

**NPTC Level 3 Diploma in
Work-based Trees and
Timber (QCF)
(0083)**



www.nptc.org.uk

**Qualification handbook and
assessor guidance
501/0304/0
Version 1
July 2010**

A large graphic featuring the text "FORESTRY & ARBORICULTURE" in a bold, white, sans-serif font. The text is set against a dark green, 3D-style rectangular background. This background is centered within a larger, light green circular area that has a sunburst or radial pattern of lines extending outwards. There are also some faint, light green splatters or paint-like marks around the central graphic.

**FORESTRY &
ARBORICULTURE**

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Publications

Publications are available from

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Or download from www.nptc.org.uk under the 'Qualifications' tab and then click on Forestry and Arboriculture.

For general information please contact Customer Support on the telephone number above, or Email: information@cityandguilds.com

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NPTC Level 3 Diploma in Work-based Trees and Timber (0083)

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

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number	Last registration date	Last certification date
NPTC Level 3 Diploma in Work-based Trees and Timber	0083 -31, 32, 33, 34, 35	501/0304/0	31/08/2013	31/08/2016

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

0083-31 NPTC Level 3 Diploma in Work-based Trees and Timber (Forestry Harvesting)

0083-32 NPTC Level 3 Diploma in Work-based Trees and Timber (Forestry Establishment and Maintenance)

0083-33 NPTC Level 3 Diploma in Work-based Trees and Timber (Forestry Social)

0083-34 NPTC Level 3 Diploma in Work-based Trees and Timber (Forestry Green Wood Trades)

0083-35 NPTC Level 3 Diploma in Work-based Trees and Timber (Arboriculture)

Guided Learning Hours and Credit

The qualification is 241 GLH and learners need to achieve a minimum of 37 credits.

What is the Qualifications and Credit Framework?

OFQUAL have introduced the Qualifications and Credit Framework (QCF) to increase flexibility for learners and employers. It allows learners to build towards a qualification, rather than having to do all of it at the same time. Qualifications may be built up from individual units according to rules of combination. The qualifications and rules of combination (structures) are set out in this handbook. The units are derived from the National Occupational Standards, which are compiled by Lantra SSC, the Sector Skills Council for the Land-based industries.

Delivery and assessment of this qualification is similar to the previous NVQs but there are some administrative changes that centres will need to put in place, such as access to unique learner numbers.

Each unit has been assigned a number of credits and the units will be assessed in the workplace and build up to a Diploma.

The Qualification

The NPTC Level 3 Diploma in Work-based Trees and Timber (0083) 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 trees and timber industry
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the trees and timber industry
- replace the following qualifications:
NPTC Level 3 NVQ in Forestry (0304-31-32) (QAN 100/2467/0) and NPTC Level 3 NVQ in Arboriculture (0304-33) (QAN 100/2467/0) which expires on 31 December 2010

NPTC Level 3 Diploma in Work-based Trees and Timber (0083)

This qualification will form part of the Advanced Apprenticeship framework for Trees and Timber. 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 Forestry Harvesting, Forestry Establishment and Maintenance, Forestry Social, Forestry Green Wood Trades, Arboriculture.

Publications and resources

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

To access these documents, go to the NPTC website www.nptc.org.uk. Click on 'Qualifications' and then click on 'Forestry and Arboriculture'. The documents can be found under 0083 NPTC Level 3 Diploma in Work-based Trees and Timber (QCF).

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.nptc.org.uk
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.nptc.org.uk
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 work-based qualification.	www.nptc.org.uk
Information guide for centres	www.nptc.org.uk
Product briefing sheet	www.nptc.org.uk

NPTC Level 3 Diploma in Work-based Trees and Timber

0083

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
D/502/1523	301	Promote, monitor and maintain health, safety and security of the workplace	3	6
M/601/0195	302	Carry out site surveys and communicate findings	3	4
K/601/0258	303	Plan and carry out plant protection by chemical means	3	2
H/601/0260	304	Select, mark and assess volume of standing trees	3	5
J/601/0266	305	Measure and assess felled timber volume and quality	3	3
F/601/6826	213	Prepare and Operate machinery to Fell Trees	2	6
T/601/6824	214	Prepare and Operate machinery to Process trees	2	6
K/601/6755	215	Prepare, Drive and Manoeuvre forwarder	2	5
L/601/6750	216	Operate a grapple loader	2	5
A/601/6730	306	Prepare, drive and manoeuvre a skidder	3	6
A/601/6727	217	Attach and detach timber on skidder	2	3
R/601/6748	307	Prepare and operate a cable crane to extract wood products	3	4
D/601/0256	308	Extract wood products using a horse	2	8
L/601/0270	309	Extract wood products using a pair of horses	3	10
D/601/6722	310	Extract wood products using small motorised equipment	2	4
H/600/4118	226	Use a chainsaw from a rope and harness	2	2
H/600/4149	227	Safe use of a chainsaw from mobile elevated work platform	2	2

A/600/4125	228	Carry out pruning operations	2	2
J/600/4127	229	Undertake sectional felling techniques	2	2
F/600/4112	230	Climb trees and perform aerial rescue	2	5
J/600/4144	311	Re-pollard trees at a maximum height of five metres	2	3
H/601/2011	312	Plan and Install structural supports for trees	3	3
F/601/0265	232	Carry out arboricultural operations within proximity to underground utilities	2	7
M/601/2013	313	Plan to carry out arboricultural operations in proximity to overhead utilities	3	5
T/601/2014	314	Survey and Inspect Trees	3	3
R/601/0271	235	Carry out site amelioration for tree health	2	1
J/601/2017	315	Prepare for and carry out emergency arboricultural operations	3	2
F/601/2016	316	Principles of forest and moorland fire management	3	4
Y/601/6718	317	Use of mechanically powered winches in timber work	3	8
A/600/4108	237	Sever multiple windblown trees	2	1
H/600/4104	238	Sever individually uprooted trees	2	1
J/601/6746	318	Operate machine in extreme conditions	3	6
M/601/6739	319	Advance machine settings for a harvester processor	3	2
T/601/6743	320	Advance machine settings for a forwarder	3	2
K/601/7999	321	Process timber using large loader-fed machinery	3	7
A/600/4142	322	Fell utility poles	2	1
T/601/1638	323	Lay a hedge	3	4
M/601/1850	324	Construct a green wood product to client specification	3	8
Y/601/2006	326	Develop a woodland management plan	3	3
H/601/2008	327	Manage Coppice Rotations	3	3
K/601/2009	328	Assess wood yield for coppicing	3	3

K/502/3971	329	Stalk and cull deer	3	12
A/502/1450	330	Transplant large root-balled plants	3	4
R/502/1471	331	Plan and manage the control of pests, diseases and disorders	3	5
T/502/1530	332	Identify the need for, and plan, habitat management work	3	4
A/502/1531	333	Co-ordinate and oversee habitat management work	3	4
F/502/1532	334	Monitor and evaluate the effectiveness of habitat management work	3	4
L/502/3168	281	Work with and consult the local community	2	3
Y/502/3240	335	Communicate with, and care for, the public and others	3	3
H/502/3242	336	Consult and work with the local community	3	5
A/502/3232	337	Plan, deliver and evaluate environmental projects	3	10
K/502/3243	338	Produce management plans for environmental sites	3	9
R/502/3236	339	Research and plan environmental interpretations	3	5
L/502/3249	340	Prepare interpretive entertainment and educational activities	3	4
J/502/3251	341	Deliver and evaluate interpretive entertainment and educational activities	3	4
M/502/3244	342	Prepare, produce and evaluate interpretive media	3	8
H/502/3239	343	Protect the environment through legal enforcement	3	8
D/502/3286	344	Maintain child welfare and safety during environmental activities and outings	3	4
R/501/3922	348	Writing a Business Plan	3	1
L/601/2004	345	Identify and control the presence of woodland pests	3	5

Rules of combination for the NPTC Level 3 Diploma in Work-based Trees and Timber (0083)

0083-31 NPTC Level 3 Diploma in Work-based Trees and Timber (Forestry Harvesting)	
Rules for achievement of qualification	<p>In order to achieve this qualification the learner must gain a minimum of 37 credits in total. 6 credits from the core mandatory unit (301), 5 credits from the mandatory unit for the pathway (304), plus a minimum of 26 credits from the optional units (302-303, 305-311, 314, 316-321, 328, 332, 348, 213-216, 217, 230, 237-238, 281).</p> <p>Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35</p>

0083-32 NPTC Level 3 Diploma in Work-based Trees and Timber (Forestry Establishment and Maintenance)	
Rules for achievement of qualification	<p>In order to achieve this qualification the learner must gain a minimum of 37 credits in total. 6 credits from the core mandatory (301), 2 credits from the mandatory unit for the pathway (303) plus a minimum of 29 credits from the optional units (302, 304-306, 308-310, 314, 316-317, 322-323, 326-328, 330, 332-334, 348, 215-217, 238, 281).</p> <p>Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35</p>

0083-33 NPTC Level 3 Diploma in Work-based Trees and Timber (Forestry Social)	
Rules for achievement of qualification	<p>In order to achieve this qualification the learner must gain a minimum of 37 credits. 6 credits from the core mandatory (301), 16 credits from the mandatory units for the pathway (302, 335-336, 344) plus a minimum of 15 credits from the optional units (303, 308-310, 314, 322-324, 332-334, 337-343, 348, 281).</p> <p>Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35</p>

0083-34 NPTC Level 3 Diploma in Work-based Trees and Timber (Forestry Green Wood Trades)

Rules for achievement of qualification

In order to achieve this qualification the learner must gain a minimum of 37 credits in total. 6 credits from the core mandatory unit (301), 14 credits from the mandatory units for the pathway (324, 326-327), plus a minimum of 17 credits from the optional units (303-306, 308-310, 322-323, 328-329, 331-334, 345, 348, 215-217, 281).

Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35

0083-35 NPTC Level 3 Diploma in Work-based Trees and Timber (Arboriculture)

Rules for achievement of qualification

In order to achieve this qualification the learner must gain a minimum of 37 credits in total. 6 credits from the core mandatory unit (301), 5 credits from the mandatory unit for the pathway (230) plus 26 credits from the optional units (302-303, 310-315, 317, 321-323, 326-327, 330-339, 343, 348, 215-216, 226-229, 232, 235, 237-238, 281).

Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35

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.nptc.org.uk (see page 7). It contains a series of pro-formae that may be helpful to learners/assessors in the compilation of portfolios.

Included in the pack is 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 NPTC Level 3 Diploma in Work-based Trees and Timber as part of the Advanced Apprenticeship framework

Learners who are completing the NPTC Level 3 Diploma in Work-based Trees and Timber as part of the Advanced Apprenticeship framework are required to undertake an additional knowledge based qualification. The qualification details are below:

0070-35 NPTC Level 3 Award in Business Management for the Environment and Land-based Sector (QCF) QAN: 500/9232/7.

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

The roles of assessors and internal verifiers/qualification co-ordinators are specified in *providing City & Guilds Qualifications - a guide to centre and qualification approval*. Specific competencies required for this qualification are set out below.

Assessors should be occupationally competent, either qualified to Level 3 or above in Trees and Timber or have significant and current experience of working in the industry at this level. They should hold or be working towards A1 or D32/33.

Internal verifiers/qualification coordinators must be occupationally competent, either qualified to at least level 3 or have significant and current experience of working in the industry at this level. They should hold assessor qualifications, as above, and hold or be working towards V1 or D34.

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 Verification Services at City & Guilds.

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. *The application of reasonable adjustments and special considerations in vocational qualifications*, which is available from www.nptc.org.uk

Centre and qualification approval

New centres must apply for centre and qualification approval. In the first instance they should contact Sales, Marketing and Communications at City & Guilds (024 7685 7300).

Existing City & Guilds centres will need to get specific qualification approval to run this qualification. They should contact verification@cityandguilds.com

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 (0083-31, 32, 33, 34, 35).

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 for Level 3 Work-Based Qualifications

TITLE	Estimate and programme resource requirements for landscaping	Learner's name JOE GOODMAN
LEVEL	3	
CREDIT VALUE	4	
UAN	Y/502/0502	
<p>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</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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: <ul style="list-style-type: none"> • labour, • equipment, • materials, • finance • specific expertise. 	Reference 1.2 Action plan and financial breakdown JG

Exemplar unit

	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
	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 out risk assessments, COSHH assessments, environmental assessments and maintained all 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

Exemplar unit

4. Understand how to estimate resource requirements and programme work.	4.1 Define project planning and describe methods of estimating resource requirements: <ul style="list-style-type: none"> • 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
	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

Exemplar unit

	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 maintaining them.	4.2

Exemplar unit

Learner's signature

I confirm that the evidence above is all my own work

Joe Goodman..... Date 30th October 2009

Assessor's name A N Other

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed... **A N Other**Date 30th October 2009

Internal verifier's signature (if sampled)

.....Date.....

In the example above, Alan Boss is the Learner's manager, Anthony Other is the assessor and Joe Goodman is the Learner. All 3 can complete sections of the Learner's logbook. Supplementary evidence needs to be referenced as in previous NVQ qualifications. Eg in the example above the Learner's Appraisal current skills and action plan would be referenced as Evidence 1.

Guidance on the unit is given at the top. Any items of scope are dealt with within the assessment criteria: they do not have to be recorded separately. Alan Boss, and anyone else providing evidence, except the Learner and the assessor, would need to complete a line on the Witness status list.

Unit 301

TITLE	Promote, monitor and maintain health, safety and security of the workplace	Learner's name
LEVEL	3	
CREDIT LEVEL	6	
UAN	D/502/1523	
<p>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.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU3.1, 2, 3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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: <ul style="list-style-type: none"> (i) people (ii) equipment and materials (iii) the work area 	
	1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities	

Unit 301

	<p>1.3 Explain the importance of assessing security issues associated with the work area covering:</p> <ul style="list-style-type: none"> (i) bio security (ii) building security (iii) data security (iv) personal security 	
	<p>1.4 Describe how to carry out and evaluate a risk assessment</p>	
	<p>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)</p>	
	<p>1.6 Outline safe systems of work when people are working alone or at risk of abuse</p>	
	<p>1.7 Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation</p>	
	<p>1.8 Explain how hazardous and non-hazardous waste should be managed in line with legislation</p>	

Unit 301

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	To include both oral and written communication methods
	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	
	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	
	4.2 Explain the relevant legislative requirements for completing records of accidents and incidents	

Unit 301

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	A minimum of three risk assessments should be carried out
	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	
	6.2 Communicate any health and safety precautions that are being applied in the work area to others entering the area	Communicate information through discussion, signs and risk assessments
	6.3 Use approved safe methods of lifting and handling when carrying out work	
	6.4 Ensure standard procedures for personal hygiene are followed at all times	
	6.5 Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.

Unit 301

	6.6 Take appropriate action if there is a danger of accidents or injury	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
7. Respond to health emergencies within the work area	7.1 Implement procedures safely, correctly and without delay in an emergency situation	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	7.2 Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	7.3 Give assistance as required within the limits of your capability, including suitable verbal support	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	7.4 Make the immediate vicinity as safe as possible	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.

Unit 301

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Unit 302

TITLE	Carry out site surveys and communicate findings	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	M/601/0195	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to carry out site surveys and communicate findings		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 3		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to carry out site surveys	1.1 Establish the purpose of the site survey	Survey could relate to plants, animals, people, physical features, habitat types or growing/environmental conditions.
	1.2 Collect data using suitable survey techniques that meets the requirements of the survey specification	To include quantitative and qualitative data as appropriate
	1.3 Analyse data or forward to others for analysis in line with specifications	To include line manager, colleagues, specialists or site owner/manager as appropriate
	1.4 Record all data fully and in the format specified	

Unit 302

2. Be able to communicate findings	2.1 Produce accurate and complete information which contains the necessary supporting data	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.
	2.2 Communicate findings in accordance with the survey specification and respond to requests for further clarification	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.
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	
	3.2 Ensure work is carried out in a manner which minimises environmental damage	
4. Understand how to carry out site surveys	4.1 Explain how to identify hazards and comply with the control measures of risk assessments	
	4.2 Explain the roles and responsibilities when carrying out site surveys	
	4.3 Discuss a range of survey techniques available and explain how and when these would be used	A minimum of five different survey techniques should be covered. Techniques could include paper mapping, use of GIS equipment and software, quadrates, trapping/counting, Ph tests and ecological surveys.

