



Level 2 Award in The Safe Use of  
Aluminium Phosphide for  
Vertebrate Pest Control

**Qualification Specification**

Version 1

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Registered Office:

Lantra, Lantra House, Stoneleigh Park, Coventry, Warwickshire CV8 2LG •

Registered no: 2823181 • Charity no: 1022991 • Scottish charity no: SC039039

Web: [www.lantra.co.uk](http://www.lantra.co.uk)

Tel: 02476 69 69 96

Fax: 02476 69 67 32

E-mail: [sales@lantra.co.uk](mailto:sales@lantra.co.uk)

Write: Lantra, Lantra House, Stoneleigh Park, Coventry, Warwickshire CV8 2LG

# Qualification Specification

## Lantra Awards Level 2 Award in The Safe Use of Aluminium Phosphide for Vertebrate Pest Control

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# 1 Why has this qualification been developed?

The Lantra Awards Level 2 Award in The Safe Use of Aluminium Phosphide for Vertebrate Pest Control was developed in response to legislation making it a requirement of the Plant Protection Products (Sustainable Use) Regulations 2012 to hold an approved certificate of training before using aluminium phosphide for vertebrate pest control.

This qualification has been developed with the key aim of providing learners with the knowledge and practical experience to safely use aluminium phosphide products for the purpose of vertebrate pest control. It is intended to provide a full working knowledge of commercial products and application equipment to be able to plan, implement and monitor a control programme that is appropriate to the situation using efficient and safe methods and with due regard to the environment.

The Lantra Awards Level 2 Award in The Safe Use of Aluminium Phosphide for Vertebrate Pest Control is a nationally recognised qualification based on National Occupational Standards (NOS). The qualification comprises of a single unit and is a regulated qualification.

Individuals may undertake training from a variety of sources, however to achieve the qualification they must be assessed against all of the Learning Outcomes, and Assessment Criteria set out in the qualification.

This Qualification Handbook provides information for provider staff involved in the planning, delivery and assessment of the Lantra Awards Level 2 Award in The Safe Use of Aluminium Phosphide for Vertebrate Pest Control.

## **2 Who is the qualification for?**

This qualification has been developed for individuals involved in a variety of roles in using aluminium phosphide to control pests. It will give them the opportunity to achieve a recognised national qualification that reflects the national standards for the type of role(s) they perform. This qualification will be suitable for those entering work, those who have established themselves in a role and those working at technician/supervisory/management levels. It is therefore appropriate to support ongoing professional development.

The qualification is designed to encourage learners to develop their knowledge, understanding and skills to support their role(s) and develop their career in pest control or agriculture. The qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.

This qualification is available for learners aged 16+ wishing to develop knowledge, understanding and skills in pest control or agriculture.

### **2.1 Prerequisites**

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

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

There are no formal requirements for entry to this qualification, but learners must be able to read and interpret information.

## **3 What does this qualification cover?**

Learners undertaking this qualification will be able to demonstrate their competence in the safe use of aluminium phosphide.

The qualification aims to assess the learner's:

- Knowledge of relevant health and safety legislation and environmental good practice
- Knowledge of the target species for control
- Knowledge of the techniques and equipment used to control pests
- Knowledge of the chemistry of Aluminium Phosphide and its symptoms
- Ability to interpret product information.
- Knowledge of how to store, transport and dispose of Aluminium Phosphide
- Knowledge of how to limit access to a treatment site
- Ability to prepare a site for application
- Ability to use relevant equipment.

Following regulatory requirements this qualification is identified and approved with the following purposes:

- **Purpose:** D Confirm occupational competence and/or 'licence to practice'
- **Sub purpose:** D2 Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body

### 3.1 Progression routes

This qualification forms part of a wider Lantra Awards offer. The table below indicates where there are opportunities for learners to progress via accredited training and, where applicable, regulated qualifications.

<b>Training</b>		
<b>Training title</b>	<b>Quartz Code</b>	<b>Product Code</b>
Safe use of Pesticides	449	CLPS01X
Hand Held Applicators – Hydraulic Nozzle	445	CLPA05X
Hand Held Applicators – Rotary Atomiser	446	CLPA07X
Boom Sprayer – Hydraulic Nozzle	443	CLPA01X
Boom Sprayer – Rotary Atomiser	444	CLPA02X
Granular Applicators	447	CLPA08X
Hand Held Stem Injection	5492	TPES005
Pesticide Plugs	5519	TPES006
Grey Squirrel Control	438	CLMP08X
Rabbit and Mole Control	3132	APES008
Rodent Control on Farms	3115	APES001
Responsible and Effective Control of Commensal Rodents	3049	3049
<b>Qualifications</b>		
<b>Qualification title</b>	<b>QAN code</b>	<b>Purpose: this applies to both of the qualifications listed here</b>
Level 2 Award in Pest Management (UK)		Purpose: D Confirm occupational competence and/or 'licence to practice'  Sub purpose: D2 Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body
Level 3 Award in Pest Management (ROI)		



