Level 3 Diploma in Work-based Environmental Conservation (0070)

www.cityandguilds.com

Qualification handbook and Assessor guidance 500/9054/9

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Version and date	Change detail	Section
V5.0 September 2017	Units 539 added.	Unit specifications and Units
	Rule of combination amended to include units 539	Rules of combination
V5.1 July 2021	Centre, assessor and IV requirements updated	Assessment strategy

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Level 3 Diploma in Work-based Environmental Conservation (0070)

Qualification Information

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number	GLH	TQT
Level 3 Diploma in Work-based Environmental Conservation	0070 -31, -32, -33	500/9054/9	442	530

Please note that this qualification handbook and assessor guidance details the information for all the routes within the qualification. The following routes are available:

0070-31 Level 3 Diploma in Work-based Environmental Conservation (Environmental Conservation)

0070-32 Level 3 Diploma in Work-based Environmental Conservation (Access and Recreation)

0070-33 Level 3 Diploma in Work-based Environmental Conservation (Flood Risk Management)

Guided Learning Hours and Credit
The qualification is 442 GLH and learners need to achieve a minimum of 57 credits.

The Qualification

The Level 3 Diploma in Work-based Environmental Conservation (0070) is a programme of workplace training and assessment leading to a nationally recognised qualification. It aims to:

- meet the needs of learners who work or want to work in the environmental conservation sector
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the environmental conservation sector
- replace the following qualification:
  Level 3 NVQ in Environmental Conservation (0249-30) which expired on 30 April 2010 (QAN 100/2501/7).

Level 3 Diploma in Work-based Environmental Conservation (0070)

This qualification will form part of the Advanced Apprenticeship framework for Environmental Conservation. It is a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively, and shows that a learner is competent in the area of work the qualification represents. The different routes available within this qualification are Environmental Conservation and Access, Recreation and Flood Risk Management.

Publications and resources

City & Guilds provides the following publications and resources specifically for this qualification.

To access these documents, go to the City & Guilds website **www.cityandguilds.com**. Click on 'Qualifications' and then click on 'Land-based industries'.

Description	How to access
Qualification handbook and assessor guidance This provides the structures of the qualifications and guidance for assessors on the evidence requirements for each unit.	**www.cityandguilds.com**
Learner guide and logbook This provides guidance for learners and evidence summary sheets for the units within the qualification. It is expected that centres will use these forms. If centres devise or customise alternative forms, including paper-based or electronic methods, they must be approved by the external verifier before they are used by learners and assessors at the centre.	**www.cityandguilds.com**
Portfolio builder pack for learners and assessors This has a series of recording forms that may be helpful for centres and learners to use. The forms are generic and may be used for any City & Guilds Land Based work-based qualification.	**www.cityandguilds.com**
Information guide for centres	**www.cityandguilds.com**
Product briefing sheet	**www.cityandguilds.com**

Level 3 Diploma in Work-based Environmental Conservation 0070

Unit specifications

All units available are listed below. The rule of combination for the qualification is detailed separately.

Accreditation unit reference	City & Guilds unit number	Unit Title	Level	Credit Value
M/601/1511	199	Resolve customer service problems	2	6
T/502/1690	202	Establish and maintain effective working relationships with others	2	2
H/502/3161	205	Promote responsible public use of the environment	2	4
T/502/3276	206	Prepare to undertake and report on a field survey	2	4
M/502/3275	207	Conduct and report on a field survey for people	2	4
A/502/3277	208	Conduct and report on a field survey for physical features	2	4
F/502/3278	209	Conduct and report on a field survey for animals	2	4
F/502/3281	210	Conduct and report on a field survey for habitat types	2	4
A/502/3280	211	Conduct and report on a field survey for plants	2	4
J/502/3279	212	Conduct and report on a field survey for access networks	2	4
J/502/3167	218	Identify and respond to incidents of flooding	2	10
J/502/3282	220	Work with children and young people during environmental activities	2	3
L/502/3283	221	Deal with accidents and emergencies involving children and young people during environmental activities	2	4
R/502/3169	222	Contribute to restoring polluted environments to acceptable conditions	2	10
A/502/3179	230	Prepare and maintain the operational condition of work boats	2	6
R/502/3222	231	Operate work boats	2	6
H/502/3189	234	Encourage involvement in recycling	2	3
K/502/0990	238	Preparing ground for seeding and planting	2	4
A/502/1223	239	Establishing plants or seeds in soil	2	4
L/502/1520	240	Maintain equipment and machines	2	4
J/502/1533	241	Maintaining plants outdoors	2	3
Y/502/1214	242	Remove unwanted plant growth to maintain development	2	5
F/600/4028	243	Chainsaw maintenance	2	1
A/600/4089	244	Cross-cut and stack small diameter timber using a chainsaw	2	1
Y/502/3965	245	Control vertebrate pests and predators using traps	2	6
D/502/3966	246	Control vertebrate pests and predators by shooting	2	6
H/502/3967	247	Control vertebrate pest populations using chemical means	2	6
Y/502/3237	271	Prepare sites to create habitats	2	3
R/502/3253	272	Establish and protect woodland vegetation	2	3
F/502/3250	273	Establish and protect wetland vegetation	2	3
J/502/3248	274	Establish and protect moorland vegetation	2	3

F/502/3247	275	Establish and protect hedgerows/farmland vegetation	2	3
A/502/3246	276	Establish and protect heathland vegetation	2	3
T/502/3245	277	Establish and protect grassland vegetation	2	3
Y/502/1472	279	Carry out habitat management	2	7
M/502/3261	280	Carry out habitat management work to maintain suitable site conditions for woodlands	2	3
K/502/3260	281	Carry out habitat management work to maintain suitable site conditions for wetland	2	3
T/502/3259	282	Carry out habitat management work to maintain suitable site conditions for moorland	2	3
M/502/3258	283	Carry out habitat management work to maintain suitable site conditions for hedgerows/farmland	2	3
T/502/3262	284	Carry out habitat management work to maintain suitable site conditions for heathland	2	3
M/502/3289	285	Carry out habitat management work to maintain suitable site conditions for grassland	2	3
Y/502/3254	286	Carry out habitat management to maintain suitable coastal site conditions	2	3
J/600/2653	287	Manage vegetation by coppicing	2	4
H/600/2658	288	Manage vegetation by cutting/mowing	2	4
T/600/2678	289	Manage vegetation by felling	2	4
T/600/2681	290	Manage vegetation by hedge maintenance	2	4
J/600/2684	291	Manage vegetation by spraying	2	4
H/600/2689	292	Manage vegetation by thinning	2	4
H/600/2692	293	Manage vegetation by uprooting	2	4
J/600/2698	294	Manage vegetation by pruning	2	4
L/601/0933	296	Give customers a positive impression of your self and your organisation	2	5
F/600/2683	299	Manage vegetation by mulching	2	4
T/502/3231	300	Involve people in community recycling	3	3
Y/502/3285	301	Implement environmental good practice at work	3	4
A/502/3232	302	Plan, deliver and evaluate environmental projects	3	10
F/502/3233	303	Monitor and report on environmental conditions	3	10
J/502/3234	304	Prepare, conduct and report on field surveys	3	6
L/502/3235	305	Interpret surveys and report on findings	3	5
K/502/3243	306	Produce management plans for environmental sites	3	9
R/502/3236	307	Research and plan environmental interpretations	3	5
L/502/3249	308	Prepare interpretive entertainment and educational activities	3	4
J/502/3251	309	Deliver and evaluate interpretive entertainment and educational activities	3	4
M/502/3244	310	Prepare, produce and evaluate interpretive media	3	8
H/600/1235	311	Plan the construction and maintenance of structures and surfaces	3	4
Y/600/1085	312	Monitor and evaluate the construction and maintenance of structures and surfaces	3	4
T/502/1530	313	Identify the need for, and plan, habitat management work	3	4
A/502/1531	314	Co-ordinate and oversee habitat management work	3	4
F/502/1532	315	Monitor and evaluate the effectiveness of habitat management work	3	4

J/502/1645	316	Encourage and motivate volunteers	3	5
D/502/1599	317	Manage the work of volunteers	3	6
F/502/3264	318	Present and promote the characteristics and values of the organisation	3	3
J/502/3265	319	Monitor and evaluate the effectiveness of promoting the characteristics and values of the organisation	3	4
D/502/1523	320	Promote, monitor, and maintain health, safety and security of the workplace	3	6
Y/502/3240	321	Communicate with, and care for, the public and others	3	3
H/502/3242	322	Consult and work with the local community	3	5
D/502/3269	323	Negotiate changes to the use of land or sea areas	4	8
H/502/3239	324	Protect the environment through legal enforcement	3	8
D/502/3286	325	Maintain child welfare and safety during environmental activities and outings	3	4
H/502/3287	326	Manage environmental emergencies and incidents	3	2
K/502/3288	327	Manage and deal with actual or potential breaches of the law or security	4	2
R/502/3270	328	Advise on environmental information and developments	4	10
D/502/3255	329	Assist community groups to develop plans for collective action	3	4
L/502/3252	330	Assist community groups to evaluate and select options for collective action	3	4
Y/502/1195	331	Communicate information within the workplace	3	2
D/502/1196	332	Maintain and store records in the workplace	3	2
H/502/1183	333	Prepare sites for landscape works	3	6
R/502/1227	334	Design and install drainage systems	3	4
J/502/1631	335	Contribute to the prevention of aggressive and abusive behaviour of people	3	4
F/502/1627	336	Contribute to managing aggressive and abusive behaviour of people	3	5
R/502/4211	337	Set Up an IT System	3	5
R/601/7463	338	Identify areas at risk of flooding	3	10
T/601/3891	339*	Work in co-operation with other organisations	4	2
J/601/3894	341	Anticipate and assess the risk of emergencies	5	3
A/601/3892	342	Share information with other organisations	4	2
L/601/3895	343	Develop, maintain and evaluate emergency plans and arrangements	4	3
Y/601/3902	344	Raise awareness of the risk, potential impact and arrangements in place for emergencies	5	2
T/601/3941	345	Warn, inform and advise the community in the event of emergencies	4	3
A/600/9695	346	Manage a budget for own area or activity of work	5	7
K/600/9711	347	Manage physical resources	4	3
M/601/2528	348	Develop a presentation	3	3
T/601/2529	349	Deliver a presentation	3	3
J/601/2549	350	Contribute to running a project	3	5
K/615/8569	539**	Work in co-operation with other organisations	4	2

* Learners registered before 1st July 2017 should use this unit.

** Learners registered after 1st July 2017 should use this unit.

Rules of combination for the Level 3 Diploma in Work-based Environmental Conservation (0070)

0070-31 Level 3 Diploma in Work-based Environmental Conservation (Environmental Conservation)	
Rules for achievement of qualification	23 credits from (301 - 302, 320 - 321) plus minimum 25 credits from (303 - 317, 322 - 332) plus minimum 9 credits from (199, 202, 205 - 212, 218, 220 - 222, 230 -231,234, 238 - 247, 271 - 277, 279 - 294, 296, 299 - 300, 318 - 319, 333 -337) a maximum 2 units can be taken from (272 - 277) a maximum 2 units can be taken from (279 - 286)

0070-32 Level 3 Diploma in Work-based Environmental Conservation (Access and Recreation)	
Rules for achievement of qualification	23 credits from (301 - 302, 320 - 321) plus minimum 25 credits from (304 - 305, 308 - 312, 314 - 317, 322 -327, 329 - 332) plus minimum 9 credits from (199, 202, 205, 207 - 208, 212, 218, 220 -222, 239 - 240, 243, 273 - 274, 277, 279, 288 - 289, 291, 296, 334 - 337) a maximum of 2 units can be taken from (273 - 274, 277)

0070-33 Level 3 Diploma in Work-based Environmental Conservation (Flood Risk Management)	
Rules for achievement of qualification	18 credits from (320, 338, 539) minimum of 25 credits from (218, 301, 304, 305, 310, 324) plus a minimum of 9 credits from (334, 341 - 350)

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Diploma in Work-based Environmental Conservation	442	530

Assessment for the Diploma

The units will be assessed by the gathering of work-based evidence into a portfolio. The authenticity, sufficiency and validity of the evidence will be judged by the assessor.

The portfolio builder pack is available on **www.cityandguilds.com**. It contains a series of pro-formae that may be helpful to learners/assessors in the compilation of portfolios.

Included in the pack are the following pro-formae:

- Centre contacts form
- Self assessment and personal action plan form
- Record of units achieved
- Witness status list
- Witness testimony form
- Assessment planning form
- Learner feedback sheet

Where witness testimony is used, the Witness Status List must be completed on one occasion by any witnesses used.

The record of units achieved must also be updated as the learner completes each unit.

The use of the other forms is optional.

Learners completing the Level 3 Diploma in Work-based Environmental Conservation as part of the Advanced Apprenticeship framework

Learners who are completing the Level 3 Diploma in Work-based Environmental Conservation as part of the Advanced Apprenticeship framework are required to undertake an additional knowledge based qualification. This single unit Award (10 credits) covers the underpinning knowledge for the Framework.

The assessment for this qualification is a City & Guilds set, internally marked, and externally verified assignment.

Assessment strategy

Centre staffing
Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers
The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level. The centre must provide Internal Quality Assurance personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level. Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards

Assessor guidance

For the assessment of criteria within knowledge and understanding learning outcomes, it may be useful to use oral questions during direct observation and/or professional discussion

For practical activities, witness testimony may be useful when direct observation does not cover all criteria. Product evidence may also be available.

Appeals and Equal opportunities

Centres must have their own auditable, appeals procedure. If a learner is not satisfied with the examination conditions or a learner feels that the opportunity for examination is being denied, the Centre Manager should, in the first instance, address the problem. If, however, the problem cannot be resolved, City & Guilds will arbitrate and an external verifier may be approached to offer independent advice. All appeals must be clearly documented by the Centre Manager and made available to the external verifier or City & Guilds if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact their City & Guilds local office.

Access to the qualification is open to all, irrespective of gender, race, creed, age or special needs. The Centre Manager should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. QCA requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to.

For learners with particular requirements, centres should refer to City & Guilds' policy document *Access to Assessment and Qualifications*, which is available from **www.cityandguilds.com**

Centre and qualification approval

New centres must apply for centre and qualification approval. Further information on this process is available on the City & guilds website.

Existing City & Guilds centres will need to get specific qualification approval to run this qualification. They should contact their City & Guilds Local Office.

Full details of the process for both centre and qualification approval are given in 'Providing City & Guilds qualifications – a guide to centre and qualification approval' which is available from **www.cityandguilds.com**

City & Guilds reserve the right to suspend an approved centre, or withdraw their approval from an approved centre to conduct a particular City & Guilds qualification, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Registration and certification

- Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under the appropriate qualification/complex (0070-31, -32, -33)

Full details on the procedures for these qualifications will be found in the City & Guilds On-line Catalogue. This is accessed through the Walled Garden.

The units

As units are signed off as completed, the record of units achieved proforma should be updated

How to use the Evidence Recording Sheets

There is a column alongside the assessment criteria. In this Qualification handbook this column is used for assessor guidance. In the Learner's Guide this column is used for recording the evidence. Records of direct observation may be written directly into this column or, if the evidence is on a separate document, the reference of where the evidence can be found should be entered here. If the evidence is cross reference to elsewhere in the Learner Guide and Logbook then the reference to where it may be found should be inserted. For underpinning knowledge criteria, the answers may be written in directly or completed on a separate page which can be referenced in the normal way.

Below is an example of how a recording sheet may look, with entries by the learner, the supervisor and the assessor. Although several people may enter information here, it remains the responsibility of the assessor to judge the evidence presented is sufficient, authentic and valid.

Example Unit

TITLE	Estimate and programme resource requirements for landscaping	Candidate's name JOE GOODMAN
NDAQ REFERENCE	Y/502/0502	
LEVEL	3	
CREDIT VALUE	4	
This unit will provide the learner with the skills, knowledge and understanding required for estimating resource requirements and programming work for soft, hard and interior landscapes. Simulation will not be acceptable. Relationship to National Occupational Standards : L26.1,2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to estimate the resources	1.1 Identify the nature, extent, required outcome and standards of proposed work clearly and accurately	Most of the evidence for this unit revolves around a major redevelopment of an herbaceous border at Stanley Gardens. Details of this project are in reference 1. JG The initial research findings and specifications are at 1.1
	1.2 Identify required resources which are appropriate to the work taking into account: • labour, • equipment, • materials, • finance • specific expertise.	Reference 1.2 Action plan and financial breakdown JG
	1.3 Ensure timing of resource enable work to proceed	Reference 1.3 Initial resource orders and labour scheduling JG Joe effectively prepared the plans and ensured sufficient and appropriate resources were ready for the start of work AB
2. Be able to sequence and programme work	2.1 Ensure the work programme takes full account of the available resources to proceed	Reference 1.4 Gantt chart indicates the major stages of the project and work schedule indicates each stage in more detail JG

Example Unit

	2.2 Provide a sequence of work which meets agreed targets efficiently and effectively	I have seen these documents during the professional discussion AN
	2.3 Use a work programme which enables work to be completed on time, safely and to the standard required	Joe carried out all the scheduling of staff and other resources. He carried out risk assessment for all stages and method statements for all activities AB
	2.4 Communicate the work programme effectively and in time to all relevant people	Joe lead 2 staff meetings to explain the project to the staff involved and train them in the methods of work. 2 staff were trained to use the mini-digger AB
3. Be able to promote health and safety and good environmental practice.	3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	Joe has met all the company's requirements to comply with legislation, including carrying our risk assessments, COSHH assessments, environmental assessments and maintained al the relevant records, including PUWER. He has carried out staff training on manual handling and machinery use and liaised with contractors carrying out specific tasks AB
	3.2 Ensure work is carried out in a manner which minimises environmental damage	Joe carried out an environmental assessment and used this to inform the method statements AB
4. Understand how to estimate resource requirements and programme work.	4.1 Define project planning and describe methods of estimating resource requirements: • labour, • equipment, • materials, • finance • specific expertise	A combination of questions and answers available in reference 4.1 is evidence for this section. AN I carried out a professional discussion with Joe at Stanley Gardens, where we could look at the company's records and the work completed. The audio tape of our conversation is reference 4.2 AN
	4.2 Compare the effects of timing of resource provision on costs and completion	4.1

Example unit

	4.3 Assess methods to optimise resource usage and timing and minimise waste	4.1 and 4.2
	4.4 Comment on the implications of estimating and arranging resources for both horticultural and landscape projects.	4.2
5. Understand the sequence and programming of work	5.1 Explain the methods of sequencing work to achieve targets and realistic work rates for the work type programmed	4.2
	5.2 Evaluate the use of performance measures	4.2
	5.3 Describe the possible causes of disruption to work programmes and their effects on quality and timing	4.1
	5.4 Explain the sources of hazard encountered on landscape maintenance and measures for their reduction	4.1 and 4.2
6 Understand relevant health and safety legislation and environmental good practice.	6.1 Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work	4.2
	6.2 Describe the possible environmental damage and how to respond appropriately	4.1
	6.3 Explain the records required for management and legislative purposes and the importance of	4.2

	maintaining them	

Unit 199

TITLE	Resolve customer service problems	Learner's name
NDAQ REFERENCE	M/601/1511	
LEVEL	2	
CREDIT VALUE	6	
This unit is about what to do when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before their customer has even noticed. As soon as the learner is aware of a problem, they need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of the organisation is by the way problems are handled. Relationship to National Occupational Standards: This unit directly relates to Unit C3 of the Customer Service NOS 2010		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. spot customer service problems	1.1 listen carefully to customers about any problem they have raised	
	1.2 ask customers about the problem to check their understanding	
	1.3 recognise repeated problems and alert the appropriate authority	
	1.4 share customer feedback with others to identify potential problems before they happen	
	1.5 identify problems with systems and procedures before they begin to affect customers	

Unit 199

2. pick the best solution to resolve customer service problems	2.1 identify the options for resolving a customer service problem	
	2.2 work with others to identify and confirm the options to resolve a customer service problem	
	2.3 work out the advantages and disadvantages of each option for their customer and the organisation	
	2.4 pick the best option for their customer and the organisation	
	2.5 identify for their customer other ways that problems may be resolved if they are unable to help	
3. take action to resolve customer service problems	3.1 discuss and agree the options for solving the problem with their customer	
	3.2 take action to implement the option agreed with their customer	
	3.3 work with others and their customer to make sure that any promises related to solving the problem are kept	
	3.4 keep their customer fully informed about what is happening to resolve the problem	
	3.5 check with their customer to make sure the problem has been resolved to the customer's satisfaction	

Unit 199

	3.6 give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction	
4. know how to resolve customer service problems	4.1 describe organisational procedures and systems for dealing with customer service problems	
	4.2 explain how to defuse potentially stressful situations	
	4.3 describe how to negotiate	
	4.4 identify the limitations of what they can offer their customer	
	4.5 describe types of action that may make a customer problem worse and should be avoided	

Unit 202

TITLE	Establish and maintain effective working relationships with others	Learner's name
NDAQ REFERENCE	T/502/1690	
LEVEL	2	
CREDIT VALUE	2	
The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation Relationship to National Occupational Standards : O239NCU5.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Maintain working relationships with others	1.1 Identify opportunities to improve working practices with the appropriate person	Witness testimony may be useful when direct observation does not cover all criteria
	1.2 Carry out activities requiring co-operation with others in accordance with required procedures	
	1.3 Communicate with others in a way which promotes effective working relationships	
	1.4 Keep others informed about work plans or activities which affect them	
	1.5 Seek assistance from others without causing undue disruption to normal work activities	

Unit 202

	1.6 Respond in a timely and positive way when others ask for help or information	
2. Understand why good working practices are important	2.1 State why good working relationships are important	
	2.2 Suggest ways in which good working relationships can be maintained	
	2.3 State the methods of dealing with disagreements within the workplace	
	2.4 Describe own level of responsibility in relation to dealing with disagreements	
	2.5 State why effective communication is important	

Unit 205

TITLE	Promote responsible public use of the environment	Learner's name
NDAQ REFERENCE	H/502/3161	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to safeguard members of the public and the environment. Relationship to National Occupational Standards: O29NEC1.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to safeguard members of the public and others	1.1 Maintain the safety of the public and others during visits to the site	Where candidates do not have regular contact with the public, simulation is acceptable
	1.2 Work safely encouraging everyone throughout all activities to follow current legislation, codes of practice, organisational policies and procedures	
2. Be able to safeguard the environment	2.1 Provide information and advice to encourage members of the public to use the site in a way which is consistent with its purpose and condition	Where candidates do not have regular contact with the public, simulation is acceptable

Unit 205

	2.2 Identify visitors and others who may cause a threat and take the appropriate action to minimise any damage or risk, covering two of the following: i. to the site and its contents ii. to flora and fauna iii. to own personal health and safety iv. to other people's health and safety	
3. Know how to safeguard members of the public and the environment	3.1 Outline organisational codes of practice and requirements about the care of visitors and other members of the public, e.g. supporting people in terms of their safety and welfare by providing information and advice	
	3.2 State the needs of the public and others, and when to influence their use of the site and offer advice or help	
	3.3 State why the organisation may have certain access policies or specific areas for public access	
	3.4 Explain the importance of balancing the needs of the site with the needs of the public and others	

Unit 205

	3.5 Describe the features of the site and the effects the public and others may have on it	
	3.6 Outline threats the public may pose to: i. the site and its contents ii. flora and fauna iii. own personal health and safety iv. other people's health and safety	
	3.7 Explain how to handle people who cause a threat to sites in an effective, safe and courteous way	
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements	

Unit 206

TITLE	Prepare to undertake and report on a field survey	Learner's name
NDAQ REFERENCE	T/502/3276	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and understanding required to conduct a basic survey relating to the natural environment (on land or at sea). The unit covers the different survey techniques and the reporting techniques for the surveys. Relationship to National Occupational Standards: O29NEC2.1&2.2 (knowledge)		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Know how to collect and record data for field surveys	1.1 Outline how to collect and record data for three of the following field surveys: i. Plants ii. animals iii. people iv. physical features v. habitat types vi. access networks	
	1.2 State the role and responsibilities in relation to survey activities	
	1.3 Outline the range of survey techniques available, their advantages and disadvantages and principles of use	
	1.4 Describe primary and secondary sources of data, their advantages and	

	disadvantages and principles of use	

Unit 206

	1.5 Describe effective means of recording the data collected	
	1.6 Describe the actions to take if there is difficulty in obtaining data	
	1.7 Describe the environmental importance of the field survey area(s) and the potential impact of work on the site	
	1.8 Describe actions that may be necessary in cases of incidental damage to habitat, wildlife and landscape	
2. Know how to report on field surveys	2.1 Outline the required content of a report	
	2.2 Describe different ways of presenting information in a way appropriate to the intended user	
	2.3 Describe potential uses of field survey reports	
	2.4 Outline different methods of communicating clearly	
	2.5 Specify the timescale within which reporting must take place and the reasons for this	

Unit 207

TITLE	Conduct and report on a field survey for people	Learner's name
NDAQ REFERENCE	M/502/3275	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. Relationship to National Occupational Standards: 029NEC2.1&2.2 (performance)		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Collect and record field survey data for people	1.1 Undertake a field survey for people	
	1.2 Select and use survey techniques in accordance with the survey specification	
	1.3 Collect primary and secondary data that meets the requirements of the survey specification	
	1.4 Record all data legibly, fully and in the format specified	
	1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional	Cross reference the evidence where appropriate

	requirements	

Unit 207

	2.2 Carry out work in a manner which minimises environmental damage	
3. Report on the field survey for people	3.1 Produce accurate, legible and complete reports which contain the necessary supporting data	
	3.2 Respond to requests for further clarification and explanation of reports clearly and accurately	
	3.3 Report within the required timescale and in accordance with organisational procedure	

Unit 208

TITLE	Conduct and Report on a field survey for physical features	Learner's name
NDAQ REFERENCE	A/502/3277	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea) for physical features. It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out. Relationship to National Occupational Standards: O29NEC2.1&2.2 (performance)		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Collect and record field survey data for physical features	1.1 Undertake a field survey for physical features	
	1.2 Select and use survey techniques in accordance with the survey specification	
	1.3 Collect primary and secondary data that meets the requirements of the survey specification.	
	1.4 Record all data legibly, fully and in the format specified	
	1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of	Cross reference the evidence where appropriate

	practice and any additional requirements	

Unit 208

	2.2 Carry out work in a manner which minimises environmental damage	
3. Report on the field survey for physical features	3.1 Produce accurate, legible and complete reports which contain the necessary supporting data	
	3.2 Respond to requests for further clarification and explanation of reports clearly and accurately	
	3.3 Report within the required timescale and in accordance with organisational procedure	

Unit 209

TITLE	Conduct and report on a field survey for animals	Learner's name
NDAQ REFERENCE	F/502/3278	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea) for animals. It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. Relationship to National Occupational Standards: O29NEC2.1&2.2 (performance)		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Collect and record field survey data for animals	1.1 Undertake a field survey for animals	
	1.2 Select and use survey techniques in accordance with the survey specification	
	1.3 Collect primary and secondary data that meets the requirements of the survey specification	
	1.4 Record all data legibly, fully and in the format specified	
	1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional	

	requirements	

Unit 209

	2.2 Carry out work in a manner which minimises environmental damage	
3. Report on the field survey for animals	3.1 Produce accurate, legible and complete reports which contain the necessary supporting data	
	3.2 Respond to requests for further clarification and explanation of reports clearly and accurately	
	3.3 Report within the required timescale and in accordance with organisational procedure	

Unit 210

TITLE	Conduct and report on a field survey for habitat types	Learner's name
NDAQ REFERENCE	F/502/3281	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for habitat types (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. Relationship to National Occupational Standards: O29NEC2.1&2.2 (performance)		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Collect and record field survey data for habitat types	1.1 Undertake a field survey for habitat types	
	1.2 Select and use survey techniques in accordance with the survey specification	
	1.3 Collect primary and secondary data that meets the requirements of the survey specification	
	1.4 Record all data legibly, fully and in the format specified	
	1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of	Cross reference where appropriate

	practice and any additional requirements	

Unit 210

	2.2 Carry out work in a manner which minimises environmental damage	
3. Report on the field survey for habitat types	3.1 Produce accurate, legible and complete reports which contain the necessary supporting data	
	3.2 Respond to requests for further clarification and explanation of reports clearly and accurately	
	3.3 Report within the required timescale and in accordance with organisational procedure	

Unit 211

TITLE	Conduct and report on a field survey for plants	Learner's name
NDAQ REFERENCE	A/502/3280	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for plants (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. Relationship to National Occupational Standards: O29NEC2.1&2.2 (performance)		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Collect and record field survey data for plants	1.1 Undertake a field survey for plants	
	1.2 Select and use survey techniques in accordance with the survey specification	
	1.3 Collect primary and secondary data that meets the requirements of the survey specification	
	1.4 Record all data legibly, fully and in the format specified	
	1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional	

	requirements	

Unit 211

	2.2 Carry out work in a manner which minimises environmental damage	
3. Report on the field survey for plants	3.1 Produce accurate, legible and complete reports which contain the necessary supporting data	
	3.2 Respond to requests for further clarification and explanation of reports clearly and accurately	
	3.3 Report within the required timescale and in accordance with organisational procedure	

Unit 212

TITLE	Conduct and report on a survey for access networks	Learner's name
NDAQ REFERENCE	J/502/3279	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for access networks (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. Relationship to National Occupational Standards: O29NEC2.1&2.2 (performance)		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Collect and record field survey data for access networks	1.1 Undertake a field survey for access networks	
	1.2 Select and use survey techniques in accordance with the survey specification	
	1.3 Collect primary and secondary data that meets the requirements of the survey specification	
	1.4 Record all data legibly, fully and in the format specified	
	1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of	

	practice and any additional requirements	

Unit 212

	2.2 Carry out work in a manner which minimises environmental damage	
3. Report on the field survey for access networks	3.1 Produce accurate, legible and complete reports which contain the necessary supporting data	
	3.2 Respond to requests for further clarification and explanation of reports clearly and accurately	
	3.3 Report within the required timescale and in accordance with organisational procedure	

