



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

# Level 2 Pest Control Technician Assessment Plan



## Assessment Plan

### Pest Control Technician

#### Introduction

The Pest Control Technician Apprenticeship standard has been designed to operate as the professional standard for people working as Pest Control Technicians at Level 2 across the sector.

The assessment plan is to accompany the standard and will ensure that the completion of a Pest Control Technician Apprenticeship meets the requirements of the standard in terms of knowledge, skills and behaviours.

On completion of the apprenticeship, the individual will be recognised as competent to perform in the role of Pest Control Technician across the sector. This will be achieved by passing the End Point Assessment.

This plan outlines the End Point Assessment that apprentices must successfully complete to achieve their apprenticeship.

#### On-programme Activity:

**STRUCTURED PROGRAMME OF LEARNING  
+  
COLLECT PORTFOLIO OF EVIDENCE**

#### Assessment Gateway:

**ACHIEVE LEVEL 1 IN ENGLISH AND MATHEMATICS AND TAKE THE TEST  
FOR LEVEL 2  
+  
UNDERTAKE A MINIMUM OF 12 MONTHS' TRAINING  
+  
COMPLETION OF PORTFOLIO OF EVIDENCE**

#### End Point Assessment:

**Knowledge Test**

**Practical  
Assessment**

**Professional  
Discussion**

### On-programme activities:

Activity	Timescale	Requirement
Undertake a minimum of 12 months' training	Before the EPA	Mandatory
Complete a recommended structured programme of learning and assessment aligned to the requirements of the Pest Control Technician standard.	Before the EPA	Mandatory
Collection of a Portfolio of Evidence to be collected over the duration of the apprenticeship. This Portfolio of Evidence will provide the structure for the Professional Discussion element of the End Point Assessment	Before the EPA	Mandatory
Achieve level 1 English and maths and take the test for level 2 prior to taking their end-point assessment.	Before the EPA	Mandatory
Documented development reviews to ensure progress to achieve standard. Carried out by the employer and training providers.	Duration of Apprenticeship – 3 monthly intervals recommended	Mandatory; review details to be included in the Portfolio of Evidence

### Assessment Methods for End Point Assessment

Method	Coverage	Assessed	Grading	Grade Weighting
Knowledge Test	Technical Knowledge	Register of End Point Assessment Organisations (RoEPAO), operated by the Education & Skills Funding Agency (ESFA)	Fail Pass Distinction	20%
Practical Assessment	Overview of applied practical techniques	Register of End Point Assessment Organisation (RoEPAO), operated by the Education & Skills Funding Agency (ESFA)	Fail Pass Distinction	40%
Professional Discussion	Competencies and Behaviours Overview	Register of End Point Assessment Organisation (RoEPAO), operated by the Education & Skills Funding Agency (ESFA)	Fail Pass Distinction	40%

## On-programme Activities

A robust process of on-programme learning activities will ensure that apprentices make good progress towards the end point assessment, which itself will be of sufficient quality to attest to the level of skills, knowledge and behaviours required in the Pest Control Technician standard.

Employers may wish to use their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.

- Training providers may wish to support this by ensuring that the requirements of the apprenticeship are reflected in these processes and by filling any gaps through their work with apprentices.
- Employers and training providers may wish to carry out joint reviews of progress at 3 monthly intervals, involving apprentices, line managers and others directly involved e.g. mentors, workplace coaches, etc.
- There is a mandatory Portfolio of Evidence that the Apprentice will, during the course of their apprenticeship, create and maintain in order to provide supporting evidence that will be needed to supplement the knowledge, skills and behaviours (KSBs) observed by the Independent Assessor at the End Point Assessment. This mandatory Portfolio of Evidence will contain evidence, such as videos, photographs and other examples of training, practical skills and experience that has been gained during the apprenticeship.

The Portfolio of Evidence will be a maximum of 80 pages and include between between 2 and 4 of each of the following pieces of evidence:

- Site Survey Reports
  - Progress Reports
  - Site survey photographs or videos
  - Customer references / feedback letters or emails
  - Supervisor assessment documents
- The Portfolio will be used in the Professional Discussion to provide evidence of skills that may not be observed at the time of the Practical Assessment, due to seasonal or other restrictions.

## End Point Assessment Gateway

Employers must satisfy themselves that apprentices are ready for their end point assessment following a minimum of 12 months of training. Apprentices must demonstrate that they meet the following criteria:

- Achieved a minimum level 1 English and maths and taken the tests at level 2
- Satisfactory completion of the structured training agreed with the apprentice by the employer
- A completed portfolio to allow the apprentice to consistently demonstrate the knowledge, skills and behaviours as described in the standard.

Although the apprentice should only be recommended for end point assessment when

they are ready, employers should have a remediation process in place to support any apprentice who does not meet the conditions of the end point assessment.

### End Point Assessment Timings and Activities

It is suggested that the process of setting up the End Point Assessment, as recommended and outlined in the table below, should begin around 3 months before the completion of the apprenticeship.

