

**Level 2 Technical Certificate in
Forestry and Arboriculture
[0174-21], [360 GLH]**

[version 0.1]

SAMPLE

Candidate guidance

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is, therefore, important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is, therefore, important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant health and safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task.

You should make sure that each piece of evidence including pro-formas, eg record/job cards are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work, eg reports, may be word processed but this is not a requirement. All sketches and drawings should be neat and tidy, to scale and annotated.

Assignment Brief

A customer has engaged your company to undertake the planting of five trees from planning stage to aftercare requirements.

You must complete an initial tree and site survey of the area and, using the information from your survey, produce an appropriate planting plan for the proposed work. Your plan should include proposals for preparing the site, selection of trees and subsequent aftercare requirements covering a **five** year period to ensure successful tree establishment.

You will complete a site-specific risk assessment prior to undertaking any work, and must work from your plan to prepare the site and plant a suitable species of containerised tree. You will also be required to carry out immediate aftercare and protection of the stock.

You will be required to evaluate your own performance in the tasks.

Tasks

Task 1

Complete a tree survey of the area comprising of a minimum of **ten** different species of tree. A pro-forma has been provided in Appendix 1 which must be used. You must then carry out a site survey and record your findings using the pro-forma in Appendix 2.

Using your tree and site survey, produce a planting plan for **five** trees including drawings showing where you would plant them. A pro-forma has been provided in Appendix 3 which must be used.

Conditions of assessment:

Your tasks must be completed working alone under supervised conditions. You will have access to a range of appropriate resources to complete your tasks.

What you must produce for marking:

You must complete the following documents and submit in a typed format:

- Tree survey - Appendix 1
- Site survey - Appendix 2
- Planting plan - Appendix 3.

Task 2

Task 2(a)

Complete a site-specific risk assessment to cover the site preparation and tree planting.

Task 2(b)

From the information recorded in your site survey completed in task 1, you must:

- Prepare the site
- Plant and provide immediate aftercare for **one** tree.

You must then:

Produce an aftercare plan for all **five** trees in your planting plan, including your planted tree. A pro-forma has been provided in Appendix 4 which must be used.

Conditions of assessment:

Your tasks must be completed under supervised conditions and observed by your tutor.

What you must produce for marking:

- Completed site-specific risk assessment
- Completed written aftercare plan for **five** trees.

Additional records to support your performance:

Your tutor's notes of your working practice.

Task 3

Produce a reflective evaluation of your performance of tasks 1 and 2.

This evaluation must be typed and handed to your tutor. You should consider your strengths and weaknesses when planning and carrying out practical tasks as part of this evaluation. The evaluation should include the following information:

- Personal performance
- Technical planting skills
- How you have applied your knowledge to the task.

Conditions of assessment:

This task must be completed under supervised conditions with your tutor present.

What you must produce for marking:

- Reflective evaluation of your own performance.

Additional records to support your performance:

Your tutor's notes of your working practice.

General tutor guidance

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should **not** be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety

Candidates should **not** be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely, however, their assessment must be ended and they must retake the assessment at a later date.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, handwritten formats, or to ease local administration).

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made, and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

Tutors should ensure that any required additional supporting evidence, eg photographs or video can be easily matched to the correct candidate, is clear, sufficiently well-lit and showing the areas of particular interest for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

See the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation.

Minimum evidence requirements

The sections:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.

Evidence above and beyond this may be submitted but it is not a requirement of the task, for example photographic evidence of tree planting and aftercare which could provide useful information for marking and moderation.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to upload identical information for each candidate without some way for the moderator to mark the candidates individually.

Where the minimum requirements have **not** been met, the moderation remark and any subsequent adjustment will be based on the evidence that has been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted as pass, merit distinction descriptors. See the **Technical qualifications – teaching, learning and assessment** centre guidance document for further information on preparing candidates for technical qualification assessment.

Guidance on tasks

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is **twenty hours**. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period. Candidates should be required to plan their work and their plans confirmed with them for appropriateness in relation to the time allocated for each task.

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to demonstrate the correct choice of suitable tools.

Task 1

Candidates should survey a minimum of **ten** trees of different species for this assessment using the survey document included at Appendix 1.

