



Lantra Awards Level 1 Award in
Introduction to Beekeeping

Qualification Specification

Version 2

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- British Bee Keeping Association

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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

Tel: 02476 69 69 96

Fax: 02476 69 67 32

E-mail: sales@lantra.co.uk

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

Qualification Specification

Lantra Awards Level 1 Award in Introduction to Beekeeping

Contents

1	Why has this qualification been developed?	2
2	Who is the qualification for?	2
3	What does this qualification cover?.....	3
4	Qualification overview	4
5	Content of qualification.....	7
6	Level descriptors	17
7	How is this qualification delivered?	18
8	What does a provider need to do?	27
9	Administration and other important information.....	29
	Appendix 1 - Glossary of Terms	32
	Appendix 2 – Census ethnic group classifications	34

1 Why has this qualification been developed?

The Lantra Awards Level 1 Award in Introduction to Beekeeping has been developed from industry requirements to introduce learners to beekeeping.

The Lantra Awards Level 1 Award in Introduction to Beekeeping is a competency based qualification based on the British Beekeeping Association (BBKA) National Standards which reflect the working practices of beekeepers.

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. The qualification has been structured to enable CPD activities to be evidenced and certificated for those learners who may not require the full award.

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 1 Award in Introduction to Beekeeping.

2 Who is the qualification for?

The qualification has been developed for individuals entering the industry or seeking to formalise existing beekeeping experience. It provides an opportunity to achieve a recognised national qualification which reflects the British Beekeeping Association (BBKA) national standards for the working practices of beekeepers. The qualification is suitable for those beginning and those already established in beekeeping.

The qualification is designed to enable learners to develop the knowledge, understanding and skills they need to make the craft of beekeeping a sustainable activity and improve the quality of beekeeping. The qualification will enhance the ability of the learner to work safely, effectively and efficiently reducing unnecessary risk to themselves and others.

Sector areas include:

- Horticulture, plant breeding
- Land management, crop production
- Biodiversity management
- Small scale commercial enterprises dealing in honey bee hive products

The qualification is available for learners aged pre- 16, 16-18, 18+ and 19+.

Where learners are under 16, consent to undertake the qualification will be required from a parent or guardian.

2.1 Prerequisites

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

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

There are no formal requirements for entry to this qualification.

3 What does this qualification cover?

Learners undertaking this qualification will be able to demonstrate their knowledge of introductory beekeeping.

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

- a) the biology of the honey bee, in terms of lifecycle and behaviour, including interaction with plants and crops. This is needed to understand the practical aspects of the beekeeping craft.
- b) the appearance of a healthy hive and to the basic indications of serious pests/disease and their management, either directly by the student or by seeking more experienced help.
- c) the hygiene of the honey bee colony, techniques to prevent the transmission of disease and the management of equipment
- d) practical beekeeping skills, both of general applicability (e.g. use of equipment and apiary set-up, interpretation of the state of the colony) and seasonal (e.g. winter preparation, spring growth, swarm management and honey production).
- e) dealing with the removal of honey from beehives and its extraction and preparation for sale, including awareness of labelling Regulations.
- f) general health and safety advice for the apiary, equipment use and bee stings. Simple record keeping and dealing with members of the public.

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:

- B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area

Sub Purpose:

- B2. Develop knowledge and/or skills in a subject area

4 Qualification overview

		Where to look for further details
Qualification title	Lantra Awards Level 1 Award in Introduction to Beekeeping	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	600/2182/2	
Qualification aim	<p>The Qualification is for those entering the industry or seeking to formalise existing experience who will find the Level 1 Award in Introduction to Beekeeping beneficial. The Qualification gives learners the skills and knowledge they need to make the craft of beekeeping a sustainable activity and improve the quality of beekeeping.</p> <p>Sector areas include:</p> <ul style="list-style-type: none"> • Horticulture, plant breeding • Land management, crop production • Biodiversity management • Small scale commercial enterprises dealing in honey bee hive products 	
Qualification purpose	<p>Following Ofqual's regulatory requirements this qualification is approved for the following purpose:</p> <ul style="list-style-type: none"> • B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area <p>Sub Purpose: B2. Develop knowledge and/or skills in a subject area</p>	
Qualification start date	08 June 2011	
Level	One	
Credits	11	
GLH	99	
TQT	114	
Quartz ID numbers	891 – Practical beekeeping 893 – Health and safety awareness in beekeeping 892 – Pests, diseases and hygiene 894 – Awareness of food safety in the collection of honey 889 – Understand the interaction between honey bees and flowering plants 890 – The natural history of the honey bee and the colony Programme- 99 Qualification- 116	

