



Level 2 Award in the Identification of Invasive and Injurious Species

Qualification Specification

Version 3

Notice to users

The contents of this document have been carefully researched and are believed to be correct; however, due to the rapid nature of changes to industry, technology and working practices etc. Lantra cannot guarantee the accuracy or completeness of any interpretation or statement made in this document and does not accept liability for such statements or for any incorrect information provided.

This document has been produced to accompany the specified Lantra Awards' course. It is written to give broad guidance and support to users.

It is recommended that users ensure that they remain up to date with changes in industry and working practices by attending regular training or undertaking further CPD.

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Qualification Specification

Level 2 Award in the Identification of Invasive and Injurious Species

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1 Why has this qualification been developed?

The Lantra Awards Level 2 Award in the Identification of Invasive and Injurious Species has been developed in response to the need to control and eradicate non-native invasive species such as Japanese knotweed. The qualification aims to recognise industry standards with the award of an accredited qualification which assesses the competence demonstrated by learners.

The Lantra Awards Level 2 Award in the Identification of Invasive and Injurious Species is nationally recognised and based on National Occupational Standards (NOS) and is made up of three mandatory units which are regulated on the Regulated Qualifications Framework (RQF). Key to the qualification is the ability to identify non-native invasive and injurious species as well as the knowledge and skills required to control and manage *Fallopia* species (Japanese knotweed).

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 provider employees and freelance assessors involved in the planning, delivery and assessment of the Lantra Awards Level 2 Award in the Identification of Invasive and Injurious Species.

2 Who is the qualification for?

This qualification has been developed for individuals carrying out roles involving the control and management of non-native invasive and injurious species. It provides an opportunity to achieve a recognised national qualification which reflects the national standards required for such roles. This qualification is suitable for anyone just beginning, or already established in their roles, as well as supporting the ongoing professional development of those working at technician/supervisory/management levels.

The qualification is designed to enable learners to develop the knowledge, understanding and skills to support their role, and develop their careers in the control and management of invasive and injurious species. The qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.

This qualification is available for learners aged 16+ wishing to develop knowledge, understanding and skills in the control and management of non-native invasive and injurious species.

2.1 Prerequisites

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

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

There are no formal requirements for entry to this qualification.

3 What does this qualification cover?

Learners undertaking this qualification will be able to demonstrate their knowledge of non-native invasive and injurious species and their competence in the management and control of these.

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

- terms 'native' and 'non-native' species
- threat posed by invasive species
- identification of invasive plant species
- term 'injurious' species
- identification of injurious plant species
- identification of injurious species of insect
- actions to take when injurious species are identified and if people are affected by them
- legislative requirements, Code of Practice and Industry Guidance relating to the control of Japanese knotweed
- impact of Japanese knotweed
- identification of Japanese knotweed and the plants which are commonly mistaken for Japanese knotweed
- recommended methods to control Japanese knotweed in different situations
- requirement to monitor and further treat any subsequent regeneration
- records which must be kept when controlling Japanese knotweed.

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

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

3.1 Progression routes

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

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
Stem Injection Equipment	5492	TPES005
Pesticide Plugs	5519	TPES006
Qualifications		
Qualification title	QAN code	Purpose: applies to all qualifications below
Level 2 Award in the Safe Use of Pesticides	601/5977/7	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 Application of Pesticides using Hand Held Equipment	601/6562/5	
Level 2 Award in the Safe Operation of Hand Held Pesticide Stem Injection Equipment	603/0964/7	
Level 2 Award in the Safe Operation of Pesticide Plug Equipment	603/1316/X	

4 Qualification overview

		Where to look for further details
Qualification title	Lantra Awards Level 2 Award in the Identification of Invasive and Injurious Species	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	601/6555/8	
Qualification aim	To confirm learners' knowledge and understanding of key legislation relating to the control of invasive and injurious species. To provide the opportunity to achieve a recognised national qualification that reflects the national standards for the type of role(s) learners perform.	
Qualification purpose	As recognised and approved by Ofqual, this qualification confirms occupational competence and/or 'licence to practice' (purpose D). It also confirms the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body (sub-purpose D2).	
Qualification start date	1 July 2015	
Level	2	
Credits	4	
GLH	16	
TQT	38	
Quartz ID numbers	<ul style="list-style-type: none"> • Programme- 3034 • Qualification- 0251 • Unit 4600- Identification of invasive non-native species of flora and fauna • Unit 4602- Identification of injurious species • Unit 4601- Identification, control and management of <i>Fallopia</i> species 	
Unit numbers and titles	<ul style="list-style-type: none"> • L/507/3861- Identification of invasive non-native species of flora and fauna (4600) • J/507/3860- Identification of injurious species (4602) • R/507/3859- Identification, control and management of <i>Fallopia</i> species (4601) 	Page 8
Qualification structure	This qualification comprises: <ul style="list-style-type: none"> • 3 mandatory units. Learners must complete the mandatory group requirements.	

