

# apprenticeship FRAMEWORK

## Fencing (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: [https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

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**Issued By:**  
**Lantra**

Apprenticeship Certificates  
England

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# Fencing (England)

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# Framework information

## Information on the Issuing Authority for this framework:

**Lantra**

The Apprenticeship sector for occupations in environmental and land-based.

Issue number: 5	This framework includes:
Framework ID: FR0282	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/08/2017	This framework is for use in: England

## Short description

The Intermediate and Advanced Fencing Apprenticeship provide learners with the skills and knowledge to become qualified fence installers and supervisors. It is a requirement for all entrants into the industry to complete the Level 2/3 Diploma in Fencing prior to working alone. The minimum duration for the Intermediate Apprenticeship is 15 months and the Advanced Apprenticeship is 18 months.

Within the Intermediate Apprenticeship there are two routes - Fencing and Vehicle Restraint Systems. Jobs include: Fencing within agriculture, construction or security.

Learners can progress from the Intermediate Apprenticeship onto the Advanced Apprenticeship which covers all aspects of fencing supervision. Jobs include: Lead Installer and Contracts Supervisor.

# Contact information

## Proposer of this framework

Lantra has developed this framework using a number of mechanisms for engaging with its employers within the Fencing Industry which includes organisations such as: European Fencing Industry Association, Highways Agency, Fencing Contractors Association, Wilde Group Ltd, Littlewood Fencing, Zaun Ltd, Binns Fencing Ltd and Newton & Frost Fencing Ltd.

### Developer of this framework

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# Revising a framework

## Why this framework is being revised

Revision to the Lantra Awards Level 2 Certificate in The Principles of Fencing (QCF)

## Summary of changes made to this framework

Revision to the Lantra Awards Level 2 Certificate in The Principles of Fencing (QCF)

## Qualifications removed

None

## Qualifications added

None

## Qualifications that have been extended

None

# Purpose of this framework

## Summary of the purpose of the framework

### Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme under an Apprenticeship Agreement designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

### The Fencing Industry

The Fencing industry covers a number of sub-sectors including agricultural fencing, high security fencing, vehicle restraint systems, residential, environmental, as well as automatic gates and access barriers. The industry comprises of over 3,000 businesses in the UK with 2750 based in England. The industry is dominated by micro-businesses (fewer than ten people); these account for around 85% of businesses. However, there are some major companies employing in excess of 100 employees.

Fences can be simple or incredibly high tech, purely functional or decorative. They have a variety of purposes including: providing protection for people, buildings, animals, vehicles or goods; providing simple demarcation; public safety; and reducing sound levels. A high level of skill is required to install these fence structures correctly and safely. A fully trained and qualified fence installer and supervisor have skills comparable with any other crafts person or supervisor. To support the professionalism within the industry there is a widely recognised skills card scheme, Fencing Industry Skills Scheme/Construction Skills Certification Scheme (FISS/CSCS). It is vital that the industry has qualifications for those wishing to enter or already

in the industry so that they can maintain high levels of health and safety and high standards of work.

The Intermediate Apprenticeship in Fencing and the Advanced Apprenticeship are skills development programmes which have been designed by employers in the sector. It allows apprentices to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These skills are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. Prior to signing up an apprentice, the training provider must work closely with the employer to ensure that the full Apprenticeship requirements can be met and that the apprentice will be employed in a job role with a productive purpose.

The Intermediate Apprenticeship in Fencing provides an entry route into the sector and is appropriate for those learners moving into a new job. With the introduction of the Advanced Apprenticeship, a clear progression route is provided for learners who have completed the Intermediate Apprenticeship or equivalent and require significant additional/new/higher level knowledge and skills. Following successful completion there are many opportunities available, which could include specialising within the profession, or progressing into Further/Higher Education.

