



Level 2 Award in
Safe Working in Agriculture and
Production Horticulture

Qualification Specification

Version 1

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Qualification Specification

Lantra Awards Level 2 Award in Safe Working in Agriculture and Production Horticulture

Contents

1	Why has this Qualification been Developed?	2
2	Who is the Qualification for?	2
3	What does this Qualification Cover?	3
4	Qualification Overview	4
5	Content of Qualification	6
6	Level Descriptors	9
7	How is this Qualification Delivered?	10
8	What does a Provider need to do?	14
9	Administration and Important Information	16
	Appendix 1 – Glossary of Terms	19
	Appendix 2 – Census Ethnic Group Classifications (2011)	20

1 Why has this Qualification been Developed?

The Lantra Awards Level 2 Award in Safe Working in Agriculture and Production Horticulture has been developed to provide nationally recognised certification for those who work in the agricultural and/or production horticultural industries.

The qualification is based on the Skills for Agricultural and Production Horticultural National Occupational Standards (NOS) for health and safety operations in agriculture and production horticulture and contains one RQF unit. This ensures that people working within these industries meet the minimum required standards. The qualification will provide learners with the knowledge, understanding and skills required for safe working and controlling risks in both industries, to help them protect their own health and safety and that of anyone else who may be affected by their activities.

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 staff involved in the planning, delivery and assessment of the Lantra Awards Level 2 Award in Safe Working in Agriculture and Production Horticulture and should be used in conjunction with its associated Assessment Handbook.

2 Who is the Qualification for?

This qualification has been designed for those working in agriculture and production horticulture who wish to become more knowledgeable in ensuring their own health and safety and protecting others from their activities in the workplace. It provides the opportunity to achieve a nationally recognised qualification that reflects the NOS for the activities they carry out.

This qualification is suitable for those currently in employment looking to enhance/update their skills and is also designed for those looking to progress into work and develop their career.

This qualification is available for learners aged 16 and above wishing to develop knowledge, understanding and skills in agricultural and production horticultural operations and may also be included in a number of apprenticeship frameworks.

2.1 Prerequisites

Entry for this qualification is available to any learner 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?

This qualification is intended to offer workers within the land-based sector the opportunity to demonstrate knowledge of health and safety in their roles by achieving a recognised qualification meeting national standards. It is relevant for people involved with all aspects of agricultural and production horticultural operations.

The qualification aims to ensure that learners will:

- Know the effects that accidents and ill health can have upon businesses and people
- Know the roles within the workplace that relate to health and safety
- Know how to co-operate with others to improve health and safety
- Understand how personal work activities can affect the health and safety of others
- Know the consequences of safe and unsafe behaviour and the impact on workplace attitudes
- Be aware of the major sources of accident and ill health in the work environment
- Know appropriate measures to control risks in the land-based sector
- Understand the importance of checking that the measures in place to protect health and safety are properly maintained
- Be aware of risks to children, vulnerable adults and visitors undertaking land-based activities
- Be aware of jobs in specific land-based environments that require recognised standards of training and competence.

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

- E. Updating and continuing professional development (CPD)

Sub-purpose:

- E1. Update knowledge and/or skills relating to legal, technical, process or best practice changes/requirements.

4 Qualification Overview

		Where to look for further details			
Qualification title	Lantra Awards Level 2 Award in Safe Working in Agriculture and Production Horticulture				Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	500/7449/0				
Qualification aim	This unit is aimed at learners already working in or about to start in the land-based sector, who require health and safety knowledge that is relevant for this sector. It will enable them to demonstrate a basic level of knowledge for working safely, thus ensuring the safety of themselves and others				
Qualification purpose	E. Updating and continuing professional development (CPD)				
Qualification start date	01 January 2009				
Level	2				
Credits	3				
GLH	23				
TQT	24				
Quartz ID numbers	Unit 1 – 4850 Safe Working in the Land Based sector Programme – 20 Qualification – 28				
Unit numbers and titles	K/600/4850 – Safe working in the Land Based sector				Page 7
Qualification structure	This qualification comprises: – 1 mandatory unit				
Age group	Pre-16	16-18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Entry requirements	Learners must be able to read and interpret information provided in English. It is recommended that learners have a basic knowledge of first-aid procedures				
Prerequisites	There are no prerequisites				
Recognition of prior learning	Not applicable				

Assessment methods	Multiple-choice questioning	
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?	No	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 comprises a single mandatory unit. Learners must achieve this mandatory unit.