Timescale	Who	Activity
<b>On-programme</b>	Apprentice /Employer/ Training Providers on the ESFA's Register	<ul style="list-style-type: none"> <li>Engage in a structured programme of learning and assessment.</li> <li>Keep a portfolio of evidence of completed tasks in the workplace (e.g. logbooks of work completed, performance review records, learning/training evidence) covering competencies, behaviours and performance on occupational tasks</li> <li>Review of progress and ensure the apprentice is on track as part of regular tracking of progress.</li> <li>Achieve Level 1 in English and Mathematics and take the test for Level 2 English 2 English and Mathematics. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language</li> <li>Completion of portfolio of evidence</li> <li>Employer and Training Provider to identify any gaps and produce a plan for the final 3 months</li> </ul>
<b>Up to 3 months prior to completion</b>	Employer	Employer to decide timing of the end assessment based on the outcomes of the on-programme training and progress demonstrated in the apprentice's portfolio of evidence.
<b>EPA</b>	External Assessment by an approved End Point Assessment organisation on the RoEPAO	The EPA pulls together all activities which have taken place during the apprenticeship and provides the overall final decision as to the competence of the apprentice following the End Point Assessment.

### End Point Assessment

End Point Assessment must be undertaken by an independent assessment organisation that is on the Education Skills Funding Agency's Register of End-Point Assessment Organisations (RoEPAO). Assessment organisations must appoint appropriately qualified and experienced assessors. Assessors must be independent, i.e. have no connection with the apprentice, their training provider or employer. The End Point Assessment may be completed within a three month period to accommodate work scheduling and cost effective planning of resources. The End Point Assessment will be undertaken over a one-day period. Successful achievement of the end point assessment will lead to final certification of

the apprenticeship and demonstrate that the apprentice is a fully competent Pest Control Technician.

The End Point Assessment uses the following three components and should be undertaken in this order:

- **Knowledge Test (20% weighting)**; this will cover areas of underpinning and applied Knowledge
- **Practical Assessment (40% weighting)**; an observation of practical skills in which the apprentice will demonstrate their skills, behaviours and underlying knowledge, as required by the Pest Control Technician Standard
- **Professional Discussion (40% weighting)**; this will take the form of a professional discussion based on the evidence provided in the portfolio review

See Appendix 1 for details of which assessment method will be used to assess each element of the Standard. Further details on each assessment element are provided below.

### Knowledge Test (Stage 1)

Apprentices will be required to complete a technical based Knowledge Test consisting of a total of 40 multiple choice questions taken under examination conditions in a controlled environment. The Knowledge Test will consist of a mix of direct and scenario based questions. Each multiple choice question will have four response options with one correct option. Questions will cover knowledge elements detailed in the Pest Management Knowledge, Skills & Behaviours (Appendix 1) and will focus on the section “Core Technical Skills” in which 20 topics are covered. Each topic will have a minimum of 5 questions in a question bank of sufficient size to mitigate predictability, and will be set, held and moderated by the Assessment Organisation. The Knowledge Test will ensure that 2 questions are asked on each topic from the Pest Management Core Technical Skills in Appendix 1.

The Knowledge Test will take the form of a written question paper. The duration will be no longer than 1 hour and should take a minimum of 45 minutes to complete enabling apprentices to demonstrate core technical knowledge across the Pest Control Technician Standard. The Knowledge Test will take place at the start of the assessment day, ahead of the Practical Assessment and Professional Discussion. The questions will be determined and standardised by assessment organisations in consultation with representative employers.

The apprentice will take the Knowledge Test in a suitably controlled environment mutually agreed between the assessment organisation and employer and be invigilated by the independent assessor appointed by the end-point assessment organisation. Invigilating can be conducted on a one-to-one or one-to-many basis, up to a maximum ratio of one assessor to three apprentices in order to ensure sufficient time can be allocated by the assessor to undertake the further two assessment modules within the assessment period stated. The test will be marked immediately by the independent assessor, following a marking guide produced by the assessment organisation.

The Knowledge Test will be marked out of 100 marks. The 40 questions in the test will each have a mark of 2.5 for every correct answer given; a minimum of 60 marks will be needed

to pass. The Knowledge Test marks and associated grades are shown at the top of Table 2. The Knowledge Test mark will provide a percentage score towards the overall apprentice grade when the weighting for this assessment method is applied i.e. Knowledge Test mark x 0.2 [Knowledge Test 20% weighting] = Knowledge Test percentage score towards overall apprenticeship grading.



## Practical Assessment (Stage 2)

Apprentices will complete a practical observation assessment, typically to match the tasks described in the Practical Assessment Table 1 below and the associated performance criteria (Table 2). During completion of the tasks in a real work environment, apprentices will be expected to demonstrate the knowledge, skills and behaviours they have learnt through completion of the apprenticeship process through:

- Communicating with team members and others
- Demonstrating appropriate behaviour expected in the workplace
- Working to agreed processes and methods

If, during the practical assessment, the opportunities to assess all the required knowledge, skills and behaviours (KSBs) do not naturally arise, an additional 15 minutes at the end of the observation can be allocated. This time will be used by the Assessor to ask a maximum of 10 questions with the aim of providing the apprentice with the opportunity to demonstrate those KSBs that may not have been observed.