Site survey and planting plan (Appendices 2 and 3) are to be typed up by the candidates so that they can expand them to include all required information.

The written plans for the development of the site should be based on the information gathered in the site and tree surveys. The plan should be typed up in a logical manner and include sections such as:

- Site preparation
- Soil types
- Resources such as tools
- Habitat considerations
- Transportation methods
- Planting and protection methods.

Task 2

Tutors must provide a centre-based risk assessment pro-forma for candidates to use for this task.

Candidates should plant one containerised standard tree in line with current health and safety requirements.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Accessibility and fairness

Where the candidate has special requirements, tutors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must **not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should, however, provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

It is up to the tutor during marking to decide in what area, if any, the guidance provided suggests the candidate is lacking, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

Example:

A tutor should intervene if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should only take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error.

The tutor should do their best to refrain from providing guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

A tutor may **not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Guidance on marking

Please see the centre guidance document ***Guidance for assessment of City & Guilds technical qualifications, including grading and use of marking grids*** for detailed guidance on using the following marking grid.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p align="center">(1-5 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p align="center">(6-10 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(11-15 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>
<p>Examples of types of knowledge expected: legislation, risk assessment, industry guidance, industry sectors, cause of pollution, different habitats, tree identification, plant physiology, soil characteristics, ground preparation, purpose of survey, safe use of tools and equipment</p>				
		<p>The candidate displays limited knowledge from across the range of topics</p> <p>Basic recall of facts offered with hesitancy and with gaps</p> <p>Limited use of technical terminology</p> <p>Little reference to legislation</p>	<p>The candidate provides wide ranging and detailed knowledge of some topics</p> <p>Recall of facts is broadly accurate with some hesitancy and gaps</p> <p>Technical terminology is contextualised but may be limited</p> <p>Some examples of legislation referred to</p>	<p>The candidate confidently demonstrates a wide range of knowledge across of the qualification content</p> <p>Excellent recall of relevant facts are offered without hesitation</p> <p>Extensive, accurate use of terminology used to demonstrate breadth of knowledge</p> <p>Legislation referred to correctly and accurately throughout</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p align="center">(1-6 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p align="center">(7-12 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p align="center">(13-18 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p>Examples of understanding expected: compliance with legislation, risk assessment and site surveys, planning (eg tree works), tree planting, habitat creation, justification of choices, importance of environmental management, implication of site conditions, functions of plant tissues and their parts, tree planting process, tree extraction process, the appropriate tools for specific jobs, safety features and common faults of tools</p>		
		<p>The candidate makes limited links between theory and practice (eg factors affecting choice of tools and equipment for specific jobs)</p> <p>Limited understanding of impact of legislation with relation to safe practice – why processes are in place</p> <p>Limited understanding of the impact of decisions and own actions further down the line</p>	<p>The candidate makes some links between theory and practice some of which may be inaccurate</p> <p>Clear understanding of impact of legislation with relation to safe practice – why processes are in place</p> <p>Some understanding of the impact of decisions and own actions further down the line with reasonable justification</p>	<p>The candidate makes extensive and consistent links between theory and practice</p> <p>Excellent understanding of impact of legislation with relation to practice – why processes are in place and potential consequences of non-compliance</p> <p>Comprehensive understanding of the impact of decisions and own actions further down the line</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	A03 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use 	<p style="text-align: center;">(1-7marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy</p>	<p style="text-align: center;">(8-14 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable</p>	<p style="text-align: center;">(15-21 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced</p>
		<p>Examples of skills expected: completion of risk assessment, planning and preparation for tree works, selection of PPE, preparation of site, planting process (eg planting techniques), protection methods, aftercare, collection of data (eg tree survey), tree works, carried out pre-use equipment checks, safe use of equipment, carrying out post-use checks</p>		

