

# Level 3 Diploma in Work-based Trees and Timber (0083-81/82/83)

Candidate logbook



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Version 2 March2018

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\*Learners registered before 1<sup>st</sup> July 2017 should use this Unit.

\*\* Learners registered after 1<sup>st</sup> July 2017 should use this Unit.

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# 1 About your candidate logbook

## 1.1 Contact details

<b>Candidate name</b>	
<b>Candidate enrolment no</b>	
<b>Centre name</b>	
<b>Centre number</b>	
<b>Programme start date</b>	
<b>Date of registration with City &amp; Guilds</b>	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

<b>Your Assessor(s)</b>	
<b>Your Internal Verifier</b>	
<b>Quality Assurance Contact</b>	



# **1 About your candidate logbook**

## **1.2 Introduction to the logbook**

This logbook will help you complete the units in City & Guilds' **Level 3 Diploma in Work-based Trees and Timber (0083-81/82/83)**. It contains forms you can use to record your evidence of what you have done.

There are 53 units in total available in this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The units in this logbook are for the Level 3 qualification.

### **About City & Guilds**

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website [www.cityandguilds.com](http://www.cityandguilds.com).

## 2 Units

To achieve the **Level 3 Diploma in Trees and Timber (Arboriculture)**, learners must achieve **21** credits from the mandatory units and a minimum of **17** credits from the optional units in group 1 and may achieve a minimum of **1** credit from group 2.

City & Guilds unit	Unit title	Credit value
<b>Mandatory group</b>		
503	Survey and inspect the condition of trees	3
520	Carry out aerial pruning of a tree	3
539	Promote, monitor and maintain health, safety and security of the workplace	7
541	Carry out aerial rescue operations	3
547	Plan, allocate and monitor work of a team	5
<b>Optional group 1</b>		
421	Access a tree using a rope and harness	3
509	Fell and process trees over 380mm	3
510	Prepare for and agree emergency tree work operations	5
511	Lay a hedge	4
513	Principles of forest and moorland fire management	4
521	Carry out aerial tree rigging	3
522	Install and maintain structural supports for trees	4
523	Survey vegetation adjacent to above ground utilities to identify required management	8
524	Plan and carry out plant protection by chemical means	2
525	Sever uprooted or windblown trees using a chainsaw	4
526	Supervise arboriculture operations in proximity to above ground utilities	8
531	Carry out site surveys and communicate findings	4
535	Carry out assisted fell operations	3
536	Carry out emergency treework operations	5
537	Carry out aerial cutting of trees with the assistance of a crane	5
538	Transplant large root-balled plants	26
542	Carry out aerial cutting of trees with a chainsaw using free-fall techniques	2
545	Forecast production of forest and woodland products	5
546	Process timber with large loader-fed machinery	6
548	Develop a woodland management plan	3

<b>Optional group 2</b>		
501	Co-ordinate and oversee habitat management work	4
502	Plan, deliver and evaluate environmental projects	10
508	Monitor and evaluate the effectiveness of habitat management work	4
514	Protect the environment through legal enforcement	8
515	Consult and work with the local community	5
518	Produce management plans for environmental sites	9
532	Writing a business plan	1
533	Plan and manage the control of pests, diseases and disorders	5
534	Research and plan environmental interpretations	5
540	Identify the need for, and plan, habitat management work	4
544	Communicate with, and care for, the public and others	3
602	Manage budgets	2
603	Managing own resources and professional development	6

To achieve the **Level 3 Diploma in Trees and Timber (General Woodland and Forestry Treework)**, learners must achieve **19** credits from the mandatory units and a minimum of **19** credits from the optional units in group 1 and may achieve a minimum of **1** credit from the optional units in group 2.

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory group</b>		
531	Carry out site surveys and communicate findings	4
539	Promote, monitor and maintain health, safety and security of the workplace	7
547*	Plan, allocate and monitor work of a team	5
548	Develop a woodland management plan	3
<b>Option group 1</b>		
421	Access a tree using a rope and harness	3
441	Maintain coppice health and productivity	4
503	Survey and inspect the condition of trees	3
506	Administer environmental legislation	2
507	Construct a greenwood product to client specification	8
509	Fell and process trees over 380mm	3
510	Prepare for and agree emergency tree work operations	5
511	Lay a hedge	4
512	Extract timber using a horse	8
513	Principles of forest and moorland fire management	4
516	Measure and assess felled timber volume and quality	3
520	Carry out aerial pruning of a tree	3
521	Carry out aerial tree rigging	3
522	Install and maintain structural supports for trees	4

523	Survey vegetation adjacent to above ground utilities to identify required management	8
524	Plan and carry out plant protection by chemical means	2
525	Sever uprooted or windblown trees using a chainsaw	4
526	Supervise arboriculture operations in proximity to above ground utilities	8
528	Select, mark and assess volume of standing trees	5
529	Prepare and operate a cable crane to extract wood products	5
535	Carry out assisted fell operations	3
536	Carry out emergency treework operations	5
537	Carry out aerial cutting of trees with the assistance of a crane	5
538	Transplant large root-balled plants	4
541	Carry out aerial rescue operations	3
542	Carry out aerial cutting of trees with a chainsaw using free-fall techniques	2
543	Plan and evaluate coppice management	5
545	Forecast production of forest and woodland products	5
546	Process timber with large loader-fed machinery	6
601	Evaluate markets and trends for the sale of forest and woodland products and services	8
604	Compile and maintain a forest and woodland inventory	10
<b>Option group 2</b>		
501	Co-ordinate and oversee habitat management work	4
502	Plan, deliver and evaluate environmental projects	10
504	Maintain child welfare and safety during environmental activities and outings	4
505	Prepare interpretive entertainment and educational activities	4
508	Monitor and evaluate the effectiveness of habitat management work	4
514	Protect the environment through legal enforcement	8
515	Consult and work with the local community	5
517	Deliver and evaluate interpretive entertainment and educational activities	4
518	Produce management plans for environmental sites	9
519	Stalk and cull deer	12
527	Prepare, produce and evaluate interpretive media	8
532	Writing a business plan	1
533	Plan and manage the control of pests, diseases and disorders	5
534	Research and plan environmental interpretations	5
540	Identify the need for, and plan, habitat management work	4
544	Communicate with, and care for, the public and others	3
602	Manage budgets	5
603	Managing own resources and professional development	6

To achieve the **Level 3 Diploma in Trees and Timber (Coppicing and Greenwood Trades)**, learners must achieve **19** credits from the mandatory units and a minimum of **19** credits from the optional units in group 1 and may achieve a minimum of **1** credit from the optional units in group 2.

City & Guilds unit	Unit title	Credit value
	<b>Mandatory group</b>	
441	Maintain coppice health and productivity	4
539	Promote, monitor and maintain health, safety and security of the workplace	7
543	Plan and evaluate coppice management	5
548	Develop a woodland management plan	3
	<b>Option group 1</b>	
503	Survey and inspect the condition of trees	3
506	Administer environmental legislation	2
507	Construct a greenwood product to client specification	8
508	Monitor and evaluate the effectiveness of habitat management work	4
509	Fell and process trees over 380mm	3
511	Lay a hedge	4
512	Extract timber using a horse	8
513	Principles of forest and moorland fire management	4
516	Measure and assess felled timber volume and quality	3
521	Carry out aerial tree rigging	3
522	Install and maintain structural supports for trees	4
523	Survey vegetation adjacent to above ground utilities to identify required management	8
524	Plan and carry out plant protection by chemical means	2
525	Sever uprooted or windblown trees using a chainsaw	4
528	Select, mark and assess volume of standing trees	5
531	Carry out site surveys and communicate findings	4
535	Carry out assisted fell operations	3
537	Carry out aerial cutting of trees with the assistance of a crane	5
545	Forecast production of forest and woodland products	5
548	Develop a woodland management plan	3
601	Evaluate markets and trends for the sale of forest and woodland products and services	8
604	Compile and maintain a forest and woodland inventory	10
	<b>Option group 2</b>	
501	Co-ordinate and oversee habitat management work	4
504	Maintain child welfare and safety during environmental activities and outings	4
505	Prepare interpretive entertainment and educational activities	4
515	Consult and work with the local community	5
517	Deliver and evaluate interpretive entertainment and educational activities	4
519	Stalk and cull deer	12
527	Prepare, produce and evaluate interpretive media	8

532	Writing a business plan	1
533	Plan and manage the control of pests, diseases and disorders	5
534	Research and plan environmental interpretations	5
540	Identify the need for, and plan, habitat management work	4
544	Communicate with, and care for, the public and others	3
547*	Plan, allocate and monitor work of a team	5
602	Manage budgets	5
603	Managing own resources and professional development	6
647**	Plan, allocate and monitor work of a team	5

\*Learners registered before 1<sup>st</sup> July 2017 should use this Unit.

\*\*Learners registered after 1<sup>st</sup> July 2017 should use this Unit.

## 3 The assessment process

Simulation is allowed in some of the units in this qualification. Where simulation is needed this must be agreed with your external verifier in advance to ensure validity. Candidates should be assessed under normal workplace conditions. However, there are situations where the actual workplace may not be appropriate, or where waiting for naturally occurring evidence is impractical. Therefore, the setting up or devising of assessment situations will be allowed where appropriate.

The following people at your centre will explain the assessment process and help you achieve your unit(s).

### **The assessor/tutor**

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s). You may have more than one assessor/tutor depending on which unit(s) you take or you may be assessed by a person who is not your tutor.

### **The internal verifier**

The internal verifier maintains the quality of assessment within the centre.

### **The external verifier**

The external verifier works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

## 4 Using your logbook

### **Recording forms**

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

**Please photocopy these forms as required.**



## 5 Candidate progress record

### Level 3 Diploma in Work-based Trees and Timber (0083-81/82/83)

<b>Units</b>													
<b>Credits</b>													
Total Credits Achieved:													

#### Minimum credits

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 421

# Access a tree using a rope and harness

3 credits

1. be able to work safely

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 work in a way which maintains health and safety and is consistent with relevant legislation and industry good practice						
1.3 use access and tree climbing equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to access a tree using a rope and harness

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform a hazard evaluation and Work at Height assessment of the tree prior to commencing the work						
2.2 inspect access equipment to ensure it is safe and fit for use under manufacturers instructions and relevant legislation						
2.3 use access and positioning methods appropriate to the assessed risk						
2.4 use appropriate positioning techniques within the crown						
2.5 communicate appropriately with ground staff						
2.6 descend tree in a controlled manner and remove equipment appropriately						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. know relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 outline the key health and safety legislation and industry good practice		
3.2 describe how to use and maintain tools, equipment and personal protective equipment		
3.3 outline the emergency planning procedures relevant to the work area		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. know how to access a tree using a rope and harness

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 describe different methods used to safely access a tree		
4.2 describe different positioning techniques used within crowns		
4.3 describe how to ensure that access equipment and systems are in safe working order		
4.4 outline the basic principles of tree biology and how they impact on the work		
4.5 explain how the species, condition of trees and time of year affect the work		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 441

# Maintain coppice health and productivity

4 credits

1. be able to work safely

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 use appropriate tools, equipment and personal protective equipment safely						
1.3 carry out work in accordance with relevant legislation, industry good practice, any additional requirements and maintains health and safety						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to achieve optimum coppice density and health

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 identify areas where stock density can be improved						
2.2 increase coppice density						
2.3 improve site conditions to encourage natural regeneration						
2.4 control vertebrate pest damage using appropriate method						
2.5 control unwanted weed vegetation using appropriate methods						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. know relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 outline the current health and safety legislation, industry good practice and any additional requirements		
3.2 describe how to use and maintain tools, equipment and personal protective equipment		
3.3 describe how environmental damage can be minimised		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. know how to maintain coppice health and productivity

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 describe the effects of growing conditions and biodiversity on coppice health		
4.2 describe the optimum coppice density appropriate to species, rotation and location		
4.3 describe methods for improving coppice density		
4.4 describe the main woodland sources of damage and their methods of control		
4.5 describe the main plant species which cause damage and how these can be manipulated to optimise coppice growth		
4.6 describe the conditions which affect the choice of appropriate management methods		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Declaration**

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 501

# Co-ordinate and oversee habitat management work

4 credits

1. be able to co-ordinate and oversee habitat management work

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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:						
• natural						
• physical						
• human						
• financial						
1.2 inform the appropriate person where these resources are not available						
1.3 brief those who will be carrying out the work with regard to:						
• work specification						
• environmental value of the site and its implications for the planned work						
1.4 oversee habitat management work for four of the following objectives						
• to create or maintain suitable conditions for particular species						
• to create or maintain a desired mix of habitats for access and recreation						
• to conserve desirable physical or archaeological features						
• to reduce the pressures of human activity on habitats						
• to promote site safety						
1.5 communicate with the work team and other interested parties in a way which promotes understanding and goodwill						
1.6 provide clear and accurate information for recording purposes						
Type of evidence →						