The duration of the Practical Assessment will be no longer than 2 hours and should take a minimum of 1 hour, 45 minutes to complete. The Practical Assessment will take place after the Knowledge Test and will take the form of a site survey in a real work environment.

The Practical Assessment will be managed and marked by an independent assessor appointed by the end-point assessment organisation on a one-to-one basis. This should be the same independent assessor who conducts the Knowledge Test and Professional Discussion – see below. The independent assessor must be currently working in the industry and be occupationally competent.

During the observation, assessors will have freedom to ask questions in support of the tasks being observed. Assessment organisations will provide standardised question sets and a question template upon which to record the assessment outcome.

The Practical Assessment will provide the opportunity for the apprentice to demonstrate core and specific knowledge, skills and behaviours as detailed in Appendix 1 in a real-life work situation. This will offer the opportunity to bring together and apply their learning. Apprentices will be assessed to confirm that they can apply their knowledge to safely perform operational pest control activities with minimum supervision.

The Practical Assessment will be marked out of 100 marks; a minimum of 60 marks will be needed to pass. Criteria for marking and grading the practical assessment are shown in Table 2. The Practical Assessment mark will provide a percentage score towards the overall apprentice grade when the weighting for this assessment method is applied i.e.  $\text{Practical Assessment mark} \times 0.4$  [Practical Assessment 40% weighting] = Practical Assessment percentage score towards overall apprenticeship grading.

Table 1

<b>Practical Assessment</b>	
<b>Carry out processes for providing pest control services</b>	The Practical Assessment is about undertaking activities in a pest control environment, assessing the current situation in regard to infestation, carrying out procedures with the aim of eradicating pests and preventing future infestation. This should include carrying out tasks to identify and remove potential sources of infestation, correct use of appropriate equipment and products and regulatory and legislative compliance. The apprentice will plan the work and products and equipment safely and efficiently.
<b>Performance criteria</b>	
<b>During the practical assessment of the site survey and pest control activity the independent assessor will check that the apprentice competently achieves the following;</b>	
<b>Display high organisational, professional and communication skills through:</b>	
<ul style="list-style-type: none"> <li>• Demonstrating professionalism through language, appearance and approach to work</li> <li>• Making decisions in accordance with legislation, codes of practice and company policies</li> <li>• Communicating effectively with all customer types demonstrating empathy and</li> <li>• Supplying information on activities and progress of work undertaken (independently and / or as part of a team)</li> </ul>	
<b>Adher to relevant health &amp; safety and/or environmental requirements through:</b>	
<ul style="list-style-type: none"> <li>• Preparing for work undertaking any relevant Risk Assessment / Method Statements, manufacturers product requirement checks, selection of equipment for the task to include any pre-use checks</li> <li>• Applying safe working techniques to prepare and handle any pest control products and equipment</li> <li>• Setting up for work ensuring a safe environment is in place</li> <li>• Carrying out relevant risk hierarchies prior to use of rodenticides / insecticides</li> </ul>	
<b>Carry out pest control tasks; ensuring that tasks that:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate a knowledge and understanding of the role of a pest control technician</li> <li>• Select and use monitoring and control measures most appropriate for a site</li> <li>• Demonstrate an understanding on the impact of pest control on food safety</li> <li>• Include root cause analysis and integrated pest management control methods where relevant</li> <li>• Use modern technologies linked to different pest control processes and/or methods</li> <li>• Dispose of waste adhering to regulatory and / or legislative requirements</li> </ul>	

### **Professional Discussion (Stage 3)**

As the final stage of the end point assessment process, an independent assessor will conduct a Professional Discussion. This will be a structured interview between the apprentice and the independent assessor. It will take place after the Knowledge Test and Practical Assessment. Any independent assessors appointed by the end-point assessment organisation must be currently working in the industry and be occupationally competent. The interview will be used to:

- Assess the apprentice's ability to use a range of approaches to uncover causes of problems (root cause analysis)
- Confirm knowledge, skills and behaviours using the apprentice's portfolio of evidence as a basis for the discussion.

It will also cover apprentice's achievements, the standard of their work and their approach. This will enable the assessment to observe a broad range of knowledge, understanding, skills and behaviours, such as:

- Structured problem solving and decision making
- Level of professionalism and customer service skills.
- Self management
- Risk perception.

During the Professional Discussion, the apprentice's overall skills, knowledge and behaviours will be orally examined. The Portfolio of Evidence will be used to inform questioning during the interview. In the Portfolio of Evidence, the apprentice will document evidence collected from written work, small projects, progress review information, earlier workplace observations, videos, photographs and supervisor/customer comments. Because the Portfolio must be reviewed by the Independent Assessor, it will be submitted no later than one month before the agreed date of the Practical Observation and Professional Discussion. The Portfolio will be a maximum of 80 pages and include between 2 and 4 of each of the following pieces of evidence:

- Site Survey Reports
- Progress Reports
- Site survey photographs or videos
- Customer references / feedback letters or emails
- Supervisor assessment documents

The portfolio will primarily be in an online format to allow ease of submission. Guidance for the format and contents of the portfolio will be available as part of Candidate Guidance Notes provided by the assessment organisation.