Research carried out by Lantra found that over recent years the industry has undergone significant changes and employers value skills such as technical/job specific, health and safety and generic skills which include: literacy, numeracy, communication and customer relations. It is the view of the Fencing industry that because of the nature of their business, work-based learning through Apprenticeships is a good way for apprentices to learn the necessary skills required to work in a practical environment. The Apprenticeship at levels 2 and 3 have been designed to incorporate these skills in order to provide industry with the skilled employees that they require.

During the review of this Apprenticeship, Lantra involved organisations within the industry, which includes trade associations such as European Fencing Industry Association, Highways Agency, Fencing Contractors Association and employers such as Wilde Group Ltd, Littlewood Fencing, Zaun Ltd, Binns Fencing Ltd and Newton & Frost Fencing Ltd.

The Intermediate Apprenticeship was implemented in August 1998 and then in April 2011 underwent a major review. Since the review in 2011, the number of level 2 starts have increased from 5 to 120, with 40 completions, which clearly shows that the awareness of the fencing apprenticeship has improved and that the framework is valued by the industry.

Recently, the review of the National Occupational Standards has taken place, therefore the qualifications within the framework needed to be updated to ensure that they remain relevant and fit for purpose. Also, feedback from the industry indicated a need to introduce an Advanced Apprenticeship pathway for those learners wishing to progress from the Intermediate Apprenticeship or go straight in at level 3. This development work has taken place with the help of employers, trade associations and training providers. The framework is

in-line with the Specification for Apprenticeship Standards - England (SASE).

The Level 2 Diploma in Work-based Fencing offers two routes that are reflective of the areas of work within the Fencing industry, general fencing and vehicle restraint fencing. Apprentices will be installing a wide range of vehicle restraint barriers on England's highways or general fencing including domestic, high security, agriculture and equine for farmers, construction industry, the Ministry of Defence, Ministry of Justice and private clients. They will work to specifications and standards ensuring the correct installation of different fence systems. On completion of the Intermediate Apprenticeship, apprentices will be able to confidently and competently undertake a range of duties to carry out job roles such as:

- General Fence Installer
- Vehicle Safety Fence Installer

The Level 3 Diploma in Work-based Fencing covers a full range of supervisory skills required within the fencing industry, including: staff management, resource deployment, planning and organisation, health and safety, problem solving, setting up sites, managing the installation process, dealing with problems and monitoring the quality of installation. On completion of the Advanced Apprenticeship, apprentices will be to confidently and competently undertake a range of duties to carry out job roles such as:

- Fencing Supervisor
- Lead Installer

Further information on the Fencing industry can be found at: [www.lantra.co.uk](http://www.lantra.co.uk).

## **Aims and objectives of this framework (England)**

The aim of the revised Intermediate Apprenticeship framework and the introduction of the Advanced Apprenticeship is to upskill the industry by including up-to-date, relevant, work-based qualifications to meet the skills needs of employers, attract new entrants into the sector and provide a progression pathway for apprentices.

The objectives are to:

1. Upskill those currently working in Fencing to ensure they have the skills required to be competent in their profession.
2. To attract new entrants into the industry providing up-to-date industry specific training, especially those from under-represented groups.
3. Provide a career progression route for those wanting to develop their skills and career within fencing.
4. Increase the professionalism of the industry.
5. Enable apprentices to achieve the standards to obtain the FISS/CSCS skills card (the licence to work within the industry).
6. Provide an effective structure for work-based training and development.

# Entry conditions for this framework

If you enjoy working outdoors in a variety of locations, have an aptitude for practical working and are interested in the environment and construction, then working towards an apprenticeship in fencing, could be the route for you.

As an apprentice, you will need to be employed for a minimum of 30 hours per week and have an Apprenticeship Agreement which is signed by yourself and your employer.

## Duration of the Apprenticeship

The National Apprenticeship Service state that Apprenticeships for apprentices aged 16 – 18 must last at least 12 months. For those Apprentices aged 19 or over the Apprenticeship should also last at least 12 months unless relevant prior learning is recorded. Where this is the case the Apprenticeship will not be less than 6 months.

