



# **City & Guilds Level 2 Award in the Principles of Safe Handling and Application of Pesticides (PA1) (0216-73)**

**Version 1.0 (December 2025)**

**Unit Handbook**

# Unit at a glance

<b>Subject area</b>	Pesticides and Pest Control
<b>City &amp; Guilds number</b>	0216-73
<b>Age group approved</b>	16+
<b>Entry requirements</b>	N/A
<b>Assessment</b>	To gain this unit, candidates must successfully achieve the following: <ul style="list-style-type: none"><li>• Multiple Choice Questions (MCQ) test</li></ul>
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Full approval required
<b>Support materials</b>	Unit handbook Sample Assessment Materials (SAMs) for PA1
<b>Registration and certification</b>	Consult Walled Garden for last dates

Title and level	City & Guilds number	GLH	TQT
City & Guilds Level 2 Award in the Principles of Safe Handling and Application of Pesticides (PA1)	0216-73	26	30

Version and date	Change detail	Section
1.0 December 2025	Initial version	All

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# 1 Introduction

This document tells you what you need to do to deliver the unit.

Area	Description
Who is the unit for?	<p>The term “pesticides” is defined as any substance, preparation or organism that is prepared for or used to control any pest. The term “pesticide” is used to cover pesticides and Plant Protection Products (PPPs).</p> <p>This unit is for those individuals whose job involves applying professional pesticide products. It is a legal requirement under the Plant Protection Products (Sustainable Use) Regulations (2012) to hold an approved qualification.</p> <p>This unit must be successfully completed and passed to progress onto any of the further Certificates of Competence (CoCs) within the pesticide suite (0216-74 to 0216-87).</p>
What does the unit cover?	<p>This unit is designed specifically for those who wish to understand the principles of safe handling and application of professional pesticide products.</p>
What opportunities for progression are there?	<p>Upon completion of this unit a candidate is <b>not</b> legally able to apply pesticides until a further application of pesticides CoC has been successfully completed.</p> <p>The candidate is only required to achieve PA1 <b>once</b>.</p> <p>A candidate who has successfully achieved PA1 can progress onto one of the further CoCs within the pesticides suite (0216-74 to 0216-87).</p>
Who did we develop the unit with?	<p>Developed with City &amp; Guilds NPTC stakeholders, associates and industry representatives.</p> <p>Compliance with the requirements of the Health and Safety Executive, Chemical Regulation Division, Voluntary Initiative, Department for Environment, Food and Rural Affairs (DEFRA), and the relevant Environmental Agency.</p>
Is it part of an apprenticeship framework or initiative?	No

## Structure

To achieve the City & Guilds Level 2 Award in the Principles of Safe Handling and Application of Pesticides (PA1) (0216-73), learners must achieve:

City & Guilds unit number	Unit title	GLH
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### Mandatory unit:

Learners **must** achieve the following mandatory unit.

Unit 201	Principles of safe handling and application of pesticides (PA1)	26
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## Total Qualification Time (TQT)

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT consists of the following two elements:

- the number of hours that an awarding organisation has assigned to a qualification for guided learning
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Award in the Principles of Safe Handling and Application of Pesticides (PA1) (0216-73)	26	30

## 2 Centre requirements

### Approval

#### Full approval

To offer this unit, centres will need to gain both centre and qualification approval. Please refer to the document [\*\*Centre Approval Process: Quality Assurance Standards\*\*](#) for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the unit before designing a course programme.

### Resource requirements

#### Centres

The learner must be registered through the City & Guilds approved Assessment Centre for this unit **prior** to the assessment.

#### Centre Staffing

Staff delivering this unit must be able to demonstrate that they meet the following occupational expertise requirements. They must have:

##### Technical competence

- be occupationally competent or possess technical expertise equivalent to the level of training being delivered.
- experience should reflect current industry standards and practice.

##### Professional experience

- must have current and relevant experience in the specific subject area being delivered and assessed.

##### Training delivery

- proven track record of delivering training.

#### Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area remains current and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

### Quality assurance

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the [\*\*What is CASS?\*\*](#) and [\*\*Quality Assurance Standards\*\*](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## **Learner entry requirements**

City & Guilds does not set entry requirements for this unit. However, centres must ensure that learners have the potential and opportunity to gain the unit successfully.

## **Age restrictions**

This unit is approved for learners aged 16 or above.