The Professional Discussion will also test the currency, validity and coverage of the evidence presented in the portfolio in relation to the knowledge, skills and behaviours shown in Appendix 1. The independent assessor will use a mix of competency and scenario based (behavioural and situational) questions. Illustrative examples of the scenarios will not normally be required.

The independent assessor will use standardised questions from an agreed set of questions; a template of 180 questions will be set, held and moderated by each assessment organisation [3 per topic in the Professional Discussion column in the Core Knowledge, Skills and Behaviours Tables in Appendix 1]. The assessment organisation will be responsible for keeping questions relevant. Follow-up questions may be used to probe further into the detail in order to satisfy the independent assessor of the apprentices' depth of knowledge and skills. This Professional Discussion will be conducted under controlled

conditions on a one-to-one basis. The apprentice responses will be documented by the independent assessor and this document will be added to the portfolio of evidence.

The duration of the Professional Discussion will be no longer than 1 hour and should take a minimum of 45 minutes to complete. The Professional Discussion will be carried out face-to-face following the Practical Observation. The location for the Professional Discussion will be agreed between the apprentice, employer and the assessment organisation. The Professional Discussion must be conducted by the same independent assessor that has reviewed the results of the Knowledge Test, the Portfolio and carried out the Practical Observation.

The Professional Discussion will be marked out of 100 marks; a minimum of 60 marks will be needed to pass. Criteria for marking and grading the Professional Discussion are shown in Table 2. The Professional Discussion mark will provide a percentage score towards the overall apprentice grade when the weighting for this assessment method is applied i.e. Professional Discussion mark x 0.4 [Professional Discussion 40% weighting] = Professional Discussion percentage score towards overall apprenticeship grading.

### Marking Criteria

Table 2 on the next page outlines the marking criteria that will be applied for each assessment method; detailed guidance will be developed by the assessment organisations. Appendix 1 shows which elements of the standard will be assessed by each assessment method in the End Point Assessment.

In order to achieve the End Point Assessment and complete the apprenticeship, all pass criteria needs to be reached. Distinction criteria builds on the knowledge, skills and behaviour demonstrated to reach the pass criteria.

Table 2

End Point Assessment Element	Distinction Criteria	Pass Criteria	Fail
Knowledge Test	<p align="center"><b>Score 85-100</b></p>	<p align="center"><b>Score 60-84</b></p> <p>Adequately completes the technical knowledge test</p> <ul style="list-style-type: none"> <li>○ Identify potential health &amp; safety risks within a pest control environment including when working at height and in confined spaces</li> <li>○ Identify items that should be included within a basic health &amp; safety kit</li> <li>○ Identify when to produce and use site and environmental Risk and COSHH assessments including risks to non-target species</li> <li>○ Identify the different legislation and Codes of Best Practice that relate to pest control in the UK</li> <li>○ Identify the risks to public health from pest infestation</li> <li>○ Identify the types of pest which are of particular public health importance</li> <li>○ Identify the environments or circumstances where pests can impact on food safety</li> <li>○ Identify a range of pests that can present a risk to food safety</li> <li>○ Identify the risks to health from pest infestation</li> <li>○ Identify insects that are relevant to bird nests and what attracts them.</li> </ul>	<p align="center"><b>Score ≤59</b></p> <p>Does not achieve a total score of 59 or more.</p>