O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

2. be able to promote health and safety and environmental good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. know relevant health and safety legislation and industry good practice

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
3.1 explain the required type and quantity of resources needed for habitat management work		
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		
<ul style="list-style-type: none"> <li>• to create or maintain suitable conditions for particular species</li> </ul>		
<ul style="list-style-type: none"> <li>• to create or maintain a desired mix of habitats for access and recreation</li> </ul>		
<ul style="list-style-type: none"> <li>• to conserve desirable physical or archaeological features</li> </ul>		
<ul style="list-style-type: none"> <li>• to reduce the pressures of human activity on habitats</li> </ul>		
<ul style="list-style-type: none"> <li>• to promote site safety</li> </ul>		
3.7 explain how to identify and minimise the effect of disruptions and how to select corrective actions		
3.8 explain how to establish, maintain and improve systems to monitor work		
3.9 describe methods of communication likely to promote understanding and goodwill		
3.10 identify the types of records required and the importance of accurate record keeping		

Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand relevant health and safety legislation and environmental good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Declaration**

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

**Unit 502**  
10 credits

**Plan, deliver and evaluate environmental projects**

1. be able to plan environmental projects

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 negotiate project specifications that:						
• meet agreed organisational requirements						
• meet appropriate management plans						
• conform to current statutory and legal requirements						
• conform to principles of environmental good practice						
• take into account the views and opinions of those with relevant technical expertise						
• take into account risks: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• financial</li> <li>• reputation</li> <li>• environmental impact</li> </ul>						
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:						
• schedule						
• location						
• methods and procedures						
• physical resources						
• human resources						
• relevant legal requirements						
• standard of outcome required						
• financial requirements						
1.4 give clear and accurate briefings to those people involved with the project specifications including those:						

• internal to the organisation						
• external to the organisation						
1.5 ensure that, where relevant, contracts for project work are issued						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to deliver environmental projects

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 make resources available to allow project activities to be carried out in a safe, and effective way including:						
• natural						
• physical						
• human						
• financial						
and inform the appropriate person without delay where these resources are not available						
2.2 consistently meet project specifications within your area of responsibility, noting any factors which may cause disruption to project activities, and taking the appropriate action to minimise their effects						
2.3 take corrective action without delay, and inform the relevant people of any changes which may affect them						
2.4 establish and maintain systems to monitor the quality, quantity and time specifications for service delivery						
2.5 make any recommendations for improving project activities and working conditions promptly to the appropriate people						
2.6 ensure that the use and maintenance of equipment conforms to recommended schedules and procedures						
2.7 promptly report all accidents and incidents to the appropriate people, and record them accurately and fully						
2.8 conduct communications with the project team and other interested parties in a way which promotes understanding and goodwill						
2.9 make sure that records of project activities are complete, accurate and comply with organisational procedures						

Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to evaluate environmental projects

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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:						
• environmental impact						
• quality						
• use of resources						
3.2 produce evaluation reports that are clear, accurate and in a form suitable for the intended recipients						
3.3 justify your conclusions and recommendations on the basis of:						
• the information available						
• the methods of evaluation including:						
• qualitative						
• quantitative						
• clearly stated assumptions						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. understand how to plan environmental projects

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
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		

4.7	explain the importance of accurate and complete specification, and reason for choice of presentation format covering:		
	• schedule		
	• location		
	• methods and procedures		
	• physical resources		
	• human resources		
	• relevant legal requirements		
	• standard of outcome required		
4.8	explain the importance of giving clear and accurate briefings to those involved with the project specification, and reasons for the choice of briefing method		
4.9	outline the process of agreeing and issuing contracts for project work		
	Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

5. understand how to deliver environmental projects

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
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:		
	• natural		
	• physical		
	• human		
	• 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		
5.6	explain the importance of complete and accurate records which comply with organisational procedures		
	Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

6. understand how to evaluate environmental projects

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
6.1 explain the importance of evaluating project outcomes covering the following criteria:		
• environmental impact		
• quality		
• 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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 503

# Survey and inspect the condition of trees

3 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements						
1.2 work in a way which promotes plant health and biosecurity and is consistent with relevant legislation and codes of practice						
1.3 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to survey trees

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 agree access arrangements for surveying with relevant people						
2.2 identify trees to be surveyed						
2.3 plot trees in relation to fixed features of the site						
2.4 collect data relating to the tree appropriate to the survey specifications						
2.5 record data and information in a manner appropriate to the client requirements and data retrieval systems						
2.6 present information to the client						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to inspect trees

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 confirm the species and position of trees to be inspected						
3.2 assess trees condition and age of trees using appropriate techniques to in line with the specification						
3.3 make recommendations on the priorities for action based upon the inspection						
3.4 minimise the impact of your inspection on the health of the tree and the environment						
3.5 maintain suitable records of your inspection and recommendations						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. understand how to survey and inspect the condition of trees

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
4.1 summarise current health and safety legislation and industry good practice		
4.2 summarise plant health and biosecurity consistent with relevant legislation and industry good practice		
4.3 describe the potential environmental damage that could occur and how to respond appropriately		
4.4 explain the records required for management and legislative purposes and the importance of maintaining them		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

5. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
5.1 explain how to agree access arrangements and why this is essential		
5.2 explain the use of maps, plans, GPS systems and fixed features to locate and plot trees		
5.3 explain how to identify tree genera and species and the implications of age classes		
5.4 state how to identify pests and pathogens that affect trees and their implications		
5.5 explain how to interpret survey and inspection specifications		
5.6 explain techniques and equipment used in surveying and inspecting trees		
5.7 explain how to analyse data generated by tree inspection and survey equipment		
5.8 explain how to ensure that your work does not adversely affect the health of the tree		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 504

# Maintain child welfare and safety during environmental activities and outings

4 credits

1. be able to prepare and maintain a safe environment for children and young people during activities and outings

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 plan activities that are consistent with the age, level of development and safety for two of the following age ranges						
• 3 to 8 years						
• 8 to 11 years						
• 11 to 18 years						
1.2 assess the site to be visited for potential hazards and adjust the planned activities appropriately						
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:						
• individuals						
• small groups (2-10 individuals)						
• large groups (10+ individuals)						
1.4 ensure that the necessary permission from parents and guardians is obtained in advance of the activity and maintain accurate contact details						
1.5 ensure that children and young person’s clothing is appropriate for the activity						
1.6 take the appropriate supplies and equipment according to the needs of the children and young people and length of activity						
1.7 ensure that suitable transport is arranged in accordance with parent and guardian’s wishes and organisational guidelines						
1.8 encourage parents and adults to participate in supervision of activities, as appropriate, and keep them fully informed of timings and organisation including emergency procedures						

1.9	maintain agreed levels of supervision at all times appropriate for the activity or outing						
1.10	ensure helpers are selected against agreed criteria and are given clear roles and responsibilities						
1.11	ensure levels of supervision are sufficient to cope with any potentially dangerous situations or hazards						
1.12	explain safety rules to children and young people clearly and in a manner appropriate to their level of understanding						
1.13	supervise children and young people in a calm and relaxed manner to promote their self-confidence						
1.14	take the appropriate prompt action in cases where abuse is suspected or has been disclosed to you by a child in your care						
1.15	agree procedures for collecting children and young people and ensure that they are not handed over without authorisation						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

2. understand how to prepare and maintain a safe environment for children and young people during activities and outings

<b>Assessment criteria (Knowledge)</b>	<b>Portfolio reference</b>	
<b>The learner can:</b>		
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:		
• 3 to 8 years		
• 8 to 11 years		
• 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 environments and the actions to take		
2.6 explain how to determine the appropriate adult: child ratios for various activities covering the following groups:		
• individuals		
• small groups (2-10 individuals)		
• large groups (10+ individuals)		

2.7	explain the contribution parents can make to activities and the importance of keeping them fully informed of plans		
2.8	explain how to determine the supplies, equipment and appropriate clothing required for different activities		
2.9	explain how to identify and arrange suitable and safe transport for children covering:		
	<ul style="list-style-type: none"> <li>walking in a group</li> </ul>		
	<ul style="list-style-type: none"> <li>private cars or minibuses</li> </ul>		
	<ul style="list-style-type: none"> <li>public or hired transport</li> </ul>		
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 eg police checks, vetting procedures, acquiring references		
2.11	explain how to promote self confidence and control in children through calm and relaxed supervision		
2.12	outline the necessary safety rules and procedures, and how to explain them to children in a manner appropriate to their level of understanding		
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		
	Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			



## Declaration

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<b>Date:</b>	

# Unit 505

# Prepare interpretive entertainment and educational activities

4 credits

1. be able to prepare interpretive, entertainment and educational activities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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						
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						
1.5 develop and put in place contingency plans for all of the following:						
• the audience is different from that anticipated						
• ill-health (staff or animal)						
• bad weather						
1.6 ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to promote health and safety and environmental good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand how to prepare interpretive entertainment and educational activities

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation		
3.2 explain how to link activities to the curriculum		
3.3 explain the range of potential audiences covering all of:		
• organised parties		
• individual members of the public		
• people with particular requirements or interests		
3.4 explain techniques for interpretation that make use of audience senses		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand relevant health and safety legislation and environmental good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 summarise current health and safety legislation, codes of practice and any additional requirements including the safety of visitors		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

# Unit 506

# Administer environmental legislation

2 credits

1. be able to administer environmental legislation

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 develop procedures to deal with applications, enquiries, objections and representations						
1.2 keep records to identify and record the stages in the process						
1.3 seek appropriate permissions where inspections need to be carried out						
1.4 liaise with others as necessary						
1.5 seek advice and support where necessary						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. know how to administer environmental legislation

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
2.1 explain the need for effective systems for documenting processes		
2.2 outline the timescales regarding the application and administration of legislation and regulations		
2.3 explain the need to involve the relevant authorities by whom consent or permission should be granted		
2.4 explain the appeal procedures		
2.5 evaluate sources of information and advice when clarification is needed		
2.6 summarise the implications and importance of data protection legislation		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

# Unit 507

# Construct a greenwood product to client specification

8 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 carry out work in accordance with relevant legislation, industry best practice						
1.3 use tools, equipment and personal protective equipment (PPE)						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to construct a greenwood product to client specification

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 obtain an accurate specification of the green wood product						
2.2 prepare a quotation for constructing the greenwood product						
2.3 check materials are suitable and appropriate to meet product specification						
2.4 construct a greenwood product to a design specification						
2.5 provide advice to minimise degradation of products in use, storage and transit						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 summarise current health and safety legislation and industry good practice		
3.3 explain the importance of maintaining tools, equipment and personal protective equipment (PPE)		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand the principles of constructing greenwood products

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain the costing out of product including time and costs		
4.2 explain commonly used methods for specifying greenwood products		
4.3 explain different products used to finish and preserve a completed greenwood product and their application		
4.4 compare different types of joints and their uses		
4.5 outline the need for product liability and when it is appropriate		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 508

# Administer environmental legislation

4 credits

1. be able to monitor and evaluate the effectiveness of habitat management work

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 set in place systems to monitor the effectiveness of habitat management work in creating desired conditions within appropriate timescales with regard both:						
• the habitat being managed						
• 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:						
• planning of your own future work						
• planning by other people						
1.3 plan and implement additional work to rectify any problems or failures to achieve original management objectives						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. understand how to monitor and evaluate the effectiveness of habitat management work

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
2.1 explain the criteria used to evaluate the habitat management work at completion of practical activities		
2.2 outline the requirements of the original work plan and specification		
2.3 explain the importance of longer-term monitoring to determine whether habitat management has been effective		
2.4 identify the factors that determine the length of time over which monitoring should take place		
2.5 explain how to use the outcomes of monitoring to improve future plans and where necessary how to plan additional work		
Type of evidence →		

## Unit 508 Administer environmental legislation

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<b>Date:</b>	

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<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 509

# Fell and process trees over 380mm

3 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 use appropriate tools, equipment and personal protective equipment (PPE)						
1.3 work in a way which maintains health and safety and is consistent with relevant legislation and industry good practice						
1.4 carry out work to minimise environmental damage						
1.5 dispose of waste safely in line with legislation						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to fell trees and process trees over 380mm

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 prepare site and establish escape route as appropriate						
2.2 assess the condition of the tree						
2.3 prepare trees appropriately to the tree condition and the specification for the site						
2.4 carry out pre-start checks and setting of the chainsaw						
2.5 demonstrate safe starting of the chainsaw						
2.6 fell trees using recognised felling methods and felling aids						
2.7 remove branches from felled trees using a recognised method						
2.8 turn tree and remove under branches using appropriate aid tools and method where appropriate						

