

**NPTC Level 2 Diploma in  
Work-based Trees and  
Timber (QCF)  
(0083)**



[www.nptc.org.uk](http://www.nptc.org.uk)

**Qualification handbook and  
assessor guidance  
501/0307/6**

Version 1  
July 2010

A large, stylized graphic featuring the text "FORESTRY & ARBORICULTURE" in a bold, white, sans-serif font. The text is set against a dark green, 3D-style background that resembles a tree trunk or a stylized letter 'A'. The background is surrounded by a sunburst pattern of light green rays and splatters, creating a dynamic and energetic feel.

**FORESTRY &  
ARBORICULTURE**

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## **Publications**

Publications are available from

City & Guilds Land Based Services  
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Or download from [www.nptc.org.uk](http://www.nptc.org.uk) under the 'Qualifications' tab and then click on 'Forestry and Arboriculture'.

**For general information please contact Customer Support on the telephone number above, or Email: [information@cityandguilds.com](mailto:information@cityandguilds.com)**

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## NPTC Level 2 Diploma in Work-based Trees and Timber (0083)

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

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number	Last registration date	Last certification date
NPTC Level 2 Diploma in Work-based Trees and Timber	0083 -21, -22, -23	501/0307/6	31/08/2013	31/08/2015

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

0083-21 NPTC Level 2 Diploma in Work-based Trees and Timber (Forestry Green Wood Trades)

0083-22 NPTC Level 2 Diploma in Work-based Trees and Timber (Arboriculture)

0083-23 NPTC Level 2 Diploma in Work-based Trees and Timber (General Woodland and Forestry Treework)

### Guided Learning Hours and Credit

The qualification is 278 GLH and learners need to achieve a minimum of 37 credits.

## **What is the Qualifications and Credit Framework?**

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

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

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

## **The Qualification**

The NPTC Level 2 Diploma in Work-based Trees and Timber (QCF) (0083) is a programme of workplace training and assessment leading to a nationally recognised qualification. It aims to:

- meet the needs of learners who work or want to work in the trees and timber industries
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the trees and timber industries
- replace the following qualifications:  
NPTC Level 2 NVQ in Forestry (0304-21-22) (QAN 100/2468/2) and NPTC Level 2 NVQ in Arboriculture (0304-23) (QAN 100/2469/4) which expires on 31 December 2010

## **NPTC Level 2 Diploma in Work-based Trees and Timber (QCF) (0083)**

This qualification will form part of the Apprenticeship framework for Trees and Timber. It is a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively, and shows that a learner is competent in the area of work the qualification represents. The different routes available within this qualification are Forestry Green Wood Trades, Arboriculture, General Woodland and Forestry Treework.

## Publications and resources

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

To access these documents, go to the website [www.nptc.org.uk](http://www.nptc.org.uk). Click on 'Qualifications' and then click on 'Forestry and Arboriculture'. The documents can be found under 0083 NPTC Level 2 Diploma in Work-based Trees and Timber (QCF).

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

## NPTC Level 2 Diploma in Work-based Trees and Timber

0083

### Unit specifications

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

Accreditation unit reference	City & Guilds unit number	Unit Title	Level	Credit Value
D/601/0192	201	Control local pollution incidents in environmental and land-based industries	2	5
J/601/7587	202	Identify tree species and associated plants	2	5
Y/501/6353	203	Monitoring and maintaining health and safety	2	3
H/601/0193	204	Create an open drainage system	2	3
K/601/0194	205	Maintain an open drainage system	2	2
J/601/0204	206	Manually prepare sites for tree planting	2	1
L/601/0253	207	Mechanically prepare sites for tree planting	2	3
R/601/0254	208	Manually Plant trees	2	1
Y/601/0255	209	Carry out non chemical post-planting protection and maintenance	2	2
K/601/0258	303	Plan and carry out plant protection by chemical means	3	2
F/600/4093	210	Fell and process small trees	2	3
L/600/4100	211	Fell and process trees over 380mm diameter	2	3
A/600/4089	212	Cross-cut and stack small diameter timber using a chainsaw	2	1
F/601/6826	213	Prepare and Operate machinery to Fell Trees	2	6
T/601/6824	214	Prepare and Operate machinery to Process trees	2	6
K/601/6755	215	Prepare, Drive and Manoeuvre forwarder	2	5
L/601/6750	216	Operate a grapple loader	2	5
A/601/6730	306	Prepare, drive and manoeuvre a skidder	3	6
A/601/6727	217	Attach and detach timber on skidder	2	3
T/601/6712	218	Prepare and operate hand fed machinery to Process timber on site	2	5
H/601/0257	219	Prepare and maintain safe working site for arboricultural operations from the ground	2	4
F/600/4143	220	Arboricultural ground worker	2	2
M/601/0259	221	Process arisings/residues from treework and timber operations	2	1
D/600/4134	222	Specialist tree felling	2	2
M/601/0262	223	Treat and dispose of stumps and roots	2	1
K/601/0261	224	Dispose of stumps and roots	2	1
K/600/4136	225	Carry out stump protection using stump protection fluids by simple hand held equipment	2	1



H/600/4118	226	Use a chainsaw from a rope and harness	2	2
H/600/4149	227	Safe use of a chainsaw from mobile elevated work platform	2	2
A/600/4125	228	Carry out pruning operations	2	2
J/600/4127	229	Undertake sectional felling techniques	2	2
F/600/4112	230	Climb trees and perform aerial rescue	2	5
J/600/4144	231	Re-pollard trees at a maximum height of five metres	2	3
F/601/0265	232	Carry out arboricultural operations within proximity to underground utilities	2	7
R/601/0268	233	Carry out arboricultural operations in proximity to overhead utilities	2	5
Y/601/0269	234	Principles of forest and moorland fire fighting	2	2
R/601/0271	235	Carry out site amelioration for tree health	2	1
J/601/2017	315	Prepare for and carry out emergency arboricultural operations	3	2
Y/601/6718	317	Use of mechanically powered winches in timber work	3	8
F/600/4028	236	Chainsaw maintenance	2	1
A/600/4108	237	Sever multiple windblown trees	2	1
H/600/4104	238	Sever individually uprooted trees	2	1
Y/601/2782	239	Take delivery of and store plants and materials	2	3
K/600/4153	240	Safe use of powered pole pruners	2	2
F/600/7513	241	Techniques to work with Damaged trees	2	3
Y/601/1602	242	Sharpen and maintain edged hand tools for green wood trades	2	2
T/601/1624	243	Coppicing- planning, cutting, processing and extracting	2	4
L/601/1628	244	Process coppice materials for simple coppice products	2	4
R/601/1632	245	Process wood for green wood products	2	4
K/601/1636	246	Build and maintain tools and devices used to process coppice and green wood products	2	3
T/601/1638	323	Lay a hedge	3	4
R/601/1646	247	Wood fuel production for the domestic market	2	3
D/601/1651	248	Prepare and produce charcoal	2	3
M/601/1850	324	Construct a green wood product to client specification	3	8
F/601/1660	249	Establish a new coppice	2	2
R/601/1663	250	Tree protection and maintenance for newly planted coppice	2	3
K601/1667	251	Carry out a woodland survey	2	4
D/601/6705	252	Choker timber in cable crane work	2	5
J/502/1449	253	Plan and maintain supplies of physical resources within the work area	3	3
A/600/0821	254	Construct, maintain and repair stone wall boundaries	2	4