	<p>skills/achieve practical outcomes?</p>	<p>The candidate gives marginal consideration to health and safety requirements when completing practical tasks</p> <p>No consideration of environmental and conservation impact during practical tasks</p> <p>Demonstrates lack of confidence when carrying out practical tasks</p> <p>Limited skills displayed across a range of the activities</p> <p>Top of band The candidate gives limited consideration to health and safety requirements when completing practical tasks</p> <p>Minimum consideration of environmental and conservation impact during practical tasks</p> <p>Limited confidence demonstrated in specific aspects of practical tasks and activities</p>	<p>The candidate gives fair consideration to health and safety requirements when completing practical tasks</p> <p>Accuracy and confidence demonstrated in most practical tasks and activities with attention to detail displayed at times</p> <p>Technical skills demonstrated with acceptable levels of dexterity and competence</p> <p>Candidate occasionally demonstrates good practice in relation to environmental issues and conservation</p> <p>Top of band The candidate gives good consideration to health and safety including the impact of their actions before, during and after tasks</p> <p>Accuracy and confidence clearly demonstrated in most practical tasks and activities with attention to detail and efficiency displayed</p>	<p>The candidate gives strong consideration to health and safety including impact of actions before, during and after all tasks</p> <p>Accuracy and confidence consistently demonstrated in the majority of practical activities with attention to detail and efficiency displayed throughout</p> <p>Technical skills demonstrated with high levels of dexterity and competence.</p> <p>Candidate consistently demonstrates good practice in relation to environmental issues and conservation</p> <p>Top of band The candidate consistently reviews health and safety before, during and after all tasks</p> <p>High level of accuracy and confidence demonstrated in all practical activities with attention to detail and efficiency displayed throughout</p>
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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
			<p>Technical skills demonstrated with good levels of dexterity and competence most of the time</p> <p>Candidate frequently demonstrates good practice in relation to environmental issues and conservation</p>	<p>Technical skills demonstrated with high levels of dexterity and competence at all times</p> <p>Candidate consistently demonstrates and actively promotes good practice in relation to environmental issues and conservation</p>
20	<p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? How well can the candidate work out solutions to new contexts/ problems on their own? 	<p>(1-6 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting</p>	<p>(7-12 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(13-18 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills</p>
		<p>Examples of bringing it all together: linking site assessment and use/purpose of area to tree selection, knowledge of health and safety and legislation shown through good working practices, standard of work consistent throughout assessment, able to reflect on own work at different stages and adjust plans and processes if necessary, work site left neat and tidy with no residual hazards, written work completed coherently</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate shows limited interconnectivity between knowledge, understanding and practical skills</p> <p>Missing or not making connections between theory and practice across all stages of the process</p> <p>Lack of reflection demonstrated throughout practical activities and tasks</p>	<p>The candidate shows good interconnectivity between knowledge, understanding and practical skills</p> <p>Missing or not making connections between theory and practice across critical stages of the process</p> <p>Candidate reflects on aspects of the practical activities and tasks and adapts processes accordingly</p>	<p>The candidate shows excellent interconnectivity between knowledge, understanding and practical skills</p> <p>Candidate demonstrates the ability to link topic areas across the whole process</p> <p>Candidate consistently reflected and reviewed working practices throughout all stages of the activity in order to find solutions</p>
10	<p>A05 Attending to detail/perfecting</p> <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p>(1-3 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated</p>	<p>(4-6 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable</p>	<p>(7-9 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous</p>
		<p>Examples of attending to detail: accuracy of data collection and recording, level of detail in risk assessment, level of detail in planning, adherence to plan, consistently checks tools and equipment throughout task, follows industry good practice and manufacturer's guidelines, focused on task, carries out quality checks</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate demonstrates lack of concern with industry standards and quality of work. Little commitment to completion of tasks</p> <p>Limited detail in planning of activities including checking and evaluating own performance</p> <p>Not all documentation is completed and contains a number of inaccuracies</p>	<p>The candidate demonstrates some concern with industry standards and quality of work. Some commitment to completion of tasks</p> <p>Provides good level of detail in planning activities with some evidence of checking and evaluating own performance</p> <p>Documentation is completed with limited inaccuracies</p>	<p>The candidate demonstrates evidence of adhering to industry standards and provides high quality standard of work. Strong commitment to completion of tasks</p> <p>Provides high level of detail in planning activities with clear evidence of checking and evaluating own performance</p> <p>All documentation is accurately completed</p>
5	<p>AO6 Identify and use knowledge from other sources – research</p> <ul style="list-style-type: none"> • Does the candidate identify and use a wide range of appropriate sources effectively? • How critically is information appraised, for plausibility, suitability and relevance? • How purposefully is information used? 	<p>(1-2 marks)</p> <p>Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/consideration in use, referencing minimal.</p> <p>Limited, uncritical, unfocussed, no clear purpose, cut and paste</p>	<p>(3-4 marks)</p> <p>Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.</p> <p>Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim</p>	<p>(5-6 marks)</p> <p>Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.</p> <p>Broad/deep, relevant, considered, well chosen, purposeful, interpreted</p>
		<p>Examples of research: manufacturer’s guidelines, secondary data relating to surveys, legislation, risk assessment</p>		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Limited or no reference made to information sources Selected information sources are not always trustworthy	Some reference made to information sources Selected information sources are generally trustworthy	References made to information sources at specific stages during the activity/task Selected information sources are trustworthy
0	AO7 Originality and creativity <ul style="list-style-type: none"> Does the candidate respond to the brief in an original way? Are ideas/ materials etc used in a creative novel, experimental way? Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge? 	(X-X marks) Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought. Unimaginative, uses existing/ conventional ideas, safe	(X-X marks) Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention. Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention	(X-X marks) Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental Original, creative, unique, unconventional, risky, fully developed, inspired
		Examples of creativity:		
		N/A	N/A	N/A
10	AO8 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? 	(1-3 marks) Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication. Somewhat disorganised/ unstructured, informal, basic	(4-6 marks) Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach. Reasonably successful, conveys message quite well	(7-9 marks) Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical. Professional, organised, well structured, easy to follow, even complex ideas