Unit 218

TITLE	Identify and respond to incidents of flooding	Learner's name
NDAQ REFERENCE	J/502/3167	
LEVEL	2	
CREDIT VALUE	10	
The aim of this unit is to provide the learner with the knowledge and skills required to identify and respond to incidents of flooding. The unit covers both actual and potential flooding It also provides the knowledge and skills associated with using methods such as sandbagging, bank reinforcement and the removal of obstructions, the use of temporary bunds and use of plant such as pumping equipment and generators. Relationship to National Occupational Standards: O29NEC5.1, 5.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to work safely and in line with relevant legislation	1.1 Work in a way which maintains health, safety and environmental good practice and is consistent with current legislation, codes of practice and any additional requirements	
2. Be able to assess incidents of flooding	2.1 Assess the scale of the incident and its likely development for both actual and potential flooding incidents	
	2.2 Carry out accurate and complete inspections of the site	

Unit 218

3. Be able to implement plans for dealing with incidents of flooding	3.1 Respond to the incident taking into account the following: i. all relevant instructions ii. organisational requirements iii. the changing circumstances of the incident iv. impact of the incident on the environment v. impact of the response on the environment vi. health and safety	Consider a range of diverse evidence e.g. diary, work log witness statement when direct observation is not appropriate
	3.2 Communicate sensitively and appropriately with any of the following: i. members of the public ii. colleagues iii. professional partners	
	3.3 Use equipment and materials safely and according to plans for dealing with the incident	
	3.4 Monitor the extent and impact of the incident against the organised response and make any necessary modifications to the plan	

Unit 218

	3.5 Implement the appropriate methods for dealing with the incident and complete operations within the required timescales covering at least two of the following methods: i. sandbagging ii. bank reinforcement iii. removal of obstructions iv. operating defence barriers v. screen clearance	
	3.6 Recognise and report any obstructions and blockages accurately	
	3.7 Report promptly any change in the consequences of the incident and the effect this may have on the area at risk	
4. Know the relevant health and safety and legislation and environmental good practice	4.1 Summarise the health and safety requirements in relation to the incident	
	4.2 Describe the relevant legislation and organisational requirements associated with incidents of flooding	
	4.3 Describe the health risks associated with polluted water in spate and associated decontamination and personal health precautions	
5. Know the types of incidents of flooding	5.1 Describe the types of incidents, both actual and potential which may occur in the locality and the necessary	

	response to such incidents	

Unit 218

	5.2 Explain the methods for inspecting the site and interpreting site information	
6. Know how to produce and implement plans for dealing with incidents of flooding	6.1 Explain the ways in which incidents can change and the required response to such changes	
	6.2 Explain the ways in which plans are produced to cover: i. equipment needed ii. safety and welfare considerations, access routes iii. necessary actions iv. flood alert levels and emergency plans	
	6.3 Describe the instructions for dealing with the incident including limits of responsibility in dealing with the incident	
	6.4 Identify the access routes to the incident	
	6.5 Explain the levels of flood warning and the relevant response	
	6.6 Explain the ways in which the response to the flooding may impact on the environment and how to modify plans to take into account the environmental considerations	
	6.7 Describe how to recognise and report	

	potential pollution problems	

Unit 218

7. Know how to deal with incidents of flooding	7.1 State methods for dealing with actual and potential flooding covering all the following: i. sandbagging ii. bank reinforcement iii. removal of obstructions iv. operating defence barriers v. screen clearance	
	7.2 Explain the safe and correct use of equipment and materials	
	7.3 Define the limits of responsibility in relation to dealing with the incident	
	7.4 Define types of obstructions and blockages which may occur	
	7.5 Explain the reasons why the incident must be monitored and types of modifications which may be required	
	7.6 Describe the procedures for reporting the incident	
8. Know how to communicate during incidents of flooding	8.1 State how to communicate effectively with emergency services and members of other enforcing authorities	
	8.2 Describe the lines of communication with colleagues and professional partners	
	8.3 Explain how to give information to the public sensitively and	

	sympathetically	

Unit 220

TITLE	Work with Children and young people during environmental activities	Learner's name
NDAQ REFERENCE	J/502/3282	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to work with children and young people. It includes establishing and maintaining a healthy, safe and secure environment. The term 'children and young people' refers to all children and young people of school age. Relationship to National Occupational Standards: O29NEC8.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to establish and maintain a healthy, safe and secure environment for children and young people	1.1 Check all areas where children and young people will be present and identify and record hazards	1.1 Risk assessment
	1.2 Take action to eliminate or reduce hazards where dangerous situations or hazards arise	
	1.3 Explain safety rules to children and young people clearly and in a manner appropriate to their level of understanding	
	1.4 Encourage children and young people to be aware of their own and others safety	
	1.5 Work with others to maintain the agreed levels of supervision at all times	

Unit 220

	1.6 Follow agreed procedures for the collection of children and young people and not hand over any children without authorisation	
	1.7 Take the appropriate action in cases where they have concerns over the welfare of children and young people in their care	
2. Be able to work with and protect children and young people during environmental activities	2.1 Work with children and young people indoors and outdoors in a calm and relaxed manner to promote their understanding and self confidence	
3. Know how to establish and maintain a healthy, safe and secure environment for children and young people	3.1 Explain the implications on their work of relevant legislation and sector, organisational and statutory codes of practice	
	3.2 Describe how to identify potentially dangerous situations or hazards	
	3.3 Describe the action required in cases where potentially dangerous situations or hazards have been identified	
	3.4 Outline the necessary safety rules and procedures, and how to explain them to children in a manner appropriate to their level of understanding	
	3.5 Describe how to promote understanding and self confidence in	

	children and young people	

Unit 220

	3.6 Outline the agreed levels of supervision appropriate for the activity	
	3.7 Explain the importance of procedures for the collection of children and young people	
	3.8 Explain the action to take where they are concerned about the welfare of a child or young person in their care, including the procedures for dealing with suspected child abuse covering: i. referral of concerns to the line manager and ii. referral of concerns to specialists outside the organisation	
4. Understand the implications of working with children during environmental activities	4.1 Explain the importance of maintaining a calm and relaxed manner when working with children and young people	
	4.2 Describe how to work with children and young people i. indoors ii. outdoors	

Unit 221

TITLE	Deal with accidents and emergencies involving children and young people during environmental activities	Learner's name
NDAQ REFERENCE	L/502/3283	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to deal with accidents and emergencies whilst working with children and young people. The term 'children and young people' refers to all children and young people of school age. Accidents and emergencies can include injuries, signs of illness and other emergencies. Relationship to National Occupational Standards: O29NEC8.2, O29NEC30.3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to deal with accidents and emergencies whilst working with children and young people during environmental activities	1.1 Promptly assess the severity of an accident or emergency including: i. minor accidents or emergencies; ii. major accidents or emergencies; to determine whether first aid or medical attention is required	Simulation and professional discussion acceptable
	1.2 Promptly and calmly carry out the appropriate procedures for dealing with accidents and emergencies including: i. minor accidents or emergencies; ii. major accidents or	

	emergencies;	

Unit 221

	1.3 Maintain suitable standards of hygiene when dealing with accidents and emergencies including and, where relevant, taking action to protect themselves and others from risk	
	1.4 Offer comfort and reassurance to the children, young people and others throughout	
	1.5 Follow the correct procedures for recording and reporting accidents and emergencies	
2. Know how to deal with accidents and emergencies when working with children and young people during environmental activities	2.1 Explain the implications on their work of sector, organisational and statutory codes of practice for dealing with accidents and emergencies	
	2.2 Outline procedures for dealing with accidents and emergencies, and the importance of adhering to them	
	2.3 Describe how to assess the severity of accidents and emergencies and determine the action required	
	2.4 Describe basic First Aid procedures	
	2.5 Explain the importance of maintaining suitable levels of hygiene, and ways of protecting themselves and others from infection and harm	

Unit 221

	2.6 Describe how to recognise and cope with emotional reactions to accidents or emergencies	
	2.7 Explain the importance of following the correct procedures for recording and reporting accidents and emergencies	
	2.8 Outline the procedures and responsibilities for conveying information to parents or guardians	

Unit 222

TITLE	Contribute to restoring polluted environments to acceptable conditions	Learner's name
NDAQ REFERENCE	R/502/3169	
LEVEL	2	
CREDIT VALUE	10	
The aim of this unit is to provide the learner with the knowledge and skills required to restore polluted environments to acceptable conditions. The unit applies to both water and land-based environments where pollution has occurred. It covers assisting with restoring polluted environments and describes the work required after the restoration operations. Relationship to National Occupational Standards: O29NEC9		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to assess the site	1.1 Take appropriate action to minimise risks in line with risk assessment	Where direct observation is not possible, a witness statement, diary or work log would contribute to the evidence
	1.2 Access and prepare the site according to instructions, organisational requirements and legislation and the needs of the site	
	1.3 Ensure that the work takes into account weather and ground conditions, and the potential impact these conditions may have on the incident	
2. Be able to assist and complete operations in the restoration of polluted environments to acceptable conditions	2.1 Work to restore either water or land-based polluted environments in accordance with instructions and the needs of the site	

Unit 222

	2.2 Use appropriate materials and substances to tackle pollution and dispose of them in accordance with instructions, legislation and organisational requirements	
	2.3 Deal appropriately with one of the following types of incident: a. chemical, b. biological	2.3 Simulation acceptable
	2.4 Work to restore the surrounding environment within the appropriate timescales and to the appropriate standards	
	2.5 Ensure that records are accurate, legible and complete	
	2.6 Communicate the completion of the work accurately, to the appropriate person	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Wear suitable protective clothing in accordance with manufacturers instructions, the type of incident and organisational requirements	

Unit 222

	3.4 Take the appropriate measures to protect, and maintain the safety of, the public from the pollution incident	
	3.5 Dispose of waste materials and substances safely and correctly	
4. Know the methods and reasons for restoration of polluted environments to acceptable conditions	4.1 Describe instructions for dealing with the incident	
	4.2 Describe correct methods for the deployment of materials and equipment	
	4.3 Describe types of weather and ground conditions which may occur and the impact these may have on the incident	
	4.4 Describe the recreational and economic uses of the environment and how these relate to work activities	
5. Understand the methods and reasons for the restoration of polluted environments to acceptable conditions	5.1 Describe the precautionary methods for dealing with a pollutant relevant to the environment	
	5.2 Describe the indicators if the restoration operation is not working and the correct actions to take	
	5.3 Explain how to access sites safely and correctly	
	5.4 Describe types of pollution incidents and the methods used to deal with	

	them	

Unit 222

	5.5 Explain procedures for communicating and reporting information on the incident	
6. Be able to select, use and maintain equipment for restoring polluted environments to acceptable conditions	6.1 Select and safely use equipment, materials and the correct personal protective equipment	
	6.2 Use equipment according to instructions	
	6.3 Prepare, maintain and store equipment in a safe and effective working condition	
	6.4 Clean equipment used to remove pollutants correctly, according to the type of pollution incident, manufacturers instructions and organisational policy	
7. Know the types of equipment required and how to maintain them	7.1 Describe the equipment which will be necessary for restoring polluted environments to acceptable conditions	
	7.2 Describe methods of cleaning and maintaining the range of equipment used	
8. Know the current health and safety legislation and environmental good practice	8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	

	8.2 Explain how to implement health, safety and environmental emergency procedures	

Unit 222

	8.3 Describe health and safety requirements relating to polluted environments	
	8.4 Describe the types of hazards which are associated with both chemical and biological pollutants	
	8.5 State how to ensure the protection of the public	
	8.6 Describe how environmental damage can be minimised	
	8.7 Describe the correct methods for disposing of waste and consumables	

Unit 230

TITLE	Prepare and maintain the operational condition of work boats	Learner's name
NDAQ REFERENCE	A/502/3179	
LEVEL	2	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the knowledge and skills required to prepare and maintain work boats for use. The learner will carry out the necessary checks and maintenance, and ensure that the work boat is safe and ready for use. In addition, they must recognise and deal with any faults or problems that arise prior to operation of the work boat. Relationship to National Occupational Standards : O29NEC15.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to prepare and maintain the operational condition of workboats	1.1 Carry out checks and maintenance procedures correctly, in accordance with statutory, manufacturers and organisational requirements. To include: i. safety checks ii. engine checks iii. engine maintenance iv. condition of vessel.	Work log or diary to show maintenance records
	1.3 Ensure equipment for use during the operation of the work boat is safe, in good working order and accessible including: i. safety equipment ii. operational equipment.	

Unit 230

	1.3 Where appropriate, rectify faults in the operational condition of the work boat safely and correctly	Professional discussion where appropriate
	1.4 Ensure problems and conditions which are outside your responsibility are identified and referred promptly to the appropriate person	Professional discussion where appropriate
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health, safety and environmental good practice according to relevant legislation, codes of practice and any additional requirement	
	2.2 Provide clear and accurate information for recording purposes	Work log or diary
3. Know how to prepare and maintain the operational condition of workboats	3.1 Describe the required pre-start checks, routine checks and maintenance procedures covering: i. safety checks ii. engine checks iii. engine maintenance iv. condition of vessel.	Oral questions during direct observation may be considered useful
	3.2 Outline the manufacturer's instructions for engine and equipment maintenance, and specifications of the work boat	Refer to manual
	3.3 Describe the types of faults which may occur, including: engine faults, damage to the vessel and missing equipment, and the appropriate	

	action in relation to these faults	

Unit 230

	3.4 Outline the limits of your responsibility for rectifying faults and other problems	
	3.5 Describe the procedures for reporting faults	
	3.6 Describe the reasons for reporting faults	
	3.7 Describe how to safely handle and store fuel and lubricants	
	3.8 Outline the types of problems which may be encountered and how these should be dealt with	
	3.9 Outline the relevant legislation and organisational requirements associated with the use of work boats	
	3.10 Outline the recreational and economic use of the water environment and how such use relates to work activities	
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements in relation to the operation and use of work boats	
	4.2 Identify the types of records required and explain the importance of accurate record keeping	

Unit 230

	4.3 Describe how to maintain environmental good practice during work activities	

Unit 231

TITLE	Operate work boats	Learner's name
NDAQ REFERENCE	R/502/3222	
LEVEL	2	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the knowledge and skills required to operate work boats. All manoeuvres must be conducted safely, in accordance with manufacturers and organisational requirements, and without causing damage to the boat. The learner must take into account factors such as weather conditions, water conditions and hazards during the operation of the boat. Learners must possess the appropriate certification or approvals to operate the class of boat used during assessment of this unit. Relationship to National Occupational Standards : O29NEC15.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to operate work boats	1.1 Ensure boat manoeuvres are conducted safely, without damage to the workboat and in accordance with statutory and organisational requirements and within the necessary timescales covering at least one of the following: i. maintenance ii. inspection iii. transportation.	Witness testimony may be useful when direct observation does not cover all criteria
	1.2 Operate the work boat controls in accordance with manufacturer's instructions, the nature of the operations and with regard to the following: i. prevailing weather ii. water flow iii. water depth	Oral questions during direct observation may be considered useful

	iv. wildlife habitat v. other water users	

Unit 231

	1.4 Recognise any hazards and obstacles, and take the appropriate action to minimise the risk during work boat manoeuvres	Witness testimony or professional discussion
	1.5 Report any difficulties in carrying out operations promptly to the relevant person	Witness testimony may be useful when direct observation does not cover all criteria
	1.6 Ensure your communications with crew members and others are accurate and clear at all times, and adhere to organisational requirements. Use at least two of the following types of communications: i. verbal ii. written iii. sound	Witness testimony may be useful when direct observation does not cover all criteria
	1.7 Respond to changes in environmental conditions appropriately and in accordance with organisational requirements	Witness testimony may be useful when direct observation does not cover all criteria
	1.8 Identify the need for emergency procedures accurately and take the appropriate prompt actions	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health, safety and environmental good practice during your work according to relevant legislation, codes of practice and any additional	

	requirements	

Unit 231

3. Know how to operate work boats	3.1 Explain the safe and correct methods for handling and using work boats	Oral questions during direct observation may be considered useful.
	3.2 Describe the operational limitations of the work boat	
	3.3 List the types of operations which are carried out using work boats	
	3.4 Describe the ways in which weather and water conditions must be taken into account during operations	
	3.5 Explain the types of hazards which may occur and how to respond to these, including: floating debris, submerged obstacles and fixed structures	
	3.6 Outline the potential damage which may occur during operations and the correct action to take	
	3.7 Describe the difficulties which may occur and to whom these should be reported	
	3.8 State the limits of your responsibility in relation to the operation of work boats	
	3.9 Describe the procedures for communicating with crew members and others	

Unit 231

	3.10 Outline the recreational and economic use of the water environment and how such use relates to work activities	
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
	4.2 Summarise the types of emergencies which can occur, including: fire, sinking, engine failure, collision, person overboard, leak of flammable or hazardous substances	
	4.3 Describe the correct methods for implementing emergency procedures	
	4.4 Outline the health and safety requirements in relation to the use of work boats	
	4.5 Outline the environmental considerations which must be taken into account during operations	
	4.6 Describe how to maintain environmental good practice during work activities	

Unit 234

TITLE	Encourage involvement in recycling	Learner's name
NDAQ REFERENCE	H/502/3189	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to encourage others to become involved in recycling. Relationship to National Occupational Standards : O29NEC18.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to promote recycling to others	1.1 Promote recycling to at least two of the following groups: i. colleagues ii. visitors iii. children and young people iv. volunteers v. community / environmental groups vi. local businesses	Work log or diary if appropriate
	1.2 Promote the reduction, reuse and recycling of at least three of the following materials: i. paper ii. card iii. glass iv. plastic v. aluminium vi. other metals vii. compostable materials viii. textiles ix. electrical goods	Work log or diary if appropriate

	x. wood xi. furniture	

Unit 234

	1.3 Use appropriate methods to communicate information on recycling i. verbal ii. personal note iii. leaflets iv. newsletter v. stickers	Work log or diary if appropriate
	1.4 Encourage others to understand that reduction, reuse and recycling are part of the sustainable use of the planet's resources	Work log or diary if appropriate
2. Understand the need to encourage and involve people in recycling	2.1 Explain the importance of the sustainable use of the planet's resources	Oral questions during direct observation may be considered useful
	2.2 Explain the 'Reduce, Reuse, Recycle' waste management hierarchy	
	2.3 Outline the roles of local and national authorities in meeting national and local recycling targets	
	2.4 Explain the range of different methods that may be used in recycling	
3. Know the implications of this work in respect of health and safety, waste legislation and	3.1 Describe the implications for this work of health and safety, environmental and waste legislation and regulations	

regulations		

Unit 238

TITLE	Preparing ground for seeding and planting	Learner's name
NDAQ REFERENCE	K/502/0990	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required in preparing the ground for planting plants and seeds. The preparation of the ground may cover the use of both hand tools and powered machinery such as tractor mounted equipment. Relationship to National Occupational Standards : 029NL1.3, L2.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain equipment	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement
	1.2 Use equipment according to instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition throughout	
2. Be able to prepare ground for seeding and planting	2.1 Prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions	Work log or diary combined with witness statement
	2.2 Add the materials specified for the operation. (It may be compost, fertiliser or sand)	
	2.3 Produce the required tilth for the specified finish	
	2.4 Clear debris from the site effectively,	

	safely, tidily and legally	

Unit 238

	2.5 Complete work to the agreed schedule	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Cross reference where appropriate
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of waste safely and correctly	
4. Know how to prepare the ground	4.1 Describe the different clearance and minor levelling methods which can be used for the following: i. green-field ii. urban derelict iii. reclaimed land iv. existing gardens	Oral questioning during direct observation may be considered useful
	4.2 Describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish	
	4.3 State where and when composts, fertilisers and other materials should be used and the types that are appropriate	
	4.4 State how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site	

Unit 238

	4.5 Describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them	
	4.6 State why it is important to clear debris effectively, safely, tidily and legally	
5. Know the types of hazards	5.1 Describe the hazards of underground services and how to avoid these	Risk assessment if appropriate
6. Know the types of weeds	6.1 Identify 15 types of perennial weeds and state how to control them	May be carried out over a period of time depending on availability
7. Know the types of equipment and materials required and how to maintain them	7.1 Describe the equipment and materials which will be necessary for preparing ground for seeding and planting covering the following materials i. organic matter ii. fertiliser iii. lime iv. perennial weed herbicides	
	7.2 Describe methods of maintaining the equipment ready for use	
8 Know the current health and safety legislation and environmental good practice.	8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	Cross reference where appropriate
	8.2 Describe how environmental damage can be minimised	

Unit 239

TITLE	Establishing plants or seeds in soil	Learner's name
NDAQ REFERENCE	A/502/1223	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plant and establish plants and or seeds in soil. The learner will also provide aftercare to meet specifications for newly established plants or seeds. Relationship to National Occupational Standards : 029NL 2.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain equipment	1.1 Select appropriate equipment for this area of work	Witness testimony may be useful when direct observation does not cover all criteria
	1.2 Use equipment according to instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition throughout	
2. Be able to select and transport plants and/or seeds	2.1 Select plants and/or seeds as requested	
	2.2 Identify a representative sample of plants	
	2.3 Handle, prepare and transport plants and seeds in a way that maintains their health and condition	
3. Be able to establish plants and/or seeds in soil	3.1 Position and plant the plants and/or seeds according to instructions/drawings	Work log or diary combined with witness statement

	3.2 Provide aftercare to meet the planting specifications	

Unit 239

4. Be able to work safely and minimise environmental damage	4.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Cross reference where appropriate
	4.2 Dispose of waste safely and correctly	
5. Know the requirements for establishing healthy plants	5.1 Describe how to prepare seeds and/or plants in a way that is appropriate to the plant and conditions	Oral questioning during direct observation may be considered useful
	5.2 State what pH is and how to test for it	
	5.3 Explain the importance of timing and seasonality on planting to encourage establishment and growth	
	5.4 Describe how to handle and transport plants in a way which minimises damage and maintains health	
	5.5 Explain the importance of planting seeds and or plants to the correct depth and position	
	5.6 Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and	

	initial pruning or cutting	

Unit 239

	5.7 Describe the different types of backfill materials relevant to different types of plants and situations	
	5.8 Describe the range of protection methods which may be used for different plants e.g. anti-desiccants, tree guards and shelters	
	5.9 Identify the types of records required and explain the importance of accurate record keeping	
6. Know how to deal with damage and pollution	6.1 State the correct methods of dealing with accidental damage and pollution	
	6.2 Describe how to minimise damage and unnecessary waste when working	
7. Know the types of equipment required and how to maintain them	7.1 Describe the equipment which will be necessary for establishing plants and seeds in soil	
	7.2 Describe methods of maintaining the equipment ready for use	
8. Know the current health and safety legislation and environmental good practice	8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	

Unit 240

TITLE	Maintain equipment and machines	Learner's name
NDAQ REFERENCE	L/502/1520	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out routine maintenance of equipment and machines. The maintenance should be carried out in line with the manufacturer's guidance and/or instructions. Relationship to National Occupational Standards : O29NCU27.1,2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to prepare equipment and machines for maintenance	1.1 Identify the equipment and machines requiring maintenance	Work log or diary combined with witness statement
	1.2 Check that the equipment and machines requiring maintenance are safe and completely isolated from the power source	
	1.3 Take the correct precautions to minimise dangers from contamination and hazardous chemicals	
	1.4 Keep the work area safe and in a condition suitable for the maintenance procedure	
	1.5 Obtain and prepare tools and materials suitable for the maintenance procedure	

Unit 240

2. Be able to carry out maintenance procedures	2.1 Maintain equipment and machines in accordance with manufacturer's instructions, standard procedure and legislation	
	2.2 Clean, service and store tools after use	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	3.2 Minimise the escape of substances and dispose of hazardous and non-hazardous waste safely and correctly	
4. Know how to prepare and carry out maintenance for equipment and machines	4.1 Outline the methods for preparing equipment and machines i. manual ii. mechanical	Oral questioning during direct observation may be considered useful
	4.2 Describe the dangers created by stored energy and how these should be responded to during the preparation stage	
	4.3 State the hazardous chemicals and substances which may be present and ways in which they should be dealt with	
	4.4 Describe the type of tools, equipment and materials required for the maintenance procedure	

Unit 240

	4.5 Describe types of protective clothing required and the reasons why it must be worn	
	4.6 Describe the methods for maintaining equipment and machines and the possible consequences of not maintaining	
	4.7 Outline the levels of responsibility in relation to the maintenance of equipment and machinery and whom to go to for advice	
	4.8 Describe safe and suitable methods of storing tools, equipment and machinery	
5. Know relevant health and safety and legislation and environmental good practice	5.1 Describe the correct methods for disposing of waste	Cross reference where appropriate
	5.2 Outline the current health and safety legislation codes of practice and any additional requirements	
	5.3 Outline the legislative requirements relating to the maintenance of equipment and machinery	

Unit 241

TITLE	Maintaining plants outdoors	Learner's name
NDAQ REFERENCE	J/502/1533	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to maintain the health of plants in an outdoor environment. Where the learner is using chemicals they should have the relevant certificate of competence Relationship to National Occupational Standards : n/a		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use tools and maintain relevant equipment	1.1 Select appropriate equipment for this area of work	
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to maintain the health of plants outdoors	2.1 Inspect plants as instructed	Oral questions, work log or diary may be useful
	2.2 Identify all of the following threats to promote plant health: i. pests ii. diseases iii. disorders iv. unfavourable conditions v. competing growth	
	2.3 Use correct and effective methods of	

	dealing with threats to plant health	

Unit 241

	2.4 Promote and maintain health growth using all of the following methods: i. Feeding ii. Watering iii. surface cultivation iv. mulching	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	Work log or diary combined with witness statement
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of waste safely and correctly	
4. Know how to maintain the health of plants outdoors	4.1 Describe how to check and report signs of damage or threats to health to include: i. pests ii. diseases iii. disorders iv. unfavourable conditions v. competing growth	Oral questioning during direct observation may be considered useful
	4.2 State how seasonal weather conditions affect plant growth and health	

Unit 241

	4.4 Describe the different methods used to promote plant health including: i. feeding ii. watering iii. surface cultivation iv. mulching	
	4.4 Describe the effects of soil conditions on plant growth	
	4.5 State why watering regimes vary for different soils and plants	
	4.6 Describe how the correct use of agrochemicals/pesticides can improve plant health	
	4.7 Describe how the incorrect use of agrochemicals/pesticides can harm plants	
	4.8 Describe the methods of dealing with threats to plant health covering; physical, cultural and irrigation	
5. Know relevant health and safety and animal welfare legislation and environmental good practice	5.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements	
	5.2 Describe how environmental damage can be minimised	
	5.3 Describe the correct methods for disposing of organic and inorganic waste	

Unit 242

TITLE	Remove unwanted plant growth to maintain development	Learner's name
NDAQ REFERENCE	Y/502/1214	
LEVEL	2	
CREDIT VALUE	5	
The aim of this unit is to provide the learner with the knowledge and skills required to identify and remove unwanted plant growth to maintain development. Relationship to National Occupational Standards : O29NPH 3.3 (CU76.2)		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Know the different types of unwanted plant growth	1.1 Identify different types of plant material and explain why it must be removed covering: i. damaged plants ii. diseased material iii. weeds iv. plant debris v. non typical vi. dead vii. excessive growth viii. badly positioned	
2. Know how to maintain plant development	2.1 Describe how all the following methods can be used to maintain/control plant development: i. trimming ii. supporting iii. thinning iv. spacing v. irrigation vi. growth regulators vii. lighting and shading	

	viii. protection ix. pruning	

Unit 242

3. Know the types of equipment required and how to maintain them	3.1 Describe the equipment which will be necessary for maintaining plant development	
	3.2 Describe methods of maintaining the equipment ready for use	
4. Know the current health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	
	4.2 Describe how environmental damage can be minimised	
	4.3 Describe the correct methods for disposing of organic and inorganic waste	
	4.4 Describe why it is important to maintain hygiene and how this is achieved	
5. Be able to select, use and maintain equipment	5.1 Select appropriate equipment for this area of work	
	5.2 Use equipment according to manufacturer's instructions and legal requirements	
	5.3 Prepare, maintain and store equipment in a safe and effective working condition	
6. Be able to identify	6.1 Recognise unwanted plant material	

unwanted plant growth	as appropriate	

Unit 242

7. Be able to remove unwanted plant growth	7.1 Remove unwanted plant material using appropriate techniques according to the species, time of year, stage of development	Work log or diary combined with witness statement
	7.2 Maintain the growing environment in a hygienic condition	
8. Be able to work safely and minimise environmental damage	8.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	
	8.2 Carry out work in a manner which minimises environmental damage	
	8.3 Dispose of waste safely and correctly	

Unit243

TITLE	Chainsaw maintenance	Learner's name
NDAQ REFERENCE	F/600/4028	
LEVEL	2	
CREDIT VALUE	1	
The aim of this unit is to enable the learner to carry out pre-use checks and maintenance to the chainsaw. Relationship to National Occupational Standards : Linked to Lantra SSC Trees and Timber National Occupational Standards. Partial mapping to: TW41, 42, 43.		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to carry out maintenance of a chainsaw	1.1 Observe safety precautions and wear appropriate PPE	
	1.2 Identify, check and explain the function of the safety features of the chainsaw	
	1.3 Identify components parts of the chain, stating their function and potential problems from wear or damage	
	1.4 Identify the information required to select a replacement chain for a given saw	
	1.5 Sharpen chain in accordance with manufacturer's information	
	1.6 Explain the reasons for sharpening a	

	chainsaw	

Unit 243

	1.7 Identify symptoms associated with poor cutting performance	
	1.8 Maintain guide bar	
	1.9 Explain reasons for maintaining guide bar	
	1.10 Clean air filter and compartment	
	1.11 Chain brake mechanism cleaned, inspected and commented on	
	1.12 Describe sprocket replacement procedure for relevant saw type	
	1.13 Reasonable chain, bar and side plate and comment on chain tension	
	1.14 Check and/or change spark plug as appropriate and comment on condition	
	1.15 Service recoil starter mechanism and comment on cord condition and replacement	
	1.16 Clean power unit and covers and inspect for damage	
	1.17 Describe fuel filter maintenance	
	1.18 Identify the correct fuel mix required for the operators chainsaw	
	1.19 Identify the safety clothing to wear when using a chainsaw	
	1.20 Start chainsaw from cold	

