



# Level 1 Award in Health and Safety in a Construction Environment

## **Qualification Specification**

Version 1.0

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# Qualification Specification

## Lantra Awards Level 1 Award in Health and Safety in a Construction Environment

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# 1 Why has this qualification been developed?

This qualification is an introduction to the health and safety requirements in a construction or fencing environment at Level 1. On successful completion of the qualification, learners will be able to claim the relevant Construction Skills Certification Scheme (CSCS) labourer green card.

It is of major importance that all workers in the construction and fencing industries understand the health and safety legislation that affects their working practices. Lack of training and awareness of danger have contributed to the construction industry having an unacceptable record on health and safety performance.

This qualification is based on standards developed by the construction industry which ensure that personnel working within the industry meet minimum standards. This qualification provides the learner with the knowledge and understanding required to undertake specific tasks within the construction and fencing industries in relation to health and safety in the workplace.

This qualification is designed to give an understanding of the employee's and employer's health and safety responsibilities and site safety awareness in the construction and fencing industry. In addition, achievement of this qualification supports learners registering their application to obtain an appropriate CSCS card for accessing a site to undertake construction activities, including the labourer green card status within the Fencing Industry Skills Scheme/Construction Skills Certification Scheme (FISS/CSCS) card scheme.

There is a one-day Lantra Awards knowledge course available to underpin the requirements of a learner ahead of the individual taking the Lantra Awards Level 1 Award in Health and Safety in a Construction Environment assessment. The course will facilitate the individual's learning and provide additional knowledge outside the remit of the qualification assessment.

Learners may undertake training from a variety of sources. However, to achieve the qualification, they must be assessed against all the learning outcomes and assessment criteria set out in the qualification.

This qualification specification provides information for approved Lantra provider employees involved in the planning, delivery and assessment of the Lantra Awards Level 1 Award in the Health and Safety in Construction Environment.

## **2 Who is the qualification for?**

This qualification is designed for learners who wish to develop their knowledge and understanding of health and safety in a construction or fencing environment, enabling them to work effectively and efficiently in the workplace.

It is the primary route for construction and fencing operatives to obtain an appropriate CSCS card in order to access a site to undertake construction activities, including accessing the operator green card status within FISS/CSCS.

It will suit a number of different needs, enabling those who are successful to continue and complete further training and/or assessment within construction industries, including progression to an Award, Certificate or Diploma at the same level and/or higher-level qualifications or progression in the workplace.

This qualification is available for learners aged 16+.

### **2.1 Pre-requisites**

Entry for this qualification is available to any individual who can achieve 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 the employee's and employer's health and safety responsibilities and site safety awareness in the construction and fencing industries.

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

- risk assessments and method statements
- causes and implications of work-related accidents
- the terminology used in relation to health and safety at work
- the types of hazard/risk encountered in the workplace
- accident reporting procedures
- safe manual handling
- correct processes for moving and storing materials
- working at height
- hazardous substances in the workplace
- the hazards associated with drugs and alcohol in the workplace
- the use and importance of personal protective equipment (PPE)
- the hazards/risks related to the use of plant and equipment
- control measures to minimise hazards/risks relating to working around plant and equipment.

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

**Purpose:** C. Prepare for employment

**Sub Purpose:** C1. Prepare for employment in a broad occupational area.

This qualification is intended to offer learners involved in a variety of construction and fencing roles the opportunity to achieve a recognised national qualification that reflects the national standards for the type(s) of role(s) they perform. It is also relevant for people who wish to achieve FISS/CSCS green card status or obtain an alternative CSCS operative card.

### 3.1 Progression routes

This qualification forms part of the requirement for any CSCS operative card, including the FISS/CSCS green card. Lantra also offers the following fencing products that may support progression onto higher-level FISS/CSCS cards.

| Qualifications   |            |  |
|--|------------|--|
| Product title  | Entry code | Purpose  |
| Health, Safety and Environmental Awareness: Construction (non-assessed)                            | THAS002    | A non-assessed training product that underpins this qualification  |
| Health, Safety and Environmental Awareness: Fencing  | AHAS003    | An assessed training product that enables a learner to renew their FISS/CSCS green (labourer) and blue (installer) cards |
| Lantra Awards Level 2 Diploma in Work-based Fencing  | 600/6521/7 | FISS/CSCS blue card  |
| Lantra Awards Level 3 Diploma in Work-based Fencing  | 600/6640/4 | FISS/CSCS gold card  |
| Lantra Awards Level 5 Diploma in the Principles of Leadership and Management in Landbased Settings | 600/7844/3 | FISS/CSCS black card   |