## 4 Qualification overview

					Where to look for further details
<b>Qualification title</b>	Lantra Awards Level 2 Award in The Safe Use of Aluminium Phosphide for Vertebrate Pest Control				Ofqual's Register of Regulatory Qualifications  <a href="http://register.ofqual.gov.uk">register.ofqual.gov.uk</a>
<b>Qualification number</b>	600/8391/8				
<b>Qualification aim</b>	The Qualification is designed to encourage learners to develop their knowledge, understanding and skills to support their role(s) and develop their career in pest control or agriculture. The Qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.				
<b>Qualification purpose</b>	This Qualification has been developed for individuals involved in a variety of roles in using Aluminium Phosphide to control pests the opportunity to achieve a recognised national qualification that reflects the national standards for the type of role(s) they perform. This Qualification will be suitable for those entering work, those who have established themselves in a role and those working at technician/supervisory/management levels.				
<b>Qualification start date</b>	1 April 2015				
<b>Level</b>	2				
<b>Credits</b>	2				
<b>GLH</b>	9				
<b>TQT</b>	18				
<b>Quartz ID numbers</b>	Unit 4544 – Carry out the safe use of aluminium phosphide for vertebrate pest control Programme- 161 Qualification- 2752				
<b>Unit numbers and titles</b>	F/507/0939 – Carry out the safe use of aluminium phosphide for vertebrate pest control				Page 9
<b>Qualification structure</b>	This qualification comprises: <ul style="list-style-type: none"> <li>• 1 mandatory unit</li> </ul> Learners must complete the mandatory requirements.				
<b>Age group</b>	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

<b>Entry requirements</b>	Learners must be able to read and interpret information which is written in English. Previous knowledge of the anatomy and biology of rabbits, moles and rats in burrows before taking this qualification would be beneficial. This can be gained by attending the half day Rabbit and Mole Control – Trapping Techniques course (CLPM17X). It is recommended learners have a basic knowledge of first aid procedures.	
<b>Prerequisites</b>	There are no formal requirements for entry to this qualification, but learners must be able to read and interpret information	
<b>Recognition of prior learning</b>	Not applicable	
<b>Assessment methods</b>	Multiple-choice questioning Practical observation of assessment activities Verbal questioning.	
<b>Assessment model</b>	This qualification is externally assessed by a Lantra Awards assessor. An external quality assurer (EQA) will quality assure the assessor and the assessment decision in order to validate the outcome.  This qualification is externally assessed with external quality assurance. Assessment papers will be marked by Lantra Awards and quality assurance processes will validate the outcome.	
<b>Grading</b>	Pass/Fail	
<b>Is there a skills card available?</b>	Yes	Guidance Handbook for Providers
<b>Fees</b>	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy ( <a href="mailto:sales@lantra.co.uk">sales@lantra.co.uk</a> ).	Product Directory; sales team
<b>Related documents</b>	An Assessment Guidance Handbook is available for providers and assessors which can be found on the Lantra Awards website. Other assessment-related paperwork can be located within Quartzweb	<a href="http://www.lantra.co.uk">www.lantra.co.uk</a>
<b>How do I register learners?</b>	Via Quartzweb <a href="http://ordering.lantra.co.uk/Login.aspx">ordering.lantra.co.uk/Login.aspx</a>	Quartzweb User Guide

## 5 Content of qualification

<b>Unit title</b>	Carry out the safe use of aluminium phosphide for vertebrate pest control
<b>Unit reference number</b>	F/507/0939
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know relevant health and safety and environmental legislation and good practice.	1.1. List the current health and safety legislation and codes of practice.
	1.2 Perform a site/task specific: <ul style="list-style-type: none"> <li>• Health/risk assessment</li> <li>• COSHH assessment</li> <li>• Environmental assessment</li> </ul>
2. Know the target species for control.	2.1. Describe the target species' behaviour, physical characteristics and natural habitat.
	2.2. Explain why it is necessary to control the target species.
3. Know the techniques and equipment used to manage pests.	3.1. Describe examples of alternative techniques to manage pests and explain why they may be used.
4. Understand the nature of Aluminium Phosphide and associated hazards.	4.1 Describe the nature of Aluminium Phosphide, its chemical reaction and symptoms of phosphine poisoning.
	4.2 Describe the current formulations of aluminium phosphide products.
	4.3 Outline First aid measures
5. Be able to interpret product information.	5.1. Interpret the information on the product label/tag.
	5.2. Complete information for recording purposes.