## **Access arrangements, reasonable adjustments and special consideration**

City & Guilds has considered the design of this unit and its assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment. Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the unit.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment. Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the [City & Guilds website](#)

## 3 Delivering the unit

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards the unit
- the appropriate type and level of unit.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the unit, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here: [Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

### [Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this unit and consider reasonable and practical ways of delivering this unit with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of resources that can be reused, instead of the use of disposable or single use consumables)
- waste procedures (ensuring that waste is minimised and recycling is in place wherever possible)
- minimising water use and considering options for reuse/salvage wherever possible.

## Support materials

The following resources are available for this unit:

Description	How to access
Unit handbook	<a href="http://www.nptc.org.uk">www.nptc.org.uk</a>
Sample Assessment Materials (SAMs) for PA1	<a href="http://www.nptc.org.uk">www.nptc.org.uk</a>

## 4 Assessment

### Assessment of the unit

Candidates must successfully complete:

- one online Multiple Choice Question (MCQ) test

<b>Assessment types</b>			
<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
201	Principles of safe handling and application of pesticides (PA1)	<b>Multiple Choice Question (MCQ) test 201</b>  Externally set, externally marked	Sample Assessment Materials (SAMs) can be downloaded from <a href="http://www.nptc.org.uk">www.nptc.org.uk</a>  Live assessment materials will be delivered by the City & Guilds online platform E-volve

### Assessment strategy

City & Guilds has written the following assessments to use with this unit:

- sample Multiple Choice Question (MCQ) test that can be downloaded from the NPTC website.

### Time constraints

The following must be applied to the assessment of this unit:

- candidates must finish their assessment within 12 months of initial registration

## Test specification

The way **Unit 201 Principles of safe handling and application of pesticides (PA1)** is covered by the Multiple Choice Question (MCQ) test is laid out in the table below:

**Permitted materials:** none

**Graded:** Pass/Fail

**Pass mark:** the pass mark for this examination is set at 70% (21 marks out of a possible 30) plus at least **one** mark from each Learning Outcome (LO).

This pass boundaries may be subject to slight variation to ensure fairness should any variations in the difficulty of the test be identified

<b>Test:</b> <b>0216-201</b>		<b>Duration: 60 minutes</b>	
<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>Percentage %</b>
201	LO1 Know the legislative, regulatory requirements and Codes of Practice (CoP) requirements relating to the use of pesticides	6	20%
	LO2 Understand the relevance of information on product labels and Safety Data Sheets (SDS)	4	13%
	LO3 Understand how to minimise the risk of human contamination and implement emergency procedures	6	20%
	LO4 Know how to store and transport pesticides safely	4	13%
	LO5 Understand how to manage and dispose of surplus pesticide and waste materials	4	13%
	LO6 Know the record keeping requirements for pesticide products	3	10%
	LO7 Understand how to minimise the risk of environmental contamination and implement emergency procedures	3	10%
<b>Total</b>		<b>30</b>	<b>100%</b>

## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- Guided Learning Hours (GLH)
- credit value
- unit aim
- assessment method
- Learning Outcomes (LOs), which are comprised of a number of assessment criteria (ACs)
- supporting information.

### Guidance for delivery of the units

This is a single **unit**. A unit describes what is expected of a competent person in particular aspects of their job.

Each unit is divided into **Learning Outcomes (LOs)** which describe in further detail the skills and knowledge that an individual should possess.

Each Learning Outcome (LO) has a set of **assessment criteria (ACs)** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Supporting information provides guidance of the evidence requirement for the unit, specific guidance on safe practice, and suggested learning resources. Centres are advised to review this information carefully before delivering the unit.

<b>Level:</b>	2
<b>GLH:</b>	26
<b>Assessment method:</b>	Multiple Choice Question (MCQ) test
<b>Aim:</b>	The purpose of this unit is for learners to understand the principles of safe handling and application of pesticides.

