



Level 2 Award in  
Pest Management

**Qualification Specification**

Version 4

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# Qualification Specification

## Lantra Awards Level 2 Award in Pest Management

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# 1 Why has this Qualification Been Developed?

The Lantra Awards Level 2 Award in Pest Management has been developed in response to legislation requirements with the key aim of providing learners with the knowledge and practical experience to safely control a broad range of animal pest species. The qualification aims to recognise industry standards with the award of an accredited qualification which assesses the knowledge and competence demonstrated by learners.

The Lantra Awards Level 2 Award in Pest Management is nationally recognised, based on National Occupational Standards (NOS) and is made up of four mandatory units. Key to the qualification is the ability to know and understand pest species biology, integrated pest management and associated legislation.

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

This Qualification Specification provides information for approved Lantra provider employees and freelance assessors involved in the planning, delivery and assessment of the Lantra Awards Level 2 Award in Pest Management.

## 2 Who is the Qualification For?

This qualification has been developed for individuals carrying out roles involving the control of a broad range of animal pest species. It provides an opportunity to achieve a recognised national qualification which reflects the national standards required for such roles. This qualification is suitable for those beginning, those already established in such a role and those working at technician/supervisory/management levels.

The qualification is designed to enable learners to develop the knowledge, understanding and skills to support their role and develop their career in the control of a broad range of animal pest species. It also provides an opportunity for learners to obtain a recognised specified certificate, which supports their work in controlling animal pest species. 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+.

### 2.1 Prerequisites

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

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

There are no formal requirements for entry to this qualification.

### 3 What Does this Qualification Cover?

Learners undertaking this qualification will be able to demonstrate their knowledge and understanding in the control of animal pest species.

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

- The legislative requirements for animal pest management and the reasons for control
- Integrated Pest Management (IPM)
- The Biocide Control Risk Hierarchy (BCRH)
- The biology and behaviour for a specific range of animal pests
- How to survey and assess an infestation of animal pests
- How to assess and apply an eradication campaign for the specific active animal species
- The control risk hierarchy for the chemical control of animal pests
- How to monitor on an ongoing basis and manage future animal pest activity
- How to record any treatments made and how to monitor and manage future insect activity.

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

C. Preparing for employment

D. Confirming occupational competence and/or licence to practice.

### 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	PST01
Pesticides - Hand Held Applicators	445	PST06
Pesticides -Boom Sprayer	443	PST04
Pesticides -Granular Applicators	447	PST05
Pesticides- Hand Held Stem Injection	5492	PST07
Pesticide Plugs	5519	PST08
Grey Squirrel Control	438	PCL01
Rabbit and Mole Control	3132	PCL11
Rodent Control on Farms	3115	PCL07
Responsible and Effective Control of Commensal Rodents	3049	PCL06
<b>Qualifications</b>		
<b>Qualification title</b>	<b>QAN code</b>	<b>Purpose: this applies to both qualifications listed here</b>
Level 3 Award in Pest Management Services- Trained Professional User	603/2873/3	<p><b>Purpose: D</b> Confirm occupational competence and/or 'licence to practice'.</p> <p><b>Sub purpose: D2</b> Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body.</p>
Level 2 Award in The Safe Use of Aluminium Phosphide for Vertebrate Pest Control	600/8391/8	

## 4 Qualification Overview

		Where to look for further details
<b>Qualification title</b>	Lantra Awards Level 2 Award in Pest Management	Ofqual's Register of Regulatory Qualifications  <a href="http://register.ofqual.gov.uk">register.ofqual.gov.uk</a>
<b>Qualification number</b>	603/2874/5	
<b>Qualification aim</b>	This qualification has been developed for individuals carrying out roles involving the control a broad range of animal pest species. It provides an opportunity to achieve a recognised national qualification which reflects the national standards required for such roles. This qualification is suitable for those beginning, those already established in such a role and those working at technician/supervisory/management levels.	
<b>Qualification purpose</b>	The qualification is designed to enable learners to develop the knowledge, understanding and skills to support their role, develop their career in the control of a broad range of animal pest species. It also provides an opportunity for learners to obtain a recognised specified certificate, without which they would not be able to carry on controlling animal pest species.	
<b>Level</b>	2	
<b>Credits</b>	9	
<b>GLH</b>	39	
<b>DS</b>	32	
<b>TQT</b>	90	
<b>Total Quartz ID numbers</b>	Unit 10919 – Control of Rodent Pest Species Unit 10920 – Control of Insect Pest Species Unit 10921 – Control of Wildlife Pest Species Unit 10922 – Control of Bird Pest Species Programme 5862 Qualification 297	
<b>Unit numbers and titles</b>	J/616/8266 – Control of Rodent Pest Species R/616/8268 – Control of Wildlife Pest Species J/616/8414 – Control of Bird Pest Species L/616/8267 – Control of Insect Pest Species	Page 8
<b>Qualification structure</b>	This qualification comprises: <ul style="list-style-type: none"> <li>• 4 mandatory units</li> </ul> Learners must complete the mandatory group requirements.	