Age group	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Entry requirements	Learners must be able to read and interpret information provided in English. It is recommended that learners have a basic knowledge of first-aid procedures.				
Prerequisites	None				
Recognition of prior learning	Evidence of certification must be produced.				
Assessment methods	Multiple-choice questioning and scenario-based professional discussion.				
Assessment model	This qualification is externally assessed with external quality assurance. Assessment papers will be marked by Lantra Awards and quality assurance processes will validate the outcome.				
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 three mandatory units. Learners must achieve passes in all three mandatory units. The units can be completed in any order.

Unit Title	M/O	GLH	Credits
Identification of invasive non-native species of flora and fauna	M	4	1
Identification of injurious species	M	3	1
Identification, control and management of <i>Fallopia</i> (Japanese knotweed) species	M	9	2

Unit title	Identification of invasive non-native species of flora and fauna
Unit reference number	L/507/3861
Unit level	2
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the definition of invasive non-native species	1.1 Outline what an invasive non-native species is
2. Know the definition of native species	2.1 Outline what a native species is
3. Understand the threat posed by various invasive species	3.1 Explain the serious threat posed by invasive species
4. Be able to identify invasive plant species	4.1 Explain why it is important to identify invasive non-native species
	4.2 Identify species of plant
	4.3 Identify specific plant species at different stages of growth
5. Be able to identify invasive non-native insects	5.1 Identify specific insects at different stages of growth
6. Be able to identify invasive non-native vertebrates	6.1 Identify specific species of vertebrates
7. Know the actions to take when invasive non-native species are identified	7.1 State the actions to take if invasive non-native species are identified when working on site

Taught Content

Learning outcome 1: Know the definition of invasive non-native species

Topic 1.1 What an invasive non-native species is

The learner will need to identify that an invasive non-native species is any non-native animal or plant that has the ability to spread through human intervention, causing damage to:

- the environment
- the economy
- our health
- the way we live
- biodiversity.

Learning outcome 2: Know the definition of native species

Topic 2.1 What a native species is

The learner will need to identify that native species can be either endemic (found only within a particular region) or indigenous (found both within the region and elsewhere).

Learning outcome 3: Understand the threat posed by various invasive species

Topic 3.1 The serious threat posed by invasive species

The learner will need to understand the threats posed by invasive species including:

- Damage to biodiversity
- Damage to structures & surfaces.

Learning outcome 4: Be able to identify invasive plant species

Topic 4.1 The importance of identifying invasive non-native species

The learner will need to show an understanding of **two** of the following reasons:

- Highly important to UK (national alert)
- Financial implications
- Need to know
- Human health and safety
- Biodiversity and biosecurity
- Legal obligations.

Topic 4.2 Identification of plant species

The learner will need to identify plant species from high quality images or specimens by either botanical or common name.

To include, at least:

Two shrubs/trees from:

- *Rhododendron Poticum*
- *Buddleja*
- *Robinia Alianthus.*

Three herbaceous plants from:

- Himalayan balsam
- Japanese knotweed
- Giant hogweed
- Monbrietia.

Four aquatic plants from:

- Water fern
- Australian swamp stonecrop
- Parrot's feather
- Floating pennywort
- Water primrose.

Topic 4.3 Identification of plant species at different stages of growth

The learner will need to identify the following **three** plants at different stages of growth using high quality images or specimens:

- ***Fallopia Japonica***
Stages:
 - Winter
 - Spring
 - Flowering
 - Rhizome
 - Bonsai.
- ***Impatiens Glandulifera***
2 stages:
 - Basal rosette
 - Flowering.
- ***Heracleum Mantegazzianum***
4 stages:
 - Winter
 - Basal
 - Rosette (1st year)
 - Flowering (2nd year).

Learning outcome 5: Be able to identify invasive non-native insects

Topic 5.1 Identification of specific insects at different stages of growth

The learner will need to identify **two** insects from various signs and at different stages of their development; this must include:

- ***Thaumetopoea processionea (Oak processionary moth)***
 - 3 stages:
 - Ball stage
 - Massed procession
 - Leaf damage.

and **one** from:

- **Asian longhorn beetle**
 - Insect identification
 - Damage by insect.
- **Asian hornet**
 - Insect identification
 - Damage by insect.
- **Emerald ash borer**
 - Insect identification
 - Damage by insect.