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> Does the candidate use logical and well-structured writing that is coherent and easy to follow? How appropriate and well presented are the chosen communication methods and formats? 	<p>Examples of communication: completion of risk assessment, information contained in plan, level of detail included in self-reflection, clarity of data sheets</p>		
		Documentation is unstructured, lacked clarity, is poorly or inappropriately presented and difficult to follow	Documentation is structured but lacks clarity in places. It is not well presented in parts although does convey intended information	Documentation is well structured and logical. It is coherent and well presented, conveying intended information with content easily understood

Practical observation form task 2

Candidate Name:

Candidate number:

The learner:	Observed
1. prepared themselves for the assessment in line with health and safety guidelines and wore appropriate PPE	
Tutor notes:	
2. produced a risk assessment that was suitable for the site taking into consideration issues such as site access, tools and equipment, soil condition, existing trees	
Tutor notes:	
3. prepared the site in accordance with their site survey and plan	
Tutor notes:	
4. planted the selected tree following appropriate planting techniques for the tree stock and site	
Tutor notes:	
5. provided immediate aftercare for the tree including staking if required	
Tutor notes:	
6. produced a five year aftercare plan for the five trees identified for the site as part of their planting plan	
Tutor notes:	

N.B. The grading criteria for this task are outlined in the marking grid section.

Notes for Tutor:

Use the above Tutor checklist. The learner's performance should be marked against the criteria on the Tutor checklist and the Marking grid. Additional Tutor notes must be included to comment on how well the candidate carried out each criteria.

Tutor observations:

Tutor signature:

Date:

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

Note:

Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

Appendix 1 – Tree Survey

Tree	Common name	Scientific name	Tree height (m)	Crown spread (m)				Number of stems	DBH (mm)	Tree health and condition	Additional notes
				N	S	E	W				
1											
2											
3											
4											
5											
6											
7											

8											
9											
10											

Appendix 2 – Site Survey

Site and habitat	Type/usage and description	
Soil	Hand texture test result	Soil characteristics

Appendix 3 - Planting plan

Tree selection	Genus	Species	Vernacular names	Justify choice of trees
1.				
2.				
3.				
4.				
5.				
Tree stock	Stock type			Justify choice of tree stock
Planting method	Method chosen			Justify selection methods
Tools	Chosen tools			Justify choice of tools
Protection methods	Tree protection method			Justify choice of protection method

Appendix 4 – Aftercare plan for trees

Five year aftercare plan and justification of proposals	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	