Age group	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Entry requirements</b>	Learners must be able to read and interpret information provided in English.				
<b>Prerequisites</b>	There are no prerequisites				
<b>Recognition of prior learning</b>	Not applicable				
<b>Assessment methods</b>	MCQ/ short answer assessment paper with scenario based professional discussion.				
<b>Assessment model</b>	This qualification is externally assessed with external quality assurance. Assessment papers will be marked by the assessor and sampling 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

This qualification is made up of four mandatory units and no optional units. Learners must achieve all the mandatory units. The units can be completed in any order.

Unit reference number	Unit title	GLH	DS	Credits
J/616/8266	Control of Rodent Pest Species	8	8	2
R/616/8268	Control of Wildlife Pest Species	8	8	2
J/616/8414	Control of Bird Pest Species	8	8	2
L/616/8267	Control of Insect Pest Species	15	8	3
	<b>Total</b>	<b>39</b>	<b>32</b>	<b>9</b>

<b>Unit title</b>	<b>Control of Rodent Pest Species</b>
<b>Unit reference number</b>	<b>J/616/8266</b>
<b>Unit level</b>	2
<b>Unit credit value</b>	2

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>1. Understand the legislative requirements for rodent pest management and the reasons for control</b>	1.1 Identify relevant legislation relating to rodent pest control
	1.2 Identify hazards relating to the safe use of biocides
<b>2. Understand Integrated Pest Management (IPM)</b>	2.1 Describe the values that contribute to Integrated Pest Management
	2.2 Outline the control risk hierarchy
<b>3. Understand the biology and behaviour for a specific range of rodent pests</b>	3.1 Identify a range of rodent pests and the risks presented, as a pest species
	3.2 Identify potential non-target related species that may be affected by any control options
	3.3 Describe characteristics of the pest species reproductive capacity
	3.4 Describe behavioural characteristics of rodent pest species

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>4. Understand how to survey and assess an infestation of rodent pests</b>	4.1 Outline how to complete a site survey and the required site assessments
	4.2 Identify signs of activity from the target pest and how to assess the size of an infestation
<b>5. Be able to assess and apply an eradication campaign for the specific active rodent species</b>	5.1 Describe a range of non-chemical non-lethal prevention options
	5.2 Identify non-chemical: lethal control options
	5.3 Outline chemical methods for the control for rodent pests
<b>6. Understand the control risk hierarchy for the chemical control of rodent pests</b>	6.1 Describe the methods of application and risk control measures for the safe application
	6.2 Describe the operational use of chemical control options
	6.3 Implement a baiting programme
<b>7. Understand how to monitor on an ongoing basis and manage future rodent activity</b>	7.1 Outline methods to retain and communicate information concerning health, safety and legal aspects relating to pest management
	7.2 Describe planning and procedures for monitoring and preventing future activity

<b>Taught Content</b>
<p><b>Learning outcome 1. Understand the legislative requirements for rodent pest management and the reasons for control</b></p> <p><b>1.1</b> Demonstrate an understanding of related legislation:</p> <ul style="list-style-type: none"> <li>• Prevention of Damage by Pests Act 1949</li> <li>• Wildlife and Countryside Act 1981</li> <li>• Animal Welfare Act 2006</li> <li>• Wild Mammals (Protection) Act 1996.</li> </ul> <p>Understand what employers and employees must do under HSWA.</p>

### Directed Study

1.1.1 Research online and read the Acts outlined in Learning outcome 1, available as follows:

- Prevention of Damage by Pests Act 1949  
[http://www.legislation.gov.uk/ukpga/1949/55/pdfs/ukpga\\_19490055\\_en.pdf](http://www.legislation.gov.uk/ukpga/1949/55/pdfs/ukpga_19490055_en.pdf)
- Wildlife and Countryside Act 1981  
[http://www.legislation.gov.uk/ukpga/1981/69/pdfs/ukpga\\_19810069\\_en.pdf](http://www.legislation.gov.uk/ukpga/1981/69/pdfs/ukpga_19810069_en.pdf)
- Animal Welfare Act 2006  
[http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga\\_20060045\\_en.pdf](http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga_20060045_en.pdf)
- Wild Mammals (Protection) Act 1996  
[http://www.legislation.gov.uk/ukpga/1996/3/pdfs/ukpga\\_19960003\\_en.pdf](http://www.legislation.gov.uk/ukpga/1996/3/pdfs/ukpga_19960003_en.pdf)

DS 8

### Taught Content

1.2 Identify hazards relating to the safe use of biocides:

- Outline routes of contamination such as absorption (through skin and eyes), inhalation, ingestion (hand to mouth or object to mouth)
- Be able to identify if a product/product label is counterfeit
- Outline the importance of the statutory status of the label
- Understand that the conditions detailed on the label such as target pest species, maximum dose rate, frequency of inspection and other safety requirements
- The active ingredient and formulation must be the most effective and suitable for the task
- Comply with a COSHH risk assessment
- Outline how rodenticides should be stored, transported and disposed.
- Maintain an up-to-date knowledge of current biocide legislation

### Learning outcome 2. Understand Integrated Pest Management (IPM)

2.1 Demonstrate an understanding of the options available to include:

- Habitat management:
  - Exclusion
  - Removal of cover
  - Hygiene
  - Housekeeping.
- Control options:
  - Physical control methods – traps, shooting, dogs/cats
  - Biocides should be used as part of an integrated control regime involving habitat management and physical control techniques, where feasible, to preserve a healthy environment and to decrease reliance on biocides
- Monitoring:
  - Record and review
  - Who and when
  - Education.