Learning outcome 6: Be able to identify invasive non-native vertebrates

Topic 6.1 Identification of specific species of vertebrates

The learner will need to identify vertebrate species from high quality images and field signs:

- Mink
- Grey squirrel
- Ring-necked parakeets
- Monk parakeets
- Muntjac deer
- Chinese water deer
- Sika deer
- Sacred ibis
- Ruddy duck
- American bullfrog.

Learning outcome 7: Know the actions to take when invasive non-native species are identified

Topic 7.1 The actions to take if invasive non-native species are identified when working on site.

The learner will need to state the actions required, to include:

- Stop work
- Inform supervisor
- Inform client
- Complete relevant paperwork.

Additional information about the unit:	
Unit purpose and aim(s):	Ensure the competent identification of invasive non-native species
Unit review date:	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate):	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate):	
Support for the unit from a SSC or other appropriate body (if required):	
Location of the unit within the sector subject area (SSA):	3.1, 3.2
Name of the organisation submitting the unit:	Lantra Awards
Availability for use:	Shared
Unit available from:	01/07/2015
Unit guided learning hours:	4

Further information:
<ul style="list-style-type: none"> • www.nonnativespecies.org/index.cfm?sectionid=92 • www.gov.uk/wild-plants-dangerous-invasive-and-protected-species

Unit title	Identification of injurious species
Unit reference number	J/507/3860
Unit level	2
Unit credit value	1

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the definition of common injurious species	1.1 Understand what is meant by a common injurious species
2. Be able to identify injurious plant species	2.1 Explain why it is important to identify injurious species
	2.2 Identify injurious plant species that cause skin and eye irritations
	2.3 Identify injurious plant species that can cause health problems through ingestion
3. Be able to identify injurious species of insect	3.1 Identify injurious species of insect
4. Know the actions to take when injurious species are identified	4.1 State the actions to take if injurious species are identified when working on site
5. Know the actions to take if you are affected by injurious species	5.1 Describe the symptoms that would be seen if you are affected by an injurious species

Learning outcome 1: Know the definition of common injurious species

Topic 1.1 What is meant by a common injurious species

The learner will need to identify that injurious species are plants, animals or insects that are toxic or harmful to humans or animals.

Learning outcome 2: Be able to identify injurious plant species

Topic 2.1 Why it is important to identify injurious species

The learner will need to understand the importance of identifying injurious species, including:

- Human and animal health and safety
- Legal and insurance obligations.

Topic 2.2 Identification of injurious plant species that cause skin and eye irritations

The learners will need to identify plant species by either botanical or common name*. This must include:

- Giant hogweed
- Wild parsnip.

And any **three** from:

- Rue
- *Primula Obconica*
- Hyacinth (bulbs)
- Daffodil
- Blackthorn
- Juniper
- *Gunnera Manicata*
- Ragwort
- Greater celandine
- Hyacinths
- Spurges.

Topic 2.3 Identification of injurious plant species that can cause health problems through ingestion

The learner will need to identify the following plants*:

- Ragwort
- *Laburnum*
- Yew
- *Oleander*
- Nightshade.

*From high quality images or specimens

Learning outcome 3: Be able to identify injurious species of insect

Topic 3.1 Identification of injurious species of insect

The learner will need to identify **five** insect species, this must include:

- Oak processionary moth and caterpillar
- Sheep tick (lyme disease).

And any **three** from:

- Brown tail moth and caterpillar
- Wasps and wasp nests
- Bees
- Hornets
- Snakes.

Learning outcome 4: Know the actions to take when injurious species are identified

Topic 4.1 The actions to take if injurious species are identified when working on site

The learner will need to understand the actions required, to include:

- Stop work
- Inform other colleagues
- Inform any members of the public
- Inform supervisor
- Inform client
- Complete relevant paperwork.

Learning outcome 5: Know the actions to take if you are affected by injurious species

Topic 5.1 Symptoms that would be seen if you are affected by an injurious species

The learner will need to show understanding of the symptoms relevant to **two** specific injurious plants and **two** relevant specific insects.

Plant must include: Giant hogweed and one other.

Insect must include: Oak processionary moth and one other.

