Level 3 Award in
Pest Management Services –
Trained Professional User

Qualification Specification

Version 2

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- IASIS

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Qualification Specification

Lantra Awards Level 3 Award in Pest Management Services – Trained Professional User

Contents

1 Why has this Qualification been developed?

The Lantra Awards Level 3 Award in Pest Management Services – Trained Professional User has been developed in direct response to a legal requirement for users to hold a specified certificate before operating as a pest control professional. A specified certificate is one that relates to the relevant use of the product being purchased.

The Lantra Awards Level 3 Award in Pest Management Services – Trained Professional User is nationally recognised and based on National Occupational Standards (NOS).

Learners 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 specification provides information for approved Lantra providers and assessors involved in the planning, delivery and assessment of the Lantra Awards Level 3 Award in Pest Management Services – Trained Professional User.

2 Who is the Qualification For?

This qualification has been developed for individuals carrying out roles in managing a range of pest species. It provides an opportunity to achieve a recognised national qualification which reflects the national standards for the role(s) they perform. This qualification will be suitable for those entering work, those who have established themselves in a role and those working at technician/supervisory/management levels.

The qualification is designed to enable learners to develop their knowledge, understanding and skills to support their role(s) and develop their career in the control of pest species. It also provides an opportunity for learners to obtain a recognised specified certificate, without which they would not be able to operate as a pest control professional. 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 18+.

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 the knowledge and skills required to control a range of pest species.

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

- the regulations regarding the control of pest species
- biology, behaviour and management of vertebrate pests
- biocide product information
- hazards and risks associated with biocides
- personal safety when using chemicals
- biology, behaviour and management of invertebrate pests
- safe working practices
- the requirements for protected areas
- environmental risks and protection of wildlife
- how to deal with incidents
- record-keeping
- advising clients.

Following regulatory requirements for qualifications to have a distinct purpose, this qualification is identified and approved by Ofqual to have the following:

D: Confirm occupational competence and/or licence to practice.

3.1 Progression routes

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

Training		
Training title	**Quartz Code**	**Product Code**
Safe Use of Pesticides	449	CLPS01X
Hand Held Applicators – Hydraulic Nozzle	445	CLPA05X
Hand Held Applicators – Rotary Atomiser	446	CLPA07X
Boom Sprayer – Hydraulic Nozzle	443	CLPA01X
Boom Sprayer – Rotary Atomiser	444	CLPA02X
Granular Applicators	447	CLPA08X
Hand Held Stem Injection	5492	TPES005
Pesticide Plugs	5519	TPES006
Grey Squirrel Control	438	CLMP08X
Rabbit and Mole Control	3132	APES008
Rodent Control on Farms	3115	APES001
Responsible and Effective Control of Commensal Rodents	3049	3049
Qualifications		
Qualification title	**Entry code**	**Purpose**
Level 2 Award in the Safe Use of Aluminium Phosphide for Vertebrate Pest Control	600/8391/8	Purpose: D Confirm occupational competence and/or 'licence to practice' Sub purpose: D2 Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body
Level 2 Award in the Safe Use of Pesticides	601/5977/7	
Level 2 Award in the Safe Application of Pesticides using Handheld Equipment	601/6562/5X	

4 Qualification Overview

Qualification title	Lantra Awards Level 3 Award in Pest Management Services – Trained Professional User	
Qualification number	603/2873/3	
Qualification aim	To provide pest professionals with a nationally recognised qualification, as required to operate in the industry.	
Qualification purpose	D: Confirm occupational competence and/or licence to practice.	Ofqual's Register of Regulatory Qualifications http://register.ofqual.gov.uk/
Qualification start date	28 March 2018	
Level	3	
Credits	10	
GLH	37	
TQT	100	
Quartz ID numbers	Unit 10976 – Biology and control of invertebrate pests Unit 10975 – Biology and control of rodent pests Unit 10977 – Biology and control of other vertebrate pests Unit 10978 – Practical skills for the management of vertebrate and invertebrate pests Course – 5881 Qualification – 298	
Unit numbers and titles	R/616/7976 – Biology and control of invertebrate pests R/616/8321 – Biology and control of rodent pests H/616/8324 – Biology and control of other vertebrate pests K/616/8325 – Practical skills for the management of vertebrate and invertebrate pests	Page 7
Qualification structure	This qualification comprises four mandatory units. Learners must complete the requirements of all units in the mandatory group.	

Age group	Pre-16	16-18	18+	19+
	☒	☒	☑	☑

Entry requirements	Learners must be able to read and interpret information which is provided in English. It is recommended that learners have a basic knowledge of first-aid procedures.	
Prerequisites	N/A	

Recognition of prior learning	Where learners can evidence completion of the CRRU-IASIS Wildlife Aware course, this will be recognised against the assessment for rodent control. *This should be via copy of certificate from the awarding organisation	
Assessment methodologies	Short-answer questions, scenarios, report writing and professional discussion.	
Assessment model	This qualification is internally assessed with external verification. This means that providers will appoint assessors and an internal quality assurer (IQA) is required to provide internal quality assurance prior to EQA sign off.	
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 and can be found on the Lantra Awards website. Other assessment-related paperwork can be located in Quartzweb.	www.lantra.co.uk
How do I register learners?	Via Quartzweb https://ordering.lantra.co.uk/login.aspx	Quartzweb user guide

5 Content of Qualification

This qualification comprises four mandatory units. Learners must achieve all mandatory units, fulfilling the assessment requirements.

The units can be completed in any order.