- 2.2** Outline the control risk hierarchy  
Lowest impact first, considering effective control  
In order:
- Non-chemical: non-lethal
  - Non-chemical: lethal
  - Chemical.

Appreciate that biocides should only be used if alternatives are not available or will fail to give the required levels of control.

**Learning outcome 3. Understand the biology and behaviour for a specific range of rodent pests**

- 3.1** Demonstrate an understanding of the appearance, classification and identification of rodents

Reasons for control, specific to the target pest species.  
To include from the following:

- Public health risks
- Legislative requirements
- Food contamination
- Damage to structures and services
- Fear/nuisance.

- 3.2** List any potential non-target species that are similar in appearance/location to the target pest species

- Consider any non-target species accidental exposure that may occur during any control treatment process.

- 3.3** Demonstrate an understanding of life expectancy, gestation, litter size, sexual maturity

- Consider factors that affect development (food, water, harbourage, temperature).

- 3.4** Demonstrate understanding of these behavioural features of rodents. To include:

- Food preferences
- Water requirements
- Feeding behaviour
- Climbing ability
- Neophobia/curiosity
- Wall seeking behaviour.

**Learning outcome 4: Understand how to survey and assess an infestation of rodent pests.**

**4.1** Consider the reasons for the rodents' presence, sources of activity; access and ingress points:

- Risks arising from the presence of the target rodent
- Identify factors that may be occurring on site that may contribute to a rodent infestation
- List suitable and available monitoring equipment/tools that will be effective for use at a potential rodent infestation.

**4.2** Be able to interpret evidence of rodent activity, including:

- Droppings
- Foot prints
- Smears
- Damage to structures
- Harbourage/nesting materials
- Live/dead sighting.

**Learning outcome 5: Be able to assess and apply an eradication campaign for the specific active rodent species**

**5.1** Highlight options for each/range of target pest species and the location of activity:

- Habitat management options
- Exclusion
- Food availability
- Cover/predation.

**5.2** Highlight the range of options based on the target pest species and the location of activity:

- Snap-traps; glue boards; spring-traps; live-traps; shooting (rats); electric-traps.
- Other to include dogs or cats.

**5.3** Review and assess:

- Toxicity
- Active ingredients
- Chemical groups
- Formulations
- Non-toxic baits.

**Learning outcome 6: Understand the control risk hierarchy for the chemical control of rodent pests**

**6.1** Demonstrate an understanding of.

- Burrow baiting
- Open trays
- Contact formulations
- Tamper resistant boxes
- Environmental assessments
- Exclusion of non-target species from accessing rodenticides
- Frequent visits during application process
- Removal of carcasses.

**6.2** Understand the rodenticides to be applied for:

- First generation
- Second generation
- Alternatives
- Single/multiple feed.
- Potential resistance.

**6.3** Be conversant with the CRRU '7-point plan':

- Always have a planned approach
- Record the quantity of bait used and where placed
- Use enough baiting points for the size of the infestation
- Search for, collect and dispose of rodent carcasses
- Never leave bait exposed to non-target animals
- Inspect bait regularly
- Remove bait at the end of the treatment.

Target eradication in 35 days.

Consider the potential environmental impact of permanent/perimeter baiting.

**Learning Outcome 7: Understand how to monitor on an ongoing basis and manage future rodent activity**

**7.1** Be able to prepare:

- Accurate details
- Site assessment evidence COSHH, risk and environmental assessments
- Treatment reports
- Storage
- Waste and disposal.

**7.2** Be able to:

- Search for and collect dead and dying target species
- Evaluate effectiveness of treatment processes and alternative control methods of control if not suitable; eradication strategy alternatives if resistance is present
- Discuss suitable recommendations to help prevent future activity.