Symptoms may include: Blisters, rash, eye irritation, respiratory problems, asthma symptoms, skin irritations, sting, anaphylactic symptoms.

Actions to be carried out:

- First Aid
- Remove clothing
- Inform supervisor/manager.

Additional information about the unit:	
Unit purpose and aim(s):	Ensure the competent identification of injurious species
Unit review date:	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate):	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate):	
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Support for the unit from a SSC or other appropriate body (if required):	
Location of the unit within the sector subject area (SSA):	3.1, 3.2
Name of the organisation submitting the unit:	Lantra Awards
Availability for use:	Shared
Unit available from:	01/07/2015
Unit guided learning hours:	3

Further information:
<ul style="list-style-type: none"> • www.lymediseaseaction.org.uk/about-ticks/ • www.gov.uk/wild-plants-dangerous-invasive-and-protected-species

Unit title	Identification, control and management of <i>Fallopia</i> (Japanese knotweed) species
Unit reference number	R/507/3859
Unit level	2
Unit credit value	2

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the legislative requirements relating to the control of the <i>Fallopia</i> species (Japanese knotweed)	1.1 Outline the effect of legislation on the control of <i>Fallopia</i> species
2. Know the Code of Practice and Industry Guidance relating to the control of <i>Fallopia</i> species	2.1 Outline how Code of Practice and Industry guidance relate to the control of <i>Fallopia</i> species
3. Understand the impact of <i>Fallopia</i> species	3.1 Describe how <i>Fallopia</i> species can spread in the environment
	3.2 Describe the impact of <i>Fallopia</i> species on biodiversity
	3.3 State how <i>Fallopia</i> species can damage structures and surfaces
4. Be able to identify <i>Fallopia</i> species and other plants that are commonly mistaken for <i>Fallopia</i>	4.1 Identify specific <i>Fallopia</i> at different stages of growth
	4.2 Identify plants which are often confused with <i>Fallopia</i> species
5. Know the recommended methods to control <i>Fallopia</i> species	5.1 Describe recommended prevention and control methods for <i>Fallopia</i> species
	5.2 Name the current approved products that may be used to control <i>Fallopia</i> species and the techniques used
6. Know how to control <i>Fallopia</i> species in different situations	6.1 Describe how to control <i>Fallopia</i> species in different situations
7. Understand the requirement for monitoring and further treatments to any subsequent regeneration	7.1 Outline the requirements for monitoring a site after initial treatment has been carried out
	7.2 State why further treatments to gain full control of the spread may be required
8. Know the records that are required to be kept	8.1 Name the records required to comply with legislation and industry best practice

Learning outcome 1: Know the legislative requirements relating to the control of the *Fallopia* species (Japanese knotweed)

Topic 1.1 The effect of legislation on the control of *Fallopia* species

The learner needs to know **three** pieces of legislation and be able to outline the relevance in connection with the control of *Fallopia* species.

To include, according to country:

UK Legislation for England and Wales

- The Wildlife and Countryside Act 1981 – Schedule 9
- The Environmental Protection Act 1990
- Alien Invasive Species Regulations
- Community Protection Orders.

Republic of Ireland Legislation

- Regulation 49 under the European Communities (Birds and Natural Habitats) Regulations 2011 places restrictions on the introduction of any plant species listed in Part 1 of the Third Schedule.

Under Regulation 49, a person:

- Is guilty of an offence if they plant, disperse, allow or cause to disperse, spread or cause to grow the plant in the Republic of Ireland
- Requires a licence to remove and transport a plant species to another site for disposal
- The Government Department requires as much information as possible on the methods of removal, those trained in the area, transportation and treatment of the species and will examine the proposal. In particular, a detailed professional Japanese knotweed management plan would need to be undertaken by those trained plus timeframe for carrying out the work.

Waste

- To move soil in the Republic of Ireland that contains Japanese knotweed requires a licence from National Parks and Wildlife Service (NPWS)

Northern Ireland Legislation

- Under Article 15 of the Wildlife (Northern Ireland) Order 1985 it is an offence to cause to 'grow in the wild' any plant listed in Schedule 9 Part II.
- Should a land owner wish to excavate or remove Japanese knotweed, then the removal and disposal of this 'controlled non-hazardous waste' is regulated under the Waste and Contaminated Land (NI) Order 1997 articles 4 (1a) and 4 (1b) and by the Waste Management Licensing (NI) Regulations 2003 schedule 2.