A/600/0818	255	Construct, maintain and repair post and wire fence boundaries	2	4
T/600/0817	256	Construct, maintain and repair post and rail boundaries	2	4
K/600/0815	257	Construct, maintain and repair banks	2	4
L/600/0824	258	Construct, maintain and repair access gates	2	4
Y/600/0826	259	Construct, maintain and repair stiles	2	4
F/502/3216	260	Construct, maintain and repair stone pitched paths	2	4
A/502/3215	261	Construct, maintain and repair reinforced paths	2	4
T/502/3214	262	Construct, maintain and repair flag paths	2	4
M/502/3213	263	Construct, maintain and repair boardwalks	2	4
K/502/3209	264	Construct, maintain and repair bark paths	2	4
D/502/3207	265	Construct, maintain and repair aggregate paths	2	4
K/502/3226	266	Construct, maintain and repair simple bridges	2	3
D/502/3224	267	Construct, maintain and repair fords	2	3
M/502/3227	268	Construct, maintain and repair steps	2	3
H/502/3225	269	Construct, maintain and repair signs/way markers	2	3
J/502/3217	270	Site and install site furniture and structures	2	2
L/502/3218	271	Maintain and repair site furniture and structures	2	3
Y/502/3965	272	Control vertebrate pests and predators using traps	2	6
D/502/3966	273	Control vertebrate pests and predators by shooting	2	6
H/502/3967	274	Control vertebrate pest populations using chemical means	2	6
M/600/1237	275	Prepare deer for human consumption	3	6
J/502/1533	276	Maintaining plants outdoors	2	3
K/502/1511	277	Identify and report the presence of pests, diseases and disorders	2	3
A/502/1514	278	Control pests, diseases and disorders	2	3
L/600/2699	279	Communicate with the public and others	2	3
H/502/3161	280	Promote responsible public use of the environment	2	4
L/502/3168	281	Work with and consult the local community	2	3
M6011511	283	Resolve Customer Service Problems	2	6
Y/600/9669	284	Plan, allocate and monitor work of a team	3	5
	500	NPTC Level 2 Diploma in Work-based Trees and Timber independent assessment		

## Rules of combination for the NPTC Level 2 Diploma in Work-based Trees and Timber (0083)

<b>0083-21 NPTC Level 2 Diploma in Work-based Trees and Timber (Forestry Green Wood Trades)</b>	
Rules for achievement of qualification	<p>In order to achieve this qualification the learner must gain a minimum of 37 credits. 13 credits from the core mandatory units (201-203) 15 credits from the mandatory units for the pathway (210, 212, 236, 242-244) and 9 credits from the optional units (208-209, 211, 215-218, 231, 234, 237-239, 241, 245-252, 254-261, 263-266, 268-281, 283, 284 306, 317, 323-324)</p> <p>Plus for the Apprenticeship learners should complete the following additional module 500</p>

<b>0083-22 NPTC Level 2 Diploma in Work-based Trees and Timber (Arboriculture)</b>	
Rules for achievement of qualification	<p>In order to achieve this qualification the learner must gain a minimum of 37 credits. 13 credits from the core mandatory units (201-203) 12 credits from the mandatory units for the pathway (210, 212, 219-221, 236) and 12 credits from the optional units (206-209, 211, 215-217, 222-233, 235, 237-250, 252-265, 276-281, 283, 284, 306, 315, 317)</p> <p>Plus for the Apprenticeship learners should complete the following additional module 500</p>

<b>0083-23 NPTC Level 2 Diploma in Work-based Trees and Timber (General Woodland and Forestry Treework)</b>	
Rules for achievement of qualification	<p>In order to achieve this qualification the learner must gain a minimum of 37 credits, 13 credits from the core mandatory units (201-203) and 24 credits from the optional units (204-250, 252-281, 283, 284, 303, 306, 315, 317)</p> <p>Plus for the Apprenticeship learners should complete the following additional module 500</p>

## Assessment for the Diploma

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

**The portfolio builder pack** is available on [www.nptc.org.uk](http://www.nptc.org.uk) (see page 7). It contains a series of pro-formae that may be helpful to learners/assessors in the compilation of portfolios.

Included in the pack are the following pro-formae:

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

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

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

The use of the other forms is optional.

## Learners completing the NPTC Level 2 Diploma in Work-based Trees and Timber as part of the Apprenticeship framework

Learners who are completing the NPTC Level 2 Diploma in Work-based Trees and Timber as part of the Apprenticeship framework are required to undertake an independent assessment in the form of a multiple choice test. This test covers the underpinning knowledge elements of the units included within the test. The test is specific to the qualification route chosen and may be taken on-demand. Test specifications for the different routes are available on the following page.

Paper based versions of the tests are available until September 2011. From September 2011 onwards, the test will be available via GOLLA. An updated handbook will be available once the GOLLA test is available.

Centres will be required to provide Lantra SSC with evidence that the multiple choice test has been achieved before certification takes place.

## Test Specifications

### 0083-21

#### 500 NPTC Level 2 Diploma in Work-based Trees and Timber (Forestry Green Wood Trades Independent Assessment Test (Multiple Choice)

Duration: 50 minutes

Pass mark: 50%

<b>Unit Number</b>	<b>Unit</b>	<b>No. of questions</b>
201	Control local pollution incidents in environmental and land- based industries	6
202	Identify tree species, their properties and associated plants	7
203	Monitoring and maintaining health and safety	15
	<b>Total</b>	<b>28</b>

### 0083-22

#### 500 NPTC Level 2 Diploma in Work-based Trees and Timber (Arboriculture) Independent Assessment Test (Multiple Choice)

Duration: 50 minutes

Pass mark: 50%

<b>Unit Number</b>	<b>Unit</b>	<b>No. of questions</b>
201	Control local pollution incidents in environmental and land- based industries	6
202	Identify tree species, their properties and associated plants	7
203	Monitoring and maintaining health and safety	15
	<b>Total</b>	<b>28</b>

### 0083-23

#### 500 NPTC Level 2 Diploma in Work-based Trees and Timber (General Woodland and Forestry Treework) Independent Assessment Test (Multiple Choice)

Duration: 50 minutes

Pass mark: 50%

<b>Unit Number</b>	<b>Unit</b>	<b>No. of questions</b>
201	Control local pollution incidents in environmental and land- based industries	6
202	Identify tree species, their properties and associated plants	7
203	Monitoring and maintaining health and safety	15
	<b>Total</b>	<b>28</b>

## **Assessment strategy**

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

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

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

## **Assessor guidance**

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

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

## **Appeals and Equal opportunities**

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

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

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

For learners with particular requirements, centres should refer to City & Guilds' policy document *The application of reasonable adjustments and special considerations in vocational qualifications*, which is available from [www.nptc.org.uk](http://www.nptc.org.uk)

## **Centre and qualification approval**

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

Existing City & Guilds centres will need to get specific qualification approval to run this qualification. They should contact [verification@cityandguilds.com](mailto:verification@cityandguilds.com)

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

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

## **Registration and certification**

Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under the appropriate qualification/complex (0083-21, -22 or -23).