Through the development of the Fencing Apprenticeship it has been agreed with the industry that the duration of the Intermediate Apprenticeship is 15 months and the Advanced Apprenticeship is 18 months.

## Requirements for the Intermediate Apprenticeship

There are no specific entry requirements to start the Fencing Intermediate Apprenticeship, however, there are qualifications and/or experience that will help learners prior to starting:

- Level 1 Certificate in Land-based Operations
- Level 1 Certificate/Diploma in Land-based Studies
- Level 1 Award/Certificate/Diploma in Work-based Land-based Operations
- Units taken as part of foundation learning
- Have previously worked in, or are currently working within the fencing industry
- Voluntary work within the fencing industry
- GCSEs

Entry opportunities onto the Fencing Intermediate Apprenticeship also exist for adult learners who are looking for a career change.

## Requirements for the Advanced Apprenticeship

The Fencing industry want the entry requirements for the Advanced Apprenticeship to be flexible, so has suggested that one of the following should be completed:

- Intermediate Apprenticeship in Fencing
- Level 2 Diploma in Work-based Fencing
- Practical experience within the Fencing industry
- Voluntary work within the fencing industry
- 3 GCSEs (A\*-C)
- AS/A levels

### **Initial Assessment**

Training providers and employers should use an initial assessment process which is fit for purpose and complies with the principles of equality and diversity. This will ensure that applicants starting on the Apprenticeship have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

### **Recognition of Prior Learning (RPL)**

If applicants have units towards the level 2 and/or 3 work-based qualifications, these will be reviewed during an initial assessment to see if Recognition of Prior Learning can be claimed. All applicants claiming RPL must be offered training which helps them to develop new skills and learning at a higher level.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Intermediate Apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

All apprentices must achieve the required Functional Skills. Applicants may already hold the equivalent qualifications. For those apprentices who do not have Level 2 in English and Maths, they must be given the opportunity to progress towards this. For more details on equivalent qualifications, please refer to the Transferable Skills section of the framework.

# Level 2

Title for this framework at level 2

Fencing

Pathways for the framework at level 2:

Pathway 1: Fencing

# Level 2, Pathway 1: Fencing

## Description of this pathway

Fencing is for those installing and maintaining fences. A minimum of 69 credits, which is made up as follows:

- Competence qualification - 44 credits
- Knowledge qualification - 15 credits
- Level 1 English Functional Skill - 5 credits
- Level 1 Mathematics Functional Skill - 5 credits

## Entry requirements for this pathway in addition to the framework entry requirements

No additional pathway entry requirements.

<b>Job title(s)</b>	<b>Job role(s)</b>
General Fence Installer	Responsible for the installation of a wide range of different types of fences, working to specifications and standards ensuring the correct installation. The work may involve a wide range of materials including timber, steel and concrete and operating a range of powered hand tools.
Vehicle Safety Fence Installer	Responsible for the installation of vehicle safety barriers on highways. Work to detailed drawings, specifications and install these safety systems to a very high standard. Mainly working with steel and concrete products and operating a range of powered hand tools.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 Diploma in Work-based Fencing (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/6521/7	Lantra Awards	44	333	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in The Principles of Fencing (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/6731/7	Lantra Awards	15	114	N/A

## Combined qualifications available to this pathway

N/A

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### Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1. In order to fulfil the Apprenticeship K1 must be completed.

When apprentices complete C1 and K1 the minimum number of credits achieved will be 59.