6. Understand how to store, transport and dispose of Aluminium Phosphide.	6.1. Explain how the products should be stored in line with health and safety requirements.
	6.2. Outline the conditions of transporting products and the application equipment to and from site.
	6.3. Explain how to clear blockages safely in the applicators and make safe post application for storage.
	6.4. Discuss how to deal with any spillages.
	6.5. Discuss how to deal with empty containers.
7. Be able to survey and prepare a site for application.	7.1. Perform a survey to determine the presence, location and approximate population size of the target species.
	7.2. Prepare the site for application
	7.3. Describe post-treatment requirements.
8. Be able to use correct equipment and apply Aluminium Phosphide.	8.1. Select correct PPE/RPE
	8.2. Select correct application equipment
	8.3. Use equipment according to instructions.
	8.4. Post treatment, prepare applicator and flask for transport.
	8.5. At store, vent flask and applicator prior to disposal of flask and storage of applicator.

**Learning outcome 1: Health and safety and environmental legislation and good practice**

**1.1 Learners to state examples specific to pest control activities from each, for example:**

**Poisons Act 1972 – poisons rules**

- Only sold to professional and certificated users
- Proof of identity is required for purchase
- Legislation stipulates the storage requirements
- All sales to be recorded in a 'poisons book'.

### **Food and Environment Protection Act 1985**

- Protects human beings creatures and plants
- Safeguards the environment
- Secure safe, effective and humane methods of controlling pests
- Information about pesticides to be available to the public.

### **Plant Protection Products Regulations 2011**

- All plant protection products require authorisation
- Authorisation numbers
- Difference between amateur and professional use
- Statutory conditions of use, importance of label/tag, statutory/important information box.

### **Biocidal Products Regulation 2012**

**Definition** – a substance or mixture which controls with the intent of destroying harmful organisms.

- All biocidal products require authorisation
- Authorisation numbers
- Difference between amateur and professional use
- Statutory conditions of use, importance of label/tag.

### **Plant Protection Products (Sustainable Use) Regulations 2012**

- Only sold to and used by professional and certificated users
- Protection of human health and the environment
- Store, use and disposal of product/packaging.

### **Code of Practice for using Plant Protection Products (current edition)**

- Users to be aware of and comply with the Code of Practice for using plant protection products  
e.g. planning and preparation, working with pesticides, disposal of waste, keeping records
- HSE AIS16 guidance on additional precautions for storing special classes of pesticides.

### **Wildlife and Countryside Act 1981**

- Protection of non-target creatures
- Sections 9-12 Protection of other Animals. Schedule 5 contains a list of the species which are protected
- Recognise signs of activity of non-target species e.g. fur, droppings, footprints, signs of damage. Recognition here also of non-target domestic animals.

### **Health and Safety at Work Act 1974. Places obligations on:**

- Employers – ensure the safety of employees at work
- Employees – take reasonable care to avoid injury to themselves or others; responsibility to cooperate with employers

- Not to put at risk the health and safety of a third party.

### **Management of Health and Safety Work Regulations 1999**

- Employers manage the process of health and safety of employees and others affected by their activities
- Precautions to be based on risk assessments
- Risk assessments performed by a competent person
- Information adequately recorded.

### **Control of Substances Hazardous to Health Regulations 2002 (CoSHH)**

- HSE AIS22
- An individual's responsibilities:
  - Substitution (*other methods of control*)
  - Technical Controls (*safe storage, transport, site assessment, application equipment*)
  - Operational Controls (*emergency procedures, weather, application methods, safe disposal, site security during and post-application*)
  - Personal Protective Equipment (*as specified on product label/tag, check and maintain equipment*).

### **1.2 Learners to understand why it is necessary for various assessments to be performed and provide examples of operator responsibilities, hazards, risks, control measures.**

Learners to state 3 points:-

- Identify the hazard
- Assess the risk
- The need to protect themselves/ others
- Storage standards and precautions
- Record the control measures taken.

Before using Aluminium Phosphide other methods of control, or other pesticides which present a lower risk, should be considered.

Health risk assessment to include:

- Safe working environment and equipment
- All staff trained and supervised and working safely
- PPE to be provided and used by all staff
- PPE to be maintained and stored safely as instructed
- employees to take reasonable care of themselves and others
- emergency procedures to be in place and staff to be aware of these
- lone working procedures to be in place if working alone.