Unit title	GLH	Credits
Biology and control of invertebrate pests	15	3
Biology and control of rodent pests	8	2
Biology and control of other vertebrate pests	7	2
Practical skills for the management of vertebrate and invertebrate pests	15	3

Unit title	Biology and control of invertebrate pests
Unit reference number	R/616/7976
Unit level	3
Unit credit value	3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the biology, behaviour and need for management of a range of arthropod and other invertebrate pests	1.1. Explain the need to manage invertebrate pests and state why it is important to manage and control insects and other invertebrate pests
	1.2. Identify and distinguish between a range of invertebrate pests
	1.3. Describe aspects of the pests' biology and behaviour to their importance as pests
	1.4. Determine the size and nature of an infestation
	1.5. Recognise structural features that may contribute to an infestation
	1.6. Describe environmental factors that affect an infestation
	1.7. Propose methods for the management of invertebrate pests

2. Understand the methods and requirements for the safe and responsible management of invertebrate pests by chemical and non-chemical methods	2.1. Describe the risks associated with invertebrate management techniques.	
	2.2. Describe non-chemical and chemical methods for the management of invertebrate pests	
	2.3. Explain the procedures of on-going monitoring to be followed after the completion of an invertebrate pest control programme	
	2.4. Describe health and safety requirements	
	2.5. Explain the requirements for record-keeping	

Invertebrates to be included in this course are, at a minimum, those species listed in Annex C of EN:16636, namely:

- German Cockroach (*Blatella germanica*)
- American Cockroach (*Periplaneta Americana*)
- Oriental Cockroach (*Blatta orientalis*)
- Brown-banded cockroach (*Supella longipalpa*)
- House cricket (*Acheta domesticus*)
- Fleas (*Ctenocephalides sp.*)
- Bed bug (*Cimex lectularius*)
- Pigeon Tick *(Argas reflexus)*
- Housefly (*Musca domestica*)
- Blow flies, blue bottle flies (*Calliflora sp.*)
- Fruit (Vinegar) flies (*Drosophila sp.*)
- Moth fly, drain fly (*Clogmia albopunctata*)
- Mosquitoes (*Culex, sp., Anopheles sp., Aedes sp.*)
- Garden Ant (*Lasius Niger*)
- Pharaoh's Ant (*Monomorium pharaonic*)
- Common Wasp (*Paravespula vulgaris*)
- Indian meal moth (*Plodia interpunctella*)
- Mediterranean flour moth (Warehouse) – (*Ephestica kuehniella*)
- Common clothes moth (*Tineola bisselliella*)
- Case bearing clothes moth (*Tinea pellionella*)
- Saw-toothed grain beetle (*Oryzaephilus surinamensis*)
- Yellow mealworm (*Tenebrio molitor*)
- Larder beetle (*Dermestes lardarius*)
- Book lice (*Psocoptera*)
- Silver fish (*Lepisma saccharina*)
- House longhorn beetle (*Hylotrupes bajulus*)
- Furniture beetle (woodworm) – (*Anobium punctatum*)
- Powder post beetle (*Lyctus brunneus*)
- Subterranean termites (*Rhintermitidae*)
- Drywood termites (*Cryptotermes sp., Kalotermes sp.*)

Learning outcome 1: Biology, behaviour and habitat of invertebrate pests

Topic 1.1. Why invertebrate pests need to be managed: Damage to structures and services, materials protection, diseases carried, risks to human and animal health, food spoilage and contamination, nuisance factors and legislative requirements health and food safety regulations and superseding legislation.

Topic 1.2/1.3. Identification, biology and life cycles of stored-product arthropods relevant to their pest classification: Environmental requirements for development of infestation, nature, reasons, sources of and evidence of infestation.

Topic 1.2/1.3. Identification, biology and life cycles of flying insects relevant to their pest classification: Environmental requirements for development of infestation, nature, reasons, sources of and evidence of infestation.

Topic 1.2/1.3. Identification, biology and life cycles of crawling arthropod pests and arthropod parasites of public health importance. Biology and life cycles of these animals relevant to their pest classification. Environmental requirements for development of infestation, nature, reasons, sources of and evidence of infestation.

Topic 1.2/1.3. Identification, biology and life cycles of wood-boring insects relevant to their pest classification: Environmental requirements for development of infestation, nature, reasons, sources of and evidence of infestation

Topic 1.4. Estimating the size and nature of an infestation: Site assessment, root cause analysis, determination of the size and nature of invertebrate pest activity by (for example) sightings, damage caused, importance of client information and past history of the site, use of active and passive monitoring devices.

Topic 1.5. Structural features and environment: Arthropods on the margins of the built environment, ingress pathways, proofing and exclusion methods and techniques, sanitation and hygiene, importation of infested products, food storage principles, damage to drainage and sewerage systems, building defects, general condition of buildings and neighbouring properties, requirements of the Irish Wildlife Act 1976 with regard to protection of flora and fauna, extent and type of harbourage, extent and type of damage to buildings and structures, past history of non-chemical and chemical treatments, resistance to pesticides, avoidance of risk to the public and environment from pesticide application.

Learning outcome 2: The management of invertebrate pests

Topic 2.1. The 'risk hierarchy' for invertebrate management techniques: Variation in severity, toxicity and risk of different invertebrate management techniques, selection of most appropriate and least hazardous/toxic course of action, need to consider treatment outcome required such as complete or partial eradication of invertebrates, risk of presence or development of pesticide resistance, risk to non-target animals and the environment, integrated control by use of a range of pest management techniques, risk assessment of site and proposed course of action, health and safety considerations, appropriate pesticide choice and appropriate application techniques.

