



Lantra Awards Performing
Microchip Implantation in Animals
at SCQF Level 6

Qualification Specification

Version 2

Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means whatsoever without prior written permission from the copyright holder.

© Lantra

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 Performing Microchip Implantation in Animals at SCQF Level 6

Contents

1	Why has this qualification been developed?	2
2	Who is the qualification for?	3
3	What does this qualification cover?.....	3
4	Qualification overview	4
5	Content of qualification.....	6
6	Level descriptors	9
7	How is this qualification delivered?	11
8	What does a provider need to do?	19
9	Administration and other important information.....	21
	Appendix 1 – Glossary of terms	24
	Appendix 2 — Census ethnic group classifications (2011).....	26

1 Why has this qualification been developed?

The Lantra Awards Performing Microchip Implantation in Animals at SCQF Level 6 qualification has been developed in response to legislative changes relating to pet travel and the compulsory microchipping of dogs. Prior to this, there has been no nationally agreed standard for the training of individuals who perform microchip implantation in animals, resulting in different skill levels and practices.

This qualification has been developed with the key aims of promoting animal welfare and setting a minimum standard of competence, and the development has been guided by industry experts representing microchip manufacturers, veterinary organisations, animal health & welfare organisations and English, Welsh, Scottish and Northern Irish Government Departments.

The Lantra Awards Performing Microchip Implantation in Animals at SCQF Level 6 is a nationally recognised qualification based on National Occupational Standards (NOS) for implanting microchips in animals. The qualification comprises of one mandatory unit and is a regulated qualification.

This qualification is in line with current legislation from England, Wales, Scotland and Northern Ireland which covers both micro chipping of dogs, cats, ferrets, rabbits or other species not covered under the Veterinary Surgeons Act 1966 and the commercial and non-commercial movement of pet animals.

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

This Qualification Handbook provides information for provider staff involved in the planning, delivery and assessment of the Lantra Awards Performing Microchip Implantation in Animals at SCQF Level 6 qualification.

2 Who is the qualification for?

This qualification has been developed for individuals who perform the implantation of microchips in dogs, cats, ferrets, rabbits or other species not covered under the Veterinary Surgeons Act 1966. It provides an opportunity to achieve a recognised national qualification which reflects the national standards required for such roles.

This qualification provides an opportunity for learners to obtain a recognised specified certificate, without which they would not be able to carry out the microchipping of animals. 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+.

Prerequisites

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 competence in implanting microchips in animals.

The Qualification aims to assess the learner's:

- Knowledge and understanding of current legislation and safety requirements
- Knowledge and understanding of the use of microchips in animals
- Ability to safely handle and restrain animals
- Ability to select and prepare equipment for microchipping implantation
- Ability to prepare the animal for microchipping
- Ability to safely perform microchipping implantation
- Ability to carry out post-implantation procedures.

The purpose of the qualification is to prepare learners for employment in a specific occupational area.

The Level 3 Award in Performing Microchip Implantation in Animals qualification has been developed in response to legislative changes relating to pet travel and the compulsory microchipping of dogs. Prior to this, there has been no nationally agreed standard for the training of individuals who perform microchip implantation in animals, resulting in different skill levels and practices.

4 Qualification overview

Where to look for further details

Qualification title	Lantra Performing Microchip Implantation in Animals (SCQF) Level 6				
Qualification number	R414 04				
Qualification aim	Learners undertaking this Qualification will be able to demonstrate their competence in implanting microchips in animals.				
Qualification purpose	<p>This qualification has been developed for individuals who perform the implantation of microchips in dogs, cats, ferrets, rabbits or other species not covered under the Veterinary Surgeons Act 1966. It provides an opportunity to achieve a recognised national qualification which reflects the national standards required for such roles.</p> <p>This qualification provides an opportunity for learners to obtain a recognised specified certificate, without which they would not be able to carry microchipping. The qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.</p>				
Qualification start date	17/12/2014				
Level	SQCF 6				
Credits	1				
GLH	13				
Quartz ID numbers	Unit - 4552 Programme - 3000 Qualification – 239				
Unit numbers and titles	UG38 04 Performing Microchip Implantation in Animals				
Qualification structure	This qualification comprises: One mandatory unit – Performing Microchip Implantation in Animals.				
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	None				