Unit 302

	4.4	Explain how to analyse the range of data collected and its significance including types and sources		
	4.5	Explain the actions to take if there is difficulty in obtaining data		
	4.6	Explain the difference between quantitative and qualitative information and how to collect this data		
	4.7	Explain the difference between primary and secondary data		
5.	Understand how to communicate survey findings	5.1	Explain the information required and the timescale within which reporting must take place	
		5.2	Compare ways of presenting information clearly to the intended user	To include oral and written communication methods
6.	Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation, codes of practice and any additional requirements	

Unit 302

Learner's signature

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Unit 303

TITLE	Plan and carry out plant protection by chemical means	Learner's name
LEVEL	3	
CREDIT LEVEL	2	
UAN	K/601/0258	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to supervise and plan the control of unwanted vegetation around trees. In order to achieve this unit and meet legislative requirements it will be necessary to undertake the relevant Pesticides Applications Qualification</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NTW 8</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to plan and carry out plant protection by chemical means	1.1 Identify vegetation which requires control	Oral questioning during direct observation may be considered useful Vegetation to include woody, herbaceous and grass
	1.2 Carry out a risk assessment and prepare a plan	
	1.2 Control unwanted vegetation in line with current industry recognised guidelines on best practice and with job specification	Work log or diary combined with witness testimony. Learner should be appropriately trained and certificated in the safe use of chemicals
	1.3 Record chemical use and user details for every site	

Unit 303

	1.4	Carry out protection and maintenance in line with the job specification avoiding damage to the planted trees and to the environment	Work log or diary combined with witness testimony
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	Transport and store materials in a manner which minimises damage and ensures safety and security	
	2.3	Dispose of waste safely and correctly	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
3. Be able to select, use and maintain relevant equipment	3.1	Select and use appropriate equipment for this area of work according to relevant legislation and manufacturer's instructions	
	3.2	Prepare, maintain and store equipment in a safe and effective working condition	
4. Understand how to carry out plant protection by chemical means	4.1	Describe how to safely and securely transport and store materials	

Unit 303

	4.2	Explain the implications of terrain, ground conditions, vegetation, season and weather on the use of chemicals		
	4.3	Describe how to plan control work		
	4.4	Explain the types of damage that are acceptable and under what circumstances		
	4.5	Explain how to identify unwanted vegetation	Vegetation to include woody, herbaceous and grass	
	4.6	Explain the reasons for placing unwanted materials clear of trees		
5.	Understand relevant health and safety legislation and environmental good practice	5.1	Summarise the current health and safety legislation, codes of practice and any additional requirements	
		5.2	Describe the correct methods for disposing of waste.	
		5.3	Explain the impact of using chemicals on the environment and how environmental damage can be minimised	
		5.4	Explain how to identify hazards and comply with the control measures of risk assessments	

Unit 303

6. Understand the reasons for maintaining equipment	6.1 Explain the importance and methods of maintaining equipment used for this activity	
	6.2 Explain the limitations of equipment to be used in relation to the work	

Unit 303

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Unit 304

TITLE	Select, mark and assess volume of standing trees	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	H/601/0260	
The aim of this unit is to provide the learner with the knowledge and skills required to select and mark trees and prepare for harvesting.		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 9.1		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to select and mark trees	1.1 Establish basal area of trees as an aid to selection	
	1.2 Select ,mark, measure and record trees in line with the given specification and appropriate tariff method	Work log or diary combined with witness testimony
	1.3 Complete appropriate tariffing field checks to ensure elimination of error	Work log or diary combined with witness testimony
	1.4 Check thinning intensity using sample plots	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome

Unit 304

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	
		2.2	Ensure work is carried out in a manner which minimises environmental damage	
3.	Understand how to select, mark and assess volume of standing trees	3.1	Evaluate the implications when selecting trees of: (i) thinning intensity (ii) thinning yield (iii) sample plot (iv) rack spacing (v) rack width, produce (vi) brash mat (vii) wind hazard classification (viii) working methods (ix) whether the tree is broadleaf or conifer	
		3.2	Explain the tariff procedure and how to use full and abbreviated tariffing systems	
		3.3	Explain how to measure thinning yield, thinning intensity and basal area	

Unit 304

	3.4	Describe the criteria for deciding between selective and systematic methods of selection	
	3.5	Explain when it is appropriate to fell volume sample trees	
	3.6	Evaluate the following thinning types on selection and marking: (i) Low (ii) Intermediate (iii) Crown (iv) Line	
	3.7	Evaluate the following marking tools and equipment when selecting and marking: (i) hand tools (ii) paint (iii) tape	
	3.8	Describe species identification by standing tree	
	3.9	Explain the implications of terrain, season, weather and species on selecting and marking trees	
	3.10	Explain what effect harvesting method may have on the way a crop is marked	

Unit 304

	3.11	Summarise the available products and markets	
	3.12	Describe product specifications, including quality, minimum and maximum lengths, and minimum and maximum diameters e.g. fencing posts, telegraph poles	
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	
	4.2	Describe the possible environmental damage that could occur and how to respond appropriately	

Unit 304

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Unit 305

TITLE	Measure and assess felled timber volume and quality	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	J/601/0266	
The aim of this unit is to provide the learner with the knowledge and skills required to measure, record and forecast volume of timber.		
Relationship to National Occupational Standards: This unit directly relates to O29TW9.2		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to measure and record volume and make quality assessment of felled timber	1.1 Measure and record the volume of timber in line with the given specification	Work log or diary combined with witness testimony
	1.2 Assess the quality of a given quantity of felled timber	Work log or diary combined with witness testimony
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	
3. Be able to maintain and use relevant equipment	3.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	

Unit 305

4.	Know how to measure, record and forecast volume of timber	4.1	Explain how to identify hazards and comply with the control measures of risk assessments	
		4.2	Explain how to use sawlog rulers, calipers and metric volume tables	
		4.3	Explain how to use Hoppus Feet tables when measuring timber volumes for large broadleaved trees	
		4.4	How to measure, record and calculate the volume of felled timber for stock taking	
		4.5	Explain how to identify species from felled material	
		4.6	Explain relationships between O/B – U/B – tonnes – based on: (i) species (ii) size (iii) age of timber (iv) time of year (v) length of time felled	
		4.7	Explain the classification and presentation of softwood sawlogs	
		4.8	Describe to principles of visual softwood sawlog grading	

Unit 305

	4.9	Explain the features in different species of hardwood timber that affect quality and potential value	
	4.10	Describe the different grades of hardwood timber	
5. Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation, codes of practice and any additional requirements	
	5.2	Describe the possible environmental damage that could occur and how to respond appropriately	

Unit 305

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Unit 213

TITLE	Prepare and Operate machinery to Fell Trees	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	F/601/6826	
The aim of this unit is to provide the learner with the knowledge and skills required to prepare, manoeuvre and operate machinery to fell trees in a range of woodland and forestry situations.		
Relationship to National Occupational Standards: This unit directly relates to O29NTW15		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to select and prepare machinery	1.1 Contribute to a risk assessment	Identify route Assess the Operational and environmental requirements for the site Plan safe and efficient felling
	1.2 Select appropriate machinery to fell trees	
	1.3 Carry out pre and post-start checks to test all operating functions of the equipment	Including pre start visual checks to base machine safety devices, prior to harvesting timber, including fire control equipment
2. Be able to drive and manoeuvre machinery	2.1 Drive and manoeuvre the machine on site and in a safe and effective way	
	2.2 Create and maintain brash mats	With small trees, tops etc. to reduce ground damage and aid flotation to both tree felling and subsequent operations
3. Be able to fell trees	3.1 Identify and fell trees in accordance with the job specification	Safely and effectively Ensure that any damage to the remaining standing trees or to the environment is minimal and within specified limits

Unit 213

	3.2 Use and maintain machinery in accordance with relevant legislation and manufacturer's instructions	Store machinery securely on site
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	Carry out work in a manner which minimises environmental damage
	4.2 Maintain effective communication and teamwork	In relation to others on site
	4.3 Complete clear and accurate records as required	
5. Know how to prepare, drive and manoeuvre machinery	5.1 State the safety requirements, routine and functional checks required for machine and operator protection	Such as OPS, ROPS and FOPS and other safety devices The need for carrying out routine operator checks and basic maintenance Identify the function of all operating controls for drive unit and harvesting equipment Describe how to maintain harvesting head blades/knives including changing setting and sharpening Planning and setting up re-fuelling areas
	5.2 Describe the procedure for loading/unloading the machine from a low-loader	
	5.3 Describe safe driving techniques that should be used on site	To reduce damage to the ground, any remaining standing trees or the wider environment to within specified limits

Unit 213

	5.4	State the implications of terrain, ground conditions, season, weather and tree condition on planning access routes and driving the machine	
	5.5	Describe how to use recovery and de-bogging techniques in a variety of situations	
6. Know how to fell trees	6.1	Describe how to recognise trees to be felled to meet the job specification	
	6.2	Describe how to fell trees	Implication of felling double, shattered, diseased, rotten dead or other malformed trees How to deal with windblown trees with over-size buried or inaccessible butts
	6.3	Explain how to carry out wind blow clearance and other timber operations	Including felling hung-up trees and dealing with shattered butts safely, as appropriate including oversized, buried or inaccessible butts
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline current health and safety legislation, codes of practice and any additional requirements	Discuss current guidelines on machinery operation, risk zones and safety clearance from overhead cables Prepare for crossing water courses Use of ramps for safe access Describe the implication of working at height in relation to operator checks and maintenance
	7.2	State why it is important to maintain good communication and team work within the working environment	

Unit 213

	7.3 Describe the types of records that may be required for management and legislative requirements and the importance of accurate record keeping	A minimum of four different types of records should be described.
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Unit 214

TITLE	Prepare and Operate machinery to Process trees	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	T/601/6824	
The aim of this unit is to provide the learner with the knowledge and skills required to prepare, manoeuvre and operate machinery to process trees in a range of woodland and forestry situations.		
Relationship to National Occupational Standards: This unit directly relates to O29NTW15		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to select and prepare machinery	1.1 Contribute to a risk assessment	Identify route. Assess Operational and environmental requirements. Plan safe and efficient felling
	1.2 Select appropriate machinery to process trees	
	1.3 Carry out pre and post-start checks to test all operating functions of the equipment	Including pre start visual checks to base machine safety devices, prior to harvesting timber, including fire control equipment
2. Be able to drive and manoeuvre machinery	2.2 Drive and manoeuvre the machine on site and in a safe and effective way	
	2.2 Create and maintain brash mats	With small trees, tops etc. to reduce ground damage and aid flotation to both tree felling and subsequent operations

Unit 214

3. Be able to process felled trees	3.1 Process the felled trees in accordance with the job specification	<p>Position machine correctly, safely and effectively</p> <p>Ensure that any damage to the remaining standing trees or to the environment is minimal and within specified limits</p> <p>De-limb trees according to specification</p> <p>Crosscut trees according to specification</p> <p>Segregate and stack logs to enable ease of extraction, ensuring that any brash is placed clear of timber</p> <p>Deal with shattered butts, double, multiple, rotten/dead and misshapen stems as required</p>
	3.2 Use and maintain machinery in accordance with relevant legislation and manufacturer's instructions	Store machinery securely on site
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	Carry out work in a manner which minimises environmental damage
	4.2 Maintain effective communication and teamwork	In relation to others on site
	4.3 Complete clear and accurate records as required	

Unit 214

5. Know how to prepare machinery	5.1 State the safety requirements, routine and functional checks required for machine and operator protection	Such as OPS, ROPS and FOPS and other safety devices. The need for carrying out routine operator checks and basic maintenance Identify the function of all operating controls for drive unit and processing equipment Planning and setting up re-fuelling areas
	5.2 Describe the procedure for loading/unloading the machine from a low-loader	
	5.3 Describe safe driving techniques that should be used on site	Reduce damage to the ground, any remaining standing trees or the wider environment to within specified limits
6. Know how to process trees	6.1 Describe how to recognise and select size and species categories to meet the job specification	State the implications of terrain, ground conditions, season, weather and tree condition on planning access routes and driving the machine The capabilities and limitations of the machine in relation to processing
	6.2 Describe how to process trees	Implication of processing double, shattered, diseased, rotten dead or other malformed trees. How to decide which trees should be prepared or processed manually. How to de-limb deformed trees. Deal with trees with oversized/inaccessible butts. Procedure for setting log length, tolerances and minimum top diameters as appropriate to machine. Regular checks on specification of processed timber during operation and recognise malfunctions.

Unit 214

	6.3 Explain how to retrieve information on individual and cumulative products	
7. Know relevant health and safety legislation and environmental good practice	7.1 Outline current health and safety legislation, codes of practice and any additional requirements	<p>How environmental damage can be minimised</p> <p>Discuss current guidelines on machinery operation, risk zones and safety clearances from overhead electricity conductors and what to do in the event of contact with power lines</p> <p>Discuss driving techniques that reduce damage to the environment</p> <p>Explain how to prepare for crossing water courses and the use of ramps</p> <p>Describe the implications of working at height in relation to operator checks and maintenance</p>
	7.2 State why it is important to maintain good communication and team work within the working environment	
	7.3 Describe the types of records that may be required for management and legislative requirements and the importance of accurate record keeping	A minimum of four different types of records should be described

Unit 214

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Unit 215

TITLE	Prepare, Drive and Manoeuvre forwarder	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	K/601/6755	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to prepare, manoeuvre and operate a mechanical harvester to fell trees in a range of woodland and forestry situations.</p> <p>This units should be completed in conjunction with the grapple loader unit</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NTW17</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to select and prepare forwarder	1.1 Contribute to a risk assessment	Identify route Operational and environmental requirements Plan safe and efficient working
	1.2 Select appropriate machinery	
	1.3 Carry out pre and post-start checks to test all operating functions of the equipment	Including pre start visual checks to base machine safety devices, prior to forwarding, including fire control equipment
2. Be able to drive and manoeuvre forwarder	2.1 Drive and manoeuvre the machine on site and in a safe and effective way	When loaded to specified capacity and in keeping with site constraints.
	2.2 Create and maintain brush mats	Create brush mats with small trees, tops etc. to reduce ground damage and aid flotation

Unit 215

	2.3 Use and maintain machinery in accordance with relevant legislation and manufacturer's instructions	Store machinery securely on site
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	Carry out work in a manner which minimises environmental damage
	3.2 Maintain effective communication and teamwork	In relation to others on site
	3.3 Complete clear and accurate records as required	
4. Know how to prepare, drive and manoeuvre forwarder	4.1 State the safety requirements, routine and functional checks required for machine and operator protection	Such as OPS, ROPS and FOPS and other safety devices. The need for carrying out routine operator checks and basic maintenance Identify the function of all operating controls for drive unit and forwarding equipment
	4.2 Describe the procedure for loading/unloading the machine from a low-loader	
5. Know how to drive and manoeuvre forwarder	5.1 Describe safe driving techniques that should be used on site	Reduce damage to the ground, any remaining standing trees or the wider environment to within specified limits

Unit 215

	5.2 State the implications of terrain, ground conditions, season, weather and tree condition on planning access routes and driving the machine	
	5.3 Describe how to use recovery and de-bogging techniques	
	5.4 Outline the implications of extracting long logs, poles or tree length timber to forwarder extraction	
6. Know relevant health and safety legislation and environmental good practice	6.1 Outline current health and safety legislation, codes of practice and any additional requirements	<p>Explain the implications of working at height in relation to routine operator checks and basic maintenance</p> <p>Explain how to plan, set up and use maintenance and fuelling areas</p> <p>Discuss current guidelines on machinery operation, risk zones and safety clearances from overhead electricity conductors and what to do in the event of contact with power lines</p> <p>Explain how to prepare for crossing water courses and the use of ramps</p>
	6.2 State why it is important to maintain good communication and team work within the working environment	
	6.3 Describe the types of records that may be required for management and legislative requirements and the importance of accurate record keeping	A minimum of four different types of records should be described

Unit 215

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Unit 216

TITLE	Operate a grapple loader	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	L/601/6750	
The aim of this unit is to provide the learner with the knowledge and skills required to operate a grapple loader to load and unload a range of timber products in forestry and woodland situations.		
Relationship to National Occupational Standards: This unit directly relates to O29N TW17.3		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to operate a grapple loader	1.1 Contribute to a risk assessment	Assess the operational and environmental requirements for the site and plan how machine is to be positioned for loading
	1.2 Position loader to load and unload safely	Maintain the security of the machinery on site and when operating
	1.3 Use machine to load/feed wood products	
	1.4 Grade, separate and accumulate products to facilitate subsequent handling, processing or uplift for onward dispatch	Use the loader to flush wood products to job specification
	1.5 Stack produce flush to a safe and stable height and condition as per current, relevant industry-recognised guidance	
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	Use appropriate safeguards when working or manoeuvring adjacent to roads or where others are working. Carry out work in a manner which minimises environmental damage.