<b>Unit title</b>	<b>Control of Wildlife Pest Species</b>
<b>Unit reference number</b>	<b>R/616/8268</b>
<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>
<b>1. Understand the legislative requirements for vertebrate pest management and the reasons for control</b>	1.1 Identify relevant legislation relating to vertebrate pest control
	1.2 Outline reasons for the management of vertebrate pests
<b>2. Understand Integrated Pest Management (IPM) and the Biocide Control Risk Hierarchy (BCRH)</b>	2.1 Describe the values that contribute to IPM
	2.2 Outline the BCRH
<b>3. Understand the biology and behaviour for a specific range of vertebrate pests (squirrels, moles, rabbits, foxes)</b>	3.1 Identify a range of vertebrate pests and the risks presented, as a pest species
	3.2 Describe characteristics of the pest species reproductive capacity
	3.3 Identify potential non-target related species that may be affected by any control options
	3.4 Describe behavioural characteristics of vertebrate pest species
	3.5 Outline how to complete a site survey and the required site assessments
<b>4. Understand how to survey and assess an infestation of vertebrate pests</b>	4.1 Identify signs of activity from the target pest and how to assess the size of an infestation
	4.2 Outline IPM for the management of target vertebrate pests
<b>5. Be able to assess and apply an eradication campaign for the specific active vertebrate species</b>	5.1 Describe a suitable range of control options applicable to the target pest
	5.2 Describe planning and procedures for monitoring and preventing future activity



<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>6. Understand how to monitor on an ongoing basis and manage future vertebrate activity</b>	6.1 Outline methods to retain and communicate information concerning health, safety and legal aspects relating to pest management

<b>Taught Content</b>	
<b>Learning outcome 1. Understand the legislative requirements for vertebrate pest management and the reasons for control</b>	
<b>1.1</b>	Discussion topics to include: <ul style="list-style-type: none"> <li>• Wildlife and Countryside Act 1981</li> <li>• Protection of Animals Act 1911</li> <li>• Animal Welfare Act 2006</li> <li>• Wild Mammals (Protection) Act 1996</li> <li>• Pests Act 1954</li> <li>• Spring Traps Approval Order.</li> </ul>
<b>Directed Study</b>	
<b>1.1.1</b>	Research online and read the Acts outlined in Learning outcome 1, available as follows: <ul style="list-style-type: none"> <li>• Prevention of Damage by Pests Act 1949 <a href="http://www.legislation.gov.uk/ukpga/1949/55/pdfs/ukpga_19490055_en.pdf">http://www.legislation.gov.uk/ukpga/1949/55/pdfs/ukpga_19490055_en.pdf</a></li> <li>• Wildlife and Countryside Act 1981 <a href="http://www.legislation.gov.uk/ukpga/1981/69/pdfs/ukpga_19810069_en.pdf">http://www.legislation.gov.uk/ukpga/1981/69/pdfs/ukpga_19810069_en.pdf</a></li> <li>• Animal Welfare Act 2006 <a href="http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga_20060045_en.pdf">http://www.legislation.gov.uk/ukpga/2006/45/pdfs/ukpga_20060045_en.pdf</a></li> <li>• Wild Mammals (Protection) Act 1996 <a href="http://www.legislation.gov.uk/ukpga/1996/3/pdfs/ukpga_19960003_en.pdf">http://www.legislation.gov.uk/ukpga/1996/3/pdfs/ukpga_19960003_en.pdf</a></li> </ul>
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<b>Taught Content</b>	
<b>1.2</b>	Discussion topics to include: <ul style="list-style-type: none"> <li>• Disease</li> <li>• Damage</li> <li>• Contamination</li> <li>• Legislation</li> <li>• Fear</li> <li>• Loss of goodwill.</li> </ul>

**Learning outcome 2: Understand Integrated Pest Management (IPM) and the Biocide Control Risk Hierarchy (BCRH)**

**2.1** Demonstrate an understanding of the options available to include:

- Habitat management:
  - Exclusion
  - Removal of cover
  - Hygiene
  - Housekeeping.
- Control options:
  - Physical control methods – traps, shooting, dogs/cats
  - Biocides should be used as part of an integrated control regime involving habitat management and physical control techniques, where feasible, to preserve a healthy environment and to decrease reliance on biocides
- Monitoring:
  - Record and review
  - Who and when
  - Education.

**2.2** Outline the control risk hierarchy.

In order: Non-lethal, lethal

**Learning outcome 3: Understand the biology and behaviour for a specific range of vertebrate pests (squirrels, moles, rabbits, foxes)**

**3.1** Appearance and identification

Reasons for control – specific to the target pest species:

- Squirrels
- Moles
- Rabbits
- Foxes.

**3.2** Life expectancy, gestation, litter size, sexual maturity, breeding season, hibernation.

Factors that affect development:

- Food, water, harbourage, temperature.

**3.3** List any potential non-target species that are similar in appearance/location to the target pest species, or that may live in burrows

Consider any non-target species accidental exposure that may occur during any control treatment process.