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

## The units

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

### How to use the Evidence Recording Sheets

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

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



## Exemplar unit

TITLE	Maintain and develop personal performance	Learner's name Tom Goodboy
LEVEL	2	
CREDIT LEVEL	2	
UAN	F/502/1689	
<p>The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.</p> <p>The learner will maintain and develop personal performance with regard to:</p> <ul style="list-style-type: none"> <li>(i) working to targets and completing specific tasks</li> <li>(ii) quality of work</li> </ul> <p>Evidence from a staff appraisal or review is appropriate, where targets are set and agreed.</p> <p>Relationship to National Occupational Standards : CU5.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Maintain personal performance	1.1 Identify current competence and areas for development using relevant techniques and processes	Current competence was identified via self assessment and discussion at appraisal interview on 25 <sup>th</sup> June 2008. Identified that updating on current legislation and first aid training are required. See evidence ref 1
	1.2 Carry out work in accordance with responsibilities and organisational requirements	Tom is carrying out his duties to the high standard required by the company. He understands company policies and procedures for setting out work, the standard of work required and meeting targets agreed with customers. He arrives on site with required PPE and clean company uniform, giving a good impression of the company to customers. AB  25 <sup>th</sup> September 2008. Visited Tom on site at 36 High Street. He was fully aware of what the job entailed. His work site was tidy and the customer was very satisfied with the work accomplished so far. ANO

## Exemplar unit

2. Develop personal performance	2.1 Agree personal performance and targets with an appropriate person	Personal targets set on 25 <sup>th</sup> June 2008. See evidence ref 1
	2.2 Review performance and progress regularly and use the outcome to plan future development activities	Performance is reviewed every 3 months. See update 30 <sup>th</sup> September 2008. Evidence ref 2
	2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks	Tom asked about access to neighbouring land when working on the boundary at 46 Church Lane on 14 <sup>th</sup> July 2008. AB  Tom asked for clarification of the order of work at 25 Common Lane on 30 <sup>th</sup> August 2008 AB
	2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance	Feedback from June has been acted on. Tom has improved his timekeeping since his appraisal. He is working in a more methodical way since our discussion, so that his work area is tidier and safer for Tom and the customers. It also gives a better impression of the company.  Although Tom works well on his own initiative, Tom seeks feedback from me if ever he is unsure what is required of him. Alan Boss 20 <sup>th</sup> October 2008
3. Know how to develop personal performance	3.1 State own limits of responsibility in relation to specific tasks and activities	I have to arrive at the customer's address at the specified time and behave in a manner that gives a good impression to customers. I have to work tidily and steadily and do the jobs in the right order and do them how Joe and Alan have shown me. I have to avoid causing any unnecessary damage to the site and clear up any mess promptly. On longer jobs, I have to make sure I am not leaving hazards unguarded overnight.



## Exemplar unit

	3.2 State who to obtain advice from in relation to specific tasks and activities	Straight forward tasks, I refer to my colleague Joe. More complex things to my supervisor Alan.
	3.3 List the correct procedures for obtaining advice	Initially I ask my colleague Joe, who has been here 5 years, then my supervisor Alan, if Joe can't help. If Alan cannot advise me he tells me where to find the advice or finds out the answer for me.
	3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear	Safety may be put at risk or the job might not be done how the company or customer wants it to be done
	3.5 Describe how to determine and agree development needs and personal targets	We do this formally at appraisal meeting and 3 monthly reviews. I fill in a self assessment form and then discuss this with Alan.
	3.6 State why personal performance should be reviewed	So that I can improve in my job and advance my career. So that the company has well trained staff that can meet customers' needs and expectations.

## Exemplar unit

### Learner's signature

I confirm that the evidence above is all my own work

**Tom Goodboy** ..... Date 31<sup>st</sup> October 2008.

**Assessor's name**    **A.N.Other** .....

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

Signed **A N Other** .....Date 31<sup>st</sup> October 2008.

### Internal verifier's signature (if sampled)

.....Date.....

In the example above, Alan Boss is the learner's supervisor, Anthony Other is the assessor and Tom Goodboy is the learner. All 3 can complete sections of the Learner's logbook. Supplementary evidence needs to be referenced as in previous NVQ qualifications. Eg in the example above the learner's Appraisal current skills and action plan would be referenced as Evidence 1. The update form from 30<sup>th</sup> September would be evidence ref 2.

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

## Unit 201

TITLE	Control local pollution incidents in the environmental and land-based industries	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	D/601/0192	
The aim of this unit is to provide the learner with the knowledge and skills required to control local pollution incidents in environmental and land based industries.		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 1		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to control local pollution incidents	1.1 Identify the nature, extent and potential impact of the pollution incident	Simulation is acceptable if performance evidence is unavailable.
	1.2 Treat the pollution incident using the most appropriate method, equipment and materials and following agreed pollution control procedures and risk assessments	Simulation is acceptable if performance evidence is unavailable.
	1.3 Maintain effective communication with colleagues and other agencies	Communication methods could include verbal, hand signals, telephone and radio
	1.4 Keep records of activities in line with organisational requirements	Work log or diary combined with witness testimony
	1.5 Dispose of used pollution control materials in line with specified procedures	Simulation is acceptable if performance evidence is unavailable or for hazardous waste

## Unit 201

	1.6	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
2. Know how to control local pollution incidents	2.1	Describe how to identify hazards, risks and comply with the control measures of risk assessments and emergency planning and procedures	
	2.2	Describe how to deal with different pollution incidents	Incidents described should cover oils and fuels, chemicals and silt
	2.3	Outline measures to control a range of pollutants	Measures outlined should cover use of absorbent materials, constructing barrier ditches and constructing barrier booms
	2.4	Explain how the location and environmental conditions and changes to the scale of the incident influence pollution control	
	2.5	Describe the causes and impact of pollutants on the environment	A minimum of four different causes or pollution should be covered.
	2.6	Describe how to dispose of pollutant control materials	

## Unit 201

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....