Prerequisites	None	
Recognition of prior learning	None	
Assessment methods	Direct observation and oral questioning by Lantra Approved Assessor	
Assessment model	<p>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.</p> <p>Internal Standardisation meetings must be held regularly (every month or two) to allow assessor and IQA's to compare and standardise judgements.</p> <p>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 every two to three years, unless there are any concerns.</p>	
Grading	Pass/Fail	
Is there a skills card available?	Yes	Guidance Handbook for Providers
Fees	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).	Product Directory; sales team
Related documents	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	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 one mandatory unit. Learners must achieve the mandatory unit.

Unit Title	M/O	SQCF Level	Credits
Performing microchip implantation in animals	M	6	1

Unit title	Performing microchip implantation in animals
Unit reference number	UG38 04
Unit SQCF level	6
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the use of microchipping in animals	1.1 Explain the requirement for the implantation of a microchip in animals
	1.2. Explain the procedure of implantation of a microchip in animals
2 Understand relevant health and safety legislation and industry good practice	2.1. Explain your responsibilities under relevant environmental and health and safety legislation and good practice
	2.2. Explain the importance of maintaining appropriate levels of hygiene and bio-security
3 Be able to handle and restrain animals for microchip implantation	3.1. Explain the importance or recognising the behaviour of the animal before handling and restraining
	3.2. Carry out safe handling and restraint of the animal in preparation for microchip implantation
4. Understand scanning equipment for the use of microchipping	4.1. Explain the preparation, use and maintenance of different types of scanner available
	4.2. Explain the environmental constraints of using a scanner
	4.3. Explain the importance of scanning the microchip
5. Be able to select and prepare equipment for pre-implantation checks in a safe and clean manner	5.1. Carry out the selection, preparation and maintenance of equipment throughout pre-implantation checks
	5.2. Prepare the required work area, equipment and paperwork required for pre-implantation checks

6. Be able to prepare the animal for microchipping	6.1. Assess the suitability of the animal for the implantation of a microchip
	6.2. Perform the correct procedure and pattern to scan an animal thoroughly
	6.3. Recognise signs of animal health conditions that may mean that the animal is unsuitable to attempt implantation of a microchip
7. Be able to perform microchipping implantation	7.1. Carry out the implantation of a microchip in an animal
8. Understand post implantation procedures	8.1. Explain the activities required following the implantation of a microchip in an animal
	8.2. Explain how to process post implantation records
	8.3. Explain how to handle, store and dispose of waste in accordance with legal requirements
9. Be able to carry out post implantation procedures	9.1. Carry out activities required following the implantation of a microchip in an animal
	9.2. Process post implantation records
	9.3. Handle, store and dispose of waste in accordance with legal requirements

Learning outcome 1: Understand the use of microchipping in animals

The learner should be able to explain the requirements of implantation of a microchip in animals. They should be fully aware of the legislations linked to the microchipping of animals and the importance of adhering to these legislations.

The learner must be fully aware of all procedures relating to implanting microchips in animals. The learner will be expected to know how the microchip works and the importance of following manufacturers guidance. The learner will also be expected to explain the importance of scanning an animal before and after the implantation of a microchip.

The learner will be expected to explain where the correct site to implant a microchip is for different species of animal.

Learning outcome 2: Understand relevant health and safety legislation and industry good practice

The learner should be able to summarise the relevant environmental, health and safety legislation and industry good practice in relation to implanting microchips into animals.

The learner will be expected to explain their legal and professional liability in relation to implanting a microchip into an animal.

The learner will be expected to explain the importance of maintaining recommended levels of hygiene and bio-security both for themselves, the animal, equipment and facilities.

Learning outcome 3: Be able to handle and restrain animals for microchip implantation

The learner will be expected to be aware of different behaviours of animals prior to handling and restraint. The learner will be expected to communicate with the owner/keeper prior to handling the animal, to ascertain the behaviour and handling history of the animal. The learner must also observe the animal prior to handling.