2.9	select take down method which is relevant to the hung up tree size, form and condition						
2.10	take down hung up tree using tools or equipment appropriate to the tree size, condition and take down methods						
2.11	cross-cut timber to length in accordance with the specification						
2.12	stack produce for subsequent operations using appropriate aids and tools						
2.13	check timber is in an appropriate and safe position						
2.14	clean and tidy working area						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 outline the emergency planning and procedures relevant to the working area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
3.6 explain the correct and appropriate methods for disposing waste		
3.7 explain the legal requirements and constraints for felling trees in different circumstances		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to fell and process trees over 380mm

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain how to identify which trees need to be felled		
4.2 describe recognised felling methods for the following:		
• upright trees		
• backward leaning trees		
• trees heavily leaning/weighted in the intended felling direction		

4.3	describe how to recognise signs of disease and decay in trees and modify felling methods accordingly		
4.4	explain how felling methods are modified for:		
	• double stems		
	• hanging branches		
	• long limbs		
	• large cavities		
	• foreign bodies		
4.5	explain the advantages of setting up or using a natural felling bench, brash mat or similar support prior to felling		
4.6	explain how and when to use additional equipment, to assist with the felling of trees and the additional safeguards required		
4.7	explain how to fell standing stems and additional safeguards required		
4.8	state how to recognise when a tree is difficult to fell		
4.9	describe the additional safeguards to implement when felling:		
	• in proximity to paths		
	• roads or areas with public access		
4.10	underground/overground wayleaves		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

5. understand how to remove branches from felled trees using a chainsaw

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
5.1	describe how the method of removing branches will vary with tree species, form and condition		
5.2	describe how to identify tension and compression in branches		
5.3	outline the implications on choice of severing method		
5.4	state how and when to use equipment to assist with the snedding/de-limbing of trees		
5.5	describe process for removing branches above shoulder height		
5.6	explain the advantages of leaving a clean stem after snedding/de-limbing		
5.7	state how and when to deal with severed branches		
5.8	state how to deal with brash and branches after snedding/de-limbing		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

6. understand how to take down hung up trees

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
6.1 describe take down methods for a range of tree sizes using appropriate hand tools		
6.2 describe take down methods for trees using winches and other manual or mechanical means		
6.3 describe how to set up a winch for the take down of hung up trees.		
6.4 explain the factors to consider and additional safety precautions when using winches		
6.5 explain where the danger areas are in relation to the trees being taken down		
6.6 describe the appropriate actions to take if a tree cannot be taken down		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	



# Unit 510

# Prepare for and agree emergency tree work operations

5 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 use appropriate tools, equipment and personal protective equipment (PPE)						
1.3 work in a way which promotes health and safety and is consistent with relevant legislation and industry good practice						
1.4 carry out work to minimise environmental damage						
1.5 dispose of waste in line with legislation						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to prepare for and agree emergency treework operations

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 prepare vehicle and kit in anticipation of an emergency						
2.2 install suitable controls						
2.3 agree and establish an efficient and effective communication system with all the other services on sit						
2.4 agree and establish an emergency plan and a method of work that is appropriate to the safety of those involved, the working area and the complexity of the situation						
2.5 check appropriate traffic management systems are in place to protect the workforce						

2.6	check that the emergency services have taken all necessary actions prior to undertaking treework operations						
2.7	match the skills and experience of personnel to the treework operations and the complexity of the situation						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>		<b>Portfolio reference</b>	
3.1	explain the process of risk assessment		
3.2	outline the emergency planning procedures relevant to the work area		
3.3	summarise current health and safety legislation and industry good practice		
3.4	explain the importance of maintaining tools, equipment and personal protective equipment		
3.5	describe the potential environmental damage that could occur and how to respond appropriately		
3.6	explain the correct methods for disposing of waste		
3.7	explain the records required for management and legislative purposes and the importance of maintaining them		
Type of evidence →			
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. understand how to prepare for and agree emergency treework operations

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>		<b>Portfolio reference</b>	
4.1	explain the importance of responding appropriately to the urgency of the emergency		
4.2	explain why it is important to have vehicles and kit prepared in anticipation of any emergency		
4.3	investigate where to research advance warning of emergencies, such as weather		
4.4	explain how to deploy the workforce efficiently and effectively		
4.5	explain how to identify the presence and significance of utilities		
4.6	explain contingency planning for different emergencies		
4.7	explain how to secure sites for safe and effective working including the correct location and positioning of warning signs and access controls		

4.8	explain how the complexity of the situation can impact on the treework operations		
4.9	explain how to prioritise emergencies		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report			

## Unit 510 Prepare for and agree emergency tree work operations

### Declaration

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 511

# Lay a hedge

4 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 carry out work in accordance with relevant legislation, industry good practice, any additional requirements and maintains health and safety						
1.3 use tools, equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to plan to lay a hedge

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 identify the main purpose and species of the hedge						
2.2 determine the style in which the hedge laying will take place taking account of regional variances						
2.3 identify which hedgerow trees are to be retained and if any special protection measures exist						
2.4 estimate the number of plants required to restock the gaps						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to lay a hedge


Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 identify the direction in which the hedge will be laid and where laying will commence						
3.2 select pleachers to meet specification						
3.3 cut pleachers at the correct angle, maintaining viable hinges and reduce stumps appropriately						
3.4 lay pleachers to meet specification						
3.5 sharpen stakes as required						
3.6 install stakes at determined spacing in accordance with the style of hedging						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. understand relevant health and safety legislation and industry good practice

Assessment criteria (Knowledge)	Portfolio reference
<b>The learner can:</b>	
4.1 explain the importance of risk assessment	
4.2 summarise current health and safety legislation and industry good practice	
4.3 explain the importance of maintaining tools, equipment and personal protective equipment (PPE)	
4.4 describe the potential environmental damage that could occur and how to respond appropriately	
Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report	

5. know how to lay a hedge

Assessment criteria (Knowledge)	Portfolio reference
<b>The learner can:</b>	
5.1 explain the reasons for laying hedges	
5.2 state the most appropriate time of year to lay hedges	
5.3 explain the effect of your work on wildlife habitat	
5.4 describe different hedgerow species and their characteristics	

5.5 explain the different styles of hedge laying and regional variances		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

**Unit 511 Lay a hedge**

**Declaration**

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 512

# Extract timber using a horse

8 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 carry out work in accordance with relevant legislation, industry good practice and promotes health and safety						
1.3 use tools, equipment and personal protective equipment safely						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to extract timber using a horse

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 maintain access and extraction routes in a serviceable condition						
2.2 extract wood products effectively and efficiently using agreed extraction routes						
2.3 unload products						
2.4 grade products according to the specification						
2.5 accumulate products in agreed area to facilitate uplift and onward dispatch						
2.6 maintain the health and welfare of the horse throughout the activity						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment (PPE)		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand the extraction of timber using a horse

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain how to interpret product specifications and select produce into product categories during loading		
4.2 explain how the slope limitations and maximum safe working load impact on the capabilities and limitations of the horse		
4.3 explain the implications of terrain, ground conditions, season, weather, load and timber type/condition on planning access routes and driving the horse		
4.4 state the effect of unbalanced loads on extraction		
4.5 explain methods of grading, stacking and handling products to meet specification/customer requirements		
4.6 explain the importance of monitoring and maintaining the health and welfare of the horse throughout		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 513

# Principles of forest and moorland fire management

4 credits

1. be able to prepare a forest and moorland fire management plan

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 assess vegetation fire hazards and fire risks to inform fire management planning						
1.2 contribute to the development of forest fire plan, maps and resources						
1.3 liaise with relevant people to confirm proposed fire plan						
1.4 contribute to the preparation of checklists of resources available						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. understand the principles of forest and moorland fire management planning

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
2.1 explain fire risk and hazard assessment techniques and systems		
2.2 describe the fire suppression resources available within the organisation.		
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 fireground		
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 firefighting operations plan		

Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3. understand relevant health and safety legislation

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

# Unit 514

# Protect the environment through legal enforcement

8 credits

1. be able to plan environmental projects

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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:						
• obstructions and encroachments						
• interferences and nuisances						
• inadequate access						
• illegal activities on sites						
1.3 time investigations correctly in accordance with the potential risk to the environment covering:						
• review of information received						
• site visit and observation						
• other investigations, including consultations						
1.4 record cases of non-compliance accurately, legibly and comprehensively in appropriate formats covering all of the following:						
• written						
• graphic						
• photographic						
1.5 identify those responsible for the breach of regulations or legislation						
1.6 evaluate the feasibility of solutions other than enforcement, and implement alternative action where possible						
1.7 seek advice on the enforcement process and its implications from the appropriate source, where necessary						
1.8 establish the need for enforcement where other action has failed or is inappropriate						

1.9 promptly identify circumstances constituting a hazard or risk to the environment, and take appropriate action						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to provide evidence of non-compliance

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 collect evidence of non-compliance from the appropriate sources, record it accurately, legibly and comprehensively, and store it securely						
2.2 gather evidence from witnesses without prejudice in accordance with legal requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to initiate and monitor enforcement procedures to protect the environment

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 prepare for and initiate legal action accurately and in consultation with the relevant legal advisers						
3.2 monitor compliance with legal action at the appropriate time, and review the need for further action						
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						
3.4 arrange appropriate support where action might involve contact with aggressive or abusive people						
3.5 suspend activities where the safety of yourself or others is threatened, and review further action seeking advice where necessary						
3.6 review the need for enforcement where the appropriate remedial action has been taken by any party						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. be able to promote health and safety and environmental good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. know how to identify and confirm the need for enforcement

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
5.1 explain the reliance to be attributed to the different forms of information or evidence about alleged non-compliance:		
• review of information received		
• site visit and observation		
• other investigations, including consultations		
5.2 explain the methods of recording cases of non-compliance, and the reasons why records should be accurate, legible and comprehensive covering:		
• obstructions and encroachments		
• interferences and nuisances		
• inadequate access		
• illegal activities on sites		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

6. understand how to initiate enforcement procedures to protect the environment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
6.1 explain potential alternative solutions, other than enforcement, and judgement of their effectiveness		
• carrying out remedial work		
• arranging for the charging of costs to those responsible		
6.2 explain circumstances which would require the advice of a specialist		
6.3 explain circumstances which would require reinforcement where other action has failed or is inappropriate		
6.4 explain reasons for judging that other action has failed or is inappropriate		
6.5 give examples and explain the relevance of evidence for different circumstances		
6.6 explain the legal action processes for different circumstances		
6.7 explain how to make the judgement based on comprehensive evidence for different circumstances		
6.8 explain how to monitor compliance and the importance of correct and timely monitoring		
6.9 identify permissible default action for different circumstances, and reasons for choice, where appropriate		
6.10 identify appropriate support in circumstances involving aggression or abuse		
6.11 identify circumstances in which it would be sensible to withdraw		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

7. know and understand relevant legislation, including health and safety, codes of practice and environmental good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
7.1 explain the relevant legal requirements, current health and safety legislation, codes of practice and any additional requirements which apply to this area of work		
7.2 explain the records required for management and legislative purposes and the importance of maintaining them		
	Type of evidence →	
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**Unit 515**  
5 credits

**Consult and work with the local community**

1. be able to consult and work with the local community

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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:						
• working directly with the local community						
• providing information and interpretation prior to consultation						
• mediation of conflicts						
1.3 use both formal and informal opportunities for consultation and interaction with the local community in accordance with organisational policy						
1.4 use appropriate methods to actively seek reactions and opinions where the work of the organisation is likely to affect individuals and groups from the local community						
1.5 gather and evaluate all relevant information where conflicts of interest arise:						
• between the needs of the organisation and the needs of the local community						
• between the needs of different individuals and groups within the local community and develop recommendations for action						
1.6 obtain organisational agreement before any action to resolve at least one of the following conflicts of interest:						
• between the needs of the organisation and the needs of the local community						
• between the needs of different individuals and groups within the local community						
1.7 keep relevant people within the organisation informed of the outcomes of work and consultation with the local community						
Type of evidence →						

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

2. understand how to consult and work with the local community

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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:		
<ul style="list-style-type: none"> <li>• working directly with the local community</li> </ul>		
<ul style="list-style-type: none"> <li>• providing information and interpretation prior to consultation</li> </ul>		
<ul style="list-style-type: none"> <li>• mediation of conflicts</li> </ul>		
2.4 explain the importance of encouraging understanding and awareness as part of the consultation and collaborative working		
2.5 propose methods of gauging community opinion		
2.6 outline potential and actual conflicting interests: between different community groups, and/or between the organisation and community groups		
2.7 propose methods for resolving conflicts of interest		
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