Unit 243

	1.21 Check chainsaw for condition and operational safety	
	1.22 Describe the actions to take if safety checks indicate incorrect saw preparation/maintenance	
	1.23 Explain the reasons for maintaining a correct stance during chainsaw starting procedures	

Unit 244

TITLE	Crosscut and stack small diameter timber using a chainsaw	Learner's name
NDAQ REFERENCE	A/600/4089	
LEVEL	2	
CREDIT VALUE	1	
The aim of this unit is to enable the learner to cross-cut small timber with a chainsaw and stack produce. Relationship to National Occupational Standards : Linked to Trees and Timber National Occupational Standards. Partial mapping to: TW12.1, 14		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to crosscut and stack small diameter timber using a chainsaw	1.1 Explain how to identify hazards and comply with the control procedures within a risk assessment	
	1.2 Summarise emergency planning and procedures for a site	
	1.3 Explain why it is important to maintain effective communication with others	
	1.4 Describe the causes of and how to prevent pollution and environmental damage	
	1.5 Check and prepare chainsaw for chainsaw operations	
	1.6 Describe the safety considerations required during crosscutting	

Unit 244

	1.7 Identify and explain tension and compression in relation to timber under moderate strain on the work site	
	1.8 Cross-cut timber under guide bar length to a given specification	
	1.9 Describe the risks associated with using long chainsaw bars to cut small diameter timber	
	1.10 Explain how to crosscut small diameter timber under sever tension	
	1.11 Explain methods used for crosscutting timber of greater diameter than the chainsaw bar length	
	1.12 Describe the procedure for removing a trapped saw	
	1.13 Explain safe lifting and handling practices	
	1.14 Stack produce for subsequent handling	
	1.15 Explain the reasons for tidy stacking	

Unit 245

TITLE	Control vertebrate pests and predators using traps	Learner's name
NDAQ REFERENCE	Y/502/3965	
LEVEL	2	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the knowledge and skills required to monitor vertebrate pest and predators populations and control their numbers through trapping. This unit is aimed at game conservation, and can be applied to any shooting estate. The definitions below should help to clarify the terminology used within this unit. Relationship to National Occupational Standards : O29NCU46.1, O29NCU46.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to determine the need for vertebrate pests and predator control	1.1 Interpret signs to determine vertebrate pest and predator activity	Oral questions, work log or diary may be useful
	1.2 Modify monitoring activities to take account of seasonal variations, prevailing weather conditions and habitat	
	1.3 Develop a trapping regime to control vertebrate pests and predators population	
2. Be able to trap vertebrate pests and predators	2.1 Select a trapping method appropriate to the vertebrate pests and predators species	Work log or diary combined with witness statement
	2.2 Ensure the good working order of selected traps	

Unit 245

	2.3 Establish traps in suitable locations to effectively catch target vertebrate pests and predators species and to minimise impact on non-target species	
	2.4 Monitor and maintain traps according to legal requirements	
	2.5 Approach trapped vertebrate pests and predators in a manner which maintains personal safety	
	2.6 Despatch trapped vertebrate pests and predators humanely	
	2.7 Release non-target species back into the wild in a manner which promotes their health and well-being and is consistent with legal requirements	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of waste and mortalities responsibly according to legal requirements	
4. Be able to maintain accurate records	4.1 Maintain accurate trapping records	

Unit 245

5. Know how to determine the need for vertebrate pests and predator control	5.1 Identify common mammal and bird pests and predators species	Oral questioning during direct observation may be considered useful
	5.2 Describe the significance and potential effects of vertebrate pests and predators	
	5.3 Describe the behavioural characteristics of vertebrate pests and predators and how these can influence the control method selected	
	5.4 Describe the effects of the seasons and weather conditions on monitoring activities	
	5.5 Describe the effects of vertebrate pests and predators on animal/plant populations	
	5.6 Explain how to interpret the following signs to determine pest and predator activity: (i) direct sightings (ii) runs (iii) footprints (iv) damage to habitat (v) dead animals (vi) kills (vii) sounds (viii) smells (ix) droppings	
	5.7 Describe the non-target species in the trapping area and how to recognise their presence	

Unit 245

	5.8 Explain the detail of a trapping regime including: i. the number of traps to be used ii. the type of traps to be used iii. the general location for the traps	
6. Know how to trap vertebrate pests and predators	6.1 Outline the legal requirements and codes of practice controlling the use of traps and snares	
	6.2 Identify non-target species	
	6.3 Explain how to limit the impact of trapping on non-target species	
	6.4 Explain trapping methods and their correct implementation including positioning	
	6.5 Describe how the following trap types function: i. spring traps ii. cage traps iii. snares	
	6.6 Explain why trapping methods need to be appropriate to the vertebrate pests, the characteristics of the site and location	
	6.7 Outline the legal requirements controlling the use of traps and snares	

Unit 245

	6.8 Describe the behavioural characteristics of vertebrate pests and predators and how these can assist the trapping process	
	6.9 Explain how to humanely despatch different vertebrate pests and predator's species	
	6.10 Describe how to dispose of despatched vertebrate pests and predators safely	
	6.11 Explain the methods used to release different non-target species safely in a way which promotes their health and well-being	
	6.12 Explain how to identify suitability of chosen trap	
	6.13 Explain how to maintain the condition of the live decoy, where appropriate	
	6.14 Explain how to check and maintain the function of traps and snares	
7. Know relevant health and safety legislation and environmental good practice	7.1 Outline the current health and safety legislation, codes of practice and any additional requirements associated with trapping activities	
	7.2 Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and	

	controlling pests and predators	

Unit 245

	7.3 Explain how to minimise the dangers of disease or personal injury caused by handling trapped animals	
	7.4 Describe how to safely dispose of vertebrate pests and predators according to legal requirements	
8. Know how to maintain accurate records	8.1 Explain the reason for keeping accurate, up to date vertebrate pest and predator records	

Unit 246

TITLE	Control vertebrate pests and predators by shooting	Learner's name
NDAQ REFERENCE	D/502/3966	
LEVEL	2	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the knowledge and skills required to be able to control vertebrate pest and predators populations through shooting. This unit is aimed at game conservation, and can be applied to any shooting estate. Learners must comply with Firearms Regulations and codes of practice The definitions below should help to clarify the terminology used within this unit. Vertebrate pests and predators - For example: rabbits, stoats, weasels, grey squirrels, foxes, crows, magpies, mink, rats Firearm - Either a shotgun and/or rifle Relationship to National Occupational Standards : O29CU47.1, O29NCU47.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to determine the need for vertebrate pests and predator control	1.1 Interpret signs to determine vertebrate pest and predator activity	Work log or diary combined with witness statement
	1.2 Modify monitoring activities to take account of seasonal variations, prevailing weather conditions and habitat	
2. Be able to shoot vertebrate pests and predators	2.1 Select shooting method, firearm and ammunition appropriate to the vertebrate pest and predator species and site characteristics	Witness testimony may be useful when direct observation does not cover all criteria
	2.2 Use firearms according to relevant legislation and approved codes of practice	

	2.3 Identify and efficiently shoot target species	

Unit 246

	2.4 Minimise the disturbance caused to non-target species	
	2.5 Despatch wounded vertebrate pests and predators humanely	
3. Be able to handle firearms and ammunition according to legal requirements	3.1 Clean, maintain and store firearms and ammunition according to legal requirements	
4. Be able to work safely and minimise environmental damage	4.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	4.2 Carry out work in a manner which minimises environmental damage	
	4.3 Dispose of waste and mortalities responsibly according to legal requirements and approved codes of practice	
5. Be able to maintain accurate records	5.1 Maintain accurate shooting records	
6. Know how to determine the need for vertebrate pests and predator control	6.1 Identify common mammal and bird, pest and predator species	Oral questioning during direct observation may be considered useful
	6.2 Describe the significance and potential effects of, vertebrate pests and predators to the site and its purpose	

Unit 246

	6.3 Describe the behavioural characteristics of vertebrate pests and predators and how these can influence the control method selected	
	6.4 Describe the effects of the seasons and weather conditions on monitoring activities	
	6.5 Describe the effects of vertebrate pests and predators on animal/plant populations	
	6.6 Explain how to interpret the following signs to determine pest and predator activity: (i) direct sightings (ii) runs (iii) footprints (iv) damage to habitat (v) dead animals (vi) kills (vii) sounds (viii) smells (ix) droppings	
7. Know how to shoot vertebrate pests and predators	7.1 Outline the codes of practice covering all aspects of vertebrate pests and predators control	
	7.2 Outline firearms legislation in relation to shooting vertebrate pests and predators	
	7.3 Explain the legal restrictions	

	controlling the use of firearms	

Unit 246

	7.4 Explain the effective application and ranges of firearms and ammunition	
	7.5 Describe the habits of common vertebrate pests and predators species and how these can influence the shooting method selected	
	7.6 Explain how to minimise the impact of shooting on non-target species	
	7.7 Describe how behavioural characteristics of vertebrate pests and predators can be used to increase the effectiveness of shooting	
	7.8 Explain humane despatch methods	
	7.9 Explain how the following site characteristics can impact on shooting: i. Location ii. Topography iii. Habitat iv. other estate activity v. public access	
	7.9 Explain how the selection of shooting methods takes account of: i. pest and predator type ii. characteristics of shooting location	

Unit 246

8. Know relevant health and safety legislation and environmental good practice	8.1 Outline the current health and safety legislation, codes of practice and any additional requirements associated with controlling vertebrate pests and predators by shooting	
	8.2 Outline the health and safety requirements associated with the use of firearms and shooting	
	8.3 Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and controlling pests and predators	
	8.4 Describe the situations when shooting can become unsafe and must be stopped	
	8.5 Explain how to minimise the dangers of disease or personal injury caused by handling dead animals	
	8.6 Describe how to safely dispose of vertebrate pests and predators according to legal requirements	
	8.7 Describe how to safely dispose of vertebrate pests and predators according to legal requirements	
9. Know how to maintain accurate records	9.1 Explain the reasons for keeping accurate, up-to-date vertebrate pest and predator records	

Unit 247

TITLE	Control vertebrate pest populations using chemical means	Learner's name
UAN REFERENCE	H/502/3967	
LEVEL	2	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the knowledge and skills required to monitor vertebrate pest populations and control their numbers using chemicals. This unit is aimed at game conservation, and can be applied to any shooting estate. The definitions below should help to clarify the terminology used within this unit. Vertebrate pests - For example: rabbits, moles, mice, rats Chemical means - Legal poisons Relationship to National Occupational Standards : O29NCU48.1, O29NCU48.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to determine the need for vertebrate pest control	1.1 Interpret signs to determine vertebrate pest and predator activity	Witness testimony may be useful when direct observation does not cover all criteria
	1.2 Identify the presence of non- target species	
	1.3 Select a control method appropriate to the vertebrate pests, the characteristics of the site and its location	
2. Be able to control vertebrate pest populations using chemical means	2.1 Develop a regime to control the application of chemical agents	Witness testimony may be useful when direct observation does not cover all criteria
	2.2 Set-up and maintain the necessary equipment to effectively control application of chemicals according to manufacturers'	

	recommendations	

Unit 247

	2.3 Handle and use chemicals safely and efficiently according to manufacturers' recommendations	
	2.4 Implement controls in a manner which minimises the risk to non-target species and the environment	
	2.5 Monitor the effectiveness of the control method	
	2.6 Take appropriate action when problems arise during pest control activities	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of any corpses and spent materials according to legal requirements	Oral questions, work log or diary may be useful
4. Be able to maintain accurate records	4.1 Maintain accurate vertebrate pest control records	
5. Know how to determine the need for vertebrate pest control	5.1 Identify common pests species	Oral questioning during direct observation may be considered useful
	5.2 Describe the behavioural characteristics of vertebrate pests and how these can influence the control method selected	

Unit 247

	5.3 Describe the effects of the seasons and weather conditions on monitoring and control activities	
	5.4 Describe the effects of vertebrate pests on animal/plant populations	
	5.5 Explain how to interpret the following signs to determine pest activity: i. direct sightings ii. runs iii. footprints iv. damage to habitat v. dead animals vi. kills vii. sounds viii. smells ix. droppings	
6. Know how to control vertebrate pest populations using chemical means	6.1 Describe common vertebrate pest species and the significance of their presence	
	6.2 Describe the characteristics of different vertebrate pest species, and their potential effects on sites	
	6.3 Explain how to adapt pest control methods to take account of changes in the weather	
	6.4 Explain why it is important to control the application of chemicals for non-target species	

Unit 247

	6.5 Explain how to monitor the effectiveness of the control methods	
	6.6 Explain the actions to take when the following problems arise during vertebrate pest control: i. chemical spillage ii. malfunction of equipment iii. changes in environmental conditions	
7. Know relevant health and safety legislation and environmental good practice	7.1 Outline the current health and safety legislation, codes of practice and any additional requirements associated with trapping activities	
	7.2 Explain how the Control of Substances Hazardous to Health Act controls the use of chemicals	
	7.3 Outline the legal restrictions on the use of chemicals including the certificates and training required before chemical can be used	
	7.4 Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and controlling pests	
	7.5 Describe how to safely dispose of vertebrate pests and predators according to legal requirements	

Unit 247

8. Know how to maintain accurate records	8.1 Explain the reason for keeping accurate, up-to-date vertebrate pest control records	

Unit 271

TITLE	Prepare sites to create habitats	Learner's name
UAN REFERENCE	Y/502/3237	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to prepare sites for the creation of a range of habitats. This involves the establishment of suitable site conditions. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education. Relationship to National Occupational Standards : O29NCU86.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to prepare sites for habitats	1.1 Prepare the site to encourage the growth of vegetation	Work log or diary combined with witness statement
	1.2 Provide drainage to create or maintain the required conditions	
	1.3 Carry out work in a way which keeps the site clear of any unnecessary obstacles and waste material	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and	

	correctly	

Unit 271

3. Be able to select, use and maintain relevant equipment	3.1 Select and use appropriate equipment for this area of work	
	3.2 Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to prepare sites to create habitats	4.1 Describe the effect which site conditions will have on the growth of vegetation, habitat quality and landscape value covering: i. soil ii. water iii. slopes and levels iv. container/planters	Oral questioning during direct observation may be considered useful
	4.2 State the implications of site drainage for habitat management	
	4.3 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering: (i) biodiversity (ii) historical/archaeological value	
	4.4 State how work needs to consider and fit into local biodiversity action plans	
	4.5 Describe how to interpret job specifications	
	4.6 State how to identify hazards, assess risks and interpret risk assessments	

Unit 271

5. Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements including any permissions or licences	Cross reference where appropriate
	5.2 Describe how environmental damage can be minimised	
	5.3 Describe the correct methods for disposing of waste	
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment which will be required for the activity	
	6.2 Describe the methods of maintaining the range of equipment	

Unit 272

TITLE	Establish and protect woodland vegetation	Learner's name
UAN REFERENCE	R/502/3253	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect w woodland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education. Relationship to National Occupational Standards : O29NCU86.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Know how to establish and protect woodland vegetation	1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality	
	1.2 State ways of encouraging natural regeneration	
	1.3 Describe how to establish woody and non woody vegetation in line with the site specification to include: i. planting ii. sowing iii. natural regeneration	

Unit 272

	1.4 State what might damage vegetation and the ways in which vegetation can be protected form the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering: i. Biodiversity ii. historical/archaeological value	
	1.6 State how work needs to consider and fit into local biodiversity action plans	
	1.7 Describe how to interpret job specifications	
	1.8 State how to identify hazards, assess risks and interpret risk assessments	
2. Know relevant health and safety legislation and environmental good practice	2.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
	2.2 Describe how environmental damage can be minimised	
	2.3 Describe the correct methods for disposing of waste	

Unit 272

3. Know the types of equipment required and how to maintain them	3.1 Describe the equipment which will be required for the activity	
	3.2 Describe the methods of maintaining the range of equipment	
4. Be able to establish and protect woodland vegetation	4.1 Establish woody and non woody vegetation in line with the site specification	Work log or diary combined with witness statement
	4.2 Provide vegetation with suitable protection from three of the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	4.3 Keep the site clear of any unnecessary obstacles and waste material	
5. Be able to distinguish between a woodland habitat and other types of habitat	5.1 Identify the defining characteristics of a woodland habitat compared to the following: i. Moorland ii. Hedgerows/farmland iii. Wetland iv. Coastal v. Heathland vi. Grassland	Professional discussion with assessor or witness testimony

Unit 272

6. Be able to work safely and minimise environmental damage	6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	6.2 Carry out work in a manner which minimises environmental damage	
	6.3 Dispose of waste safely and correctly	
7. Be able to select, use and maintain relevant equipment	7.1 Select appropriate equipment for this area of work	
	7.2 Use equipment according to relevant legislation and manufacturer's instructions	
	7.3 Prepare, maintain and store equipment in a safe and effective working condition	

Unit 273

TITLE	Establish and protect wetland vegetation	Learner's name
UAN REFERENCE	F/502/3250	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect wetland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education. Relationship to National Occupational Standards : O29NCU86.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Know how to establish and protect wetland vegetation	1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality	
	1.2 State ways of encouraging natural regeneration	
	1.3 Describe how to establish woody and non woody vegetation in line with the site specification to include: i. planting ii. sowing iii. natural regeneration	

Unit 273

	1.4 State what might damage vegetation and the ways in which vegetation can be protected form the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering: i. biodiversity ii. historical/archaeological value	
	1.6 State how work needs to consider and fit into local biodiversity action plans	
	1.7 Describe how to interpret job specifications	
	1.8 State how to identify hazards, assess risks and interpret risk assessments	
2. Know relevant health and safety legislation and environmental good practice	2.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
	2.2 Describe how environmental damage can be minimised	
	2.3 Describe the correct methods for disposing of waste	

Unit 273

3. Know the types of equipment required and how to maintain them	3.1 Describe the equipment which will be required for the activity	
	3.2 Describe the methods of maintaining the range of equipment	
4. Be able to establish and protect wetland vegetation	4.1 Establish woody and non woody vegetation in line with the site specification	Work log or diary combined with witness statement
	4.2 Provide vegetation with suitable protection from three of the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	4.3 Keep the site clear of any unnecessary obstacles and waste material	
5. Be able to distinguish between a wetland habitat and other types of habitat	5.1 Identify the defining characteristics of a wetland habitat compared to the following: i. Moorland ii. Hedgerows/farmland iii. Woodlands iv. Coastal v. Heathland vi. Grassland	Oral questioning during direct observation may be considered useful

Unit 273

6. Be able to work safely and minimise environmental damage	6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Cross reference where appropriate
	6.2 Carry out work in a manner which minimises environmental damage	
	6.3 Dispose of waste safely and correctly	
7. Be able to select, use and maintain relevant equipment	7.1 Select appropriate equipment for this area of work	
	7.2 Use equipment according to relevant legislation and manufacturer's instructions	
	7.3 Prepare, maintain and store equipment in a safe and effective working condition	

Unit 274

TITLE	Establish and protect moorland vegetation	Learner's name
UAN REFERENCE	J/502/3248	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect moorland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education. Relationship to National Occupational Standards : O29NCU86.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Know how to establish and protect moorland vegetation	1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality	
	1.2 State ways of encouraging natural regeneration	
	1.3 Describe how to establish woody and non woody vegetation in line with the site specification to include: i. planting ii. sowing iii. natural regeneration	

Unit 274

	1.4 State what might damage vegetation and the ways in which vegetation can be protected form the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering: i. biodiversity ii. historical/archaeological value	
	1.6 State how work needs to consider and fit into local biodiversity action plan	
	1.7 Describe how to interpret job specifications	
	1.8 State how to identify hazards, assess risks and interpret risk assessments	
2. Know relevant health and safety legislation and environmental good practice	2.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Cross reference where appropriate
	2.2 Describe how environmental damage can be minimised	

Unit 274

	2.3 Describe the correct methods for disposing of waste	
3. Know the types of equipment required and how to maintain them	3.1 Describe the equipment which will be required for the activity	
	3.2 Describe the methods of maintaining the range of equipment	
4. Be able to establish and protect moorland vegetation	4.1 Establish woody and non woody vegetation in line with the site specification	Work log or diary combined with witness statement
	4.2 Provide vegetation with suitable protection from three of the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	4.3 Keep the site clear of any unnecessary obstacles and waste material	
5. Be able to distinguish between a moorland habitat and other types of habitat	5.1 Identify the defining characteristics of a moorland habitat compared to the following: i. Moorland ii. Hedgerows/farmland iii. Woodlands iv. Coastal v. Heathland vi. Grassland	Oral questioning during direct observation may be considered useful

Unit 274

6. Be able to work safely and minimise environmental damage	6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	6.2 Carry out work in a manner which minimises environmental damage	
	6.3 Dispose of waste safely and correctly	
7. Be able to select, use and maintain relevant equipment	7.1 Select appropriate equipment for this area of work	
	7.2 Use equipment according to relevant legislation and manufacturer's instructions	
	7.3 Prepare, maintain and store equipment in a safe and effective working condition	

Unit 275

TITLE	Establish and protect hedgerows/farmland vegetation	Learner's name
UAN REFERENCE	F/502/3247	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect hedgerows/farmland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education. Relationship to National Occupational Standards : O29NCU86.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Know how to establish and protect hedgerows /farmland vegetation	1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality	
	1.2 State ways of encouraging natural regeneration	
	1.3 Describe how to establish woody and non woody vegetation in line with the site specification to include: i. planting ii. sowing iii. natural regeneration	

Unit 275

	1.4 State what might damage vegetation and the ways in which vegetation can be protected form the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering: i. biodiversity ii. historical/archaeological value	
	1.6 State how work needs to consider and fit into local biodiversity action plans	
	1.7 Describe how to interpret job specifications	
	1.8 State how to identify hazards, assess risks and interpret risk assessments	
2. Know relevant health and safety legislation and environmental good practice	2.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Cross reference where appropriate
	2.2 Describe how environmental damage can be minimised	
	2.3 Describe the correct methods for disposing of waste	

Unit 275

3. Know the types of equipment required and how to maintain them	3.1 Describe the equipment which will be required for the activity	
	3.2 Describe the methods of maintaining the range of equipment	
4. Be able to establish and protect hedgerows/ farmland vegetation	4.1 Establish woody and non woody vegetation in line with the site specification	Work log or diary combined with witness statement
	4.2 Provide vegetation with suitable protection from three of the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	4.3 Keep the site clear of any unnecessary obstacles and waste material	
5. Be able to distinguish between a hedgerow/farmland habitat and other types of habitat	5.1 Identify the defining characteristics of a hedgerows/farmland habitat compared to the following: i. Wetland ii. Moorland iii. Woodlands iv. Coastal v. Heathland vi. Grassland	

Unit 275

6. Be able to work safely and minimise environmental damage	6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Work log or diary combined with witness statement
	6.2 Carry out work in a manner which minimises environmental damage	
	6.3 Dispose of waste safely and correctly	
7. Be able to select, use and maintain relevant equipment	7.1 Select appropriate equipment for this area of work	
	7.2 Use equipment according to relevant legislation and manufacturer's instructions	
	7.3 Prepare, maintain and store equipment in a safe and effective working condition	

Unit 276

TITLE	Establish and protect heathland vegetation	Learner's name
UAN REFERENCE	A/502/3246	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect heathland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education. Relationship to National Occupational Standards : O29NCU86.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Know how to establish and protect heathland vegetation	1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality	
	1.2 State ways of encouraging natural regeneration	
	1.3 Describe how to establish woody and non woody vegetation in line with the site specification to include: i. planting ii. sowing iii. natural regeneration	

Unit 276

	1.4 State what might damage vegetation and the ways in which vegetation can be protected form the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering: i. biodiversity ii. historical/archaeological value	
	1.6 State how work needs to consider and fit into local biodiversity action plans	
	1.7 Describe how to interpret job specifications	
	1.8 State how to identify hazards, assess risks and interpret risk assessments	
2. Know relevant health and safety legislation and environmental good practice	2.1 Outline the current health and safety legislation, codes of practice and any additional requirements	

Unit 276

	2.2 Describe how environmental damage can be minimised	
	2.3 Describe the correct methods for disposing of waste	
3. Know the types of equipment required and how to maintain them	3.1 Describe the equipment which will be required for the activity	
	3.2 Describe the methods of maintaining the range of equipment	
4. Be able to establish and protect heathland vegetation	4.1 Establish woody and non woody vegetation in line with the coastal site specification	Work log or diary combined with witness statement
	4.2 Provide vegetation with suitable protection from three of the following: i. unwanted competing growth ii. prevailing environmental conditions iii. humans iv. animals	
	4.3 Keep the site clear of any unnecessary obstacles and waste material	

Unit 276

5. Be able to distinguish between a heathland habitat and other types of habitat	5.1 Identify the defining characteristics of a heathland habitat compared to the following: i. wetland ii. moorland iii. woodlands iv. hedgerows/farmland v. grassland vi. coastal	
6. Be able to work safely and minimise environmental damage	6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirement	
	6.2 Carry out work in a manner which minimises environmental damage	
	6.3 Dispose of waste safely and correctly	
7. Be able to select, use and maintain relevant equipment	7.1 Select appropriate equipment for this area of work	
	7.2 Use equipment according to relevant legislation and manufacturer's instructions	
	7.1 Prepare, maintain and store equipment in a safe and effective working condition	

Unit 277

TITLE	Establish and protect grassland vegetation	Learner's name
UAN REFERENCE	T/502/3245	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect grassland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education. Relationship to National Occupational Standards : O29NCU86.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Know how to establish and protect grassland vegetation	1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality	Oral questioning during direct observation may be considered useful
	1.2 State ways of encouraging natural regeneration	
	1.3 Describe how to establish woody and non woody vegetation in line with the site specification to include: (i) planting (ii) sowing (iii) natural regeneration	

Unit 277

	1.4 State what might damage vegetation and the ways in which vegetation can be protected form the following: (i) unwanted competing growth (ii) prevailing environmental conditions (iii) humans (iv) animals	
	1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering: (i) biodiversity (ii) historical/archaeological value	
	1.6 State how work needs to consider and fit into local biodiversity action plans	
	1.7 Describe how to interpret job specifications	
	1.8 State how to identify hazards, assess risks and interpret risk assessments	
2. Know relevant health and safety legislation and environmental good practice	2.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Cross reference where appropriate

Unit 277

	2.2 Describe how environmental damage can be minimised	
	2.3 Describe the correct methods for disposing of waste	
3. Know the types of equipment required and how to maintain them	3.1 Describe the equipment which will be required for the activity	Oral questioning during direct observation may be considered useful
	3.2 Describe the methods of maintaining the range of equipment	
4. Be able to establish and protect grassland vegetation	4.1 Establish woody and non woody vegetation in line with the coastal site specification	Work log or diary combined with witness statement
	4.2 Provide vegetation with suitable protection from three of the following: (i) unwanted competing growth (ii) prevailing environmental conditions (iii) humans (iv) animals	
	4.3 Keep the site clear of any unnecessary obstacles and waste material	

Unit 277

5. Be able to distinguish between a grassland habitat and other types of habitat	5.1 Identify the defining characteristics of a grassland habitat compared to the following: i) Wetland ii) Moorland iii) Woodlands iv) Hedgerows/Farmland v) Coastal vi) Heathland	
6. Be able to work safely and minimise environmental damage	6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Cross reference where appropriate
	6.2 Carry out work in a manner which minimises environmental damage	
	6.3 Dispose of waste safely and correctly	
7. Be able to select, use and maintain relevant equipment	7.1 Select appropriate equipment for this area of work	
	7.2 Use equipment according to relevant legislation and manufacturer's instructions	
	7.3 Prepare, maintain and store equipment in a safe and effective working condition	

Unit 279

TITLE	Carry out habitat management	Learner's name
UAN REFERENCE	Y/502/1472	
LEVEL	2	
CREDIT VALUE	7	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out habitat management work. Vegetation includes wood and non-woody vegetation. This unit does not cover heather management by burning. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.1,2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able carry out maintenance tasks	1.1 Carry out two of the following maintenance tasks: (i) Maintain water levels required for the conservation of the habitat (ii) Reduce the impact of public access on site (iii) Reduce the impact of pollution on site (iv) Maintain soil conditions required for the conservation of the habitat	Work log or diary combined with witness statement
	1.2 Keep the site clear of any unnecessary obstacles and waste materials	

Unit 279

2. Be able to manage vegetation in different types of habit	2.1 Identify vegetation according to each site's management plan and any constraints	
	2.2 Recognise any hazards and reduce any associated risks to an acceptable level	
	2.3 Manage vegetation using at least four of the correct management techniques and equipment according to the site management plan to include four of the following: (i) felling (ii) coppicing (iii) uprooting (iv) hedge maintenance (v) pruning (vi) thinning (vii) cutting or mowing (viii) mulching (ix) spraying	Witness testimony may be useful when direct observation does not cover all criteria
3. Be able to select, use and maintain equipment for manage vegetation	3.1 Select appropriate equipment for this area of work	
	3.2 Use equipment according to instructions	
	3.3 Prepare, maintain and store equipment in a safe and effective	

	working condition throughout.	