Unit title	Safe Working in the Land Based Sector
Unit reference number	Unit 1 – K/600/4850
Unit level	2
Unit credit value	3

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the effects accidents and ill health can have upon businesses and people	1.1. Identify the effects that work-related accidents, incidents and ill health can have on people
	1.2. Identify the effects that work-related accidents, incidents and ill health can have on businesses
2. Know the roles within the workplace that relate to health and safety	2.1. Identify the responsibilities of an employee in relation to health and safety in the workplace
	2.2. Identify the responsibilities of an employer in relation to health and safety in the workplace
	2.3. Identify employee responsibilities relating to the use, care and replacement of Personal and Protective Equipment (PPE) provided for use at work
3. Know how to co-operate with others to improve health and safety	3.1. Identify the benefits of working with others to improve health and safety
	3.2. Identify issues that require consultation between employee and employer
	3.3. State ways in which the employee might contribute to a positive health and safety culture
4. Understand how personal work activities can affect the health and safety of others	4.1. Identify how personal work activities can affect the health and safety of others

Learning Outcomes The learner will:	Assessment Criteria The learner can:
5. Know the consequences of safe and unsafe behaviour and the impact on workplace attitudes	5.1. Identify examples of safe and unsafe behaviours in the workplace
	5.2. Identify the consequences of unsafe behaviours in the workplace
6. Know the major sources of accident and ill health in the work environment	6.1. Know the main sources of accidents in the work environment
	6.2. Know the main sources of ill health in the work environment
7. Know appropriate measures to control risks in the land-based sector	7.1. Identify appropriate measures to control risks in a named land-based environment
	7.2. State why manufacturer's instructions for the use of equipment, materials and products should be followed
	7.3. Identify the significance of a risk assessment and safe system of work prepared by the employer
	7.4. Identify the risks and appropriate control measures for significant hazards or workplace activities, including: <ul style="list-style-type: none"> • Workplace transport • Working at height • Working with machinery • Manual handling • Working with high noise levels • High levels of dust and asthmagens • Hazardous substances • Working in confined spaces/excavations • Working with electricity • Slips, trips and falls.
	7.5. State what to do in the event of an accident
8. Understand the importance of checking that the measures in place to protect health and safety are properly maintained	8.1. Identify the benefits of regular checks of vehicles, work equipment and safety equipment

Learning Outcomes The learner will:	Assessment Criteria The learner can:
9. Be aware of risks to children, vulnerable adults and visitors undertaking land-based activities	9.1. Name groups of people most at risk in a land-based working environment
	9.2. Identify the significance of awareness and supervision
	9.3. Identify how and why the health and safety of vulnerable groups might be at risk in a land-based environment
10. Be aware of jobs in specific land-based environments that require recognised standards of training and competence	10.1. Identify activities within a specific land-based work environment for which recognised standards of training and competence are available or required

6 Level Descriptors

This qualification has been accredited at Level 2, which 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 the:	Skills Descriptor The learner can:
2	<ul style="list-style-type: none"> • 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 • Ability to interpret relevant information and ideas • Awareness of a range of information that is relevant to the area of study or work. 	<ul style="list-style-type: none"> • Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems • Identify, gather and use relevant information to inform actions • Identify how effective actions have been.

7 How is this Qualification Delivered?

Only Lantra approved providers may deliver this qualification. You should contact our sales team if you'd like to become an approved provider at: sales@lantra.co.uk.

In line with our quality assurance policy, approved providers must register with our quality and standards team to deliver each individual qualification. Upon scheme approval, providers will then receive the relevant documentation for delivery.

Providers must register their enrolled learners via Quartzweb, following the procedure outlined in the Quartzweb User Guide. Learners should be registered before assessment and sanctions may be imposed upon providers if this doesn't happen.

Assessments for this qualification mimic real-life situations found in the working environment. This single compulsory unit has its own assessment requirements and guidance to ensure it is fit for purpose and demonstrates/measures its learning outcomes and assessment criteria. The chosen method of assessment is by multiple-choice assessment paper.