## Learning Outcome 1

Know the legislative, regulatory requirements and Codes of Practice (CoP) requirements relating to the use of pesticides

### Assessment criteria

The learner can:

- AC1.1 State an operator's responsibilities under current legislation
- AC1.2 State an operator's responsibilities under current regulations
- AC1.3 State an operator's responsibilities under current Codes of Practice (CoP)

#### Assessment Criteria 1.1

Operator's responsibilities under current legislation:

- a) Food and Environment Protection Act (FEPA) (updated by assimilated Regulation EC number 1107/2009):
  - i) Establish safe, effective and humane methods of controlling pests.
  - ii) Follow product label requirements for correct application of pesticides.
- b) Health and Safety at Work Act (HASAWA):
  - i) Follow employer instructions and training on the use of equipment and/or machinery.
  - ii) Maintain the health and safety of self and those within the surrounding area.
- c) Sustainable Use Directive (SUD):
  - i) Use Integrated Pest Management (IPM) techniques where possible, preference should be given to products not classified as harmful to the environment.
  - ii) Hold a specified certificate for operating pesticide application equipment and ensure applicators are tested/inspected.
- d) Wildlife and Countryside Act:
  - i) Carry out an environmental assessment to check work area for protected species and habitats.
  - ii) Protect flora and fauna from harm when carrying out work.

## Assessment Criteria 1.2

Operators' responsibilities under current regulations:

- a) Plant Protection Products (Sustainable Use) Regulations:
  - i) Follow obligations on the purchasing and use of Plant Protection Products (PPPs).
  - ii) Follow obligations on the disposal of PPPs, including packaging and for specified PPP application equipment inspection.
- b) Control of Substances Hazardous to Health (COSHH) Regulations:
  - i) Read, understand and comply with risk assessments for all hazardous substances.
  - ii) Adhere to control measures put in place to reduce risks.
- c) Management of Health and Safety at Work (MHSW) Regulations:
  - i) Read, understand and comply with risk assessments and adhere to control measures put in place.
  - ii) Do what is 'reasonably practical' to ensure the health and safety of self and others.
- d) Health and Safety (First Aid) Regulations:
  - i) Know who the certificated first aiders are.
  - ii) Know the location of medical facilities provided by employers.
- e) Personal Protective Equipment (PPE) at Work (Amendment) Regulations:
  - i) Use PPE as provided and instructed by the employer.
  - ii) Maintain and store PPE correctly.
- f) Provision and Use of Work Equipment Regulations (PUWER):
  - i) Follow employer instructions and training in the inspection, use, calibration and maintenance of equipment and/or machinery.
  - ii) Use PPE provided as instructed when operating equipment and/or machinery.
- g) Hazardous Waste Regulations:
  - i) Know the hazardous properties and their associated symbols:
    - toxic
    - corrosive
    - flammable
    - oxidising
    - irritant.
  - ii) Adhere to compliance requirements for the management and disposal of hazardous waste.
- h) Official Controls (Plant Protection Products (PPPs)) Regulations:
  - i) Register for the use and storage of PPPs in a professional capacity.
  - ii) Be prepared for inspection of PPPs compliance, record keeping and storage.
- i) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR):
  - i) Be aware of RIDDOR classifications:
    - work-related deaths
    - major injuries
    - over 7-days incapacitation injuries
    - work-related diseases
    - dangerous occurrences and near misses.
  - ii) Know company policy on how to report RIDDOR to the Health and Safety Executive (HSE).

## Assessment Criteria 1.3

Operator's responsibilities under current codes of practice:

- a) Specified certificate (Certificates of Competence (CoC)):
  - i) The operator applying pesticides holds (or is under direct supervision of a holder of) a specified certificate directly related to the application method and/or applicator being used.
- b) Pesticide Code of Practice (CoP) for using Plant Protection Products (PPPs):

- i) Keep up to date with current legislation:
  - joining Continuous Professional Development (CPD) schemes
  - attendance to industry/trade events/shows
  - online learning or podcasts
  - journal/magazine publications reading
  - mentoring/speaking to professional advisors
  - completing higher level/additional qualifications and training.
- ii) Apply pesticides safely and effectively following product information and complying with current legislation.
- c) United Kingdom (UK) Pesticides National Action Plan (NAP):
  - i) Use Integrated Pest Management (IPM) and alternative approaches or techniques where possible.
  - ii) Reduce impact by applying pesticides at appropriate times, safely monitor and contain active substances which are particularly harmful.
  - iii) Ensure storage, handling and disposal operations do not endanger human health or the environment, comply with inspections, enforcement and other official control activities.