<p><b>3.4</b> Be able to describe:</p> <ul style="list-style-type: none"> <li>• Food preferences</li> <li>• Feeding behaviour</li> <li>• Climbing/burrowing ability</li> <li>• Hibernation.</li> </ul>
<p><b>3.5</b> Consider the reasons for the species' presence, sources of activity; access and ingress points</p> <ul style="list-style-type: none"> <li>• Consider risks arising from the presence of the target species</li> <li>• Identify factors that may be occurring on site that may contribute to a species' infestation</li> <li>• List suitable and available monitoring equipment/tools that will be effective for use at a potential species infestation.</li> </ul>
<p><b>Learning outcome 4: Understand how to survey and assess an infestation of vertebrate pests</b></p> <p><b>4.1</b> Gather evidence of target pest activity, consider from:</p> <ul style="list-style-type: none"> <li>• Droppings</li> <li>• Foot prints</li> <li>• Damage</li> <li>• Harbourage/nesting materials</li> <li>• Live/dead sighting.</li> </ul>
<p><b>4.2</b> Consider the range of options available and how each may be implemented within the treatment location.</p>
<p><b>Learning outcome 5: Be able to assess and apply an eradication campaign for the specific active vertebrate species</b></p> <p><b>5.1</b> Select the most effective combination of treatments that will deliver the desired result with minimum environmental impact.</p>
<p><b>5.2</b> Evaluate effectiveness of treatment processes and consider alternative strategies if not suitable. Discuss suitable recommendations to help prevent future activity.</p>
<p><b>Learning outcome 6: Understand how to monitor on an ongoing basis and manage future vertebrate activity</b></p> <p><b>6.1</b> Be able to prepare:</p> <ul style="list-style-type: none"> <li>• Accurate details</li> <li>• Site assessment evidence</li> <li>• Risk and environmental assessments</li> <li>• Treatment reports</li> <li>• Waste and disposal.</li> </ul>

<b>Unit title</b>	<b>Control of Bird Pest Species</b>
<b>Unit reference number</b>	<b>J/616/8414</b>
<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>
<b>1. Understand the legislative requirements for bird pest management and the reasons for control</b>	1.1 Identify relevant legislation relating to birds and their control
	1.2 Outline reasons for the management of birds
<b>2. Understand Integrated Pest Management (IPM)</b>	2.1 Describe the values that contribute to IPM
	2.2 Outline the control risk hierarchy
<b>3. Understand the biology and behaviour for a specific range of bird pest species</b>	3.1 Identify a range of bird pests and the risks presented, as a pest species
	3.2 Describe characteristics of the bird pest species' reproductive capacity
	3.3 Identify potential non-target related species that may be affected by any control options
<b>4. Understand how to survey and assess an infestation of bird pests</b>	4.1 Outline how to complete a site survey and the required site assessments
	4.2 Identify signs of bird activity and how to assess the size of an infestation
<b>5. Be able to assess and apply a prevention plan or an eradication campaign for the specific active bird species</b>	5.1 Outline IPM for the management of birds
	5.2 Describe non-lethal prevention options
	5.3 Describe lethal control options
<b>6. Understand how to monitor on an ongoing basis and manage future bird activity</b>	6.1 Describe planning and procedures for monitoring and preventing future activity

## Taught Content

### Learning outcome 1: Understand the legislative requirements for bird pest management and the reasons for control

Discuss topics to include:

- Wildlife and Countryside Act 1981
- General Licence to kill or take certain species of wild birds to prevent serious damage or disease, Dec 2018 (GL04)
- General Licence to kill or take certain species of wild birds to preserve public health or public safety 2019 (GL05)
- General Licence to kill or take certain species of wild birds to conserve flora and fauna, Dec 2018 (GL06).

Related legislation:

- Animal Welfare Act 2006
- Protection of Animals Act 1911.

## Directed Study

1.1.1 Research online and read summaries of the general licences outlined in learning outcome 1, available as follows:

- General licence to kill or take certain species of wild birds to prevent serious damage or disease, Dec 2018 (GL04)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/763886/gl04-birds-prevent-damage-disease-licence.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763886/gl04-birds-prevent-damage-disease-licence.PDF)
- General licence to kill or take certain species of wild birds to preserve public health or public safety, Jan 2019 (GL05)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/763905/gl05-birds-phs-licence.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763905/gl05-birds-phs-licence.PDF)
- General licence to kill or take certain species of wild birds to conserve flora and fauna, Dec 2018 (GL06)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/763908/gl06-birds-conservation-licence.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763908/gl06-birds-conservation-licence.PDF)

DS 8

## Taught Content

1.2 Discuss topics to include:

- Disease
- Damage
- Contamination
- Legislation
- Loss of goodwill.

## **Learning outcome 2: Understand Integrated Pest Management (IPM)**

### **2.1 Understand the options available to include:**

- Habitat management:
  - Exclusion
  - Removal of cover
  - Removal of food/water
- Physical control options:
  - Live traps including Larsen traps
  - Shooting
- Monitoring:
  - Record and review
  - Who and when
  - Education.

### **2.2 Outline the control risk hierarchy options in order: Non-lethal, lethal.**

## **Learning outcome 3: Understand the biology and behaviour for a pest bird species**

### **3.1 Identify a range of bird pests and the risks presented:**

- Appearance and identification
- Reasons for control, specific to the target pest species.  
To include from the following:
  - Public health or public safety
  - Prevent the spread of disease
  - Damage to livestock and/or food.

### **3.2 Describe the characteristics of the pest bird species:**

- Life expectancy
- Gestation
- Cutch size
- Sexual maturity
- Breeding season
- Hibernation
- Factors that affect development: Food, water, harbourage, temperature.