Unit 279

4. Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	
	4.2	Carry out work in a manner which minimises environmental damage	
	4.3	Dispose of waste safely and correctly	
5. Know how to carry out maintenance	5.1	Describe how to identify hazards and interpret risk assessments	Oral questioning during direct observation may be considered useful
	5.2	State how to interpret job specifications	
	5.3	Describe how the maintenance work is affected by the environmental value (in terms of biodiversity and of historical and archaeological value)	
6. Know and understand the need to manage vegetation	6.1	Describe how to recognise the age, state and type of vegetation	

Unit 279

	6.2 Describe all the management techniques used to manage vegetation: (i) felling (ii) coppicing (iii) uprooting (iv) hedge maintenance (v) pruning (vi) thinning (vii) cutting or mowing (viii) mulching (ix) spraying	
	6.3 Describe the action to take in the case of accidental damage to habitat, wildlife or landscape	
	6.4 Describe how the work fits into local biodiversity action plans	
7. Know the types of equipment required and how to maintain them	7.1 Describe the equipment which will be necessary for managing vegetation	
	7.2 Describe methods of maintaining the equipment in a fit state for use	
8. Know the current health and safety legislation and environmental good practice.	8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work including permissions or licences.	Cross reference where appropriate

Unit 279

	8.2 Describe how environmental damage can be minimised	
	8.3 Describe the correct methods for disposing of waste.	

Unit 280

TITLE	Carry out habitat management work to maintain suitable site conditions for woodlands	Learner's name
UAN REFERENCE	M/502/3261	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of woodland habitats. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to maintain suitable site conditions for woodlands	1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: (i) to maintain water levels required for the conservation of the habitat (ii) to reduce the impact of public access on the site (iii) to reduce the impact of pollution on the site (iv) to maintain soil conditions required for the conservation of the habitat	Work log or diary combined with witness statement Work log or diary combined with witness statement
	1.2 Keep the site clear of any unnecessary obstacles and waste material	

Unit 280

2. Be able to select, use and maintain equipment for maintaining suitable site conditions for woodlands	2.1 Select and use appropriate equipment for this area of work	
	2.2 Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of waste safely and correctly	
4. Know how to maintain suitable site conditions for woodland	4.1 Explain how to interpret job specifications	Oral questioning during direct observation may be considered useful
	4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these	
	4.3 Outline how your work fits into local biodiversity action plans	

Unit 280

	4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required	
5. Know the types of equipment required and how to maintain them	5.1 Describe the equipment which will be necessary for maintaining suitable site conditions for woodlands	
	5.2 Describe methods of maintaining the equipment in a fit state for use	
6. Know the current health and safety legislation and environmental good practice	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	Cross reference where appropriate
	6.2 Describe how environmental damage can be minimised	
	6.3 Describe the correct methods for disposing of waste	

Unit 281

TITLE	Carry out habitat management work to maintain suitable site conditions for wetland	Learner's name
UAN REFERENCE	K/502/3260	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of wetland habitats. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to maintain suitable site conditions for wetland	1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: (i) to maintain water levels required for the conservation of the habitat (ii) to reduce the impact of public access on the site (iii) to reduce the impact of pollution on the site (iv) to maintain soil conditions required for the conservation of the habitat.	Work log or diary combined with witness statement

	1.2 Keep the site clear of any unnecessary obstacles and waste material	

Unit 281

2. Be able to select, use and maintain equipment for maintaining suitable site conditions for wetland	2.1	Select and use appropriate equipment for this area of work	
	2.2	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste safely and correctly	
4. Know how to maintain suitable site conditions for wetlands	4.1	Explain how to interpret job specifications	Oral questioning during direct observation may be considered useful
	4.2	Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these	
	4.3	Outline how your work fits into local biodiversity action plans	

Unit 281

	4.4	Outline the implications of the legislation which affects your work including any permissions or licences which are required	
5. Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for maintaining suitable site conditions for wetland	
	5.2	Describe methods of maintaining the equipment in a fit state for use	
6. Know the current health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	Cross reference where appropriate
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	

Unit 282

TITLE	Carry out habitat management work to maintain suitable site conditions for moorland	Learner's name
UAN REFERENCE	T/502/3259	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of moorland habitats. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to maintain suitable coastal site conditions for moorland	1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: (i) to maintain water levels required for the conservation of the habitat (ii) to reduce the impact of public access on the site (iii) to reduce the impact of pollution on the site (iv) to maintain soil conditions required for the conservation of the habitat	Work log or diary combined with witness statement
	1.2 Keep the site clear of any unnecessary obstacles and waste	

	material	

Unit 282

2. Be able to select, use and maintain equipment for maintaining suitable site conditions for moorlands	2.1	Select and use appropriate equipment for this area of work	
	2.2	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste safely and correctly	
4. Know how to maintain suitable site conditions for moorland	4.1	Explain how to interpret job specifications	Oral questioning during direct observation may be considered useful
	4.2	Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these	
	4.3	Outline how your work fits into local biodiversity action plans	

Unit 282

	4.4	Outline the implications of the legislation which affects your work including any permissions or licences which are required	
5. Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for maintaining suitable site conditions for moorland	
	5.2	Describe methods of maintaining the equipment in a fit state for use	
6. Know the current health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.	Cross reference where appropriate Cross reference where appropriate
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	

Unit 283

TITLE	Carry out habitat management work to maintain suitable site conditions for hedgerows/farmland	Learner's name
UAN REFERENCE	M/502/3258	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of hedgerow / farmland habitats. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to maintain suitable site conditions for hedgerows/ farmland	1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: (i) to maintain water levels required for the conservation of the habitat (ii) to reduce the impact of public access on the site (iii) to reduce the impact of pollution on the site (iv) to maintain soil conditions required for the conservation of the habitat	Work log or diary combined with witness statement
	1.2 Keep the site clear of any unnecessary obstacles and waste material	

Unit 283

2. Be able to select, use and maintain equipment for maintaining suitable site conditions for hedgerows-farmland	2.1	Select and use appropriate equipment for this area of work	
	2.2	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste safely and correctly	
4. Know how to maintain suitable site conditions for hedgerows / farmland	4.1	Explain how to interpret job specifications	
	4.2	Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these	

Unit 283

	4.3 Outline how your work fits into local biodiversity action plans	
	4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required	Oral questioning during direct observation may be considered useful
5. Know the types of equipment required and how to maintain them	5.1 Describe the equipment which will be necessary for maintaining suitable site conditions for hedgerows / farmland	
	5.2 Describe methods of maintaining the equipment in a fit state for use	
6. Know the current health and safety legislation and environmental good practice	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	Cross reference where appropriate
	6.2 Describe how environmental damage can be minimised	
	6.3 Describe the correct methods for disposing of waste	

UNIT 284

TITLE	Carry out habitat management work to maintain suitable site conditions for heathland	Learner's name
UAN REFERENCE	T/502/3262	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of heathland habitats. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to maintain suitable site conditions for heathland	1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: (i) to maintain water levels required for the conservation of the habitat (ii) to reduce the impact of public access on the site (iii) to reduce the impact of pollution on the site (iv) to maintain soil conditions required for the conservation of the habitat	Work log or diary combined with witness statement
	1.2 Keep the site clear of any unnecessary obstacles and waste material	

Unit 284

2. Be able to select, use and maintain equipment for maintaining suitable site conditions for heathland	2.1	Select and use appropriate equipment for this area of work	
	2.2	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste safely and correctly	
4. Know how to maintain suitable site conditions for heathland	4.1	Explain how to interpret job specifications	Oral questioning during direct observation may be considered useful
	4.2	Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these	
	4.3	Outline how your work fits into local biodiversity action plans	

Unit 284

	4.4	Outline the implications of the legislation which affects your work including any permissions or licences which are required	
5. Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for maintaining suitable site conditions for heathland	
	5.2	Describe methods of maintaining the equipment in a fit state for use	
6. Know the current health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	Cross reference where appropriate
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	

Unit 285

TITLE	Carry out habitat management work to maintain suitable site conditions for grassland	Learner's name
UAN REFERENCE	M/502/3289	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of grassland habitats. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : n/a		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to maintain suitable site conditions for grassland	1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: (i) to maintain water levels required for the conservation of the habitat (ii) to reduce the impact of public access on the site (iii) to reduce the impact of pollution on the site (iv) to maintain soil conditions required for the conservation of the habitat	Work log or diary combined with witness statement

2. Be able to select, use and maintain equipment for maintaining suitable conditions for grassland	2.1 Select and use appropriate equipment for this area of work	

Unit 285

	2.2 Prepare, maintain and store equipment in a safe and effective working condition throughout	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of waste safely and correctly	
4. Know how to maintain suitable site conditions for grassland	4.1 Explain how to interpret job specifications	Oral questioning during direct observation may be considered useful
	4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these	
	4.3 Outline how your work fits into local biodiversity action plans	
	4.4 Outline the implications of the legislation which affects your work including any permissions or	

	licences which are required	

Unit 285

5. Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for maintaining suitable conditions for grassland	
	5.2	Describe methods of maintaining the equipment in a fit state for use	
6. Know the current health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	

Unit 286

TITLE	Carry out habitat management to maintain suitable coastal site conditions	Learner's name
UAN REFERENCE	Y/502/3254	
LEVEL	2	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of coastal habitats. Habitat types include : dunes and dune slacks ; estuaries and mudflats ; salt marsh. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to maintain suitable coastal site conditions	1.1 Carry out maintenance tasks in line with work specifications to include two of the following tasks: (i) to maintain water levels required for the conservation of the habitat (ii) to reduce the impact of public access on the site (iii) to reduce the impact of pollution on the site (iv) to maintain soil conditions required for the conservation of the habitat	Work log or diary combined with witness statement
	1.2 Keep the site clear of any unnecessary obstacles and waste material	

Unit 286

2. Be able to select, use and maintain equipment for maintaining suitable coastal site conditions	2.1	Select and use appropriate equipment for this area of work	
	2.2	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste safely and correctly	
4. Know how to maintain suitable coastal site conditions	4.1	Explain how to interpret job specifications	
	4.2	Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these	Oral questioning during direct observation may be considered useful
	4.3	Outline how your work fits into local biodiversity action plans	

UNIT 286

	4.4	Outline the implications of the legislation which affects your work including any permissions or licences which are required	
5. Know the types of equipment required and how to maintain them	5.1	Describe the equipment which will be necessary for maintaining suitable costal site conditions	
	5.2	Describe methods of maintaining the equipment in a fit state for use	
6. Know the current health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.	
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	

Unit 287

TITLE	Manage vegetation by coppicing	Learner's name
UAN REFERENCE	J/600/2653	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using coppicing as a management technique Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by coppicing	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria

Unit 287

	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and correctly	
	2.4 Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the coppicing operation in line with site management requirements	3.1 Select vegetation according to the site management plan and any prevailing constraints	
	3.2 Manage vegetation by coppicing and according to the site management plan	
	3.3 Deal with any produce or superfluous material according to the site management plan	
	3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation	
4. Know how to carry out the coppicing safely	4.1 Describe the management technique of coppicing	Oral questioning during direct observation may be considered useful

Unit 287

5. Know how to recognise the vegetation to be managed	5.1	State how to recognise the age, state and type of vegetation to be managed	
	5.2	State how to interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and tools which will be required for coppicing	
	6.2	Describe the methods of maintaining the range of equipment.	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	State the implications of the legislation which affects your work including any permissions or licences which are required	
	7.3	State how your work fits into local biodiversity action plans	
	7.4	Describe how environmental damage can be minimised	

Unit 287

	7.5	State what action to take in the case of incidental damage to habitat, wildlife or landscape	
	7.6	Describe the correct methods for disposing of waste.	
	7.7	Describe how to identify hazards and assess risks	
	7.8	State how to interpret risk assessments	
	7.9	State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 288

TITLE	Manage vegetation by cutting/mowing	Learner's name
UAN REFERENCE	H/600/2658	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using cutting/mowing as a management technique Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by cutting/mowing	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

Unit 288

	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and correctly	
	2.4 Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the cutting/mowing operation in line with site management requirements	3.1 Select vegetation according to the site management plan and any prevailing constraints	Witness testimony may be useful when direct observation does not cover all criteria
	3.2 Manage vegetation by cutting/mowing and according to the site management plan	
	3.3 Deal with any produce or superfluous material according to the site management plan	
	3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation	

4. Know how to carry out the cutting/mowing safely	4.1	Describe the management technique of cutting/mowing	Oral questioning during direct observation may be considered useful

Unit 288

5. Know how to recognise the vegetation to be managed	5.1	State how to recognise the age, state and type of vegetation to be managed	
	5.2	State how to interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and tools which will be required for cutting/mowing	
	6.2	Describe the methods of maintaining the range of equipment	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	State the implications of the legislation which affects your work including any permissions or licences which are required	

	7.3	State how your work fits into local biodiversity action plans	
	7.4	Describe how environmental damage can be minimised	
	7.5	State what action to take in the case of incidental damage to habitat, wildlife or landscape	

Unit 288

	7.6	Describe the correct methods for disposing of waste.	
	7.7	Describe how to identify hazards and assess risks	
	7.8	State how to interpret risk assessments	
	7.9	State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 289

TITLE	Manage vegetation by felling	Learner's name
UAN REFERENCE	T/600/2678	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using felling as a management technique Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by felling	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	

Unit 289

2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	
	2.4	Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the felling operation in line with site management requirements	3.1	Select vegetation according to the site management plan and any prevailing constraints	
	3.2	Manage vegetation by felling and according to the site management plan	
	3.3	Deal with any produce or superfluous material according to the site management plan	
	3.4	Take the appropriate action to remedy any incidental damage which occurs during the	

	management of vegetation	

Unit 289

4. Know how to carry out the felling safely	4.1	Describe the management technique of felling	Oral questioning during direct observation may be considered useful
5. Know how to recognise the vegetation to be managed. State how to recognise	5.1	State how to recognise the age, state and type of vegetation to be managed	
	5.2	State how to interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and tools which will be required for felling	
	6.2	Describe the methods of maintaining the range of equipment.	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	State the implications of the legislation which affects your work including any permissions or licences which are required	
	7.3	State how your work fits into local biodiversity action plans	
	7.4	Describe how environmental damage can be minimised	

Unit 289

	7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape	
	7.6 Describe the correct methods for disposing of waste.	
	7.7 Describe how to identify hazards and assess risks	
	7.8 State how to interpret risk assessments	
	7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 290

TITLE	Manage vegetation by hedge maintenance	Learner's name
UAN REFERENCE	T/600/2681	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using hedge maintenance as a management technique Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by hedge maintenance	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

Unit 290

	2.2 Carry out work in a manner which minimises environmental damage	Witness testimony may be useful when direct observation does not cover all criteria
	2.3 Dispose of waste safely and correctly	
	2.4 Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the hedge maintenance operation in line with site management requirements	3.1 Select vegetation according to the site management plan and any prevailing constraints	
	3.2 Manage vegetation by hedge maintenance and according to the site management plan	
	3.3 Deal with any produce or superfluous material according to the site management plans	
	3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation	
4. Know how to carry out the hedge maintenance safely	4.1 Describe the management technique of hedge maintenance	Oral questioning during direct observation may be considered useful

Unit 290

5. Know how to recognise the vegetation to be managed	5.1	State how to recognise the age, state and type of vegetation to be managed	
	5.2	State how to interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and tools which will be required for hedge maintenance	
	6.2	Describe the methods of maintaining the range of equipment	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	State the implications of the legislation which affects your work including any permissions or licences which are required	
	7.3	State how your work fits into local biodiversity action plans	
	7.4	Describe how environmental damage can be minimised	
	7.5	State what action to take in the case of incidental damage to	

	habitat, wildlife or landscape	

Unit 290

	7.6 Describe the correct methods for disposing of waste.	
	7.7 Describe how to identify hazards and assess risks	
	7.8 State how to interpret risk assessments	
	7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 291

TITLE	Manage vegetation by spraying	Learner's Name
UAN REFERENCE	J/600/2684	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using spraying as a management technique Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by spraying	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement Pesticide Application PA1 PA2 etc may be used to cover some criteria
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

	2.2 Carry out work in a manner which minimises environmental damage	

Unit 291

	2.3 Dispose of waste safely and correctly	
	2.4 Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the spraying operation in line with site management requirements	3.1 Select vegetation according to the site management plan and any prevailing constraints	Witness testimony may be useful when direct observation does not cover all criteria
	3.2 Manage vegetation by spraying and according to the site management plan	
	3.3 Deal with any produce or superfluous material according to the site management plan	
	3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation	
4. Know how to carry out the spraying safely	4.1 Describe the management technique of spraying	Oral questioning during direct observation may be considered useful
5. Know how to recognise the vegetation to be managed	5.1 State how to recognise the age, state and type of vegetation to be managed	

Unit 291

	5.2 State how to interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment and tools which will be required for spraying	
	6.2 Describe the methods of maintaining the range of equipment.	
7. Know relevant health and safety legislation and environmental good practice	7.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2 State the implications of the legislation which affects your work including any permissions or licences which are required	
	7.3 State how your work fits into local biodiversity action plans	
	7.4 Describe how environmental damage can be minimised	
	7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape	

Unit 291

	7.6	Describe the correct methods for disposing of waste.	
	7.7	Describe how to identify hazards and assess risks	
	7.8	State how to interpret risk assessments	
	7.9	State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 292

TITLE	Manage vegetation by thinning	Learner's Name
UAN REFERENCE	H/600/2689	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using thinning as a management technique Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by thinning	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

Unit 292

	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and correctly	
	2.4 Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the thinning operation in line with site management requirements	3.1 Select vegetation according to the site management plan and any prevailing constraints	Witness testimony may be useful when direct observation does not cover all criteria
	3.2 Manage vegetation by thinning and according to the site management plan	
	3.3 Deal with any produce or superfluous material according to the site management plan	
	3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation	
4. Know how to carry out the thinning safely	4.1 Describe the management technique of thinning	Oral questioning during direct observation may be considered useful

Unit 292

5. Know how to recognise the vegetation to be managed	5.1	State how to recognise the age, state and type of vegetation to be managed	
	5.2	State how to interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and tools which will be required for thinning	
	6.2	Describe the methods of maintaining the range of equipment	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	State the implications of the legislation which affects your work including any permissions or licences which are required	
	7.3	State how your work fits into local biodiversity action plans	
	7.4	Describe how environmental damage can be minimised	

Unit 292

	7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape	
	7.6 Describe the correct methods for disposing of waste	
	7.7 Describe how to identify hazards and assess risks	
	7.8 State how to interpret risk assessments	
	7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 293

TITLE	Manage vegetation by uprooting	Learner's Name
UAN REFERENCE	H/600/2692	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using uprooting as a management technique Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by uprooting	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria

	2.2 Carry out work in a manner which minimises environmental damage	

Unit 293

	2.3 Dispose of waste safely and correctly	
	2.4 Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the uprooting operation in line with site management requirements	3.1 Select vegetation according to the site management plan and any prevailing constraints	
	3.2 Manage vegetation by uprooting and according to the site management plan	
	3.3 Deal with any produce or superfluous material according to the site management plan	
	3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation	
4. Know how to carry out the uprooting safely	4.1 Describe the management technique of uprooting	Oral questioning during direct observation may be considered useful
5. Know how to recognise the vegetation to be managed	5.1 State how to recognise the age, state and type of vegetation to be managed	

Unit 293

	5.2	State how to interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and tools which will be required for uprooting	
	6.2	Describe the methods of maintaining the range of equipment.	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	State the implications of the legislation which affects your work including any permissions or licences which are required	
	7.3	State how your work fits into local biodiversity action plans	
	7.4	Describe how environmental damage can be minimised	
	7.5	State what action to take in the case of incidental damage to habitat, wildlife or landscape	
	7.6	Describe the correct methods for disposing of waste.	

Unit 293

	7.7	Describe how to identify hazards and assess risks	
	7.8	State how to interpret risk assessments	
	7.9	State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 294

TITLE	Manage vegetation by pruning	Learner's Name
UAN REFERENCE	J/600/2698	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using pruning as a management technique Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards : O29NCU87.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by pruning	1.1 Select appropriate equipment for this area of work	Work log or diary combined with witness statement
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

Unit 294

	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and correctly	
	2.4 Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the pruning operation in line with site management requirements	3.1 Select vegetation according to the site management plan and any prevailing constraints	
	3.2 Manage vegetation by pruning and according to the site management plan	
	3.3 Deal with any produce or superfluous material according to the site management plan	
	3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation	
4. Know how to carry out the pruning safely	4.1 Describe the management technique of pruning	Oral questioning during direct observation may be considered useful

Unit 294

5. Know how to recognise the vegetation to be managed	5.1	State how to recognise the age, state and type of vegetation to be managed	
	5.2	State how to interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and tools which will be required for pruning	
	6.2	Describe the methods of maintaining the range of equipment.	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	State the implications of the legislation which affects your work including any permissions or licences which are required	
	7.3	State how your work fits into local biodiversity action plans	
	7.4	Describe how environmental damage can be minimised	

Unit 294

	7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape	
	7.6 Describe the correct methods for disposing of waste.	
	7.7 Describe how to identify hazards and assess risks	
	7.8 State how to interpret risk assessments	
	7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 296

TITLE	Give customers a positive impression of yourself and your organisation	Learner's Name
UAN REFERENCE	L/601/0933	
LEVEL	2	
CREDIT VALUE	5	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour	
	1.2 Greet their customer respectfully and in a friendly manner	
	1.3 Communicate with their customer in a way that makes them feel valued and respected	
	1.4 Identify and confirm their customer's expectations	
	1.5 Treat their customer courteously and helpfully at all times	

Unit 296

	1.6 Keep their customer informed and reassured	
	1.7 Adapt their behaviour to respond to different customer behaviour	
2. Respond appropriately to customers	2.1 Respond promptly to a customer seeking help	
	2.2 Choose the most appropriate way to communicate with their customer	
	2.3 Check with their customer that they have fully understood their expectations	
	2.4 Respond promptly and positively to their customer's questions and comments	
	2.5 Allow their customer time to consider their response and give further explanation when appropriate	
3. Communicate information to customers	3.1 Quickly find information that will help their customer	
	3.2 Give their customer information they need about the services or products offered by their	

	organisation	

Unit 296

	3.3	Recognise information that their customer might find complicated and check whether they fully understand	
	3.4	Explain clearly to their customers any reasons why their expectations cannot be met	
4. Understand how to give customers a positive impression of themselves and the organisation	4.1	Describe their organisation's standards for appearance and behaviour	
	4.2	Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately	
	4.3	Identify their organisation's rules and procedures regarding the methods of communication they use	
	4.4	Explain how to recognise when a customer is angry or confused	
	4.5	Identify their organisation's standards for timeliness in responding to customer questions and requests for information	

Unit 299

TITLE	Manage vegetation by mulching	Learner's name
UAN REFERENCE	F/600/2683	
LEVEL	2	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using mulching as a management technique. Work on sites must be carried out in line with appropriate permissions and licences. Relationship to National Occupational Standards: O29NCU87.2		

Learner Outcomes The Learner will :	Assessment Criteria The learner can :	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to select, use and maintain relevant equipment for managing vegetation by mulching	1.1 Select appropriate equipment for this area of work	
	1.2 Use equipment according to relevant legislation and manufacturer's instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out work in a manner which minimises environmental damage	

Unit 299

	2.3	Dispose of waste safely and correctly	
	2.4	Recognise any hazards and reduce any associated risks to an acceptable level	
3. Be able to carry out the mulching operation in line with site management requirements	3.1	Select vegetation according to the site management plan and any prevailing constraints	
	3.2	Manage vegetation by mulching and according to the site management plan	
	3.3	Deal with any produce or superfluous material according to the site management plan	
	3.4	Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation	
4. Know how to carry out the mulching safely	4.1	Describe the management technique of mulching	
5. Know how to recognise the vegetation to be managed	5.1	State how to recognise the age, state and type of vegetation to be managed	

Unit 299

	5.2	State how to Interpret job specifications	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and tools which will be required for mulching	
	6.2	Describe the methods of maintaining the range of equipment	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	State the implications of the legislation which affects your work including any permissions or licences which are required	
	7.3	State how your work fits into local biodiversity action plans	
	7.4	Describe how environmental damage can be minimised	
	7.5	State what action to take in the case of incidental damage to habitat, wildlife or landscape	
	7.6	Describe the correct methods for	

	disposing of waste	

Unit 299

	7.7 Describe how to Identify hazards and assess risks	
	7.8 State how to interpret risk assessments	
	7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these	

Unit 300

TITLE	Involve people in community recycling	Learner's name
UAN REFERENCE	T/502/3231	
LEVEL	3	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to involve groups in community recycling. Relationship to National Occupational Standards : O29NEC18.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to involve groups within the community in a recycling project	1.1 Clearly explain their organisation's community recycling objectives and the ways in which communities can become involved	Work log or diary combined with witness statement
	1.2 Actively involve at least three of the following groups within the community in their recycling project: (i) community groups (ii) less able (iii) children and young people (iv) volunteers (v) environmental groups (vi) local businesses	

Unit 300

	1.3 Encourage groups within the community to use appropriate methods of waste reduction: (i) reduction (ii) re-use (iii) recycling	
	1.4 Assist community groups in identifying outlets for at least three of the following unwanted materials: (i) paper (ii) card (iii) glass (iv) plastic (v) aluminium (vi) other metals (vii) compostable materials (viii) textiles (ix) electrical goods (x) wood (xi) furniture	
	1.5 Provide the following types of information and guidance to groups within the community (i) information on recycling (ii) information relating to your organisation (iii) referral to others with greater expertise in community recycling	

Unit 300

2. Understand how to involve people in community recycling	2.1 Outline the range of groups that exist within a community and their respective objectives: (i) community groups (ii) less able (iii) children and young people (iv) volunteers (v) environmental groups (vi) local businesses	Oral questions during direct observation and/or professional discussion may be considered useful.
	2.2 Describe organisational procedures for promoting community recycling	
	2.3 Describe how to involve groups within the community in your recycling project	
	2.4 Describe how to identify waste reduction needs	
	2.5 Summarise the various outlets that may be available	
	2.6 Outline the sources of information and guidance on community recycling	
3 Understand the implications for work in respect of health and	3.1 Describe the implications for the work of health and safety, environmental and waste	

safety, waste legislation and regulations	legislation and regulations	

Unit 301

TITLE	Implement environmental good practice at work	Learner's name
UAN REFERENCE	Y/502/3285	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to implement and improve environmental good practice at work. Relationship to National Occupational Standards : O29NEC19.1, 2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to encourage environmental good practice at work	1.1 Ensure work is carried out efficiently, effectively and in a manner which minimises environmental damage	Work log or diary combined with witness statement
	1.2 Ensure work is carried out in accordance with relevant legislation and organisational requirements with respect to environmental good practice	
	1.3 Take effective and prompt action in response to damage or to prevent damage to the environment	

	1.4 Provide clear and accurate information on environmental problems to others within the organisation	

Unit 301

	1.5 Carry out monitoring activities in accordance with organisational requirements and environmental good practice	
2. Be able to improve work activities to enhance environmental performance	2.1 Identify ways of changing work activities for which they have responsibility in order to improve environmental performance	Professional discussion may be considered useful to augment practical activities
	2.2 Evaluate the advantages and disadvantages of changes to work activities and make a decision on how best to proceed	
	2.3 Make changes to work activities in accordance with organisational and legislative requirements	
	2.4 Encourage interested parties to improve their environmental performance	

	2.5 Publicise the environmental benefits of changes in work activities	
	2.6 Monitor and evaluate the effectiveness of changes to work activities and use the findings to inform future practice	

Unit 301

3. Understand how to encourage environmental good practice at work	3.1 Explain ways of working which minimise environmental damage	Oral questions during direct observation and/or professional discussion may be considered useful
	3.2 Outline relevant legislation, regulatory and organisational requirements with respect to environmental good practice	
	3.3 Explain the action to take in response to environmental damage	
	3.4 Describe the correct methods for minimising waste and disposing of waste	
	3.5 Explain the information which should be provided regarding environmental good practice and the procedures involved	

Unit 301

4. Understand how to improve work activities to enhance environmental performance	4.1 Explain ways of working which maintain and improve environmental performance covering: (i) identifying and optimising the environmental implications of resource (ii) identifying and optimising the environmental impact of an organisation's work (iii) identifying and optimising the environmental implications of an organisation's products or services (iv) maintaining or increasing levels of recycling and re-use (v) meeting the environmental requirements of legislation (vi) meeting the environmental requirements of interested parties	
	4.2 Describe the factors which may limit improvements to environmental performance	
	4.3 Describe benefits to an organisation and the environment of improved environmental good practice and performance	

Unit 301

	4.4	Outline the situations which may need preventative or remedial action as a consequence of work by an organisation	
	4.5	Explain the consequences of failing to maintain and improve environmental good practice	
	4.6	Explain ways of influencing and motivating others (internal and external) to improve environmental performance	
	4.7	Explain ways of monitoring and evaluating the effectiveness of improvements in environmental performance	
	4.8	Describe reasons for, and ways of publicising the benefits and results of improved environmental performance	

Unit 302

TITLE	Plan Deliver and evaluate environmental projects	Learner's name
UAN REFERENCE	A/502/3232	
LEVEL	3	
CREDIT VALUE	10	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning, delivering and evaluating a wide range of environmental projects. 'Environmental projects' include any type of project work. The unit looks at the specific skills required in planning for and maintaining the quality of work, sustaining a good working environment and evaluating the project against initial objectives. Relationship to National Occupational Standards : O29NEC19.1, 2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to plan environmental projects	1.1 Negotiate project specifications that: (i) meet agreed organisational requirements (ii) meet appropriate management plans (iii) conform to current statutory and legal requirements (iv) conform to principles of environmental good practice (v) take into account the views and opinions of those with relevant technical expertise (vi) take into account risks: a. Health and safety b. Financial	Witness testimony may be useful when direct observation does not cover all criteria

	c. Reputation d. Environmental impact	

Unit 302

	1.2 Include systems and criteria for project evaluation within the project specifications	
	1.3 Present final project specifications in a format which is accurate, complete and suitable for the user covering: (i) schedule (ii) location (iii) methods and procedures (iv) physical resources (v) human resources (vi) relevant legal requirements	