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## Learning Outcome 2

Understand the relevance of information on product labels and Safety Data Sheets (SDS)

### Assessment criteria

The learner can:

AC2.1 Describe the relevance of information on product labels and Safety Data Sheets (SDS)

#### Assessment Criteria 2.1

Relevance of information on product labels and Safety Data Sheets (SDS):

- a) Active substance(s) (ingredient(s)): relevant to the operator in the event of an emergency to treat contamination.
- b) Adjuvant (ADJ) approval number: only approved adjuvants (substances added to the pesticide to enhance its effectiveness) can be used.
- c) Approved field of use: the industry sector or situation for which the professional product is approved:
  - i) Agriculture.
  - ii) Amenity/industrial.
  - iii) Aquatic.
  - iv) Forestry.
  - v) Horticulture.
- d) Buffer zones: details the required distance of the pesticide application from an environmental area.
- e) Current Ministerially Approved Pesticide Product (MAPP) number/Pesticide Control Service (PCS): evidence that the product has been tested and is safe and effective for use.
- f) Extension of Authorisation for Minor Use (EAMU): allows the pesticide to be applied to a different crop/target and/or in a situation from that stated in the important information box.
- g) Important information: must be strictly complied with at all times.
- h) Product group symbol:

- i) H (herbicide).
- ii) I (insecticide).
- iii) F (fungicide).
- iv) P (plant growth regulator).
- i) Maximum individual and/or total dose rate: must not be exceeded.
- j) Maximum number of treatments: must not be exceeded.
- k) Operator and environmental protection: must be strictly complied with.
- l) Restrictions on use: must be strictly complied with.
- m) Specific product precautions: warning symbols must be noted and adhered to.
- n) Timing of application(s): manufacturer's instructions on stated time(s), stages(s), or range(s) must be followed.

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## Learning Outcome 3

Understand how to minimise the risk of human contamination and implement emergency procedures

### Assessment criteria

The learner can:

- AC3.1 Identify possible routes of contamination
- AC3.2 State appropriate Personal Protective Equipment (PPE) to reduce contamination
- AC3.3 Identify the symptoms of pesticide contamination to people
- AC3.4 Describe appropriate emergency procedures for dealing with pesticide contamination

#### Assessment Criteria 3.1

Possible routes of contamination:

- a) Absorption: substances that enter the bloodstream through the surfaces of the body such as the skin and eyes.
- b) Inhalation: airborne substances that enter the body through the air that is breathed in.
- c) Ingestion: substances that are consumed enter the digestive tract and are absorbed into the bloodstream.
- d) Injection: direct and immediate contamination of substances through skin penetration.

#### Assessment Criteria 3.2

3.2.1 Quality standard marks of Personal Protective Equipment (PPE):

- a) Conformité Européenne (CE): indicates they conform with European health, safety and environmental protection standards.
- b) United Kingdom (UK) Conformity Assessed (UKCA): indicates they meet the UK health, safety and environmental protection standards.

3.2.2 Appropriate Personal Protective Equipment (PPE) to reduce contamination:

- a) Gloves: made from nitrile, minimum of 300mm long and 0.5mm thick.
- b) Coverall: must be disposed of when damaged or heavily contaminated:
  - i) Type 3: protection from liquid jets.
  - ii) Type 4: protection from liquid spray.
  - iii) Type 5: protection from solid particles.
  - iv) Type 6: protection from liquid splashes and solid particles.

- c) Face shield: gives full face protection and should have anti-mist properties.
- d) Footwear: wellington boots or waterproof footwear.
- e) Respirator: gives respiratory protection against fine droplets, mists and dust particles.
- f) Apron: additional protection to the coverall when preparing toxic or corrosive liquid products.

### **Assessment Criteria 3.3**

Symptoms of possible pesticide contamination in people:

- a) headache
- b) nausea or sickness
- c) dizziness
- d) stomach pains
- e) rashes/blistering of skin
- f) blurred vision/watering eyes
- g) dehydration
- h) breathing difficulties
- i) allergic/anaphylactic reaction.

### **Assessment Criteria 3.4**

Appropriate emergency procedures for dealing with pesticide contamination:

- a) Dealing with pesticide contamination to self in order:
  - i) Identify the contamination.
  - ii) Contact the emergency services, if needed.
  - iii) Remove self and relocate to safe area.
  - iv) Decontaminate, if possible.
  - v) Remove contaminated Personal Protective Equipment (PPE) and clothing.
  - vi) Seek medical advice, if needed.
- b) Dealing with pesticide contamination to third parties in order:
  - i) Protect self.
  - ii) Identify the contamination.
  - iii) Contact the emergency services, if needed.
  - iv) Remove person and relocate to safe area.
  - v) Decontaminate, if possible.
  - vi) Remove contaminated PPE and clothing.
  - vii) Advise to seek medical advice, if needed.
- c) Information to be made available to emergency/medical services:
  - i) Product label.
  - ii) Safety Data Sheet (SDS).