Unit numbers and titles	F/503/2756 – Practical beekeeping K/503/2749 – Health and safety awareness in beekeeping K/503/2752 – Pests, diseases and hygiene A/503/2755 – Awareness of food safety in the collection of honey T/503/2754 – Understand the interaction between honey bees and flowering plants T/503/2753 – The natural history of the honey bee and the colony				Page 7
Qualification structure	This qualification comprises: 6 mandatory units 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"/>	
Entry requirements	Learners must be able to read and interpret information provided in English. It is recommended that learners have a basic knowledge of first-aid procedures.				
Prerequisites	There are no prerequisites				
Recognition of prior learning	None				
Assessment methods	Practical observation of assessment activities Portfolio of evidence Verbal questioning.				
Assessment model	This qualification is internally assessed with external verification. This means that providers will appoint assessors and that an internal quality assurer (IQA) is required to provide internal quality assurance prior to external quality assurer (EQA) sign off. Internal Standardisation meetings must be held regularly (every month or two) to allow assessor and IQA's to compare and standardise judgements. EQA visits will take place giving providers 10 days advanced warning of the visit. New providers and providers new to the qualification will be seen within the first year of offering the qualification. Standard visits will take place on a rolling bases				

	<p>every two to three years unless there are any concerns.</p> <p>Lantra operates both on site and postal external quality assurance for this qualification.</p>	
Grading	Pass/Fail	
Is there a skills card available?	No	Guidance Handbook for Providers
Fees	<p>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 (sales@lantra.co.uk).</p>	Product Directory; sales team
Related documents	<p>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</p>	www.lantra.co.uk
How do I register learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

5 Content of qualification

This qualification is made up of six mandatory units. Learners must achieve the mandatory units. The units can be completed in any order.

Unit Title	M/O	GLH	Credits
Practical beekeeping	M	36	4
Health and safety awareness in beekeeping	M	9	1
Pests, diseases and hygiene	M	18	2
Awareness of food safety in the collection of honey	M	9	1
Understand the interaction between honey bees and flowering plants	M	9	1
The natural history of the honey bee and the colony	M	18	2

Unit title	Practical beekeeping
Unit reference number	F/503/2756
Unit level	One
Unit credit value	Four

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use common beekeeping equipment and protective clothing.	1.1 Demonstrate the correct wearing of personal protective clothing.
	1.2 Demonstrate the reliable loading and lighting of a smoker with appropriate fuel.
	1.3 Demonstrate the use of a standard type of hive tool to open a hive and to separate and remove frames.
2. Know the different components of a bee hive.	1.2 Identify common types of hive components.
	1.3 Demonstrate how hive components are assembled and used.
	2.3 Outline how the bee space is maintained by the hive components.
3. Be able to open a colony of bees safely for inspection.	3.1 Identify whether the conditions are appropriate for the hive to be opened.
	3.2 Demonstrate how and when the smoker is used to calm the colony.
	3.3 Demonstrate the removal of roof, crown board and supers placing these in an appropriate safe place whilst keeping the bees calm.
	3.4 Demonstrate the removal of the queen excluder and be aware of the possible location of the queen.
4. Be able to identify the normal appearance of brood comb.	4.1 Demonstrate the safe removal and inspection of both sides of brood frame.
	4.2 Identify worker, drone and queen adult insects.
	4.3 Identify pollen, nectar and honey stored in combs.
	4.4 Identify eggs, larva and sealed brood in combs.
5. Be able to reassemble the hive.	5.1 Demonstrate the re-assembly of the hive.
	5.2 Demonstrate how to extinguish smoker and dispose of contents safely.
6. Know the seasonal changes that take place with the colony.	6.1 Identify and list the main changes that take place within the colony over the year and when honey can be removed from the colony.
7. Be able to record the condition of the hive.	7.1 Identify and list the entries needed in a simple record-keeping system that can be understood by other beekeepers.

Learning outcome 1: Be able to use common beekeeping equipment and protective clothing.

The learner should be able to demonstrate the correct selection of personal protective equipment (PPE) and ensure that openings are bee tight at all times. Learners shall be familiar with fuelling and lighting of a smoker and familiar with the correct fuel selection. Learners will be able to demonstrate the use of a standard hive tool in order to remove hive chambers and frames.

Learning outcome 2: Know the different components of a bee hive.

Learners should be able to demonstrate knowledge of types of hives and their components and correctly assemble a hive. Learners will need to explain how the correct spacing is maintained within the hive.

Learning outcome 3: Be able to open a colony of bees safely for inspection.