		<ul style="list-style-type: none"> <li>○ Identify the pros and cons of using different formulations and the risks associated with their use</li> <li>○ Identify the different types of chemicals used in pest control</li> <li>○ Identify scenarios where chemical and non chemical pest control would be used.</li> <li>○ Identify examples of target vertebrate and invertebrate pests and non target species</li> <li>○ Identify examples of types of chronic and acute rodenticides</li> <li>○ Identify examples of stored product pests and the types of environment they can be found</li> <li>○ Identify the four main protected species in the UK and where you might find them</li> <li>○ Identify characteristics that turn an animal into a pest</li> <li>○ Identify the different types of insects where Insect Growth Regulators (IGRs) are effective</li> <li>○ Identify appropriate methods of segmentation and despatch following treatment of pests</li> <li>○ Identify customer facing documentation required in line with current legislation and best practice.</li> <li>○ Identify the differences between commercial and domestic customers</li> </ul>	
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<p>Practical Assessment (100 Marks)</p>	<p><b>Score 85-100</b>  <b>To achieve a Distinction:</b>  <b>Additional marks will be awarded where understanding of wider impact and depth of product and legislative knowledge is demonstrated. The points below indicate the additional points that can be achieved.</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate an understanding of the impact of failure to adhere to the relevant environmental legislation to yourself, your customers and the organisation. <b>(3 marks)</b></li> <li>○ Demonstrate an understanding of the impact of failure to adhere to the relevant health &amp; safety legislation to yourself, your customers and the organisation. <b>(3 marks)</b></li> <li>○ Demonstrate an ability to change filters on face masks <b>(1 mark)</b></li> <li>○ Demonstrate an understanding of the impact of beards and other factors on personal protection equipment <b>(1 mark)</b></li> <li>○ Demonstrate a knowledge of the regulations and / or legislation relating to the disposal of pest control waste and carcasses. <b>(3 marks)</b></li> <li>○ Demonstrate a “problem-solving” attitude, as opposed to a “that’s not my job” approach <b>(1 mark)</b></li> </ul>	<p><b>Score 60-84</b>  <b>To achieve a Pass:</b>  <b>Completion of each requirement below will carry the score indicated.</b></p> <ul style="list-style-type: none"> <li>○ Present a professional image and positive approach in line with your organisations dress code and any relevant Codes of Conduct and evidence good time management skills.<b>(3 marks)</b></li> <li>○ Undertake all relevant Risk Assessments identifying potential hazards and risks (including to non target species) and undertake the relevant procedures to minimise those risks.<b>(5 marks)</b></li> <li>○ Evidence that you have the correct equipment to carry out a site survey, demonstrating a clean and tidy work order including appropriate storage and maintenance of products and equipment <b>(3 marks)</b>  Identify the type of pests that the site could be at risk from <b>(5 marks)</b></li> <li>○ Evaluate the circumstances, consider the alternatives and weigh up the pros and cons before making a treatment choice, demonstrating how you have drawn on your knowledge of product labels and data sheets, relevant legislation and Codes of Practice and company policies to aid in your decision-making process. <b>(5 marks)</b></li> </ul>	<p><b>Score ≤59</b>  <b>To be graded as a fail:</b></p> <ul style="list-style-type: none"> <li>○ Does not adhere to organisational dress code or fails to adhere to any organisational Codes of Conduct.</li> <li>○ Fails to meet scheduled appointment time.</li> <li>○ Does not have the correct equipment to carry out a site survey.</li> <li>○ Demonstrates unsatisfactory storage of maintenance of products.</li> <li>○ Demonstrates a poor knowledge of types of pests the site could be at risk from.</li> <li>○ Fails to make a considered treatment choice.</li> <li>○ Fails to take into account requirements of product labels, data sheets, legislative requirements, Codes of Practice of Company policies when making product choices.</li> <li>○ Does not use the correct PPE equipment.</li> <li>○ Fails to demonstrate sufficient knowledge of application, monitoring and control processes, and the correct communication procedures for different equipment and technology.</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Demonstrate your knowledge of how technological processes and procedures impact on the wider organisation <b>(1 mark)</b></li> <li>○ Take ownership of customer issues, taking the appropriate actions to ensure customer needs and expectations are met. <b>(2 marks)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Evidence the use of the appropriate personal protection equipment whilst working on site. <b>(5 marks)</b></li> <li>○ Demonstrate your knowledge of application, monitoring and control processes <b>(5 marks)</b></li> <li>○ Demonstrate your knowledge of communication procedures of different types of equipment and technology. <b>(5 marks)</b></li> <li>○ Identify the environments or circumstances where pests can impact on food safety.<b>(5 marks)</b></li> <li>○ Consider the different types of chemicals used in pest control and the potential environmental impact of their use on non-target areas <b>(5 marks)</b></li> <li>○ Demonstrate safe and effective use of equipment and trapping devices such as Ultra Low Volume (ULV) Foggers, Glue Boards, Electronic Fly Killers (EFK) etc, abiding with any current legislation or Codes of Best Practice requirements <b>(5 marks)</b></li> <li>○ Identify the relevant Information to provide a correct treatment, demonstrate understanding of customer/site-specific requirements and make consideration for non-target species <b>(5 marks)</b></li> <li>○ Demonstrate a knowledge of different formulation options for pest control and the rules that advocate their use.<b>(3 marks)</b></li> <li>○ Demonstrate an ability to to calculate an area a volume, showing an understanding</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not identify or explain the environments or circumstances where pests can impact on food safety.</li> <li>○ Does not demonstrate a knowledge of the different types of chemicals used in pest control. Is not able to explain the potential the potential environmental impact of their use on non target areas.</li> <li>○ Does not demonstrate safe and effective use of equipment and / or trapping devices.</li> <li>○ Cannot identify the relevant information to provide a correct treatment.</li> <li>○ Does not demonstrate a knowledge of formulation options or rules for their use.</li> <li>○ Is not able to calculate area and / or volume in relation to mixing rates.</li> <li>○ Does not demonstrate an understanding of the importance of accuracy</li> <li>○ Does not demonstrate the correct use of equipment and processes for disposing of waste.</li> <li>○ Does not keep the customer informed of progress. Does not record customer issues or progress to resolution.</li> </ul>