		(vii) standard of outcome required (viii) financial requirements	
	1.4	Give clear and accurate briefings to those people involved with the project specifications including those: (i) internal to the organisation (ii) external to the organisation	
	1.5	Ensure that, where relevant, contracts for project work are issued	

Unit 302

2. Be able to deliver environmental projects	2.1	Make resources available to allow project activities to be carried out in a safe, and effective way including: (i) natural (ii) physical (iii) human (iv) financial and inform the appropriate person without delay where these resources are not available	Work log or diary combined with witness statement
	2.2	Consistently meet project specifications within your area of responsibility, noting any factors which may cause disruption to project activities, and taking the appropriate action to minimise their effects	
	2.3	Take corrective action without delay, and inform the relevant people of any changes which may affect them	
	2.4	Establish and maintain systems to monitor the quality, quantity and time specifications for service delivery	
	2.5	Make any recommendations for improving project activities and	

	working conditions promptly to the appropriate people	

Unit 302

	2.6 Ensure that the use and maintenance of equipment conforms to recommended schedules and procedures	
	2.7 Promptly report all accidents and incidents to the appropriate people, and record them accurately and fully	
	2.8 Conduct communications with the project team and other interested parties in a way which promotes understanding and goodwill	
	2.9 Make sure that records of project activities are complete, accurate and comply with organisational procedures	
3. Be able to evaluate environmental projects	3.1 Carry out evaluation efficiently and effectively against criteria set out in the project specification, ensuring that evaluation is thorough, complete and objective covering: (i) environmental impact (ii) quality (iii) use of resources	

Unit 302

	3.2 Produce evaluation reports that are clear, accurate and in a form suitable for the intended recipients	
	3.3 Justify your conclusions and recommendations on the basis of: (i) the information available, (ii) the methods of evaluation including: a. qualitative b. quantitative (iii) clearly stated assumptions	
4 Understand how to plan environmental projects	4.1 Summarise relevant aspects of organisational requirements and management plans	Oral questions during direct observation may be considered useful.
	4.2 Summarise current principles of environmental good practice, and statutory and legal requirements, and their impact on project specifications	
	4.3 Summarise health and safety and risks	
	4.4 Identify those who should be consulted with and describe the ways in which their views and opinions may be sought	

Unit 302

	4.5 Explain actual and potential pressures on the environment, of any conflict between these pressures, and the effect these may have on the project specification	
	4.6 Describe the process of identifying and selecting appropriate evaluation systems and criteria	
	4.7 Explain the importance of accurate and complete specification, and reason for choice of presentation format covering: (i) schedule (ii) location (iii) methods and procedures (iv) physical resources (v) human resources (vi) relevant legal requirements (vii) standard of outcome required	
	4.8 Explain the importance of giving clear and accurate briefings to those involved with the project specification, and reasons for the choice of briefing method	

Unit 302

	4.9	Outline the process of agreeing and issuing contracts for project work	
5. Understand how to deliver environmental projects	5.1	Outline the required type and quantity of resources needed for project activities and the appropriate action in the case of inadequate resources covering all the following: (i) natural (ii) physical (iii) human (iv) financial	
	5.2	Outline individual responsibilities within project specifications including health and safety	
	5.3	Explain how to identify and minimise the effect of disruptions and the reasons for selecting corrective actions	
	5.4	Explain how to establish and maintain systems to monitor service delivery and how to identify improvements to project activities and working conditions	
	5.5	Outline methods of communication likely to promote	

	understanding and goodwill	

Unit 302

	5.6 Explain the importance of complete and accurate records which comply with organisational procedures	
6 Understand how to evaluate environmental projects	6.1 Explain the importance of evaluating project outcomes covering the following criteria: (i) environmental impact (ii) quality (iii) use of resources	
	6.2 Describe techniques of evaluation and requirements of the original project specification	
	6.3 Explain the process of evaluation and the importance of thorough, complete and impartial evaluation	
	6.4 Explain the importance of clear and accurate reports and reasons for style of report	
	6.5 Describe means of drawing conclusions and making recommendations	

Unit 303

TITLE	Monitor and report on environmental conditions	Learner's name
UAN REFERENCE	F/502/3233	
LEVEL	3	
CREDIT VALUE	10	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required for developing and using systems to monitor and report on environmental conditions. The term 'monitor' is given a wide interpretation as it extends from the informal monitoring which takes place during day-to-day operations to the more formal monitoring of specific aspects of the environment. Monitoring: making observations with sufficient precision to determine whether a required condition is being met. Survey: a one-off activity to collect data for a prescribed purpose Surveillance: a repeated survey to assess the condition of a site or feature on that site. Relationship to National Occupational Standards : O29NEC 22		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to monitor environmental conditions	1.1 Select indicators for monitoring environmental change on the basis of available information covering at least three of the following: (i) landscape and landscape features (ii) wildlife and wildlife habitats (iii) effectiveness of habitat management (iv) effects on landscapes and wildlife of visitors and others (v) features of historical, archaeological and cultural importance (vi) access network	Work log or diary combined with witness statement Professional discussion

Unit 303

	1.2	Consult with the appropriate people in the process of selecting and agreeing indicators	
	1.3	Ensure that selected indicators are measurable and are listed accurately	
	1.4	Develop and use systems for monitoring in accordance with agreed technical criteria, operating costs and time specifications, and other organisational requirements	
	1.5	Produce guidelines for the use of monitoring systems that are clear, in an appropriate format, in suitable language, and available to all users	
	1.6	Assess the monitoring systems and propose any modifications after feedback and further analysis	
2. Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria.

Unit 303

3. Be able to report on results of monitoring environmental conditions	3.1	Record all monitoring data in a format and language specified by the monitoring system	
	3.2	Use all available, relevant and current information to interpret monitoring data, ensuring that interpretations are justified using rational argument and supporting evidence	
	3.3	Produce reports on environmental change in a format, style and language which helps decision-making and which conform to organisational procedures, ensuring that reports are relevant, accurate and concise and are supported with records of the raw data	
	3.4	Make explicit conclusions and recommendations for action within the monitoring report	
	3.5	Actively seek feedback from recipients of the report	
4. Understand the need to monitor environmental conditions	4.1	Explain the importance of developing and using systems to monitor environment change	Oral questions during direct observation and/or professional discussionmay be considered useful

Unit 303

	4.2 Describe methods of identifying relevant indicators for monitoring environmental change	
	4.3 Describe principles of monitoring against indicators covering all of the following: (i) landscape and landscape features (ii) wildlife and wildlife habitats (iii) effectiveness of habitat management (iv) effects on landscapes and wildlife of visitors and others (v) features of historical, archaeological and cultural importance (vi) access network	
	4.4 Describe sources of research data and information to monitor environmental change	
	4.5 Explain where and how to obtain relevant additional data and information	
	4.6 Outline which individuals and organisations to consult when selecting and agreeing indicators	

Unit 303

	4.7	Describe types of systems to monitor environmental change and their use	
	4.8	Explain organisational requirements in relation to the monitoring systems adopted	
	4.9	Describe methods of communicating guidelines clearly and in a format suitable for users	
	4.10	Describe the types of changes which may take place in the environment and the causes of these changes	
	4.11	Explain the need to review the monitoring systems and how this can be best achieved	
5. Understand relevant health and safety legislation and environmental good practice	5.1	Summarise relevant health and safety and other legislation, codes of practice and any additional requirements	
6. Understand the need to report on environmental conditions	6.1	Describe techniques for recording data on environmental change	
	6.2	Describe ways in which records may vary according to the nature and objectives of the monitoring	

	activity	

Unit 303

	6.3	Outline sources of information relevant to the interpretation of monitoring data	
	6.4	Describe types of supporting evidence which may be used	
	6.5	Describe effective ways of reporting results from monitoring activities	
	6.6	Describe ways in which the form, style and language of a report should vary according to the different recipients	
	6.7	Describe appropriate ways of presenting data to support a monitoring report	
	6.8	Explain reasons for selecting particular ways of presenting data	
	6.9	Outline means of obtaining and handling feedback from the recipients of a report	
	6.10	Explain the importance of reporting on environmental	

	change	

UNIT 304

TITLE	Prepare, conduct and report on field surveys	Learner's name
UAN REFERENCE	J/502/3234	
LEVEL	3	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the skills, knowledge and understanding required for undertaking survey work and reporting on the findings of such surveys. The term 'survey' is open to broad interpretation because of the wide range of surveys that may be carried out in different contexts using a range of survey techniques. Relationship to National Occupational Standards : O29NEC23		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to prepare to collect data	1.1 Identify and secure access to any existing data (primary and secondary) relevant to the survey	Work log or diary combined with witness statement
	1.2 Identify survey methodology, sources of data and legislative requirements in accordance with the survey specification	
	1.3 Ensure that the selected survey techniques are appropriate for the survey objectives, legal, safe and within time and resource constraints	
	1.4 Identify and obtain any necessary permissions, consents and licences	
	1.5 Secure and check all necessary	Work log or diary combined with witness statement

	survey equipment	

Unit 304

	1.6 Explicitly specify responsibilities for carrying out the survey, selecting people who are competent to undertake the survey, and provide them with a thorough briefing both verbal and written	
	1.7 Ensure that the survey design provides for the storage of any confidential information in accordance with data protection legislation	
2. Be able to collect and record data through field surveys	2.1 Collect all data using the correct survey techniques and ensure that the data is accurate to the level required in the survey specification	
	2.2 Record all data legibly, fully and in the format specified	
	2.3 Take prompt appropriate action in cases where data cannot be obtained in accordance with the specification	

	2.4 Take note of any data not covered by the specification, but potentially relevant to the survey, and report it to the appropriate person	

Unit 304

	2.5	Ensure that the effects of the work and access do not adversely affect the condition of survey sites	
	2.6	Encourage any interested persons to ask questions or seek explanation, and provide them with appropriate information	
	2.7	Produce proof of authority to conduct surveys on request	
3. Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to the preparation, conduct and report on field survey	Witness testimony may be useful when direct observation does not cover all criteria.
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
4. Understand how to prepare for conducting surveys	4.1	Explain the potential sources of data, their advantages and disadvantages and principles of use	Oral questions during direct observation may be considered useful.
	4.2	Explain where and how to obtain additional data relevant to the survey	

Unit 304

	4.3	Differentiate between the range of survey techniques available, their advantages and disadvantages and principles of use	
	4.4	Describe organisational requirements concerning the types of survey adopted	
	4.5	Outline the circumstances in which permission, consent or licences are required for survey activities and the means of obtaining them	
5. Understand the roles of team members in conducting surveys	5.1	Explain the roles and responsibilities of individual team members; the importance of clear and thorough briefing	
6. Understand how to conduct and report on field surveys	6.1	Explain types, and correct use, of survey equipment	
	6.2	Explain effective means of storing the data to be collected	
	6.3	Explain the range of techniques available for surveys of landscapes features, flora and fauna, different habitat types, historical features, impact of humans on the environment	

Unit 304

	6.4	Indicate recognition of landscapes features, flora and fauna, different habitat types, historical features, impact of humans on the environment (in accordance with the nature and objectives of the survey undertaken)	
	6.5	Explain effective techniques for recording survey data	
	6.6	Explain ways in which survey recording requirements vary according to the nature and objectives of the survey	
	6.7	Explain the appropriate action to take in cases where the required data cannot be collected	
	6.8	Describe type of data which is relevant to the survey but not covered by the design	
	6.9	Explain actions to take in case of incidental damage or disturbance to habitat, wildlife or landscape	
	6.10	Explain how people can be encouraged to ask questions	
	6.11	Describe the importance of	

	providing proof of authority	

Unit 304

7. Understand relevant health and safety legislation and environmental good practice	7.1	Summarise current health and safety legislation, codes of practice and any additional requirements which apply to this area of work	
	7.2	Describe the possible environmental damage and how to respond appropriately	
	7.3	Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 305

TITLE	Interpret surveys and report on findings	Learner's name
UAN REFERENCE	L/502/3235	
LEVEL	3	
CREDIT VALUE	5	
The aim of this unit is to provide the learner with the skills, knowledge and understanding to report on the findings of surveys. The term 'survey' is open to broad interpretation because of the wide range of surveys that may be carried out in different contexts using a range of survey techniques. Relationship to National Occupational Standards : O29NEC23.3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to interpret survey data and report on findings	1.1 Ensure that the evaluation is appropriate to the objectives of the survey and meets operational requirements	Work log or diary combined with witness statement. Professional discussion may also be considered useful
	1.2 Interpret survey data using all available, relevant and current information	
	1.3 Note any failure in the analysis to obtain useful results, and inform the appropriate person promptly	
	1.4 Justify the interpretation of survey data using rational argument and supporting evidence	
	1.5 Seek feedback on survey interpretations prior to a final report being produced	

Unit 305

	1.6 Ensure that the report: i) is accurate and complete ii) is in a format conforming with the survey specification iii) contains the required supporting data in accordance with the survey specification iv) presents information and conclusions in a manner which is accessible and of use to others	
	1.7 Make the report available to the appropriate people within the required timescale	
	1.8 Reply to requests for further clarification and explanation of the report clearly and accurately within the specified timescale	
	1.9 Maintain confidentiality of information in accordance with the survey specification	
2. Understand how to Interpret survey data and report on findings	2.1 Summarise the techniques for data evaluation and their application in different circumstances	Oral questions during direct observation may be considered useful.

Unit 305

	2.2 Indicate awareness of: i) the limitations of different interpretation and evaluation methods ii) the limitations of different data sources	
	2.3 Explain actions to be taken in cases where useful survey results are not obtained	
	2.4 Outline the legal implications of the report findings	
	2.5 Explain how to obtain feedback on the interpretation of survey data	
	2.6 Outline the appropriate people to receive copies of the report	
	2.7 Explain ways of presenting information clearly and in a manner appropriate to the intended user	
	2.8 Explain how to present data to support the report	
	2.9 Summarise the timescales within which reporting must take place and reasons for this	

Unit 305

	2.10 Summarise the means of obtaining and handling feedback from the recipients of the report	
	2.11 Explain how to ensure confidentiality and sensitivity of information	

Unit 306

TITLE	Produce management plans for environmental sites	Learner's name
UAN REFERENCE	K/502/3243	
LEVEL	3	
CREDIT VALUE	9	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required for producing management plans. It looks at the key activities undertaken when gathering information on sites, how this is interpreted to produce a site management plan. The term 'site' should be interpreted widely and could refer to a single nature reserve or country park, a roadside verge or a series or group of similar locations with comparable management requirements. 'Management' is also given a broad interpretation and covers all practical work such as habitat and access management, as well as the provision of interpretation and other visitor facilities and the management of visitor activities. Relationship to National Occupational Standards : O29NEC24.1,2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to assess site resources	1.1 Assess and record actual and potential site resources from available data	Work log or diary combined with witness statement
	1.2 Identify existing site use and management	
	1.3 Establish the intended purposes and uses of the site	
	1.4 Identify and evaluate opportunities and constraints in managing the site	
2. Be able to produce site management plans	2.1 Present plans in a way which is suitable for those who are to implement and monitor them	Work log or diary combined with witness statement

Unit 306

	2.2 Ensure that plans achieve the best balance between the present use of the site and opportunities and constraints covering: i) legal ii) environmental iii) requirements of site users and wider community iv) economic/financial v) physical vi) organisational vii) timing or seasonality viii) site history	
	2.3 Identify the resources required to achieve the plan and establish their availability including: (i) natural (ii) physical (iii) human (iv) financial	

Unit 306

	2.4 Ensure that plans contain the necessary information for their effective implementation covering: i) site preparation ii) work methods and procedures iii) sequence of operations iv) disposal of waste or surplus products v) final intended appearance and condition of the site vi) health and safety requirements vii) monitoring systems and timescales	Work log or diary combined with witness statement
3. Understand how to assess site resources	3.1 Explain the techniques for assessing site resources and their use for the following: i) flora ii) fauna iii) landscape features iv) archaeological and historical features v) visitor facilities vi) educational facilities vii) recreation facilities	Oral questions during direct observation and/or professional discussion may be considered useful
	3.2 Explain the types of conflicts which may exist in relation to the use of the site and how this has been tackled in the past	

Unit 306

	3.3 Describe the types of potential site uses and their associated requirements	Oral questioning during direct observation and/or professional discussion may be considered useful
	3.4 Outline requirements for public access and recreational use of the site	
4. Understand the factors which influence the production of plans	4.1 Explain the impact which different management methods may have on surrounding people, flora and fauna	Oral questioning during direct observation and/or professional discussion may be considered useful
	4.2 Explain the ways in which conflicts may be tackled and resolved in management plans	
	4.3 Explain the inter-relationship between opportunities and constraints in the management of sites: i) legal ii) environmental iii) social iv) cultural and aesthetic v) economic or financial vi) physical vii) organisational viii) timing or seasonality	

UNIT 306

	4.4 Explain the different kinds of resources which are necessary to achieve plans, and their inter-relationship: i) human ii) financial iii) material and capital	Oral questioning during direct observation and/or professional discussion may be considered useful
5. Understand how to present the site management plans	5.1 Explain the structure, content and presentation of site plans for particular uses and audiences	
	5.2 Explain the methods of presenting plans to meet the needs of the full range of people who are to implement them	
6. Understand the relevant legislation and policies	6.1 Summarise current health and safety legislation, codes of practice and any additional requirements	

Unit 307

TITLE	Research and plan environmental interpretations	Learner's name
UAN REFERENCE	R/502/3236	
LEVEL	3	
CREDIT VALUE	5	
The aim of this unit is to provide the knowledge, understanding and skills required to plan and research interpretations. The interpretations could cover geographical areas or sites, specific environmental topics or environmental themes depending on the research. Relationship to National Occupational Standards : O29NEC25.1&2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to research information for interpretations	1.1 Establish the nature, requirements and expectations of the intended audience	Work log or diary combined with witness statement
	1.2 Formulate clear research objectives linked to the nature and requirements of the audience, the sites to be visited and the focus of interpretation	
	1.3 Use appropriate information sources effectively and economically	
	1.4 Assess all information obtained for accuracy and appropriateness to the intended audience	

	1.5 Identify and access additional sources of information where necessary	

Unit 307

	1.6 Ensure that throughout the work account is taken of the environmental and social impact of proposed interpretations	
	1.7 Ensure the information compiled is reliable, accurate and optimises the goodwill of those providing the information	
2. Be able to plan information for interpretation	2.1 Ensure that plans take account of potential site hazards and minimise their effects on the audience	
	2.2 Relate the planned interpretations to the nature and requirements of the audience, the sites to be visited and the focus of interpretation	
	2.3 Ensure that plans allow for the use of a range of appropriate interpretive methods	
	2.4 Ensure that plans take account of the potential environmental and social impact of the proposed	

	interpretation and aim to sustain the special character of the site	
	2.5 Negotiate and agree site access arrangements prior to planned visits	

Unit 307

	2.6 Identify the required resources and confirm their availability	
	2.7 Maintain the confidentiality of information	
3. Understand how to research information for interpretations	3.1 Explain why it is important to formulate clear research objectives	Oral questions during direct observation and/or professional discussion may be considered useful
	3.2 Explain how to establish the nature, requirements and expectations of the intended audience covering the following groups: i) general interest ii) special interest	
	3.3 Explain the ways in which the needs of different audiences may vary, and how this impacts on research covering the following groups: i) general interest ii) special interest	

	3.4 Explain how to link to needs of the audience with the sites to be visited and the focus of interpretation	

Unit 307

	3.5 Explain relevant information sources, and how to access and use them effectively	
	3.6 Explain how to check information for reliability, accuracy and relevance; and the reasons why this is important	
	3.7 Explain the ways in which the goodwill of information providers can be optimised	
	3.8 Explain how to take account of potential environmental and social impact of interpretations and the reasons why this is important	
4. Understand how to plan for interpretations	4.1 Explain how to plan interpretations and select methods best suited to the needs of the audience, the sites to be visited and the focus of interpretation. Interpretations cover: i) geographical areas or sites ii) specific environmental topics iii) environmental themes	

Unit 307

	4.2 Explain the specific site hazards, how they are recognised and their impact on visitors minimised and the consequences of failing to identify and plan accordingly	
	4.3 Explain the resources and approaches available for the plan and their suitability covering: i) time ii) human iii) physical iv) financial information	
	4.4 Explain how to identify, negotiate and agree appropriate site access arrangements and the consequences of failing to make appropriate access arrangements prior to visits	
	4.5 Explain the importance of confirming availability of resources and the consequences of failing to ensure required resources are available	
	4.6 Explain the need for appropriate levels of confidentiality	

Unit 308

TITLE	Prepare interpretive entertainment and educational activities	Learner's name
UAN REFERENCE	L/502/3249	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the knowledge, understanding and skills required to prepare interpretative activities for a range of audiences using a range of techniques. The techniques could include the use of audio visual / electronic equipment, use of props or audience involvement and participation. Relationship to National Occupational Standards : O29NEC26.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to prepare interpretive, entertainment and educational activities	1.1 Select and match subject matter to the site, the target audience and type of activity to ensure wider participation	Work log or diary combined with witness statement Work log or diary combined with witness statement
	1.2 Work closely with those who are responsible for the audience to maximise the value of planned activities	
	1.3 Prepare opportunities for the audience to maximise the use of their senses	
	1.4 Plan appropriate styles and structures of activities which are appropriate to a range of audience profiles	

Unit 308

	1.5 Develop and put in place contingency plans for all of the following: i) the audience is different from that anticipated ii) ill-health (staff or animal) iii) bad weather	
	1.6 Ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget	
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria.

UNIT 308

3. Understand how to prepare interpretive entertainment and educational activities	3.1 Explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation	Oral questions during direct observation may be considered useful.
	3.2 Explain how to link activities to the curriculum	
	3.3 Explain the range of potential audiences covering all of: i) organised parties ii) individual members of the public iii) people with particular requirements or interests	
	3.4 Explain techniques for interpretation that make use of audience senses	
4. Understand relevant health and safety legislation and environmental good practice	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements including the safety of visitors	

Unit 309

TITLE	Deliver and evaluate interpretive entertainment and educating activities	Learner's name
UAN REFERENCE	J/502/3251	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the knowledge, understanding and skills required to deliver and evaluate interpretative entertainment and educational activities for a range of audiences using a range of techniques. Relationship to National Occupational Standards : O29NEC26.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to deliver interpretive and educational activities	1.1 Ensure that the pace, style and structure of activities are appropriate to the circumstances, interests and ability of the audience throughout	Work log or diary combined with witness statement
	1.2 Deliver all main messages in ways which maximise understanding, and attempt to ensure these are understood	
	1.3 Take into account varying expectations among the audience as far as is practicable	
	1.4 Complete the activity to time	

Unit 309

	1.5 Use at least two types of interpretive techniques appropriately and effectively including: i) use of multi media equipment ii) use of props iii) audience involvement and participation	
	1.6 Monitor the safety and comfort of the audience according to the nature of the activity	
	1.7 Follow agreed contingency procedures as necessary	
2. Be able to evaluate the activities	2.1 Evaluate the effectiveness of the interpretation against the set objectives	
	2.2 Report any conclusions or recommendations arising from the evaluation to the appropriate people	
3. Understand how to deliver interpretive entertainment and educational activities	3.1 Explain the importance of planning activities to meet time constraints.	Oral questions during direct observation may be considered useful.

Unit 309

	3.2	Analyse the range of techniques and delivery styles that can be used and explain the reasons for selecting a particular technique or style which maximises audience use of their senses	
	3.3	Explain the potential range of visitor interests and abilities	
	3.4	Explain the range of tools and techniques available and principles of their use in different circumstances to meet a variety of needs	
	3.5	Explain how, and the reasons why, pace, style and structure of activities could be varied to meet visitor needs and varying expectations	
	3.6	Explain how audience safety can be monitored and how this may vary according to the nature of the activity	
	3.7	Explain what action should be taken in response to equipment failure, accidents or other contingencies that may be encountered	

Unit 309

4. Understand how to evaluate the activities	4.1 Explain how visitor reaction and understanding can be identified, evaluated and improved	
	4.2 Explain the different sources of feedback on activities	
	4.3 Explain the importance of evaluation to future planning and decision-making	

Unit 310

TITLE	Prepare, produce and evaluate interpretive media	Learner's name
UAN REFERENCE	M/502/3244	
LEVEL	3	
CREDIT VALUE	8	
The aim of this unit is to provide the knowledge, understanding and skills required to prepare briefs, monitor the production and evaluate the effectiveness of at least two different kinds of interpretative media. The interpretative media could be leaflets, signs, displays, trails, audio/audio visual, and events. Relationship to National Occupational Standards : O29NEC27.1&2&3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to prepare briefs for producing interpretive media	1.1 Prepare briefs for interpretive media which meet resource, budget, legal and site requirements	Work log or diary combined with witness statement
	1.2 Identify interpretive media that are appropriate for the intended audience and the interpretation objectives	
	1.3 Accurately identify resource requirements for realising the briefs and where appropriate identify suitable alternatives	Product evidence required
	1.4 Seek any necessary information and advice from appropriate sources	

Unit 310

	1.5 Present briefs within agreed timescales in a form and level of detail suitable for further specialist design work to be carried out if required	
2. Be able to monitor the production of interpretative media	2.1 Monitor production progress regularly against agreed resource allocations and timescales	Work log or diary combined with witness statement
	2.2 Agree any proposed changes to the production plan with the appropriate people	
	2.3 Ensure the interpretive media are produced within planned budget and timescales	
	2.4 Ensure the interpretive media produced match the design brief	
	2.5 Ensure that site-based interpretive media are located in accordance with the original brief	
	2.6 Ensure that printed materials are distributed in accordance with the original brief	

3. Be able to evaluate the effectiveness of interpretative media	3.1 Ensure that all evaluation criteria are clearly established and agreed with the appropriate people	Oral questions during direct observation, professional discussion and witness testimony may be considered useful.