Upon completing the necessary assessment, providers are required to compile and send the assessment paperwork to us, including the Certificate Claim Form, Learner Registration and Assessment Report Form. Additionally, providers should retain detailed learner evidence records as we may need to see learners' work as part of our quality assurance process.

7.1 Delivery in the UK

The qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, Northern Ireland and Wales and it is accredited on the Regulated Qualifications Framework (RQF) with the following qualification accreditation number (QAN) 500/7449/0.

Although RQF qualifications are not regulated in Scotland, they are available to anyone who wishes to use them. At Lantra, we warmly welcome both providers and learners in Scotland.

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and that their content remains relevant and current. When a qualification is no longer deemed relevant- for example, if new technology has made old working practices obsolete- we will advise providers of a qualification end date. The end date marks the end of future registrations, allowing any learners registered before this date sufficient time to complete the qualification; for this qualification, that period stands at six months.

7.2 Who can Deliver this Qualification?

Only Lantra-approved providers may deliver this qualification. You should contact us if you'd like to become an approved provider at sales@lantra.co.uk or call 02476 69 69 96.

7.3 Quality Assurance and Certification

7.3.1 Quality assurance of assessment decisions

This qualification is assessed using a 30-question multiple-choice assessment paper. The assessment paper is issued and marked by Lantra; the pass mark is 80% and learners must answer at least 24 questions correctly to pass.

Providers must return the signed and dated attendance register and the Assessment Paper. 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.

7.4 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, either in the administrative processes leading to an incorrect qualification award or in the assessment of a learner. Any fees paid 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 the 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 the learner's 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.

7.5 Malpractice and Maladministration

Where malpractice is suspected, especially where there is doubt about the integrity of the assessment process, Lantra will immediately suspend further 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. If malpractice is found, it 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.

7.6 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.

7.7 Safeguarding Young People and Vulnerable Adults

This qualification can be offered to learners in the 16-19 and 19+ age groups. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and providers to safeguard learners.

Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision.

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

7.8 Additional Requirements and Reasonable Adjustments

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

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria.

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
- Learner registration
- Learner induction plan
- Achievement of units.

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 external quality assurer (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 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 7.7 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, so that on the day of the assessment they are ready for the requirements of the question paper and the practical assessment. Feedback should be positive, constructive and used for future planning.

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

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

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

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

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 due for quality assurance or certification.

9 Administration and 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 produced for learners who are registered on Quartzweb. All certificate claims are checked against provider approval records and learner registration records. Certificates will not be issued to learners who are not registered before the assessment takes place.

The learner's 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

Access to assessment:

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

This qualification is assessed by a multiple-choice assessment paper. This may be delivered using our online assessment option*, or by traditional paper-based assessment. Each question shows four possible answers (lettered 'A', 'B', 'C', 'D'). Instructions on how to amend answers are contained in the assessment paper instructions.

The assessment paper will ensure that each learning outcome of the unit is assessed, allowing learners to achieve all the learning outcomes of the unit.

The assessment paper includes 30 questions. The length of time permitted to complete the assessment paper is 60 minutes.

Further guidance to support the delivery of the multiple-choice assessment of this qualification is available to download from the 'My Profile' area of the Lantra Awards website.

Information regarding test regulations is provided in Annex 1 of the Provider Handbook.

9.3 Funding

Approved qualifications may be eligible for funding from 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 for the funding to be linked to the learner, a Unique Learner Number (ULN) must be provided. This should be entered in the ULN field when registering the learner on Quartzweb. For information on how to obtain ULNs for your learners, please refer to the LRS guidance www.gov.uk/education/learning-records-service-lrs.

** Please contact Lantra for details on availability.*

9.4 Feedback, Compliments and Complaints

Lantra recognises that, occasionally, providers, learners, assessors and other personnel may have reason to provide feedback on a process, or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

Appendix 1 – Glossary of Terms

Knowledge	Factual information that can be recalled as required. Individual can (for example) 'identify' and/or 'describe' key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) 'explain', 'analyse' and/or 'evaluate'.
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 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.
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 Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification 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 beyond their control which has had a material effect on their ability to take an assessment or demonstrate their attainment.

Appendix 2 – Census Ethnic Group Classifications (2011)

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

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

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INVESTORS
IN PEOPLE