Use of the material safety data sheet to support the CoSHH assessment to include:

- the nature of the compound, powder or pellets
- how the product should be handled
- steps to prevent exposure to operators e.g. label/tag instructions, training, technical controls, operational controls, PPE, RPE
- a plan of the site – where the compound is to be used

- weather conditions – e.g. wind, mist/fog, rain
- risks to third parties to be avoided by use of exclusion zones and/or warning signs
- steps to take in an emergency e.g. communication, first aid training and equipment – seek medical attention as soon as possible, operators to have the means of contacting emergency services, contact details of the local hospital available. Before setting out on an exercise, your location and schedule should be made known to others
- systems to ensure control measures are in good working order and replaced as required
- treated areas to be monitored after application
- re-entry procedures to be known and understood
- follow label/tag recommendations
- disposal – removal of carcasses, empty flasks and unavoidable surplus product
- awareness of dangers of working with hazardous materials using the candidate's product specific COSHH assessment
- awareness of control measures for storage and transport of aluminium phosphide

Environmental risk assessment, to include:

- where, what and the level of impact of the target pest infestation
- identify the risks to the environment, including water
- precautions to protect environment/water
- precautions to protect non-target species, e.g. domestic and/or companion animals may be present i.e. alternative control options
- disposal – removal of carcasses, empty flasks and unavoidable surplus product.

## **Learning outcome 2: Know the target species for control**

### **2.1 Describe the behaviour, 3 physical characteristics and the habitat for the common rat, rabbit and mole:**

1. Biology and Behaviour of target species
2. Evidence – fur/droppings/signs of damage
3. Habitat - proximity to food
  - position/location
  - number per location.

### **2.2 Learners to state 3 reasons per species:**

1. Structural damage
2. Damage to crops
3. Damage/Contamination of stored products
4. Damage to machinery/property
5. Spread of disease
6. Stress and anxiety
7. Physical injury to humans and domestic animals
8. Damage to business reputation
9. Legislation for each species.

### **Learning outcome 3: Know the techniques and equipment used to manage pests**

#### **3.1 Provide examples of alternative control techniques:**

##### **Rats (3 examples)**

- Habitat management
- Trapping
- Shooting
- Dogs
- Rodenticide baits.

##### **Rabbits (3 examples)**

- Habitat management
- Shooting
- Netting
- Trapping
- Snaring
- Fencing
- Ferreting.

##### **Moles (1 example)**

- Trapping
- Shooting.

Explain why the alternative control techniques may need to be considered.

It may not be possible to use aluminium phosphide due to:

- proximity to buildings/water courses
- size of infestation
- Risk to people and non-target species such as foxes, badgers, others (pine martin, water vole, puffins, shear water, amphibians, reptiles, domestic and farm animals and ground nesting birds) and designated sites such as SSSI, SCA.

The decision making process which will include the key factors required in determining the preferred form of control, will be demonstrated within the site survey.



## **Learning outcome 4: Understand the nature of Aluminium Phosphide and associated hazards**

### **4.1 Responses to include:**

- Chemical which reacts to exposure to moist air and/or substrate and releases phosphine gas (PH<sub>3</sub>)
- Very toxic
- Flammable and explosive, spontaneously combustible, at high concentration.

Ingestion symptoms may include:

- Stomach pain
- Nausea
- Vomiting
- Diarrhoea
- Swelling of lips, mouth and throat
- Tightness of chest
- Cough
- Headache
- Dizziness
- Anxiety
- Restlessness.

Inhalation symptoms may include:

- Irritation of nose, mouth and throat and lungs
- Respiratory problems
- Chest pains
- Cough
- Nausea
- Vomiting
- Diarrhoea
- Muscle pain
- Headache
- Dizziness
- Confusion.

Contact with skin may include:

- Sweating
- Irritation.

Eyes may water, sensitivity to light may increase.

### **4.2 Responses to include:**

- Available in solid form (0.6g and 3g)
- Flask content available in 160 pellets or 30 pellets.
- Individual products/formulations require bespoke applicator.

**4.3 Stop work in case of accident or if feeling unwell seek medical advice immediately.**

If safe to do so, remove patient to fresh air. Prevent all exertion, call the emergency services immediately and retain product label/tag.

Do not use mouth to mouth resuscitation.

**Learning outcome 5: Be able to interpret product information**

**5.1 Learners to be able to read the label/tags of each of the authorised products and be able to interpret the following, to include:**

- Active substance and percentage in product
- Product name and authorisation number
- Hazard warning symbols
- Pellet size and flask content
- Authorisation holder
- Emergency contact details
- Directions for use, storage and transportation
- Application rates
- Safety information
- PPE requirements specific to product information
- Disposal of surplus product and packaging
- Emergency measures in the event of exposure.