Once they have observed and ascertained the history of the animal, the learner will be expected to handle and restrain the animal safely to enable successful implantation of the microchip.

Learning outcome 4: Understand scanning equipment for the use of microchipping

The learner should be able to explain the importance of preparing, using and maintain different types of scanners as well as being able to explain how the environment could affect the functionality of the scanner.

The learner will be expected to explain why microchips are scanned prior to implantation and the procedures to follow.

Learning outcome 5: Be able to select and prepare equipment for pre-implantation checks in a safe and clean manner

The learner should be able to select, prepare and maintain equipment to carryout pre-microchip checks. The learner should also be able to prepare the facilities and paperwork required for pre-microchip check.

The learner will be expected to maintain the required level of hygiene and bio-security at all times.

Learning outcome 6: Be able to prepare the animal for microchipping

The learner will be expected to communicate with the owner/keeper of the animal to be implanted with a microchip to ascertain the handling history and behaviour.

The learner will be expected to observe the animal to be microchipped to ascertain the animal's behaviour and health.

The learner will be expected to scan the animal prior to microchipping.

When an animal's health raises concern the learner must advise referral to a veterinary surgeon.

Learning outcome 7: Be able to perform microchipping implantation

The learner should be able to follow work in accordance with relevant legislations. They must be able to locate the correct position to implant a microchip in different animals. The learner once they have located the correct position, should be able to implant a microchip correctly.

Learning outcome 8: Understand post implantation procedures

The learner will be able to explain the procedures for post microchip implantation. The learner must be able to explain the potential problems and understand when veterinary advice should be sought.

The learner must be able to explain the importance of ensuring the microchip is registered and the procedures for data protection.

The learner should also be able to explain why it is importance to ensure all equipment and facilities are clean and maintained. They should also be able to explain why waste should be disposed of correctly.

Learning outcome 9: Be able to carry out post implantation procedures

The learner must be able to ensure all post implantation procedures are followed. They must be able to communicate with the owner/keeper. Be able to register the microchip on the correct register.

The learner must be able to demonstrate that they can handle, store and dispose of waste post implantation. The learner should also be able to clean equipment and facilities.

6 Level descriptors

This qualification has been accredited at SQCF Level 6. The following descriptions are for guidance only – it is not expected that every point will necessarily be covered.

Characteristic	Descriptor
Characteristic 1: Knowledge and Understanding	<ul style="list-style-type: none">• Demonstrate and/or work with:<ul style="list-style-type: none">• An appreciation of the body of knowledge that constitutes a subject/discipline/sector.• A range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, a subject/discipline/sector.• Relating the subject/discipline/sector to a range of practical and/or commonplace applications.

<p>Characteristic 2: Practice: Applied Knowledge, Skills and Understanding</p>	<ul style="list-style-type: none"> • Apply knowledge, skills and understanding: <ul style="list-style-type: none"> • In known, practical contexts. • In using some of the basic, routine practices, techniques and/or materials associated with the subject/discipline/sector. • In exercising these in routine contexts that may have non-routine elements. • In planning how skills will be used to address set situations and/or problems and adapt these as necessary.
<p>Characteristic 3: Generic Cognitive Skills</p>	<ul style="list-style-type: none"> • Obtain, organise and use factual, theoretical and/or hypothetical information in problem solving. • Make generalisations and predictions. • Draw conclusions and suggest solutions.
<p>Characteristic 4: Communication, ICT and Numeracy Skills</p>	<ul style="list-style-type: none"> • Use a wide range of skills, for example: <ul style="list-style-type: none"> • Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts. • Select and use standard ICT applications to process, obtain and combine information. • Use a wide range of numerical and graphical data in routine contexts which may have non-routine elements.
<p>Characteristic 5: Autonomy, Accountability and Working with Others</p>	<ul style="list-style-type: none"> • Take responsibility for carrying out a range of activities where the overall goal is clear, under non-directive supervision. • Exercise some supervisory responsibility for the work of others and lead established teams in the implementation of routine work within a defined and supervised structure. • Manage limited resources within defined and supervised areas of work. • Take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the improvement of practices and processes.