# Unit 516

# Measure and assess felled timber volume and quality

3 credits

1. be able to measure and record volume and make quality assessment of felled timber

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 measure the timber in line with the given specification						
1.2 calculate the volume of timber						
1.3 record the volume of timber in line with the given specification						
1.4 assess the quality of a given quantity of felled timber						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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 work in a way which promotes plant health and biosecurity and is consistent with relevant legislation and codes of practice						
2.3 use equipment and personal protective equipment safely						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand how to measure, record and forecast volume of timber

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain how to identify hazards and comply with the control measures of risk assessments		
3.2 explain how to use sawlog rulers, calipers and metric volume tables		
3.3 explain how to use the hoppus system when measuring timber volumes for large broadleaved trees		
3.4 explain how to measured calculate and record the volume of felled timber		
3.5 explain how to identify species from felled material		
3.6 explain relationships between over bark, under bark, measurements, in relation to:		
• species		
• size		
• age of timber		
• time of year		
• length of time felled		
3.7 explain the classification and presentation of softwood sawlogs		
3.8 describe the principles of visual softwood sawlog grading		
3.9 explain the features in different species and grades of hardwood timber that affect quality and potential value		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 summarise current health and safety legislation, codes of practice and any additional requirements		
4.2 summarise plant health and biosecurity legislation and relevant industry good practice		
4.3 describe the possible environmental damage that could occur and how to respond appropriately		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

Declaration

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<b>IV Signature:</b>	
<b>Date:</b>	



# Unit 517

# Deliver and evaluate interpretive entertainment and educational activities

4 credits

1. be able to deliver interpretive and educational activities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 ensure that the pace, style and structure of activities are appropriate to the circumstances, interests and ability of the audience throughout						
1.2 deliver all main messages in ways which maximise understanding, and attempt to ensure these are understood						
1.3 take into account varying expectations among the audience as far as is practicable						
1.4 complete the activity to time						
1.5 use at least two types of interpretive techniques appropriately and effectively including:						
• use of multi media equipment						
• use of props						
• audience involvement and participation						
1.6 monitor the safety and comfort of the audience according to the nature of the activity						
1.7 follow agreed contingency procedures as necessary						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to evaluate the activities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 evaluate the effectiveness of the interpretation against the set objectives						
2.2 report any conclusions or recommendations arising from the evaluation to the appropriate people						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand how to deliver interpretive entertainment and educational activities

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
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		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to evaluate the activities

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain how visitor reaction and understanding can be identified, evaluated and improved		
4.2 explain the different sources of feedback on activities		
4.3 explain the importance of evaluation to future planning and decision-making		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 518

# Produce management plans for environmental sites

9 credits

1. be able to assess site resources

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 assess and record actual and potential site resources from available data						
1.2 identify existing site use and management						
1.3 establish the intended purposes and uses of the site						
1.4 identify and evaluate opportunities and constraints in managing the site						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to produce site management plans

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 present plans in a way which is suitable for those who are to implement and monitor them						
2.2 ensure that plans achieve the best balance between the present use of the site and opportunities and constraints covering:						
• legal						
• environmental						
• requirements of site users and wider community						
• economic/financial						
• physical						
• organisational						
• timing or seasonality						

<ul style="list-style-type: none"> <li>• site history</li> </ul>						
2.3 identify the resources required to achieve the plan and establish their availability including:						
<ul style="list-style-type: none"> <li>• natural</li> </ul>						
<ul style="list-style-type: none"> <li>• physical</li> </ul>						
<ul style="list-style-type: none"> <li>• human</li> </ul>						
<ul style="list-style-type: none"> <li>• financial</li> </ul>						
2.4 ensure that plans contain the necessary information for their effective implementation covering:						
<ul style="list-style-type: none"> <li>• site preparation</li> </ul>						
<ul style="list-style-type: none"> <li>• work methods and procedures</li> </ul>						
<ul style="list-style-type: none"> <li>• sequence of operations</li> </ul>						
<ul style="list-style-type: none"> <li>• disposal of waste or surplus products</li> </ul>						
<ul style="list-style-type: none"> <li>• final intended appearance and condition of the site</li> </ul>						
<ul style="list-style-type: none"> <li>• health and safety requirements</li> </ul>						
<ul style="list-style-type: none"> <li>• monitoring systems and timescales</li> </ul>						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### 3. understand how to assess site resources

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain the techniques for assessing site resources and their use for the following:		
<ul style="list-style-type: none"> <li>• flora</li> </ul>		
<ul style="list-style-type: none"> <li>• fauna</li> </ul>		
<ul style="list-style-type: none"> <li>• landscape features</li> </ul>		
<ul style="list-style-type: none"> <li>• archaeological and historical features</li> </ul>		
<ul style="list-style-type: none"> <li>• visitor facilities</li> </ul>		
<ul style="list-style-type: none"> <li>• educational facilities</li> </ul>		
<ul style="list-style-type: none"> <li>• recreation facilities</li> </ul>		
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		
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



4. understand the factors which influence the production of plans

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain the impact which different management methods may have on surrounding people, flora and fauna		
4.2 explain the ways in which conflicts may be tackled and resolved in management plans		
4.3 explain the inter-relationship between opportunities and constraints in the management of sites:		
• legal		
• environmental		
• social		
• cultural and aesthetic		
• economic or financial		
• physical		
• organisational		
• timing or seasonality		
4.4 explain the different kinds of resources which are necessary to achieve plans, and their inter-relationship:		
• human		
• financial		
• material and capital		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

5. understand how to present the site management plans

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
5.1 explain the structure, content and presentation of site plans for particular uses and audiences		
5.2 explain the methods of presenting plans to meet the needs of the full range of people who are to implement them		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

6. understand the relevant legislation and policies

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
6.1 summarise current health and safety legislation, codes of practice and any additional requirements		
	Type of evidence →	

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report



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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 519

# Stalk and cull deer

12 credits

1. be able to stalk deer

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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						
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						
1.7 select individual deer to meet cull requirements according to:						
• species						
• sex						
• age class						
• behaviour						
1.8 shoot deer safely, effectively and hygienically according to the features of the location and legal requirements						
1.9 observe reaction of deer to the shot to determine its condition						
1.10 locate and confirm condition of shot deer						
1.11 approach shot deer safely according to its condition						
1.12 despatch wounded deer humanely						
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						



2. understand how to stalk deer

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
2.6 describe normal anatomy and physiology of deer		
2.7 describe normal behaviour of deer including signs that indicate ill health		
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		
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		
2.13 explain the methods used to approach deer in the following locations:		
<ul style="list-style-type: none"> <li>• wooded</li> </ul>		
<ul style="list-style-type: none"> <li>• open</li> </ul>		
<ul style="list-style-type: none"> <li>• flat</li> </ul>		
<ul style="list-style-type: none"> <li>• undulating</li> </ul>		
<ul style="list-style-type: none"> <li>• hilly</li> </ul>		
<ul style="list-style-type: none"> <li>• mountainous</li> </ul>		
2.14 explain how to select the individual deer to be culled by:		
<ul style="list-style-type: none"> <li>• species</li> </ul>		
<ul style="list-style-type: none"> <li>• sex</li> </ul>		
<ul style="list-style-type: none"> <li>• age class</li> </ul>		
<ul style="list-style-type: none"> <li>• behaviour</li> </ul>		
2.15 explain the use of high seats as an alternative form of stalking including how to climb quietly and safely		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3. be able to promote health and safety and environmental good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. be able to maintain accurate records

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 maintain accurate cull records						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. understand how to humanely cull deer

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
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:		
• wounded		
• dead		
5.7 describe the reaction of deer to being shot in different parts of the body		
5.8 describe the signs which indicate strike		

5.9	explain how to locate shot deer including the use of dogs		
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		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

6. understand relevant health and safety legislation and environmental good practice

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
6.1	summarise current health and safety legislation, codes of practice and any additional requirements		
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		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

7. know how to maintain accurate records

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
7.1	explain the reason for keeping accurate, up-to-date cull records		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

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# Unit 520

# Carry out aerial pruning of a tree

3 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice						
1.3 use and maintain tools, equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
1.5 dispose of waste safely in line with legislation						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to carry out aerial pruning of a tree

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform a hazard evaluation and Work at Height assessment prior to carrying out the work						
2.2 use access and positioning methods appropriate to the assessed risk(s)						
2.3 inspect all access equipment to ensure it is safe and fit for use under manufacturers instructions and relevant legislation						
2.4 select an appropriate anchor point if climbing or appropriate position of Mobile Elevated Work Platform according to the work situation						
2.5 reassess the anchor point for climbing or positioning of mobile elevated work platform throughout the work						
2.6 apply pruning specification						




2.7	carry out pruning operations in accordance with industry good practice						
2.8	check all arisings are dropped/thrown into planned drop zone without compromising the access equipment or damage to the infrastructure						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
3.1	explain the importance of risk assessment		
3.2	outline the emergency planning procedures relevant to the work area		
3.3	summarise current health and safety legislation and industry good practice		
3.4	explain the importance of maintaining tools, equipment and personal protective equipment		
3.5	describe the potential environmental damage that could occur and how to respond appropriately		
3.6	explain the correct and appropriate methods for disposing of waste		
Type of evidence →			
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. understand how to carry out aerial pruning of a tree

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
4.1	explain control measures to be implemented relevant to the working area and proposed works		
4.2	explain how to evaluate the tree for hazards and the implications of the hazards when identified		
4.3	explain the importance of accurate and appropriate cuts when removing branch material		
4.4	explain how tree species, their condition and the time of year affect the work		
4.5	evaluate the advantages and disadvantages of pruning tools to the selected pruning operations		
4.6	explain the additional precautions that may be taken during re-pollarding of trees		
4.7	define pruning prescriptive terms and measurements		
4.8	explain measurement terms and how to apply them		

4.9 explain the basic principles of target pruning and the effect on tree pruning operations	
Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report	

## Unit 520                      Carry out aerial pruning of a tree

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<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 521

# Carry out aerial tree rigging

3 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice						
1.3 use and maintain tools, equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to carry out aerial tree rigging

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform a <b>hazard</b> evaluation and a work at height assessment prior to commencing the work						
2.2 use access and positioning methods appropriate to the assessed risks						
2.3 inspect access equipment to ensure it is safe and fit for use under manufacturer’s instructions and relevant legislation						
2.4 estimate the anticipated loads						
2.5 select compatible components to make up the rigging system						
2.6 assess the position and selection of anchor points for rigging components in relation to:						
• anticipated load						
• ground crew						
• other anchor points						

• access equipment position						
• planned drop zone						
• processing area						
• communication						
2.7 remove tree sections using suitable rigging and appropriate cuts						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the risk assessment process		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to carry out aerial tree rigging

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain the control measures to be implemented relevant to the working area and proposed work		
4.2 explain how to evaluate the tree for hazards and the implications of the hazards		
4.3 explain how to calculate anticipated loads		
4.4 describe how to select compatible components to make up a rigging system appropriate for the anticipated load		
4.5 describe how to select suitable anchor points for the anticipated load without compromising the workers access position		
4.6 describe how to select suitable access positions and planned drop zones		
4.7 describe how to layout a work site to safeguard the ground crew, aid workflow, and deal with arisings during rigging operations		
4.8 describe how to minimise shock loading in the rigging system		
4.9 describe when tree rigging may be required and its limitations		

4.10 describe how, when and where to use:		
• drift/load transfer line		
• balance/cradle		
• spider leg		
• speedline		
• false anchor points		
• craning and lifting techniques		
• crane removal		
• pull/ tag line		
4.11 explain how remove tree sections by:		
• tip tie technique		
• butt tie technique		
• balance/cradle		
• snatching		
• speed line		
• lifting techniques		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

# Unit 522

# Install and maintain structural supports for trees

4 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice						
1.3 use and maintain tools, equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to install and maintain structural supports for trees

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform a hazard evaluation and a work at height assessment prior to commencing the work						
2.2 select the most suitable structural support system for the situation and the well-being of the tree						
2.3 select components for installation						
2.4 determine the appropriate position of installation for the situation						
2.5 use access and positioning methods appropriate to the assessed risks and the method statement						
2.6 communicate work plan to ground crew						
2.7 install selected structural support system into the tree						
2.8 report on structural support system used and implement an inspection regime						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						





3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to install and maintain structural supports for trees