Learners to be able to identify:

- that the product is authorised, and how to check this:
- that the packaging is securely sealed and undamaged
- the label/tag and tags are in English.

Check what learners would do if they identify that the product is counterfeit:

- Do not use
- Inform authorities.

**5.2**

- Application records
  - Date and time of treatment
  - Product used
  - Quantity used
  - Site details including extent of application
  - Name of person who carried out application
- Treatment report
- CoSHH assessment
- PPE and Respiratory Protection Equipment (RPE) records
- Storage records
- Record of inspection of the applicator by a competent person
- Retention of records – copies of waste transfer notes are to be retained for a period of 2 years, or 3 years for consignment notes.

## **Learning outcome 6: Store, transport and dispose of Aluminium Phosphide**

### **6.1 Learners must state that the cabinet must be labelled - 'Gassing Compound – Do not use water'**

Other responses can include:

1. Cool, dry, frost free, well ventilated area, out of direct sunlight which is fire resistant. It must be kept away from water and liquids that cause release of phosphine gas
2. Do not store in a small gas proof enclosure e.g. a plastic bag
3. Do not store opened or part used flasks of product
4. Locked in a metal cabinet, fixed to a wall above the level of the bund
5. A dry powder fire extinguisher should be in the store
6. In a separate building
7. The building should not be accessible to children or animals; should not be part of dwellings/offices and should not be used to store food, feedstuffs, etc.
8. Access restricted to trained personnel
9. The building must be secure.

**NEVER STORE PART USED OR OPENED CONTAINERS FOR USE AT A LATER DATE.**

### **6.2 To include:**

1. Locked in a vapour proof container within the load space
2. Documentation to be carried
3. There should be sufficient sets of PPE and RPE for those travelling
4. Vehicles should have appropriate signage/warning signs, removable for when the vehicle is not transporting the product
5. The chemical must not travel in the passenger/drivers compartment in the vehicle (*ideally the product and applicator should be carried external to the vehicle*)
6. Vehicles should not be left unlocked
7. Records should be carried in case of an emergency.

### **6.3 Blockages within applicator chamber can be cleared by:**

- Inverting the applicator with the flask at base
- Depress and release trigger action several times
- Visually inspect chamber to ensure it is clear.

Blockages at applicator point of release:

- Soil blockages should be avoided by careful placement of the applicator
- Insert suitable sized rod or similar to remove mud blockage.

Make safe post application:

- Tap out any remaining dust into the last hole that has been treated
- Allow the applicator to air whilst preparing to depart from site
- Transport the applicator outside the vehicle or in a separate, secure load area to the cab.
- Vent thoroughly at a secure venting site for a further 48 hours.

Understand why and how the applicator must be cleaned, why water should not be used (activates with moisture/ releases flammable gases).

#### **6.4 Learners need to show they have a plan of action for dealing with spillages (which includes having appropriate phone numbers)**

- Keep people away from the spillage
- Contain the spillage
- PPE and RPE must be worn
- Comply with product information on product label/tag and material safety data sheet
- Appropriate warning signs must be displayed at the site as per guidance on the product label/tag.

#### **Spillage on site**

- Put on RPE if not already wearing it
- Keep others away from spillage site
- Dig a hole (the depth as stated on the label/tag)
- Bury spillages more than 10m from watercourses, surface water and buildings
- Ensure that any soil or grass onto which the spillage occurred, are buried along with the spilled product
- Cordon off excavated area
- Apply warning signs for 48 hours as per product label/tag.

#### **Spillage in a vehicle or store**

- Evacuate and quarantine the area
- Isolate the vehicle or store
- Ventilate the vehicle or store
- Contact supplier for advice

If necessary, contact the emergency services.

Where contamination affects:

- non target species, eg wildlife, notify the WIIS (Wildlife incident investigation scheme)
- Domestic animals – contact the local veterinary practice
- Contamination of water or water courses, the relevant authority should be informed e.g. Environment Agency.

Information required when reporting an incident to include:

- the contact name
- location of incident
- the extent of the incident.

## **6.5 There should be no excess product if used in accordance with guidelines.**

Describe how to deal with containers:

- Tap out container until it is dust free.
- Replace the lid
- Place in a sealable plastic bag, dated and labelled “unvented”
- Return to place of safety to vent
- Reopen
- Place lid and inverted flask in a locked ventable container on a mesh shelf
- Leave in-situ secure for 48 hours
- Replace the lid and return to a sealed plastic bag, dated and labelled “vented – ready for disposal”
- Dispose as hazardous waste.