## Unit 202

TITLE	Identify tree species and associated plants	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	J/601/7587	
The aim of this unit is to provide the learner with the knowledge and skills to identify tree species. It also covers identification of timber and timber quality.		
Relationship to National Occupational Standards: This unit directly relates to		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Understand how the parts of plants can aid identification	1.1 Explain how a plant's characteristics aid identification using actual plants or images	
	1.2 Explain how plant anatomy and plant morphology aid identification covering: (i) leaves (ii) buds (iii) bark & stems (iv) growth habit (v) flowers (vi) seeds and fruit	
2. Be able to identify plants associated with trees	2.1 Identify with botanical names, 10 plant species that are associated with trees growing in either a) woodland plantations or b) under planting in an amenity situation	Live samples would be expected to be used

## Unit 202

3. Be able to identify trees	3.1 Identify by botanical and common names, 30 species of trees from at least 10 genera. Including conifers, broadleaved and evergreen trees in all seasons	
4. Know how to identify tree properties	4.1 Describe the preferred growing conditions for 1 species from 10 genera	
	4.2 State the landscape use or timber value of 1 species from 10 genera	
5. Understand the attributes of trees	5.1 Describe the different properties of the timber in relation to the way the timber behaves when stressed or when being cut for 1 species from 10 genera	To include reaction wood, structural defects, as well as wood in tension and compression, as appropriate

## Unit 202

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## Unit 203

TITLE	Monitoring and maintaining health and safety	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	Y/501/6353	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain a healthy and safe working environment under minimal guidance or direction. Learners should be familiar with the health and safety policy and understand their responsibilities under the policy.</p> <p>Relationship to National Occupational Standards: This unit directly relates to NOS: CU 2.1, 2.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to maintain health, safety and security in the workplace	1.1 Identify health and safety risks in relation to the workplace covering the following: <ul style="list-style-type: none"> <li>• people</li> <li>• equipment &amp; materials</li> <li>• the work area</li> </ul>	Examples of risk assessments carried out by learner
	1.2 Carry out specified measures to control risks and keep the appropriate people fully informed.	Carry out measures identified in risk assessment
	1.3 Seek guidance on measures to control unfamiliar risks arising from non-routine work situations	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	1.4 Relay health and safety information to others in a manner likely to be understood	Relay information through discussion, signs, risk assessments.
	1.5 Take the appropriate action without delay as soon as an emergency is suspected	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable.

## Unit 203

	1.6	Dispose of hazardous and non-hazardous waste safely and appropriately	Simulation is acceptable for the disposal of hazardous waste if performance evidence is unavailable.
	1.7	Maintain the security of the workplace in accordance with organisational requirements	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.
2. Be able to use equipment and materials safely	2.1	Use equipment and materials in accordance with manufacturers' instructions and any organisational training	
	2.2	Transport any equipment and materials safely and store them correctly at an approved location when not in use	
3. Know the systems and procedures for maintaining health, safety and security	3.1	State the organisational requirements with regard to ensuring the security of the workplace	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.
	3.2	Describe the roles and responsibilities for health and safety in the workplace under organisational policy and legislation	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome.
	3.3	State why inadequate measures to control risks should be reported.	
	3.4	Describe procedures for different types of emergencies appropriate to the relevant industry	A minimum of two different emergencies should be covered.
	3.5	Explain how the procedures for specific emergencies may be affected by location	A minimum of two different emergencies should be covered.

## Unit 203

	3.6	Identify different types of fire extinguishers and their use, relevant to the work area	The use of relevant fire extinguishers in relation to the class of fire.	
	3.7	Describe the different forms of waste and appropriate methods of disposal	A minimum of two different forms of waste and methods of disposal should be covered.	
	3.8	Explain the relationship between security and safety within the workplace		
	3.9	List any specific risks relevant to child safety in the workplace		
	3.10	State who and why accidents should be reported		
4.	Understand why equipment is transported and stored safely	4.1	Explain how to transport and store equipment and materials safely	
5.	Know the reason for following manufacturers' guidance	5.1	State the importance of following manufacturers' and organisational instructions and the potential consequences and risks of not doing so	This should include consequences for the employer, the employee, the public and the environment
6.	Maintain good standards of health and safety for self and for others	6.1	Supply the necessary personal medical information in accordance with organisational requirements	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome. Learners should not be asked to unnecessarily disclose personal medical information
		6.2	Use and care for the correct personal protective equipment and clothing necessary for work	
		6.3	Use approved methods of handling when moving and lifting items	

## Unit 203

	6.4	Use the appropriate personal and workplace hygiene at all times	
	6.5	Provide accurate information about location so that contact can be made if necessary	
	6.6	Work in a way which minimises risk to self, others and the environmental	
	6.7	Take appropriate action where incidents affect the health and safety of workers	Simulation is acceptable if performance evidence is unavailable
	6.8	Report incidents without delay and complete records accurately, legibly and completely	Simulation is acceptable if performance evidence is unavailable
7. Understand how to maintain the health and safety of self and others	7.1	Explain the roles in maintaining health and safety	
	7.2	Explain the reasons for leaving information about location when working in isolation or in remote locations	
	7.3	Explain why accidents should be reported without delay and recorded in the appropriate document	
	7.4	Explain the methods of minimising environmental damage during work	
8. Know the safe lifting techniques	8.1	Describe the safe methods for moving and lifting items	

## Unit 203

9. Know how to maintain health and safety	9.1	Describe the reasons for maintaining good personal and workplace hygiene	
	9.2	State own ability to deal with health and safety emergencies (e.g. not carrying out actions beyond capabilities)	
	9.3	Describe how to administer basic emergency first aid procedures	A First Aid Certificate may contribute towards this assessment criterion
	9.4	Identify the types of personal protective equipment and clothing needed for work and how they must be used, cleaned, stored, inspected and replaced	



## Unit 203

### Learner's signature

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..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 204

TITLE	Create an open drainage system	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	H/601/0193	
The aim of this unit is to provide the learner with the knowledge and skills required to create an open drainage system		
Relationship to National Occupational Standards: This unit directly relates to 029NTW 2.1		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1 Be able to create and open drainage system	1.1 Create a new drain which meets the given specification	Drain could be in open ground or forest site. Work log or diary combined with witness statement
	1.2 Carry out work to minimise damaging identified features on the site	Oral questioning during direct observation may be considered useful
2 Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out work in a manner which minimises environmental damage	
3 Be able to select, use and maintain relevant equipment	3.1 Select and use appropriate equipment for this area of work	
	3.2 Prepare, maintain and store equipment in a safe and effective working condition	
4 Know how to create an open drainage system	4.1 Describe how to identify hazards and comply with the control measures of risk assessments	

## Unit 204

	4.2	State how to initiate and maintain effective communication	Communicate through discussion, signs and risk assessments	
	4.3	Describe how to create drains in various soils	A minimum of two different soils should be covered	
	4.4	State how to modify an existing drainage system		
	4.5	Describe the different types of equipment and how to use them when creating a drainage system		
	4.6	Describe the implications of terrain, soil texture and structure, season, weather and species		
	4.7	State the implications of flow rate in drainage systems		
	5.	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements
5.2			Describe how environmental damage can be minimised	
6.	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity	
		6.2	Describe the methods of maintaining the range of equipment.	