Learning outcome 2: Know the Code of Practice and Industry Guidance relating to the control of *Fallopia* species

Topic 2.1 How Code of Practice and Industry Guidance relate to the control of *Fallopia* species

The learner needs to know the Code of Practice and Industry Guidance and how it affects the control of Japanese knotweed.

To include:

- INNSA (Invasive Non-Native Specialists Association) Code of Practice for Managing Japanese knotweed
- Defra's Code of Practice for Controlling Japanese Knotweed
Note: No longer generally accepted in Ireland and Northern Ireland as is considered out-of-date
- Industrial Guidance.

Learning outcome 3: Understand the impact of *Fallopia* species

Topic 3.1 How *Fallopia* species can spread in the environment

The learner needs to know methods in which *Fallopia* can spread.

To include:

- Cutting down only (hedge-trimmers and loppers) and transporting to another site
- Excavation of soil contaminated with rhizomes and/or stems
- Poor site hygiene (Biosecurity)
- Transportation in watercourses.

Topic 3.2 The impact of *Fallopia* species on biodiversity

The learner needs to know detrimental effects on the environment of *Fallopia* species:

1. Swamping out other species
2. Habitat damage.

Topic 3.3 How *Fallopia* species can damage structures and surfaces

The learner needs to know ways in which *Fallopia* species can cause physical damage to structures and surfaces:

1. Damaging surfaces – paving/tarmac
2. Damaging walls/brick/stone
3. Damaging utilities system
4. Damaging communication systems (rail/roads, etc).

Learning outcome 4: Be able to identify *Fallopia* species and other plants that are commonly mistaken for *Fallopia*

Topic 4.1 Identification of specific *Fallopia* at different stages of growth

The learner needs to know specific *Fallopia* species*

1. Giant knotweed
2. Hybrid knotweed
3. Japanese knotweed.

The learner is required to identify *Fallopia Japonica* (Japanese knotweed) at the five stages of growth*

1. Winter stems
2. Spring growth
3. Flowering
4. Mature growth
5. Rhizomes.

*From high quality images or specimens

Topic 4.2 Identification of plants which are often confused with *Fallopia* species

The learner needs to know plants which are sometimes confused with *Fallopia* species*

1. *Fallopia baldschuanica* – Russian vine
2. *Calystegia sepium* - Hedge bindweed
3. *Convolvulus arvensis* - Field bindweed
4. *Leycesteria formosa* - Pheasant berry.

*From either high quality images or specimens

Learning outcome 5: Know the recommended methods to control *Fallopia* species

Topic 5.1 Recommended prevention and control methods for *Fallopia* species

The learner needs to know prevention/control methods:

1. Root barrier
2. Encapsulation
3. Soil excavation
4. Soil sterilisation
5. Stem injection
6. Spray.

Topic 5.2 The current approved products that may be used to control *Fallopia* species and the techniques used

The learner needs to know products and state the techniques for how each may be applied:

- Glyphosate
- Triclopyr
- Diflufenican and Glyphosate (Pistol)
- 24-D
- Picloram.

Learning outcome 6: Know how to control *Fallopia* species in different situations

Topic 6.1 How to control *Fallopia* species in different situations

The learner needs to know how to control *Fallopia* in **three** of the following situations:

- Bare soil
- Mixed woodland
- Shrub beds
- Hard surfaces
- In or near water sources (groundwater source protection zones), courses, ponds, lakes/lochs, rivers and streams
- Development sites/buildings.

Learning outcome 7: Understand the requirement for monitoring and further treatments to any subsequent regeneration

Topic 7.1 Requirements for monitoring a site after initial treatment has been carried out

The learner needs to know requirements for monitoring after the initial treatment has been carried out:

1. Re-growth
2. Bonsai development (application and chemicals)
3. Further spread.

Topic 7.2 Why further treatments to gain full control of the spread may be required

The learner needs to know reasons why further treatments may be required to gain full control of the spread, such as:

1. Nature of rhizomes
2. Lack of efficacy on knotweed (repeated treatment required).

Learning outcome 8: Know the records that are required to be kept

Topic 8.1 The records required to comply with legislation and industry best practice

The learner needs to know records which are required:

1. Pesticide record
2. Record of locations treated
3. Record of treatment and results
4. Record of annual monitoring.

Additional information about the unit:	
Unit purpose and aim(s):	Ensure the competent identification, control and management of <i>Fallopia</i> (Japanese knotweed) species.
Unit review date:	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate):	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate):	
Support for the unit from a SSC or other appropriate body (if required):	

Location of the unit within the sector subject area (SSA):	3.1 Agriculture
Name of the organisation submitting the unit:	Lantra Awards
Availability for use:	Shared
Unit available from:	01/07/2015
Unit guided learning hours:	9

6 Level descriptors

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

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

7 How is this qualification delivered?

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

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

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

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

7.1 Delivery in the UK

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number (QAN) 601/6555/8.