Topic 2.2. Non-chemical methods of management: Elimination of factors conducive to arthropod pest infestation, sanitation and hygiene, environmental management, proofing and screening of buildings, effects of surface type, temperature and light on infestation, repair of pest-related building defects, need to identify responsibility for maintenance and repair of sewers and drains, physical control methods, use and legislative requirements of specialist trapping and monitoring equipment, types of traps and monitoring devices, electronic fly killers.

Topic 2.2. Chemical methods of management: Pesticide formulations of chemical control products, selection of appropriate chemical products and formulation with particular regard to toxicity, surface suitability, risk of secondary poisoning and environmental considerations, importance of the product label with regard to statutory conditions of use, directions for use and health and safety requirements, resistance of target invertebrates to chemical products, need to avoid exposure to non-target animals, legislative requirements such as the Biocidal Products Regulation (or its equivalent) and superseding legislation.

Identify biocides according to their specific properties and use, understand MSDS, labels and operating instructions, understand storage preparation, handling and disposal and storage of biocides, calculate area, volume and application rates, know about attractants and repellents, understand accidental spillage clean-up procedures, identify symptoms of accidental poisoning, comply with legislation on storage of biocides.

Topic 2.3. Post-treatment monitoring procedures: Monitoring of effectiveness of treatment, consideration of alternative control methods or extension of treatment if treatment ineffective within recommended target period, possible reasons for treatment being ineffective, use of statistical trending data, action in the event of resistance or ineffective treatments, reinstatement of site, need to advise client of methods to minimise the risk of reinvasion such as hygiene, proofing, removal of harbourage, food and water and maintenance, proofing and screening of buildings and structures.

Use of imaging devices and non-toxic monitoring techniques.

Topic 2.4/2.5. Health and safety requirements and record-keeping: Safety Health and Welfare at Work Act 2005, need for risk assessments before commencing work on-site, safe work planning, maintain, transport, store and calibrate application equipment. Identify biocides according to their specific properties and identification of hazards such as working in confined spaces and working at height, use of personal protective equipment (PPE), routes of exposure when using biocides. Requirements for maintaining accurate records of all activities on-site, legal requirements relating to recording use of biocides, records of storage, use, transport and disposal of biocides, survey data, location and number and inspection of monitoring devices, risk assessments.

Unit title	Biology and control of rodent pests
Unit reference number	R/616/8321
Unit level	3
Unit credit value	2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the biology, behaviour and management of rodent pests	1.1 Explain why the management of rodents is necessary
	1.2 Identify rodent pests and their distinguishing features
	1.3 Assess the population size, extent and nature of pest activity
	1.4 Describe structural and environmental issues which can contribute to pest activity
	1.5 Propose methods for the management of rodent pests in accordance with best practice requirements
2. Understand chemical and non-chemical methods of rodent control as part of an integrated pest management programme	2.1 Describe the 'risk hierarchy' for rodent management techniques
	2.2 Review and describe non-chemical methods for the management of rodent pests
	2.3 Review and describe chemical methods for the management of commensal rodent pests
	2.4 Explain the procedures appropriate for on-going monitoring of rodent pest activity above ground and in sewers and drains
	2.5 Describe health and safety requirements for rodent pest management activities
	2.6 Explain the requirements for record-keeping

Animals to be included within this unit:
Mammals
- Norway rat (*Rattus norvegicus*)
- Roof rat (*Rattus rattus*)
- House mouse (*Mus domesticus*)
- Other mammals (role as non-target concerns for rodent pest management operations)
- Wood mouse (*Apodemus sylvaticus*)
- Bank vole (*Clethrionomys glareolus*)
- Field mouse (*Apodemus flavicollis*)
- Shrew (*Sorus* species)
- Grey squirrel (*Sciurus carolinensis*)
- Red squirrel (*Tamiasciurus hudsonicus*).

Raptors and predatory mammals (role as predators subject to risk of poisoning)

- Barn owl (*Tyto alba*)
- Red kite (*Milvus milvus*)
- Sparrowhawk (*Accipiter nisus*)
- Buzzard (*Buteo buteo*)
- Golden eagle (*Aquila chrysaetos*)
- Hen harrier (*Circus cyaneus*)
- Peregrine (*Falco peregrinus*)
- Kestrel (*Falco tinnunculus*).

Learning outcome 1: Biology, behaviour and management of rodent pests

Topic 1.1. Why vertebrate pests need to be managed: Damage to structures and services, materials protection, diseases carried, risks to human and animal health, food spoilage and contamination, nuisance factors, legislative requirements such as health Acts and food safety (hygiene package) regulations and superseding legislation.

Topic 1.2. Identification of commensal rodents: Differentiation of commensal rodents from species not classed as pests, distinguishing features of *Rattus norvegicus, Rattus* and *Mus domesticus*, biology and life cycles of these animals relevant to their pest classification.

Topic 1.3. Vertebrate pest biology and behaviour: Identification of rodent species to achieve pest classification, biology, life cycles and behaviour of these animals relevant to their pest classification. Environmental requirements for development of infestation, nature, reasons, sources of and evidence for infestation.

Topic 1.3. Size and nature of an infestation: Determination of the size and nature of vertebrate pest activity from, for example, sightings, droppings, odours, tail swipes, urine pillars, smears, damage caused, client reporting logs of pests on the site, use of non-toxic tracking dust, identification of burrows.