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		<p>of mixing and application rates and the importance of accuracy. <b>(5 marks)</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate the use of equipment and processes for disposing of waste and carcasses abiding by appropriate legislation and Codes of Best Practice requirements. <b>(5 marks)</b></li> <li>○ Produce a legible and usable report for the customer. <b>(3 marks)</b></li> <li>○ Demonstrate how you would keep the customer informed of progress including how you maintain an accurate record of customer issues and progress to resolution. <b>(3 marks)</b></li> <li>○ Demonstrate sensitivity and interest in the customer's concerns. <b>(3 marks)</b></li> <li>○ Demonstrate how you might resolve customer conflict in line with the relevant organisational policies and procedures. <b>(3 marks)</b></li> <li>○ Demonstrate a planned process of follow up to promote best practice. <b>(3 marks)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Does not demonstrate sensitivity and interest in customer concerns.</li> <li>○ Does not demonstrate or explain how they would resolve customer conflict.</li> <li>○ Does not demonstrate a planned process of follow up.</li> </ul>
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Professional Discussion () (100 Marks)	Score 85-100	Score 60-84	Score ≤59
	<p><b>Additional marks will be awarded where understanding of wider impact and depth of product and legislative knowledge is demonstrated. The points below indicate the additional points that can be achieved.</b></p> <ul style="list-style-type: none"> <li>○ State what should be included in different organisational policies.<b>(1 mark)</b></li> <li>○ Explain the importance of balancing the needs of both the organisation and its customers <b>(1 mark)</b></li> <li>○ Explain the potential impact on the organisation if it or employees fail to adhere to each of the relevant legislation and regulations. <b>(2 marks)</b></li> <li>○ Explain the impact on the organisation's success through responding positively and appropriately to different customer needs..<b>(1 mark)</b></li> <li>○ Provide appropriate solutions using root cause analysis, migration patterns, conformity to hierarchy of risk etc and be able to understand its impact.<b>(2 marks)</b></li> <li>○ Explain the potential for pathogens and nuisance, risk to property, people, reputation, legal action and obligations <b>(1 mark)</b></li> </ul>	<p><b>Completion of each requirement below will carry the marks indicated.</b></p> <ul style="list-style-type: none"> <li>○ Describe your job role and where it impacts on the role of others <b>(2 marks)</b></li> <li>○ Explain how relevant legislation and regulations affect the organisation's service provision and the potential impacts on the employer and employee of non compliance.<b>(10 marks)</b></li> <li>○ Explain the differences between commercial and domestic customer types and their different service needs <b>(2 marks)</b></li> <li>○ Describe what makes an animal a pest, show understanding of the reasons for control and conditions under which they thrive.<b>(10 marks)</b></li> <li>○ Define what a stored product pest is and the types of environment they can be found <b>(10 marks)</b></li> <li>○ Understand and describe incomplete and complete metamorphosis, reproductive rates and gestation periods of some main pest species <b>(10 marks)</b></li> <li>○ Demonstrate an understanding of appropriate methods of control in different scenarios including non chemical control for public health pests.<b>(10 marks)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Does not demonstrate a good understanding of job role and impact on others.</li> <li>○ Is not able to explain how legislation and regulation affects service provision. Does not demonstrate an understanding of employer and employee responsibilities to regulation and legislation.</li> <li>○ Cannot explain the difference between commercial and domestic customers.</li> <li>○ Does not demonstrate an understanding of what makes an animal a pest, the reasons for control, reproductive rates and the conditions under which they thrive.</li> <li>○ Cannot demonstrate an understanding of stored pests and the types of environment they can be found.</li> <li>○ Does not demonstrate an understanding of incomplete and complete metamorphosis, reproductive rates and gestation periods of some main species.</li> <li>○ Does not demonstrate an understanding of appropriate methods of control in different scenarios.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Explain how the life cycle of pests impacts on the prevention and eradication of some main pest species.<b>(1 mark)</b></li> <li>○ Demonstrate a knowledge of formulations, groups, active ingredients and risks of use to non target species <b>(1 mark)</b></li> <li>○ Explain what circumstances could prevent a successful pest control procedure and what actions you could take to overcome this.<b>(1 mark)</b></li> <li>○ Demonstrate an understanding of the impact of environmental site waste (including hazardous waste) processes and procedures <b>(1 mark)</b></li> <li>○ Give examples of the relevant legislation / specification documentation <b>(1 mark)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Explain best practice for good housekeeping and what is meant by proofing and partnerships.<b>(10 marks)</b></li> <li>○ Demonstrate an understanding of site specific environmental waste rules including knowledge of what constitutes hazardous waste and process for disposal, the importance of correct documentation (audit trail) and the ethics of despatch <b>(10 marks)</b></li> <li>○ Demonstrate an understanding of the importance of quality report-writing, site plans, record-keeping and regulatory requirements.<b>(10 marks)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Does not demonstrate a knowledge of non chemical control for public health pests.</li> <li>○ Does not demonstrate an understanding of site specific waste rules.</li> <li>○ Does not demonstrate an understanding of the importance of report writing, site plans, record keeping and regulatory requirements.</li> </ul>
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## Re-takes and/or re-sits