## 4 Qualification overview

Where to look for further details

|                                 |   |                                     |                                     |  |
|---------------------------------|---|-------------------------------------|-------------------------------------|--|
| <b>Qualification title</b>      | Lantra Awards Level 1 Award in Health and Safety in a Construction Environment  |                                     |                                     | Ofqual's Register of Regulatory Qualifications:<br><a href="http://register.ofqual.gov.uk/">http://register.ofqual.gov.uk/</a> |
| <b>Qualification number</b>     | 603/2072/2  |                                     |                                     |  |
| <b>Qualification aim</b>        | This qualification is intended to offer learners involved in a variety of construction and fencing roles the opportunity to achieve a recognised national qualification that reflects the national standards for the type(s) of role(s) they perform. |                                     |                                     |  |
| <b>Qualification purpose</b>    | It is relevant for people who need to achieve a CSCS green labourer card.   |                                     |                                     |  |
| <b>Qualification start date</b> | 1 December 2017   |                                     |                                     |  |
| <b>Level</b>                    | 1   |                                     |                                     |  |
| <b>Credits</b>                  | 3   |                                     |                                     |  |
| <b>GLH</b>                      | 21  |                                     |                                     |  |
| <b>TQT</b>                      | 29  |                                     |                                     |  |
| <b>Quartz ID numbers</b>        | Unit 10809 – Health and Safety in a Construction Environment<br>Programme – 5742 (for online version use 5744)<br>Qualification – 296   |                                     |                                     |  |
| <b>Unit numbers and titles</b>  | L/616/0086 – Health and Safety in a Construction Environment  |                                     |                                     | Pages 8-10   |
| <b>Qualification structure</b>  | This qualification comprises:<br>1 mandatory unit<br>To achieve this qualification, learners must attain the mandatory unit.  |                                     |                                     |  |
| <b>Age group</b>                | Pre-16  | 16–18                               | 18+                                 | 19+  |
|                                 | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>  |
| <b>Entry requirements</b>       | Learners must be able to read and interpret information that is provided in English. It is recommended that learners have a basic knowledge of first aid procedures.  |                                     |                                     |  |
| <b>Pre-requisites</b>           | This qualification has been developed free from any barriers that restrict access or progression and therefore, promotes equal opportunities.   |                                     |                                     |  |
| <b>Assessment method</b>        | Multiple-choice questioning   |                                     |                                     |  |
| <b>Assessment model</b>         | This qualification is externally assessed through external quality assurance. Assessment papers will  |                                     |                                     |  |



|  |  |   |
|--|--|---|
|  | be marked by Lantra Awards and quality assurance processes will validate the outcome.  |   |
| <b>Grading</b>                           | Pass/Fail  |   |
| <b>Is there a Skills Card available?</b> | No   | Guidance Handbook for Providers         |
| <b>Fees</b>                              | Registration 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 ( <a href="mailto:sales@lantra.co.uk">sales@lantra.co.uk</a> ). | Product directory;<br>Lantra sales team |
| <b>How do I register learners?</b>       | Via Quartzweb:<br><a href="https://ordering.lantra.co.uk/Login.aspx">https://ordering.lantra.co.uk/Login.aspx</a>  | Quartzweb user guide                    |

## 5 Content of qualification

This qualification is made up of one mandatory unit worth three credits that must be achieved to gain the qualification.