Empty containers must be disposed of as hazardous waste by an approved registered licenced contractor. Waste transfer notes must be retained.

## **Learning outcome 7: Be able to survey and prepare a site for application.**

### **7.1 Select the treatment location and define the area of risk:**

- Precautionary risk area will include a safety distance as prescribed on the product label/tag from the point of the application to the edge of the surrounding area.

In addition to COSHH, Risk and Environmental Assessments, complete a survey of the site.

For example:

- Recognising any risks
- Identify steep banks, entrance holes
- Assess the type of soil
- Assess the size of the problem and type of control
- Cutting back vegetation to locate rat and rabbit burrows
- Proximity to buildings, water courses and surface water as prescribed on the product label/tag
- Groundwater conditions
- Proximity to public rights of way
- Presence of non-target species (domestic, companion and wild animals)
- Designated protected areas for:
  - the abstraction of water for human consumption.

### **7.2 For rabbits and rats - ensure that all holes are exposed, that none are hidden by vegetation:**

- Check that holes are in current use – look for webs over the entrance, tracks, fresh droppings. If in doubt, fill holes and check back after 24 hours for those that have been reopened
- Calculate that a full flask, or multiples thereof, will be used during the exercise.

### **7.3 Post application requirements:**

- The reason for follow up visits
- Re-entry for persons into the risk area other than the operator should only be allowed if a clearance is granted and the concentration of phosphine is as advised on the current product label/tag
- Who is responsible
- Disposal of carcasses – minimise exposure to non-target species
- Warning signs to be removed – to allow public access
- No crops to be planted within 7 days of application
- Maximum of four treatments per year.

### **Learning outcome 8: Be able to use correct equipment and apply Aluminium Phosphide**

#### **8.1 Learner to be able to identify, inspect and fit appropriate PPE:**

1. Coveralls
2. Gloves – synthetic rubber or PVC at least 300mm in length
3. Footwear (rubber boots) relevant to the environment
4. RPE – must be correctly fitted with the correct type of filter and within its lifespan. Be aware of features which may affect fitting e.g. glasses, facial hair

- PPE should be maintained and inspected.
- Wash thoroughly after use.
- Inspect for holes or leaks
- Replace cartridges in accordance with manufacturer's recommendations
- If paired cartridges are to be used (separate B2 and P3) these must be fitted in the correct order ( B2 attached to RPE, P3 attached to B2 filter)
- Check respirator valves for wear and replace as necessary
- RPE to be tested on a regular basis and records retained.

**8.2 Select the applicator** – to be specific to the product chosen. An understanding of the advantages and disadvantages of each type of equipment is required.

#### **8.3**

- Use appropriately, considering compliance with manufacturer's recommendations and industry good practice.
- Consider weather conditions - do not use on water logged ground, in rain or misty conditions.
- Prevent public and non-target animals from entering the treatment area (erect appropriate warning signs/barriers or remain on the site until the compound has completed its work)
- Note maximum individual dose for different soils as per current product label/tag
- Maximum number of treatments as per product label/tag
- Keep compound dry.
- If applicable, safety warning signs/barriers should be positioned to prevent public access.

- Check wind direction before opening containers
- Set up and load the applicator safely in accordance with the manufacturer's instructions.
- Check for broken/fragmented tablets prior to dispensing tablets
- Apply the applicator to ensure that tablets are dispensed correctly.
- Tablets should be used within 1 hour of removing from the flask in accordance with the product label/tag
- Use only the number of tablets per application point, specified on the product label/tag
- Start work in area furthest downwind
- Stand sideways to the prevailing wind when handling compounds
- Seal each burrow or entry point so it is gas-tight
- Never place compound on the ground
- Do not eat, drink or smoke when working with the applicator/compound
- Never inhale or swallow gassing compounds.

#### **8.4 Tap out both flask and applicator on site, to remove all residues, into last hole.**

Place flask with lid attached loosely into a suitable plastic bag, labelled "unvented" and dated.

Clean and vent applicator in accordance with manufacturer's recommendations. Leave applicator open, in the open air, to vent whilst preparing to leave the site.

#### **8.5 PPE/RPE required. Remove flask lid and place flask upside down and lid foil side down on a mesh shelf, inside a covered, locked, vented external container, for 48 hours.**

After 48 hours, replace the lid and place flask into a sealed plastic bag and labelled "vented" and dated.

Dispose of via a specialist waste disposal contractor obtaining a waste transfer note.

Place applicator inside a covered, locked, vented external container, for 48 hours, and then return to store.