Learners will be able to explain the considerations they need to make about weather conditions prior to opening a hive. Learners shall demonstrate the roof, crown board and supers removal and ensure they are placed correctly. Learners shall be aware of the location of the queen and understand the process of removing the queen excluder from the brood chamber.

Learning outcome 4: Be able to identify the normal appearance of brood comb.

Learners shall be able to demonstrate they can inspect the brood frame while inspecting each frame and moving to the next. Learners will be able to identify each type of adult as they are observed in the hive and identify the contents of storage cells in a comb. Learners will also be able to name the cells containing juvenile forms.

Learning outcome 5: Be able to reassemble the hive.

Learners shall be able to re-assemble the hive to its original state and demonstrate how to safely extinguish and empty a smoker.

Learning outcome 6: Know the seasonal changes that take place with the colony.

Learners will be required to record the changes that take place in the colony during the year and list the actions that the bee keeper needs to undertake.

Learning outcome 7: Be able to record the condition of the hive.

Learners will need to complete the hive log-book after the colony examination, ensuring they understand all the entries that are required in the log book.

Unit title	Health and safety awareness in beekeeping
Unit reference number	K/503/2749
Unit level	One
Unit credit value	One

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to use personal protective clothing effectively.	1.1 Demonstrate the correct wearing of personal protective clothing.
	1.2 Outline how honey bees will respond to perfumes and other scents.
	1.3 State what to do in the case of a personal sting.
2. Know how and where an apiary should be sited.	2.1 Outline the basic factors that should be considered that will minimise risk to the general public.
3. Observe safe working practices	3.1 Select and use relevant safety equipment or clothing for particular tasks
	3.2 Behave in a safe and acceptable manner, for example, maintaining a clean and tidy work area.
	3.3 Use safe manual handling techniques as appropriate.
4. Know how to deal with public safety in the event of a swarm.	4.1 Outline the advice to be given to the public to ensure their safety.
	4.2 State how you would contact an experienced beekeeper to collect the swarm and what information you would give.

Learning outcome 1: Be able to use personal protective clothing effectively.

Learners will need to demonstrate the correct wearing of personal protective equipment (PPE) and show they know the correct selection of footwear and gloves. Learners shall be required to state how bees respond to perfumes and other scents. Learners shall be able to explain what to do if stung by bees.

Learning outcome 2: Know how and where an apiary should be sited.

Learners should be able to outline the factors that should be considered when siting an apiary, in order to minimise the risk to the general public.

Learning outcome 3: Observe safe working practices

The learner will be able to demonstrate they are safe in their work practices as they use a smoker and use hive tools. Learners should ensure they work in a slow and steady manner that ensures they place equipment safely and are tidy in their working practice. Learners

should be familiar with best practice for manual handling and conduct lifting in a safe and appropriate manner.

Learning outcome 4: Know how to deal with public safety in the event of a swarm.

Learners will need to demonstrate knowledge of the advice they would need to give to the general public to ensure their safety. Learner will need to state how they would contact an experienced beekeeper in order to collect a swarm of honey bees.

Unit title	Pests, diseases and hygiene
Unit reference number	K/503/2752
Unit level	One
Unit credit value	Two

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the importance of disease awareness and good hygiene practice.	1.1 Give examples how disease can be transferred between colonies by the beekeeper.
	1.2 Give examples of the different methods of cleaning hive components.
	1.3 Outline how to clean protective clothing and equipment ensuring good hygiene.
	1.4 State how to dispose of wax and other hive debris ensuring good hygiene.
2. Know that disease can be detected by looking at brood comb.	2.1 Define the appearance of healthy brood comb.
3. Know where to seek further help when the comb appears unhealthy.	3.1 Identify who to contact for further immediate advice.
4. Be able to identify the impact of varroa on the honey bee.	4.1 Identify varroa if seen in any part of the hive.
	4.2 Outline how varroa affects the honey bee colony

Learning outcome 1: Know the importance of disease awareness and good hygiene practice.

Learners will need to state how disease might be carried by gloves, tools, honey comb, hive parts and the beekeeper. Learners will need to carry out their activities ensuring they are systematic in the cleaning of hive components, tools and personal protective equipment (PPE). Learners will be required to state how they dispose and recycle wax and materials.

Learning outcome 2: Know that disease can be detected by looking at brood comb.

Learners should be able to identify healthy and unhealthy comb.

Learning outcome 3: Know where to seek further help when the comb appears unhealthy.

Learners need to state what must be done following the identification of an unhealthy comb.

Learning outcome 4: Be able to identify the impact of varroa on the honey bee.

Learners should be able to identify from pictures, varroa in various places within the hive and explain the different effects it can have on colonies over time.