Topic 1.4. Structural features and environment: Removal of harbourage conditions and sources of food and water. Importance of good sanitation, defects in building fabrics, the importance of good door management, defective drains, gullies, manholes. Environmental risk assessment as required by CRRU Ireland best practice requirements for rodent control and safe use of rodenticides, requirements of the Irish Wildlife Act 1976 with regard to protection of flora and fauna, past history of vertebrate non-chemical and chemical control methods, likelihood of resistance to rodenticides, avoidance of risk to the technician and the public.

Topic 1.5. Methods for managing rodent pests: In accordance with CRRU Ireland best practice requirements for rodent control and safe use of rodenticides. Environmental management, habitat modification, proofing and exclusion, denial of food/shelter/water, mechanical controls, chemical control.

Learning outcome 2: The management of rodent pests

Topic 2.1. The 'risk hierarchy' of techniques for management of rodents: Variation in severity, toxicity and risk of different vertebrate management techniques, selection of most appropriate and least hazardous/toxic course of action, need to consider treatment outcome required such as complete or partial eradication of vertebrates, risk of presence or development of rodenticide resistance in particular rodent species, risk to non-target animals and the environment, extent of contamination of non-target animals with chemicals, integrated control by use of a range of pest management techniques, risk assessment of site and proposed course of action, health and safety considerations. Appropriate rodenticide choice and appropriate application techniques. The responsibilities of client as part of IPM, root cause analysis.

Topic 2.2. Non-chemical methods: Risk hierarchy of control methods, removal of harbourage, water and food, appropriate habitat modification, hygiene issues, Importance of proofing and exclusion, repair of sewers and drains, use of traps as required by CRRU Ireland best practice requirements for rodent control and safe use of rodenticides.

Topic 2.3. Chemical methods: Rodenticide brand names, formulations and active substances, selection of appropriate chemical products and formulation with regard to toxicity, speed of control and risk of primary and secondary poisoning, importance of the product label with regard to statutory conditions of use, directions for use and health and safety requirements, resistance of target animals to rodenticides, application and inspection of chemical controls, need to avoid exposure to non-target animals, legislative requirements such as the Biocidal Products Regulation (or its equivalent) and superseding legislation.

Topic 2.4. Post-treatment monitoring procedures: Ongoing monitoring of sites after clearance, consideration of alternative control methods or extension of treatment if ineffective in recommended target period, possible reasons for treatment being ineffective, action in the event of resistance or ineffective treatments, reinstatement of site, need to advise client of methods to minimise the risk of reinvasion such as hygiene, proofing, removal of harbourage, food and water and maintenance of buildings and structures.

Topic 2.5. Health and safety requirements: Implications of the Safety Health and Welfare at Work Act 2005, need for risk assessments before commencing work on-site, requirements of and need for risk assessments when using rodenticides, identification of hazards such as working in confined spaces and working at height, safe use of rodenticides, use of PPE, routes of exposure when using rodenticides, storage, transport and disposal of rodenticides, bait and rodent carcasses, what to do in the event of an emergency.

Topic 2.6. Requirements for record-keeping: Importance of maintaining accurate records, legal requirements relating to record-keeping, records relating to storage, use and disposal of rodenticides, assessment data, location and number of traps and baits, inspection of traps and baits, risk assessments.

Unit title	Biology and control of other vertebrate pests
Unit reference number	H/616/8324
Unit level	3
Unit credit value	2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the biology, behaviour and management of vertebrate pests	1.1 Explain why the management of birds and other vertebrate pests is necessary
	1.2 Identify distinguishing features of birds and other vertebrate pests
	1.3 Assess the population size, extent and nature of pest activity
	1.4 Describe structural and environmental issues that can contribute to pest activity
2. Understand methods of management as part of an integrated pest management programme	2.1 Describe the 'risk hierarchy' of techniques for the management of pests
	2.2 Explain the procedures appropriate for ongoing monitoring of vertebrate pest activity
	2.3 Describe health and safety requirements for vertebrate pest management activities
	2.4 Explain the requirements for record-keeping

Mammals

(These species should be mentioned due to their pest status, classification as a protected species or as non-target risks from vertebrate pest management operations.)

- Hedgehog (*Erinaceus europaeus*)
- Pygmy shrew (*Sorex minutus*)
- Bank vole (*Clethrionomys glareolus*)
- Wood mouse (*Apodemus sylvaticus*)
- Red squirrel (*Sciurus vulgaris*)
- Grey squirrel (*Sciurus carolinensis*)
- Rabbit (*Oryctolagus cuniculus*)
- Irish mountain hare (*Lepus timidus hibernicus*)
- Stoat (*Mustela erminea*)
- American mink (*Mustela vison*)
- Pine marten (*Martes martes*)
- Fox (*Vulpes Vulpes*)
- Badger (*Meles meles*)
- Lesser horseshoe bat (*Rhinolophus hipposideros*)
- Pipistrelle bat (*Pipistrellus pipistrellus*).

Birds

As defined by the Irish Wildlife Act 1976 or any superseding legislation or amendments (Derogation SI 254 of 1986) the following public health 'pest' species should be covered.

Pigeon, feral (*Columba livia*)
Hooded crow (*Corvus corone*)
Magpie (*Pica pica*)
Wood pigeon (*Columba palumbus*)
Jackdaw (*Corvus monedula*)
Rook (*Corvus frugilegus*)
Collared dove (*Streptopelia decaocto*)
Gulls (*Laridae*)
Sparrow (*Passer domesticus*).