## 6 Level descriptors

This qualification has been accredited at Level 2, this means that upon achieving the qualification the learner can be relied upon to possess the skills or knowledge described below.

<b>Level</b>	<b>Knowledge Descriptor The learner has:</b>	<b>Skills Descriptor The learner can:</b>
<b>2</b>	The knowledge and understanding of facts, procedures and ideas in an area of study or field of work necessary to complete well-defined tasks and address straightforward problems. The ability to interpret relevant information and ideas. Awareness of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.



## 7 How is this qualification delivered?

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

Approved providers should contact our quality and standards team to register for delivery of the qualification. It is important that providers are approved on a per-qualification basis as we are required to ensure that we have a quality-assurance strategy in place and because it ensures that providers receive the support they need. Upon scheme approval, you will receive the relevant documentation for delivery.

Learners must be registered via Quartzweb. Details of this process are available in the Quartzweb User Guide. Providers must submit the required information for learner registration. Learners should be registered for the qualification once they have been enrolled with the provider. Failure to register learners may prevent assessments from taking place. Sanctions may be imposed on providers if learners are not registered before the assessment takes place.

Learners will be required to undertake a multiple-choice assessment paper which will be supplied by Lantra. This must be taken as per Lantra's guidance, with the assessment paper returned to Lantra for marking.

Learners will complete the necessary elements of the assessment and be assessed by a Lantra assessor. Providers are required to compile and send the assessment paperwork (Assessment Report Form, Certificate Claim Form, Learner Registration and Assessment Report Form) to Lantra.

Providers are not required to send learner evidence to Lantra; this should be retained by the provider. However, Lantra reserves the right to request to see learner work as part of the quality assurance process so this should be retained and filed so that it can be easily located.

Where a provider is running a qualification well, Lantra may award Direct Claims Status (DCS), which enables certificates to be claimed in advance of external quality assurance taking place. Further details are available in section 7.5.5.

### 7.1 Delivery in the UK

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number (QAN) 600/8391/8.

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

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

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

## **7.2 Who can deliver this qualification?**

Only approved Lantra providers can deliver this qualification. For information on becoming approved please contact Lantra via [sales@lantra.co.uk](mailto:sales@lantra.co.uk) or call on 02476 69 69 96.

## **7.3 Key safety-critical and technically critical aspects**

The assessment for the Lantra Awards Level 2 Award in The Safe Use of Aluminium Phosphide requires learners to know relevant health and safety legislation and environmental good practice, and how environmental damage of using aluminium phosphide can be minimised.

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

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

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

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

<b>Learning Outcome The learner will:</b>	<b>Assessment Criteria The learner can:</b>
Be able to use correct equipment and apply Aluminium Phosphide.	Select correct PPE/RPE
	Select correct application equipment
	Use equipment according to instructions.
	Post treatment, prepare applicator and flask for transport.
	At store, vent flask and applicator prior to disposal of flask and storage of applicator.

## 7.4 Provider resources

Learners will require access to specific physical resources for training purposes and to demonstrate competence; these include:

- Full Personal Protective Equipment (Gloves, Chemical resistant coveralls)
- Full face respirator with B2 & P3 Filter
- Phostoxin and/or Topex Applicator
- Dummy Phostoxin Tablets and/or Talunex Pellets
- Small spade
- Dibber
- Blank report forms

The unit assessment will need to be checked to see what will be assessed ensuring learners have access to the right equipment to meet assessment requirements.

## 7.5 Quality assurance and certification

### 7.5.1 Quality assurance of assessment decisions

This qualification is externally assessed and externally quality assured. This means that Lantra will provide an assessor to the provider to assess learners and complete assessment paperwork. Lantra will be responsible for ensuring that assessors are standardised and will carry out monitoring activity of the assessor's assessment decisions.

Occasionally as part of Lantra's ongoing quality assurance strategy an external quality assurer (EQA) may accompany the assessor to observe the assessment processes followed. The EQA may further be accompanied by either Lantra staff or another EQA to ensure that the EQA is following the correct processes.

### **7.5.2 Claiming certification**

Among the assessment documentation providers need to submit is a completed a Certificate Claim Form which allows Lantra to process the certificates following quality assurance approval. Where DCS is in place, the certificates will be issued prior to quality assurance taking place.

Once a learner has completed the assessment requirements and quality assurance has taken place certificates will be issued by Lantra for providers to distribute to individual learners.

Certificates will be issued to learners achieving the necessary mark once assessment papers have been quality assured. This is an automated process and no Certificate Claim Form is required.