Unit 216

	2.2 Maintain effective teamwork in relation to other operators on site	
	2.3 Complete clear and accurate records	
3. Know how to operate a grapple loader	3.1 Discuss the capabilities and limitations of the loader when loading and unloading	In relation to maximum safe working load State the lifting and reach capabilities and height limitations of the machinery used when unloading Describe the use of bearers when loading and unloading
	3.2 Summarise safe stacking heights, stability of stacks and signing requirements	
	3.3 State how to interpret products specifications	
	3.4 Describe how to segregate and grade produce to meet required specification when unloading	
	3.5 Describe how to recognise type of timber and species from converted produce	
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	Outline the implications of terrain, ground conditions, season, weather and type of product on operating a loader Describe how environmental damage can be minimised
	4.2 State the importance of good teamwork and communication within the working environment	

Unit 216

	4.3 Describe the types of records that may be required for management and legislative purposes and the importance of accurate record keeping	A minimum of four different types of records should be described
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Unit 306

TITLE	Prepare, drive and manoeuvre a skidder	Learner's name
LEVEL	3	
CREDIT LEVEL	6	
UAN	A/601/6730	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding required to prepare and to operate a skidder The unit is not suitable for ATV's or similar small scale extraction machinery. For line skidding, this unit MUST be in combination with Use of mechanical winches in timber work For grapple skidding and drawbar-based skidding systems, the unit MUST be combined with Attach and detach timber to & from a skidder.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NTW18.1, 2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare to operate a skidder	1.1 Contribute to a risk assessment	Assess the operational and environmental requirements for the site and plan safe and efficient extraction routes, timber landing areas and refueling points
	1.2 Maintain the security of machinery and equipment both on site and when operating	
	1.3 Carry out pre and post-start checks, to test all operating functions of the equipment	Gain access to the machine safely and get into a secure working position when carrying out off-the-ground maintenance Start machine and carry out a practical check on all operating functions of the equipment including safety devices

Unit 306

2.	Be able to drive and manoeuvre a skidder	2.1	Drive and manoeuvre the skidder on site in a safe and effective way	Empty and loaded from roadside to the timber Utilise additional safeguards when reversing or manoeuvring and comply with safety distances adjacent to roads and tracks or where others are working Ensure that damage to the worksite, any remaining standing trees, and the wider environment is kept within specified limits
		2.2	Use brash mats to reduce ground damage and aid flotation as appropriate	
		2.3	Drop load and re-winch when extracting with line skidder	When negotiating wet, steep or other difficult ground
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	Ensure work is carried out in a manner which minimises environmental damage
4.	Understand how to prepare, operate, drive and manoeuvre a skidder	4.1	State the safety requirements, routine and functional checks required for machine and operator protection	(ROPS, FOPS and OPS) Explain the benefits of an operator maintenance/inspection checklist for visual machinery inspection/checks Explain the function of all operating controls for base unit and skidder Plan, set up and use fuelling and maintenance areas
		4.2	Describe the procedure for loading and unloading the machine from a transporter	

Unit 306

5. Know relevant health and safety legislation and environmental good practice	5.1 Outline current health and safety legislation, codes of practice and any additional requirements	Describe the possible environmental damage that could occur and how to respond appropriately and to whom to report Discuss current guidelines on machinery operation, risk zones and safety clearances from overhead electricity conductors and what to do in the event of contact with power lines
	5.2 Explain the importance of good teamwork and communication within the working environment	
	5.3 Describe the records required for management and legislative purposes and the importance of maintaining them	

Unit 306

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Unit 217

TITLE	Attach and detach timber on skidder	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	A/601/6727	

The aim and purpose of this unit is to provide the learner with the knowledge and skills to attach / load and detach / unload timber from a skidder

The unit MUST NOT be used for ATV's or similar small scale extraction machinery as these are covered other units

Relationship to National Occupational Standards: This unit directly relates to O29NTW18.3

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to attach and detach timber on skidder	1.1 Identify where and how to position machine to uplift timber in best position for skidding	
	1.2 Identify, select and uplift timber for extraction	According to specification. Maintain safe and effective skidding whilst maintaining stability of skidder
	1.3 Use skidder attachment to bunch products safely and effectively	Limit size of load to avoid damage to product. Position the timber in correct place at landing area for subsequent handling Unload/detach load from the machine safely and effectively
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	Comply with an existing site risk assessment Carry out work in a manner which minimises environmental damage

Unit 217

	2.2 Complete accurate and up-to-date records as required	
	2.3 Maintain the security of equipment when using skidder attachment	
3. Know how to attach and detach timber on skidder	3.1 Outline the capabilities and capacity limitations of the skidder when attaching and loading timber	<p>State the slope limitations on attaching/loading timber on a skidder and unloading/detaching load</p> <p>Outline the implications of loading/attaching and unloading/detaching poles butt first and tip first</p> <p>Describe how to use bearers when unloading/detaching load State how to ensure that limit size of load on skidder does not cause:</p> <ul style="list-style-type: none"> (i) damage to product (ii) instability of machine (iii) loss of load (iv) damage to standing trees or the wider environment, including roads and tracks
	3.2 State how to recognise and select type and species of timber according to specification when loading/attaching load	
	3.3 State how and why produce might be segregated and/or graded to meet required specification when unloading/detaching load	
	3.4 State how and when to use a logging blade or butt plate to accumulate timber extracted	

Unit 217

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	Outline additional safeguards that are necessary when timber is accumulated adjacent to roads or tracks
	4.2 Describe the types of records that may be required for management and legislative purposes and the importance of accurate record keeping	A minimum of four different types of records should be described.

Unit 217

Learner's signature

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..... Date

Assessor's name

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Unit 307

TITLE	Prepare and operate a cable crane to extract wood products	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	R/601/6748	
The aim of this unit is to provide the learner with the knowledge, skills and understand required to prepare and operate a cable crane for timber extraction		
Relationship to National Occupational Standards: This unit directly relates to O29TW19		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to select and prepare and operate cable crane	1.1 Select appropriate machinery	
	1.2 Complete a risk assessment	For task, site and machine
	1.3 Carry out all routine operator inspection and maintenance, settings and pre-start checks as appropriate and following manufacturer's recommendations	
	1.4 Set up and rig the cable crane in line with manufacturer's and industry guidance	Erect and anchor the tower where appropriate Rig and anchor tail spar identifying suitable anchor points Install carriage Undertake routine splicing of wire ropes

Unit 307

	1.5	Operate the cable crane to extract timber in keeping with site restraints	Ensure the stability of the cable crane is maintained throughout Keep amount of extracted timber at landing to an acceptable volume for subsequent handling
2. Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Ensure work is carried out in a manner which minimises environmental damage
	2.2	Maintain effective teamwork and communication at all times	
	2.3	Complete clear and accurate records of activities as required	
3. Understand how to prepare cable crane	3.1	Summarise the procedures for loading and unloading equipment	Including the principles of safe manual handling techniques
	3.2	Explain how to rig an offset cable crane	Describe how to set up and rig artificial spar and support and when it would be appropriate to use offset winching Explain how and where to rig an intermediate support and when it would be appropriate to use intermediate support Explain how to establish ground anchors and maintain their effectiveness
	3.3	Discuss the characteristics and advantages of different carriages	
	3.4	Explain how to repair main skyline and how to maintain wire ropes	

Unit 307

4.	Understand how to operate a cable crane	4.1	Describe the different characteristics and techniques for extracting timber by cable crane with different systems of operation	Discuss the advantages and disadvantages of quick release chokers and chokering aids and equipment
		4.2	Evaluate the capabilities and limitations of cable crane systems	
5.	Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation, codes of practice and any additional requirements	<p>Discuss current guidelines on machinery operation, risk zones and safety clearances from overhead electricity conductors and what to do in the event of contact with power lines</p> <p>Summarise the implications of terrain, ground conditions, season, weather conditions, load and product type/weight/length on extracting timber by cable crane</p> <p>Explain the importance of offset working when the landing area is restricted</p> <p>Describe the possible environmental damage that could occur and how to respond appropriately</p>
		5.2	Describe the types of records that may be required for management and legislative requirements and the importance of accurate record keeping	

Unit 307

Learner's signature

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Unit 308

TITLE	Extract wood products using a horse	Learner's name
LEVEL	2	
CREDIT LEVEL	8	
UAN	D/601/0256	
The aim of this unit is to provide the learner with the knowledge and skills required to extract timber using a horse.		
Relationship to National Occupational Standards: This unit directly relates to TW21		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to extract wood products using a horse	1.1 Carry out work in line with an existing site risk assessment	
	1.2 Manoeuvre and position horse for hitching to equipment	
	1.3 Load wood products safely and efficiently in line with the job specification and welfare of the horse	
	1.4 Extract wood products in accordance with the job specification	To cover the use of trace chains and shafted equipment. Work log or diary combined with witness testimony
	1.5 Guide the horse effectively, as appropriate to the extraction method used	

Unit 308

	1.6	Position the horse for optimum safety and effectiveness before loading	
	1.7	Unload, grade and separate products safely in accordance with job specification	
	1.8	Carry out post-use care of the horse	To include hoof care as appropriate
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, animal welfare codes of practice and any additional requirements	
	2.2	Carry out work in a manner which minimises environmental damage	
3. Be able to select, use and maintain relevant equipment	3.1	Use equipment according to relevant legislation and manufacturer's instructions	
	3.2	Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to extract wood products using a horse	4.1	State why risk assessments must be complied with	
	4.2	State why and how effective communication is maintained with the horse and other people when extracting timber	

Unit 308

	4.3	Describe how terrain, ground conditions, season and weather can effect extracting timber	
	4.4	Describe the various methods of hitching trace chains and shafted equipment	
	4.5	State how to use chokers and grapple	
	4.6	State how to manoeuvre the horse in limited spaces when loading, extracting and unloading timber	
	4.7	State the considerations when working with whole and tree sections	
	4.8	State the advantages and disadvantages of various chokering and loading aids	
	4.9	State the advantages and disadvantages of using a horse to extract timber	
	4.10	State how to unload, grade, segregate and stack produce timber safely	
5. Know relevant health and safety legislation and environmental good practice	5.1	Describe how environmental damage can be minimised	
	5.2	Outline the current health and safety legislation, animal welfare codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out. Describe the possible pollution and environmental damage that could occur and how to respond appropriately

Unit 308

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 308

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Unit 309

TITLE	Extract wood products using a pair of horses	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	L/601/0270	
The aim of this unit is to provide the learner with the knowledge, skills and understanding to extract wood productions using a pair of horses		
Relationship to National Occupational Standards: This unit directly relates to TW22		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to extract wood products using a pair of horse	1.1 Carry out a site risk assessment	
	1.2 Plan and maintain the extraction route in a serviceable condition	Work log or diary combined with witness testimony
	1.3 Ensure the security of the horses, harness and equipment	Work log or diary combined with witness testimony
	1.4 Manoeuvre and position the horses correctly for loading to pole-drawn equipment, shafts and double trees	Work log or diary combined with witness testimony
	1.5 Ensure wood products are loaded in line with the job specification, with regard to the capabilities and welfare of the horses	Work log or diary combined with witness testimony

Unit 309

	1.6	Extract wood products in accordance with the job specification maintaining horse safety and effectiveness	To cover the use of trace chains and shafted equipment Work log or diary combined with witness testimony
	1.7	Ensure products are unloaded, graded and separated and accumulated at the roadside to facilitate safe and efficient subsequent operations and in accordance with specification	Work log or diary combined with witness testimony
	1.8	Ensure post-use care of the horses is carried out	To include hoof care as appropriate. Work log or diary combined with witness testimony
	1.9	Maintain effective teamwork when working with others	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
2.	Be able to promote safe working and minimise environmental damage		
	2.1	Work in a way which promotes health and safety and is consistent with relevant legislation, animal welfare codes of practice and any additional requirements	
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Ensure waste is disposed of safely and correctly	
	2.4	Ensure records are completed as required by relevant legislation and organisation	
3.	Be able to select, use and maintain relevant equipment		
	3.1	Ensure equipment is used according to relevant legislation and manufacturer's instructions	

Unit 309

	3.2	Prepare, maintain and store equipment in a safe and effective working condition	
4. Understand how to use a pair of horses to extract wood products	4.1	Compare the advantages and disadvantages of using a pair of horses to extract timber	
	4.2	Explain how to interpret job specifications and select extraction routes accordingly	
	4.3	Evaluate the various methods of hitching pole-drawn equipment shafts and double trees for extracting timber	
	4.4	Explain the implications of terrain, ground conditions, season and weather on extracting timber using a pair of horses	
	4.5	Explain how to manoeuvre the horses in limited spaces when loading, extracting and unloading timber	
	4.6	Explain the implications of log diameter, weight and length on loading, including weight distribution and balance of the load	
	4.7	Explain the capabilities of the particular horses and equipment including capacity and methods of braking pole-drawn extraction equipment shafts and double trees	

Unit 309

	4.8	Explain how to unload, grade, segregate and stack timber safely	
5. Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out
	5.2	Describe the possible environmental damage that could occur and how to respond appropriately	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity and the methods of maintaining the range of equipment	

Unit 309

Learner's signature

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Unit 310

TITLE	Extract wood products using small motorised equipment	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	D/601/6722	
<p>The aim and purpose of this unit is to provide the learner with the knowledge and skills to extract timber and other wood products using small motorised equipment such as alpine tractors, trailers, ATV adaptations, compact skidders.</p> <p>This unit is not applicable to purpose built or agri-based skidders and forwarders</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NTW23</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare and extract wood products	1.1 Load and unload the machine from a transporter	
	1.2 Position and load machinery effectively	Ensure that damage to the remaining crop is kept within specified limits
	1.3 Extract wood products according to specification	Check that the route selected is prepared and maintained in a serviceable condition so as to minimise environmental damage Use agreed extraction routes
	1.4 Use recovery and debogging techniques for minor bogging	
2. Be able to unload wood products	2.1 Unload, grade and separate products in accordance with the job specification	Position the machine for optimum safety and effectiveness before unloading
	2.2 Position products at the roadside to facilitate uplift and onward dispatch	Maintain vehicular access to the site

Unit 310

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	Carry out work in a manner which minimises environmental damage
	3.2 Complete clear and accurate records as required	
4. Know how to prepare and extract wood products	4.1 State how to interpret product specifications	Select produce from product categories during loading Identify species from felled and converted produce
	4.2 State the capabilities and limitations of the machinery	
	4.3 Outline the principles of using winches	For offset pulling and double rigging and the implications of the forces generated
	4.4 Describe the effect of unbalanced loads on extraction	
5. Know how to unload wood products	5.1 State how to segregate and grade produce	
	5.2 Describe safe stacking heights, stability of stacks and warning sign requirements	
6. Know relevant health and safety legislation and environmental good practice	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements	State how to select suitable extraction routes Describe how to recognise the basic implications of slope, weather, ground conditions and ground roughness Describe how environmental damage can be minimised
	6.2 Describe the records required for management and legislative purposes and the importance of maintaining them	A minimum of four different types of records should be described

	6.3 State how to comply with risk assessments	
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Unit 310

Learner's signature

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Unit 226

TITLE	Use a chainsaw from a rope and harness	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	H/600/4118	
<p>The learner will be able to use a chainsaw in the tree to carry out a range of cutting techniques.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational Standards. Partial mapping to: TW30.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Use a chainsaw from a rope and harness	1.1 Demonstrate knowledge of operations that a TPO prohibits	Oral questioning during direct observation may be considered useful
	1.2 Carry out a hazard assessment of the tree(s) to be worked upon.	Trees may be open grown or in a forest or woodland environment
	1.3 Brief the ground staff	A learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.4 Demonstrate knowledge of the risk hierarchy for load bearing supplementary anchor points and use of tools in the tree	Oral questioning during direct observation may be considered useful
	1.5 Check and prepare the chainsaw for intended operation(s)	To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations
	1.6 Demonstrate ways to send a chainsaw aloft to the climber	

Unit 226

	1.7	Demonstrate the use of sewn tape slings for light weight limb removal	
	1.8	Achieve a working position and receive the chainsaw.	Work log or diary combined with witness testimony
	1.9	Start the warm (or cooled) saw in the tree	
	1.10	Change work position for cutting	
	1.11	Remove limbs using a chainsaw	Work log or diary combined with witness testimony
	1.12	Demonstrate knowledge of chainsaw handling in exceptional circumstances	Oral questioning during direct observation may be considered useful
	1.13	Demonstrate knowledge of the reasons for correct natural target pruning	Oral questioning during direct observation may be considered useful

Unit 226

Learner's signature

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Unit 227

TITLE	Safe use of a chainsaw from mobile elevated work platforms	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	H/600/4149	
<p>The learner will be able to carry out tree pruning with a chainsaw from a mobile elevated work platform.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Tree and Timber National Occupational Standards. Partial mapping to: T3W0.2, TW34.2, TW40.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Understand operator safety during chainsaw work from a mobile elevated work platform (MEWP)	1.1 Inspect the site prior to starting work	Completion of risk assessment
	1.2 Observe safety precautions and wear appropriate PPE	Carry out measures identified in risk assessment
	1.3 State the safety considerations and emergency planning to be observed when carrying out chainsaw work from a MEWP	To include safe working loads
2. Be able to carry out pre-work operational checks and set up	2.1 Perform a hazard evaluation of the tree and state the environmental considerations	Oral questioning during direct observation may be considered useful Trees may be open grown or in a forest or woodland environment.
	2.2 Set out warning signs and barriers	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	2.3 Carry out routine inspection of MEWP prior to use	To include completion of inspection records as appropriate