Unit 310

	3.2	Use at least two different evaluation methods that are appropriate to the situation and the customers: i) response to questionnaires ii) observation iii) customer feedback iv) feedback from colleagues v) feedback from employer	
	3.3	Carry out and record the evaluation in a manner which yields accurate and impartial data	
	3.4	Ensure that evaluation results are related to the evaluation criteria and based on accurate analysis of the available data	
	3.5	Draw conclusions on the effectiveness of interpretive media based on evaluation criteria and supported by the results of the evaluation	
	3.6	Present results and conclusions to the appropriate people in an agreed format and within agreed timescales	Oral questions during direct observation, professional discussion and witness testimony may be considered useful

Unit 310

4. Understand how to prepare briefs for producing interpretative media	4.1 Explain the types of interpretive media and how appropriate each is to particular circumstances: i) leaflets ii) signs iii) displays iv) trails v) audio/audio visual vi) events	
	4.2 Explain the resources that will be required for producing media i) time ii) money iii) people iv) skills	
	4.3 Explain the sources of relevant information and how reliable these are	
	4.4 Explain how to establish the purpose of the brief, the format and level of detail required in the brief, and timescales for submitting the brief	
	4.5 Explain how to establish who the intended audience are and the learning objectives required	

Unit 310

	4.6	Explain the consequences of failing to establish the relevant background before beginning to prepare the brief	
5 Understand how to produce and monitor interpretive media	5.1	Explain how to measure suitability of product against design brief	
	5.2	Explain the factors that could affect production/location and how these should be handled	
	5.3	Explain their limits of authority and from where to seek confirmation of changes covering: i) schedule ii) methods iii) suppliers iv) siting	
	5.4	Explain the individuals/organisations that are involved in the production of media, the nature of their involvement and responsibilities	
	5.5	Explain why it is important to regularly monitor production/siting/distribution	
6. Understand how to evaluate the	6.1	Explain how and with whom valid evaluation criteria should be	

effectiveness of interpretive media	established	

Unit 310

	6.2 Explain the different methods of evaluation and the suitability of each for different situations i) response to questionnaires ii) observation iii) customer feedback iv) feedback from colleagues v) feedback from employer	
	6.3 Explain the factors which can cause data to be skewed	
	6.4 Explain the methods of recording data and the suitability of each	
	6.5 Explain how to analyse data and draw conclusions related to the evaluation criteria that are supported by the results of the analysis	
	6.6 Explain why it is important to use methods which are likely to produce accurate and impartial data	

Unit 311

TITLE	Plan the construction and maintenance of structures and surfaces	Learner's name
UAN REFERENCE	H/600/1235	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to plan the construction and maintenance of structures and surfaces. The learner will identify the requirements of the structure or surfaces and create effective plans that will take into account of any constraints and opportunities Relationship to National Occupational Standards : O29NCU26.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. To be able to plan the construction and maintenance of structures and surfaces	1.1 Establish the purpose and use of the structure or surface	Work log or diary combined with witness statement
	1.2 Identify opportunities and constraints relevant to the site	
	1.3 Produce plans that achieve the best balance between the criteria and the opportunities and constraints	
	1.4 Identify resources required to achieve the plans and establish their availability	
	1.5 Produce plans that contain the necessary information for implementation	

Unit 311

	1.6 Present plans in a way which is suitable for those who are to implement them	
2 Understand how to plan the construction and maintenance of structures and surfaces	2.1 Explain the purpose and use which the structure or surface is to meet and the requirements of the planned development	Oral questions during direct observation may be considered useful
	2.2 Describe the full range of opportunities and constraints which may be relevant to the site covering all the following: i) legal, ii) environmental, iii) social, cultural and aesthetic, iv) economic/ financial, v) physical, vi) organisational, vii) timing/seasonality	
	2.3 Explain how to develop plans which achieve the best balance between different factors and the purpose of the structure or surface	
	2.4 State how to determine the best time for the construction and maintenance work	

Unit 311

	2.5 Explain how and why to finish structures and surfaces in ways which are consistent with the surrounding environment	
	2.6 Explain how to determine the resources necessary to achieve the plan and their likely availability i) human ii) financial iii) material and iv) capital	
	2.7 Describe the nature of the information which the plan has to contain and how to determine specific details in relation to: i) site preparation ii) methods of work iii) sequence of operations iv) disposal of waste v) site restitution vi) health and safety requirements	
	2.8 Effective methods of presenting plans to the full range of those who are to use them taking into account their particular needs	

Unit 311

3. Understand relevant health and safety legislation and environmental good practice	3.1 Summarise current health and safety legislation, codes of practice and any additional requirements	
	3.2 Describe the possible environmental damage that could occur and how to respond appropriately	
	3.3 Explain the correct and appropriate methods for disposing of waste	

Unit 312

TITLE	Monitor and evaluate the construction and maintenance of structures and surfaces	Learner's name
UAN REFERENCE	Y/600/1085	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to monitor and evaluate plans in relation to construction and maintenance of structures and/or surfaces. The learner will monitor and evaluate the impact of the plan and also recognise and deal with deviations from the plan Relationship to National Occupational Standards : O29NCU26.1 and O29NCU26.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. To be able to monitor and evaluate the construction and maintenance of structures and surfaces	1.1 Select monitoring methods which are appropriate to the plan and those implementing it	Work log or diary combined with witness statement
	1.2 Monitor the work at suitable times to check progress and the implementation of the plan	
	1.3 Take the appropriate action if there are deviations from plan	
	1.4 Evaluate progress and the overall achievement of the plan	
	1.5 Carry out any additional work in order to complete the implementation of the plan within	

	the required timescales	

Unit 312

2. Understand how to monitor and evaluate the construction and maintenance of structures and surfaces	2.1 Explain the nature of the plan and what it aims to achieve	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2 Describe the environmental limitations on construction and maintenance and how to assess the environmental impact	
	2.3 Explain how best to determine suitable times for monitoring given the nature of the structure or surface and those implementing the plan	
	2.4 Explain how best to monitor and evaluate the i) quality of outcomes, ii) quality of working methods and practices, iii) resource use iv) scheduling progress	
	2.5 Describe effective methods of monitoring and evaluating construction and maintenance (e.g. direct observation, electronic recording, test procedure)	
	2.6 Explain the likely causes of deviations from plans and how to evaluate the criticality of deviations from plans	

Unit 312

	2.7 Explain the actions to take if deviations from plans arise, including; temporary cessation of work, reporting to others and reviewing plans	
	2.8 Organisational health and safety policy and your specific responsibilities under health and safety legislation	
3. Understand relevant health and safety legislation and environmental good practice	3.1 Summarise current health and safety legislation, codes of practice and any additional requirements	

Unit 313

TITLE	Identify the need for, and plan, habitat management work	Learner's name
UAN REFERENCE	T/502/1530	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, skills and understanding to identify the need for habitat management work to be carried out and plan the necessary work. The unit is applicable to the management of all types of habitats and the full range of management techniques. Relationship to National Occupational Standards : O29NCU88.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to identify habitat management work	1.1 Identify the need for habitat management through use of all of the following: i) site monitoring ii) management plan iii) reports from others	Work log or diary combined with witness statement
2. Be able to plan for habitat management work	2.1 Plan habitat management for at least four of the following objectives: i) to create or maintain suitable conditions for particular species ii) to create or maintain a desired mix of habitats for access and recreation iii) to conserve desirable physical or archaeological features iv) to reduce the pressures	Product evidence should be available

	of human activity on habitats v) to promote site safety	

Unit 313

	2.2 Take account of the environmental value of at least two of the following types of sites in planning: i) ecological ii) archaeological iii) recreational	
	2.3 Select appropriate habitat management methods to achieve objectives	
	2.4 Produce work plans and specifications for the identified work to include the following: i) schedule ii) location iii) methods and procedures iv) physical resources v) human resources vi) legal requirements vii) standard of outcome required	
	2.5 Carry out risk assessments and identify safe working procedures	

	2.6 Seek agreement from all relevant interested parties and ensure that all necessary permissions are in place	

Unit 313

	2.7 Identify the most appropriate workforce for the planned habitat management work	
	2.8 Identify and access the resources required to carry out the planned work	
	2.9 Schedule habitat management work based on the following: i) identified priorities ii) effects of season and timing	
	2.10 Record plans in a suitable format	
3. Understand how to identify the need for habitat management work	3.1 Explain how to identify the need for habitat management through use of: i) site monitoring ii) management plan iii) reports from others	Oral questions during direct observation and/or professional discussion may be considered useful

Unit 313

	3.2 Explain how to identify the objectives of habitat management for the following objectives: i) to create or maintain suitable conditions for particular species ii) to create or maintain a desired mix of habitats for access and recreation iii) to conserve desirable physical or archaeological features iv) to reduce the pressures of human activity on habitats v) to promote site safety	Oral questions during direct observation and/or professional discussion may be considered useful
	3.3 Describe how to recognise the environmental value of sites	
4. Understand the need to plan habitat management work	4.1 Explain how the environmental value of sites affects the planning of work	Professional discussion may be considered useful
	4.2 Explain how to assess risks and develop safe working procedures	

Unit 313

	4.3 Explain the process of producing work plans and specifications to organisational requirements including: • agreement of objectives • agreement of plans • when permissions is required • the suitable workforce • the resources required (tools and equipment, people) • schedule of work • legal requirements • standard of outcome	Professional discussion may be considered useful
	4.4 Explain how planned work fits into organisational objectives, local and UK biodiversity action plans	

Unit 314

TITLE	Co-ordinate and oversee habitat management work	Learner's name
UAN REFERENCE	A/502/1531	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of habitat management work. It also involves the selection and briefing of a suitable workforce to carry out the habitat management work. Relationship to National Occupational Standards : O29NCU88.3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to co-ordinate and oversee habitat management work	1.1 Make available the necessary resources to allow habitat management work to be carried out in a safe and effective way. Resources to include: i) natural ii) physical iii) human iv) financial	Work log or diary combined with witness statement
	1.2 Inform the appropriate person where these resources are not available	

	1.3 Brief those who will be carrying out the work with regard to: i) work specification ii) environmental value of the site and its implications for the planned work	

Unit 314

	1.4 Oversee habitat management work for four of the following objectives i) to create or maintain suitable conditions for particular species ii) to create or maintain a desired mix of habitats for access and recreation iii) to conserve desirable physical or archaeological features iv) to reduce the pressures of human activity on habitats v) to promote site safety	
	1.5 Communicate with the work team and other interested parties in a way which promotes understanding and goodwill	
	1.6 Provide clear and accurate information for recording purposes	
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health and safety, is consistent with legislation, codes of practice and any additional requirements	Witness testimony may be useful when direct observation does not cover all criteria
	2.2 Ensure work is carried out in a manner which minimises	

	environmental damage	

Unit 314

	2.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
3. Understand how to co-ordinate and oversee habitat management work	3.1	Explain the required type and quantity of resources needed for habitat management work	Oral questions during direct observation and/or professional discussion may be considered useful
	3.2	Describe the appropriate action to take in the case of inadequate resources	
	3.3	Describe relevant aspects of work specifications, and individual responsibilities	
	3.4	Describe how to select a workforce which is appropriate for the planned work	
	3.5	Describe methods of briefing the workforce on the activities required	

Unit 314

	3.6 Describe how to effectively oversee habitat management work which is being carried out i) to create or maintain suitable conditions for particular species ii) to create or maintain a desired mix of habitats for access and recreation iii) to conserve desirable physical or archaeological features iv) to reduce the pressures of human activity on habitats v) to promote site safety	
	3.7 Explain how to identify and minimise the effect of disruptions and how to select corrective actions	
	3.8 Explain how to establish, maintain and improve systems to monitor work	
	3.9 Describe methods of communication likely to promote understanding and goodwill	
	3.10 Identify the types of records required and the importance of accurate record keeping	

Unit 314

4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Cross reference where appropriate
	4.2	Describe the possible environmental damage that could occur and how to respond appropriately	
	4.3	Explain the correct and appropriate methods for disposing of waste	

Unit 315

TITLE	Monitor and evaluate the effectiveness of habitat management work	Learner's name
UAN REFERENCE	F/502/1532	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of habitat management work. The length of time over which such monitoring and evaluation should take place will vary according to the habitat and type of work. Relationship to National Occupational Standards : O29NCU88.3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to monitor and evaluate the effectiveness of habitat management work	1.1 Set in place systems to monitor the effectiveness of habitat management work in creating desired conditions within appropriate timescales with regard both: i) the habitat being managed ii) the work which was carried out	Work log or diary combined with witness statement
	1.2 Use the outcomes of your monitoring to inform the planning of future habitat management work to include: i) planning of your own future work ii) planning by other people	

Unit 315

	1.3 Plan and implement additional work to rectify any problems or failures to achieve original management objectives	
2. Understand how to monitor and evaluate the effectiveness of habitat management work	2.1 Explain the criteria used to evaluate the habitat management work at completion of practical activities	Oral questions during direct observation may be considered useful.
	2.2 Outline the requirements of the original work plan and specification	
	2.3 Explain the importance of longer-term monitoring to determine whether habitat management has been effective	
	2.4 Identify the factors that determine the length of time over which monitoring should take place	
	2.5 Explain how to use the outcomes of monitoring to improve future plans and where necessary how to plan additional work	

Unit 316

TITLE	Encourage and motivate volunteers	Learner's name
UAN REFERENCE	J/502/1645	
LEVEL	3	
CREDIT VALUE	5	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to encourage, motivate and show appreciation for the work of volunteers. The learner will assess the needs and wishes of the volunteers, recognise their commitment and encourage further development. Relationship to National Occupational Standards : O29NCU89.1, 2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to motivate volunteers by promoting the special ethos and values of volunteering	1.1 Assess the needs and wishes of individuals and/or groups to help determine the starting point for their involvement	Work log or diary combined with witness statement
	1.2 Support volunteers in ways which match volunteer expectations, motivations and needs	
	1.3 Demonstrate an awareness of individual and/or group volunteers abilities and aptitudes	
	1.4 Recognise volunteers and their commitment which are likely to enhance their motivation to continue	

	1.5 Take account of equal opportunities issues as they affect volunteers	

Unit 316

2. Recognise voluntary effort by valuing volunteer contributions	2.1 Show appreciation of the individual contributions made by volunteers by: i) providing feedback to volunteers ii) communicating this information to others	Consider audio or video records
	2.2 Encourage further development of volunteers capabilities	
	2.3 Record individual and group effort in terms of its worth and contribution to organisational objectives	
3. Understand how to motivate volunteers by promoting the special ethos and values of volunteering	3.1 Explain what volunteering entails and the implications of volunteering for the volunteer, the voluntary organisation and the client	Oral questions during direct observation may be considered useful
	3.2 Explain why people volunteer and why organisations involve volunteers	
	3.3 Explain ways of assessing and confirming the needs and wishes of individuals and/or groups to help determine the starting point for their involvement	

Unit 316

	3.4	Describe how equal opportunities issues and values affect volunteers and volunteering and the organisation	
	3.5	Explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue	
4. Understand how to recognise voluntary effort by valuing volunteer contributions	4.1	Explain how to respond positively to personal and group voluntary effort by: i) providing feedback to volunteers ii) communicating this information to others	
	4.2	Describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives	
	4.3	Describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities	
	4.4	Describe ways of recognising formally the skills and abilities shown	

Unit 316

	4.5 Describe how to provide feedback at an appropriate level in the organisation	

Unit 317

TITLE	Manage the work of volunteers	Learner's name
UAN REFERENCE	D/502/1599	
LEVEL	3	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage the work of volunteers. It includes planning the work of volunteers, ensuring that they have sufficient resources to carry out the work, instructing them in the skills needed and assessing their work. Relationship to National Occupational Standards : O29NCU90, O29NCU89.3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to plan the work of volunteers	1.1 Give opportunities to volunteers to contribute to the planning and organisation of their work	Work log or diary combined with witness statement
	1.2 Produce plans that take into account the relevant factors of volunteering including: i) your team's objectives ii) the volunteers whose work you are responsible for and their development needs iii) constraints under which volunteers may be working iv) meeting the motivational needs of your volunteers	

	1.3 Produce plans and schedules that are realistic and achievable within organisational constraints	

Unit 317

	1.4 Explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment	
	1.5 Update plans at regular intervals and take account of any changes	
2. Be able to prepare resources for volunteers	2.1 Check that resources are available and suitable for the planned work and take the appropriate action where there are any problems	Work log or diary combined with witness statement
	2.2 Allocate resources so that volunteers can do the work to the required standard	
	2.3 Make sure volunteers are using resources according to organisational, legal and regulatory requirements	
	2.4 Make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements	
3. Be able to lead the work of volunteers	3.1 Make volunteers feel welcome and introduce any new volunteers to each other and the rest of the team	Witness testimony may be useful when direct observation does not cover all criteria

Unit 317

	3.2 Clearly explain organisational policy in relation to: i) volunteering ii) confidentiality iii) welfare iv) health and safety v) volunteer insurance vi) training and developing volunteers vii) equal opportunities	
	3.3 Provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements	
	3.4 Correctly demonstrate the tasks and check that volunteers understand what is expected	
	3.5 Let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own	
	3.6 Identify and correct any mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly	

Unit 317

	3.7 Identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs	
	3.8 Identify volunteer work that does not meet agreed standards and take the appropriate action	
4. Be able to assess the work of volunteers and provide feedback	4.1 Explain the purpose of assessment clearly to all involved	Oral questions during direct observation and/or professional discussion may be considered useful
	4.2 Give opportunities to volunteers to assess their own work	
	4.3 Carry out assessments at times most likely to maintain and improve effective performance	
	4.4 Make your assessments objectively against clear and agreed criteria	
	4.5 Provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation	
	4.6 Provide feedback which recognises team members achievements and provide constructive suggestions and encouragement for improving	

	their work	

Unit 317

	4.7 Show respect for the individuals involved and treat all feedback to individuals and teams confidentially	
	4.8 Give opportunities to team members to respond to feedback	
5. Be able to promote health and safety and environmental good practice	5.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	Cross reference where appropriate
6. Be able to maintain accurate records	6.1 Provide clear and accurate information for recording purposes	Work log or diary combined with witness statement
7. Understand how to plan the work of volunteers	7.1 Explain how to provide volunteers with the opportunity to contribute to the planning and organisation of their work	Oral questions during direct observation and/or professional discussion may be considered useful.

Unit 317

	7.2 Describe how to produce plans that take into account the relevant factors of volunteering including: i) your team's objectives ii) the volunteers whose work you are responsible for and their development needs iii) constraints under which volunteers may be working iv) meeting the motivational needs of your volunteers	
	7.3 Explain how to develop realistic and achievable work plans both in the short and medium term	
	7.4 Describe how to present work plans in a way that gains support, motivation and commitment	
	7.5 Explain the need to regularly review work plans	
8. Understand how to prepare resources for volunteers	8.1 Explain how to check that the appropriate resources are available and outline the procedures to follow for obtaining resources	Professional discussion may be considered useful

	8.2 Outline the procedure for reporting problems with resources	

Unit 317

	8.3 Summarise organisational, legal and regulatory standards for the resources that the work uses	
	8.4 Explain how to allocate resources in a way that enables the achievement of objectives	
	8.5 Explain the need to ensure resources are used efficiently and effectively and the implications for not doing so	
	8.6 Explain the impact that the use of resources could have on the environment	
	8.7 Explain the reasons for getting others to suggest ways of improving the use of resources	
9. Understand how to lead the work of volunteers	9.1 Describe the induction process for new volunteers and the importance of making volunteers feel welcome and part of the team	Professional discussion may be considered useful

Unit 317

	9.2	Describe how to ensure that new volunteers understand organisational policy in relation to: i) volunteering ii) confidentiality iii) welfare iv) health and safety v) volunteer insurance vi) training and developing volunteers vii) equal opportunities	
	9.3	Describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do	
	9.4	Explain the reasons for making sure volunteers continue to be supervised until they can achieve the standard required and the action to take when work does not meet the standard	
	9.5	Describe how to correct mistakes without undermining self-confidence	

	9.6	Explain how to recognising the potential for volunteers to take on new responsibilities and outline the development opportunities available to them	

Unit 317

	9.7 Outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake	
	9.8 Describe how organisations gives recognition and reward to volunteers	
	9.9 Explain methods of handling difficulties with volunteer work, and procedures for dealing with problems	
10. Understand how to assess the work of volunteers and provide feedback	10.1 Explain the need to communicate clearly the purpose of assessment to all involved	Professional discussion may be considered useful
	10.2 Explain the reasons for providing opportunities to volunteers to assess their own work	
	10.3 Explain the principles of fair and objective assessment of work and how to ensure this is achieved	
	10.4 Explain how to provide feedback to volunteers on their performance based on assessment	

Unit 317

	10.5 Explain the principles of respect and confidentiality when providing feedback	
	10.6 Describe how to motivate volunteers and gain their commitment by providing feedback	
	10.7 Explain how to provide constructive suggestions on how performance can be improved	
	10.8 Describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work	
11. Understand relevant health and safety legislation and environmental good practice	11.1 Summarise current health and safety legislation, codes of practice and any additional requirements	Cross reference where appropriate
12. Understand the importance of accurate record keeping	12.1 Explain the records required for management and legislative purposes and the importance of maintaining them	Professional discussion may be considered useful

Unit 318

TITLE	Present and promote the characteristics and values of the organisation	Learner's name
UAN REFERENCE	F/502/3264	
LEVEL	3	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to present and promote the values and characteristics of an organisation to a variety of audiences Relationship to National Occupational Standards : O29NCU100.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to present and promote the characteristics and values of the organisation	1.1 Accurately identify valid and accurate information about an organisation's characteristics and values	Work log or diary combined with witness statement
	1.2 Present the information in a way which is likely to be of interest to the audience concerned	
	1.3 Select appropriate methods to promote the organisation's values either direct or indirect	
	1.4 Ensure methods of presentation and promotion and the information to be given conforms to statutory and organisational requirements and accepted codes of practice	

Unit 318

	1.5 Ensure presentation and promotion allows for adequate audience participation and feedback	
2. Know how to promote the characteristics and values of the organisation	2.1 Describe the values of the organisation holds and how this distinguishes it from others	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2 Explain how to evaluate the relevance of the organisation's values and their likely appeal to audiences	
	2.3 Describe potential audiences and their characteristics that will require the information Characteristics include: i) nature ii) reasons iii) anticipated events	
	2.4 Describe how to assess whether the information provided is valid	

Unit 318

	2.5 Describe a range of different ways in which the organisation's values can be introduced and promoted i) for both internal and external audiences ii) that are both direct and indirect iii) and use a variety of senses iv) catch the imagination of the audience	
	2.6 Describe how the organisation has presented information previously and what success was achieved	
	2.7 Describe how to present information effectively and with clear justification	
	2.8 Outline the legislation which is relevant to the values and issues to be promoted and which forms the background for the work	
	2.9 Describe effective methods of obtaining feedback from the audience	

Unit 319

TITLE	Monitor and evaluate the effectiveness of promoting the characteristics and values of the organisation	Learner's name
UAN REFERENCE	J/502/3265	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of promoting the characteristics and values of an organisation. A suitable monitoring system will need to be set up and an appropriate methodology used. Evaluation must take account of feedback from target audiences. Relationship to National Occupational Standards : n/a		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Monitor and evaluate the effectiveness of promotion	1.1 Select appropriate methods for monitoring and evaluating the effectiveness of promotion – either i) qualitative ii) quantitative	Work log or diary combined with witness statement
	1.2 Carry out monitoring and evaluation of the promotion which is sufficient to reveal effectiveness covering i) penetration ii) coverage iii) changes in audience behaviour	
	1.3 Encourage others involved in promoting organisational values to	

	evaluate the promotional methods and messages	

Unit 319

	1.4 Give the target audience opportunities to provide feedback and use this feedback in your evaluation	
	1.5 Improve promotion in the light of: • feedback • perceived take-up • penetration • the organisation's aims and vision for the future	
2. Understand the need to monitor and evaluate the effectiveness of promotion	2.1 Describe the values and characteristics of the organisation	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2 Explain the range of methods for monitoring and evaluating the effectiveness of promotions: i) qualitative ii) quantitative	
	2.3 Explain how to judge the sufficiency of promotions and whether they are effective covering: i) penetration ii) coverage iii) changes in audience behaviour	

	2.4 State the range of individuals who may be involved in promoting the organisation's values and the different roles which they each may play	

Unit 319

	2.5 Explain how to encourage people to self assess the work they have done and make realistic judgements which are constructive	
	2.6 Describe the different methods which can be used to gain feedback from target audiences	
	2.7 Explain the differences between direct and indirect promotional methods and the range of approaches which lie within these	
	2.8 Explain how to evaluate realistically the organisation's promotional methods and messages and improve them in the future i) penetration ii) coverage iii) changes in audience behaviour	

Unit 320

TITLE	Promote, monitor, and maintain health, safety and security of the workplace	Learner's name
UAN REFERENCE	D/502/1523	
LEVEL	3	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies. Relationship to National Occupational Standards : O29NCU3.1, 2, 3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand how to monitor and maintain the health, safety and security of the work area	1.1 Explain the legal and organisational responsibilities in relation to health, safety and security covering: i) people ii) equipment and materials iii) the work area	Oral questions during direct observation and/or professional discussion may be considered useful.
	1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities	

Unit 320

	1.3 Explain the importance of assessing security issues associated with the work area covering: i) bio security ii) building security iii) data security iv) personal security	Oral questions during direct observation and/or professional discussion may be considered useful
	1.4 Describe how to carry out and evaluate a risk assessment	
	1.5 Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)	
	1.6 Outline safe systems of work when people are working alone or at risk of abuse	
	1.7 Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation	
	1.8 Explain how hazardous and non-hazardous waste should be managed in line with legislation	

Unit 320

2. Understand how to promote good standards of health and safety	2.1	Explain the methods of communicating health and safety precautions to others entering the work area	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2	Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations	
3. Understand how to deal with health emergency situations	3.1	Describe the types of accidents or incidents which may occur and the correct actions to take	Professional discussion may be considered useful
	3.2	Explain the importance of not carrying out actions beyond own capabilities	
	3.3	Explain the potential risks to others from an emergency situation	
	3.4	Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved	
4. Understand the records required and their importance	4.1	Explain the responsibility for and types of records required and the importance of accurate record keeping	Oral questions during direct observation and/or professional discussion may be considered useful

Unit 320

	4.2 Explain the relevant legislative requirements for completing records of accidents and incidents	
5. Monitor and maintain the health, safety and security of the work area	5.1 Carry out risk assessments in accordance with relevant legal and organisational requirements	Witness testimony may be useful when direct observation does not cover all criteria
	5.2 Evaluate the risks which have been identified and implement appropriate control measures	
6. Promote good standards of health and safety	6.1 Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment	Witness testimony may be useful when direct observation does not cover all criteria.
	6.2 Communicate any health and safety precautions that are being applied in the work area to others entering the area	Manual handling certificate may be cross referenced
	6.3 Use approved safe methods of lifting and handling when carrying out work	Witness testimony may be useful when direct observation does not cover all criteria
	6.4 Ensure standard procedures for personal hygiene are followed at all times	

Unit 320

	6.5	Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment	
	6.6	Take appropriate action if there is a danger of accidents or injury	
7. Respond to health emergencies within the work area	7.1	Implement procedures safely, correctly and without delay in an emergency situation	Work log or diary combined with witness statement
	7.2	Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation	
	7.3	Give assistance as required within the limits of your capability, including suitable verbal support	
	7.4	Make the immediate vicinity as safe as possible	

Unit 321

TITLE	Communicate with, and care for, the public and others	Learner's name
UAN REFERENCE	Y/502/3240	
LEVEL	3	
CREDIT VALUE	3	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to communicate with and care for the public and others, including organised groups, individual members of the general public, people with special interests, people with special needs, colleagues and partner organisations when visiting sites. Relationship to National Occupational Standards : O29NEC20.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to communicate with the public and others	1.1 Communicate with members of the public and others politely and in a way which promotes the values of the organisation	Work log or diary combined with witness statement
	1.2 Communicate in a way which is suitable to the needs of members of the public and others, including individuals and groups	
	1.3 Respond to requests for information clearly and accurately within the area of responsibility	
	1.4 Refer members of the public and others to other appropriate sources of information	

Unit 321

2. Be able to work with, and care for, the public and others	2.1 Care for members of the public and others in accordance with relevant legislation, codes of practice, organisational requirements and their needs	Witness testimony may be useful when direct observation does not cover all criteria
	2.2 Encourage members of the public and others to use the site in a way which is consistent with its purpose and condition	
	2.3 Encourage members of the public and others to maintain their own safety during visits to the site	
	2.4 Deal with members of the public and others who may cause a threat and take the appropriate action to minimise any damage or risk. At least two of the following threats must be covered: i) to the site and its contents ii) to flora and fauna iii) to themselves iv) to other people	
3. Understand legislation and organisational policies and procedures	3.1 Outline the responsibilities of self, members of the public and others in relation to relevant health and safety legislation	Oral questions during direct observation and/or professional discussion may be considered useful.

Unit 321

	3.2 Outline the values of the organisation e.g. policies and practices for customer care, promotion of environmental good practice or equality of opportunity	
	3.3 Outline the organisational requirements for the care of members of the public and others	
4. Understand how to communicate with the public and others	4.1 Explain how communication methods differ to meet the needs of the public and others	
	4.2 Describe the correct procedures for handling and communicating confidential information	
	4.3 Outline the different sources of information - internal and external to the organisation; written and verbal	
5. Understand how to work with, and care for, the public and others	5.1 Explain the importance of balancing the needs of the site and the effects which the public may have on it	
	5.2 Describe ways in which the needs of the site are most effectively met whilst allowing for appropriate public access	

Unit 321

	5.3 Outline where the organisation has certain access policies or areas for specific public access	
	5.4 Explain when and how to intercept the use of the site by the public and others to offer advice or help	
	5.5 Describe how to handle people who cause a threat to sites in an effective, safe and courteous way: i) to the site and its contents ii) to flora and fauna iii) to themselves iv) to other people	

Unit 322

TITLE	Consult and work with the local community	Learner's name
UAN REFERENCE	H/502/3242	
LEVEL	3	
CREDIT VALUE	5	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to demonstrate the ability to consult and work with the local community. Relationship to National Occupational Standards : O29NEC20.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to consult and work with the local community	1.1 Establish and maintain contacts with relevant sections of the local community, both individuals and groups, in accordance with organisational policy	Work log or diary combined with witness statement Witness testimony may be useful when direct observation does not cover all criteria
	1.2 Work with the local community to encourage understanding and awareness of environmental issues through two of the following: i) working directly with the local community ii) providing information and interpretation prior to consultation iii) mediation of conflicts	

Unit 322

	1.3 Use both formal and informal opportunities for consultation and interaction with the local community in accordance with organisational policy	Witness testimony may be useful when direct observation does not cover all criteria
	1.4 Use appropriate methods to actively seek reactions and opinions where the work of the organisation is likely to affect individuals and groups from the local community	
	1.5 Gather and evaluate all relevant information where conflicts of interest arise: i) between the needs of the organisation and the needs of the local community ii) between the needs of different individuals and groups within the local community and develop recommendations for action	

Unit 322

	1.6 Obtain organisational agreement before any action to resolve at least one of the following conflicts of interest: i) between the needs of the organisation and the needs of the local community ii) between the needs of different individuals and groups within the local community	Witness testimony may be useful when direct observation does not cover all criteria
	1.7 Keep relevant people within the organisation informed of the outcomes of work and consultation with the local community	
2. Understand how to consult and work with the local community	2.1 Explain the reasons for and importance of contact with the local community	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2 Describe the likely impact of the work of the organisation on the local community	Oral questioning during direct observation and/or professional discussion may be considered useful

Unit 322

	2.3 Describe ways in which interaction and consultation with the local community can be instigated and maintained: i) working directly with the local community ii) providing information and interpretation prior to consultation iii) mediation of conflicts	
	2.4 Explain the importance of encouraging understanding and awareness as part of the consultation and collaborative working	
	2.5 Propose methods of gauging community opinion	
	2.6 Outline potential and actual conflicting interests: between different community groups, and/or between the organisation and community groups	
	2.7 Propose methods for resolving conflicts of interest	Oral questioning during direct observation and/or professional discussion may be considered useful

	2.8 Explain the importance of only acting within ones own agreed authority, keeping others within the organisation informed, and knowing when to ask for intervention from others	

Unit 323

TITLE	Negotiate changes to the use of land or sea areas	Learner's name
UAN REFERENCE	D/502/3269	
LEVEL	4	
CREDIT VALUE	8	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required for enabling maintained or improved conservation of land and sea areas through carefully planned and implemented negotiation. The word 'improvement' can include the retention of existing good practice in the face of proposed changes. The term 'land and/or sea area' is used throughout the unit and is open to broad interpretation in recognition of the variety of different contexts in which this type of negotiation activity is carried out. The term can be applied to terrestrial, water or mixed environments in both urban and rural contexts, including offshore areas to the edge of territorial waters. This unit is for learners who are involved in negotiations concerning the use of land and/or sea areas. For example, this may entail negotiations with landowners over access rights of way, fisherman over joint use of sea areas or with statutory bodies over proposed changes in regulation of the use of land and/or sea areas. Relationship to National Occupational Standards : O29NEC28		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to identify issues with the use of the land or sea areas	1.1 Identify at least two of the following problems with current and proposed use of land or sea areas i) threats to biodiversity ii) inappropriate use of land and coast	Work log or diary combined with witness statement

	iii) poor maintenance of site iv) access issues	

Unit 323

	1.2 Accurately identify the key interest groups and individuals associated with current and proposed land or sea use issues i) landowners and occupiers ii) land managers iii) local authorities iv) community and user groups v) general public vi) statutory and other agencies vii) environmental specialists	Work log or diary combined with witness statement
2. Be able to develop recommendations for managing changes to the use of land or sea areas	2.1 Identify potential solutions to two of the following problems and evaluate them for their effectiveness i) threats to biodiversity ii) inappropriate use of land and coast iii) poor maintenance of site iv) access issues	Witness testimony may be useful when direct observation does not cover all criteria
	2.2 Develop recommendations for action to improve land or sea use, in accordance with relevant strategy, policy, legal requirements and codes of practice	