### **3.3 List any potential non-target species that are similar in appearance/location to the target pest species.**

Consider any non-target species accidental exposure that may occur during any control treatment process.

**Learning outcome 4: Understand how to survey and assess and infestation of vertebrate pests**

**4.1** Outline how to complete a site survey and required site assessments:

- Site survey and the required site assessments
- Reasons for the birds' presence, sources of activity; access and roosting/nesting sites
- Risks arising from the presence of the target birds
- Factors that may be occurring on site that may contribute to a bird problem
- Suitable and available monitoring equipment/tools that will be effective for use at a potential bird problem.

**4.2** Be able to interpret evidence of bird activity and how to assess the size/scale of a problem. Consider:

- Droppings
- Foot prints
- Smears
- Damage to structures
- Harbourage/nesting materials
- Live/dead sighting.

**Learning outcome 5: Be able to assess and apply a prevention plan or eradication campaign for the specific active bird species**

**5.1** Consider the range of options available and how each may be implemented as necessary within the treatment location.

**5.2** Highlight the range of options based on the target pest species and the location of activity.

- Review habitat management options
- Consider prevention/exclusion measures to include:
  - Physical barriers
  - Physical deterrents
  - Flying predators
  - Electronic/electric shock.

**5.3** Highlight the range of options based on the target bird and the location of activity: Shooting, trapping.

**Learning outcome 6: Understand how to monitor on an ongoing basis and manage future bird activity**

**6.1** Search for and collect dead and dying target birds  
Evaluate effectiveness of treatment processes and alternative control methods of control if not suitable  
Discuss suitable recommendations to help prevent future activity.

<b>Unit title</b>	<b>Control of Insect Pest Species</b>
<b>Unit reference number</b>	<b>L/616/8267</b>
<b>Unit level</b>	2
<b>Unit credit value</b>	3

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Understand the legislative requirements for insect pest management and reason for control</b>	1.1 Outline reasons for the management of insect pests
	1.2 Identify relevant legislation relating to the control of insect pests
	1.3 Identify hazards relating to the use of biocides
<b>2. Understand the biology and behaviour for a specific range of insect pests</b>	2.1 Identify a range of insect pests and the risks that they present
	2.2 Describe characteristics of the pest species life cycle
	2.3 Identify potential non-target related species that may be affected by any control options
<b>3. Understand how to survey and assess an infestation of insect pests</b>	3.1 Outline how to complete a site survey and the required site assessments
	3.2 Identify signs of insect activity and how to assess the size of an infestation
	3.3 Identify related monitoring equipment /tools
<b>4. Understand the control risk hierarchy and how this should be considered and assessed for the prevention or control of insect pests</b>	4.1 Outline IPM for the management of target insect pests
	4.2 Identify non-chemical: non-lethal prevention options
	4.3 Identify non-chemical: lethal control methods
	4.4 Identify chemical control methods
	4.5 Describe the control methods to be considered first



<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>5. Understand how to record any treatments made and how to monitor and manage future insect activity</b>	5.1 Outline methods to retain and communicate information concerning health, safety and legal aspects relating to pest management
	5.2 Describe planning and procedures for monitoring and preventing future activity

<b>Taught Content</b>	
<b>Learning outcome 1. Understand the legislative requirements for insect pest management and reasons for control</b>	
<b>1.1</b>	Demonstrate an understanding of: <ul style="list-style-type: none"> <li>• Disease/harm, (wasp stings and bed bug bites are a reason to control the insects but do not cause disease)</li> <li>• Damage, contamination</li> <li>• Legislation /Assurance Audits</li> <li>• Fear and loss of goodwill.</li> </ul>
<b>1.2</b>	Discuss topics, research online and read summaries, to include: <ul style="list-style-type: none"> <li>• Food Safety Act 1990</li> <li>• Housing Act 2004.</li> </ul>
<b>Directed Study</b>	
<b>1.2.1</b>	Research online and read the Acts outlined in Learning outcome 1, available as follows: <ul style="list-style-type: none"> <li>• Food Safety Act 1990 <a href="http://www.legislation.gov.uk/ukpga/1990/16/pdfs/ukpga_19900016_en.pdf">http://www.legislation.gov.uk/ukpga/1990/16/pdfs/ukpga_19900016_en.pdf</a></li> <li>• Housing Act 2004 <a href="http://www.legislation.gov.uk/ukpga/2004/34/pdfs/ukpga_20040034_en.pdf">http://www.legislation.gov.uk/ukpga/2004/34/pdfs/ukpga_20040034_en.pdf</a></li> </ul>
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<b>Taught Content</b>	
<ul style="list-style-type: none"> <li>• Understand routes of contamination such as absorption (through skin and eyes), inhalation, ingestion (hand-to-mouth or object-to-mouth)</li> <li>• Understand the statutory status of the label</li> <li>• Be able to identify if a product/product label is counterfeit</li> <li>• Understand that the conditions detailed in the 'Important Information' box such as target pest species, maximum dose rate and other safety requirements, are mandatory</li> <li>• The active ingredient and formulation must be the most effective and suitable for the task</li> <li>• Comply with the COSHH risk assessment</li> </ul>	

- Outline how insecticides should be stored, transported and disposed of
- Maintain an up-to-date knowledge of current pesticide legislation.