**A minimum of 15 credits must be achieved for the knowledge qualification. The Level 2 Certificate in the Principles of Fencing provides the underpinning knowledge to support the Level 2 Diploma in Work-based Fencing.**

**All job roles will need to complete the following units within the knowledge qualification:**

- L/502/3302 - Understanding Health and Safety within Land-Based Activities - 3 credits
- K/502/0438 - Use and maintain non-powered and hand-held powered tools and equipment - 3 credits
- F/502/3054 - Abrasive Wheel Operations - 2 credits
- K/506/3323 - Principles of Manual Handling - 2 credits

**In addition, the General Fence Installer will need to complete:**

- J/504/3662 - Understand Boundary Fencing - 7 credits

**and the Vehicle Safety Fence Installer will need to complete:**

- L/600/8616 - Understand Vehicle Restraint Systems - 5 credits

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

**NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

**NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

**NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

The revised Intermediate Apprenticeship provides a structured learning programme for those wishing to be skilled fencing installers. It also enables them to achieve the Fencing Industry Skills Scheme/Construction Skills Certification Scheme (FISS/CSCS).

## **Progression onto the Fencing Intermediate Apprenticeship:**

There are no specific entry requirements to progress onto the Intermediate Apprenticeship. Some possible qualifications, courses and/or experience that learners may wish to complete beforehand to gain basic Fencing skills and knowledge are:

- Level 1 Certificate in Land-based Operations
- Level 1 Certificate/Diploma in Land-based Studies
- Level 1 Award/Certificate/Diploma in Work-based Land-based Operations
- Units taken as part of foundation learning
- Have previously worked in, or are currently working within the fencing industry
- Voluntary work within the fencing industry
- GCSEs
- AS/A levels.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Intermediate Apprenticeship. This will be assessed during an initial assessment allowing RPL where appropriate.

Progression opportunities onto the Fencing Intermediate Apprenticeship also exist for adult learners who have experience in the fencing industry or are looking for a career change.

## **Progression from the Fencing Intermediate Apprenticeship:**

Apprentices successfully completing the Intermediate Apprenticeship have opportunities to progress within the industry by progressing onto the Advanced Apprenticeship in Fencing or to Further Education courses such as:

- Level 3 Diploma in Work-based Fencing
- Level 3 Award/Certificate/Diploma in Agriculture, Environmental Conservation or Construction.

For apprentices who wish to continue their development of skills and qualifications beyond Level 3, opportunities exist to progress to the Level 4 Fence Management qualification.

Further information on careers in the Fencing industry including job profiles, progression

maps and case studies can be found at [www.lantra.co.uk/careers](http://www.lantra.co.uk/careers).

## Employee rights and responsibilities

### Evidence for Employee Rights and Responsibilities (ERR)

Within the Intermediate Apprenticeship in Fencing apprentices need to complete the ERR workbook. Lantra's Fencing ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website [www.lantra.co.uk/ERR](http://www.lantra.co.uk/ERR)

There are nine national outcomes/standards that all learners must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Level 3

this framework at level 3

## Fencing Supervision

### Pathways for this framework at level 3

Pathway 1: Fencing Supervision

## Level 3, Pathway 1: Fencing Supervision

### Description of this pathway

Fencing is for those supervising others installing and maintaining fences. A minimum of 89 credits which is made up as follows:

- Competence qualification - 66 credits
- Knowledge qualification - 13 credits
- Level 2 English Functional Skill - 5 credits
- Level 2 Mathematics Functional Skill - 5 credits

### Entry requirements for this pathway in addition to the framework entry requirements

No additional pathway entry requirements.

Job title(s)	Job role(s)
Contracts Supervisor	Manage contracts/teams across a number of sites, working with Site Managers. Be highly motivated with communication & planning skills. The role requires responsibility & flexibility in terms of hours worked to meet the demands of the role in the office & on site, managing jobs & installers
Lead Installer	Leads a team of installers/labourers in the day to day operations on site, working under the direction of the Site Manager, focusing on all aspects of successful fence planning and installation. This role involves meeting with planning and site managers, recording, reporting and decision making.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 Diploma in Work-based Fencing (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/6640/4	Lantra Awards	66	431	N/A

## Knowledge qualifications available to this pathway

K1 - ILM Level 3 Certificate in Principles of Leadership and Management					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/5963/1	Institute of Leadership and Management	13	31-72	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1. In order to fulfil the Apprenticeship K1 must be completed.

When apprentices complete C1 and K1 the minimum number of credits achieved will be 79.