Unit 227

	2.4	Rig MEWP for work	
3. Operate a chainsaw from the platform to remove tree limb and stem sections	3.1	Operate platform to achieve work position	Work log or diary combined with witness testimony
	3.2	Remove lateral limb(s) using chainsaw	
	3.3	Remove vertical stem sections using a chainsaw	
	3.4	Describe the procedure for removing a trapped saw	Oral questioning during direct observation may be considered useful
	3.5	Lower the platform and prepare for transport	

Unit 227

Learner's signature

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Unit 228

TITLE	Carry out pruning operations	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	A/600/4125	
<p>The learner will be able to carry out pruning work (crown reduction and crown thinning) to trees</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Tree and Timber National Occupational Standards. Partial mapping to: TW40.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Understand operator safety during tree pruning work	1.1 Carry out hazard assessment of the tree(s) to be worked on	Completion of risk assessment. Trees may be open grown or in a forest or woodland environment.
	1.2 Observe safety precautions and wear PPE	Carry out measures identified in risk assessment
	1.3 Demonstrate knowledge of legal environmental factors that may be present on the work site	Oral questioning during direct observation may be considered useful
	1.4 Brief the ground Staff	A learner statement witnessed by line manager is acceptable if performance evidence is unavailable
2. Be able to carry out tree crown thinning	2.1 Achieve a working position	
	2.2 Carry out tasks to thin the crown of a tree safely	Work log or diary combined with witness testimony

Unit 228

3. Be able to carry out tree crown reduction	3.1 Carry out tasks to reduce the crown of a tree safely	Work log or diary combined with witness testimony
4. Understand tree pruning operations	4.1 Identify slow growing species and explain their significance in relation to pruning	A minimum of four species should be covered
	4.2 Identify fast growing species and explain their significance in relation to pruning	A minimum of four species should be covered
	4.3 State the reason(s) for use of various pruning tools	
	4.4 Explain the reasons for 1-2-3 sequence of cuts when undertaking pruning operations	
	4.5 Describe the procedures to clean, transport and store pruning tools	
	4.6 State the reasons for target pruning techniques used within arboriculture	

Unit 228

Learner's signature

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Unit 229

TITLE	Undertake sectional felling techniques	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	J/600/4127	
<p>The learner will be able to use a chainsaw and lowering equipment working from a rope and harness in conjunction with a ground person in medium sized open grown trees. It also includes the use of climbing irons.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational Standards. Partial mapping to: TW34.1, 34.3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Undertake sectional felling techniques	1.1 Demonstrate knowledge of the legal and environmental factors that may be present on the work site	Carry out measures identified in risk assessment and follow instructions
	1.2 Undertake a hazard assessment of the tree(s) to be worked upon	Tree(s) may be open grown or in a forest or woodland environment
	1.3 Carry out pre use checks and maintenance of the chainsaw	To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations
	1.4 Brief the ground staff	A learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.5. Achieve a working position and receive the chainsaw.	
	1.6 Start the warm (or cooled) saw in the tree	
	1.7 Remove limbs using a chainsaw	Work log or diary combined with witness testimony

Unit 229

	1.8	Remove vertical trunk sections using a chainsaw	
	1.9	Return to the ground, store equipment and ensure that the site is safe and tidy	
	1.10	Demonstrate knowledge of lowering operations and equipment. (LOLER 1998)	Oral questioning during direct observation may be considered useful. To include the completion of records as appropriate

Unit 229

Learner's signature

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Unit 230

TITLE	Climb trees and perform aerial rescue	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	F/600/4112	
<p>The learner will be able to climb trees and perform aerial rescue. This unit does not involve the use of the chainsaw, but covers the minimum requirements for a ground person working with a climber.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational standards. Partial mapping to: T30.3, T34.3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Climb a tree	1.1 Demonstrate knowledge of what is involved in a Risk Assessment	Undertake a risk assessment
	1.2 Select and wear Personal Protective Equipment (PPE, safety clothing)	
	1.3 Carry out a pre-climb inspection of the tree	Tree may be open grown or in a forest or woodland environment.
	1.4 Demonstrate knowledge of the reasons for carrying out a pre-climb inspection of a tree	
	1.5 Demonstrate knowledge of the requirements of the Work at Height Regulations	
	1.6 Prepare a work plan	

Unit 230

	1.7	Demonstrate knowledge of animal species covered by the Wildlife and Countryside Act when tree climbing	Oral questioning during direct observation may be considered useful
	1.8	Demonstrate knowledge of the legal and environmental factors that may be present on the work site	Oral questioning during direct observation may be considered useful
	1.9	Select and inspect climbing equipment	To include the completion of records as appropriate
	1.10	Demonstrate the use of climbing equipment prior to ascent	
	1.11	Establish anchor points	
	1.12	Set up climbing system to be used	
	1.13	Climb the tree	
	1.14	Select the final anchor point for the intended operation(s)	
	1.15	Branch walk	
	1.16.	Conduct a branch walk	
	1.17	Descend from the tree	
2. Conduct aerial rescue	2.1	Demonstrate knowledge of the key elements of a rescue plan for tree climbing operations	Oral questioning during direct observation may be considered useful
	2.2	Demonstrate knowledge of the information required by the emergency services in the event of an accident	Oral questioning during direct observation may be considered useful

Unit 230

	2.3	Rescue a casualty where the casualty's rope is either damaged trapped or too short to descend on (2 person team)	
	2.4	Rescue from a 'pole' (standing stem) using climbing irons (spikes) (2 or 3 person team)	
	2.5	Demonstrate knowledge of basic first aid principles	A First Aid Certificate may contribute towards this assessment criterion
	2.6	Demonstrate knowledge of actions to be followed after an aerial rescue	Oral questioning during direct observation may be considered useful
3. Identify tree species	3.1	Learner to identify common broadleaved tree species	A minimum of twelve species should be identified

Unit 230

Learner's signature

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Unit 311

TITLE	Re-pollard trees at a maximum height of five metres	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	J/600/4144	
<p>The learner will be able to undertake a risk assessment of climb the tree to be re-pollard, carry out aerial rescues from different situations and operate a chainsaw whilst maintaining a working position within the bowl of a tree, using a rope and harness.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Linked to Lantra Trees and Timber National Occupational Standards. Partial mapping to: TW28.1, 28.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Climb a tree	1.1 Inspect the site prior to starting work	
	1.2 Select and wear personal protective equipment	Carry out measures identified in risk assessment
	1.3 Select and inspect climbing equipment	To include completion of records as appropriate
	1.4 Carry out pre-climb inspection of the tree	Tree may be open grown or in a forest or woodland environment.
	1.5 Demonstrate knowledge of reasons for carrying out a pre-climb inspection of a tree	Oral questioning during direct observation may be considered useful

	1.6 Prepare a plan of action	
	1.7 Establish anchor points	

Unit 311

	1.8	Set up climbing system	
	1.9	Access the tree	
	1.10	Select the final anchor point for the intended operation(s)	
	1.11	Descend from the tree	
	1.12	Demonstrate knowledge of requirements for the retrieval and storage of equipment	Oral questioning during direct observation may be considered useful
2. Conduct and aerial rescue	2.1	Demonstrate knowledge of emergency procedures	Oral questioning during direct observation may be considered useful
	2.2	Demonstrate knowledge of information required by the emergency services in the event of an accident	Oral questioning during direct observation may be considered useful
	2.3	Demonstrate knowledge of general aerial rescue procedures	Oral questioning during direct observation may be considered useful
	2.4	Rescue a casualty with undamaged rope long enough to descend on	
	2.5	Carry out a second rescue of a casualty using a different technique	

	2.6	Demonstrate knowledge of actions to be followed after an aerial rescue	Oral questioning during direct observation may be considered useful
3. Use a chainsaw from a rope and harness	3.1	Brief the ground staff	A Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	3.2	Achieve a working position and receive the chainsaw	
	3.3	Start the warm (or cooled) saw in the tree	
	3.4	Change work position for cutting	
	3.5	Clear area of unwanted vegetation hazards ready for cutting	
	3.6	Remove limbs using a chainsaw	
	3.7	Demonstrate knowledge of chainsaw handling in exceptional circumstances	Oral questioning during direct observation may be considered useful

Unit 311

Learner's signature

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..... Date

Assessor's name

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Unit 312

TITLE	Plan and Install structural supports for trees	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	H/601/2011	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to plan and install structural supports for trees		
Relationship to National Occupational Standards: This unit directly relates to O29NTW38		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to install structural support	1.1 Identify trees where support would be beneficial to the well-being of the tree	Oral questioning during direct observation may be considered useful
	1.2 Select the most suitable type of brace or other support for the situation and match the materials used to the expected load	Support could be provided by rigid brace, flexible brace or prop
	1.3 Determine the appropriate position of installation for the situation	Oral questioning during direct observation may be considered useful
	1.4 Install the selected bracing/support system into the tree without causing unnecessary damage to the tree or the environment	Work log or diary combined with witness testimony
	1.5 Carry out maintenance of the bracing/support systems	Work log or diary combined with witness testimony

Unit 312

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	
	2.2 Ensure work is carried out in a manner which minimises environmental damage	
3. Understand how to how to plan and install structural supports for trees	3.1 Explain how to identify hazards and comply with the control measures of risk assessments	
	3.2 Explain how to match the materials used to the expected loads to be placed upon them	
	3.3 Explain how to install systems safely and correctly	
	3.4 Explain the maintenance requirements and period for each system	
	3.5 Explain the implications of installing a support system into a dynamic structure	

	3.6 Explain how to select an appropriate crown access method for safe work at height	Access to crowns could be by Mobile Elevating Work Platform (MEWP) or rope and harness techniques
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Unit 312

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	
	4.2 Describe the possible environmental damage that could occur and how to respond appropriately	
	4.3 Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 312

Learner's signature

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Unit 232

TITLE	Carry out arboricultural operations within proximity to underground utilities	Learner's name
LEVEL	2	
CREDIT LEVEL	7	
UAN	F/601/0265	
The aim and purpose of this unit is to provide the learner with the knowledge and skills required to carry out arboricultural operations within proximity to underground utilities.		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 15		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to work in close proximity to underground utilities	1.1 Assess site in relation to instructions	Oral questioning during direct observation may be considered useful
	1.2 Use appropriate Personal Protective Equipment	Carry out measures identified in risk assessment
	1.3 Follow guidance for the routing of cabling or utilities	
	1.4 Ensure that excavation adjacent to street/urban trees is carried out with due regard to future tree health and vigour	Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	1.5 Prune the roots of trees in accordance with current industry best practice	Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.

	1.6 Ensure that trenches are reinstated using suitable backfill taking into account the proximity of utilities and trees	Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
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Unit 232

	1.7	Ensure that signage and traffic control measures are located and positioned in accordance with legislation and functioning correctly	Carry out measures identified in risk assessment
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/deal with of waste safely and correctly	Simulation is acceptable for hazardous waste.
3. Be able to select, use and maintain relevant equipment	3.1	Use equipment according to relevant legislation and manufacturer's instructions swop	
	3.2	Prepare, maintain store and transport equipment in a safe and effective working condition	
4. Know how to work in close proximity to underground utilities	4.1	Describe how to identify hazards and comply with the control measures of risk assessments	
	4.2	List emergency planning and procedures	Oral questioning during direct observation may be considered useful

	4.3 Describe how to identify the location of underground services.	
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Unit 232

	4.4	Describe the legal requirements for traffic management and excavation on highways		
	4.5	Describe the level of risk to trees posed by work on utilities		
	4.6	Describe the risks to personnel posed by work in proximity to utilities		
	4.7	Describe the importance of maximum root retention and careful backfilling		
	4.8	Describe techniques that avoid and/or minimise impacts to trees from the installation of services	A minimum of two different techniques should be described	
	4.9	State the likely impact of proposed work on trees		
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	Outline the principles of safe manual handling techniques for tasks carried out
		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 and the methods of maintaining the equipment.	
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Unit 232

Learner's signature

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Assessor's name

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Unit 313

TITLE	Plan to carry out arboricultural operations in proximity to overhead utilities	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	M/601/2013	
The aim and purpose of this unit is to provide the learner with the knowledge, skills and understanding to plan to carry out arboricultural operations in the proximity of overhead utilities		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 15		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to survey, plan and work in proximity to overhead utilities	1.1 Survey location and prepare work instructions for submission to staff	
	1.2 Undertake health and safety assessment of location and record findings	Complete risk assessment
	1.3 Provide appropriate information on signage and controls for the location	
	1.4 Ensure appropriate Personal Protective Equipment (PPE) is used	Carry out measures identified in risk assessment
	1.5 Identify and record types of overhead cable and structures likely to interfere with operations	Work log or diary combined with witness testimony

	1.6 State and record equipment suitable for tree pruning operations adjacent to overhead utilities and structures	Oral questioning during direct observation may be considered useful
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Unit 313

	1.7	Record emergency planning and procedures for the location including emergency services, network operator and industry best practice.	Work log or diary combined with witness testimony
	1.8	Develop a specification to prune trees in accordance with current industry best practice and guidance	Pruning to include crown reduction and removal of lower laterals. Work log or diary combined with witness testimony
	1.9	Ensure pruning operations are recorded in line with specification	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.
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	
	2.2	Ensure work is carried out in a manner which minimises environmental damage	
	2.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
3.		Be able to maintain and use relevant equipment	
	3.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	

4. Understand how to survey and plan work in proximity to overhead utilities	4.1 Explain how to identify hazards and comply with the control measures of risk assessments	
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Unit 313

	4.2	Explain emergency planning and procedures and how they align with emergency services, network operator and industry best practice.	
	4.3	Explain how to determine the level of risk and impact to trees posed by work on utilities covering e.g. maturity, health and vigour	
	4.4	Explain how to assess risk from services, e.g. conductivity of materials, types of tree, safe working distances, correct Personal Protective Equipment	
	4.5	Summarise the potential hazards and risks associated with working in close proximity to power cables and structures	
	4.6	Explain the associated risks involved with use of mechanical equipment and utilising mechanical equipment in proximity to electrical cables and structures	
	4.7	Summarise the associated risks involved with use of arboricultural equipment and utilising the equipment in proximity to electrical cables and structures	

Unit 313

	4.8	Describe the optimum aesthetic tree appearance when undertaking tree works adjacent to overhead utility cables and structures	
5. Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation, codes of practice and any additional requirements	
	5.2	Describe the possible environmental damage that could occur and how to respond appropriately	
	5.3	Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 313

Learner's signature

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Assessor's name

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Unit 314

TITLE	Survey and Inspect Trees	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	T/601/2014	

This unit provides the learner with the knowledge, understanding and skills to survey trees and to inspect the condition of trees. For the purposes of the unit, survey and inspection are defined as follows:

Survey: recording (and where appropriate mapping) the presence and position of trees (species and individuals) within a defined area.

Inspection: checking and recording the health, condition and status of trees and making recommendations for arboricultural care of these trees.

The learner will be able to prepare for, carry out and report on both surveys and inspections, which may take place together depending on the job specification.

The learner should be aware of the requirements of BS5837.

The learner should understand the application of non invasive techniques in tree inspection to investigate tree condition – THESE MUST ONLY BE USED TO CONFIRM THE DIAGNOSIS THAT THE TREES ARE TO BE FELLED.