| Unit title                                      | GLH | Credits |
|---|-----|---------|
| Health and Safety in a Construction Environment | 21  | 3       |

|                       |   |
|-----------------------|---|
| Unit title            | Health and Safety in a Construction Environment |
| Unit reference number | L/616/0086                                      |
| Unit level            | 1   |
| Unit credit value     | 3   |

| Learning outcome<br>The learner will:   | Assessment criteria<br>The learner can:  |
|---|--|
| <b>1. Know the principles of risk assessment for maintaining and improving health and safety at work.</b> | 1.1. State the purpose of risk assessments and method statements.  |
|   | 1.2. State the legal requirements of risk assessments and method statements.   |
|   | 1.3. State common causes of work-related: <ul style="list-style-type: none"> <li>• fatalities</li> <li>• injuries.</li> </ul>  |
|   | 1.4. State the implications of not preventing accidents and ill health at work.  |
|   | 1.5. State the meaning of the following in relation to health and safety at work: <ul style="list-style-type: none"> <li>• accident</li> <li>• near miss</li> <li>• hazard</li> <li>• risk</li> <li>• competence.</li> </ul>   |
|   | 1.6. List typical hazards and potential risks associated with the following: <ul style="list-style-type: none"> <li>• resources</li> <li>• equipment</li> <li>• obstructions</li> <li>• storage</li> <li>• services</li> <li>• wastes</li> <li>• work activities.</li> </ul> |
|   | 1.7. State the importance of reporting accidents and near misses.  |
|   | 1.8. State typical accident reporting procedures.  |

| <b>Learning outcome</b><br><b>The learner will:</b>                         | <b>Assessment criteria</b><br><b>The learner can:</b>   |
|---|---|
|   | 1.9. State who is responsible for making accident reports.  |
|   | 1.10. State the purpose of dynamic risk assessments.  |
| <b>2. Know the importance to safe manual handling in the workplace.</b>     | 2.1. State the reason for ensuring safe manual handling in the workplace.   |
|   | 2.2. State the potential injuries and ill health that may occur from incorrect manual handling.   |
|   | 2.3. State the employee's responsibilities under current legislation and official guidance for: <ul style="list-style-type: none"> <li>• moving and storing materials</li> <li>• manual handling</li> <li>• mechanical lifting.</li> </ul>  |
|   | 2.4. State the procedures for safe lifting in accordance with official guidance.  |
|   | 2.5. State the importance of using site safety equipment when handling materials and equipment.   |
|   | 2.6. List aids available to assist manual handling in the workplace.  |
|   | 2.7. State how to apply safe work practices, follow procedures and report problems when carrying out safe manual handling in the workplace.   |
| <b>3. Know the importance of working safely at height in the workplace.</b> | 3.1. Define the term 'working at height'.   |
|   | 3.2. State the employee's responsibilities under current legislation and official guidance whilst working at height.  |
|   | 3.3. List hazards and potential risks associated with the following: <ul style="list-style-type: none"> <li>• dropping tools and debris</li> <li>• stability of ladders</li> <li>• overhead cables</li> <li>• fragile roofs</li> <li>• scaffolds</li> <li>• internal voids</li> <li>• equipment</li> <li>• the working area</li> <li>• other people.</li> </ul> |
|   | 3.4. State how hazards and potential risks associated with working at height can be controlled.   |
|   | 3.5. State the regulation that controls the use of suitable equipment for working at height.  |

| Learning outcome<br>The learner will:  | Assessment criteria<br>The learner can:  |
|--|--|
| <p><b>4. Know risks to health within a construction environment.</b></p>           | 4.1. List the main groups of substances hazardous to health under current regulations.   |
|  | 4.2. List common risks to health within a construction environment.  |
|  | 4.3. State the types of hazards and potential risks that may occur in the workplace linked with use of drugs and alcohol.                        |
|  | 4.4. State the importance of the correct storage of combustibles and chemicals on site.  |
|  | 4.5. State the importance of personal hygiene within a construction environment.   |
|  | 4.6. State the potential risks to the health of workers exposed to asbestos.   |
|  | 4.7. State the types of asbestos waste.  |
|  | 4.8. State the types of personal protective equipment (PPE) that may be used when dealing with hazardous materials.                              |
| <p><b>5. Know the importance of working around plant and equipment safely.</b></p> | 5.1. List ways in which moving plant, machinery or equipment can cause injuries.   |
|  | 5.2. State the hazards/risks relating to the use of plant and equipment.   |
|  | 5.3. State the importance of safeguards located near where plant, machinery and equipment are being used.  |
|  | 5.4. State the importance of keeping a safe distance away from plant, machinery or equipment until clear contact is made with the operator.      |
|  | 5.5. Outline how method statements can assist in ensuring the safety of workers where moving plant, machinery or equipment is in use.            |
|  | 5.6. State the ways to eliminate or control risks relating to working around plant, machinery or equipment.                                      |
|  | 5.7. Identify hazard warning signs and symbols used when operating, working with, around or in close proximity to plant, machinery or equipment. |

This qualification is an introduction to the requirements of health and safety in a construction environment at Level 1. The learner should be guided on the principles of risk assessment, the importance of manual handling, work at height and work around plant, machinery and equipment that will be relevant to a construction environment.