A total of 13 credits must be achieved for the knowledge qualification. Units must include:

- solving problems and making decisions (2 credits)
- leading and motivating a team effectively (2 credits)
- understanding health and safety in the workplace (2 credits)

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

**NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

**NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

**NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

The Fencing industry values the Advanced Apprenticeship as an entry or progression route into the industry. From the Intermediate Apprenticeship there is direct progression onto Level 3, or learners working in a fencing supervisory role may enter straight onto the Advanced Apprenticeship.

## Progression onto the Advanced Apprenticeship in Fencing

The Fencing industry want the entry requirements for the Advanced Apprenticeship to be flexible, so has suggested that one of the following should be completed:

- Intermediate Apprenticeship in Fencing
- Level 2 Diploma in Work-based Fencing
- Practical experience within the Fencing industry
- Voluntary work within the Fencing industry
- 3 GCSEs (A\*-C)
- AS/A levels

14-19 Diploma learners who have completed the Higher Diploma may have completed units within this, which could provide underpinning knowledge and will be assessed during an initial assessment so that Recognition of Prior Learning (RPL) can be applied if appropriate.

Progression opportunities onto the Fencing Advanced Apprenticeship also exist for adult learners who have experience within the Fencing industry who are looking for a career change.

Apprentices successfully completing the Advanced Apprenticeship have opportunities to progress within the industry by progressing to the Level 4 Fence Management qualification or other Higher Education Courses such as:

- Foundation Degree in Construction Site Management (FdSc)
- Site Manager Safety training scheme
- Planning design management

For apprentices who wish to continue their development of skills and qualifications beyond Degree level, opportunities exist to progress further in Higher Education with courses such as a Masters Degree, including Construction Management.

Some useful websites to visit regarding Higher Education are [www.ucas.co.uk](http://www.ucas.co.uk); or <http://ukpass.prospects.ac.uk>, both of these have information about courses and providers along with specific information on entry requirements.

Apprentices looking to progress within their employment from the Advanced Apprenticeship

may be able to work towards managerial positions such as Contracts, Quality, Health and Safety and Sales Manager. Progression will be dependent on the qualifications and experience an individual possesses, as achievement alone of the Advanced Apprenticeship does not guarantee entry to these opportunities.

Further information on careers in the Fencing industry including job profiles, progression maps and case studies can be found at [www.lantra.co.uk/careers](http://www.lantra.co.uk/careers).

Some useful websites to visit regarding Higher Education are [www.ucas.co.uk](http://www.ucas.co.uk) or <http://ukpass.prospects.ac.uk>, both of these have information about courses and providers along with specific information on entry requirements.

# Employee rights and responsibilities

## Evidence for Employee Rights and Responsibilities (ERR)

Within the Advanced Apprenticeship in Fencing apprentices need to complete the ERR workbook. Lantra's Fencing ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website [www.lantra.co.uk/ERR](http://www.lantra.co.uk/ERR)

Apprentices who have already undertaken an Intermediate Apprenticeship may have already completed the ERR workbook or they may have undertaken an accredited unit. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion within their portfolio.

There are nine national outcomes/standards that all learners must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

## Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

# How equality and diversity will be met

## Fencing industry

The fencing industry employees are mainly males (83%), which is significantly higher than the sector average of 68% (UK) male employees and England's average at 65%. Whilst the industry doesn't preclude females from working in the sector, it is suggested that the imbalance is due to an out-dated perception of fencing employment as traditionally a male dominated industry despite many roles in fencing being carried out by females. It is interesting to note that Further Education enrolments onto Fencing related work-based learning enrolments are all male at 100%.

There are wide range of hands-on roles for people of all ages and abilities together with an increasing need for skilled managerial, high-tech and specialist people. Lantra's research predicts that 110,000 people will be needed over the next decade across the land-based sector.