Survey:

- (i) single trees
- (ii) groups of trees

Relationship to National Occupational Standards: This unit directly relates to O29NTW41

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to survey and inspect trees	1.1 Assess the risks associated with the site, the tree(s) and the proposed work	Complete a risk assessment
	1.2 Identify plot, survey and inspect trees accurately.	Invasive and semi-invasive techniques should only be used to confirm the diagnosis that trees are to be felled. Work log or diary combined with witness testimony

	1.3 Collect data appropriate to the survey specifications	To include quantitative and qualitative data as appropriate
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Unit 314

	1.4	Record and present information and recommendations in a manner appropriate to the client requirements	Work log or diary combined with witness testimony
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	
	2.2	Ensure work is carried out in a manner which minimises environmental damage	
3. Understand how to plot trees	3.1	Explain the various methods available to plot trees accurately on a given site	
4. Understand how to survey trees	4.1	Explain the stages in surveying trees and the techniques and equipment that can be used	
	4.2	Explain how and when invasive methods can be used to assist in decision making	

Unit 314

Learner's signature

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Unit 235

TITLE	Carry out site amelioration for tree health	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	R/601/0271	
<p>This unit provides the learner with the knowledge and skills for ameliorating soil under trees. This may involve single trees or groups of trees and may take place in urban or rural conditions. Soil remediation is important on a range of sites including those being developed.</p> <p>This unit relates to the following applications or contexts:</p> <p>Working to the following types of job specification:</p> <ul style="list-style-type: none"> (i) treatment of single trees (ii) treatment of groups of trees (iii) improving compacted soil (iv) improving the soil chemical, and biological suitability <p>Relationship to National Occupational Standards: This unit directly relates to O29NTW42</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to carry out soil amelioration	1.1 Assess risks associated with the site, the proposed work and the nature of the equipment to be used	Carry out a risk assessment
	1.2 Carry out site amelioration appropriate to location	Work log or diary combined with witness testimony
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	

	2.2 Ensure work is carried out in a manner which minimises environmental damage	
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Unit 235

3.	Be able to maintain and use equipment	3.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	
4.	Know how to carry out soil amelioration	4.1	Describe the situations and symptoms that would indicate the need for soil amelioration	
		4.2	State how to assess the proposed operations for risks and the control measures to be implemented for the risks involved	
		4.3	Explain what different treatments should achieve	A minimum of two different treatments should be explained
		4.4	Describe methods of soil amelioration.	A minimum of two different methods should be described
		4.5	Explain the implications of climatic and ground conditions	
5.	Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation, codes of practice and any additional requirements	
		5.2	Describe the possible environmental damage that could occur and how to respond appropriately	
6.	Understand the reasons for maintaining equipment	6.1	Explain the importance and methods of maintaining equipment for use	

Unit 235

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Unit 315

TITLE	Prepare for and carry out emergency arboricultural operations	Learner's name
LEVEL	3	
CREDIT LEVEL	2	
UAN	J/601/2017	
<p>This unit provides the learner with the knowledge, skills and understanding to undertake emergency arboricultural operations. The unit includes the safe preparation and undertaking of emergency/urgent tree works typically as a result of tree failure or vehicular accident. Within reason, the use of equipment and all operations must meet the guidance issued by the responsible officer, e.g. fire brigade representative or client officer, the requirements of the law, current codes of practice and industry guides. Wayleaves include live electricity or telecommunication cables within the crown and those utilities adjacent to the root-plate. Traffic management systems may be the learners responsibility or be implemented by the highways authority and/or police.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NTW43</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare for emergency arboricultural operations	1.1 Prepare emergency call out vehicle and equipment	To include fuelling and checking vehicle, as well as preparing , checking and loading arboricultural equipment
	1.2 Liaise with emergency services and statutory authorities as appropriate	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.3 Assess the site for services and utilities	Complete a risk assessment
	1.4 Follow the appropriate systems for communication and traffic management systems	

2. Be able to undertake emergency arboricultural operations	2.1 Safely work on tree crowns from the ground or at height to stabilise/remove the hazards to enable subsequent operations to continue	Work log or diary combined with witness testimony
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Unit 315

	2.2	Carry out work to make the tree safe in situ or remove as required	Work log or diary combined with witness testimony
	2.3	Dispose of residues in line with the emergency plan, safety and environmental requirements	Work log or diary combined with witness testimony
	2.4	Restore and secure the site prior to departure	Work log or diary combined with witness testimony
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
		3.2	Ensure work is carried out in a manner which minimises environmental damage
4.	Understand how to prepare emergency plans and agree actions	4.1	Describe the different emergency services and statutory authorities and their role/authority
		4.2	Explain the importance of emergency plans and efficient methods of work.
		4.3	Describe how to identify hazards and comply with the control measures of risk assessments

	<p>4.4 Explain the benefits of implementing both:</p> <ul style="list-style-type: none">• Communication systems• Traffic management systems	
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Unit 315

	4.5	Explain the methods and importance of maintaining equipment is in safe working order and stored in the correct area	
5. Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation, codes of practice and any additional requirement	
	5.2	Describe the possible environmental damage that could occur and how to respond appropriately	
	5.3	Explain the appropriate method for disposing of residue or arisings	

Unit 315

Learner's signature

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Unit 316

TITLE	Principles of forest and moorland fire management	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	F/601/2016	
The aim and purpose of this unit is to provide the knowledge, skills and understanding required to prepare a forest and moorland fire fighting plan		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 44		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare a forest and moorland fire management plan	1.1 Assess vegetation fire hazards and fire risks to inform fire management planning	To include fuels, slopes, potential ignition sources, history of fires, water points, existing and potential firebreaks and assets needing protection as appropriate
	1.2 Contribute to the development of forest fire plan, maps and resources	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	1.3 Liaise with relevant people to confirm proposed fire plan	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome To include team members, line manager and emergency services
	1.4 Contribute to the preparation of checklists of resources available	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome Resources to include labour, skills, operational equipment, safety equipment, communications equipment and chain of command as appropriate
2. Understand the principles of forest and moorland fire	2.1 Explain fire risk and hazard assessment techniques and systems	

management planning	2.2 Describe the fire suppression resources available within the organisation.	
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Unit 316

	2.3	Explain the role of the fire fighting personnel, land managers and fire groups and how to identify the incident commander	
	2.4	Describe the information required by the fire fighting personnel on arrival at fire ground	Information to include size of fire, wind direction and speed, vegetation type/height, people/assets threatened, rate of spread at head of fire, flame height, access routes and water sources as appropriate
	2.5	Explain how weather, fuels and topography conditions affect the spread, intensity and nature of fires	
	2.6	Explain the three main fire suppression strategies and operations that will occur for each strategy	
	2.7	Describe the potential impact of wildfires and fire suppression activities on the environment	
	2.8	Explain how to make appropriate adjustments to your plans based on initial assessments of incidents	
	2.9	Explain how to respond to changing priorities of incidents	
	2.10	Explain how to evaluate and report on the effectiveness of fire fighting operations plan	

Unit 316

3. Understand relevant health and safety legislation	3.1 Summarise current health and safety legislation, codes of practice and any additional requirements	
	3.2 Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 316

Learner's signature

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Unit 317

TITLE	Use of mechanically powered winches in timber work	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	Y/601/6718	
The aim and purpose of this unit is to provide the knowledge, skills and understanding required to prepare a forest and moorland fire fighting plan		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 44		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare for winch operation	1.1 Complete a risk assessment	Assess the operational and environmental requirements for the site and plan safe and efficient working Agree the signalling systems with all operators
	1.2 Maintain the security of machinery and equipment on site	
	1.3 Carry out pre-start checks to test all operating functions of the equipment	Including: (i) run out winch cable (ii) practical checks on all operating functions prior to winching in timber covering <ul style="list-style-type: none"> • safety devices • winch controls • clutches • brakes • on winch cable and terminal components • ancillary equipment including hooks, shackles, sliders, pulleys, snatch blocks and chokering equipment

Unit 317

		<p>Ensure the cable is of adequate capacity for the load to be applied and the distance to be pulled</p> <p>Gain access to the machine safely and get into a secure working position when carrying out maintenance</p>
2. Be able to lay out cable and choker timber to cable	2.1 Select timber for extraction according to specification	Single or multiple felled trees, poles or other timber
	2.2 Carry out ongoing visual checks	
	2.3 Choker timber to avoid, damage to product, instability of machine, loss of load, or damage to standing trees or the wider environment	<p>Identify the timber to choker, position cable and choker as part of timber operations</p> <p>Pull out cable avoiding obstacles to the winching process</p> <p>Select anchor points adequate for load applied, including consideration of multiplication of forces on anchor points and ensure winch operator and chokerman are safeguarded in case of anchor point failure</p> <p>Keep roads, tracks, waterways etc. free of debris</p>
	2.4 Maintain effective communication and teamwork with other operators on site	<p>Give pre-arranged signals by hand, radio or other means to the winch operator directly or through a third party</p> <p>Maintain exclusion zones/risk zone safety distances</p>

<p>3. Be able to operate winch to pull in timber</p>	<p>3. 1 Operate the winch in keeping with site constraints, in a safe and effective way</p>	<p>Site the winch in a safe and secure position for direct and offset pulling Utilise additional safeguards and comply with safety distances when winching near roads and tracks or where others are working</p> <p>Ensure timber is in a safe position before releasing chokers (or attaching load to winch if skidding) Stop winching when signalled to do so or if timber or cable is pulled towards an obstacle</p>
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Unit 317

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 and any additional requirements	Ensure work is carried out in a manner which minimises environmental damage
		4.2	Keep accurate and up-to-date records as required by relevant legislation and the organisation	
5.	Understand how to prepare for winch operation	5.1	Explain the principles of powered winch operation and the loads to be applied	<p>Including the multiplication of forces when pulley (snatch) blocks are used</p> <p>Identify the points to inspect on the cable and terminal fixings, the range and signs of possible cable damage and the limits to cable wear and tear that are acceptable for winching timber</p> <p>Describe the function of all operating controls for winch</p> <p>Define the information from the 'certificate of conformity' required to ensure the cable is of a stated breaking strain</p>
6.	Understand how to lay out cable and choker timber to cable	6.1	Describe how to interpret product specifications to recognise type of timber and species and select product categories to meet requirements	
		6.2	Explain the methods of chokering poles butt first and tip first including the optimum attachment position for the chokers on the timber	

	<p>6.3 Describe types of chokers and chokering attachment to the cable</p>	<p>Explain the implications of terrain, ground conditions, season, weather type of timber and species to laying out cable and chokering timber</p> <p>Describe the methods of attaching a cable to a vehicle when de-bogging or in self recovery</p>
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Unit 317

	6.4	Explain the operator checks necessary when carrying out this work	On the cable and its terminal, strops, pulleys, shackles, hooks, chokers etc. before and during use, including identification of the load bearing capacity of the equipment Describe what to look out for when laying out the cable and chokering multiple stems
	6.5	Identify the additional safeguards required when working in offset, double rigging and hi-lead systems	With regard to safe position of chokerman when winch is operated Describe the signals and alternative methods of signalling to the winch operator or intermediate banksman
	6.6	Explain the considerations necessary when selecting strops and anchor points when setting pulleys used in offset pulling, double rigging or hi-leading	With regard to multiplication of forces applied

Unit 317

<p>7. Understand how to operate winch to pull in timber</p>	<p>7.1 Explain the operating techniques of using the winch</p>	<p>Explain the capabilities and limitations of the winch used in relation to a range of sites and timber to be extracted, that reduce damage to the ground, any remaining standing trees or the wider environment such as drains and roads to within specified limits</p> <p>Define the safety clearance/safety zone from the cable that should be respected prior to giving the signal to the winch operator</p> <p>Explain the capabilities, limitations and methods of operating the winch on steep ground.</p> <p>Describe the problems to be encountered and how to avoid them where timber is likely to come up against an obstacle</p> <p>Describe the advantages and disadvantages of tip first and butt first line wire extraction</p> <p>Describe the effect of poorly choked or awkward shaped loads on line wire extraction</p> <p>Explain the implications of extracting short log and whole tree extraction on winch operation</p>
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Unit 317

8. Understand relevant health and safety legislation and environmental good practice	8.1 Summarise current health and safety legislation, codes of practice and any additional requirements	<p>Outline the principles of safe manual handling techniques for tasks carried out</p> <p>Describe the possible pollution & environmental damage that could occur and how to respond appropriately</p> <p>Define current guidelines and safety clearances from overhead electricity conductors and what to do in the event of contact with power lines</p> <p>Describe the implications of terrain, ground conditions, season, weather, load and timber type on planning line wire extraction routes and on operating the winch</p> <p>Describe additional problems, hazards and risks posed by working on steep slopes when laying out cable and chokering timber</p>
	8.2 Explain the importance of good communication and team work within the working environment	
	8.3 Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 317

Learner's signature

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..... Date

Assessor's name

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Unit 237

TITLE	Sever multiple windblown trees	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	A/600/4108	
<p>The learner will be able to sever multiple, interwoven windblown trees.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational Standards. Partial mapping to: TW11.1, 11.2, 11.3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Understand operator safety during chainsaw work with multiple windblown trees	1.1 Check site for hazards	Undertake risk assessment
	1.2 Observe safety precautions and wear appropriate PPE.	Carry out measures identified in risk assessment
	1.3 State the safety considerations and legal requirements to be observed when dealing with severing multiple windblown trees, including working with harvester or forwarder machines.	Oral questioning during direct observation may be considered useful
	1.4 Check and prepare the chainsaw and prepare the site for work	To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations. Remove obstacles, erect signs and barriers, and establish escape route(s) as appropriate
2. Be able to sever multiple windblown trees	2.1 Sever trees from roots, both under and over guidebar length in diameter.	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the trees are weighted
	2.2 Describe methods of dealing with trees with side tension	Oral questioning during direct observation may be considered useful

	2.3 State the safety factors to consider when felling broken trees leaning, half blown trees and hung sections	Oral questioning during direct observation may be considered useful
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Unit 237

	2.4	Fell leaning, half blown trees	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the trees are weighted
	2.5	Describe methods of dealing with a broken tree section lodged in or on a standing tree	Oral questioning during direct observation may be considered useful
	2.6	Explain additional factors to consider when severing multiple windblown stems when working on slopes and/or with a variety of different species and/or hazardous/damaged timber	Oral questioning during direct observation may be considered useful

Unit 237

Learner's signature

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Unit 238

TITLE	Sever individually uprooted trees	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	H/600/4104	
<p>The learner will be able to sever individually uprooted trees using a chainsaw and a winch.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational Standards. Partial mapping to: TW45.1, 45.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Understand operator safety whilst working on uprooted trees with a chainsaw	1.1 Inspect the site prior to starting work	Undertake a risk assessment
	1.2 Observe safety precautions and wear appropriate PPE	Carry out measures identified in risk assessment
	1.3 State the safety considerations and legal obligations to be observed when severing individual uprooted trees	Oral questioning during direct observation may be considered useful
	1.4 State the safety considerations regarding overhead and underground services when severing root plates	Oral questioning during direct observation may be considered useful

<p>2. Be able to sever individual uprooted trees using a chainsaw</p>	<p>2.1 Prepare site and chainsaw for work</p>	<p>To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations</p> <p>Remove obstacles, erect signs and barriers, and establish escape route(s) as appropriate</p>
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Unit 238

	2.2	Describe the features of tension and compression in the timber to be considered when severing root plates	Oral questioning during direct observation may be considered useful
	2.3	Sever the root plate from under and over guidebar diameter stems using appropriate cuts	Work log or diary combined with witness testimony
	2.4	Describe when it is appropriate to use aid tools when severing root plates and where winches may also be used when severing root plates	
	2.5	Describe other types of uprooted or damaged trees that will require specialist methods	
3. Be able to restrain root plates on individually uprooted trees using a suitable winch	3.1	Select and inspect winch and ancillary equipment and comment on condition and compatibility	
	3.2	Inspect uprooted tree, site and anchor point(s) and comment on system to be set up.	Oral questioning during direct observation may be considered useful
	3.3	Select a winch anchor point, comment on suitability and attach winch	

	3.4 Attach winch cable to uprooted stem using strop or choker in appropriate position and configuration. State when offset winching should be used and additional precautions required	
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Unit 238

	3.5	Tension winch to restrain a forward-weighted ('overhanging') root plate and sever tree from root plate	
	3.6	De-tension and dismantle the winching system and make trees and root plate safe. Leave site in tidy condition	
	3.7	Describe alternative methods of restraining a root plate	Oral questioning during direct observation may be considered useful

Unit 238

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Unit 318

TITLE	Operate machine in extreme conditions	Learner's name
LEVEL	3	
CREDIT LEVEL	6	
UAN	J/601/6746	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to operate machines safely and efficiently in extreme conditions (i.e. wet or steep ground) in a range of woodland and forestry situations		
Relationship to National Occupational Standards: This unit directly relates to O29NTW51.1		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to operate machine in extreme conditions	1.1 Complete a risk assessment	
	1.2 Prepare and use machinery in accordance with relevant legislation and manufacturer's instructions	Maintain machinery in a safe and effective working condition
	1.3 Operate machinery in extreme terrain conditions whilst keeping within machine limits	Utilise available resources to operate machine in extreme conditions Set the machine configuration or bunk area to suit planned operation
	1.4 Complete clear and accurate records of activities as required	
	1.5 Store machinery securely on site	
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Ensure work is carried out in a manner which minimises environmental damage Outline the implications of working at height in relation to routine operator checks and basic maintenance
	2.2 Maintain effective teamwork in relation to other operators on site	

3.	Understand how to operate machine in extreme conditions	3.1	Explain how to traverse watercourses with due care for the environment	
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Unit 318