Learning outcome 1: Understand the biology, behaviour and management of other vertebrate pests

Topic 1.1. Explain how vertebrates can carry out damage to structures and services, diseases carried, risks to human and animal health, food spoilage and contamination, nuisance factors, Legislative requirements, Animal Welfare and Wildlife legislation as updated and amended.

Topic 1.2. Identify other vertebrate pest species from those not classed as pests: Distinguishing features of pest species, biology and life cycles of these animals relevant to their pest classification, differentiation of these pest species from non-pest species.

Topic 1.3. Determine the size and nature of vertebrate pest activity by (for example):
- sightings
- droppings
- nesting materials
- damage caused
- client reporting logs of pests on the site

Topic 1.4. Describe harbourage conditions and sources of food and water. Importance of good sanitation, building fabric defects, the importance of good door management. Requirements of the Irish Wildlife Act 1976 with regard to protection of flora and fauna

Learning outcome 2: Understand methods of management as part of an integrated pest management programme

Topic 2.1. Descriptions to include:
- Vertebrate Management Techniques, Integrated Pest Management
- removal of harbourage, water and food, appropriate habitat modification, hygiene issues
- importance of proofing and exclusion
- use of trapping
- use of shooting
- use of dogs

- need to consider outcome required, such as complete or partial eradication of vertebrates
- risk to non-target animals and the environment
- risk assessment of site and proposed course of action
- health and safety considerations.

The responsibilities of the client as part of IPM, root cause analysis.

Topic 2.2. Explain requirements for on-going monitoring of sites after clearance:
- consideration of alternative control methods or extension of treatment if treatment ineffective within recommended target period
- possible reasons for treatment being ineffective
- action in the event of resistance or ineffective treatments
- re-instatement of site
- need to advise client of methods to minimise the risk of reinvasion such as hygiene, proofing, removal of harbourage, food and water and maintenance of buildings and structures.

Topic 2.3. Show knowledge of the Safety, Health and Welfare at Work Act 2005:
- need for risk assessments before commencing work on site
- identification of hazards such as working in confined spaces and working at height
- use of personal protective equipment
- what to do in the event of an emergency.

Topic 2.4. Explain the importance of:
- maintaining accurate records
- legal requirements relating to record keeping
- assessment data, location and number of traps and baits
- inspection of traps
- risk assessments.

Unit title	Practical skills for the management of vertebrate and invertebrate pests
Unit reference number	K/616/8325
Unit level	3
Unit credit value	3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to prepare to carry out a vertebrate pest management procedure	1.1 Identify vertebrate pests to enable appropriate integrated management procedures to be applied
	1.2 Select and use appropriate personal protective equipment and clothing
	1.3 Produce risk assessments appropriate to the environment and vertebrate pest management procedures applied
2. Be able to perform techniques for the chemical management of vertebrate pests	2.1 Prepare chemicals for use in vertebrate pest management procedures
	2.2 Use appropriate equipment to apply chemical treatments
	2.3 Select and use chemical products that are appropriate for the management of the target pest
3. Be able to perform techniques for the non-chemical management of vertebrate pests	3.1 Use trapping equipment to manage vertebrate pests
	3.2 Control access of vertebrate pests to premises by the use of preventative and proofing techniques
4. Be able to advise clients appropriately on vertebrate pest management procedures	4.1 Inform clients of any health and safety legislative requirements
	4.2 Provide advice to clients regarding cleaning and hygiene procedures for the management of vertebrate pests
	4.3 Address any client concerns sensitively and politely
5. Be able to prepare to carry out invertebrate pest management procedures	5.1 Identify invertebrate pests to enable appropriate integrated management procedures to can be applied
	5.2 Select and use appropriate personal protective equipment and clothing
	5.3 Produce risk assessments appropriate to the environment and invertebrate pest management procedures applied

6. Be able to perform techniques for the chemical management of invertebrate pests	6.1 Prepare chemicals for use in invertebrate pest management procedures
	6.2 Use appropriate equipment to apply chemical treatments
	6.3 Select and use chemical products that are appropriate for the management of the target pest
7. Be able to perform techniques for the non-chemical management of invertebrate pests	7.1 Use trapping equipment to manage invertebrate pests
	7.2 Control access of invertebrate pests to premises by the use of proofing techniques
8. Be able to advise clients appropriately on invertebrate pest management procedures	8.1 Inform clients of any health and safety legislative requirements
	8.2 Provide advice clients on cleaning and hygiene procedures for the management of invertebrate pests
	8.3 Address any client concerns sensitively and politely

Learning outcome 1: Be able to prepare to carry out a vertebrate pest management procedure

Topic 1.1. Species to be identified. Integrated management procedures to be identified, compared and applied for given scenarios:
- Identify target pest species from droppings and from supplied images
- Carry out a site vertebrate pest risk assessment from supplied images
- Write a report identifying the responsibilities of the client

Topic 1.2. Use of the appropriate Personal Protective Equipment for given scenarios:
- Complete a method statement and risk assessment for a (1) rodent; (2) bird; (3) other vertebrate control operation; from given information on a described site (images and descriptions)

Topic 1.3. Complete a Pest Management Programme, including an Environmental Risk Assessment for given scenarios.

Learning outcome 2: Be able to perform techniques for the chemical management of vertebrate pests

Topic 2.1. Identify and use appropriate chemical control preparations for given scenarios.

Topic 2.2. Identify and use appropriate equipment for given scenarios.