Fencing is not always seen as a career of choice because of the misconceptions that all jobs involve working outdoors in all weathers with long and unsociable hours. However, these are identified as trends which are specific to the nature of the fencing sector and there are no actual barriers to recruitment into the industry. There may be some physical restrictions in parts of the fencing industry especially whilst working with heavy equipment and machines. This should not rule anyone out as there may be opportunities elsewhere in the industry.

Care should be taken by providers and employers that unfair discrimination does not occur.

Apprenticeships are seen as an important route to encourage and facilitate a greater diversity of individuals into the industry. Training providers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry, using the nine legally protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

## Resolutions and further work

The units within the Diplomas in Work-based Fencing (levels 2/3) have been written in collaboration with partner awarding organisations to ensure that they are free from bias, accessible to all apprentices and are applicable to a wide range of roles and businesses within fencing. Because of the diverse nature of the fencing sector, the Diplomas in Fencing have been developed from these units to allow maximum flexibility and choice within the rules of combination.

Lantra will work with the fencing industry to promote the need for skilled managerial, high-tech and specialist people. Activities will include:

- Increasing the awareness of the Fencing Apprenticeship (levels 2 & 3) with specific promotions, in particular focusing on under-represented groups such as females
- Increasing marketing and communications highlighting the opportunities to a wide range of careers within and related to the sector.
- Using Lantra's careers web pages to inform careers advisors and apprentices of the opportunities available in the industry.

# On and off the job guided learning (England)

## Total GLH for each pathway

### Total Guided Learning Hours (GLH)

#### Intermediate Apprenticeship

The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Fencing Intermediate Apprenticeship is 617 GLH.

The minimum duration for apprentices undertaking this pathway is 15 months. The requirement, therefore, is for an apprentice to undertake a minimum of 494 hours in year 1 and 123 in the remaining 3 months of the programme.

#### Advanced Apprenticeship

The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Fencing Advanced Apprenticeship is 638 GLH.

The minimum duration for apprentices undertaking this pathway is 18 months. The

requirement, therefore, is for an apprentice to undertake a minimum of 425 hours in year 1 and 213 in the remaining 6 months of the programme.

## Minimum off-the-job guided learning hours

### Off-the-job GLH

Off-the-job GLH is defined as time for learning activities away from normal work duties.

### Intermediate Apprenticeship

For the Intermediate Apprenticeship in fencing the minimum amount of off-the-job guided learning is as follows:

- A minimum of 400 hours off-the-job guided learning hours must be delivered over the 15 month period. 320 off-the-job guided learning hours must be delivered within the first year, followed by 80 hours in the remaining 3 month period. This exceeds the minimum requirement of 30% off-the-job GLH per year.

### Advanced Apprenticeship

For the Advanced Apprenticeship in fencing the minimum amount of off-the-job guided learning is as follows:

- A minimum of 268 hours off-the-job guided learning hours must be delivered over the 18 month period. 178 off-the-job guided learning hours must be delivered within the first year, followed by 90 hours in the remaining 6 month period. This exceeds the minimum requirement of 30% off-the-job GLH per year.

## How this requirement will be met

### Off-the-job guided learning should be:

- Planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allowed access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Delivered during contracted working hours
- Delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

### **Examples of off-the-job training for the Fencing Apprenticeship are:**

- Manual handling which will equip learners with the knowledge and skills to carry out manual handling safely, without risk of injuring themselves or others
- Abrasive wheels which will teach learners how to inspect abrasive wheels and machines for damage; select, fit and adjust an abrasive wheel appropriate to the material and machine being used, safely without supervision
- CAT and Genny training which will equip learners with the skills and knowledge necessary in the use of safely locating equipment to avoid underground services
- Skills in English and Maths
- Health, Safety and Environmental Awareness training
- Principles and codes of practice for fence installation
- Taught sessions contributing to Employee Rights and Responsibilities knowledge
- Induction where activities are covered away from normal work duties
- Supervisory skills.