7 How is this qualification delivered?

The specification for this qualification has accreditation for delivery in Scotland by the Scottish Qualifications Authority (SQA) and has an approved SCQF credit rating.

The Scottish Credit and Qualifications Framework (SCQF)

The SCQF is a framework that promotes lifelong learning in Scotland. Through the SCQF you can find out about qualifications in Scotland and plan your future learning. The SCQF supports everyone in Scotland, including learning providers and employers, by:

- helping people of all ages and circumstances to access appropriate education and training so they can meet their full potential
- helping employers, learners and the general public to understand the full range of Scottish qualifications, how qualifications relate to each other and to other forms of learning, and how different types of qualification can contribute to improving the skills of the workforce.

The SCQF uses two measures to describe qualifications and learning programmes: 'level' and 'credit'. The term 'credit rating' encompasses both the allocation of SCQF level and the calculation of SCQF credit points.

The SCQF does not differentiate between types of qualification — academic and vocational qualifications sit side-by-side within the SCQF. This is not to say that they are equivalent, but that the SCQF allows them to be compared in terms of their SCQF level.

What does the SCQF look like?

There are 12 levels within the SCQF, which increase in difficulty from SCQF level 1, for basic learning, to SCQF level 12, for learning at doctoral level. The levels therefore indicate the complexity of learning. The number of credit points indicates the volume of learning required to achieve a qualification.

The SCQF incorporates a wide range of qualifications:

- training/workplace qualifications, such as Scottish Vocational Qualifications (SVQs)
- school qualifications, such as Nationals and Highers
- further and higher education qualifications, such as Higher National Diplomas (HNDs) and degrees.

The Framework provides the language used to describe all learning. Effective communication is at the heart of the Framework, so to complement the SCQF website, the partnership produces publications about learning in Scotland and keeps stakeholders up to date with developments via a bi-annual hard-copy newsletter, SCQF Update.

For more information on updates and developments, contact the SCQF Partnership at:

Scottish Credit and Qualifications Framework, 39 St Vincent Place, Glasgow, G1 2ER Tel: 0845 270 7371 Fax: 0845 270 7372 e-mail: info@scqf.org.uk www.scqf.org.uk

Delivery in Scotland

The specification for this qualification is approved for delivery in Scotland. SQA accreditation regulates the qualification in Scotland, and has the following accreditation number R414 04.

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.

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.

Key safety-critical and technically critical aspects

The assessment requirements for the Lantra Awards Level 3 Award in Performing Microchip Implantation in Animals qualification include the learner to implant a microchip into a minimum of 2 animals being assessed by assessor observation.

Key safety-critical and technically-critical aspects of the Learning Outcomes and Assessment Criteria have been identified 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 the health and safety of themselves or others the assessor may halt 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

The assessor must record the use, reasons and subsequent decision of the key safety-critical and/or technically-critical aspects to halt an assessment on the Assessment Report.

Learning Outcome The learner will:	Assessment Criteria The learner can:
3. Be able to safely handle and restrain animals for microchip implantation	3.3. Carry out safe handling and restraint of the animal in preparation for microchip implantation
5. Be able to select and prepare equipment for pre-implantation checks in a safe, and clean manner	5.1. Carry out the selection, preparation and maintenance of equipment throughout pre-implantation checks
6. Be able to prepare the animal for microchipping	6.1. Assess the suitability of the animal for the implantation of a microchip
	6.2. Perform the correct procedure and pattern to scan an animal thoroughly
	6.3. Recognise signs of animal health conditions that may mean that the animal is unsuitable to attempt implantation of a microchip
7. Be able to safely perform microchipping implantation	7.1. Carry out the implantation of a microchip in an animal
9. Be able to carry out post implantation procedures	9.1 Process post implantation records

Provider resources

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

- an appropriate area to allow the safe and secure handling of animals
- a working surface appropriate for the animals to be worked with and the safety of the learner and others
- animal handling, restraint and lifting equipment appropriate to the animals to be worked with
- microchips, for teaching and implantation
- implanter devices, syringe and gun types
- scanners
- registration documentation
- personal protective equipment
- equipment and materials for the preparation of the implantation site
- equipment and materials for the hygiene and bio-security of the working area and equipment
- waste disposal equipment, including sharps bin and clinical waste
- consent forms

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

Quality assurance and certification

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. Lantra would expect Internal standardisation to take place on a regular basis at least every month or two.