## Unit 204

### Learner's signature

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## Unit 205

TITLE	Maintain an open drainage system	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	K/601/0194	
The aim of this unit is to provide the learner with the knowledge and skills required to maintain an open drainage system		
Relationship to National Occupational Standards: This unit directly relates to O29NTW2.2		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to maintain an open drainage system	1.1 Assess whether drains are still required	Oral questioning during direct observation may be considered useful
	1.2 Maintain drains to the given specification	Specification to include route, profile, depth, grade, flow rate and treatment of excavated material. Work log or diary combined with witness statement
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out work in a manner which minimises environmental damage	
3. Be able to select, use and maintain relevant equipment	3.1 Select and use appropriate equipment for this area of work	
	3.2 Prepare, maintain and store equipment in a safe and effective working condition	

## Unit 205

4. Know how to maintain an open drainage system	4.1	Describe how to identify hazards and comply with the control measures of risk assessments	
	4.4	State how to clear drains and re-dig collapsed sections of drains	
	4.5	State how to maintain drains in a range of soils	A minimum of two different soils should be covered
	4.6	Describe how to excavate material amongst standing trees	
	4.7	Describe how to use recovery and debogging techniques for minor debogging	
	4.8	State how to recognise specified aspects of the site that should be preserved	
	4.9	Describe the implications of terrain, soil texture and structure, season and weather	
	4.10	State the implications of flow rate	
5. Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out. Describe the possible pollution and environmental damage that could occur and how to respond appropriately
	5.2	Describe how environmental damage can be minimised	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity	

## Unit 205

	6.2 Describe the methods of maintaining the range of equipment.	
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### Learner's signature

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## Unit 206

TITLE	Manually prepare sites for tree planting	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	J/601/0204	
The aim of this unit is to provide the learner with the knowledge and skills required to manually prepare sites for tree planting		
Relationship to National Occupational Standards: This unit directly relates to O29NTW4 and TW5		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to manually prepare sites for planting	1.1 Prepare the soil using appropriate methods and in line with the job specification taking into account the weather and ground conditions	Methods could include mound scarify, rotavate and cultivate by hand. Work log or diary combined with witness statement
	1.2 Contribute to the planning of the work	Learner statement witnessed by line manager is acceptable if performance evidence is unavailable
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out work in a manner which minimises environmental damage	
3. Be able to select, use and maintain relevant equipment	3.1 Select and use appropriate equipment for this area of work	
	3.2 Prepare, maintain and store equipment in a safe and working condition	



## Unit 206

4. Know how to manually prepare sites for tree planting	4.1 Describe how site conditions can affect the selection of preparation methods	
	4.2 Describe how to carry out site preparation for tree planting	
	4.3 State the purpose of the job specification	
5. Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out. Describe the possible pollution and environmental damage that could occur and how to respond appropriately
	5.2 Describe how environmental damage can be minimised	
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment and methods of maintaining the equipment required for the activity	

## Unit 206

### Learner's signature

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..... Date .....

### Assessor's name

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## Unit 207

TITLE	Mechanically prepare sites for tree planting	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	L/601/0253	
The aim of this unit is to provide the learner with the knowledge and skills required to mechanically prepare sites for tree planting.		
Relationship to National Occupational Standards: This unit directly relates to O29NTW4 and TW5		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare sites for planting	1.1 Prepare the soil using appropriate methods and in line with the job specification taking into account the weather and ground conditions	Methods could include screef, dollop, plough, scarify, rotovate and cultivate by machine. Work log or diary combined with witness statement
	1.2 Contribute to the planning of preparation of the site	Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Learner should only use equipment which they are suitably trained and competent to use
	2.2 Carry out work in a manner which minimises environmental damage	
3. Be able to select, use and maintain relevant equipment	3.1 Identify, prepare and use appropriate mechanical equipment for this work	
	3.2 Maintain and store equipment in a safe and working condition	

## Unit 207

4. Know how to prepare sites for tree planting	4.1	Describe how the site conditions will affect the selection of preparation methods	
	4.2	Describe how to carry out preparation ready for tree planting	
	4.3	State the purpose of job specifications	
5. Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	Describe the possible pollution and environmental damage that could occur and how to respond appropriately
	5.2	Describe how environmental damage can be minimised	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment used for mechanically preparing sites for tree planting and methods of maintaining the equipment	
	6.2	Explain how to prepare and use the equipment to carry out mechanical preparation of sites	

## Unit 207

### Learner's signature

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### Assessor's name

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## Unit 208

TITLE	Manually Plant trees	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	R/601/0254	
The aim of this unit is to provide the learner with the knowledge and skills required to manually plant and establish trees.		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 6		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to manually plant trees	1.1 Handle plant material in a manner which minimises damage, wastage and optimises growth	Work log or diary combined with witness testimony
	1.2 Transport and distribute planting stock and materials in accordance with the planting plan	
	1.3 Check planting stock are in accordance to the plan	Oral questioning during direct observation may be considered useful
	1.4 Prepare, position and protect plants within the soil appropriately to the plants and in accordance with the planting specification	Protection could include tree guards, mulching, fencing, netting or staking
	1.5 Select use and maintain equipment in a safe condition throughout	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

## Unit 208

3. Know how to manually plant trees	3.1	State the purpose of having planting plans and specifications	
	3.2	State what equipment can be used for the task and the methods for maintaining equipment and materials in a fit state for use	
	3.3	State how to transport and distribute planting stock and materials with minimal damage	
	3.4	Describe planting and protection methods appropriate to site	
	3.5	Describe how to handle and plant different types of plant material to maintain stock in good condition	A minimum of two different types of plant material should be covered
	3.6	Describe how to recognise healthy and unhealthy planting stock and how to report any defects	
	3.7	Describe how to avoid plant shock when handling, transporting and planting	
	3.8	Identify the types of records required and explain the importance of accurate record keeping	A minimum of three different types of records should be described.
	3.9	Describe which species grow best in which soils	A minimum of four different soils should be covered with a minimum of four species given for each soil type

## Unit 208

4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out. Describe the possible pollution and environmental damage that could occur and how to respond appropriately
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### Learner's signature