Topic 2.3. Carry out treatments using appropriate chemical products to manage target pest species for given scenarios.

Learning outcome 3: Be able to perform techniques for the non-chemical management of vertebrate pests

Topic 3.1. Carry out trapping procedures as required for given scenarios.

Topic 3.2. Apply preventative and proofing techniques for given scenarios.

Learning outcome 4: Be able to advise clients appropriately on vertebrate pest management procedures

Topic 4.1. Inform learner of any health and safety legislative requirements so that they are able to brief the client accordingly.

Topic 4.2. Provide informative guidance for given scenarios.

Topic 4.3 Learner to be able to act appropriately to address any client concerns sensitively and politely

Learning outcome 5: Be able to prepare to carry out invertebrate pest management procedures

Topic 5.1. Species to be identified. Integrated management procedures to be identified, compared and applied for given scenarios:
- Carry out a site invertebrate pest risk assessment from supplied images and specimens
- Write a report identifying the responsibilities of the client in managing (1) a stored product insect) (2) a flying insect infestation (3) ambient or parasitic insect problem

Topic 5.2. Use of the appropriate Personal Protective Equipment for given scenarios.

Topic 5.3. Complete a Pest Management Programme, including an Environmental Risk Assessment for given scenarios.

Learning outcome 6: Be able to perform techniques for the chemical management of invertebrate pests

Topic 6.1. Identify and use appropriate chemical control preparations for given scenarios.

Topic 6.2. Identify and use appropriate equipment for given scenarios.

Topic 6.3. Carry out treatments using appropriate chemical products to manage target pest species for given scenarios.

Learning outcome 7: Be able to perform techniques for the non-chemical management of invertebrate pests

Topic 7.1. Carry out trapping procedures as required for given scenarios.

Topic 7.2. Apply preventative and proofing techniques for given scenarios.

Learning outcome 8: Advise clients appropriately on invertebrate pest management procedures

Topic 8.1. Inform learner of any health and safety legislative requirements so that they are able to brief the client accordingly.

Topic 8.2. Provide informative guidance for given scenarios.

Topic 8.3. Learner to be able to act appropriately to address any client concerns sensitively and politely

6 Level Descriptors

This qualification has been accredited at Level 3, this means that upon achieving the qualification it can be relied upon that the learner possesses skills or knowledge appropriate to the following descriptors.

Level	Knowledge descriptor (the learner…)	Skills descriptor (the learner can…)
3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that, while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches in the area of study or work.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that, while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

7 How is this Qualification delivered?

In order to deliver this qualification, you will need to be an approved Lantra provider. Details of how to become an approved provider are available by contacting our sales team at sales@lantra.co.uk.

Approved providers should contact Lantra's quality and standards team to register for delivery of the qualification. It is important that providers are approved on a per-qualification basis as Lantra is required to ensure a quality assurance strategy is in place and it also ensures that providers receive the support they need. Upon 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 on the qualification once they have been enrolled with the provider. Failure to register learners may result in assessments not 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 where external quality assurance will take place.

Providers are not required to send learner evidence to Lantra; it 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 it should be filed so that it can be retrieved easily at a future date.

Where a qualification is running well with a provider, then Lantra may award direct-claims status (DCS) to that provider, enabling certificates to be claimed in advance of external quality assurance taking place. More details are available in section 7.5.5.

7.1   Delivery in the UK and Eire

The specification for this qualification is approved for delivery in the United Kingdom and Ireland. Ofqual regulates the qualification, and it is an accredited qualification on the Regulated Qualifications Framework (RQF). It has been accredited with the following Qualification Accreditation Number: (QAN) 603/2873/3.

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 no longer deemed suitable, for example technology has changed such that working practices are no longer relevant, Lantra will advise providers of a qualification end date. The end date is for 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 024 7669 6996.

7.3   Key safety-critical and technically critical aspects

The assessment requirements for the Lantra Awards Level 3 Award in Pest Management Services – Trained Professional User include the learner knowing about relevant health and safety legislation and environmental good practice and how environmental damage can be minimised.

Key safety- and technically critical aspects of the learning outcomes and assessment criteria have been identified (see below) to assist the assessor with their observation of practical activities. If the learner is considered 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 stop the assessment and either:

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

Where safety is breached, the assessor must record the use, reasons and subsequent decision of the key safety- and/or technically critical aspects to stop an assessment on the assessment report form.

Learning outcome The learner will:	Assessment criteria The learner can:
2. Be able to perform techniques for the chemical management of vertebrate pests	2.1 Prepare chemicals for use in vertebrate pest management procedures
	2.2 Use appropriate equipment to apply chemical treatments
	2.3 Select and use chemical products that are appropriate for the management of the target pest
6. Be able to perform techniques for the chemical management of invertebrate pests	6.1 Prepare chemicals for use in invertebrate pest management procedures
	6.2 Use appropriate equipment to apply chemical treatments
	6.3 Select and use chemical products that are appropriate for the management of the target pest

7.4   Provider resources

Providers will require the following resources:

- Range of vertebrate samples
- Range of biocides (to include rodenticides)
- Range of vertebrate traps (to include rodent traps)
- Range of biocide application equipment (to include rodenticide application equipment)
- Range of equipment for inspection and measurement
- Range of personal protection equipment (include that used in rodent control)
- Pest management documentation book (risk assessment and treatment reports)
- Interview recording book
- Range of invertebrate samples
- Range of biocides (to include insecticides)
- Range of invertebrate traps (to include insect monitors)
- Range of biocide application equipment (to include insecticide application equipment)
- Range of equipment for inspection and measurement
- Range of personal protection equipment (to include that used in invertebrate control)
- Pest management documentation book (risk assessment and treatment reports)
- Interview recording book.