	3.2	Explain how to plan, set up and use fuelling and maintenance areas	
	3.3	Compare the advantages and disadvantages of different types of traction aids	
	3.4	Explain the methods and importance of maintaining equipment for use	
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	Outline the implications of working at height in relation to routine operator checks and basic maintenance
	4.2	Explain how to identify hazards and comply with the control procedures of risk assessments for the site and operations carried out	Explain why emergency planning and procedures are needed for the site Describe the possible environmental damage that could occur and how to respond appropriately
	4.3	Explain the importance of maintaining good communication within the working environment	Discuss the benefits of working in a team
	4.4	Explain the types of records that may be required for management and legislative purposes and importance of accurate record keeping	

Unit 318

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Unit 319

TITLE	Advance machine settings for a harvester processor	Learner's name
LEVEL	3	
CREDIT LEVEL	2	
UAN	M/601/6739	
The aim of this unit is to provide the learner with the knowledge and skills required to operate machines with modern computer equipment		
Relationship to National Occupational Standards: This unit directly relates to O29NTW51.2		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to use advanced machine settings on a harvester processor	1.1 Complete a risk assessment	
	1.2 Check and inspect fire control equipment as necessary	
	1.3 Set up onboard computer to carry out operations to meet job specification	Draw up price list Install price list to onboard computer Utilise onboard computer control to adjust machine settings Undertake full calibration of computer system to maintain accuracy
	1.4 Use and maintain equipment in accordance with manufacturer's instructions and organisational requirements	Store equipment securely on site as appropriate

	1.5 Complete clear and accurate records of activities as required	
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Unit 319

2. Be able to promote health and safety	2.1 Work in a way which promotes health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
3. Understand how to use advanced machine settings on a harvester processor	3.1 Explain how to correctly and safely hone knives to suit different tree species	
	3.2 Describe how to transfer data utilising modern resources	
	3.3 Explain how to use GPS systems to improve efficiency and site planning	
	3.4 Describe the principals of onboard optimisers in computer controls	
	3.5 Discuss the advantages and safety implications of different levels of machine automation	
4. Understand relevant health and safety legislation	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements	
	4.2 Describe the types of records that may be required for management and legislative requirements and the importance of accurate record keeping	

Unit 319

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Unit 320

TITLE	Advance machine settings for a forwarder	Learner's name
LEVEL	3	
CREDIT LEVEL	2	
UAN	T/601/6743	
The aim of this unit is to provide the learner with the knowledge and skills required to use advanced machinery settings when preparing and manoeuvring a forwarder in preparation for timber extraction in a range of woodland and forestry situations		
Relationship to National Occupational Standards: This unit directly relates to O29NTW51.3		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1 Be able to use advance machine settings on a forwarder	1.1 Complete a risk assessment	
	1.2 Check and inspect fire control equipments as necessary	
	1.3 Set up machine settings to carry out operations	Adjust machine settings to maximise machine efficiency Adjust the bunk configuration to maximise machine stability on different sites/different products
	1.4 Use maintain and store equipment in accordance with manufacturer's instructions and organisational requirements	
	1.5 Complete clear and accurate records of activities as required	
2 Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Ensure work is carried out in a manner which minimises environmental damage Maintain effective teamwork in relation to other operators on site

Unit 320

3	Understand advanced machine settings on a forwarder	3.1	Explain the advantages of adjusting the bunk configuration to maximise machine stability to suit different products on different sites	
		3.2	Explain how to use onboard weighting system to maximise efficiency and log data, as available	
		3.3	Discuss the advantages and disadvantages of different types of traction aids and how these can be used for a range of different sites	
		3.4	Describe how to transfer data using modern resources	
		3.5	Explain how to use GPS systems to improve efficiency and site planning as available	
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	
		4.2	Describe the types of records that may be required for management and legislative requirements and the importance of accurate record keeping	

Unit 320

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Unit 321

TITLE	Process timber using large loader-fed machinery	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN	K/601/7999	
The aim of this unit is to provide the learner with the knowledge and skills required to process timber using large loader-fed machinery		
Relationship to National Occupational Standards: This unit directly relates to O29NTW54		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to process timber using large loader-fed machinery	1.1 Complete a site risk assessment	
	1.2 Carry out checks on all operating functions of the equipment	Carry out pre-planned visual inspection/checks on machinery including safety devices,
	1.3 Plan work and the worksite and maintain safe working areas to operate the timber processor safely and efficiently	Work log or diary combined with witness testimony
	1.4 Load the processor	The loading machinery can be either fixed to the processing machine or the processor can be loaded with another machine
	1.5 Operate chipper/shredder /grinder to comminute timber according to job specification and site requirements	Work log or diary combined with witness testimony
	1.6 Contain processed timber safely and efficiently	Work log or diary combined with witness testimony
	1.7 Carry out shut-down procedure	Work log or diary combined with witness testimony
	1.8 Prepare machine for transportation	Work log or diary combined with witness testimony

Unit 321

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	
3. Understand how to monitor machine in operating conditions	3.1 Explain the safety requirements, routine and functional checks required for machine and operator protection	
	3.2 Describe the alternative methods of feeding the machine and the techniques and safeguards necessary for each	
	3.3 Describe how to use recovery and de-bogging techniques in a variety of situations	
	3.4 Explain the implications of processing long logs, poles or tree length timber on operation of the machine	
	3.5 Describe how to unblock in-feed and discharge equipment and machinery and safeguards necessary when dealing with raised equipment	
	3.6 Describe the different types of machines available and their method of operation and comminution	To include self-driven, trailed, tractor or vehicle mounted
4. Understand relevant health and safety legislation and environmental good practice	4.1 Summarise current health and safety legislation, codes of practice, environmental good practice and any additional requirements	

	4.2 Explain the records required for management and legislative purposes and the importance of maintaining them	
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Unit 321

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Unit 322

TITLE	Fell utility poles	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	A/600/4142	
The learner will be able to fell electricity/telegraph poles etc that are not connected to a circuit.		
Relationship to National Occupational Standards: This unit directly relates to Lantra Tree and Timber National Occupational Standards.		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Prepare wooden utility poles for felling	1.1 Inspect the site prior to starting work	
	1.2 Select and wear personal protective equipment	
	1.3 Demonstrate knowledge of planning the pole felling operation	Oral questioning during direct observation may be considered useful
	1.4 Prepare site for felling	Remove obstacles, erect signs and barriers, and establish escape route(s) as appropriate
	1.5 Prepare pole for felling	
2. Fell wooden utility poles	2.1 Fell a pole accurately in the required direction using wedge(s) or a lever	
	2.2 Demonstrate knowledge of the dangers associated with utility poles once felling cuts are completed	Oral questioning during direct observation may be considered useful
	2.3 Demonstrate knowledge of the procedure for attaching an anchor rope or a winch to the pole	Oral questioning during direct observation may be considered useful

Unit 322

	2.4	Demonstrate knowledge of the safety considerations when selecting ropes or winches to aid felling operations	Oral questioning during direct observation may be considered useful
	2.5	Demonstrate knowledge of the safety points that the chainsaw operator needs to consider in relation to the pull-rope or winching operation	Oral questioning during direct observation may be considered useful

Unit 322

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Unit 323

TITLE	Lay a hedge	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	T/601/1638	

The aim of this unit is to provide the learner with the knowledge and skills required to lay a hedge. It covers planning to lay the hedge including its purpose and whether it is necessary to lay the hedge. It also covers the identification of desirable and undesirable hedgerow species.

Relationship to National Occupational Standards: This unit directly relates to O29NGWT8

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to plan to lay a hedge	1.1 Identify the main purpose of the hedge and its species	Oral questioning during direct observation may be considered useful
	1.2 Assess whether laying of the hedge is appropriate	Oral questioning during direct observation may be considered useful
	1.3 Determine the style in which the hedge laying will take place taking account of regional variances	Oral questioning during direct observation may be considered useful
	1.4 Measure the length of hedge to be laid and estimate materials required	
	1.5 Check for the presence of utility cables and assess implications	
	1.6 Check for the presence of fencing that must be removed	

Unit 323

	1.7 Identify and agree which hedgerow trees are to be retained and if any special protection measures exist	Oral questioning during direct observation may be considered useful
	1.8 Estimate the number of plants required to restock the gaps	Oral questioning during direct observation may be considered useful
2. Be able to lay a hedge	2.1 Identify the direction in which the hedge will be laid and where laying will commence	Oral questioning during direct observation may be considered useful
	2.2 Select appropriate tools and materials to carry out the work	
	2.3 Select, cut and lay the pleachers at the correct angle, maintaining viable hinges and sawing off stumps appropriately	
	2.4 Fill gaps with dead hedging as appropriate	
	2.5 Sharpen and install stakes at determined spacing, bind hedge and trim off stakes in accordance with the style of hedging	
	2.6 Dispose of all waste, old fencing and surplus materials responsibly and as agreed	

Unit 323

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 other relevant requirements	
	3.2 Carry out work in a way which minimises environmental damage	
4. Know how to lay a hedge	4.1 Explain the seasonality of hedge laying and the reasons	Oral questioning during direct observation may be considered useful
	4.2 Explain the effect of frost on laying the pleachers	Oral questioning during direct observation may be considered useful
	4.3 Explain the original purposes of field hedgerows and identify three primary functions of modern field hedgerows	Oral questioning during direct observation may be considered useful
	4.4 Describe the circumstances when fencing may be required	Oral questioning during direct observation may be considered useful
	4.5 Describe differing styles of hedge laying and regional variances	Oral questioning during direct observation may be considered useful
	4.6 Outline the appropriate length and diameter of stems to be used as pleachers	Oral questioning during direct observation may be considered useful
	4.7 Identify and explain the importance of selecting the correct height for the stump and pleach	Oral questioning during direct observation may be considered useful

Unit 323

	4.8 Identify five desirable and three undesirable hedgerow species and outline their characteristics	Oral questioning during direct observation may be considered useful
5. Know relevant health and safety legislation and environmental good practice	5.1 Outline current relevant legislation, codes of practice and any other relevant requirements	
	5.2 Describe how environmental damage can be minimised	
	5.3 Carry out a risk assessment	

Unit 323

Learner's signature

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Unit 324

TITLE	Construct a green wood product to client specification	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	M/601/1850	
The aim of this unit is to provide the learner with the knowledge and skills required to construct a green wood product. This includes working to a specification to meet specific client requirements		
Relationship to National Occupational Standards: This unit directly relates to O29NGWT10		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct a greenwood product to specification	1.1 Obtain and confirm an accurate sketch or detailed drawing of a green wood product	Product could include trugs, rustic furniture, chairs, turnery products, hurdles, fencing, gates or yurts
	1.2 Identify materials and tools including measurements	Oral questioning during direct observation may be considered useful
	1.3 Prepare a quotation for constructing the green wood product	
	1.4 Select and prepare a suitable work space and all necessary tools	
	1.5 Select and check materials are suitable and appropriate to meet product specification	

	1.6 Construct a green wood craft product or products to a design specification which includes three different, appropriate joints to connect two or more green wood components	Work log or diary combined with witness testimony
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Unit 324

	1.7	Apply a suitable finish to enhance and preserve the completed green wood product	
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	Complete a risk assessment	
3. Know a range of green wood products	3.1	Explain commonly used methods for specifying green wood products	
	3.2	Explain construction details of two different completed green wood products	
	3.3	Evaluate different products used to finish and preserve a completed green wood product	A minimum of two different products should be evaluated
4. Know the relevance of product liability	4.1	Explain details on product life expectancy and maintenance	
	4.2	Explain when the need for product liability is appropriate	
	4.3	Explain how to identify requirements from the specification	

Unit 324

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Unit 326

TITLE	Develop a woodland management plan	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	Y/601/2006	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding to develop a woodland management plan. It covers identifying and recording woodland management objectives, preparing a work programme and a monitoring plan.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT14.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to develop a woodland management plan	1.1 Provide grid reference size for the woodland under management	
	1.2 Define and subdivide the area into sections to identify suitable blocks for management	
	1.3 Identify and record significant, hazards and threats	
	1.4 Identify and record the woodland management objectives and proposals as appropriate to the site	
	1.5 Complete an appropriate work programme for the management plan for the long and short term	

	1.6 Complete an appropriate monitoring plan for the management prescription	
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Unit 326

2. Understand how to develop a management plan	2.1 Identify sources to gather information and support relating to woodlands	To include primary and secondary information sources
	2.2 Identify the legal responsibilities relating to protected woodland species, woodland management and woodland access.	
3. Understand how to develop a woodland management plan	3.1 Explain techniques for assessing the site	
	3.2 Explain the impact which different management methods may have on the woodland and how to resolve any conflicts	A minimum of three management methods should be covered
	3.3 Describe the possible environmental damage that could occur and how to respond appropriately	

Unit 326

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Unit 327

TITLE	Manage Coppice Rotations	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	H/601/2008	
<p>The aim of this unit is to provide the learner with the skills, knowledge and understanding required to plan and manage coppice rotations. It covers obtaining the required permissions or licences and carrying out the management of coppice. It also covers an understanding of coppice rotations and restocking.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT14.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Plan the coppice rotation	1.1 Obtain any documents, management plans, work schedules or surveys relevant to the coppice rotation to be managed	
	1.2 Obtain actual or copies of any permission or licenses required prior to the commencement of any works	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.3 Identify the boundaries and areas of individual coups within a rotation system using a map	
	1.4 Identify which coup is next in sequence	Oral questioning during direct observation may be considered useful
	1.5 Identify other areas within the woodland that are not part of the coppice rotation	Oral questioning during direct observation may be considered useful

2. Be able to manage coppice rotations	2.1 Carry out coppice management at an appropriate time and in accordance with current good practice, job specification or management plan	Work log or diary combined with witness testimony
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Unit 327

	2.2	Protect the regenerating stools in the coup from damage by browsing animals	Work log or diary combined with witness testimony
	2.3	Maintain coppice at appropriate density using three different methods of restocking	Work log or diary combined with witness testimony
	2.4	Manage waste from coppicing in a manner which causes minimum damage to the environment and biodiversity of the site	
	2.5	Gather and record sufficient data for the seasons management work	
	2.6	Identify any deviations from management plan or work schedule that has resulted in a discontinuity of coppice rotation and suggest measures to rectify the situation	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
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	
4. Be able to select, use and maintain relevant equipment	4.1	Select and use appropriate equipment according to relevant legislation and manufacturer's instructions	
	4.2	Prepare, maintain and store equipment in a safe and effective working condition	
5. Understand how to manage coppice rotations	5.1	Identify hazards and comply with the control measures of risk assessments	

Unit 327

	5.2	Compare and contrast the different rotation periods required for three different coppice species and uses of coppice product	Coppice species to be taken from the range: hazel, oak, ash, beech, birch, sycamore, willow, and chestnut.
	5.3	Explain the reasons for coppicing in rotation in terms of: <ul style="list-style-type: none"> • economics • conservation • biodiversity • sustainability 	
	5.4	State the need to control animal browsing	
	5.5	Compare the different methods of dealing with waste arising from coppice management and comment on their effects on biodiversity	A minimum of two methods should be compared
	5.6	Evaluate the alteration of species composition of a coup and its effects on economics and biodiversity	
	5.7	Compare different methods of restocking the under storey and standards and comment on 'local provenance'	
	5.8	Summarise the current health and safety legislation, codes of practice and any additional requirements	

Unit 327

Learner's signature

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Unit 328

TITLE	Assess wood yield for coppicing	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	K/601/2009	
<p>The aim of this unit is to provide the learner with the skills, knowledge and understanding required to assess wood yield for coppicing. It covers calculating and using appropriate measurement methods for coppicing.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT14.3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to assess wood yields	1.1 Select and use an appropriate measurement method to determine the volume of wood for: <ul style="list-style-type: none"> • a coppice coupe • a standard tree • a percentage of woodland thinning 	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	1.2 Calculate an annual sustainable yield for a coppice woodland for both under wood yield and total timber volume	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
2. Understand how to assess wood yields	2.1 Explain the reasons for timber measurement and the different methods for measuring woodland yield	

	2.2 Explain the use forest and woodland mensuration techniques, maps, yield class tables and yield models	
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Unit 328

	2.3	Evaluate sources of information and support about forestry mensuration and timber measurement	
	2.4	Use collected data to plan future product forecasts and schedules	Forecasts could be short, medium or long-term

Unit 328

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Unit 329

TITLE	Stalk and cull deer	Learner's name
LEVEL	3	
CREDIT LEVEL	12	
UAN	K/502/3971	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to stalk and cull deer. This unit is designed to support learners that are engaged in the supply of venison.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU49.1, O29NCU49.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to stalk deer	1.1 Identify the cull required	
	1.2 Select firearm and ammunition to meet requirements of planned cull	
	1.3 Prepare tools, equipment and firearms into a safe condition suitable for culling activities	
	1.4 Zero a firearm for accuracy	
	1.5 Demonstrate accuracy in the use of the firearm from appropriate firing positions	

