.2 Identify material and component requirements including quality, quantity and specification to meet operational requirements
2. Control the deployment of materials and components	2.1 Ensure requests for materials and components are accurate, complete and conform with the programme requirements
	2.2 control the storage of materials and components to: achieve required sequence of use, maintain quality, maintain safety and prevent wastage
	2.3 Ensure that surplus materials or components are dealt with according to organisational requirements
	2.4 Maintain the efficient deployment of materials and components
	2.5 Deal with factors which disrupt the deployment of materials and components including stock shortages, materials not of specified quality and materials not of specified type
	2.6 Maintain records of materials and components
3. Know the relevant legislation and codes of practice	3.1 Describe the health and safety, legislation and codes of practice associated with placing and positioning of posts
4. Know how to control the deployment of materials and components	4.1 Outline the sources of information relating to material and component requirements
	4.2 Outline the requirements for materials and components from specifications

	4.3 Describe why deliveries should match programme of works
	4.4 Describe the procedures for requesting/calling-off materials and components
	4.5 Describe the means used to record stock deliveries and usage
	4.6 Describe the discrepancies which are likely to occur with material and components deliveries
	4.7 Describe how to deal with factors which disrupt the deployment of materials and components
	4.8 Define the requirements for storage
5. Understand the organisational procedures	5.1 Explain the use of documents in maintaining evidence of deliveries
	5.2 Explain the organisational procedures for dealing with surplus materials and components

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to take responsibility for the managing and controlling of materials and components on site.
Unit expiry date	31 December 2010
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Fe10.2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence of realistic working environment
Support for the unit from a SSC or other appropriate body (if required)	Not applicable
Location of the unit within the subject/sector classification system	
Name of the organisation submitting the unit	Lantra – The Sector Skills Council for Land-based and Environmental Industries
Availability for use	Open
Unit available from	Lantra
Unit guided learning hours	70

Fe11

TITLE	Organise resources in support of fence installation
LEVEL	3
CREDIT VALUE	9

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Implement health and safety requirements	1.1 Ensure workforce welfare and safety requirements are maintained
	1.2 Ensure that all the workforce hold the appropriate skills cards and certification to work on site
	1.3 Identify hazards and ensure appropriate procedures and safeguards are taken which will minimise the risk to health and safety
2. Identify and organise people	2.1 Ensure the deployment of a suitable workforce
	2.2 Ensure the quality and reliability of the workforce and work output
	2.3 Identify and deal with workforce shortfalls in respect to achieving planned objectives for the skills available within the workforce and the number of people making up the workforce
	2.4 Support workforce with motivation, instruction and coaching to ensure that specified work programme can be achieved
	2.5 Evaluate and report on the effectiveness of workforce
3. Organise tools and equipment in support of fence installation	3.1 Provide instructions to ensure tools are deployed according to requirements
	3.2 Identify appropriate changes needed where existing tools and equipment are unlikely to be suitable for the intended use, and refer them to the relevant person
	3.3 Ensure tools and equipment have undergone pre-start safety checks and post-stop safety checks following recommended operating procedures and the correct use of personal protective equipment.

	3.4 Ensure maintenance and repair requirements are met, including organisational, statutory and manufacturer and these are recorded
	3.5 Ensure that tools and equipment received meet the operational and legal requirements including hand tools, power tools and attachments
	3.6 Ensure security and safety requirements for storage of tools and equipment are met
4. Understand how to identify and deploy people to meet the skill requirements	4.1 Explain the composition of skills required to complete work programmes to meet specification and skills card requirements
	4.2 Explain how to establish the quality and reliability of a workforce
	4.3 Describe how to deal with workforce shortfalls
	4.4 Illustrate how to motivate people to work
	4.5 Explain how to instruct and coach individuals in respect of the skills required by fence installers
	4.6 Compare the advantages and disadvantages associated with a workforce comprising: <ul style="list-style-type: none"> • employees only • contractors only • contractors and employees together
5. Understand the legislation and health and safety requirements	5.1 Explain the specific licensing and training requirements for people using power tools and equipment
	5.2 Define the welfare requirements associated with fence installation work
	5.3 Explain the hazards associated with tool and equipment usage
	5.4 Describe the legal and organisational requirements controlling the use of power tools and attachments