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.

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.

Providers should be aware that learner certification may be withdrawn if assessment is non-compliant. Lantra will support providers when requirements are not met by implementing sanctions; developing action plans; providing recommendations.

Assessment Reports should be retained by the provider for three years after verification has taken place. Providers should encourage learners to retain a copy of the Assessment Report as evidence of the assessment and species being implanted with a microchip.

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. 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.

Replacement certification and Skills ID Card

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

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.

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.

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.

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.

Safeguarding — young people and vulnerable adults

This qualification can be offered to learners in the 16-19 age group. However, the Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and for training providers to safeguard trainees. Young people under the age of 18 can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people in this age group will need close supervision.

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

Specific risks associated working with live animals must be considered and assessed when planning the delivery and assessment of this qualification.

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?

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.

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 assessor 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.

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 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

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.

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.

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.

Assessment strategy

For this qualification, an assessment strategy document is available in the Assessor Handbook which is to be used by all providers offering the qualification; the strategy contains details on;

- Methods of assessment
- Demonstration of competence against assessment criteria
- Simulation and simulation conditions
- Key safety-critical and technically critical aspects
- Occupational expertise of assessors and verifiers

Providers, Assessors and IQAs must ensure that they are familiar with the specifications and the requirements they include.

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

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

Methods of assessment:

- Observation of practical activities
- Verbal questioning

Assessment requirements:

- For practical observations competence must be demonstrated and evidenced
- Competence must be demonstrated consistently on more than one occasion
- Learners are required to implant a microchip into a minimum of two animals
- The two animals should be of different species where possible. However, it is acknowledged that some learners may only have access to one species
- The assessor may decide that further observations are required to ensure that all assessment criteria have been met
- Assessors must be capable of identifying when competence has been demonstrated by the learner based on their own professional judgement
- The evidence is sufficient when the assessor judges the requirements of the qualification have been met and competence has been demonstrated by the learner
- Although there are no formal limits set on the time taken to complete the qualification or the number of assessment opportunities provided, providers may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons, taking into account the stated key safety-critical and technically critical aspects of the assessment. It is estimated that the practical assessment will take approximately two hours, depending on the learner.

Access to assessment:

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be demonstrated through an evaluation of the learner's previous training and experience
- This underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements
- key considerations for evaluation of the learner's previous training and experience include:
 - animal interactions, handling and restraint
 - awareness of animal behaviour
 - biosecurity and hygiene measures
 - health and safety considerations

Funding

Learners in Scotland have the option of undertaking a wide range of learning including further or higher education. The course chosen will determine the type and level of funding available.

For further information please refer to

<http://www.gov.scot/Topics/Education/UniversitiesColleges/16640/learnerfunding>

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.
Total qualification time (TQT)	Guided learning hours + 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 is directed by (but not under the immediate guidance or supervision of) an instructor, assessor, supervisor, tutor or teacher.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.
Arrangements for special consideration	Special consideration might be given to a learner who has temporarily experienced: <ul style="list-style-type: none"> • 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	A method of assessment that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
-------------------------------	--

Appendix 2 — Census ethnic group classifications (2011)

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

England and Wales		Northern Ireland		Scotland	
01	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			39	Any other Asian background
11	Pakistani	29	Other ethnic group: Any other ethnic group		Black, Black Scottish or Black British:
12	Bangladeshi			40	Caribbean
13	Chinese			41	African
	Any other Asian background			42	Any other Black background
	Black/African/Caribbean/ Black British:			43	Other ethnic group: Any other ethnic group
14	African				
15	Caribbean				
16	Any other Black/African/ Caribbean background				
17	Other ethnic group: Arab				
18	Any other ethnic group				

This page has intentionally been left blank.



Raising skills | Inspiring growth

© Lantra

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



FS665748



0003



INVESTORS
IN PEOPLE