Unit 329

	<p>1.6 Locate and approach deer to a distance where a safe, effective and hygienic shot can be taken, taking account of natural features of the location</p>	<p>locate and approach deer in locations which comprise two of the following features:</p> <ul style="list-style-type: none"> (i) wooded (ii) open (iii) flat (iv) undulating (v) hilly (vi) mountainous
	<p>1.7 Select individual deer to meet cull requirements according to:</p> <ul style="list-style-type: none"> (i) species (ii) sex (iii) age class (iv) behaviour 	
	<p>1.8 Shoot deer safely, effectively and hygienically according to the features of the location and legal requirements</p>	<p>Shoot deer 2 of the following locations:</p> <ul style="list-style-type: none"> (i) wooded (ii) open (iii) flat (iv) undulating (v) hilly (vi) mountainous
	<p>1.9 Observe reaction of deer to the shot to determine its condition</p>	<p>Dead or wounded</p>
	<p>1.10 Locate and confirm condition of shot deer</p>	
	<p>1.11 Approach shot deer safely according to its condition</p>	

Unit 329

	1.12	Despatch wounded deer humanely	Simulation can be used if situation does not present itself within assessment period
	1.13	Confirm the status of deer against cull requirements	
	1.14	Clean and store firearms and ammunition after use in accordance with relevant legislation	
2. Understand how to stalk deer	2.1	Explain the reasons for culling deer as part of deer management	
	2.2	Outline the legal restrictions controlling the use of firearms	
	2.3	Outline the legal requirements controlling the culling of different deer species	
	2.4	Outline the approved industry codes of practice for stalking	
	2.5	Describe deer species identification and classification for age, sex and condition	For all 6 British species
	2.6	Describe normal anatomy and physiology of deer	
	2.7	Describe normal behaviour of deer including signs that indicate ill health	

Unit 329

	2.8	Outline potential causes of environmental contamination that can impact on the quality of game meat including the factors that can affect human health after consumption	
	2.9	Explain how weather conditions can effect the stalk	
	2.10	Describe the different firearms which can be used on a cull	For 2 named firearms
	2.11	Explain how and why it is important to zero rifles	
	2.12	Specify the required range that will ensure a safe and humane kill	For the firearms named in 2.10
	2.13	Explain the methods used to approach deer in the following locations: (i) wooded (ii) open (iii) flat (iv) undulating (v) hilly (vi) mountainous	

Unit 329

	2.14	Explain how to select the individual deer to be culled by: (i) species (ii) sex (iii) age class (iv) behaviour	
	2.15	Explain the use of high seats as an alternative form of stalking including how to climb quietly and safely	
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	
	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 accurate records	4.1	Maintain accurate cull records	

Unit 329

5. Understand how to humanely cull deer	5.1	Specify the required range and bullet placement that will ensure a safe, humane and hygienic kill	
	5.2	Explain how to make a safe shot on flat, undulating, hilly, mountainous, wooded and open land	
	5.3	Explain how the time of day can influence the cull	
	5.4	Explain how supports can be used to assist the accuracy of shooting	
	5.5	Explain how to approach a shot deer	
	5.6	Explain how to confirm the following conditions in deer: (i) wounded (ii) dead	
	5.7	Describe the reaction of deer to being shot in different parts of the body	A minimum of 3 named body parts
	5.8	Describe the signs which indicate strike	
	5.9	Explain how to locate shot deer including the use of dogs	

Unit 329

	5.10	Explain the methods used to humanely despatch wounded deer	
	5.11	Explain how weather conditions can affect deer culling	
	5.12	Outline common deer diseases including those which are notifiable	A minimum of 2 diseases one of must be notifiable
6. Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Minimum of 3 regulations and 1 Code of practice
	6.2	Describe the possible environmental damage that could occur and how to respond appropriately	
	6.3	Explain the correct and appropriate methods for disposing of waste	Hazardous and non hazardous
7. Know how to maintain accurate records	7.1	Explain the reason for keeping accurate, up-to-date cull records	

Unit 329

Learner's signature

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..... Date

Assessor's name

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.....Date.....

Unit 330

TITLE	Transplant large root-balled plants	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	A/502/1450	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to transport large root-balled plants and establish them in a new site. This includes the transportation of trees as well as plants.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU75.1,2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Prepare and transport large root-balled plants	1.1 Ensure the plant is in a fit condition for transportation and establishment	Plant should be a semi-mature tree with a root ball size of minimum size 0.7 m x 0.4 m
	1.2 Ensure the plant is prepared for transportation and a safe and effective route is selected	Work log or diary combined with witness testimony
	1.3 Transport the plant in a way that is safe and secure and in accordance with any highway and traffic regulations	Transport should include off-road and on the public highway. Work log or diary combined with witness testimony
	1.4 Maintain the health, vigour and physical condition of the plant during the journey	
2. Understand the principles of transporting large root-balled plants	2.1 Explain how to check the condition of plants to ensure they are fit for transportation and establishment	
	2.2 Describe the effects of transportation on plants, including the signs that a plant may be suffering stress, and how	

	to respond to these signs	
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Unit 330

	2.3	Explain how to prepare plants for transportation, secure them and maintain their condition throughout the journey	
	2.4	Summarise the relevant highway and traffic regulations	
	2.5	Describe the types of hazards that may occur when transporting plants and how to deal with these	
3. Establish large root-balled plants in new sites	3.1	Identify and mark out the planting site correctly and clearly	
	3.2	Handle the plant and use planting methods that maintain the health, vigour and physical condition of the plant and minimise damage	Planting method could be by hand or hand and mechanical. Work log or diary combined with witness testimony
	3.3	Provide support, planting conditions and aftercare that are appropriate to the plant and the environment	Work log or diary combined with witness testimony
	3.4	Restore the site to a clean and tidy condition following planting	
4. Understand the principles underpinning the establishment of large root-balled plants	4.1	Explain the factors affecting the timing, method and site of planting	A minimum of five factors should be explained
	4.2	Explain the causes of damage and drying out and their prevention	A minimum of three causes should be explained
	4.3	Explain the problems and methods relating to the support, planting conditions and aftercare of plants whilst they are establishing	

	4.4 Explain the types of damage that may occur to plants during planting and how to avoid these	A minimum of three types of damage should be explained
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Unit 330

	4.5	Explain the importance of restoring the site to a clean and tidy condition	
5. Be able to maintain and use relevant equipment	5.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	Work log or diary combined with witness testimony
6. Understand the reasons for maintaining equipment	6.1	Explain the importance and methods of maintaining equipment for use	Oral questioning during direct observation may be considered useful
7. Be able to promote health and safety and environmental good practice	7.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	7.2	Ensure work is carried out in a manner which minimises environmental damage	Work log or diary combined with witness testimony
8. Understand relevant health and safety legislation and environmental good practice	8.1	Summarise current health and safety legislation, codes of practice and any additional requirements	
	8.2	Describe the possible environmental damage that could occur and how to respond appropriately	

Unit 330

Learner's signature

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..... Date

Assessor's name

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Unit 331

TITLE	Plan and manage the control of pests, diseases and disorders	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	R/502/1471	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning and managing the control of pests, diseases and disorders. Pests may include insects, slugs, snails and rodents. Diseases may be fungal, viral or bacterial and disorders may include nutrient deficiencies. The unit covers the identification, monitoring and developing plans for the control of the pests, diseases and disorders.</p> <p>If the use of chemicals are required the learner must possess the appropriate certificates.</p> <p>Relationship to National Occupational Standards: This unit directly relates to 029NCU80.1,2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Plan the control of pests, diseases and disorders	1.1 Develop suitable plans for the control of pests, diseases and disorders. The plans should specify the following: <ul style="list-style-type: none"> (i) control method(s) to be used (chemical, biological and/or cultural) (ii) timing (iii) individuals involved (iv) health and safety requirements (v) environmental protection measures To take account of the following criteria <ul style="list-style-type: none"> (i) crop (ii) cropping area (iii) problem 	Plans should cover a minimum of one pest, one disease and one disorder

	(iv) market requirements	
	1.2 Present plans clearly to the appropriate people.	Communicate plans through written and oral methods

Unit 331

2. Be able to monitor the control of pests, diseases and disorders	2.1 Establish methods, timing and frequency of monitoring to determine the presence of pests, diseases and disorders	Monitoring should consist of direct observation and interpretation of signs
	2.2 Gather accurate monitoring information relating to the presence of pests, diseases and disorders at appropriate intervals	Monitoring should cover a minimum of one pest, one disease and one disorder
	2.3 Accurately interpret all available information to identify the extent of the pest population, disease, disorders and biological controls	
3. Be able to manage the control of pests, diseases and disorders	3.1 Confirm that the selected control methods are in accordance with legislative requirements	Control methods selected should cover a minimum of one pest, one disease and one disorder
	3.2 Implement at least two control methods in ways which minimise the risks to non-target species and the environment: (i) chemical (ii) biological (iii) cultural	
	3.3 Take appropriate actions without delay should problems arise during pest, disease and disorder control	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	3.4 Evaluate accurately the use of control method and amend activities if necessary	
4. Be able to keep appropriate records	4.1 Keep all relevant records up to date, accurate, legible and complete	

Unit 331

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	
	5.2	Ensure work is carried out in a manner which minimises environmental damage	
	5.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
6. Be able to maintain and use relevant equipment	6.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	Equipment should be relevant to the control methods being used
7. Understand how to plan for the control of pests, diseases and disorders	7.1	Explain the importance of developing plans for the control of pests, diseases and disorders and why they should cover the following: (i) control method(s) to be used (chemical, biological and/or cultural) (ii) timing (iii) individuals involved (iv) health and safety requirements (v) environmental protection measures	
	7.2	Explain the ways in which the plans should be communicated covering both written and spoken	

	<p>7.3 Explain all the planning criteria to be considered when developing plans:</p> <ul style="list-style-type: none">(i) crop(ii) cropping area(iii) problem(iv) market requirements	
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Unit 331

8. Understand how to monitor the control of pests, diseases and disorders	8.1	Explain how to assess the risks associated with monitoring and controlling pests, diseases and disorders	
	8.2	Explain how to identify pests, diseases and disorders, the significance of their presence on crop(s) and the problems they cause	Explanation should cover a minimum of four pests, four diseases and two disorders
	8.3	Explain integrated pest management and its advantages and disadvantages	
	8.4	Explain the effects of season and weather conditions on monitoring pest populations and how monitoring methods can be adjusted to take account of these changes	
	8.5	Explain the reasons for monitoring pest populations and the importance of developing suitable plans for their control	
9. Understand the records required for managing the control of pests, diseases and disorders	9.1	Explain the records required and their importance	
10. Understand the control of pests, diseases and disorders	10.1	Explain how to assess the health and safety risks related to controlling pests, diseases and disorders	

	<p>10.2 Explain different methods for controlling pests, diseases and disorders and the problems which may occur and the action to be taken covering:</p> <ul style="list-style-type: none">(i) chemical(ii) biological(iii) cultural	
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Unit 331

	10.3	Explain the safe and effective handling of chemicals and the dangers and emergency treatments	
	10.4	Explain how to prolong the effective life of chemicals	
11. Understand the reasons for maintaining equipment	11.1	Explain the importance and methods of maintaining equipment for use	Equipment should be relevant to the control methods being used
12. Understand relevant health and safety legislation and environmental good practice	12.1	Summarise current health and safety legislation, codes of practice and any additional requirements	
	12.2	Describe the possible environmental damage that could occur and how to respond appropriately	
	12.3	Explain the correct and appropriate methods for disposing of waste	
	12.4	Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 331

Learner's signature

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..... Date

Assessor's name

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Unit 332

TITLE	Identify the need for, and plan, habitat management work	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	T/502/1530	
<p>This unit provides 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.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU88.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to identify habitat management work	1.1 Identify the need for habitat management through use of all of the following: <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (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 	

Unit 332

	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	
	2.7	Identify the most appropriate workforce for the planned habitat management work	This should take account of the habitat and the tasks to be undertaken
	2.8	Identify and access the resources required to carry out the planned work	This should include natural, physical, human and financial resources

	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	

Unit 332

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	
	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	
	3.3 Describe how to recognise the environmental value of sites	This should include ecological, archaeological and recreational values
4. Understand the need to plan habitat management work	4.1 Explain how the environmental value of sites affects the planning of work	
	4.2 Explain how to assess risks and develop safe working procedures	

Unit 332

	<p>4.3 Explain the process of producing work plans and specifications to organisational requirements including:</p> <ul style="list-style-type: none">• 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	
	<p>4.4 Explain how planned work fits into organisational objectives, local and UK biodiversity action plans</p>	

Unit 332

Learner's signature

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Assessor's name

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Unit 333

TITLE	Co-ordinate and oversee habitat management work	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	A/502/1531	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to co-ordinate and oversee habitat management work. It also involves the selection and briefing of a suitable workforce to carry out the habitat management work.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU88.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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: <ul style="list-style-type: none"> (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	Communicate information orally or in writing
	1.3 Brief those who will be carrying out the work with regard to: <ul style="list-style-type: none"> (i) work specification (ii) environmental value of the site and its implications for the planned work 	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable

Unit 333

	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	Communicate information through discussion, signs, risk assessments or other appropriate methods
	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	
	2.2	Ensure work is carried out in a manner which minimises environmental damage	
	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	This should include natural, physical, human and financial resources

	management work	
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Unit 333

	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	
	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	
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Unit 333

	3.10 Identify the types of records required and the importance of accurate record keeping	A minimum of four types of records should be identified
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	
	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 333

Learner's signature

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Assessor's name

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Unit 281

TITLE	Work with and consult the local community	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	L/502/3168	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to work with the local community and community issues. This may be through specific projects, such as running a local bat group, or becoming involved in longer term projects such as helping to set up and run a community wildlife area.</p> <p>The emphasis is upon building a relationship with local people through consultation and co-operation. The object is not only to spread environmental awareness, but also to foresee possible areas of conflict, and to find solutions agreeable to all. Consultation must include an element of education and awareness raising for it to be effective.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC7</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Work with and consult the local community	1.1 Identify opportunities for formal and informal consultation and co-operation with the local community, seeking specialist advice where appropriate	
	1.2 Establish and maintain contacts with relevant individuals and organised groups within the local community	
	1.3 Engage with individuals and groups within the local community to develop understanding and awareness as part of consultation	

Unit 281

	1.4	Use appropriate communication methods to seek the opinions of individuals and groups within the local community	To include oral and written methods of communication
2. Understand the importance of working with and consulting the local community	2.1	Describe the types of opportunities available for co-operation and consultation with the local community	
	2.2	Describe the ways in which contact with the local community can be established	
	2.3	Describe the reasons for and importance of consultation with the local community in gathering feedback	
	2.4	Describe the likely impact of the organisation's work on the local community	
	2.5	Outline why it is important that those you are consulting with understand the issues which they are being consulted on	
	2.6	Describe the methods of gauging community opinion and the importance of providing feedback	A minimum of three different methods should be described. To include oral and written methods of communication, as well as maintaining confidentiality

Unit 281

Learner's signature

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Unit 334

TITLE	Monitor and evaluate the effectiveness of habitat management work	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	F/502/1532	
<p>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.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU88.3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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	
	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	
	1.3 Plan and implement additional work to rectify any problems or failures to achieve original management	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable

	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	

Unit 334

	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	A minimum of three factors should be identified
	2.5	Explain how to use the outcomes of monitoring to improve future plans and where necessary how to plan additional work	

Unit 334

Learner's signature

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Unit 335

TITLE	Communicate with, and care for, the public and others	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	Y/502/3240	
<p>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</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC20.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	1.4 Refer members of the public and others to other appropriate sources of information	

<p>2. Be able to work with, and care for, the public and others</p>	<p>2.1 Care for members of the public and others in accordance with relevant legislation, codes of practice, organisational requirements and their needs</p>	<p>Learner statement witnessed by line manager or witness testimony may be helpful for this outcome</p>
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Unit 335

	2.2	Encourage members of the public and others to use the site in a way which is consistent with its purpose and condition	Communicate information through discussion, signs and risk assessments
	2.3	Encourage members of the public and others to maintain their own safety during visits to the site	Communicate information through discussion, signs and risk assessments
	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	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	3.3	Outline the organisational requirements for the care of members of the public and others	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome

Unit 335

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	
	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	

	<p>5.5 Describe how to handle people who cause a threat to sites in an effective, safe and courteous way:</p> <ul style="list-style-type: none">(i) to the site and its contents(ii) to flora and fauna(iii) to themselves(iv) to other people	
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Unit 335

Learner's signature

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Unit 336

TITLE	Consult and work with the local community	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	H/502/3242	
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: This unit directly relates to O29NEC20.2		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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	
	1.2 Work with the local community to encourage understanding and awareness of environmental issues through two of the following: <ul style="list-style-type: none"> (i) working directly with the local community (ii) providing information and interpretation prior to consultation (iii) mediation of conflicts 	

	1.3 Use both formal and informal opportunities for consultation and interaction with the local community in accordance with organisational policy	
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Unit 336