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 describe when a structural support system is appropriate		
4.2 describe different types of structural support system and their application, installation and maintenance covering		
<ul style="list-style-type: none"> <li>• rod brace – rod to stabilise a weak fork OR bridge a cavity OR stabilise two rubbing branches</li> </ul>		
<ul style="list-style-type: none"> <li>• invasive flexible brace – cable into the tree crown</li> </ul>		
<ul style="list-style-type: none"> <li>• non-invasive flexible brace incorporating belt attachments into the tree crown prop to restrain downward movement of a heavy or long branch within a few metres of the ground</li> </ul>		
<ul style="list-style-type: none"> <li>• propping</li> </ul>		
4.3 explain how to identify the correct position for installation of a structural support system		
4.4 evaluate the materials to be used to meet anticipated loads		
4.5 describe any pruning requirements that can supplement the structural support system		
4.6 explain how species, condition of tree and the time of year can affect the work		
4.7 outline the basic principles of tree biology and how they impact on the work		
4.8 state the implications and liabilities of installing a support system into a dynamic structure		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Declaration

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 523

# Survey vegetation adjacent to above ground utilities to identify required management

8 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 carry out work in accordance with relevant legislation, industry good practice and promotes health and safety						
1.3 use tools, equipment and personal protective equipment (PPE)						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to survey vegetation

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 identify landowner requirements						
2.2 agree specification with the landowner						
2.3 conduct a survey of the site						
2.4 specify the specialist equipment and resources required for operations identified						
2.5 record survey details as appropriate to the utility and intended use of the data						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to survey vegetation

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain how the species, condition and stage of growth of the tree/s and their proximity to the utility affect the work		
4.2 explain how to manage landowners expectations		
4.3 explain how to carry out a survey of vegetation around utilities and the information that should be recorded		
4.4 explain the conflicts between retaining aesthetics and the requirements of the utility owner or licence holders		
4.5 describe the basic principles of tree biology		
4.6 evaluate the implications of crown reduction and thinning intensity to efferent tree species		
4.7 describe utility specific apparatus and associated safety zones and how they can affect the work		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 524

# Plan and carry out plant protection by chemical means

2 credits

1. be able to carry out plant protection by chemical means

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify vegetation which requires control						
1.2 carry out a risk assessment and prepare a plan						
1.3 control unwanted vegetation in line with current industry recognised guidelines on best practice and with job specification						
1.4 record chemical use and user details for every site						
1.5 carry out protection and maintenance in line with the job specification avoiding damage to the planted trees and to the environment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to work safely and minimise environmental damage

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to select, use and maintain relevant equipment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	Portfolio reference					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. understand how to carry out plant protection by chemical means

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
4.1 describe how to safely and securely transport and store materials		
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		
4.6 explain the reasons for placing unwanted materials clear of trees		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

5. understand relevant health and safety legislation and environmental good practice

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
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 to environmental damage can be minimised		
5.4 explain how to identify hazards and comply with the control measures of risk assessments		
Type of evidence →		

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

6. understand the reasons for maintaining equipment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 525

# Sever uprooted or windblown trees using a chainsaw

4 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 use appropriate tools, equipment and personal protective equipment (PPE)						
1.3 work in a way which promotes health and safety and is consistent with relevant legislation and industry good practice						
1.4 carry out work to minimise environmental damage						
1.5 dispose of waste in line with legislation						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to sever uprooted and windblown trees using a chainsaw

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 carry out pre-start checks and setting of the machine for use						
2.2 plan and agree a system of work						
2.3 prepare site and establish escape route						
2.4 demonstrate safe starting of the chainsaw						
2.5 prepare stems						
2.6 sever stems under significant tension and compression						
2.7 secure the root plate with a winch						
2.8 sever the root plates using a recognised severing method appropriate to the tree size and condition						

2.9	prepare broken and partially windblown trees using appropriate methods and aid tools for felling						
2.10	fell broken trees using appropriate methods and aid tools						
2.11	fell partially windblown trees using appropriate methods and aid tools						
2.12	turn tree and remove under branches using appropriate method and aid tools						
2.13	cross-cut timber to length in accordance with the specification						
2.14	stack produce for subsequent operations using appropriate aids and tools						
2.15	check that trees, timber and root plates are in a safe, appropriate position and condition						
2.16	clean and tidy working area						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b>	<b>Portfolio reference</b>	
<b>The learner can:</b>		
3.1 explain the risk assessment process		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
3.6 explain methods for disposing of waste		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to sever uprooted or windblown trees using a chainsaw

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
4.1 explain top, bottom and side tension and compression in timber		
4.2 explain the risks involved and precautions to be taken by the chainsaw operator when cutting timber under high tension		
4.3 state when winch restraint of a root plate or stem is necessary		
4.4 describe how to set up winch for restraint of side tension or to prevent uncontrolled movement of timber		
4.5 explain why severing butts may be made a distance of a 'long log' from the root plate and the associated hazards		
4.6 describe the alternative methods that can be used to sever timber under very severe tension and compression		
4.7 describe how to make root plates safe after severing		
4.8 explain the factors to consider and additional safety precautions when using winches		
4.9 describe how to maintain safety on site when machinery is present		
4.10 describe the situations where a banksman would be used and the means of communication with the operator		
4.11 describe the methods of severing uprooted trees, under and over guide bar length in diameter		
4.12 describe how to sever partly uprooted or windblown trees		
4.13 describe how to fell broken trees with:		
<ul style="list-style-type: none"> <li>• hanging tops</li> </ul>		
<ul style="list-style-type: none"> <li>• partially broken tops which are in contact with the ground</li> </ul>		
4.14 explain the advantages and methods of removing a broken top prior to felling		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Name:</b>	
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<b>Date:</b>	

## Unit 526

# Supervise arboriculture operations in proximity to above ground utilities

8 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 carry out work in accordance with relevant legislation, industry good practice and promotes health and safety						
1.3 use tools, equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to supervise utility arboriculture operations

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 implement appropriate control measures according to current legislative, industry and utility specific standards						
2.2 monitor that the required signage and guarding controls are in place						
2.3 monitor the use of specialist equipment for vegetation management operations adjacent to overhead utilities and structures						
2.4 plan work to reduce the impact of vegetation on overhead utilities						
2.5 supervise the operations to minimise the impact of vegetation on overhead utilities						
2.6 clean and tidy working area						
Type of evidence →						

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
3.6 explain the correct and appropriate methods for disposing of waste		
3.7 explain the records required for management and legislative purposes and the importance of maintaining them		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. know how to supervise utility arboriculture operations

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain why it is important to regularly review work and why it may need to be suspended or stopped		
4.2 explain how the species, condition and stage of growth of the tree(s) and their proximity to the utility affect the work		
4.3 evaluate the implications of crown reduction and thinning intensity to different tree species		
4.4 explain the potential hazards and risks associated with working in close proximity to the utility		
4.5 explain the conflicts between retaining aesthetics and the requirements of the utility owner or licence holder		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Signature:</b>	
<b>Date:</b>	



# Unit 527

# Prepare, produce and evaluate interpretive media

8 credits

1. be able to prepare briefs for producing interpretive media

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 prepare briefs for interpretive media which meet resource, budget, legal and site requirements						
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						
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to monitor the production of interpretative media

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 monitor production progress regularly against agreed resource allocations and timescales						
2.2 agree any proposed changes to the production plan with the appropriate people						
2.3 ensure the interpretive media are produced within planned budget and timescales						
2.4 ensure the interpretive media produced match the design brief						
2.5 ensure that site-based interpretive media are located in accordance with the original brief						
2.6 ensure that printed materials are distributed in accordance with the original brief						
Type of evidence →						

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

3. be able to evaluate the effectiveness of interpretative media

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 ensure that all evaluation criteria are clearly established and agreed with the appropriate people						
3.2 use at least two different evaluation methods that are appropriate to the situation and the customers:						
• response to questionnaires						
• observation						
• customer feedback						
• feedback from colleagues						
• 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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. understand how to prepare briefs for producing interpretative

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
4.1 explain the types of interpretive media and how appropriate each is to particular circumstances:		
• leaflets		
• signs		
• displays		

	• trails		
	• audio/audio visual		
	• events		
4.2	explain the resources that will be required for producing media:		
	• time		
	• money		
	• people		
	• 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		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

5. understand how to produce and monitor interpretive media

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
5.1	explain how to measure suitability of product against design brief		
5.2	explain the factors that could affect production/location and how these should be handled		
5.3	explain their limits of authority and from where to seek confirmation of changes covering:		
	• schedule		
	• methods		
	• suppliers		
	• 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		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

6. understand how to evaluate the effectiveness of interpretive media

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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		
<ul style="list-style-type: none"> <li>• response to questionnaires</li> </ul>		
<ul style="list-style-type: none"> <li>• observation</li> </ul>		
<ul style="list-style-type: none"> <li>• customer feedback</li> </ul>		
<ul style="list-style-type: none"> <li>• feedback from colleagues</li> </ul>		
<ul style="list-style-type: none"> <li>• feedback from employer</li> </ul>		
6.3 explain the factors which can cause data to be skewed		
6.4 explain the methods of recording data and the suitability of each		
6.5 explain how to analyse data and draw conclusions related to the evaluation criteria that are supported by the results of the analysis		
6.6 explain why it is important to use methods which are likely to produce accurate and impartial data		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 528

# Supervise arboriculture operations in proximity to above ground utilities

5 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements						
1.2 work in a way which promotes plant health and biosecurity and is consistent with relevant legislation and codes of practice						
1.3 use tools, equipment and personal protective equipment						
1.4 ensure work is carried out in a manner which minimises environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to select and mark trees

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 establish basal area of trees as an aid to selection						
2.2 select trees according to the given specification and appropriate tariff method						
2.3 mark trees in line with the given specification and appropriate tariff method						
2.4 measure trees in line with the specification and appropriate tariff method						
2.5 complete appropriate tariffing field checks to minimise error						
2.6 check thinning intensity using sample plots						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						



3. understand how to select, mark and assess volume of standing trees

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 evaluate the implications when selecting trees in relation to:		
<ul style="list-style-type: none"> <li>• thinning intensity</li> </ul>		
<ul style="list-style-type: none"> <li>• thinning yield</li> </ul>		
<ul style="list-style-type: none"> <li>• rack spacing</li> </ul>		
<ul style="list-style-type: none"> <li>• rack width</li> </ul>		
<ul style="list-style-type: none"> <li>• brash mat</li> </ul>		
<ul style="list-style-type: none"> <li>• wind throw hazard</li> </ul>		
<ul style="list-style-type: none"> <li>• species</li> </ul>		
3.2 explain the tariff procedure and how to use full and abbreviated tariffing systems		
3.3 explain how to calculate thinning yield, thinning intensity and basal area		
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:		
<ul style="list-style-type: none"> <li>• low</li> </ul>		
<ul style="list-style-type: none"> <li>• intermediate</li> </ul>		
<ul style="list-style-type: none"> <li>• crown</li> </ul>		
<ul style="list-style-type: none"> <li>• line</li> </ul>		
3.7 evaluate different marking tools and equipment when selecting and marking		
3.8 describe how to identify species of standing trees		
3.9 explain the factors which may affect selecting and marking trees including terrain, season, weather and species		
3.10 explain how the harvesting method may affect the way a crop is marked		
3.11 describe product specifications		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



4. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 summarise current health and safety legislation, codes of practice and any additional requirements		
4.2 summarise plant health and biosecurity legislation and relevant industry good practice		
4.3 describe the possible environmental damage that could occur and how to respond appropriately		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

Declaration

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

**Unit 529**  
5 credits

**Prepare, produce and evaluate interpretive media**

1. be able to work safely

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 use appropriate tools, equipment and personal protective equipment						
1.3 carry out work in accordance with relevant legislation, industry good practice and maintain health and safety						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to prepare and operate cable crane

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 carry out pre-start checks to test all operating functions of the equipment as appropriate						
2.2 set up and rig the cable crane in line with manufacturer’s and industry guidance						
2.3 undertake routine splicing of wire ropes						
2.4 operate the cable crane to extract timber in keeping with site constraints						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand how to prepare cable crane

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 summarise the procedures for loading and unloading equipment		
3.2 explain how to rig a cable crane		
3.3 describe when it would be appropriate to use offset winching		
3.4 explain how and where to rig an intermediate support and when it would be appropriate to use intermediate support		
3.5 explain how to establish ground anchors and maintain their effectiveness		
3.6 discuss the characteristics and advantages of different carriages		
3.7 explain how to repair main skyline and maintain wire ropes		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to operate a cable crane

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 describe the techniques for extracting timber by cable crane		
4.2 evaluate the capabilities and limitations of cable crane systems		
4.3 identify the additional safeguards required when working on hi-lead systems		
4.4 explain the implications of terrain, ground conditions, season, weather conditions, on extracting timber by cable crane		
4.5 explain the implications of load and product type/weight/length on extracting timber by cable crane		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

5. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
5.1 summarise current health and safety legislation, codes of practice and any additional requirements		
5.2 describe the types of records that may be required for management and legislative requirements		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Signature:</b>	
<b>Date:</b>	

**Unit 531**  
4 credits

**Carry out site surveys and communicate findings**

1. be able to carry out site surveys

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 establish the purpose of the site survey						
1.2 collect data using suitable survey technical that meets the requirements of the survey specification						
1.3 analyse data or forward to others for analysis in line with specifications						
1.4 record all data fully and in the format specified						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to communicate findings

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 produce accurate and complete information which contains the necessary supporting data						
2.2 communicate findings in accordance with the survey specification and respond to requests for further clarification						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to promote health and safety and environmental good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. understand how to carry out site surveys

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
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		
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

5. understand how to communicate survey findings

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		





6. understand relevant health and safety legislation and environmental good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
6.1 summarise current health and safety legislation, codes of practice and any additional requirements		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 532

# Writing a business plan

1 credit

1. be able to write a business plan

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 collect and examine information about the business						
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 533

# Plan and manage the control of pests, diseases and disorders

5 credits

1. plan the control of pests, diseases and disorders

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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"> <li>control method to be used (chemical, biological and/or cultural)</li> </ul>						
<ul style="list-style-type: none"> <li>timing</li> </ul>						
<ul style="list-style-type: none"> <li>individuals involved</li> </ul>						
<ul style="list-style-type: none"> <li>health and safety requirements</li> </ul>						
<ul style="list-style-type: none"> <li>environmental protection measures</li> </ul>						
To take account of the following criteria						
<ul style="list-style-type: none"> <li>crop</li> </ul>						
<ul style="list-style-type: none"> <li>cropping area</li> </ul>						
<ul style="list-style-type: none"> <li>problem</li> </ul>						
<ul style="list-style-type: none"> <li>market requirements</li> </ul>						
1.2 present plans clearly to the appropriate people						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to monitor the control of pests, diseases and disorders

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 establish methods, timing and frequency of monitoring to determine the presence of pests, diseases and disorders						
2.2 gather accurate monitoring information relating to the presence of pests, diseases and disorders at appropriate intervals						
2.3 accurately interpret all available information to identify the extent of the pest population, disease, disorders and biological controls						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to manage the control of pests, diseases and disorders

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 confirm that the selected control methods are in accordance with legislative requirements						
3.2 implement at least two control methods in ways which minimise the risks to non-target species and the environment:						
• chemical						
• biological						
• cultural						
3.3 take appropriate actions without delay should problems arise during pest, disease and disorder control						
3.4 evaluate accurately the use of control method and amend activities if necessary						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. be able to keep appropriate records

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 keep all relevant records up to date, accurate, legible and complete						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. be able to promote health and safety and environmental good practice

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

6. be able to maintain and use relevant equipment

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 ensure equipment is prepared, used and maintained in a safe and effective condition throughout						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

7. understand how to plan for the control of pests, diseases and disorders

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
7.1 explain the importance of developing plans for the control of pests, diseases and disorders and why they should cover the following:		
• control method to be used (chemical, biological and/or cultural)		
• timing		
• individuals involved		
• health and safety requirements		
• environmental protection measures		
7.2 explain the ways in which the plans should be communicated covering both written and spoken		
7.3 explain all the planning criteria to be considered when developing plans:		
• crop		
• cropping area		
• problem		
• market requirements		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

8. understand how to monitor the control of pests, diseases and disorders

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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 and the problems they cause		
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		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



9. understand the records required for managing the control of pests, diseases and disorders

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
9.1 explain the records required and their importance		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

10. understand the control of pests, diseases and disorders

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
10.1 explain how to assess the health and safety risks related to controlling pests, diseases and disorders		
10.2 explain different methods for controlling pests, diseases and disorders and the problems which may occur and the action to be taken covering:		
• chemical		
• biological		
• cultural		
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

11. understand the reasons for maintaining equipment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
11.1 explain the importance and methods of maintaining equipment for use		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

12. understand relevant health and safety legislation and environmental good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
Type of evidence →		

## Unit 533

## Plan and manage the control of pests, diseases and disorders

### Declaration

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<b>Date:</b>	

**Unit 534**  
5 credits

**Research and plan environmental interpretations**

1. be able to research information for interpretations

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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						
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						
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						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to plan information for interpretation

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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						
2.6	identify the required resources and confirm their availability						
2.7	maintain the confidentiality of information						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

3. understand how to research information for interpretations

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
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:		
	• general interest		
	• 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:		
	• general interest		
	• 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		
3.8	explain how to take account of potential environmental and social impact of interpretations and the reasons why this is important		
Type of evidence →			
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. understand how to plan for interpretations

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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:		
<ul style="list-style-type: none"> <li>• geographical areas or sites</li> </ul>		
<ul style="list-style-type: none"> <li>• specific environmental topics</li> </ul>		
<ul style="list-style-type: none"> <li>• environmental themes</li> </ul>		
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:		
<ul style="list-style-type: none"> <li>• time</li> </ul>		
<ul style="list-style-type: none"> <li>• human</li> </ul>		
<ul style="list-style-type: none"> <li>• physical</li> </ul>		
<ul style="list-style-type: none"> <li>• financial information</li> </ul>		
4.4 explain how to identify, negotiate and agree appropriate site access arrangements and the consequences of failing to make appropriate access arrangements prior to visits		
4.5 explain the importance of confirming availability of resources and the consequences of failing to ensure required resources are available		
4.6 explain the need for appropriate levels of confidentiality		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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# Unit 535

# Carry out assisted fell operations

3 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 use appropriate tools, equipment and personal protective equipment (PPE)						
1.3 work in a way which promotes health and safety is consistent with relevant legislation and industry good practice						
1.4 carry out work to minimise environmental damage						
1.5 dispose of waste in line with legislation						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to carry out assisted fell operations

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 select appropriate equipment for the felling operation						
2.2 carry out pre-start checks and setting of the machine for use						
2.3 demonstrate safe starting of the chainsaw						
2.4 select a felling direction appropriate to tree form and site conditions						
2.5 position pulling equipment in accordance with specific risk assessment						
2.6 use suitable anchor points for anticipated load as necessary						
2.7 install adequate attachment point within the tree to be felled to give sufficient security and adequate leverage for the pulling system						

2.8	set up safe pull system						
2.9	pre-tension the pull system to ensure all components are correctly configured and functional						
2.10	make felling cuts						
2.11	retreat to a safe area and initiate the pull						
2.12	clean and tidy working area						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
3.6 explain appropriate methods for disposing of waste		
3.7 explain the records required for management and legislative purposes and the importance of maintaining them		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



4. understand how to carry out assisted fell operations

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain how to estimate the load		
4.2 explain how to determine the appropriate pulling equipment for the assisted fell of a range of tree types/ weights		
4.3 state the application and limitations of different types of pulling equipment		
4.4 describe how to inspect equipment and recognise defects in any of the pull system components		
4.5 explain the importance of clear communication during assisted fell operations		
4.6 explain how to set-up an assisted fell pulling system which is adequate for the anticipated load of the tree		
4.7 explain the necessity for offset pulling		
4.8 explain the need for accurate felling direction and the importance of employing appropriate felling techniques/cuts		
4.9 explain the reason for incorporating a 'back-hold' into the felling cut for assisted fell operations		
4.10 describe the use of felling aids as an alternative to assisted fell		
4.11 describe the consequences of not carrying out an assisted fell operation in an organised and appropriate manner		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 536

# Carry out emergency treework operations

5 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice						
1.3 use appropriate tools, equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
1.5 dispose of waste safely in line with legislation						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to carry out emergency treework operations

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 deploy the emergency response kit						
2.2 carry out pre-start checks and setting of machinery for use						
2.3 demonstrate safe starting of the chainsaw						
2.4 breakdown tree crowns						
2.5 secure the tree root plate with appropriate equipment						
2.6 sever the root plates using a recognised severing method appropriate to the tree size and condition						
2.7 carry out assisted fell operations appropriate to tree form and site conditions						
2.8 make working area safe with suitable access routes as required						
2.9 dispose of arisings in line with site specification, safety and environmental requirements						
2.10 restore and secure the site prior to departure						
2.11 clean and tidy working area						

Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
3.6 explain appropriate methods for disposing of waste		
3.7 explain the records required for management and legislative purposes and the importance of maintaining them		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to carry out emergency treework operations

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain how to secure the tree root-plate or other unstable structures with appropriate equipment		
4.2 explain the factors to consider and additional safety precautions when using winches		
4.3 describe the reasons and circumstances where it is necessary to move trees to a safer working area		
4.4 explain the principles of tree crown breakdown with particular emphasis on supporting branches and tension and compression		
4.5 explain how to determine the appropriate pulling equipment for the assisted fell of a range of tree types/ weights		
4.6 explain the importance of initiating and maintaining communication and team working when carrying out emergency treework operations		
4.7 explain planning requirements for any subsequent work and clear up to take place		
4.8 describe the procedures for dealing with emergencies and emergency services		
4.9 explain why some activities need to be carried out at the time of the emergency and why some can be left until a later time		
4.10 explain the hazards of working in different types of sites and situations covering:		
<ul style="list-style-type: none"> <li>• in close proximity to buildings</li> </ul>		
<ul style="list-style-type: none"> <li>• in close proximity to the highway</li> </ul>		
<ul style="list-style-type: none"> <li>• in close proximity to water</li> </ul>		
<ul style="list-style-type: none"> <li>• fallen trees</li> </ul>		
<ul style="list-style-type: none"> <li>• damaged buildings</li> </ul>		
<ul style="list-style-type: none"> <li>• appalling weather</li> </ul>		
<ul style="list-style-type: none"> <li>• damaged overhead power lines which may be live</li> </ul>		
<ul style="list-style-type: none"> <li>• damaged underground utilities</li> </ul>		
<ul style="list-style-type: none"> <li>• burst drains</li> </ul>		
<ul style="list-style-type: none"> <li>• environmental disasters – raw sewage etc.</li> </ul>		
<ul style="list-style-type: none"> <li>• under artificial lights</li> </ul>		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Declaration

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<b>Date:</b>	

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 537

# Carry out aerial cutting of trees with the assistance of a crane

5 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice						
1.3 use appropriate tools, equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
1.5 dispose of waste safely in line with legislation						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to carry out aerial cutting of trees with the assistance of a crane

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform a hazard evaluation and a work at height assessment prior to carrying out the work						
2.2 use access and positioning methods appropriate to the assessed risks						
2.3 inspect access equipment to ensure it is safe and fit for use under manufacturers instructions and relevant legislation						
2.4 select an appropriate anchor point according to work situation						
2.5 calculate the anticipated loads the rigging needs to take, and select compatible components to make up the rigging system						
2.6 assess the position of the crane to facilitate removal of tree sections						

2.7	agree with crane operator the position of the crane for work to be carried out						
2.8	assess the likely directions of pivot and attach slings accordingly						
2.9	assess the weight of the pieces to be removed and identify desired drop zone						
2.10	select appropriate work position and execute appropriate cut						
2.11	communicate with crane operator and ground staff in relation to the progress of operations						
2.12	use a pull/tag line to aid removal of sections						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
3.1	explain the importance of risk assessment		
3.2	outline the emergency planning procedures relevant to the work area		
3.3	summarise current health and safety legislation and industry good practice		
3.4	explain the importance of maintaining tools, equipment and personal protective equipment		
3.5	describe the potential environmental damage that could occur and how to respond appropriately		
3.6	explain the correct methods for disposing of waste		
Type of evidence →			
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. understand how to carry out aerial cutting of trees with the assistance of a crane

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
4.1	evaluate the tree for hazards and the implications of the hazards when identified		
4.2	explain how to select appropriate anchor points/position of access equipment so the anchor point will not be compromised by the work being carried out		
4.3	explain the importance of accurate and appropriate cuts when removing tree sections and their effect on the section being removed		
4.4	evaluate the advantages and disadvantages of tools and equipment to perform cutting operations		
4.5	explain how species, condition of trees and the time of year can affect the work		
4.6	describe how to install and use pull/tag line to aid removal of sections		
4.7	evaluate the advantages and disadvantages of removing tree sections using a crane		



4.8	calculate anticipated loads when removing tree sections using a crane		
4.9	assess likely direction of pivot		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 538

# Transplant large root-balled plants

4 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 carry out work specification in accordance with relevant legislation, codes of practice, any additional requirements and promotes health and safety						
1.3 use tools, equipment and personal protective equipment safely						
1.4 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to prepare large root-balled plants for transplanting