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## Unit 209

TITLE	Carry out non chemical post-planting protection and maintenance	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	Y/601/0255	
The aim of this unit is to provide the learner with the knowledge and skills required to carry out non chemical post-planting protection and maintenance		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 7		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to carry out non chemical post planting protection	1.1 Check all materials are those specified in the job specification and in a suitable condition	Oral questioning during direct observation may be considered useful
	1.2 Transport and store materials in a manner which minimises damage and ensures safety and security	
	1.3 Carry out protection and maintenance in line with the job specification avoiding damage to the planted trees and to the environment	Protection could include tree guards, mulching, fencing, netting or staking. Maintenance could include soil amelioration or watering. Work log or diary combined with witness testimony
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Dispose of surplus materials and/or waste safely and correctly	
3. Be able to select, use and maintain relevant equipment	3.1 Select and use appropriate equipment for this area of work	

## Unit 209

	3.2	Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to carry out non chemical plant protection	4.1	Describe how to safely and securely transport and store materials	
	4.2	Describe the range of damage that can be caused along with the damaging agents and how to protect against them	A minimum of four different types of damage should be covered. Damaging agents could include insects, deer, voles, rabbits/hares, vandalism and weather.
	4.3	Describe the range of protection and maintenance methods and how they are used	A minimum of three different methods should be described.
	4.4	State how to report any defects or deficiencies in materials and to whom	
5. Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out.
	5.2	Describe how environmental damage can be minimised	
	5.3	Describe the correct methods for disposing of surplus materials and/or waste.	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity and the methods of maintaining the range of equipment.	

## Unit 209

### Learner's signature

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### Assessor's name

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 303

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

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

## Unit 303

	1.4	Carry out protection and maintenance in line with the job specification avoiding damage to the planted trees and to the environment	Work log or diary combined with witness testimony
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2	Transport and store materials in a manner which minimises damage and ensures safety and security	
	2.3	Dispose of waste safely and correctly	Candidate statement witnessed by line manager or witness testimony may be helpful for this outcome.
3. Be able to select, use and maintain relevant equipment	3.1	Select and use appropriate equipment for this area of work according to relevant legislation and manufacturer's instructions	
	3.2	Prepare, maintain and store equipment in a safe and effective working condition	
4. Understand how to carry out plant protection by chemical means	4.1	Describe how to safely and securely transport and store materials	

## Unit 303

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

## Unit 303

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

## Unit 303

### Learner's signature

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..... Date .....

### Assessor's name

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Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....



## Unit 210

TITLE	Fell and process small trees	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	F/600/4093	
<p>The learner will be able to fell trees whose effective diameter at felling height is between 200mm and 380mm (8" and 15") (i.e. less than guide bar length)</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational Standards.            Partial mapping to:            TW10.2, 10.2, 10.3, TW12.1, TW14</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Fell small trees using a chainsaw	1.1 Select and wear Personal Protective Equipment (PPE, Safety clothing)	
	1.2 Explain of planning the felling operation	Oral questioning during direct observation may be considered useful
	1.3 Check and prepare chainsaw for felling work	To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations
	1.4 Prepare the site for felling	Tree may be open grown or in a forest or woodland environment. Remove obstacles, erect signs and barriers, and establish escape route(s) as appropriate
	1.5 Prepare the tree for felling by safe brashing	
	1.6 Fell a tree in the required direction accurately	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted. Aid tools to be used as appropriate

## Unit 210

	1.7	Fell a tree is that is weighted in the felling direction	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted. Aid tools to be used as appropriate
	1.8	Fell a tree which is slightly weighted against the intended felling direction	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted. Aid tools to be used as appropriate
2. Remove branches from small trees using a chainsaw by appropriate method	2.1	Explain the risks to consider when removing branches	Oral questioning during direct observation may be considered useful
	2.2	Branches are removed from the tree using an appropriate method	
	2.3	Remove the top of the tree	
	2.4	Remove remaining branches	
	2.5	Leave site in tidy condition	
	2.6	Explain the reasons for de-limbing flush with the stem	Oral questioning during direct observation may be considered useful
3. Crosscut felled trees	3.1	Crosscut pole length timber under guide bar length to a given specification	
4. Take down of hung up trees using hand tools	4.1	Prepare the site to facilitate take down	
	4.2	Demonstrate knowledge of unsafe practice during the take down of a hung-up tree	Oral questioning during direct observation. Learner must not be required to demonstrate unsafe practices
	4.3	Partially sever the hinge with the chainsaw	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted
	4.4	Take down the tree using hand tools	

## Unit 210

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 211

TITLE	Fell and process trees over 380mm diameter	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	L/600/4100	
<p>The learner will be able to fell and process larger trees (over 380mm diameter).</p> <p>Relationship to National Occupational Standards: This unit directly Linked to Lantra Trees and Timber National Occupational Standard.            Partial mapping to:            TW12, TW44.1, 44.2, 44.3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Fell trees over 380mm diameter	1.1 Inspect the site prior to starting work	
	1.2 Select and wear Personal Protective Equipment (PPE, Safety clothing)	
	1.3 Explain planning the felling operation	Oral questioning during direct observation may be considered useful
	1.4 Prepare the site for felling	Tree may be open grown or in a forest or woodland environment. Remove obstacles, erect signs and barriers, and establish escape route(s) as appropriate
	1.5 Check and prepare chainsaw for felling work	To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations
	1.6 Prepare the tree for felling	
	1.7 Fell tree in the required direction accurately with the use of aid tools	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted.
	1.8 Fell a larger tree that is weighted in the felling direction	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted.

## Unit 211

2. Remove branches	2.1 Identify safety points when planning the branch removal procedure	Oral questioning during direct observation may be considered useful
	2.2 Remove branches	
	2.3 Leave site in a tidy condition	
3. Crosscut felled stems over guide bar length (380mm) in diameter	3.1 Describe the safety considerations required during cross cutting	Oral questioning during direct observation may be considered useful
	3.2 Crosscut pole length timber to a specification	
	3.3 Describe the requirements to consider when timber is stacked	Oral questioning during direct observation may be considered useful
4. Takedown of hung up trees using a winch	4.1 Prepare the site to facilitate take down	Trees may be open grown or in a forest or woodland environment. Remove obstacles, erect signs and barriers, and establish escape route(s) as appropriate
	4.2 Describe the safety considerations when selecting the winching equipment used	Oral questioning during direct observation may be considered useful
	4.3 Partially sever the hinge with the chainsaw	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted
	4.4 Take down a hung up tree using a winch	
	4.5 Identify the safety points that the chainsaw operator needs to consider in relation to the winching operation	Oral questioning during direct observation may be considered useful

## Unit 211

### Learner's signature

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..... Date .....