	<p>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</p>	
	<p>1.5 Gather and evaluate all relevant information where conflicts of interest arise:</p> <ul style="list-style-type: none"> (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 	
	<p>1.6 Obtain organisational agreement before any action to resolve at least one of the following conflicts of interest:</p> <ul style="list-style-type: none"> (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 	<p>Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable</p>
	<p>1.7 Keep relevant people within the organisation informed of the outcomes of work and consultation with the local</p>	<p>Communicate information through oral and written methods</p>

	community	
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Unit 336

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	
	2.2	Describe the likely impact of the work of the organisation on the local community	
	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	A minimum of four methods should be proposed
	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	
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Unit 336

	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.
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Unit 336

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Unit 337

TITLE	Plan, deliver and evaluate environmental projects	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	A/502/3232	
<p>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.</p> <p>'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.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC21</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to plan environmental projects	1.1 Negotiate project specifications that: <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> a. Health and safety b. Financial c. Reputation 	

	d. Environmental impact	
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Unit 337

	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	Communicate information through oral and written methods
	1.5	Ensure that, where relevant, contracts for project work are issued	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome

Unit 337

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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	2.3	Take corrective action without delay, and inform the relevant people of any changes which may affect them	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	2.4	Establish and maintain systems to monitor the quality, quantity and time specifications for service delivery	Work log or diary combined with witness testimony
	2.5	Make any recommendations for improving project activities and working conditions promptly to the appropriate people	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome

	2.6 Ensure that the use and maintenance of equipment conforms to recommended schedules and procedures	Work log or diary combined with witness testimony
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Unit 337

	2.7	Promptly report all accidents and incidents to the appropriate people, and record them accurately and fully	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	2.8	Conduct communications with the project team and other interested parties in a way which promotes understanding and goodwill	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	2.9	Make sure that records of project activities are complete, accurate and comply with organisational procedures	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
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	
	3.2	Produce evaluation reports that are clear, accurate and in a form suitable for the intended recipients	

	<p>3.3 Justify your conclusions and recommendations on the basis of:</p> <ul style="list-style-type: none">(i) the information available,(ii) the methods of evaluation including:<ul style="list-style-type: none">a. qualitativeb. quantitative(iii) clearly stated assumptions	
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Unit 337

4. Understand how to plan environmental projects	4.1	Summarise relevant aspects of organisational requirements and management plans	
	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	
	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	

	<p>4.7 Explain the importance of accurate and complete specification, and reason for choice of presentation format covering:</p> <ul style="list-style-type: none">(i) schedule(ii) location(iii) methods and procedures(iv) physical resources(v) human resources(vi) relevant legal requirements(vii) standard of outcome required	
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Unit 337

	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	
	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	
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Unit 337

	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 337

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Unit 338

TITLE	Produce management plans for environmental sites	Learner's name
LEVEL	3	
CREDIT LEVEL	9	
UAN	K/502/3243	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for producing management plans.</p> <p>It looks at the key activities undertaken when gathering information on sites, how this is interpreted to produce a site management plan.</p> <p>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.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC24.1,2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to assess site resources	1.1 Assess and record actual and potential site resources from available data	Recourses to include natural, physical, human and financial as appropriate
	1.2 Identify existing site use and management	Oral questioning during direct observation may be considered useful
	1.3 Establish the intended purposes and uses of the site	
	1.4 Identify and evaluate opportunities and constraints in managing the site	Oral questioning during direct observation may be considered useful

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	
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Unit 338

	<p>2.2 Ensure that plans achieve the best balance between the present use of the site and opportunities and constraints covering:</p> <ul style="list-style-type: none"> (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 	
	<p>2.3 Identify the resources required to achieve the plan and establish their availability including:</p> <ul style="list-style-type: none"> (i) natural (ii) physical (iii) human (iv) financial 	
	<p>2.4 Ensure that plans contain the necessary information for their effective implementation covering:</p> <ul style="list-style-type: none"> (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	
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Unit 338

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	
	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	3.3	Describe the types of potential site uses and their associated requirements	
	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	A minimum of two management methods should be covered
	4.2	Explain the ways in which conflicts may be tackled and resolved in management plans	

Unit 338

	<p>4.3 Explain the inter-relationship between opportunities and constraints in the management of sites:</p> <ul style="list-style-type: none"> (i) legal (ii) environmental (iii) social (iv) cultural and aesthetic (v) economic or financial (vi) physical (vii) organisational (viii) timing or seasonality 	
	<p>4.4 Explain the different kinds of resources which are necessary to achieve plans, and their inter-relationship:</p> <ul style="list-style-type: none"> (i) human (ii) financial (iii) material and capital 	
<p>5. Understand how to present the site management plans</p>	<p>5.1 Explain the structure, content and presentation of site plans for particular uses and audiences</p>	
	<p>5.2 Explain the methods of presenting plans to meet the needs of the full range of people who are to implement them</p>	
<p>6. Understand the relevant legislation and policies</p>	<p>6.1 Summarise current health and safety legislation, codes of practice and any additional requirements</p>	

Unit 338

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Unit 339

TITLE	Research and plan environmental interpretations	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	R/502/3236	
<p>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.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC25.1&2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to research information for interpretations	1.1 Establish the nature, requirements and expectations of the intended audience	
	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	To include primary and secondary sources of information
	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 339

	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	2.6	Identify the required resources and confirm their availability	

	2.7 Maintain the confidentiality of information	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
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Unit 339

3. Understand how to research information for interpretations	3.1	Explain why it is important to formulate clear research objectives	
	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	
	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	

Unit 339

	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	
	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	
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Unit 339

	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 339

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Unit 340

TITLE	Prepare interpretive entertainment and educational activities	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	L/502/3249	
<p>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</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC26.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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	
	1.2 Work closely with those who are responsible for the audience to maximise the value of planned activities	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.
	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	Work log or diary combined with witness testimony

Unit 340

	<p>1.5 Develop and put in place contingency plans for all of the following:</p> <ul style="list-style-type: none"> (i) the audience is different from that anticipated (ii) ill-health (staff or animal) (iii) bad weather 	<p>Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.</p>
	<p>1.6 Ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget</p>	
<p>2. Be able to promote health and safety and environmental good practice</p>	<p>2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>	
<p>3. Understand how to prepare interpretive entertainment and educational activities</p>	<p>3.1 Explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation.</p>	
	<p>3.2 Explain how to link activities to the curriculum</p>	
	<p>3.3 Explain the range of potential audiences covering all of:</p> <ul style="list-style-type: none"> (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	
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Unit 340

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	
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Unit 340

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Unit 341

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

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	1.4 Complete the activity to time	
	1.5 Use at least two types of interpretive techniques appropriately and effectively including:	

	<ul style="list-style-type: none">(i) use of multi media equipment(ii) use of props(iii) audience involvement and participation	
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Unit 341

	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	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
2. Be able to evaluate the activities	2.1	Evaluate the effectiveness of the interpretation against the set objectives	Oral questioning during direct observation may be considered useful
	2.2	Report any conclusions or recommendations arising from the evaluation to the appropriate people	Communicate through oral or written methods as appropriate
3. Understand how to deliver interpretive entertainment and educational activities	3.1	Explain the importance of planning activities to meet time constraints	
	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	
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Unit 341

	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	
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	A minimum of three feedback sources should be explained
	4.3	Explain the importance of evaluation to future planning and decision-making	

Unit 341

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Unit 342

TITLE	Prepare, produce and evaluate interpretive media	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	M/502/3244	
<p>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.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC27.1 & 2 & 3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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 testimony
	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	
	1.4 Seek any necessary information and advice from appropriate sources	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.

Unit 342

	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 testimony
	2.2 Agree any proposed changes to the production plan with the appropriate people	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	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	

Unit 342

	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	Communicate through oral or written methods as appropriate	
4.	Understand how to prepare briefs for producing interpretative	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	
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Unit 342

	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	
	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	A minimum of four factors should be explained

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	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 effectiveness of interpretive media	6.1	Explain how and with whom valid evaluation criteria should be established	
	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	A minimum of three factors should be explained

	6.4 Explain the methods of recording data and the suitability of each	A minimum of three methods should be explained
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Unit 342

	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 342

Learner's signature

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..... Date

Assessor's name

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Unit 343

TITLE	Protect the environment through legal enforcement	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	H/502/3239	
<p>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.</p> <p>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.</p> <p>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</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC29.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to identify and confirm the need for enforcement	1.1 Identify accurately cases of non-compliance with regulations or legislation	
	1.2 Investigate two cases of alleged non-compliance with regulations or legislation from the list below, in a professional and correct manner <ul style="list-style-type: none"> (i) obstructions and encroachments (ii) interferences and nuisances (iii) inadequate access (iv) illegal activities on sites 	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome

Unit 343

	<p>1.3 Time investigations correctly in accordance with the potential risk to the environment covering</p> <ul style="list-style-type: none"> (i) review of information received (ii) site visit and observation (iii) other investigations, including consultations 	<p>Learner statement witnessed by line manager or witness testimony may be helpful for this outcome</p>
	<p>1.4 Record cases of non-compliance accurately, legibly and comprehensively in appropriate formats covering all of the following:</p> <ul style="list-style-type: none"> (i) written (ii) graphic (iii) photographic 	<p>Learner statement witnessed by line manager or witness testimony may be helpful for this outcome</p>
	<p>1.5 Identify those responsible for the breach of regulations or legislation</p>	
	<p>1.6 Evaluate the feasibility of solutions other than enforcement, and implement alternative action where possible</p>	<p>Work log or diary combined with witness testimony</p>
	<p>1.7 Seek advice on the enforcement process and its implications from the appropriate source, where necessary</p>	<p>Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.</p>
	<p>1.8 Establish the need for enforcement where other action has failed or is inappropriate</p>	
	<p>1.9 Promptly identify circumstances constituting a hazard or risk to the environment, and take appropriate</p>	<p>Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable</p>

	action	
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Unit 343

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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	2.2 Gather evidence from witnesses without prejudice in accordance with legal requirements	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	3.2 Monitor compliance with legal action at the appropriate time, and review the need for further action	Work log or diary combined with witness testimony
	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	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	3.4 Arrange appropriate support where action might involve contact with aggressive or abusive people	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	3.5 Suspend activities where the safety of yourself or others is threatened, and review further action seeking advice where necessary	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	3.6 Review the need for enforcement where the appropriate remedial action has been taken by any party	

Unit 343

<p>4. Be able to promote health and safety and environmental good practice</p>	<p>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</p>	
<p>5. Know how to identify and confirm the need for enforcement</p>	<p>5.1 Explain the reliance to be attributed to the different forms of information or evidence about alleged non-compliance</p> <ul style="list-style-type: none"> (i) review of information received (ii) site visit and observation (iii) other investigations, including consultations 	
	<p>5.2 Explain the methods of recording cases of non-compliance, and the reasons why records should be accurate, legible and comprehensive covering:</p> <ul style="list-style-type: none"> (i) obstructions and encroachments (ii) interferences and nuisances (iii) inadequate access (iv) illegal activities on sites 	
<p>6. Understand how to initiate enforcement procedures to protect the environment</p>	<p>6.1 Explain potential alternative solutions, other than enforcement, and judgement of their effectiveness</p> <ul style="list-style-type: none"> (i) carrying out remedial work (ii) arranging for the charging of costs to those responsible 	

	6.2 Explain circumstances which would require the advice of a specialist	
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Unit 343

	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	A minimum of three circumstances should be covered
	6.6	Explain the legal action processes for different circumstances	A minimum of three circumstances should be covered
	6.7	Explain how to make the judgement based on comprehensive evidence for different circumstances	A minimum of three circumstances should be covered
	6.8	Explain how to monitor compliance and the importance of correct and timely monitoring	
	6.9	Identify permissible default action for different circumstances, and reasons for choice, where appropriate	A minimum of three circumstances should be covered
	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

	apply to this area of work	
	7.2 Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 343

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Assessor's name

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.....Date.....

Unit 344

TITLE	Maintain child welfare and safety during environmental activities and outings	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	D/502/3286	
<p>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.</p> <p>The term 'children and young people' includes all children and young people of school age.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NEC30.1, 2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
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	
	1.2 Assess the site to be visited for potential hazards and adjust the planned activities appropriately	Oral questioning during direct observation may be considered useful

	<p>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:</p> <ul style="list-style-type: none">(i) individuals(ii) small groups (2-10 individuals)(iii) large groups (10+ individuals)	
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Unit 344

	1.4	Ensure that the necessary permission from parents and guardians is obtained in advance of the activity and maintain accurate contact details	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	1.5	Ensure that children and young person's clothing is appropriate for the activity	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	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	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	1.9	Maintain agreed levels of supervision at all times appropriate for the activity or outing	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	1.10	Ensure helpers are selected against agreed criteria and are given clear roles and responsibilities	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
	1.11	Ensure levels of supervision are sufficient to cope with any potentially dangerous situations or hazards	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome

	1.12 Supervise children and young people in a calm and relaxed manner to promote their self-confidence	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome
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Unit 344

	1.13	Explain safety rules to children and young people clearly and in a manner appropriate to their level of understanding	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome	
	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	Simulation or a Learner statement witnessed by line manager is acceptable if performance evidence is unavailable	
	1.15	Agree procedures for collecting children and young people and ensure that they are not handed over without authorisation	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome	
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	
		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	
		2.4	Explain how to identify potentially dangerous situations and hazards and how to minimise their possible effects	
		2.5	Outline the health and safety hazards posed by differing internal and external	A minimum of one internal and one external environment should be outlined

	environments and the actions to take	
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Unit 344

	<p>2.6 Explain how to determine the appropriate adult: child ratios for various activities covering the following groups:</p> <ul style="list-style-type: none"> (i) individuals (ii) small groups (2-10 individuals) (iii) large groups (10+ individuals) 	
	<p>2.7 Explain the contribution parents can make to activities and the importance of keeping them fully informed of plans</p>	
	<p>2.8 Explain how to determine the supplies, equipment and appropriate clothing required for different activities</p>	
	<p>2.9 Explain how to identify and arrange suitable and safe transport for children covering:</p> <ul style="list-style-type: none"> (i) walking in a group (ii) private cars or minibuses (iii) public or hired transport 	
	<p>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</p>	
	<p>2.11 Explain how to promote self confidence and control in children through calm and relaxed supervision</p>	

	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	
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Unit 344

	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 344

Learner's signature

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Assessor's name

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.....Date.....

Unit 345

TITLE	Identify and control the presence of woodland pests	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	L/601/2004	
<p>The aim of this unit is to provide the learner with the skills, knowledge and understanding required to identify and control woodland pests. It covers the identification and monitoring of different pests, their control and the impact on the environment.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT12.1 and GWT12.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to undertake pest control	1.1 Identify the presence of eight different species of woodland pest	Pests could include rabbits, deer, foxes, grey squirrels, rats, mink, magpies, crows, pigeons or voles
	1.2 Carry out a method of control appropriate to the pest	Work log or diary combined with witness testimony. Only approved and humane methods of control should be used
	1.3 Work in a way which maintain health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
2. Know the different methods of pest control	2.1 Discuss the reasons why pest control is required within a woodland	
	2.2 Examine the negative impact to a woodland associated with pest control methods	
	2.3 Describe the behavioural and life cycle pattern of a pest which helps supports its control	

	2.4 Describe the appropriate control of different pests using trapping, shooting, fencing and poisoning	
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Unit 345

	2.5	Discuss the benefits of a landscape wide pest control initiative	
3. Understand how to monitor pest control	3.1	Explain how to identify the presence of pests including: i) deer ii) squirrels iii) rabbits or hares iv) voles	
	3.2	Identify the need to monitor pest control	
	3.3	Suggest methods of monitoring appropriate for the control of: • deer species • one other pest species	
4. Understand the relevance of legal and ethical pest control	4.1	Summarise the legislation and code of practise for the control of two deer species and one other woodland pest	
	4.2	Describe activities which cause environmental damage and improvement that can be made to reduce environmental damage	

Unit 345

Learner's signature

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Unit 348

TITLE	Writing a Business Plan	Learner's name
LEVEL	3	
CREDIT LEVEL	1	
UAN	R/501/3922	
<p>To learn how to write a business plan. Topics covered include collecting and examining information about the business, selecting the most relevant material and writing a clear and concise business plan using accurate facts and figures.</p> <p>Relationship to National Occupational Standards: This unit directly relates to SFEDI 2006 NOS: BD1; BD3; BD4; BD8; BD9; BL1; BS1; EE1; LG1; LG3; LG5; MN1; MN6; OP2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to write a business plan	1.1 Collect and examine information about the business	To include financial, labour, and physical resource information
	1.2 Select the most relevant material for a given purpose/audience	
	1.3 Write a clear and concise business plan/case using accurate facts and figures in an acceptable business format	

Unit 348

Learner's signature

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