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 identify a species that meets site requirements and specification						
2.2 ensure the bio-security and the condition of the plant before transporting and establishment						
2.3 prepare and transport the plant in a way that is safe and secure						
2.4 maintain the health, vitality and physical condition of the plant throughout						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to plant large root-balled plants

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 identify the planting site						
3.2 mark out the planting site						
3.3 carry out planting using methods that maintain the health, vigour and condition of the plant in line with specification						
3.4 specify the aftercare appropriate to the plant and the environment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. understand relevant health and safety legislation and environmental good practice

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
4.1 explain the importance of risk assessment		
4.2 summarise current health and safety legislation and industry good practice		
4.3 explain the importance of maintaining tools, equipment and personal protective equipment		
4.4 describe the potential environmental damage that could occur and how to respond appropriately		
4.5 explain the records required for management and legislative purposes and the importance of maintaining them		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

5. know how to prepare and plant large root-balled plants

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
5.1 state how to check the condition and bio-security of plants to ensure they are fit for transportation and establishment		
5.2 describe the effects of transportation on plants and how to prepare them for transportation to maintain their condition throughout		
5.3 state the causes of damage which may occur to plants during transplanting and how these can be prevented covering handling		
5.4 explain the factors affecting the timing, method and site of planting		
5.5 explain support systems that will benefit the plant during establishment		
5.6 explain the types of damage and the aftercare requirements of large root-balled plants		

**Unit 538****Transplant large root-balled plants****Declaration**

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 539

# Promote, monitor and maintain health, safety and security of the workplace

7 credits

1. understand how to monitor and maintain the health, safety and security of the workplace

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 evaluate your legal and organisational responsibility in relation to health, safety and security		
1.2 describe the difference between 'hazard' and 'risk' and how to assess risk		
1.3 assess the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)		
1.4 assess the risks which arise from routine work activities and the measures to control them		
1.5 evaluate the importance of assessing risks from new and non-routine work activities		
1.6 assess the need to communicate health and safety precautions to others entering the area		
1.7 assess safe methods of using and storing equipment and materials		
1.8 investigate how hazardous and non-hazardous waste should be managed		
1.9 assess security issues associated with the workplace and what actions to take		
1.10 research the relationship of extinguisher to fire type (electrical, chemical, combustible material)		
1.11 evaluate procedures for different types of emergencies relevant to the industry in which you are working		
1.12 evaluate any specific risks relevant to child safety from your work		
1.13 assess your responsibility for maintaining health and safety records		
1.14 research the ways in which environmental damage must be minimised during work activities		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. understand how to promote good standards of health and safety

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 justify the contribution that good standards of health and safety make to the management and efficiency of the business or organisation		
2.2 assess the effect that your actions have on the attitudes of other workers towards health and safety		
2.3 propose the importance of discussing and agreeing how individuals are to work for safe co-ordination of their activities		
2.4 evaluate safe lifting and handling techniques		
2.5 assess safe methods of working with potentially hazardous equipment and the relevant legislation and guidelines related to this		
2.6 assess safe methods and systems of working with hazardous materials and the relevant legislation related to this		
2.7 assess methods for minimising environmental damage during work		
2.8 propose effective methods of promoting good health and safety practice to others		
2.9 investigate the types of accidents or injury which may occur and the correct actions to take		
2.10 propose the reasons for providing information on whereabouts		
2.11 assess the records which it is necessary to keep under relevant legislation and your personal responsibility for maintaining these		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3. understand how to respond to health emergencies within the workplace

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 assess the required action to take for the health emergency concerned		
3.2 assess your own competence in dealing with the health emergency		
3.3 evaluate the reasons for calling for assistance immediately		
3.4 describe the importance of not carrying out actions beyond your own capabilities		
3.5 assess the reasons why actions beyond your level of competence may further endanger life		
3.6 investigate effective ways of providing support to those suffering a health emergency and of keeping them in the best possible condition		
3.7 analyse the effects of shock on individual's with a health emergency and ways of dealing with this effectively		
3.8 assess the type of verbal support which can be provided to the individual suffering the health emergency		

3.9	assess potential health risks to others from an emergency		
3.10	assess reasons for offering support and help to others involved in the incident and how this should be achieved		
3.11	investigate relevant legislative requirements for completing records of accidents and emergencies		
3.12	assess location and use of accident book and first aid equipment		
		Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. monitor and maintain the health, safety and security of the workplace

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 maintain the safety and security of the working environment in accordance with relevant legal and organisational requirements						
4.2 assess existing risk assessments for routine work activities						
4.3 assess the risks involved prior to undertaking new or non-routine work activities, recommend control measures and ensure agreed measures are applied						
4.4 select and apply the correct measures to control risk from routine work activities						
4.5 communicate any health and safety precautions that are being applied in the workplace to others entering the area						
4.6 use equipment and materials correctly according to relevant legislation and organisational requirements						
4.7 manage waste correctly in accordance with relevant legal and organisational requirements						
4.8 follow standard procedures for personal hygiene at all times						
4.9 implement safety procedures safely, correctly and without delay in an emergency situation						
4.10 keep health, safety and security records which are accurate, legible and complete						
4.11 perform work activities in a manner which minimises environmental damage						
		Type of evidence →				
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						



5. promote good standards of health and safety

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 assess the risk to yourself and others when carrying out work and take the necessary actions to minimise any potential dangers						
5.2 wear clothing which is consistent with recognised good health and safety practice						
5.3 use approved safe methods and systems when carrying out work						
5.4 encourage and support others with whom you are working to maintain their own health and safety during work						
5.5 perform your work in a manner which minimises environmental damage						
5.6 stop work immediately if there is a danger of accidents or injury, and take the correct action						
5.7 maintain accurate information regarding your whereabouts so that contact can be made should this be necessary						
5.8 keep health and safety records which are accurate, legible and complete						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

6. respond to health emergencies within the workplace

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation						
6.2 give assistance with ongoing care as required						
6.3 provide the individual with the health emergency with suitable verbal support						
6.4 make the immediate vicinity as private and safe as possible once the intervention has been taken over by an appropriate person						
6.5 offer support to any others involved in the incident once any initial danger is passed						
6.6 keep records which are accurate, legible and complete						

Type of evidence →

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion

**Unit 539**

**Promote, monitor and maintain health,  
safety and security of the workplace**

**Declaration**

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# Unit 540

# Identify the need for, and plan, habitat management work

4 credits

1. be able to identify habitat management work

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the need for habitat management through use of all of the following:						
• site monitoring						
• management plan						
• reports from others						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to carry out aerial cutting of trees with the assistance of a crane

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 plan habitat management for at least four of the following objectives:						
• to create or maintain suitable conditions for particular species						
• to create or maintain a desired mix of habitats for access and recreation						
• to conserve desirable physical or archaeological features						
• to reduce the pressures of human activity on habitats						
• to promote site safety						
2.2 take account of the environmental value of at least two of the following types of sites in planning:						
• ecological						
• archaeological						
• 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:						
	• schedule						
	• location						
	• methods and procedures						
	• physical resources						
	• human resources						
	• legal requirements						
	• 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						
2.8	identify and access the resources required to carry out the planned work						
2.9	schedule habitat management work based on the following:						
	• identified priorities						
	• effects of season and timing						
2.10	record plans in a suitable format						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

3. understand how to identify the need for habitat management work

<b>Assessment criteria (Knowledge)</b>		<b>Portfolio reference</b>	
<b>The learner can:</b>			
3.1	explain how to identify the need for habitat management through use of:		
	• site monitoring		
	• management plan		
	• reports from others		
3.2	explain how to identify the objectives of habitat management for the following objectives:		
	• to create or maintain suitable conditions for particular species		
	• to create or maintain a desired mix of habitats for access and recreation		
	• to conserve desirable physical or archaeological features		
	• to reduce the pressures of human activity on habitats		
	• to promote site safety		

3.3 describe how to recognise the environmental value of sites		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand the need to plan habitat management work

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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		
4.3 explain the process of producing work plans and specifications to organisational requirements including:		
• agreement of objectives		
• agreement of plans		
• when permissions is required		
• the suitable workforce		
• the resources required (tools and equipment, people)		
• schedule of work		
• legal requirements		
• standard of outcome		
4.4 explain how planned work fits into organisational objectives, local and UK biodiversity action plans		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

# Unit 541

# Carry out aerial rescue operations

3 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice						
1.3 use access and tree climbing equipment and personal protective equipment (PPE)						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to carry out aerial rescue operations

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform a hazard evaluation of the tree and work at height assessment prior to commencing the work						
2.2 inspect access equipment to ensure it is safe and fit for use under manufacturer’s instructions and relevant legislation						
2.3 use access and positioning methods appropriate to the assessed risks						
2.4 identify the rescue technique appropriate to the nature of the incident						
2.5 prepare a rescue plan						
2.6 implement the rescue plan						
2.7 use appropriate positioning techniques in the tree						
2.8 communicate appropriately throughout						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						





3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the risk assessment process		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of inspecting equipment following an aerial rescue		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to carry out aerial rescue operations

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain when it would be appropriate to contact the emergency services		
4.2 explain how to report the incident in line with organisational requirements		
4.3 explain the key elements of a rescue plan prior to starting work		
4.4 describe different rescue methods		
4.5 describe when aerial rescue by climbing would not be appropriate		
4.6 explain how to carry out a mobile elevated work platform rescue		
4.7 explain the implications on a mewp's safe working load limit during aerial rescue		
4.8 explain how species, condition of trees and time of year affect rescues		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 542

# Carry out aerial cutting of trees with a chainsaw using free-fall techniques

2 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice						
1.3 use and maintain tools, equipment and personal protective equipment (PPE)						
1.4 carry out work to minimise environmental damage						
1.5 dispose of waste in line with work specification						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to carry out aerial cutting of trees with a chainsaw using free-fall techniques

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 perform a hazard evaluation and a Work at Height assessment prior to commencing the work						
2.2 use access and positioning methods appropriate to the assessed risks and the method statement						
2.3 inspect access equipment to ensure it is safe and fit for use under manufacturers instructions and relevant legislation						
2.4 select an appropriate main anchor point according to the work situation						
2.5 assess the timber diameter length and weight to be removed						
2.6 identify desired drop zone						
2.7 use appropriate cuts based on assessment						
2.8 use associated equipment to aid removal of sections into desired drop zone to protect infrastructure and targets						

Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 outline the emergency planning procedures relevant to the work area		
3.3 summarise current health and safety legislation and industry good practice		
3.4 explain the importance of maintaining tools, equipment and personal protective equipment		
3.5 describe the potential environmental damage that could occur and how to respond appropriately		
3.6 explain the correct and appropriate methods for disposing of waste		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to carry out aerial cutting of trees with a chainsaw using free-fall techniques

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain how to evaluate the tree for hazards and the implications of the hazards when identified		
4.2 explain how to select appropriate anchor points/position of access equipment so the anchor point will not be compromised by the work being carried out		
4.3 explain different cuts and when they may be used:		
• step cut		
• sink cut		
• inboard		
• out board		
• vertical		
• horizontal		
• v cut		
• holding cut		
4.4 explain the importance of accurate and appropriate cuts when removing tree sections and their effect on the section being removed		
4.5 state the potential effects of tree section removal on the retained parts of the tree		
4.6 explain how species, condition of trees and the time of year can affect the work		

4.7 describe the use of associated equipment to aid removal of sections		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

**Unit 543**  
5 credits

**Plan and evaluate coppice management**

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 carry out work in accordance with relevant legislation, industry good practice, any additional requirements and promotes health and safety						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to plan and evaluate coppice management

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 plan an effective work schedule						
2.2 identify the species mix and estimated age of coppice						
2.3 identify markets and/or uses for coppiced materials						
2.4 identify and record the sustainable yield to meet objectives						
2.5 formulate production plans and forecasts against available data						
2.6 assess the risks associated with the site and the proposed works						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. explain the importance of risk assessment

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 explain the importance of risk assessment		
3.2 summarise current health and safety legislation and industry good practice		
3.3 describe the potential environmental damage that could occur and how to respond appropriately		
3.4 describe habitats directives governing woodland operations		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand coppice management

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain the factors that affect coppice silviculture		
4.2 describe means that can aid/speed up the production of coppice product		
4.3 explain protection methods that can be used to reduce damage by animals		
4.4 evaluate the methods for measuring coppice volume when crop is standing and felled		
4.5 explain the factors that affect yields		
4.6 describe the effects of retaining standard canopy trees and the impact on the coppice		
4.7 explain the importance of coppice management for biodiversity		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		



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<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 544