### Assessor's name

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 212

TITLE	Cross-cut and stack small diameter timber using a chainsaw	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	A/600/4089	
<p>The learner will be able to cross cut small timber with a chainsaw and stack produce.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Trees and Timber National Occupational Standards. Partial mapping to: TW12.1, 14</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to crosscut and stack small diameter timber using a chainsaw	1.1 Explain how to identify hazards and comply with the control procedures within a risk assessment	Oral questioning during direct observation may be considered useful
	1.2 Summarise emergency planning and procedures for a site	Oral questioning during direct observation may be considered useful
	1.3 Explain why it is important to maintain effective communication with others	Oral questioning during direct observation may be considered useful
	1.4 Describe the causes of and how to prevent pollution and environmental damage	Oral questioning during direct observation may be considered useful
	1.5 Check and prepare chainsaw for chainsaw operations	To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations
	1.6 Describe the safety considerations required during crosscutting	To include factors relating to operator, equipment, method, terrain, ground conditions, weather and tree condition

## Unit 212

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



## Unit 212

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 213

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

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

## Unit 213

3. Be able to fell trees	3.1 Identify and fell trees in accordance with the job specification	Safely and effectively Ensure that any damage to the remaining standing trees or to the environment is minimal and within specified limits
	3.2 Use and maintain machinery in accordance with relevant legislation and manufacturer's instructions	Store machinery securely on site
4. Be able to work safely and minimise environmental damage	4.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out work in a manner which minimises environmental damage
	4.2 Maintain effective communication and teamwork	In relation to others on site
	4.3 Complete clear and accurate records as required	
5. Know how to prepare, drive and manoeuvre machinery	5.1 State the safety requirements, routine and functional checks required for machine and operator protection	Such as OPS, ROPS and FOPS and other safety devices The need for carrying out routine operator checks and basic maintenance Identify the function of all operating controls for drive unit and harvesting equipment Describe how to maintain harvesting head blades/knives including changing setting and sharpening Planning and setting up re-fuelling areas
	5.2 Describe the procedure for loading/unloading the machine from a low-loader	

## Unit 213

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

## Unit 213

	7.2 State why it is important to maintain good communication and team work within the working environment	
	7.3 Describe the types of records that may be required for management and legislative requirements and the importance of accurate record keeping	A minimum of four different types of records should be described.

## Unit 213

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 214

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

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

## Unit 214

3. Be able to process felled trees	3.1 Process the felled trees in accordance with the job specification	Position machine correctly, safely and effectively. Ensure that any damage to the remaining standing trees or to the environment is minimal and within specified limits De-limb trees according to specification Crosscut trees according to specification Segregate and stack logs to enable ease of extraction, ensuring that any brash is placed clear of timber Deal with shattered butts, double, multiple, rotten/dead and misshapen stems as required
	3.2 Use and maintain machinery in accordance with relevant legislation and manufacturer's instructions	Store machinery securely on site
4. Be able to work safely and minimise environmental damage	4.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out work in a manner which minimises environmental damage
	4.2 Maintain effective communication and teamwork	In relation to others on site
	4.3 Complete clear and accurate records as required	
5. Know how to prepare machinery	5.1 State the safety requirements, routine and functional checks required for machine and operator protection	Such as OPS, ROPS and FOPS and other safety devices. The need for carrying out routine operator checks and basic maintenance. Identify the function of all operating controls for drive unit and processing equipment. Planning and setting up re-fuelling areas.



## Unit 214

	5.2	Describe the procedure for loading/unloading the machine from a low-loader	
	5.3	Describe safe driving techniques that should be used on site	Reduce damage to the ground, any remaining standing trees or the wider environment to within specified limits
6. Know how to process trees	6.1	Describe how to recognise and select size and species categories to meet the job specification	State the implications of terrain, ground conditions, season, weather and tree condition on planning access routes and driving the machine The capabilities and limitations of the machine in relation to processing
	6.2	Describe how to process trees	Implication of processing double, shattered, diseased, rotten dead or other malformed trees How to decide which trees should be prepared or processed manually How to de-limb deformed trees Deal with trees with oversized/inaccessible butts. Procedure for setting log length, tolerances and minimum top diameters as appropriate to machine Regular checks on specification of processed timber during operation and recognise malfunctions
	6.3	Explain how to retrieve information on individual and cumulative products	

## Unit 214

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

## Unit 214

### Learner's signature

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..... Date .....

### Assessor's name

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 215

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

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

## Unit 215

	2.3	Use and maintain machinery in accordance with relevant legislation and manufacturer's instructions	Store machinery securely on site
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out work in a manner which minimises environmental damage
	3.2	Maintain effective communication and teamwork	In relation to others on site
	3.3	Complete clear and accurate records as required	
4. Know how to prepare, drive and manoeuvre forwarder	4.1	State the safety requirements, routine and functional checks required for machine and operator protection	Such as OPS, ROPS and FOPS and other safety devices. The need for carrying out routine operator checks and basic maintenance. Identify the function of all operating controls for drive unit and forwarding equipment
	4.2	Describe the procedure for loading/unloading the machine from a low-loader	
5. Know how to drive and manoeuvre forwarder	5.1	Describe safe driving techniques that should be used on site	Reduce damage to the ground, any remaining standing trees or the wider environment to within specified limits

## Unit 215

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

## Unit 215

### Learner's signature

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..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

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## Unit 216

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

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to operate a grapple loader	1.1 Contribute to a risk assessment	Assess the operational and environmental requirements for the site and plan how machine is to be positioned for loading
	1.2 Position loader to load and unload safely	Maintain the security of the machinery on site and when operating
	1.3 Use machine to load/feed wood products	
	1.4 Grade, separate and accumulate products to facilitate subsequent handling, processing or uplift for onward dispatch	Use the loader to flush wood products to job specification
	1.5 Stack produce flush to a safe and stable height and condition as per current, relevant industry-recognised guidance	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Use appropriate safeguards when working or manoeuvring adjacent to roads or where others are working Carry out work in a manner which minimises environmental damage



	2.2 Maintain effective teamwork in relation to other operators on site	
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## Unit 216

	2.3 Complete clear and accurate records	
3. Know how to operate a grapple loader	3.1 Discuss the capabilities and limitations of the loader when loading and unloading	In relation to maximum safe working load State the lifting and reach capabilities and height limitations of the machinery used when unloading Describe the use of bearers when loading and unloading
	3.2 Summarise safe stacking heights, stability of stacks and signing requirements	
	3.3 State how to interpret products specifications	
	3.4 Describe how to segregate and grade produce to meet required specification when unloading	
	3.5 Describe how to recognise type of timber and species from converted produce	
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the implications of terrain, ground conditions, season, weather and type of product on operating a loader Describe how environmental damage can be minimised
	4.2 State the importance of good teamwork and communication within the working environment	
	4.3 Describe the types of records that may be required for management and legislative purposes and the importance of accurate record keeping	A minimum of four different types of records should be described.