The option of a learner programme using Lantra's presentation and workbook materials is influenced through learner profiling. The learner profiling approach will enable the provider to offer an appropriate period of learning for the individual. The provider should consider the learner's incoming skills and abilities related to the subject area. This should include any knowledge and prior experience of work in a construction environment, as well as the learner's ability to study and demonstrate an understanding of the key issues.

There is a one-day Lantra Awards knowledge course available to underpin the requirements of a learner before they take the Lantra Awards Level 1 Award in Health and Safety in a Construction Environment assessment. The course will facilitate the learning of an individual and provide additional knowledge outside the remit of the qualification assessment. The one-day time frame is indicative of the minimum training requirement of a learner with previous knowledge, skills and experience. The duration of the training should be extended in line with the outcomes of the provider's learner profiling exercise.

Any provider that wants to offer the Lantra Awards course to customers must be an approved Lantra provider and can only use approved Lantra Awards instructors who hold the relevant instructor skill on their profile.

All programmes of learning used to underpin the qualification assessment should be relevant to the needs of the learner and requirements of the learning outcomes and assessment criteria. For FISS/CSCS card renewals, the Lantra Awards training and assessment product is a mandatory requirement.

## 6 Level descriptors

This qualification has been accredited at Level 1, this means that upon achieving the qualification, the learner can be relied upon to possess the skills or knowledge described below.

| <b>Level</b> | <b>Knowledge descriptor</b><br><b>The learner has:</b>   | <b>Skills descriptor</b><br><b>The learner can:</b>  |
|--------------|--|--|
| <b>1</b>     | The basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas necessary to complete well-defined routine tasks and address simple problems, and is aware of aspects of information relevant to the area of study or work. | Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective. |

## 7 How is this qualification delivered?

In order to deliver this qualification, you will need to be a Lantra-approved provider. Details of how to become an approved provider are available by contacting our sales team, [sales@lantra.co.uk](mailto: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 to deliver Lantra qualifications 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. It 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 an accredited qualification on the Regulated Qualifications Framework (RQF). It has been accredited with the following Qualification Accreditation Number: (QAN) 603/2072/2.

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.

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

## **7.2 Who can deliver this qualification?**

Only approved Lantra providers can deliver this qualification. For information on becoming approved, please contact Lantra at [sales@lantra.co.uk](mailto:sales@lantra.co.uk) or call on 02476 69 69 96.

## **7.3 Key safety-critical and technically critical aspects**

The assessment for the Lantra Awards Level 1 Award in Health and Safety in a Construction Environment is by multiple-choice questioning. Learners will not be involved in any practical assessment involving safety-critical and technically critical aspects.

To achieve the qualification, learners will be assessed on all learning outcomes and must achieve all learning outcomes to be certificated.

## **7.4 Provider resources**

Providers will need to be able to ensure a suitable venue and invigilation for the delivery of the multiple-choice examination. The venue should be a quiet room where learners will not be disturbed or distracted whilst completing the assessment.

Where the assessment is being completed as a paper-based examination, the papers will be issued by Lantra and available on the day of the assessment.

The provider will need to ensure that there is a competent person to issue the assessment papers to learners, invigilate the assessment and then collect the papers for return to Lantra.

In addition to the above venue requirements, where the assessment is being completed using the online assessment platform, providers will need to ensure that a reliable connection to the internet is available for the duration of the assessment and that computers/tablets are locked down to ensure that browsing outside of the test portal is prohibited. It is also expected that sufficient computers/tablets are available and in good working order. Full guidance on using the online assessment platform is available in the Lantra Online Assessment Provider Guide, produced in conjunction with our technical partner Coelrind.

## **7.5 Quality assurance and certification**

### **7.5.1 Quality assurance of assessment decisions**

This qualification is assessed using a multiple-choice assessment. The assessment paper is issued by Lantra and marked by Lantra.