Unit 323

3. Be able to negotiate changes to the use of land or sea areas	3.1 Actively encourage the involvement of at least four of the following key interest groups and individuals in negotiations i) landowners and occupiers ii) land managers iii) local authorities iv) community and user groups v) general public vi) statutory and other agencies vii) environmental specialists	Witness testimony may be useful when direct observation does not cover all criteria
	3.2 Explain opportunities for the improvement of land or sea use to the relevant key interest groups and individuals, and seek their views on these opportunities	Oral questioning during direct observation may be considered useful
	3.3 Conduct negotiations with relevant key interest groups and individuals, seeking an outcome in accordance with the interests of all parties involved, and with relevant organisational and legal requirements	Witness testimony may be useful when direct observation does not cover all criteria.
	3.4 Conclude negotiations in accordance with relevant organisational and legal requirements	

Unit 323

	3.5	Record the outcomes of negotiations fully and accurately, and arrange the appropriate action with the relevant key interest groups and individuals	
4. Be able to monitor the implementation of changes of use of land or sea	4.1	Monitor the implementation of improvements, and other actions arising from negotiations, for compliance with agreements	Witness testimony may be useful when direct observation does not cover all criteria
5. Understand how to identify issues	5.1	List the range of problems and difficulties with land use and how to judge the need for action covering all the following: i) threats to biodiversity ii) inappropriate use of land and coast iii) poor maintenance of site iv) access issues	Oral questions during direct observation and/or professional discussion may be considered useful
	5.2	Describe how to identify groups and individuals who may potentially be involved in a range of different circumstances	
6. Understand how to develop recommendations for change of use for land or	6.1	Describe technical and other potential solutions to problems, and reasons for choice	Oral questioning during direct observation and/or professional discussion may be considered useful

sea	6.2 Describe means of evaluating the effectiveness of alternative potential solutions	

Unit 323

	6.3 Detail the implication of not adhering to relevant strategy, policy, legal requirements and codes of practice	
	6.4 Outline the reasons for choosing recommended courses of action	Oral questioning during direct observation and/or professional discussion may be considered useful
7. Understand why the involvement of others is important in negotiating changes	7.1 Explain why certain interest groups and individuals should be identified as those with whom negotiations should take place covering all the following groups: i) landowners and occupiers ii) land managers iii) local authorities iv) community and user groups v) general public vi) statutory and other agencies vii) environmental specialists	Oral questioning during direct observation and/or professional discussion may be considered useful
	7.2 Explain why encouraging involvement in negotiations is important	
	7.3 Explain how to identify the interests of key groups and individuals, and the roles they may play in negotiations	

8. Understand how to negotiate	8.1 Describe ways in which the interests of other parties change as negotiation proceeds	Oral questioning during direct observation and/or professional discussion may be considered useful
	8.2 Describe ways of concluding negotiations in different circumstances	
	8.3 Describe the effects of arranging different types of action in accordance with the outcomes of the negotiation	
	8.4 Relevant aspects of strategy, policy, legal requirements and codes of practice for circumstances of the negotiation	
9. Understand why it is important to monitor the implementation of the agreed action	9.1 Explain the importance of monitoring the implementation of agreed action	Oral questioning during direct observation and/or professional discussion may be considered useful

Unit 324

TITLE	Protect the environment through legal enforcement	Learner's name
UAN REFERENCE	H/502/3239	
LEVEL	3	
CREDIT VALUE	8	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to work within the legislative framework. The unit deals with the enforcement and compliance with regulations and/or legislation (including bylaws) to protect the environment. Enforcement should only be necessary where other means of resolving problems and disputes have failed e.g. negotiation, warnings etc. The unit covers the activities associated with identifying and confirming the need for enforcement, and initiating the enforcement procedures themselves. This unit is likely to be of relevance to Public Rights of Way Officers (particularly in England and Wales), Wardens and Rangers in rural and urban situations, and others who need to enforce legislation connected with their area of work Relationship to National Occupational Standards : O29NEC29.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to identify and confirm the need for enforcement	1.1 Identify accurately cases of non-compliance with regulations or legislation	Case study, Work log or diary combined with witness statement
	1.2 Investigate two cases of alleged non-compliance with regulations or legislation from the list below, in a professional and correct manner i) obstructions and encroachments ii) interferences and nuisances iii) inadequate access iv) illegal activities on sites	

Unit 324

	1.3 Time investigations correctly in accordance with the potential risk to the environment covering i) review of information received ii) site visit and observation iii) other investigations, including consultations	Case study, work log or diary combined with witness statement
	1.4 Record cases of non-compliance accurately, legibly and comprehensively in appropriate formats covering all of the following: i) written ii) graphic iii) photographic	
	1.5 Identify those responsible for the breach of regulations or legislation	
	1.6 Evaluate the feasibility of solutions other than enforcement, and implement alternative action where possible	
	1.7 Seek advice on the enforcement process and its implications from the appropriate source, where necessary	

Unit 324

	1.8 Establish the need for enforcement where other action has failed or is inappropriate	Case study, work log or diary combined with witness statement
	1.9 Promptly identify circumstances constituting a hazard or risk to the environment, and take appropriate action	
2. Be able to provide evidence of non-compliance	2.1 Collect evidence of non-compliance from the appropriate sources, record it accurately, legibly and comprehensively, and store it securely	Case study, work log or diary
	2.2 Gather evidence from witnesses without prejudice in accordance with legal requirements	
3. Be able to initiate and monitor enforcement procedures to protect the environment	3.1 Prepare for and initiate legal action accurately and in consultation with the relevant legal advisers	Case study, work log or diary combined with witness statement
	3.2 Monitor compliance with legal action at the appropriate time, and review the need for further action	

Unit 324

	3.3 Identify and arrange default action to resolve problems where appropriate carrying out remedial work arranging for the charging of costs to those responsible	Case study, work log or diary combined with witness statement
	3.4 Arrange appropriate support where action might involve contact with aggressive or abusive people	
	3.5 Suspend activities where the safety of yourself or others is threatened, and review further action seeking advice where necessary	
	3.6 Review the need for enforcement where the appropriate remedial action has been taken by any party	
4. Be able to promote health and safety and environmental good practice	4.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice, strategy and policy and any additional requirements which apply to protecting the environment through legal enforcement	Case study, work log or diary combined with witness statement

Unit 324

5. Know how to identify and confirm the need for enforcement	5.1 Explain the reliance to be attributed to the different forms of information or evidence about alleged non-compliance i) review of information received ii) site visit and observation iii) other investigations, including consultations	Oral questions during direct observation and/or professional discussion may be considered useful
	5.2 Explain the methods of recording cases of non-compliance, and the reasons why records should be accurate, legible and comprehensive covering: i) obstructions and encroachments ii) interferences and nuisances iii) inadequate access iv) illegal activities on sites	
6. Understand how to initiate enforcement procedures to protect the environment	6.1 Explain potential alternative solutions, other than enforcement, and judgement of their effectiveness i) carrying out remedial work ii) arranging for the charging of costs to those responsible	Professional discussion may be considered useful

Unit 324

	6.2 Explain circumstances which would require the advice of a specialist	Professional discussion may be considered useful
	6.3 Explain circumstances which would require reinforcement where other action has failed or is inappropriate	
	6.4 Explain reasons for judging that other action has failed or is inappropriate	
	6.5 Give examples and explain the relevance of evidence for different circumstances	
	6.6 Explain the legal action processes for different circumstances	
	6.7 Explain how to make the judgement based on comprehensive evidence for different circumstances	
	6.8 Explain how to monitor compliance and the importance of correct and timely monitoring	Professional discussion may be considered useful
	6.9 Identify permissible default action for different circumstances, and reasons for choice, where	

	appropriate	

Unit 324

	6.10 Identify appropriate support in circumstances involving aggression or abuse	
	6.11 Identify circumstances in which it would be sensible to withdraw	
7. Know and understand relevant legislation, including health and safety, codes of practice and environmental good practice	7.1 Explain the relevant legal requirements, current health and safety legislation, codes of practice and any additional requirements which apply to this area of work	Professional discussion may be considered useful
	7.2 Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 325

TITLE	Maintain child welfare and safety during environmental activities and outings	Learner's name
UAN REFERENCE	D/502/3286	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain child welfare and safety during environmental activities and outings. The term 'children and young people' includes all children and young people of school age. Relationship to National Occupational Standards : O29NEC30.1, 2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to prepare and maintain a safe environment for children and young people during activities and outings	1.1 Plan activities that are consistent with the age, level of development and safety for two of the following age ranges i) 3 to 8 years ii) 8 to 11 years iii) 11 to 18 years	Case study, work log or diary
	1.2 Assess the site to be visited for potential hazards and adjust the planned activities appropriately	Witness testimony may be useful when direct observation does not cover all criteria

Unit 325

	1.3 Ensure that the ratio of adults to children and young people in the group is suitable for the activity and complies with statutory and organisational procedures for maintaining safety in two of the following situations: i) individuals ii) small groups (2-10 individuals) iii) large groups (10+ individuals)	Witness testimony may be useful when direct observation does not cover all criteria
	1.4 Ensure that the necessary permission from parents and guardians is obtained in advance of the activity and maintain accurate contact details	
	1.5 Ensure that children and young person's clothing is appropriate for the activity	
	1.6 Take the appropriate supplies and equipment according to the needs of the children and young people and length of activity	
	1.7 Ensure that suitable transport is arranged in accordance with parent and guardian's wishes and organisational guidelines	Witness testimony may be useful when direct observation does not cover all criteria

Unit 325

	1.8	Encourage parents and adults to participate in supervision of activities, as appropriate, and keep them fully informed of timings and organisation including emergency procedures	
	1.9	Maintain agreed levels of supervision at all times appropriate for the activity or outing	
	1.10	Ensure helpers are selected against agreed criteria and are given clear roles and responsibilities	
	1.11	Ensure levels of supervision are sufficient to cope with any potentially dangerous situations or hazards	
	1.12	Supervise children and young people in a calm and relaxed manner to promote their self-confidence	
	1.13	Explain safety rules to children and young people clearly and in a manner appropriate to their level of understanding	Witness testimony may be useful when direct observation does not cover all criteria

Unit 325

	1.14 Take the appropriate prompt action in cases where abuse is suspected or has been disclosed to you by a child in your care	
	1.15 Agree procedures for collecting children and young people and ensure that they are not handed over without authorisation	
2. Understand how to prepare and maintain a safe environment for children and young people during activities and outings	2.1 Explain the relevant sector, organisational and statutory codes of practice	Oral questions during direct observation and/or professional discussion may be considered useful.
	2.2 Outline the suitability of various activities for children of differing age ranges and needs covering: i) 3 to 8 years ii) 8 to 11 years iii) 11 to 18 years	
	2.3 Explain the principles of planning and preparing activities with regard to safety, welfare and contingencies	Oral questioning during direct observation and/or professional discussion may be considered useful
	2.4 Explain how to identify potentially dangerous situations and hazards and how to minimise their possible effects	

Unit 325

	2.5 Outline the health and safety hazards posed by differing internal and external environments and the actions to take	
	2.6 Explain how to determine the appropriate adult: child ratios for various activities covering the following groups: i) individuals ii) small groups (2-10 individuals) iii) large groups (10+ individuals)	
	2.7 Explain the contribution parents can make to activities and the importance of keeping them fully informed of plans	
	2.8 Explain how to determine the supplies, equipment and appropriate clothing required for different activities	Oral questioning during direct observation and/or professional discussion may be considered useful
	2.9 Explain how to identify and arrange suitable and safe transport for children covering: i) walking in a group ii) private cars or minibuses iii) public or hired transport	

Unit 325

	2.10	Describe principles for the recruitment and selection of helpers against agreed criteria; their responsibilities in ensuring that appropriate recruitment and selection procedures have been followed e.g. police checks, vetting procedures, acquiring references	
	2.11	Explain how to promote self confidence and control in children through calm and relaxed supervision	
	2.12	Outline the necessary safety rules and procedures, and how to explain them to children in a manner appropriate to their level of understanding	Oral questioning during direct observation and/or professional discussion may be considered useful
	2.13	Describe the action required in cases where abuse is suspected or has been disclosed by a child in their care	
	2.14	Explain the importance of procedures for the collection of children	

Unit 326

TITLE	Manage environmental emergencies and incidents	Learner's name
UAN REFERENCE	H/502/3287	
LEVEL	3	
CREDIT VALUE	2	
The aim of this unit is to provide the knowledge, understanding and skills required to deal with emergencies and incidents. These may be fires, accidents, threats from sabotage or environmental contamination. Relationship to National Occupational Standards : O29NEC31.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to manage emergencies and incidents	1.1 Confirm that the details received relating to incidents are authentic	Work log or diary combined with witness statement
	1.2 Take approved action that is appropriate for the emergency and within the limits of their responsibility, authority and competence	
	1.3 Give full and accurate details of emergencies to the relevant emergency service	Work log or diary combined with witness statement
	1.4 Preserve the integrity of evidence where this could be required by the emergency services.	

	1.5 Maintain their own safety while dealing with emergencies or incidents	

	1.6 Complete the required documentation in line with procedures and timescales	
2. Understand how to manage emergencies and incidents	2.1 Explain safe practices that should be used when dealing with the following emergencies: i) Fire ii) Sabotage iii) Flood iv) Medical v) Scenes of crime vi) Utility incidents (gas leak) vii) Health and safety emergency viii) Road traffic accidents	Oral questions during direct observation and/or professional discussion may be considered useful.
	2.2 Explain the limits of their responsibility, authority and competence for dealing with emergencies	
	2.3 Explain the procedures when contacting the emergency services and the information to give them	

Unit 327

TITLE	Manage and deal with actual or potential breaches of the law or security	Learner's name
UAN REFERENCE	K/502/3288	
LEVEL	4	
CREDIT VALUE	2	
The aim of this unit is to provide the knowledge, understanding and skills required to manage and deal with actual or potential breaches of the law or security. Relationship to National Occupational Standards : O29NEC31.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to manage and deal with breaches of the law	1.1 Recognise correctly and promptly, actual or potential breaches of the law	Case study, work log or diary and witness testimony
	1.2 Take action to minimise or prevent the continued breach or incident in line with procedures	
	1.3 Give full and accurate details of breaches to the relevant people or authority in line with procedures and timescales	
	1.4 Maintain their own safety and that of others while dealing with breaches of the law	Case study, work log or diary and witness testimony

	1.5	Complete and retain the required documentation in line with procedures and timescales	
2. Understand how to manage and deal with breaches of the law	2.1	Explain the current laws relating to breaches that they may have to deal with, typically criminal damage, offences against people, trespass (criminal and non-criminal), public order	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2	Explain the limits of responsibility, authority and competence for dealing with emergencies	
	2.3	Explain the documents and records that should be completed when recording breaches of law: i) Report ii) Statement iii) Notebook entry	

Unit 328

TITLE	Advise on environmental information and developments	Learner's name
UAN REFERENCE	R/502/3270	
LEVEL	4	
CREDIT VALUE	10	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to provide legally compliant advice within a statutory framework (legislation, policy or regulations, including local bylaws) to allow others to make decisions about how best to consider the needs of the environment. The advice is given to others in order to help them make an informed and considered judgement or decision. The learner advice may or may not be accepted or acted upon, or it can form the basis of any licence application subsequent to the approval being given. Relationship to National Occupational Standards : O29NEC33		

Unit 328

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to advise on environmental information and developments	1.1 Identify the key environmental issues that relate to the current and proposed development. Environmental issues could include: i) Protected species ii) Protected habitats iii) Archaeological and historical sites iv) Protected landscapes v) Landscapes and registered parks and gardens vi) Public Rights of Way, Open Access and other recreational access (e.g. permissive) vii) Biodiversity habitats and species viii) Listed buildings ix) Grant funded environmental agreements x) Land use xi) Soils and geology	Case study, work log or diary and witness testimony

Unit 328

	1.2 Proposed developments could include: i) Planning applications ii) Environmental projects iii) Environmental policies iv) Environmental strategies v) Licence applications vi) Grant applications vii) Environmental legislation	Case study, work log or diary and witness testimony
	1.3 Examine and comment on documentation provided and seek clarification where necessary. Documentation could include: i) Planning documentation ii) Environmental Statement iii) Maps (including information stored electronically on Geographical Information Systems) iv) Architects plans v) Correspondence vi) Grant applications vii) Environmental survey data viii) Historical survey data ix) Landscape survey data x) Soil and geological survey data	

Unit 328

	1.4 Develop legally compliant advice to allow others to make decisions, in accordance with relevant strategy, policy, legal requirements, codes of practice and funding requirements	Case study, work log or diary and witness testimony
	1.5 Present recommendations in a format appropriate to the audience which could include: i) Local Authority Planners ii) Funding advisors iii) Colleagues iv) Organised groups v) Individual members of the general public vi) People with special interests in the development vii) Landowners and land viii) The developer ix) Consultants, agents and other specialists asked to help make an application x) Planning Inquiries xi) Judicial reviews	
2. Understand how to advise on environmental information and developments	2.1 Provide the relevant advice for different circumstances	Oral questions during direct observation and/or professional discussion may be considered useful. Learners to demonstrate their understanding through performance
	2.2 Evaluate the legal position for different circumstances	

Unit 328

	2.3 Exercise judgement of the appropriate advice for different circumstances	
	2.4 Provide advice on monitor and compliance; importance of correct and timely monitoring	
	2.5 Initiate permissible default action for different circumstances, and reasons for choice, where appropriate	
	2.6 Identify relevant legal requirements, codes of practice, strategy and policy, funding rules for different circumstances; and implications of not adhering to them	
	2.7 Perform appropriate action in circumstances involving aggression or abuse	Oral questions during direct observation and/or professional discussion may be considered useful. Learners to demonstrate their understanding through performance
	2.8 Evaluate the ecological and other technical requirements of species and habitats being impacted by the proposed development	

Unit 329

TITLE	Assist community groups to develop plans for collective action	Learner's name
UAN REFERENCE	D/502/3255	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required for assisting community groups to develop plans for collective action. Relationship to National Occupational Standards : C4.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to assist community groups to develop plans for collective action	1.1 Bring to the attention of groups potential obstacles to and opportunities for collective action	Case study, work log or diary with witness testimony and/or direct observation
	1.2 Ensure activities are sequenced to achieve the agreed options for action and within realistic timescales	Witness testimony may be useful when direct observation does not cover all criteria
	1.3 Identify accurately sources of all the following resources: i) funding ii) information iii) motivation iv) advice v) technical support vi) education and training	

Unit 329

	1.4 Identify accurately sources of necessary support and expertise including: i) statutory and non statutory agencies ii) other community groups iii) other community workers iv) other community activists	Case study, work log or diary with witness testimony and/or direct observation
	1.5 Ensure roles and responsibilities are allocated in a way which takes account of equal opportunities and anti-discriminatory practice	
	1.6 Ensure participatory decision making arrangements and methods of reviewing progress are used	
	1.7 Actively encourage full consultation with all members of community groups and other relevant interests including: i) community groups ii) community activists iii) community members	
2. Understand how to assist community groups to develop plans for collective action	2.1 Explain the importance and value of group autonomy to effective community action	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2 Outline basic group work skills	

Unit 329

	2.3 Describe common obstacles and opportunities for collective action	
	2.4 Explain the importance of establishing realistic timescales for community action to achieve agreed objectives	
	2.5 Explain the importance of getting community activities in the correct order	
	2.6 Explain how to access required resources for community activities covering: i) funding ii) information iii) motivation iv) advice v) technical support vi) education and training	
	2.7 Explain how to access sources of necessary support and expertise: i) statutory and non statutory agencies ii) other community groups iii) other community workers iv) other community activists	Oral questioning during direct observation and/or professional discussion may be considered useful

Unit 329

	2.8	Describe the allocation of roles and responsibilities to meet the requirements of anti-discriminatory principles and practice	
	2.9	Explain the decision making processes in community groups	
	2.10	Explain how and to whom situations beyond their control should be referred	

Unit 330

TITLE	Assist community groups to evaluate and select options for collective action	Learner's name
UAN REFERENCE	L/502/3252	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to take responsibility for assisting community groups to evaluate and select options for collective action. Relationship to National Occupational Standards : C4.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to assist community groups to evaluate and select options for collective action	1.1 Explain and emphasise clearly the importance of selecting options for action which are realistic and achievable. Options include: i) providing community services ii) obtaining new services from other organisations iii) providing/obtaining community information and advice iv) direct action v) fundraising	Oral questions during direct observation may be considered useful. Work log or diary combined with witness statement
	1.2 Provide information to ensure that the selected options for action do not threaten the needs, rights and values of other communities	

Unit 330

	1.3 Encourage community groups to consider options and implications which go beyond the immediate future	Work log or diary combined with witness statement
	1.4 Explain clearly the importance of making the best use of available resources, including: i) information ii) motivation iii) advice iv) technical support	
	1.5 Actively encourage community groups to consult on options for action with other relevant interests, including: i) wider community ii) other community groups iii) statutory and non statutory agencies	
	1.6 Emphasise strongly the importance of having reserve plans of action	
	1.7 Remind groups of the need for participatory and democratic decision making processes	Work log or diary combined with witness statement

2. Understand how to assist community groups to evaluate and select options for collective action	2.1	Explain the importance and value of group autonomy to effective community action	Oral questions during direct observation and/or professional discussion may be considered useful

Unit 330

	2.2	Outline basic group work theory and skills relevant to the community setting	
	2.3	Explain the importance of groups planning for the longer term future	
	2.4	Explain the importance of groups having achievable and realistic options for action	
	2.5	Describe how to encourage groups to identify and make use of available resources	
	2.6	Explain the importance of having plans in reserve	Oral questioning during direct observation and/or professional discussion may be considered useful
	2.7	Outline methods for consulting with the wider community	
	2.8	Describe democratic decision making processes within community groups and their importance to effective community action	

	2.9 Explain when and to whom situations beyond their control should be referred	

Unit 331

TITLE	Communicate information within the workplace	Learner's name
UAN REFERENCE	Y/502/1195	
LEVEL	3	
CREDIT VALUE	2	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to communicate information within the workplace. It is about maintaining the 'flow' of information internally and externally to the organisation. It will entail passing on messages accurately, receiving and forwarding on information. Relationship to National Occupational Standards : O29NCU7.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to receive information within the workplace	1.1 Identify information required, timescales and source	Work log or diary combined with witness statement
	1.2 Request information using appropriate methods	
	1.3 Receive and record information accurately according to organisational requirements	
2. Be able to transmit information within the workplace	2.1 Transmit information accurately and timely and using appropriate methods	Witness testimony may be useful when direct observation does not cover all criteria
	2.2 Confirm receipt of information	Witness testimony may be useful when direct observation does not cover all criteria

Unit 331

3. Understand how to receive and transmit information within the workplace	3.1	Explain the types of information, purposes and the level of detail which may be required and the timescale within which it must be obtained	Oral questions during direct observation and/or professional discussion may be considered useful
	3.2	Explain the different methods for communicating information and the ways it may need to be adapted to suit the audience	
	3.3	Give examples of when information may be required urgently	
	3.4	Explain why it is important to take messages accurately and the potential effects of not doing so	
	3.5	Explain the importance of confirming information and why this should be acknowledged and accurately recorded	
	3.6	Explain the situations in which confidentiality needs to be maintained	Oral questioning during direct observation and/or professional discussion may be considered useful
4. Understand the relevant legislation in receiving and sending information	4.1	Summarise the legislation which relates to communicating information within the workplace	Professional discussion may be considered useful

Unit 332

TITLE	Maintain and store records within the workplace	Learner's name
UAN REFERENCE	D/502/1196	
LEVEL	3	
CREDIT VALUE	2	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain and store records within the workplace. This will involve record keeping, filing and maintaining any necessary confidential information Relationship to National Occupational Standards : O29NCU7.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to maintain and store records within the workplace	1.1 Identify records and check that they are suitable to their intended purpose	Work log or diary combined with witness statement
	1.2 Make entries into records that are accurate and complete	
	1.3 Transfer records where appropriate and accurately record information as necessary	
	1.4 Store confidential records in a safe location in accordance with organisational and legislative requirements	
	1.5 Re-file records correctly after use, where applicable	

Unit 331

	1.6	Where necessary take the appropriate action to resolve any errors or mistakes which are discovered in the records	
2. Understand how to maintain and store records within the workplace	2.1	Explain the different types of records and systems used for record keeping within the industry	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2	Explain the responsibility in maintaining, handling and storing records under current legislation	
	2.3	Explain the records which are confidential or commercially sensitive and how to deal with these	
	2.4	Outline the correct method and language in which records must be completed within the industry	
	2.5	Explain the importance of accurate record keeping for production purposes and organisational effectiveness	
	2.6	Explain the procedures for transferring records	Oral questioning during direct observation and/or professional discussion may be considered useful

	2.7 Explain the types of problems which may occur during the maintenance of records and how these should be resolved	

Unit 333

TITLE	Prepare sites for landscape works	Learner's name
UAN REFERENCE	H/502/1183	
LEVEL	3	
CREDIT VALUE	6	
The aim of this unit is to provide the learner with the skills, knowledge and understanding to prepare a site for both hard and soft landscape construction. The unit assumes that the learner will be working to a previously developed plan and that all work must meet its specifications and tolerances. Relationship to National Occupational Standards : O29NL23.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Form ground profiles for landscape works	1.1 Set out site according to the plan/specification	Case study, work log or diary
	1.2 Form profiles that meet the requirements of the plan and subsequent work: i) soft landscape construction ii) hard landscape construction	
	1.3 Form profiles that are to specified and required levels and gradients	Witness testimony may be useful when direct observation does not cover all criteria
	1.4 Monitor progress and prepare according to specification two of the following surfaces: • flat • gradient	

	• steps	
	1.5 Keep the site in a tidy and suitable condition for subsequent works following operations	

Unit 333

	1.6 Maintain effective working relations throughout with the relevant people	
2. Be able to maintain and use equipment during preparation of sites for landscape works	2.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	
3. Be able to promote health and safety and environmental good practice	3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to preparing sites for landscape works	
	3.2 Ensure work is carried out in a manner which minimises environmental damage	
	3.3 Manage and dispose of waste in accordance with legislative requirements and codes of good practice	
4. Understand how to form ground profiles for landscape works	4.1 Explain the construction standards and regulations for operations involving changes of level	Oral questions during direct observation may be considered useful.