# Communicate with, and care for, the public and others

3 credits

1. be able to communicate with the public and others

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 communicate with members of the public and others politely and in a way which promotes the values of the organisation						
1.2 communicate in a way which is suitable to the needs of members of the public and others, including individuals and groups						
1.3 respond to requests for information clearly and accurately within the area of responsibility						
1.4 refer members of the public and others to other appropriate sources of information						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to work with, and care for, the public and others

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 care for members of the public and others in accordance with relevant legislation, codes of practice, organisational requirements and their needs						
2.2 encourage members of the public and others to use the site in a way which is consistent with its purpose and condition						
2.3 encourage members of the public and others to maintain their own safety during visits to the site						
2.4 deal with members of the public and others who may cause a threat and take the appropriate action to minimise any damage or risk. At least two of the following threats must be covered:						
<ul style="list-style-type: none"> <li>to the site and its contents</li> </ul>						

• to flora and fauna						
• to themselves						
• to other people						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand legislation and organisational policies and procedures

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 outline the responsibilities of self, members of the public and others in relation to relevant health and safety legislation		
3.2 outline the values of the organisation eg policies and practices for customer care, promotion of environmental good practice or equality of opportunity		
3.3 outline the organisational requirements for the care of members of the public and others		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to communicate with the public and others

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

5. understand how to work with, and care for, the public and others

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
5.5 describe how to handle people who cause a threat to sites in an effective, safe and courteous way:		
<ul style="list-style-type: none"> <li>• to the site and its contents</li> </ul>		
<ul style="list-style-type: none"> <li>• to flora and fauna</li> </ul>		
<ul style="list-style-type: none"> <li>• to themselves</li> </ul>		
<ul style="list-style-type: none"> <li>• to other people</li> </ul>		
Type of evidence →		
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<b>Date:</b>	

# Unit 545

# Forecast production of forest and woodland products

5 credits

1. be able to forecast production of forest and woodland products

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 calculate the sustainable yield based on the woodland or forest inventory						
1.2 formulate production plans and forecasts to achieve a sustainable yield						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. understand how to forecast production of forest and woodland products

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
2.1 explain the methods of identification of forest and woodland tree species		
2.2 explain how to assess the silvicultural requirements of the crop and Windthrow Hazard Classification (WHC)		
2.3 evaluate ways of achieving sustainable yields		
2.4 explain the effects on crops of:		
• under/over-thinning		
• thinning and non-thinning		
• late or early thinning		
2.5 explain the methods and models of identifying sustainable yields		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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# Unit 546

# Process timber with large loader-fed machinery

6 credits

1. be able to work safely

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify the hazards and risks associated with the working area and the proposed work						
1.2 use appropriate tools, equipment and personal protective equipment						
1.3 carry out work specification in accordance with relevant legislation, industry good practice and maintains health and safety						
1.4 carry out work to minimize environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to process timber using large loader-fed machinery

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 carry out checks on all operating functions of the equipment						
2.2 plan work and the worksite and maintain safe working areas to operate the timber processor safely and efficiently						
2.3 operate machinery to process timber according to job specification and site requirements						
2.4 contain processed timber safely and efficiently						
2.5 carry out shut-down procedure						
2.6 prepare machine for transportation						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						



3. understand how to monitor machine operations

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 functional checks required for machine and operator protection		
3.2 describe how to use recovery and de-bogging techniques in a variety of situations		
3.3 explain the implications of processing long logs, poles or tree length timber on operation of the machine		
3.4 describe how to unblock in-feed and discharge equipment and machinery and safeguards necessary when dealing with raised equipment		
3.5 describe the different types of machines available and their operation		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 summarise current health and safety legislation and industry good practice		
4.2 explain the records required for management and legislative purposes		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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**Unit 547**  
5 credits

**Plan, allocate and monitor work of a team**

This unit has been replaced by unit 647. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 647.

1. be able to plan work for a team

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 agree team objectives with own manager						
1.2 develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to allocate work across a team

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 discuss team plans with a team						
2.2 agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members						
2.3 agree standard of work required by team						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. be able to manage team members to achieve team objectives

Assessment criteria (Performance)	Evidence date
-----------------------------------	---------------

<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 support all team members in order to achieve team objectives						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. be able to monitor and evaluate the performance of team members

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 assess team members' work against agreed standards and objectives						
4.2 identify and monitor conflict within a team						
4.3 identify causes for team members not meeting team objectives						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. be able to improve the performance of a team

<b>Assessment criteria (Performance)</b>	<b>Evidence date</b>					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 identify ways of improving team performance						
5.2 provide constructive feedback to team members to improve their performance						
5.3 implement identified ways of improving team performance						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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# Unit 548

# Develop a woodland management plan

3 credits

1. be able to develop a woodland management plan

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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 prescription for the long and short term						
1.6 complete an appropriate monitoring plan for the management prescription						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. understand how to develop a management plan

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
2.1 identify sources to gather information and support relating to woodlands		
2.2 identify the legal responsibilities relating to protected woodland species, woodland management and woodland access		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3. understand how to develop an woodland management plan

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
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		
3.3 describe the possible environmental damage that could occur and how to respond appropriately		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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## Unit 601

# Evaluate markets and trends for the sale of forest and woodland products and services

8 credits

1. be able to evaluate markets and trends for the sale of forest and woodland products and services

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 identify suitable markets, market trends and products for sale						
1.2 determine the specification and quantities of each product to be marketed and method of sale						
1.3 value the products to be marketed						
1.4 evaluate the return for each available product and service						
1.5 maintain records according to legislation and organisational requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. understand how to evaluate markets and trends for the sale of forest and woodland products and services

Assessment criteria (Knowledge)	Portfolio reference	
<b>The learner can:</b>		
2.1 assess the importance of evaluating markets for different products		
2.2 explain research strategies when considering market requirements		
2.3 describe how to produce estimates of expenditure required to obtain income		
2.4 investigate the implications of timing and grouping of sales		
2.5 explain the strategies for evaluating contracts		
2.6 explain the development of trends based on:		
• government policies		
• directives		
• local and regional initiative		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>Date:</b>	

## Unit 602

## Manage budgets

5 credits

1. understand the purpose of budgets

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 explain the purpose and benefits of managing financial resources effectively and efficiently		
1.2 identify legal, regulatory and organisational requirements for managing a budget		
1.3 describe different types of budgetary systems and their features		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. understand how to manage budgets

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 describe methods for monitoring, controlling and recording income and expenditure		
2.2 describe ways in which costs may be minimised in own area of responsibility		
2.3 identify situations in which corrective action may be needed		
2.4 describe the scope of own authority for managing a budget and authorising expenditure		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3. understand how to report performance against budgets

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 explain the purpose and benefits of reporting information on performance against budget		
3.2 explain how to check the accuracy of budget calculations		
3.3 explain the purpose and benefits of recording information that will help with the future preparation of budgets		
	Type of evidence →	

O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report

4. be able to manage budgets

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 control budget performance within limits and deadlines						
4.2 analyse and take action to minimise costs where possible						
4.3 take corrective action to make sure of best value for money						
4.4 authorise expenditure within the scope of own authority						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. be able to monitor budgets

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 record transactions, as required						
5.2 produce information on performance against budget, when required						
5.3 make sure all calculations are accurate						
5.4 record information that will help with the preparation of future budgets						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Unit 602      Manage budgets

### Declaration



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## Unit 603

# Managing own resources and professional development

6 credits

1. understand key issues relating to managing own resources and professional development

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 summarise sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development, identifying routes to professional qualifications and appropriate professional bodies		
1.2 summarise key principles which underpin professional development		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

2. understand key contextual information relating to managing own resources and professional development

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 summarise the vision and objectives of own organisation		
2.2 summarise own organisation's policy and procedures relating to personal development		
2.3 identify available development opportunities and resources in own organisation		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

3. understand own work role and future aspirations

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 analyse the current and future requirements of own work role identifying and taking account of the vision and objectives of own organisation		
3.2 analyse own values and career and personal goals to identify information which is relevant to own work role and professional development		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		





4. be able to plan own professional development

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 agree personal, specific, measurable, achievable, realistic and timed work objectives with those to whom you report						
4.2 agree how progress in achieving own personal, specific, measurable, achievable, realistic and timed work objectives will be measured						
4.3 devise a personal, specific, measurable, achievable, realistic and timed development plan to address any identified gaps in own current knowledge and skills and support own career and personal goals taking account of own learning preferences						
4.4 agree the personal, specific, measurable, achievable, realistic and timed development plan with the relevant parties						
4.5 undertake the activities identified in own development plan taking account of own learning preferences						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. be able to evaluate own professional development and performance

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 undertake the activities identified in own development plan taking account of own learning preferences						
5.2 evaluate the contribution of the activities undertaken to own performance						
5.3 review own personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes making appropriate revisions						
5.4 obtain constructive feedback on own performance from appropriate parties						
5.5 check that own performance consistently meets or goes beyond agreed requirements						
Type of evidence →						

## Unit 603      Managing own resources and professional development

### Declaration

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<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 604

# Compile and maintain a forest and woodland inventory

10 credits

1. be able to promote health and safety and industry good practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice including bio security and plant health						
1.2 carry out work to minimise environmental damage						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

2. be able to compile and maintain a forest or woodland inventory

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 define the area to be managed						
2.2 subdivide the area to identify the logical units of management						
2.3 identify the value of existing records in relation to the actual crop						
2.4 analyse available information to determine the requirements of the inventory						
2.5 compile and maintain the inventory to meet the given specification						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. understand relevant health and safety legislation and industry good practice

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 summarise current health and safety legislation and industry good practice		
3.2 summarise plant health and biosecurity legislation and relevant industry good practice		
3.3 describe the potential environmental damage that could occur and how to respond appropriately		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

4. understand how to compile and maintain a forest or woodland inventory

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 explain the reasons for a forest or woodland inventory and the information to be compiled		
4.2 explain how to assess Windthrow Hazard Classification (WHC)		
4.3 explain the methods of identifying forest and woodland tree species		
4.4 explain how to identify items of specific interest		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Declaration**

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 647\*\* Plan, allocate and monitor work of a team

This unit has replaced unit 547. Learners registered before 1st July 2017 should use unit 547. Learners registered after 1st July 2017 should use this unit.

<b>UAN:</b>	<b>F/615/8562</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to the Trees and Timber NOS.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Lantra – The Sector Skills Council for Environmental and Land-based Industries

<b>Learning outcome</b>
The learner will: 5. Be able to plan work for a team
<b>Assessment criteria</b>
The learner can: 5.1 agree team objectives with own manager 5.2 develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team

<b>Learning outcome</b>
The learner will: 6. Be able to allocate work across a team.
<b>Assessment criteria</b>
The learner can: 6.1 discuss team plans with a team 6.2 agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members 6.3 agree standard of work required by team

<b>Learning outcome</b>
The learner will: 7. Be able to manage team members to achieve team objectives
<b>Assessment criteria</b>
The learner can: 7.1 support all team members in order to achieve team objectives

<b>Learning outcome</b>
The learner will: 8. Be able to monitor and evaluate the performance of team members
<b>Assessment criteria</b>
The learner can: 8.1 assess team members' work against agreed standards and objectives 8.2 identify and monitor conflict within a team 8.3 identify causes for team members not meeting team objectives

<b>Learning outcome</b>
The learner will: 9. Be able to improve the performance of a team
<b>Assessment criteria</b>
The learner can: 9.1 identify ways of improving team performance 9.2 provide constructive feedback to team members to improve their performance 9.3 implement identified ways of improving team performance.

## **Unit 647\*\*      Plan, allocate and monitor work of a team**

### Supporting information

#### **Guidance**

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.



## Appendix 1      Summary of City & Guilds assessment policies

### Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

### Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website [www.cityandguilds.com](http://www.cityandguilds.com), City & Guilds Customer Relations Team or your centre.

### Access to assessment

City & Guilds qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com), from the City & Guilds Customer Relations Team or your centre.

### Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website [www.cityandguilds.com](http://www.cityandguilds.com) or is available from the City & Guilds Customer Relations Team or your centre.



## Useful contacts

### UK learners

#### General qualification information

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T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

#### General qualification information

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T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Certificates,  
Registrations/enrolment, Invoices, Missing or  
late exam materials, Nominal roll reports,  
Results

---

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or  
late exam materials, Incorrect exam papers,  
Forms request (BB, results entry), Exam date  
and time change

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing  
or late exam materials, Nominal roll reports

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical  
problems, Entries, Results, e-assessment,  
Navigation, User/menu option, Problems

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation,  
Development Skills, Consultancy

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T: +44 (0)121 503 8993

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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### Publications

Logbooks, Centre documents, Forms, Free  
literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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training

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