### **Evidence of off-the-job guided learning**

- Level 2/3 Knowledge based qualifications
- Level 1/2 Functional skills in English, Maths - 45 GLH per functional skill
- Employee Rights and Responsibilities
- Personal Learning and Thinking Skills
- Induction.

Off-the-job guided learning must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

An example of the type of form that can be used is available on Lantra's website <http://www.lantra.co.uk/forms>, and should be kept in the apprentice's portfolio.

### **Certification Requirements for GLH as of the 1st January 2014.**

As of the 1st January 2014 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate.

The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer
- confirm their achievement of all ERR requirements

- confirm their achievement of all 6 PLTS
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

## Minimum on-the-job guided learning hours

On-the-job guided learning is defined as skills, knowledge and competence gained within normal work duties. The provider and employer should discuss and agree the best way to cover on-the-job guided learning at the beginning of the apprenticeship.

### Intermediate Apprenticeship

For the Intermediate Apprenticeship framework the amount of on-the-job training is as follows:

- A minimum of 217 on-the-job guided learning hours must be delivered over the 15 month period. 173 on-the-job guided learning hours must be delivered in year 1 and 44 GLH in the remaining 3 month period.

### Advanced Apprenticeship

For the Advanced Apprenticeship framework the amount of on-the-job training is as follows:

A minimum of 370 on-the-job guided learning hours must be delivered over the 18 month period. 246 on-the-job guided learning hours must be delivered in year 1 and 124 GLH in the remaining 6 month period.

## How this requirement will be met

Job roles within both the Intermediate and Advanced pathways require a high level of competence and knowledge, which will be undertaken through work-based training, practice and experience.

### On-the-job guided learning should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager.
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group

teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study

**Examples of on-the-job guided learning that a learner will be focusing on within the workplace are:**

- Learning how to install different types of fence to specific standards and specifications
- The operation of power tools and associated equipment
- Employability skills
- Team working and communications
- Task specific workplace instructions or team briefings
- Taught sessions by the workplace line manager/instructor as opposed to formal, planned taught sessions off-the-job on Employee Rights and Responsibilities knowledge
- Induction where activities are covered within normal work duties
- Supervisory skills.

**Evidence of on-the-job guided learning**

- Level 2/3 Diploma in Work-based Fencing
- Level 1/2 Functional Skills in English, Maths - 45 GLH per Functional Skill

On-the-job guided learning must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

An example of the type of form that can be used is available on Lantra's website <http://www.lantra.co.uk/forms>, and should be kept in the apprentice's portfolio.

**Certification Requirements for GLH as of the 1st January 2014.**

As of the 1st January 2014 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate.

The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer
- confirm their achievement of all ERR requirements
- confirm their achievement of all 6 PLTS
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

## Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

This section sets out the requirements for completion of all the Personal Learning and Thinking Skills (PLTS) outcomes and then goes on to give more detailed information about how each one is to be evidenced.

Within the Fencing Apprenticeship there are many opportunities for learners to demonstrate and collect evidence for each of the PLTS outcomes through the units within the Fencing competence based qualification. Lantra Awards (awarding organisation) have developed with Lantra a Record of Achievement, which is based on quality assured evidence collected throughout the Intermediate Apprenticeship. This ensures that the PLTS outcomes are formally assessed.

Lantra requires learners to complete the Fencing PLTS Record of Achievement and providers/assessors will need to check the evidence provided and complete the sign off sheet that can be found on Lantra's website [www.lantra.co.uk/apprenticeships](http://www.lantra.co.uk/apprenticeships) . This record should be kept in the apprentice's portfolio.

Apprentices who have already undertaken an Intermediate Apprenticeship at Level 2 may have already completed PLTS. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion within their portfolio.

It will be the responsibility of the centre to ensure this information is retained for the Internal Verifier to ensure quality assurance.

## Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

## Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

## Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

## Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

## Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

## Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

## Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

# apprenticeship **FRAMEWORK**

For more information visit-  
[www.acecerts.co.uk/framework\\_library](http://www.acecerts.co.uk/framework_library)