Unit 333

	4.2	Explain the differences in construction requirements for soft and hard landscape construction	
	4.3	Describe how to interpret landscape plans and specifications	
	4.4	Explain the methods and equipment for setting out in the horizontal and vertical planes	
	4.5	Explain the mathematical and geometrical principles for setting out	
	4.6	Explain how to calculate gradients, risers and treads	
	4.7	Explain the design of steps	
	4.8	Explain the methods of detecting underground services	At least 2 methods must be explained
	4.9	Explain the typical contingencies and how to handle these effectively	4.9-4.10 the candidate should describe at least 2 typical problems and contingencies that can be put in place to deal with them
	4.10	Explain the types of problems and how to resolve these and whom these should be reported to	

Unit 333

5. Understand the reasons for maintaining equipment	5.1 Explain the importance and methods of maintaining equipment in a fit state for use to minimise risks	Professional discussion may be considered useful
6. Know and understand relevant health and safety legislation and environmental good practice	6.1 Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work	Professional discussion may be considered useful
	6.2 Explain the principles and application of risk assessment	
	6.3 Describe the possible environmental damage and how to respond appropriately	
	6.4 Explain the correct and appropriate methods for disposing of waste	
	6.5 Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 334

TITLE	Design and install drainage systems	Learner's name
UAN REFERENCE	R/502/1227	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the skills, knowledge and understanding in required to design and install drainage systems. The learner will be working to a previously developed plan and that it meets specifications and tolerances. Relationship to National Occupational Standards : O29NL23.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to calculate drainage requirements	1.1 Identify drainage requirements	Case study, work log or diary
	1.2 Calculate drainage requirements at a level which will prevent flooding or water logging	
2. Be able to install drainage systems	2.1 Install 2 drainage systems from the list below which meet requirements and specifications: i) surface water ii) pipes iii) tile	Work log or diary combined with witness statement
	2.2 Ensure levels and falls are in accordance with requirements and specifications	
	2.3 Ensure the surface is restored to its original condition	Work log or diary combined with witness statement

Unit 334

	2.4	Maintain effective working relations with the relevant people	
3. Be able to promote health and safety and good environmental practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to installing drainage	Witness testimony may be useful when direct observation does not cover all criteria
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
	3.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
4 Be able to maintain and use equipment during installing drainage	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	Witness testimony may be useful when direct observation does not cover all criteria
5. Understand the calculation required for drainage	5.1	Explain how to make drainage calculations	Professional discussion may be considered useful
6. Understand why its important to be able to install drainage systems	6.1	Explain the factors influencing drainage requirements	Oral questions during direct observation and/or professional discussion may be considered useful

Unit 334

	6.2 Describe the advantages, disadvantages and applications of the following types of drainage systems: i) surface water ii) pipes iii) tile	
	6.3 Explain the typical problems that may occur and effective methods of dealing with these	
7. Understand the reasons for maintaining equipment	7.1 Explain the importance of and methods of maintaining equipment in a fit state for use to minimise risks	Oral questions during direct observation and/or professional discussion may be considered useful
8. Understand relevant health and safety legislation and environmental practice	8.1 Explain current health and safety legislation, codes of practice and any additional requirements	Oral questions during direct observation and/or professional discussion may be considered useful
	8.2 Describe the possible environmental damage and how to respond appropriately	
	8.3 Explain the correct and appropriate methods for disposing of waste	
	8.4. Explain the records required for management and legislative purposes and the importance of	

	maintaining them	

Unit 335

TITLE	Contribute to the prevention of aggressive and abusive behaviour of people	Learner's name
UAN REFERENCE	J/502/1631	
LEVEL	3	
CREDIT VALUE	4	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others. Relationship to National Occupational Standards : O29NAC15.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to take action to discourage aggressive and abusive behaviour of people	1.1 Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints	Witness testimony may be useful when direct observation does not cover all criteria
	1.2 Communicate with individual/s in a manner which: i) is free from discrimination and oppression ii) is not likely to antagonise the situation iii) encourages an open exchange of information iv) is appropriate v) acknowledges the rights of everyone present	

Unit 335

	1.3 Explain clearly to the individual what your role is and the required outcome of the encounter	Witness testimony may be useful when direct observation does not cover all criteria
	1.4 Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully	
	1.5 Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation	
	1.6 Take appropriate action if the situation deteriorates	
2. Understand the actions to take to discourage aggressive and abusive behaviour of people	2.1 Describe the signs of potentially disruptive behaviour - verbal and non-verbal	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2 Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping	
	2.3 Explain how to communicate effectively and how this may promote the behaviour wanted	Oral questioning during direct observation and/or professional discussion may be considered useful

Unit 335

	2.4	Explain how your own behaviour and language could be interpreted	
	2.5	Describe the types of constructive behaviour and techniques which can be taken to diffuse situations	
	2.6	Describe actions that could trigger aggressive or abusive behaviour	
	2.7	Explain the warnings which may be necessary to give people in relation to their behaviour	
	2.8	Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates	Oral questioning during direct observation and/or professional discussion may be considered useful
	2.9	Summarise how to report and record incidents of abusive and aggressive behaviour	

Unit 336

TITLE	Contribute to managing aggressive and abusive behaviour of people	Learner's name
UAN REFERENCE	F/502/1627	
LEVEL	3	
CREDIT VALUE	5	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to managing episodes of aggressive and abusive behaviour in a manner which seeks to maintain personal safety and the safety of others. Relationship to National Occupational Standards : O29NAC15.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to contribute to the management of episodes of aggressive and abusive behaviour of people	1.1 Recognise when a situation is leading to aggressive and abusive behaviour	Work log or diary combined with witness statement
	1.2 Assess whether there are any immediate actions that can be taken to reduce the risk of aggressive and abusive behaviour	
	1.3 Act in a manner which is likely to promote calm and reassurance	
	1.4 Take the appropriate action without delay to protect yourself and others who are potentially at risk from the situation	

	1.5 Summon assistance or leave the situation without delay when you feel endangered and you are on your own	Work log or diary combined with witness statement

Unit 336

	1.6 Manage physically aggressive behaviour in ways which are consistent with legal and organisational requirements	
	1.7 Record the circumstances surrounding any incident and report them to the appropriate people without delay	
	1.8 Discuss and review incidents of aggression or abuse with appropriate people and identify and agree possible ways of preventing future occurrence	
	1.9 Offer support to others affected by the incident	
2. Understand how to contribute to the management of episodes of aggressive and abusive behaviour of people	2.1 Describe effective methods of monitoring behaviour	Oral questions during direct observation and/or professional discussion may be considered useful
	2.2 Explain the signs of potentially disruptive behaviour verbal and non-verbal	

	2.3 Explain actions that could be taken to try to reduce the risk of aggressive and abusive behaviour and how to prevent the escalation of aggression during an outburst	

Unit 336

	2.4	Explain actions that could trigger aggressive and abusive behaviour	
	2.5	Describe the routes out of the situation and methods of manoeuvring oneself into the safest position	
	2.6	Explain how to plan actions to be taken if the situation deteriorates	
	2.7	Explain the safe methods of restraint which are consistent with legally permissible methods of control	Oral questioning during direct observation and/or professional discussion may be considered useful
	2.8	Explain how to control your own emotions and feelings while an outburst is happening and why it is necessary to manage your own feelings after the incident	
	2.9	Explain how to portray a calm and reasoned approach whilst the aggression is happening and why it is important to do so even if you do not feel calm	
	2.10	Explain why it is important to discuss incidents of aggression or abuse with the appropriate people to try to prevent future	

	occurrence	

Unit 336

	2.11 Describe the legal aspects of dealing with aggression e.g. statutory powers of entry or seizure	

Unit 337

TITLE	Set Up an IT System	Learner's name
UAN REFERENCE	R/502/4211	
LEVEL	3	
CREDIT VALUE	5	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Select and connect up a personal computer safely with associated hardware and storage media to meet needs	1.1 Explain the reasons for choosing different system components and how to avoid any compatibility issues between hardware and software	
	1.2 Explain any health and safety issues associated with setting up an IT system	
	1.3 Explain the characteristics of IT systems that affect performance	
	1.4 Select and connect up the components of an IT system safely, including any peripheral devices and storage media	

Unit 337

2. Select and connect IT system to a communication service successfully to meet needs	2.1 Explain the reasons for choosing a communication service	
	2.2 Explain what effect variations in data transmission speed may have	
	2.3 Select and connect communication hardware safely to an IT system	
	2.4 Select and connect to a communication service from an IT system	
	2.5 Explain the factors which influence choice of Internet Service Providers	
3. Install and configure operating system and application software for use	3.1 Configure the user interface to meet needs	
	3.2 Explain what security precautions need to be addressed for the system to be used securely online by several users	
	3.3 Install, set up and configure virus protection and other security systems and software	
	3.4 Explain the benefits and risks of using disk partitions or other backup locations	

Unit 337

	3.5 Establish a backup routine for data and system	
	3.6 Install, set up and configure application software to meet needs	
4. Check that the IT system and communication service are working successfully	4.1 Explain what system tests and communication tests are needed and why	
	4.2 Select and run suitable tests to make sure that the system and communication service are working successfully	
	4.3 Explain the range of help and troubleshooting facilities available to solve problems	
	4.4 Establish procedures for recovery in the event of system faults or failure	
	4.5 Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action	

Unit 338

TITLE	Identify areas at risk of flooding	Learner's name
UAN REFERENCE	R/601/7463	
LEVEL	3	
CREDIT VALUE	10	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to identify areas of flooding	1.1 Read and interpret maps	
	1.2 Create maps of flood risk and flood hazard areas	
	1.3 Identify sources of potential flooding	
	1.4 Assess the environmental and human impact of flooding	
	1.5 Assess the likely causes and extent of flooding	
	1.6 Work with other organisations to identify at risk areas	
2. Understand how to identify areas at risk of flooding	2.1 Describe different drainage systems and their capacity	
	2.2 Describe sustainable drainage systems and their uses	

	2.3 Explain how to map flood hazards and risks	

Unit 338

	2.4 Explain how historical data and surveys can be used	
	2.5 Explain how to evaluate the risk of flooding from different sources	
	2.6 Explain the likely sources and causes of flooding including fluvial, pluvial and groundwater	
	2.7 Describe the different types of flood defences and controls and when it would be appropriate to use them	

Unit 339*

This unit has been replaced by unit 539. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 539.

TITLE	Work in co-operation with other organisations	Learner's name
UAN REFERENCE	T/601/3891	
LEVEL	4	
CREDIT VALUE	2	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the requirements for working in cooperation with other organisations	1.1 Summarise the relevant legislation, organisational policies and procedures that relate to multi-agency working	
	1.2 Explain the nature and purpose of Integrated Emergency Management (IEM)	
	1.3 Explain the principles and benefits of joint working between different organisations	
	1.4 Summarise the role, structure and culture of organisations involved in civil protection at local, regional and national level	
	1.5 Explain governance arrangements relevant to multi-agency working	

Unit 339*

This unit has been replaced by unit 539. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 539.

	1.6	Explain how an organisation's structure and culture can affect multi-agency working	
	1.7	Describe the factors likely to hinder multi-agency working	
	1.8	Compare effective methods of identifying and resolving tensions and issues	
	1.9	Describe methods of reviewing the effectiveness of multi-agency working relationships	
	1.10	Identify their own abilities in multi-agency working and when to seek further support	
2. Be able to work in cooperation with other organisations	2.1	Confirm the relevant roles, responsibilities and authorities of the different people and organisations they will be working with	
	2.2	Agree, record and maintain arrangements for joint working that are appropriate to the nature and purpose of the work	
	2.3	Confirm shared responsibilities and authority to act, including any limitations	

Unit 339*

This unit has been replaced by unit 539. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 539.

	2.4	Agree information that should be shared, the reasons for this and how to maintain the security of information	
	2.5	Undertake their role in multi-agency working in a way that is consistent with agreements made, their own job role and the relevant policies and standards	
	2.6	Interact effectively with people in other organisations	
	2.7	Represent their organisation's views and policies in a clear and constructive way	
	2.8	Specify how their organisation can support multi-agency objectives	
	2.9	Encourage active contributions to joint working and identify innovative ways of working	
	2.10	Discuss and agree how and when the multi-agency work will be monitored and reviewed.	

Unit 341

TITLE	Anticipate and assess the risk of emergencies	Learner's name
UAN REFERENCE	J/601/3894	
LEVEL	5	
CREDIT VALUE	3	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the requirements for anticipating and assessing the risk of emergencies	1.1 Explain the factors to take into account when assessing the likelihood and impact of an emergency occurring in a locality or localities	
	1.2 Explain how to adapt available national and regional risk assessments for use in a local context	
	1.3 Summarise the potential impact of emergencies on vulnerable people and groups	
	1.4 Summarise the potential impact of emergencies on organisations, including financial and reputation impact	
	1.5 Explain the principles and criteria by which risks will be evaluated	

	and prioritised	

Unit 341

	1.6	Explain why it is important to work collaboratively with other agencies and communities in developing a risk assessment	
	1.7	Explain the nature and purpose of Integrated Emergency Management (IEM)	
	1.8	Explain the roles and structure of local and regional forums for co-operation on risk assessment	
	1.9	Explain options for risk treatment, including the development of emergency and business continuity plans	
	1.10	Summarise the relevant legislation and guidance that apply to information sharing and data protection	
2. Be able to anticipate and assess the risk of emergencies	2.1	Confirm the relevant characteristics of a locality or localities that influence the likelihood and impact of an emergency in the community	
	2.2	Identify relevant national and regional risk assessments	

	2.3	Identify those hazards and threats that present significant risks	

Unit 341

	2.4	Analyse the likelihood and impacts of hazards and threats to produce overall risk scores	
	2.5	Co-operate with emergency responders in maintaining an agreed position on the risks affecting a locality or localities, and on the planning and resourcing priorities required to prepare for those risks	
	2.6	Record risk assessments in accordance with organisational requirements and guidelines	
	2.7	Clearly communicate and explain risk assessments to senior managers / decision makers	
	2.8	Enable risk assessments to be used to inform risk mitigation strategies and the development and validation of emergency and/or business continuity plans (and where applicable, inform multi-agency assessments)	
	2.9	Arrange for required distribution	

	of all or part of a risk assessment, taking account of any restrictions on the disclosure of sensitive information	

Unit 341

	2.10	Monitor and update risk assessments in response to changes in the risk environment, and as often as necessary, to maintain and update emergency and/or business continuity plans	

Unit 342

TITLE	Share information with other organisations	Learner's name
UAN REFERENCE	A/601/3892	
LEVEL	4	
CREDIT VALUE	2	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the requirements for sharing information with other organisations	1.1 Summarise the relevant legislation and guidance that apply to information sharing, data protection and information security	
	1.2 Describe the role and benefits of information sharing between organisations	
	1.3 Explain the importance of having an ethical approach to information sharing	
	1.4 Compare existing sources of information within their own organisation	
	1.5 Compare sources of relevant information accessible to the public	

	1.6	Describe procedures and protocols for formal information sharing between organisations	
	1.7	Compare the different types of sensitive information	
	1.8	Summarise restrictions on the disclosure of sensitive information, and the persons or organisations which can provide consent for the disclosure of such information	
	1.9	Explain the different systems used for the control of information	
	1.10	Summarise the roles, functions and broad structures and processes, of partner organisations at local, regional and national level	
2. Be able to share information with other organisations	2.1	Confirm information which should be shared to promote co-operation with other organisations	
	2.2	Share information with other organisations as far as practicable, through an on-going culture of dialogue and co-operation	

Unit 342

	2.3	Establish common terms and definitions to facilitate shared understanding	
	2.4	Check existing sources of information before making formal requests for information from other organisations	
	2.5	Make any formal requests for information in writing, specifying the precise nature of the information required and the reasons why it is needed	
	2.6	Respond to valid requests for information from other organisations as far as practicable, in accordance with any protocols, duty of confidence or restriction on disclosure	
	2.7	Agree in advance the format in which the information will be provided and a reasonable time-frame	
	2.8	Verify the quality of information provided or received	
	2.9	Provide a rationale for any non-disclosure of information, unless this further prejudices sensitive information	

Unit 342

	2.10 Provide a rationale where disclosure of information in the public interest outweighs restrictions on disclosure of commercially sensitive or personal data	
	2.11 Obtain consent from the information source, where required for disclosure of sensitive information	

Unit 343

TITLE	Develop, maintain and evaluate emergency plans and arrangements	Learner's name
UAN REFERENCE	L/601/3895	
LEVEL	4	
CREDIT VALUE	3	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the requirements for developing, maintaining and evaluating emergency plans and arrangements	1.1 Explain the importance of involving in the planning process all those who are likely to use, or be guided by the plans and arrangements and all other relevant stakeholders	
	1.2 Confirm when plans and arrangements require collaborative working with other agencies (including voluntary agencies)	
	1.3 Explain the roles and structure of local and regional forums for co-operation on emergency planning	
	1.4 Explain the purpose of generic and specific emergency plans	
	1.5 Explain the principles of Integrated Emergency Management (IEM)	

Unit 343

	1.6 Explain the emergency planning cycle	
	1.7 Identify available national, regional and local risk assessments and their role in emergency planning	
	1.8 Explain the potential impact of emergencies on people in your area of responsibility and on the environment	
	1.9 Explain aspects of emergency planning which can be addressed by training or exercising	
	1.10 Confirm the resources, infrastructure and communities of the local area	
	1.11 Clarify information needs following an emergency	
	1.12 Clarify your organisation's service delivery priorities	
	1.13 Identify ways of raising awareness of emergency plans and arrangements	
	1.14 Summarise the legislation,	

	regulations and related guidance relevant to emergency planning	

Unit 343

2. Be able to develop, maintain and evaluate emergency plans and arrangements	2.1	Identify the required aim, scope and objectives of plans and arrangements	
	2.2	Identify the likelihood and consequences of the risk(s) for which the plans and arrangements are being developed	
	2.3	Develop comprehensive plans and arrangements in consultation with relevant partners and stakeholders	

Unit 343

	2.4 Develop a comprehensive framework for management, co-ordination and control that includes: • procedures for enabling risk mitigation • procedures for determining whether an emergency has occurred • roles and responsibilities of responders • procedures for alerting staff and activating response arrangements • provision of resources (e.g. equipment, facilities, finance) • provision of resilient information and communications systems • arrangements to warn, inform and advise the community	
	2.5 Raise awareness of emergency plans and arrangements	
	2.6 Ensure provision of training for relevant staff or other persons	
	2.7 Ensure reference to provision of exercises to validate and practice plans and arrangements	

Unit 343

	2.8	Maintain records of key decisions agreed in the planning process with and between the main parties	
	2.9	Present plans and arrangements clearly, concisely and in ways that promote understanding and ownership	
	2.10	Arrange for circulation of all, or part of emergency plans where appropriate	
	2.11	Ensure plans are reviewed systematically and kept up to date	

Unit 344

TITLE	Raise awareness of the risk, potential impact and arrangements in place for emergencies	Learner's name
UAN REFERENCE	Y/601/3902	
LEVEL	5	
CREDIT VALUE	2	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the requirements for raising awareness of the risk, potential impact and arrangements in place for emergencies	1.1 Summarise the legislation, regulations and related guidance relevant to freedom of information and emergency planning	
	1.2 Explain the range of the information which could be made public to enhance civil protection	
	1.3 Explain the importance of identifying relevant target audiences for specific information	
	1.4 Explain the importance of communicating with members of the community to address their views, concerns and needs, and to maximise the potential for self-help	

Unit 344

	1.5	Describe existing channels of communication with the community	
	1.6	Describe the information materials available from national and regional bodies	
	1.7	Identify hazards and risks in their area and the potential impact on the community of an emergency	
	1.8	Explain the response plans and procedures developed with civil protection partners	
	1.9	Explain precautions the public should take prior to an emergency and actions they should take if one occurs	
	1.10	Explain the potential impact of emergencies on particular vulnerable groups and institutions	
	1.11	Explain how to reach vulnerable members of the community and those who may have difficulty understanding the message	

Unit 344

2. Be able to raise awareness of the risk, potential impact and arrangements in place for emergencies	2.1	Identify objectives for communicating with communities and with each segment of the target audience	
	2.2	Clarify the views, concerns and needs of communities	
	2.3	Access existing information materials and evaluate how they can be used or customised to enhance awareness in the local community	
	2.4	Develop comprehensive programmes or materials for raising awareness about emergencies	
	2.5	Edit or summarise information materials where required, having regard for any sensitive information	
	2.6	Ensure the presentation, content and format of information meets defined objectives and the diverse needs, abilities and preferences of the target audience	

Unit 344

	2.7	Consult with relevant people, including experts where required, on the design, content and presentation of information and advice materials	
	2.8	Collaborate with other agencies where relevant (e.g. to avoid duplication of effort or potentially conflicting messages)	
	2.9	Publicise the availability of information materials and arrange for their dissemination	
	2.10	Evaluate the effectiveness of information provided	
	2.11	Review and renew the information provided to take account of changing circumstances (e.g. changes to risk assessments or plans)	
	2.12	Ensure that the presentation and content of information comply with any relevant legislation, regulations and guidance	

Unit 345

TITLE	Warn, inform and advise the community in the event of emergencies	Learner's name
UAN REFERENCE	T/601/3941	
LEVEL	4	
CREDIT VALUE	3	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the requirements for warning, informing and advising the community in the event of emergencies	1.1 Explain how to set communications objectives, taking account of audience segmentation and their diverse needs, abilities and preferences	
	1.2 Describe effective methods for delivering information messages during emergencies	
	1.3 Explain the types of communication capabilities available to their own organisation and to partner organisations	
	1.4 Identify public information systems and the impact of disruption to them during emergencies	

Unit 345

	1.5	Summarise their own organisation's emergency plans and arrangements, including those for communicating with communities, staff and decision makers	
	1.6	Explain procedures for testing and exercising warning arrangements	
	1.7	Summarise the roles and functions of the main agencies involved in civil protection at local, regional and national level	
	1.8	Explain the benefits which effective media relations can provide during emergencies and the importance of good media relations during emergencies	
	1.9	Explain the impact which the presence of the public communications media can have on the conduct of an emergency operation	

Unit 345

	1.10	Explain the potential impact of emergencies on vulnerable people and groups, and the measures that can be taken to ensure required information reaches, and is understood by them	
	1.11	Explain the importance of reviewing and evaluating arrangements for warning, informing and advising communities	
	1.12	Explain how to benefit from the lessons learned and good practice from other organisations	
	1.13	Confirm the legal responsibilities for warning in emergencies across civil protection partners and hazardous site operators	
	1.14	Explain the statutory duties of responder organisations to warn, inform and advise communities	
2. Be able to warn, inform and advise the community in the event of emergencies	2.1	Develop effective arrangements for communicating with communities in a range of emergency situations	

Unit 345

	2.2	Integrate procedures for warning and informing communities with other emergency planning arrangements	
	2.3	Agree protocols for warning and informing communities with other agencies, including arrangements for identifying a lead responder and joint working with other responders	
	2.4	Liaise with other responder organisations to confirm actions to warn, inform and advise communities in the event of an emergency	
	2.5	Develop effective arrangements for working with the media prior to, during and after emergencies	
	2.6	Provide comprehensive, appropriate, relevant and timely information about the nature of an unfolding event	
	2.7	Review and evaluate arrangements for warning, informing and advising the community	

Unit 346

TITLE	Manage a budget for own area or activity of work	Learner's name
UAN REFERENCE	A/600/9695	
LEVEL	5	
CREDIT VALUE	7	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Be able to prepare a budget for own area of responsibility	1.1 Evaluate information on resource requirements for own area of activity or work	
	1.2 Produce a draft budget	
	1.3 Communicate the final budget with relevant stakeholders	
2. Be able to manage a budget	2.1 Analyse variances between planned and actual expenditure	
	2.2 Provide information on performance to relevant stakeholders	
	2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments	

Unit 346

	2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority	
3. Be able to review budget management performance	3.1 Review performance against budget	
	3.2 Assess improvements for future budget planning and management	
	3.3 Monitor budget performance and implement changes within the limits of own authority or obtain agreement	

Unit 347

TITLE	Manage physical resources	Learner's name
UAN REFERENCE	K/600/9711	
LEVEL	4	
CREDIT VALUE	3	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the importance of sustainability when using physical resources	1.1 Explain the importance of using sustainable resources	
	1.2 Explain the potential impact of resource use on the environment	
	1.3 Explain how to use resources effectively and efficiently	
	1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources	
2. Be able to identify resource requirements for own area of responsibility	2.1 Consult with colleagues to identify their planned activities and corresponding resource needs	
	2.2 Evaluate past resource use to inform expected future demand	
	2.3 Identify resource requirements for own area of responsibility	

Unit 347

3. Be able to obtain required resources for own area of responsibility	3.1	Submit a business case to procure required resources	
	3.2	Review and agree required resources with relevant individuals	
	3.3	Explain an organisation's processes for procuring agreed resources	
4. Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1	Monitor the quality of resources against required specifications	
	4.2	Identify differences between actual and planned use of resources and take corrective action	
	4.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility	
	4.4	Make recommendations to improve the effectiveness and efficiency of resource use	

Unit 348

TITLE	Develop a presentation	Learner's name
UAN REFERENCE	M/601/2528	
LEVEL	3	
CREDIT VALUE	3	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the purpose of preparing for and evaluating a presentation	1.1 Explain the purpose of using different types of presentation and equipment to provide information	
	1.2 Explain the procedures to be followed when preparing a presentation, including planning, preparation of content, materials, and contingencies	
	1.3 Explain the benefits of preparing for giving a presentation	
	1.4 Explain and illustrate how presentations may be enhanced by materials and equipment	
	1.5 Explain the purpose and benefits of reflecting on the feedback obtained of the written presentation	

Unit 348

2. Be able to develop a presentation	2.1	Agree and confirm audience, purpose, content, style and timing of a presentation	
	2.2	Research and plan a presentation	
	2.3	Select any equipment needed for the presentation	
	2.4	Prepare content, shape and structure of a presentation to achieve its purpose and suit needs of audience	
	2.5	Obtain feedback on planned presentation and make adjustments, if required	
	2.6	Produce presentation handouts	
	2.7	Collect feedback on the written presentation	
	2.8	Reflect on the feedback obtained of the written presentation and identify learning points	
	2.9	Identify changes that will improve future written presentations	

Unit 349

TITLE	Deliver a presentation	Learner's name
UAN REFERENCE	T/601/2529	
LEVEL	3	
CREDIT VALUE	3	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the purpose of preparing for and evaluating a presentation	1.1 Explain the purpose of using different types of presentation and equipment	
	1.2 Explain different ways of delivering presentations and their features	
	1.3 Explain the procedures to be followed when preparing a presentation	
	1.4 Explain the benefits of preparing for giving a presentation	
	1.5 Describe the types of problems that may occur with equipment and how to deal with them	
	1.6 Explain the purpose and benefits of contingency planning	

Unit 349

	1.7 Explain the purpose and benefits of collecting feedback from the audience on the presentation	
	1.8 Explain the purpose and benefits of evaluating presentations and own performance	
2. Understand the techniques used in enhancing a presentation	2.1 Explain and illustrate how presentations may be enhanced by materials and equipment	
	2.2 Explain and illustrate how presentations may be enhanced by use of communication and interpersonal skills	
	2.3 Describe how to gauge audience reaction to the presentation	
	2.4 Explain the purpose and benefits of summarising important features of the presentation	
	2.5 Describe the purpose and benefits of giving the audience opportunities to ask questions	
3. Be able to prepare for delivery of a presentation	3.1 Select any equipment needed and plan how to use it to best effect	

Unit 349

	3.2 Make contingency plans in case of equipment failure or other problems, if required	
	3.3 Practise the presentation and its timing	
	3.4 Obtain feedback on planned presentation and make adjustments, if required	
4. Be able to deliver a presentation	4.1 Check equipment and resources	
	4.2 Circulate presentation materials	
	4.3 Introduce self to audience and state aims of the presentation	
	4.4 Address the audience, speaking clearly and confidently, using language to suit the topic and audience	
	4.5 Vary tone, pace and volume to emphasise key points	
	4.6 Gauge audience reaction during the presentation and adapt if required	
	4.7 Summarise throughout the presentation to emphasise key	

	points and help to maintain audience interest	

Unit 349

	4.8 Use body language in a way that reinforces presented information	
	4.9 Use equipment, where appropriate, to enhance the presentation, and deal with any problems that may occur	
	4.10 Provide the audience with opportunities to ask questions	
	4.11 Listen carefully to questions and respond in a way that meets the audience's needs	
5. Be able to evaluate a presentation	5.1 Collect feedback on the presentation	
	5.2 Reflect on own performance and identify learning points	
	5.3 Evaluate the presentation and own performance and identify changes that will improve future presentations	

Unit 350

TITLE	Contribute to running a project	Learner's name
UAN REFERENCE	J/601/2549	
LEVEL	3	
CREDIT VALUE	5	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand how to contribute to agree to a project brief	1.1 Describe the difference between routine work and taking part in a project	
	1.2 Explain the advantages and disadvantages of using projects and when projects are appropriate	
	1.3 Explain the project-planning methodologies appropriate to the types of projects run and the tools that can be used to assist project planning and control	
	1.4 Explain the purpose and benefits of identifying stakeholders involved in the project	
	1.5 Explain the purpose of contributing to agreeing a project's purpose, scope, timescale, costs, aims and objectives	

Unit 350

	1.6 Explain the purpose of agreeing a budget for a project	
	1.7 Describe how to estimate types and quantity of resources needed to run a project	
	1.8 Describe how to identify project risks and develop contingency plans, if required.	
2. Understand how to contribute to a project	2.1 Describe the types of information needed to monitor projects and the methods that can be used to give information	
	2.2 Describe how to estimate and control resources in an area of work during a project	
	2.3 Explain the purpose of reporting own progress during a project	
	2.4 Outline reasons for seeking advice in response to unexpected events	
	2.5 Explain the purpose and benefits of contributing towards achieving projects within agreed timescales	
	2.6 Explain the purpose and benefits of keeping records of all project activity within the scope of own work	
	2.7 Describe different ways of communicating with those involved in or affected by a project to make sure it runs smoothly.	
3. Understand the purpose of contributing to the	3.1 Describe different types of methods available to monitor	

evaluation of a project		projects	
	3.2	Explain the purpose of making own contributions when evaluating projects	
	3.3	Describe how to learn lessons for the future for own work.	
4. Be able to contribute to preparing and planning a project	4.1	Confirm the purpose of the project with all stakeholders	
	4.2	Confirm project scope, timescale, aims and objectives	
	4.3	Contribute to the preparation of a project specification	
	4.4	Confirm all types of resources for all stakeholders	
	4.5	Confirm with all stakeholders, the project plan and timed use of all types of resources for an area of work	
	4.6	Contribute to identifying risks and develop contingency plans for an area of work.	
5. Be able to contribute to running a project	5.1	Implement a project	
	5.2	Communicate with all stakeholders involved with or affected by a project	
	5.3	Adapt project plans for stakeholders to respond to unexpected events and risks	
	5.4	Provide interim reports on project progress to relevant stakeholders	
	5.5	Achieve required outcomes for relevant stakeholders on time and to budget	
	5.6	Seek advice in response to	

		unexpected events, if required	
	5.7	Keep records of project activity	
6. Be able to contribute to evaluating the outcomes of a project	6.1	Evaluate project for all stakeholders	
	6.2	Report on the degree to which a project met its aims and objectives for all stakeholders	
	6.3	Report on project strengths and areas for improvement for all stakeholders.	

Unit 539**

This unit has replaced unit 339. Learners registered before 1st July 2017 should use unit 339. Learners registered after 1st July 2017 should use this unit.

TITLE	Work in co-operation with other organisations	Learner's name
UAN REFERENCE	K/615/8569	
LEVEL	4	
CREDIT VALUE	2	

Learner Outcomes The learner will:	Assessment Criteria The learner can:	For inserting direct evidence or referencing to where the evidence can be found
1. Understand the requirements for working in cooperation with other organisations	1.1 Summarise the relevant legislation, organisational policies and procedures that relate to multi-agency working	
	1.2 Explain the nature and purpose of Integrated Emergency Management (IEM)	
	1.3 Explain the principles and benefits of joint working between different organisations	
	1.4 Summarise the role, structure and culture of organisations involved in civil protection at local, regional and national level	
	1.5 Explain governance arrangements relevant to multi-agency working	

Unit 539**

	1.6 Explain how an organisation's structure and culture can affect multi-agency working	
	1.7 Describe the factors likely to hinder multi-agency working	
	1.8 Compare effective methods of identifying and resolving tensions and issues	
	1.9 Describe methods of reviewing the effectiveness of multi-agency working relationships	
	1.10 Identify their own abilities in multi-agency working and when to seek further support.	
	1.11 Identify when to seek further support	
2. Be able to work in cooperation with other organisations	2.1 Confirm the relevant roles, responsibilities and authorities of the different people and organisations	
	2.2 Agree, record and maintain arrangements for joint working	
	2.3 Confirm shared responsibilities and authority to act, including any limitations	
	2.4 Agree information that should be shared, the reasons for this and how to maintain the security of information	
	2.5 Undertake their role in multi-agency working in a way that is consistent with agreements made,	

		their own job role and the relevant policies and standards	
	2.6	Interact effectively with people in other organisations	
	2.7	Represent organisation's views and policies in a clear and constructive way	
	2.8	Specify how their organisation can support multi-agency objectives	
	2.9	Encourage active contributions to joint working and identify innovative ways of working	
	2.10	Discuss and agree how and when the multi-agency work will be monitored and reviewed.	