### Definitions

<b>Resit</b>	Assessment of a module or modules without any further study or attendance. A charge is payable for the resit of a module or modules.
<b>Retake</b>	Re-study including additional learning of a module or modules prior to taking the assessment of the module(s) again. A fee is payable for the additional study and assessment for the re-take of a module or modules.

Re-takes and/or re-sits will only be available to apprentices who do not achieve an end point assessment element(s). Re-sits/re-takes must not be awarded a grade higher than pass, unless the assessment organisation determines there are exceptional circumstances accounting for the fail. Apprentices may re-take and/or re-sit one or more elements up to two further times within the three-month end point assessment period. Re-take and/or re-sit outside of the three-month end point assessment period would require all elements to be re-assessed. Apprentices must have a supportive action plan to prepare for the re-take and/or re-sit. Further re-take and/or re-sit would be at the discretion of the employer following a one-to-one review with the apprentice to determine the suitability of the apprentice for further testing.

### Final Grade Decision

The independent assessor will combine the moderated grades from the Knowledge Test, Practical Assessment and Professional Discussion to determine the overall apprenticeship grade in line with the grading criteria below.

#### Grading Criteria

The apprenticeship will be graded distinction, pass or fail. The final grade will be determined by collective performance in the three assessment methods of the End Point Assessment i.e. Knowledge Test percentage score + Practical Assessment percentage score + Professional Discussion percentage score = overall percentage score.

**Overall Distinction:** 85% – 100%

**Overall Pass:** 60% – 84%

**Overall Fail:** 59% or less. Apprentices also fail if they fail any element of the End Point Assessment.

### End-point Assessment Organisations

All independent assessment organisations must be on the Education and Skills Funding Agency's Register of End-Point Assessment Organisations (RoEPAO). It is recommended that end-point assessment organisations work collaboratively to ensure standardisation in delivery of assessment services for the standard. End-point assessment organisations must ensure their assessors can demonstrate:

- A minimum of 3 years' experience of working in the pest control sector
- Vocational competence to assess the Pest Control Technician apprenticeship validated by an appropriate end-point assessment qualification

Assessment organisations must:

- Provide end point assessment guidance, where required and appropriate, to apprentices, employers and training providers in relation to the requirements of the knowledge test, practical assessment, technical interview and marking of the end point assessment elements
- Develop and maintain a single set of assessment tools that are used by all to carry out assessments
- Ensure independent assessors make consistent and reliable assessment and grade judgements through moderation
- Develop knowledge tests to meet the needs of the specialised role. Assessment organisations must consult with representative industry experts when developing the knowledge test. Assessment organisations must ensure that there is consistency and comparability in terms of the breadth and depth of the knowledge test, to ensure assessments are reliable, robust and valid and ensure competency are consistent across the industry
- Develop compensatory assessment for learners with special requirements to allow reasonable adjustments to be made to assess the knowledge, skills and competence of the apprentice through alternative assessment techniques. Whilst these will remove barriers to participation, they must be designed to ensure judgements are not compromised to health and safety and legal requirements
- Appoint and approve independent assessors for the purposes of conducting the practical assessment and technical interviews and grading, based on a check of knowledge, experience and independence
- Appoint and approve independent assessors to mark the knowledge test and provide the marking guidance, based on a check of knowledge, experience and independence
- Provide training for independent assessors in terms of the requirements of the operation and marking of the assessment tools and grading
- Provide training for independent assessors in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge and behaviours within a workplace setting
- Provide documentation and guidance in relation to the end point assessment i.e. making reasonable adjustment, eligibility to enter end point assessment and conflict of interest
- Hold annual standardisation events for assessors to ensure consistent application of the guidance
- Ensure assessment organisation moderators are trained in assessment and assurance processes and undertake regular continuing professional development
- Develop and manage a complaints and appeals procedure
- Report to the employer/training provider on any issues that arise in relation to the apprenticeship assessment process

### Quality Assurance – Internal

To meet the expected internal quality assurances for End Point Assessment, end-point

Assessment Organisations must have in place the following procedures and guidance:

- Demonstrable and on-going consultation process with current industry and occupational experts. Proposed strategy to maintain this engagement and cascade relevant information through standardisation meetings to the network of appointed assessors.
- Maintenance procedures for all end point assessment material(s) to reflect or reference current, legislation, safety, techniques, codes of practice and specific industry or sector or project requirements.
- Demonstrable procedure and process to account for and track the progress of each learner through the end point assessment cycle, the 'learner assessment journey' must be the principle consideration of these procedures.
- Traceable network of communication and a viable proposal to manage the communication between the training provider, employer and apprentice. If absent, a suitable implementation strategy should be proposed along with benchmarked accepted standards and timeframes through a service level agreement system.
- A suitable mechanism to manage the output, within realistic timeframes, of all dependencies to the certification of each individual attempting the end point assessment i.e. lead or main training provider; independent assessors, employer etc.
- The required liaison with the relevant industry bodies or organisations to appoint occupationally competent assessors.
- Policies and procedures to manage escalated appeals or disputes.
- Guidance, policies and procedures that describe the suitable conditions for the location(s) of each stage of the assessment.
- Policies and procedures for standardisation of assessment criteria.
- Capacity to establish procedures to conform to the proposed external quality assurance process.