**Learning outcome 2: Understand the biology and behaviour for a specific range of invertebrate pests**

**2.1** Demonstrate an understanding of invertebrate pests.

- Be able to classify and identify:
  - Insect orders
  - Which insects they include
  - What defines the orders
  - Incomplete and complete metamorphosis.
- Reasons for control, specific to the target pest species
- Five primary insect pests from the list below but not exclusive to:
  - Common ants
  - Wasps
  - Bed bugs
  - Flies
  - Cockroaches
  - Fleas
  - Fabric moths.

**2.2** Be able to consider:

- Breeding cycle
- Time frames
- Specific factors that support/influence lifecycle development, i.e. food, water, harbourage, temperature.

**2.2** Be able to:

- List any potential non-target species that are similar in appearance / location to the target pest species.
- Consider any non-target species accidental exposure that may occur during any control treatment process.

**Learning outcome 3: Understand how to survey and assess an infestation of invertebrate pests.**

**3.1** Understand how to complete a site survey and the required risk assessments

- Consider the reasons for the insects' presence, sources of activity; access and ingress points
- Consider risks arising from the presence of the insects
- Identify factors that may be occurring on site that may contribute to the insect infestation
- List suitable and available monitoring equipment/tools that will be effective for use at a potential insect infestation.

<p><b>3.2</b> Provide evidence of target pest activity, to include:</p> <p>Droppings; egg cases; bite marks; tracks; harbourage / nesting materials; live/dead sighting; etc.</p>
<p><b>3.3</b> Demonstrate an understanding of essential equipment to include:</p> <ul style="list-style-type: none"> <li>• Torch</li> <li>• Flushing agents</li> <li>• Sticky traps (insect specific)</li> <li>• Pheromones</li> <li>• Blunder traps</li> <li>• Insect light traps</li> <li>• Food attractants.</li> </ul>
<p><b>Learning outcome 4: Understand the control risk hierarchy and how this should be considered and assessed for the prevention or control of invertebrate pests.</b></p> <p><b>4.1</b> Demonstrate an understanding of the range of options available and how each may contribute towards a successful treatment.</p>
<p><b>4.2</b> Demonstrate an understanding of the range of options based on the target pest species and the location of activity:</p> <ul style="list-style-type: none"> <li>• Prevention/exclusion</li> <li>• Habitat management options.</li> </ul>
<p><b>4.3</b> Demonstrate an understanding of the range of options based on the target pest species and the location of activity.</p> <ul style="list-style-type: none"> <li>• Electric fly killers</li> <li>• DE and novel compounds (fatty acids)</li> <li>• Glue-board traps</li> <li>• Fly and wasp 'bottle' traps</li> <li>• Heat (cold) treatments.</li> </ul>
<p><b>4.4</b> Demonstrate an understanding of the range of chemical options available, how they should be applied and against which insects. This should include:</p> <ul style="list-style-type: none"> <li>• Insecticide groups: <ul style="list-style-type: none"> <li>○ Neurotoxins</li> <li>○ Stomach poisons</li> <li>○ Growth regulators</li> </ul> </li> <li>• Formulations</li> <li>• Application equipment</li> <li>• Mixing/application rates.</li> </ul>

**4.5** Describe the benefits of managing a population against control factors limiting population reduction:

- Breeding potential
- Reinvasion
- Benefits
- No impact on non-target species
- Long-term lowering of population levels
- Reduction in reliance of lethal methods of control.

**Learning outcome 5: Understand how to record any treatments made and how to monitor and manage future invertebrate activity.**

**5.1** Be able to undertake:

- Site assessments
- COSHH, risk and environmental assessments
- Environmental assessments
- Treatment reports
- Equipment maintenance records
- Storage records
- Waste and disposal records.

**5.2** Evaluate the effectiveness of:

- Treatment processes
- Alternative control methods of control if not suitable
- Eradication strategy alternatives if resistance is present
- Extending treatment processes/re-treatments if ineffective with potential reasons for treatment being ineffective.

Discuss suitable recommendations to help prevent future activity.

## 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.

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

## 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 and short answer assessment paper which will be supplied by Lantra. This must be taken as per Lantra's guidance, with the assessment paper returned to the assessor for marking.

### 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) 603/2874/5.

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and 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.

## 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 Provider Resources

You need to consider things such as:

- A suitable classroom or similar where exam conditions may be adhered to
- All relevant assessment papers.

## 7.4 Quality Assurance and Certification

### 7.4.1 Claiming certification

Certificates will be issued to learners achieving the necessary mark once assessment papers have been quality assured on a sampling basis. A Certificate Claim Form is required to be completed and submitted to Lantra. See Section 9 for more information on how to do this.

### 7.4.2 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.

### 7.4.3 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. The provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates and Skills ID Cards. Please contact Lantra for the current fee.