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 evaluate learners and complete assessment paperwork. Where you have more than one assessor, you will need to carry out internal standardisation of assessors to ensure that each assessor can apply the assessment criteria consistently and accurately. An IQA will need to be appointed and this person 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 in place.

An EQA will be appointed to the provider and this person will be responsible for checking samples of assessment recommendations from the assessors. This will be at a rate of 10% of the cohort. The EQA will produce a sampling record which will detail the work they 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 always have a visit from the EQA; a sample may be requested by 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 whole cohort.

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

Where the EQA is in agreement, they will communicate this to Lantra and certificate claims will be processed. Where the EQA is not in agreement, they will communicate their reasons 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 other Lantra staff or another EQA. This is to ensure that the EQA is following the correct procedures.

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.

This qualification is partly evaluated using a short-answer assessment paper. The assessment paper is issued by Lantra. Providers must return the signed and dated attendance register, the assessment papers and the learner achievement records (LAR).

Quality assurance is carried out on the marking process to ensure that learners receive a validated outcome.

Providers must ensure that Lantra is informed when an assessment is taking place as Lantra reserves the right, as part of its quality assurance of assessment, to observe the invigilation of an assessment to ensure that it meets the requirements for conducting an assessment.

7.5.2   Claiming certification

As part of the assessment documentation submitted to Lantra, providers will need to include a completed certificate claim form so Lantra can 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   Skills ID card

If the learner requires a skills ID card, they must supply the provider with one passport-style photograph. The provider must verify that the photograph is of the learner being assessed. 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 assessment.

Lantra requires the file name of the photograph to be the learner's name and date of assessment so that it can be reconciled easily with other assessment paperwork, for example joe_bloggs_010117. There may be delays to cards being issued when images that do not conform to this convention have been supplied.

7.5.4   Replacement certification and skills ID card

If a learner loses the original certificate or skills ID card, Lantra can issue a replacement. The learner will need to provide proof of identity (e.g. 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 and/or learner registrations. 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. An application for DCS can only be made after an EQA has conducted a visit, which may be approximately six months following provider approval to deliver the qualification and after the provider has progressed enough learners.

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

The provider must operate a system that ensures that all assessors assess to the required standard. The IQA will be required to observe each assessor, retaining evidence of observations which must be made available during EQA visits. The EQA may request to sample the process and observe assessors. If the EQA is not satisfied with how the provider operates, they may recommend the suspension or withdrawal of direct claims status.

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 this may lead to them being revoked. Providers are required to make all reasonable efforts to recover certificates that have been revoked.

Should a provider receive a Level 2 sanction, DCS will be removed automatically. More information on sanctions can be found in the provider handbook.

7.6   Enquiries about results and appeals

Lantra's Enquiries about Results and Appeals procedure can be used when a learner or provider believes that 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 upholds the learner's claims or if their results are changed as a result of the enquiry.

Appeals can be made if the learner/provider remains unhappy with the outcome following an enquiry about results, or they have more grounds to query the decision. Please note that appeals will not be accepted without a paid enquiry being submitted first.

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

Please refer to the provider handbook for more details.

7.7 Malpractice and maladministration

Where malpractice is suspected, especially where there is doubt about the integrity of the assessment process, Lantra will immediately suspend more certification claims while 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 where the maladministration could impact on the credibility of the assessment taking place or the outcomes achieved, for example the failure to investigate suspected malpractice when asked to do so by Lantra.

Please refer to Lantra's malpractice and maladministration policy for more 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 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 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 providers refer to the provider handbook for more information on the implementation or RPL.

7.9 Safeguarding – young people and vulnerable adults

This qualification can be offered to learners aged 18+. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and for providers to safeguard learners. 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 (as detailed in the equality and diversity policy in the provider handbook), to ensure that learners with additional needs can access assessment wherever possible. The equality and diversity policy covers alternative assessment arrangements that can be made for learners.

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

A provider must apply for reasonable adjustments to Lantra using the reasonable adjustments request form. Lantra recommends that reasonable adjustment requests are 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 will do its best to process requests received after that time. 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 supported by senior management. This can be achieved by appointing a person from the senior management team or designating a 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 IQA.

Management can demonstrate its support by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their role(s) 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 could be used to store records. Provided that the information required is accessible and conforms to the requirements below, no duplicate records may 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 IQA
- Feedback given to assessors by IQA
- Action plans provided by EQA.

All records must be stored securely to avoid being falsified or fraudulent claims made. All assessment records must be retained at the Provider for at least **three years** after the learner has completed the assessment. If the programme is subject to an EQA quality assurance 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. If the provider already works to quality management systems such as the 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, particularly if they are mature adults, will 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 provide feedback to learners on how they are progressing 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 each learner has appropriate guidance and is 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 more information about 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 on a qualification. It is also a regulatory requirement that Lantra are informed if a learner withdraws from the qualification after they have started. 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, as might be the case if the provider ceases to operate, for example.

If for any reason a provider is not intending to renew their membership while 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 which are 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 is higher for the subsequent qualification, providers will be invoiced for the difference. No refunds will be made if the registration fee for the subsequent qualification is lower. Learners transferring to a different provider must re-register with the new provider. Lantra may need to charge an administration fee to the learner's new provider.

Learners must be informed when they have been registered onto the qualification.