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## **Learning Outcome 4**

Know how to store and transport pesticides safely

### **Assessment criteria**

The learner can:

- AC4.1 Explain how pesticides should be stored
- AC4.2 Explain how pesticides should be transported

### **Assessment Criteria 4.1**

Storage of pesticides:

- a) Bunding: minimum requirements are 110% of the total quantity of products likely to be stored (or 185% for an environmentally sensitive area).
- b) Careful handling: to reduce risk of spillage and avoid the chances of damage.
- c) Frost-free construction: to prevent deterioration of pesticide during cold weather conditions.
- d) Maintain stock security of pesticides: to reduce/avoid chances of theft and misuse by unauthorised entry.
- e) Product segregation: to prevent dangerous occurrences through mixing of incompatible products.
- f) Spill kit: to deal with minor spillages.
- g) Stock records: additional set that is separate to the main store in case of an emergency.
- h) Store pesticides in original container: so that the product can be accurately identified.
- i) Suitable fire extinguisher and display emergency contact details: to support an emergency evacuation.
- j) Suitable signage: to identify the location of the store.
- k) Ventilation: to prevent operator contamination via inhalation.

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### **Assessment Criteria 4.2**

Transportation of pesticides:

- a) Careful handling: to reduce risk of spillage and damage.
- b) Checked prior to transporting: to ensure container is undamaged.
- c) Maintain stock security: to avoid theft and misuse.
- d) Record of products being carried: classed as a temporary storage facility in case of an emergency.
- e) Return unused concentrated pesticides to storage with fixed store specifications: when storing for more than 24 hours.
- f) Secure/enclosed chemical container/cabinet: meets current Codes of Practice (CoP).
- g) Spill kit: to deal with minor spillages.
- h) Vehicle bulkhead/vapour proof box: separate pesticides from driver and/or passenger(s).

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## **Learning Outcome 5**

Understand how to manage and dispose of surplus pesticide and waste materials

### **Assessment criteria**

The learner can:

- AC5.1 State appropriate practices for reducing pesticide waste
- AC5.2 Describe how to manage and dispose of surplus pesticides
- AC5.3 Describe how to manage and dispose of waste materials

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### **Assessment Criteria 5.1**

Practices for reducing pesticide waste:

- a) Accuracy of all calculations of measurements.

- b) Calibration of the applicator.
- c) Correct measuring and mixing of pesticides.
- d) Accurate application.
- e) Stock rotation and checking of authorisation numbers.

### **Assessment Criteria 5.2**

Management and disposal of surplus pesticides:

- a) Concentrated pesticides disposal:
  - i) Currently authorised:
    - returned to supplier
    - collected by a licensed waste disposal contractor.
  - ii) Not currently authorised:
    - collected by a licensed waste disposal contractor.
- b) Suspect counterfeit pesticides disposal:
  - i) Collected by a licensed waste disposal contractor.
- c) Diluted pesticides:
  - i) Management:
    - below the maximum dose rate: applying to the original application target/site
    - at maximum dose rate: applying to another untreated approved target/site.
  - ii) Disposal:
    - treated by a specialist treatment facility on site
    - collected by a licensed waste disposal contractor.
- d) Applicator washings:
  - i) Management:
    - below the maximum dose rate: applying to the original application target/site
    - at maximum dose rate: applying to another untreated approved target/site.
  - ii) Disposal:
    - treated by a specialist treatment facility on site
    - collected by a licensed waste disposal contractor.

### **Assessment Criteria 5.3**

Management and disposal of waste materials:

- a) Product packaging:
  - i) Management: store in a secure covered area before disposal.
  - ii) Disposal: collected by a licensed waste disposal contractor.
- b) Empty containers:
  - i) Management:
    - triple rinse with clean water when permitted
    - store in a secure covered area before disposal.
  - ii) Disposal:
    - returned to supplier if possible
    - collected by a licensed waste disposal contractor.
- c) Non-returnable liquid pesticide containers:
  - i) Management: triple rinse with clean water when permitted.
  - ii) Disposal: collected by a licensed waste disposal contractor.