Unit title	Awareness of food safety in the collection of honey
Unit reference number	A/503/2755
Unit level	One
Unit credit value	One

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Identify how individuals can take personal responsibility for food safety.	1.1 Outline the importance of food safety procedures in extracting honey from comb and in packaging.
	1.2 Outline the need and importance of accurate food labelling.
2. Know the importance of keeping him/herself clean and hygienic.	2.1 Outline the importance of personal hygiene in food safety including their role in reducing the risk of contamination.
	2.2 State effective personal hygiene practices, to include, protective clothing, hand washing, personal illnesses, cuts and wounds.
3. Know how to keep working areas kept clean and hygienic.	3.1 State how to keep the work area and equipment clean and tidy to include cleaning methods, safe use of chemicals, and storage of cleaning materials.
	3.2 State the importance of safe waste disposal.
4. Know the importance of keeping products safe	4.1 State the risk to food safety in honey collection from contamination and cross contamination.
	4.2 State how contamination of food can cause illness or injury.

Learning outcome 1: Identify how individuals can take personal responsibility for food safety.

Learners will need to be able to demonstrate knowledge of food safety procedures when undertaking the extraction and processing of honey and describe what should be outlined on food labelling.

Learning outcome 2: Know the importance of keeping him/herself clean and hygienic.

Learners will need to outline the importance of personal hygiene in food safety and demonstrate how they can reduce the risk of contamination. Learners will be required to identify good and poor personal hygiene from example pictures.

Learning outcome 3: Know how to keep working areas kept clean and hygienic.

Learners are expected to show how to keep food preparation areas and equipment clean and tidy and show the cleaning methods required to meet this standard. Learners shall be required to demonstrate knowledge of the storage and handling of chemicals and cleaning materials. Learners shall state the importance of safe waste disposal.

Learning outcome 4: Know the importance of keeping products safe

Learners should be able to state the dangers of contamination in honey collection and how this can cause illness or injury.

Unit title	Understand the interaction between honey bees and flowering plants
Unit reference number	T/503/2754
Unit level	One
Unit credit value	One

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the relationship between honey bees and flowering plants.	1.1 Outline the structure of a simple flower e.g. buttercup.
	1.2 State how this flower would attract honey bees.
	1.3 Outline how plants and honey bees are mutually beneficial to each other.
	1.4 State how the honey bee collects pollen and nectar.
2. Recognise that honey bees are only one of many pollinators of flowering plants.	2.1 Give examples of two other pollinators of flowering plants

Learning outcome 1: Know the relationship between honey bees and flowering plants.

Learners should be able to identify the structure of a simple flowering plant and be able to demonstrate this by drawing an accurate representation of the parts of the plant. Learners should be able to state the mechanisms used by plants to attract honey bees. Learners are expected to outline the mutually beneficial nature of plants and honey bees and highlight the benefits to each and how describe how they are inter-dependent.

Learning outcome 2: Recognise that honey bees are only one of many pollinators of flowering plants.

Learners need to be able to give examples of other insects that are pollinators of plants.

Unit title	The natural history of the honey bee and the colony
Unit reference number	T/503/2753
Unit level	One
Unit credit value	Two

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know that the honey bee is a social insect and that each member of the colony has a specific role.	1.1 Identify the different members of the colony.
	1.2 Define their individual roles and functions.
2. Be able to recognise the stages in the life cycle of the honey bee.	2.1 Identify each of the stages in the life cycle of the honey bee.
3. Outline how the colony regulates its internal environment.	3.1 Outline the elements of honey bee behaviour that help to regulate temperature and humidity within the colony.

Learning outcome 1: Know that the honey bee is a social insect and that each member of the colony has a specific role.

Learners should be able to identify the queen, workers and drones within the colony and demonstrate knowledge of these roles.

Learning outcome 2: Be able to recognise the stages in the life cycle of the honey bee.

Learners should be able to identify the stages in the life cycle of a honey bee and identify the eggs, larvae and sealed brood.

Learning outcome 3: Outline how the colony regulates its internal environment.

Learners should be able to outline the elements of bee behaviour which helps to regulate temperature and humidity within the colony.

6 Level descriptors

This qualification has been accredited at Level 1, 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:
1	The basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas necessary to complete well-defined routine tasks and address simple problems; and is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.

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.

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 complete the necessary elements of the assessment and be assessed by the internal assessor. The provider will compile and send the assessment paperwork (Assessment Report Form, Certificate Claim Form, Learner Registration and Assessment Report Form) to Lantra for external quality assurance.

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

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

7.1 Delivery in the UK

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number (QAN) 600/2182/2.

Qualifications Wales regulate qualifications in Wales.