Assessment organisations will undertake moderation of independent assessor decisions through observations and examination of documentation on a risk sampling basis, i.e. a minimum of 20% for experienced assessors and 100% for new assessors or where inconsistencies have been identified or where the independent assessor has been recruited from the employer due to site requirements. Results cannot be confirmed until moderation has been completed.

### Quality Assurance – External

The responsibility for external quality assurance of the end point assessments will rest with the Institute of Apprenticeships.

### Affordability

The initial, indicative end point assessment costs are expected to be a maximum of 20% of the total apprenticeship funding band. The assessment has been designed so that all three stand alone modules can be assessed on the same day by the same assessor, maximising affordability and value for money.

### Manageability/Feasibility of the Standard and Assessment Plan

While we envisage a three year 'approval' cycle we also acknowledge that we need to be prepared to monitor and evaluate early adopters' reactions and performance to ensure manageability/feasibility.

It is expected that there would be in the region of 375 new starts per year across the UK..



## APPENDIX 1 Skills, Knowledge and Behaviours

### Assessment Method by Element of the Standard – Pest Control Technician

Key	Assessment Method
PD	Professional Discussion
KT	Knowledge Test
PA	Practical Assessment

Where elements have more than one assessment methods identified, it means that each of those assessment methods will be used to ensure an overview approach is achieved

Core Technical Knowledge	EPA		
The principles of health, safety, welfare and environmentally responsible work practices and how they must be applied in relation to the work, to others and to personal and occupational health	PD	KT	PA
How to complete site surveys to include identifying pests present, entry points and other factors that could attract or sustain pests at the location.		KT	PA
Modern technologies linked to different pest control processes and/or methods		KT	PA
Understand the principles of Integrated Pest Management and Control and why vertebrate and invertebrate species need to be controlled		KT	PA
Be able to correctly identify the four main categories of pests		KT	
Be able to correctly identify target pests and non target species		KT	PA
Customer facing and internal documentation required in line with current legislation, best practice and internal company requirements		KT	PA
How to communicate effectively to all customer types, including senior management and operational staff within commercial businesses as well as residential homeowners, understanding the different needs and priorities of customers to ensure a positive customer experience	PD	KT	PA
Different types and effectiveness of non-chemical and chemical controls for different vertebrate and invertebrate pest species		KT	
How to interpret types of information, method statements, risk assessments, manufacturers' information, briefings, work schedules etc.	PD	KT	PA
Make and explain appropriate recommendations and risks to customers to aid control and prevent re-infestation – including post treatment procedures		KT	PA
The safe techniques to use, handle and store pest control materials, resources and components		KT	

Measures for maintaining pest free conditions including proofing and hygiene	PD	KT	
Have a knowledge and understanding of the Life cycle of pests and what turns an animal into a pest.	PD	KT	
The safe and effective courses of action for controlling current infestations		KT	PA
The segregation and disposal of waste generated as a result of pest control practices including humane despatch and disposal of carcasses		KT	PA
The principles and practices of working at height and working in confined spaces.	PD	KT	
The impacts of pest control on food safety	PD	KT	
When and how to produce and use site and environmental Risk and COSHH assessments	PD	KT	PA
How to maintain and calibrate application and control equipment	PD	KT	

Core Skills	EPA		
Recognise when to adapt personal behaviour and communication approach to meet the needs of team members and customers including how you would deal with customer conflict and challenge.	PD		
Be able to work as individually and as part of a team	PD		PA
Ensure equality at all times. Treat all customers as equals.	PD		
Prioritise your workload in order to meet customer expectations	PD		
Be able to complete a site survey / audit to include identifying pests present, entry points and other factors that could attract or sustain pests at the location.			PA
Select and use monitoring and control measures most appropriate for a site, adhering to the risk hierarchy when using rodenticides.	PD		PA
Calculate volumes and areas for specific treatment types and comply with label and personal protection equipment requirements			PA
Use chemical and physical pest control devices and tools safely and effectively	PD		PA
Make and explain appropriate recommendations and risks to customers to aid control and prevent re-infestation including post treatment procedures	PD		PA
Maintain and calibrate application and control equipment			PA
Maintain accurate documentation to assist customers with the audit processes and to maintain a log of activity for future reference	PD		
Dispose of pest control waste and carcasses adhering to legislation and / or regulation guidelines			PA
Be punctual and maintain and professional appearance			PA
Take ownership of keeping service and product knowledge up to date.	PD		

Decide on best methods of infestation control and be accountable for decisions made.			PA
Make decisions in accordance with legislation, codes of practice and company policies			PA
Solve problems safely, efficiently and timely			PA
Know when and how to seek help			PA

Core Behaviours	EPA		
Demonstrate professional pride in the job through appropriate dress and positive and confident language			PA
Adopt a “right first time approach to your work and be open to feedback (positive and negative)			PA
Demonstrate the company and industry values at all times, operating fairly, respectfully and with integrity, ensuring quality by treating all customers as equals			PA
Achieve, and continually develop, a good level of product and service knowledge	PD		
Think clearly and remain calm at all times using clear and valid reasoning when making decisions			PA
Be conscious of people’s views and sensitivities regarding animals and pest control	PD		PA