	5.5 Explain why personal protective clothing must be used in association with power tools and attachments
6. Understand the requirements for the use tools and equipment	6.1 State the sources and types of information relating to tool requirements
	6.2 Assess the identification of tool and equipment needs against required rate of progress
	6.3 Comment on the capabilities of tools and equipment to carry out the required operation
	6.4 Explain the documentation requirements for monitoring tool utilisation and suitability
	6.5 Explain the importance of tool and equipment maintenance and repair processes in relation to safety

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to control human and physical resources on site.
Unit expiry date	31 December 2010
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Fe11.1, 11.2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence of realistic working environment
Support for the unit from a SSC or other appropriate body (if required)	Not applicable
Location of the unit within the subject/sector classification system	
Name of the organisation submitting the unit	Lantra – The Sector Skills Council for Land-based and Environmental Industries
Availability for use	Open
Unit available from	Lantra
Unit guided learning hours	90

Fe12

TITLE	Maintain and enhance productive working relationships
LEVEL	3
CREDIT VALUE	8

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

	3.4 Comment on how personnel are provided with opportunities to raise and discuss problems
4. Understand the importance of communications	4.1 Compare methods for conducting liaison and communication with others
	4.2 Comment on the importance of good communications to effective client liaison
5. Know the legislative requirements and codes of practice	5.1 Describe how legislative and organisational policies and rules apply to three actual or typical situations

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage and maintain working relationships with a range of people such as clients, managers and members of workforce including contractors.
Unit expiry date	31 December 2010
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Fe12.1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence of realistic working environment
Support for the unit from a SSC or other appropriate body (if required)	Not applicable
Location of the unit within the subject/sector classification system	
Name of the organisation submitting the unit	Lantra – The Sector Skills Council for Land-based and Environmental Industries
Availability for use	Open
Unit available from	Lantra
Unit guided learning hours	80

CU3

TITLE	Promote, monitor and maintain health, safety and security.
LEVEL	3
CREDIT LEVEL	7

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to monitor and maintain the health, safety and security of the workplace	1.1 Evaluate own legal and organisational responsibility in relation to health, safety and security
	1.2 Describe the difference between 'hazard' and 'risk' and how to assess risk
	1.3 Assess the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)
	1.4 Assess the risks which arise from routine work activities and the measures to control them
	1.5 Evaluate the importance of assessing risks from new and non-routine work activities
	1.6 Assess the need to communicate health and safety precautions to others entering the area
	1.7 Assess safe methods of using and storing equipment and materials
	1.8 Investigate how hazardous and non-hazardous waste should be managed
	1.9 Assess security issues associated with the workplace and what actions to take
	1.10 Research the relationship of extinguisher to fire type (electrical, chemical, combustible material)
	1.11 Evaluate procedures for different types of emergencies relevant to the industry in which you are working

	1.12	Evaluate any specific risks relevant to child safety from own work
	1.13	Assess own responsibility for maintaining health and safety records
	1.14	Research ways in which environmental damage must be minimised during work activities
2. Understand how to promote good standards of health and safety	2.1	Justify the contribution that good standards of health and safety make to the management and efficiency of the business or organisation
	2.2	Assess the effect that your actions have on the attitudes of other workers towards health and safety
	2.3	Propose the importance of discussing and agreeing how individuals are to work for safe co-ordination of their activities
	2.4	Evaluate safe lifting and handling techniques
	2.5	Assess safe methods of working with potentially hazardous equipment and the relevant legislation and guidelines related to this
	2.6	Assess safe methods and systems of working with hazardous materials and the relevant legislation related to this
	2.7	Assess methods for minimising environmental damage during work
	2.8	Propose effective methods of promoting good health and safety practice to others
	2.9	Investigate the types of accidents or injury which may occur and the correct actions to take
	2.10	Propose the reasons for providing information on whereabouts