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.

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 or call on 02476 69 69 96.

7.3 Key safety-critical and technically critical aspects

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.

Unit safety critical aspects

Unit title	Practical beekeeping
Unit reference number	F/503/2756
Unit level	One
Unit credit value	Four
Learning Outcomes	Assessment Criteria
1. Be able to use common beekeeping equipment and protective clothing.	1.1 Demonstrate the correct wearing of personal protective clothing. 1.2 Demonstrate the reliable loading and lighting of a smoker with appropriate fuel
5. Be able to reassemble the hive.	5.2 Demonstrate how to extinguish smoker and dispose of contents safely.

Unit title	Health and safety awareness in beekeeping
Unit reference number	K/503/2749
Unit level	One
Unit credit value	One
Learning Outcomes	Assessment Criteria
1. Be able to use personal protective clothing effectively.	1.1 Demonstrate the correct wearing of personal protective clothing.
3. Observe safe working practices	3.3 Use safe manual handling techniques as appropriate.

Unit title	Pests, diseases and hygiene
Unit reference number	K/503/2752
Unit level	One
Unit credit value	Two
Learning Outcomes	Assessment Criteria
1. Know the importance of disease awareness and good hygiene practice.	1.1 Give examples how disease can be transferred between colonies by the beekeeper.

Unit title	Awareness of food safety in the collection of honey
Unit reference number	A/503/2755
Unit level	One
Unit credit value	One
Learning Outcomes	Assessment Criteria
1. Identify how individuals can take personal responsibility for food safety.	1.1 Outline the importance of food safety procedures in extracting honey from comb and in packaging.
2. Know the importance of keeping him/herself clean and hygienic.	2.1 Outline the importance of personal hygiene in food safety including their role in reducing the risk of contamination.
4. Know the importance of keeping products safe	4.2 State how contamination of food can cause illness or injury.

Unit title	Understand the interaction between honey bees and flowering plants
Unit reference number	T/503/2754
Unit level	One
Unit credit value	One
Learning Outcomes	Assessment Criteria
None	None

Unit title	The natural history of the honey bee and the colony
Unit reference number	T/503/2753
Unit level	One
Unit credit value	Two
Learning Outcomes	Assessment Criteria
None	None

7.4 Provider resources

Providers need to make available access to hives for the exercise of the assessment criteria.

7.5 Quality assurance and certification

7.5.1 Quality assurance of assessment decisions

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

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

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

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

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

Occasionally as part of Lantra's ongoing quality assurance strategy an EQA may be accompanied by either Lantra staff or another EQA. This is to ensure that the EQA is following the correct processes.

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

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

7.5.2 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.

7.5.3 Replacement certification

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

7.5.4 Direct Claims Status

Direct Claims Status (DCS) enables providers to claim certification directly before external quality assurance has taken place. A claim for DCS can only be made after an external quality assurer (EQA) has conducted a visit, which may be approximately six months following approval to deliver the qualification and enough learners have been progressed by the provider.

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

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

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

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

7.6 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.

Risk areas for this assessment are highlighted in the critical areas above. Assessor shall carry out a risk assessment prior to the assessment being conducted. It is important to review the state of the bees in the hive, in order to determine their state prior to continuing with the assessment.

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 pre-16 age group, 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.

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units
- Feedback given to learners by assessors
- Evidence sampled by the IQA
- Feedback given to Assessors by the IQA
- Actions plans provided by the EQA.

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

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

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

8.3 Support for learners

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

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

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:

- Observation of practical activities
- Verbal questioning
- Portfolio of learner-produced evidence.

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.

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

- Learners might offer a completed and countersigned service record for a service they have carried out on a motor vehicle
- As part of the service record, learners could produce a list of tools and materials which they have selected and used
- The service record should show that the type of service identified and carried out was appropriate to the vehicle
- This evidence should be accompanied by a witness statement, video or testimony

*This is for guidance purposes only and is not prescriptive or exhaustive.

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 pesticide legislation and pesticide 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.

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"> • Be naturally generated through the learning process • Offer innovative examples of delivery gathered through centre/learner consultation • Minimise the burden of assessment on centres and learners.
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
Directed study	An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	Guided learning hours + directed study Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.

Arrangements for special consideration	<p>Special consideration might be given to a learner who has temporarily experienced:</p> <ul style="list-style-type: none"> • An illness or injury • 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.
Recognition of prior learning	<p>A method of assessment that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.</p>

Appendix 2 — Census ethnic group classifications (2011)

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

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

w www.lantra.co.uk

Registered no: 2823181

Charity no: 1022991

Scottish charity no: SC039039

VAT no: 585 3815 08



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