9.1.1 Registering the learner

Learners **must** be registered for the qualification prior to an assessment taking place. Please refer to the Quartzweb user guide for details on how to register learners.

For each learner, the surname/family name, first name, date of birth and postcode are mandatory. The date of birth is important to distinguish between learners with the same name. Awarding organisations are required to provide data to the regulatory bodies about learner characteristics, which is why Lantra asks you for details of gender, ethnic origin and whether learners have requested any reasonable adjustments. This is so that achievements can be monitored for equal opportunities purposes and to ensure that fair access to training and qualifications is achieved.

9.1.2 Certificate claims

Certificates can only be claimed for learners 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 for learners who are not registered prior to the assessment taking place.

The learner name entered on Quartzweb is how it will appear on the certificate.

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

Full details of the assessment requirements for this qualification are contained in an assessment guidance document. 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, assessors (and IQAs where appropriate) must ensure that they are familiar with the specifications and the requirements of the qualification.

Given the nature of the potentially hazardous work undertaken by operatives in the pest control industry, the methodology of assessment that ensures the learner is occupationally competent is determined by legislation and the industry for which the qualification and relevant associated unit has been designed.

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

Methods of assessment:

- Summative assessment by short-answer question paper
- Observation of practical activities
- Portfolio of learner-produced evidence.

Assessment requirements:

- For practical observations, competence must be demonstrated and evidenced
- The assessor may decide that more observations are required to ensure that all assessment criteria have been met
- Based on their professional judgement, assessors must be capable of identifying when competence has been demonstrated by the learner
- The evidence is sufficient when the assessor judges that 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 and taking into account the stated key safety-critical and technically critical aspects of the assessment. It is estimated that the practical assessment should take approximately two hours, depending on the learner.

Part of this qualification is assessed by a short-answer question papers with a pass mark of 70%.

Information regarding test regulations is provided in Annex 1 of the provider handbook.

Part of this qualification is assessed by the production of a portfolio of evidence. The list below provides examples of the types of evidence which may be generated:

- Learners will need to complete a pest management plan for a treatment they have carried out
- As part of this, learners will need to evidence at least three reports which could include an environmental risk assessment and treatment report
- In their assignments and portfolio, learners should provide evidence of their knowledge of the management of public health vertebrate and invertebrate pests in different scenarios.

Access to assessment:

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be evidenced by conducting 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 having the CRRU-IASIS Wildlife Aware Certificate.

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 that meet the requirements of the relevant agency.

In order that the funding may be linked to the learner, a Unique Learner Number (ULN) must be provided. The ULN 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. Lantra would also welcome compliments when aspects of its courses have been well received so that it can implement 'best practice' across its 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. For example, individual can 'identify' and/or 'describe' key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. For example, individual can 'explain', 'analyse' and/or 'evaluate'.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. For example, individual can 'operate', 'use' and/or 'carry out'.
Learning outcome	How the learner will be changed by the learning/assessment process. That which the learner will, due to learning experiences, newly know, understand or be able to do.
Assessment criteria	Discreet criteria that deliver holistically on the promised objective of the qualification and that must all be evidenced to a unified (and/or graded) standard.
Breadth (Exemplification)	Presents the provider with exemplar 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 more developmental opportunities available as a result of achieving this qualification.
Qualification aim	A succinct summation of why this qualification is of value to the learner (without reference to assessment).
Transferable	Knowledge, understanding or skills that can be applied beyond the context in which they were taught to benefit the learner in different job roles, industries, contexts and/or personal situations.
Assessment guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Delivery guidance	Guidance which, without reference to assessment, illustrates opportunities for evidence that might: • 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.

	TQT is the number of notional hours representing an estimate of the total amount of time that might be necessary for a learner to reach the level required for the award of a qualification.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification to enable a learner with additional requirements to demonstrate their attainment of the level required.
Arrangements for special consideration	Special consideration might be given to a learner who has experienced an illness/injury or some other event beyond their control that has affected their ability to take an assessment or demonstrate their level.
Recognition of prior learning (RPL)	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 that they 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	
	White:		**White:**		**White:**
01	English/Welsh/Scottish/ Northern Irish/British	19	White	30	Scottish
		20	Irish Traveller	31	British
02	Irish		**Asian/Asian British:**	32	Irish
03	Gypsy or Irish Traveller	21	Indian	33	Any other White background
04	Any other White background	22	Pakistani		**Mixed:**
	Mixed/multiple ethnic groups	23	Bangladeshi	34	Any mixed/multiple ethnic background
		24	Chinese		
05	White and Black Caribbean		**Black, Black Irish or Black British:**		**Asian, Asian Scottish or Asian British:**
06	White and Black African				
07	White and Asian	25	Black Caribbean	35	Indian
08	Any other mixed/multiple ethnic background	26	Black African	36	Pakistani
		27	Black other	37	Bangladeshi
	Asian/Asian British:		**Mixed:**	38	Chinese
09	Indian	28	Mixed ethnic group	39	Any other Asian background
10	Pakistani		**Other ethnic group:**		**Black, Black Scottish or Black British:**
11	Bangladeshi	29	Any other ethnic group		
12	Chinese			40	Caribbean
13	Any other Asian background			41	African
	Black/African/Caribbean/ Black British:			42	Any other Black background
14	African				**Other ethnic group:**
15	Caribbean			43	Any other ethnic group
16	Any other Black/African/ Caribbean background				
	Other ethnic group:				
17	Arab				
18	Any other ethnic group				

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