### **7.5.3 Skills Identity Card**

If the learner requires a Skills Identity Card they must supply the provider with one passport-style photograph. The provider must verify that the photograph is of the learner being assessed by signing the back of it. Alternatively, suitable photographs can be taken by the provider using a digital camera and emailed to [qualifications@lantra.co.uk](mailto:qualifications@lantra.co.uk). Please note, a high-resolution image must be used and cannot be cropped or cut out from a larger image.

The submission of the photograph must contain a declaration either on the back or within the email confirming that the image is of the learner: "I certify that this is a true likeness of [learner's full name]". Where a digital image is provided, the email should also include the provider's name, the qualification title, order ID and the date of the assessment.

Lantra requires the file name of the photograph to be the learner's name and date of assessment so that it can be easily reconciled with other assessment paperwork, e.g. joe\_bloggs\_010117. Images which do not conform to this convention may cause a delay to the card being issued.

### **7.5.4 Replacement certification and Skills ID Card**

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

## **7.6 Enquiries about results and appeals**

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

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

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

Please refer to the Provider Handbook for further details.

## **7.7 Malpractice and maladministration**

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

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

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

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

## **7.8 Recognition of prior learning**

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

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

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

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

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

This qualification can be offered to learners in the 16–19 age group, as well as learners aged 19+. The Health and Safety at Work Act 1974 requires employers to ensure the health,

safety and welfare at work of their employees and providers to safeguard learners. Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision.

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

## 7.10 Additional requirements and reasonable adjustments

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

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

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

## 8 What does a provider need to do?

### 8.1 Management support

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

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

### 8.2 Provider records

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

Records must include the following as a minimum:

- Learner's name
- Unique learner number (ULN)
- Date of birth
- Contact address
- Workplace address and contact details
- Copies of learner achievement records
- Assessor(s) name
- IQA(s) name
- Date of registration with Lantra
- Learner ID number.

Learner assessment records must include details of who assessed what and when, the assessment decision, the method of assessment used and the location of supporting evidence where applicable.

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the provider for at least **three years** after the learner has completed the assessment. If the programme is subject to an EQA visit/ approval sign off, then the records should be retained for three years after this date. It is the responsibility of the provider to ensure that data is cleansed at the appropriate time.



There is no prescribed format for these records and providers may wish to incorporate them into documentation they already maintain within their own organisation. If the provider already works to quality management systems such as the Scottish Quality Management System (SQMS), the ISO 9001 series or is required to maintain records for government-funded training schemes, that documentation will almost certainly provide an adequate basis for Provider records.

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

### **8.3 Support for learners**

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

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

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

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

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

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

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

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

## 9 Administration and other important information

### 9.1 Administration process for registration and certification

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

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

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

#### 9.1.1 Registering the learner

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

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

#### 9.1.2 Certificate claims

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

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

#### 9.1.3 Regulatory authorities

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

## 9.2 Assessment strategy

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

- Methods of assessment
- Types of evidence which may be suitable
- Key safety-critical and technically critical aspects.

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

Given the nature of the potentially hazardous work undertaken by operatives in the pest control sector, the method used to assess whether the learner is occupationally competent is determined by legislation and the industry for which the qualification and relevant associated unit has been designed.

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

Methods of assessment:

- Summative assessment through short answer questions
- Observation of practical activities
- Verbal questioning

Assessment requirements:

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

Access to assessment:

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be demonstrated through an evaluation of the learner's previous training and experience
- This underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements
- key considerations for evaluation of the learner's previous training and experience include:
  - health and safety considerations
  - knowledge of chemical legislation and gassing products.

### **9.3 Funding**

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

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

[www.gov.uk/education/learning-records-service-lrs](http://www.gov.uk/education/learning-records-service-lrs).

### **9.4 Feedback, compliments and complaints**

Lantra recognises that from time to time providers, learners, assessors and other personnel may have reason to provide feedback on a process, or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

## Appendix 1 – Glossary of terms

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

	Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.
Arrangements for special consideration	Special consideration might be given to a learner who has temporarily experienced: <ul style="list-style-type: none"> <li>• An illness or injury</li> <li>• Some other event outside of the learner's control which has had a material effect on the learner's ability to take an assessment or demonstrate his/her attainment.</li> </ul>
Recognition of prior learning	A method of assessment that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

## Appendix 2 — Census ethnic group classifications (2011)

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

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





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Lantra House, Stoneleigh Park,  
Coventry, CV8 2LG

t +44 (0)2476 696996

e [sales@lantra.co.uk](mailto:sales@lantra.co.uk)

w [www.lantra.co.uk](http://www.lantra.co.uk)

**Registered no:** 2823181

**Charity no:** 1022991

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**VAT no:** 585 3815 08



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