## Learning Outcome 6

Know the record keeping requirements for pesticide products

### Assessment criteria

The learner can:

AC6.1 Describe the records required to comply with legislation and best practice

#### Assessment Criteria 6.1

Records required to comply with legislation and best practice:

- a) Training records: shows evidence of Continuous Professional Development (CPD).
- b) Environmental assessment records: identifies and considers ecologically sensitive factors prior to a pesticide application commencing.
- c) Control of Substances Hazardous to Health (COSHH) assessment records: to identify potential hazards and to protect human health.
- d) Control measure records: documents the maintenance, inspection and testing of Respiratory Protective Equipment (RPE).
- e) Stock records: tells an operator the quantity of pesticide that is currently in a store.
- f) Pesticide application records: documents the treatment details.
- g) Disposal records: completed when pesticide waste is collected and/or transferred.

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## Learning Outcome 7

Understand how to minimise the risk of environmental contamination and implement emergency procedures

### Assessment criteria

The learner can:

AC7.1 Describe how to carry out pesticide application to minimise the risk to the environment

AC7.2 Explain appropriate procedures for dealing with environmental contamination

#### Assessment Criteria 7.1

Risks to the environment from pesticides and how to minimise them:

- a) Pollution of water and the aquatic environment:
  - i) Consider and observe buffer zones.
  - ii) Application must be confined to the intended target.
  - iii) Apply only in suitable weather conditions.
- b) Pollution of specially designated and conservation areas:
  - i) Seek advice from appropriate environmental/conservation authority.
  - ii) Application must be confined to the intended target.
  - iii) Apply only in suitable weather conditions.
- c) Effects to wildlife or their habitats from off target application/contamination:
  - i) Identify species present and their habitats.
  - ii) Apply during the preferred time of day.
  - iii) Application must be confined to the intended target.
  - iv) Apply only in suitable weather conditions.

- d) Effects to beneficial insects from off target application/contamination:
  - i) Apply during the preferred time of day.
  - ii) Temperature and weather condition monitoring.
  - iii) Use targeted insecticides.
  - iv) Consult with appropriate liaison officers.

### **Assessment Criteria 7.2**

Appropriate procedures for dealing with environmental contamination:

- a) Dealing with minor spillages:
  - i) Containment using an inert material to soak it up.
  - ii) Collection and labelling of contaminated inert material.
  - iii) Disposal by a licensed waste disposal contractor.
- b) Dealing with major spillages:
  - i) Containment, if possible.
  - ii) Inform the emergency services.
  - iii) Inform the appropriate environmental agency.
- c) Dealing with suspected animal poisoning:
  - i) Wildlife: contact Wildlife Incident Investigation Scheme (WIIS).
  - ii) Fish: contact appropriate environmental agency.
  - iii) Domestic animal: contact veterinary surgery/clinic.

# Supporting information

## **Evidence requirements**

Successful completion of a Multiple Choice Question (MCQ) test delivered by the City & Guilds online platform E-volve.

Candidates who undertake this assessment and have met the requirements are reminded of their legal obligation to receive/undertake appropriate additional training in the use of any equipment.

## **Unit guidance**

Artificial intelligence (AI) and virtual reality (VR) could also be used to deliver knowledge sessions.

It is recommended that the delivery integrates visits/engagement with local industry and employers to ensure that the implementation of legislation, policies, codes of practice and industry best practice are up to date.

## **Suggested learning resources**

Health and Safety Executive (HSE) information sheet AIS16 & AIS22 Available via:  
<https://www.hse.gov.uk/pubns.htm>

National Sprayer Testing Scheme (NSTS). Available via:  
<https://www.nsts.org.uk/Documents-Links>

Pesticides Code of Practice. Available via: <https://www.hse.gov.uk/pesticides/using-pesticides/codes-of-practice/code-of-practice-for-using-plant-protection-products.htm>

The Official Controls (Plant Protection Products) Regulations 2020. Available via:  
<https://www.legislation.gov.uk/2020/552/contents>

UK Pesticides National Action Plan 2025: Working for a more sustainable future. Available via:  
<https://www.gov.uk/government/publications/uk-pesticides-national-action-plan-2025/uk-pesticides-national-action-plan-2025-working-for-a-more-sustainable-future>

Voluntary Initiative. Available via: <https://voluntaryinitiative.org.uk/>

Additional information may be sought from the relevant manufacturer's operator's manual, product information or database, or any other publication by the government or a government agency.

## Appendix 1

## Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to [www.cityandguilds.com](http://www.cityandguilds.com) or click on the links below:

### **Centre handbook: quality assurance standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre assessment: quality assurance standards**

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

### **Access arrangements: when and how applications need to be made to City & Guilds**

This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the **contact us** section of the City & Guilds website.

## **City & Guilds**

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

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