## 7.5 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.

## 7.6 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.



## 7.7 Safeguarding - Young People and Vulnerable Adults

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

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

## 7.8 Additional Requirements and Reasonable Adjustments

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

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria. For example, within this qualification, learners must understand safety critical product information, which includes being able to complete reports 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.

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

### 8.2 Provider Records

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

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units in the Learner Assessment Booklet.

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. 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, regarding 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.

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. 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 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. Certificates will not be issued to learners who are not registered before the assessment takes place.

Providers should return the first two pages of the Learner's Assessment Booklet which contains the learner's registration details, the assessor's details and a summary of the learner's assessment results contained within this booklet.

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
- Assessment requirements
- Access to assessment.

Providers must ensure that they are familiar with the specifications and the requirements of the qualification.

### Methods of assessment

- Summative assessment through multiple-choice questions and short answer questions
- Summative assessment through scenario-based professional discussion for each of the four mandatory units.

## 9.3 Learner Assessment Booklet

Each learner is provided with an individual Learner Assessment Booklet which has a summary of registration and assessment details on the first two pages. The subsequent pages contain all the assessment materials pertaining to that learner.

### Assessment requirements: Summative assessment through multiple-choice questions and short answer questions

This qualification is assessed by a multiple-choice and short answer assessment paper. This is delivered via a paper-based assessment which is included in the Learner Assessment Booklet, pages 3 to 11. Learners write their answers directly on this paper in black ink.

Each multiple-choice question shows four possible answers (lettered 'A', 'B', 'C', 'D'). Learners must select one answer per question. Instructions on how to amend answers will be contained in the assessment paper instructions. All multiple-choice questions have one correct answer and the assessment paper will ensure that each learning outcome of the unit is assessed allowing learners to achieve all of the learning outcomes of the unit. Short answer questions are to be completed in the spaces provided. The mark allocation will indicate the level of detail required to achieve full marks.

The assessment paper includes 35 questions with a total possible mark of 80. The length of time permitted to complete the assessment paper is 1 hour and the pass mark is 70%, or 56 marks minimum.

Further guidance to support the delivery of the multiple-choice assessment and short answer assessment of this qualification is available to download from the "my profile" area of the Lantra Awards website.

### **Assessment requirements: Scenario-based professional discussion**

Additionally, this qualification is assessed by professional discussion between the assessor and the learner. This is delivered by an Assessment Report Form for each unit on which the assessor may record the outcomes of these discussions, rating the outcome as a pass/fail for each of the assessment criteria.

The Assessment Report Form for all four units are contained within the Learner Assessment Booklet as follows:

<b>Unit reference number</b>	<b>Unit Assessment Report Form</b>	<b>Learner's Assessment Booklet pages</b>
J/616/8266	Control of Rodent Pest Species	13 - 20
R/616/8268	Control of Wildlife Pest Species	21 - 24
J/616/8414	Control of Best Pest Species	25 - 28
L/616/8267	Control of Insect Pest Species	29 - 33

Broad advice is given on the professional discussion as follows:

- Professional discussion is particularly required to assess those aspects of the assessment criteria that are not covered by the multiple-choice and short answer assessment paper. The areas requiring professional discussion are highlighted in the Assessment Report Form as 'Discussion required'
- Where there is repetition of the assessment criteria across the units, this is indicated in the Assessment Report Form as 'Species-specific discussion if required' at the discretion of the assessor. There is no requirement to ask questions that the learner has previously answered
- Similarly, where assessment criteria have already been assessed by the assessment paper, this is indicated as 'Discussion desired' to indicate that discussion should ensue only if there is sufficient time and/or the assessor deems this to be necessary.

At the back of the Learner's Assessment Booklet on page 35, there is space for any additional comments and sign-off by the learner, assessor and the External Quality Assessor (EQA) if sampled.

### **9.4 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 knowledge, skill and maturity to meet the assessment requirements

## 9.5 Re-sit Assessment

- Should the learner fail to meet the professional discussion assessment criteria for an individual unit, they should re-sit that unit only. Individual Assessment Report Forms may be ordered for an individual unit re-sit
- Should the learner fail to achieve a 70% pass mark for the multiple-choice question and short answer Paper 1, they should re-sit just this paper only. There is no requirement for the learner to re-sit the professional discussions for the individual units. A re-sit multiple-choice question and short answer Paper 2 may be ordered for this re-sit.

## 9.6 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 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. For example, individual can '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. For example, individual can 'explain', 'analyse' and/or 'evaluate'.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. For example, individual can '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	Discreet criteria that deliver holistically on the promised objective of the qualification and that must all be evidenced to a unified (and/or graded) standard.
Qualification objective	A succinct summation of the overarching development of the learner in terms of tangible work or more 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 that 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 that 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 (DS)	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.  TQT is the number of notional hours representing an estimate of the total amount of time that might be necessary for a learner to reach the level required for the award of a qualification.



## Appendix 2 - Census Ethnic Group Classifications (2011)

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

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

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