Quality assurance of the marking process is carried out to ensure that learners receive a validated outcome. Lantra will monitor achievement rates for this qualification and review data relating to the performance of the assessment items.

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

### **7.5.2 Claiming certification**

Certificates will be issued once assessment papers have been quality assured, where learners have achieved the necessary mark. This process is automated, and no certificate claim form is required.

### **7.5.3 Replacement certification**

If a learner loses their original certificate, Lantra can issue a replacement. The learner will need to provide proof of identity (for example, their passport or driving licence) and the details of the provider with which they were registered. The provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates; please contact Lantra for the current fee.

## **7.6 Enquiries about results and appeals**

Lantra has an Enquiries about Results policy and an 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 when 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 about 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 the Regulatory Authorities.

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

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

## 7.8 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 and above. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and for providers to safeguard learners. 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 the Management of Health and Safety at Work Regulations 1999.

## 7.9 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 the internal quality assurer (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 role(s) effectively.

### 8.2 Provider records

Providers are required to retain learner records, including 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.

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, 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) or 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**

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, when they undertake 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 or 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 that 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 communication.

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 has been 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 direct claim status (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

This qualification is assessed by a multiple-choice question assessment. 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' and 'D'). Learners must select one answer per question. Instructions of how to amend answers will be contained in the assessment paper instructions.

All 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 the learning outcomes of the unit.

The number of questions in the assessment paper is 52. The length of time permitted to complete the assessment paper is 75 minutes (1 hour and 15 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.

Access to assessment:

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

## 9.3 Online assessment and paper-based assessment

This qualification is assessed by a multiple-choice assessment paper, which is available to learners either as an online assessment or using a traditional paper-based assessment paper. Providers wishing to offer an online assessment will need to ensure that they have sufficient resources (computers, network connections, seating arrangements) to ensure that assessments can be taken in line with Lantra's test regulations.

Full guidance on using the online assessment platform is available in the Lantra XAMS Provider Guide, produced in conjunction with our technical partner Coelrind.

Providers will need to determine whether they wish to register cohorts for online or paper-based assessment when the order is booked via Quartzweb. For paper-based assessments,

Lantra would recommend that all registrations for tests are submitted **at least** five working days before the assessment. This is to allow a named response sheet to be produced for each learner. Online assessment can be registered on the day, however, Lantra would still recommend that orders are placed in advance.

Lantra understands that, in some instances, the names of the entire cohort will not be known in advance. Lantra will support orders received at shorter notice for paper-based assessment. However, providers will need to ensure that learner names are entered on to Quartzweb on the day of the assessment. Failure to do so will result in a delay in processing the certificates.

Providers using online assessment will receive an attendance register and login details for each learner via email. Learners will log on to the assessment portal using these details and complete their assessment. Instructions on taking the assessment are provided for learners when they log on. Providers will need to ensure that measures are taken to safeguard the integrity of the assessment, such as the locking down of web browsers for the duration of the assessment.

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

## **9.4 Funding**

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or the Skills Funding Agency (SFA), or equivalent bodies in Wales and Northern Ireland. The qualification is listed on the Ofqual Register of Regulated Qualifications and the Learning Records Service (LRS). Funding may be available to organisations which meet the requirements of the relevant agency.

In order that the funding may be linked to the learner, a unique learner number (ULN) must be provided. The ULN should be entered in the ULN field when registering the learner on Quartzweb. For information on how to obtain ULNs for your learners, please refer to the Learning Records Service (LRS) guidance: <https://www.gov.uk/government/publications/lrs-unique-learner-numbers>

## **9.5 Feedback, compliments and complaints**

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



## Appendix 1 – Glossary of terms

|   |  |
|---|--|
| Knowledge                               | Factual information that can be recalled as required. Individual can (for example) 'identify' and/or 'describe' key information which is 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                     | Discreet criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.   |
| 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).   |
| 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<br><br>TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. |
| Arrangements for reasonable adjustments | Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.  |
| Arrangements for special consideration  | Special consideration might be given to a learner who has temporarily experienced an illness or injury or some other event outside of the learners' control that 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 can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.   |

## Appendix 2 – Census Ethnic Group Classifications (2011)

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

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





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