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

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

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

7.2 Who can deliver this qualification?

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

7.3 Key safety-critical and technically critical aspects

Environmental issues, health and safety considerations and their application should be considered as part of the taught delivery for this qualification.

7.4 Provider resources

- Codes of Practice
- Identification sheets
- Plant specimens
- High quality images.

7.5 Quality assurance and certification

7.5.1 Quality assurance of assessment decisions

This qualification is assessed using a multiple-choice question paper and scenario-based professional discussion. The assessment paper is issued and marked by Lantra. Providers must return the signed and dated attendance register, the assessment paper and the Learner Achievement Record (LAR). Quality assurance of the marking process is carried out to ensure that learners receive a validated outcome.

Providers must inform Lantra when an assessment is taking place as Lantra reserves the right, as part of its quality assurance process, to observe the invigilation of an assessment to ensure that it is conducted according to requirements.

7.5.2 Claiming certification

Among the assessment documentation providers need to submit is a completed 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.

Where multiple choice is used, certificates will be issued to learners achieving the necessary mark once assessment papers have been quality assured.

7.5.3 Skills Identity Card

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

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

Lantra requires the file name of the photograph to be the learner's name and date of assessment so that it can be easily reconciled with other assessment paperwork, e.g. joe_bloggs_010117. Images which do not conform to this convention may cause a delay to the card being issued.

7.5.4 Replacement certification and Skills ID Card

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

7.6 Enquiries about results and appeals

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

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

Providers must ensure that learner consent is obtained before an enquiry about a result is requested. Learners must be informed that assessment outcomes can change both positively and negatively. Please refer to the Provider Handbook for further details.

7.7 Malpractice and maladministration

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

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

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

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

7.8 Recognition of prior learning

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

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

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

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

7.9 Safeguarding – young people and vulnerable adults

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

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

Specific risks associated with the control and management on invasive and injurious species must be considered when planning the delivery and assessment of this qualification.

7.10 Additional requirements and reasonable adjustments

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

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

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

8 What does a provider need to do?

8.1 Management support

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

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

8.2 Provider records

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

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units
- Feedback given to learners by assessors.

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.

8.3 Support for learners

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

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

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

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

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

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

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

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

9 Administration and other important information

9.1 Administration process for registration and certification

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

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

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

9.1.1 Registering the learner

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

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

9.1.2 Certificate claims

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

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

9.1.3 Regulatory authorities

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

9.2 Assessment strategy

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

The assessment guidance contains details on:

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

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

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

9.3 Learner Assessment Booklet

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

Methods of assessment:

- Summative assessment through multiple-choice questions
- Summative assessment through scenario-based professional discussion for each of the three mandatory units.

Assessment requirements: Multiple-choice questions

This qualification is assessed by a multiple-choice assessment paper.

This is delivered via a paper-based assessment. Learners write their answers in black ink on an answer sheet which is included in the Learner Assessment Booklet on page 3.

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

The assessment paper includes 40 questions with a total possible mark of 40. The length of time permitted to complete the assessment paper is 1 hour and the pass mark is 70%, or 28 marks minimum.

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

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

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

Unit reference number	Unit Assessment Report Form	Learner's Assessment Booklet pages
L/507/3861	Identification of invasive non-native species of flora and fauna	6 - 11
J/507/3860	Identification of injurious species	12 - 16
R/507/3859	Identification, control and management of <i>Fallopia</i> (Japanese knotweed) species	17 - 24

Broad advice is given on the professional discussion as follows:

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

At the back of the Learner's Assessment Booklet on page 26, there is space for any additional comments and sign-off by the learner, assessor and the External Quality Assessor (EQA) if sampled.

9.4 Access to Assessment

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be demonstrated through an evaluation of the learner's previous training and experience
- This underpins the assumption that the learner has sufficient knowledge, skill and maturity to meet the assessment requirements.

9.5 Re-sit Assessment

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

9.6 Feedback, Compliments and Complaints

Lantra recognises that from time to time providers, learners, assessors and other personnel may have reason to provide feedback on a process or have grounds for a complaint.

We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Compliments and Complaints Procedure is published on the Lantra Awards website.

Appendix 1 – Glossary of terms

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



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