	2.11	Assess the records which it is necessary to keep under relevant legislation and your personal responsibility for maintaining these
3. Understand how to respond to health emergencies within the workplace	3.1	Asses the required action to take for the health emergency concerned
	3.2	Assess your own competence in dealing with the health emergency
	3.3	Evaluate the reasons for calling for assistance immediately
	3.4	Describe the importance of not carrying out actions beyond your own capabilities
	3.5	Assess the reasons why actions beyond your level of competence may further endanger life
	3.6	Investigate effective ways of providing support to those suffering a health emergency and of keeping them in the best possible condition
	3.7	Analyse the effects of shock on individual's with a health emergency and ways of dealing with this effectively
	3.8	Assess the type of verbal support which can be provided to the individual suffering the health emergency
	3.9	Assess potential health risks to others from an emergency
	3.10	Assess reasons for offering support and help to others involved in the incident and how this should be achieved
	3.11	Investigate relevant legislative requirements for completing records of accidents and emergencies
	3.12	Assess location and use of accident book and first aid equipment

4. Monitor and maintain the health, safety and security of the workplace	4.1 Maintain the safety and security of the working environment in accordance with relevant legal and organisational requirements
	4.2 Assess existing risk assessments for routine work activities
	4.3 Assess the risks involved prior to undertaking new or non-routine work activities, recommend control measures and ensure agreed measures are applied
	4.4 Select and apply the correct measures to control risk from routine work activities
	4.5 Communicate any health and safety precautions that are being applied in the workplace to others entering the area
	4.6 Use equipment and materials correctly according to relevant legislation and organisational requirements
	4.7 Manage waste correctly in accordance with relevant legal and organisational requirements
	4.8 Follow standard procedures for personal hygiene at all times
	4.9 Implement safety procedures safely, correctly and without delay in an emergency situation
	4.10 Keep health, safety and security records which are accurate, legible and complete
	4.11 Perform work activities in a manner which minimises environmental damage

5. Promote good standards of health and safety	5.1	Assess the risk to yourself and others when carrying out work and take the necessary actions to minimise any potential dangers
	5.2	Wear clothing which is consistent with recognised good health and safety practice
	5.3	Use approved safe methods and systems when carrying out work
	5.4	Encourage and support others with whom you are working to maintain their own health and safety during work
	5.5	Perform your work in a manner which minimises environmental damage
	5.6	Stop work immediately if there is danger of accidents or injury, and take the correct action
	5.7	Maintain accurate information regarding your whereabouts so that contact can be made should this be necessary
	5.8	Keep health and safety records which are accurate, legible and complete
6. Respond to health emergencies within the workplace	6.1	Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation
	6.2	Give assistance with ongoing care as required.
	6.3	Provide an individual with a health emergency with suitable verbal support
	6.4	Make the immediate vicinity as private and safe as possible once the intervention has been taken over by an appropriate person

	6.5 Offer support to any others involved in the incident once any initial danger is passed
	6.6 Keep records which are accurate, legible and complete

Additional information about the unit	
Unit aim(s)	The learner will develop skills and knowledge in promoting, monitoring and maintaining health, safety and security
Unit expiry date	31 st December 2010
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Unit CU3.1,2 &3. Common unit within Lantra's NOS
Details of the relationship between the unit and other standards or curricula (if appropriate)	Not applicable
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment to be based on naturally occurring evidence or realistic working environment.
Endorsement of the unit by a sector or other appropriate body (if required)	Not applicable
Location of the unit within the subject/sector classification system	
Name of the organisation submitting the unit	Lantra – The Sector Skills Council for Land based & Environmental Industries
Availability for use	Open
Availability for delivery	September 2007