## Unit 216

### Learner's signature

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..... Date .....

### Assessor's name

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

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## Unit 306

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

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

## Unit 306

2.	Be able to drive and manoeuvre a skidder	2.1	Drive and manoeuvre the skidder on site in a safe and effective way	Empty and loaded from roadside to the timber  Utilise additional safeguards when reversing or manoeuvring and comply with safety distances adjacent to roads and tracks or where others are working  Ensure that damage to the worksite, any remaining standing trees, and the wider environment is kept within specified limits
		2.2	Use brash mats to reduce ground damage and aid flotation as appropriate	
		2.3	Drop load and re-winch when extracting with line skidder	When negotiating wet, steep or other difficult ground
3	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	Ensure work is carried out in a manner which minimises environmental damage
4.	Understand how to prepare, operate, drive and manoeuvre a skidder	4.1	State the safety requirements, routine and functional checks required for machine and operator protection	ROPS, FOPS and OPS)  Explain the benefits of an operator maintenance/inspection checklist for visual machinery inspection/checks  Explain the function of all operating controls for base unit and skidder  Plan, set up and use fuelling and maintenance areas
		4.2	Describe the procedure for loading and unloading the machine from a transporter	

## Unit 306

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

## Unit 306

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

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## Unit 217

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

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

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

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

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to attach and detach timber on skidder	1.1 Identify where and how to position machine to uplift timber in best position for skidding	
	1.2 Identify, select and uplift timber for extraction	According to specification Maintain safe and effective skidding whilst maintaining stability of skidder
	1.3 Use skidder attachment to bunch products safely and effectively	Limit size of load to avoid damage to product. Position the timber in correct place at landing area for subsequent handling Unload/detach load from the machine safely and effectively
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Comply with an existing site risk assessment. Carry out work in a manner which minimises environmental damage.
	2.2 Complete accurate and up-to-date records as required	

	2.3 Maintain the security of equipment when using skidder attachment	
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## Unit 217

3. Know how to attach and detach timber on skidder	3.1 Outline the capabilities and capacity limitations of the skidder when attaching and loading timber	State the slope limitations on attaching/loading timber on a skidder and unloading/detaching load Outline the implications of loading/attaching and unloading/detaching poles butt first and tip first Describe how to use bearers when unloading/detaching load State how to ensure that limit size of load on skidder does not cause: (i) damage to product (ii) instability of machine (iii) loss of load (iv) damage to standing trees or the wider environment, including roads and tracks
	3.2 State how to recognise and select type and species of timber according to specification when loading/attaching load	
	3.3 State how and why produce might be segregated and/or graded to meet required specification when unloading/detaching load	
	3.4 State how and when to use a logging blade or butt plate to accumulate timber extracted	
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Outline additional safeguards that are necessary when timber is accumulated adjacent to roads or tracks

	4.2 Describe the types of records that may be required for management and legislative purposes and the importance of accurate record keeping	A minimum of four different types of records should be described.
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## Unit 217

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

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## Unit 218

TITLE	Prepare and operate hand fed machinery to Process timber on site	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	T/601/6712	
<p>The aim and purpose of this unit is to provide the learner with the knowledge and skills required to process timber using hand fed processing machinery.</p> <p>Hand-fed machinery includes mobile saw bench, firewood processor, stake splitter, pointing machine, peeler (de-barker) and woodchippers designed for chipping timber to a quality specification (e.g. fuel chips). The machines will be fed by hand or a loading attachment on the machine capable of being fed by hand</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NTW24</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare machine for processing	1.1 Contribute to a risk assessment	Assess the operational and environmental requirements for the site and plan safe and efficient working areas, timber stacking areas and refueling points
	1.2 Select appropriate machinery	
	1.3 Carry out pre and post-start checks, to test all operating functions prior to processing timber	Carry out pre-planned visual inspection/checks on machinery carry out a practical check on all operating functions of the equipment including safety devices
2. Be able to process timber on site	2.1 Manoeuvre and position the machinery to ensure safe and efficient working	Manoeuvre the machine on site in a safe and effective way. Safely and efficiently in relation to the materials to be processed and the stacking area for products Set up and position timber and product handling equipment as appropriate to the machine
	2.2 Process timber in accordance with the job specification	Check that accumulation of converted timber and by-products is kept within specified limits and does not affect the safety and efficiency of the processing and does not affect any trees, tracks, roads, drains or the wider environment

	2.3 Move products and stack safely and in a position which facilitates subsequent handling	Present by-products for subsequent handling in accordance with job specification and restore the site to an acceptable condition
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## Unit 218

3.	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out work in a manner which minimises environmental damage
		3.2	Complete clear and accurate records as required	
4.	Know how to prepare machine for processing on site	4.1	State the safety requirements, routine and functional checks required for machine and operator protection	Such as brakes, guards and other safety devices State the need for carrying out routine operator checks and basic maintenance. Identify the function of all operating controls for drive unit and processing equipment State how to maintain the timber processing blades/knives including changing, setting and sharpening
		4.2	Describe the procedure for hitching/unhitching or loading/unloading the machine	
5.	Know how to process timber on site	5.1	State the capabilities and limitations of the machinery used in relation to the diameter and quality of timber to be converted	
		5.2	Describe the implications of terrain, ground conditions, season and weather on working and stacking areas, and on using the machine(s)	
		5.3	State the implications of converting long timber on machine operation	



	5.4 Outline methods of grading, stacking and handling products and by-products, by hand and with the aid of handling machinery	
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## Unit 218

<p>6. Know relevant health and safety legislation</p>	<p>6.1 Outline the current health and safety legislation, codes of practice and any additional requirements</p>	<p>Describe the principles of safe manual handling techniques whilst converting timber with processing machinery Describe how environmental damage can be minimised</p> <p>Describe the implications of working at height in relation to routine operator checks and basic maintenance Identify current guidelines on machinery operation, risk zones and safety clearances from overhead electricity conductors what to do in the event of contact with power lines and the importance of accurate record keeping</p>
	<p>6.2 Describe the types of records that may be required for management and legislative purposes</p>	<p>A minimum of four different types of records should be described</p>

## Unit 218

### Learner's signature

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### Assessor's name

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## Unit 219

TITLE	Prepare and maintain safe working sites for arboricultural operations from the ground	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	H/601/0257	
The aim of this unit is to provide the learner with the knowledge and skills required to support arboriculture operations from the ground		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 25		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare and maintain safe working sites for arboriculture operations	1.1 Assess the risks associated with the site and the proposed work.	
	1.2 Implement safety controls relating to the onsite works	Carry out measures identified in risk assessment, including signage and control of public access as appropriate
	1.3 Ensure onsite security of equipment and vehicles	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out work in a manner which minimises environmental damage	
3. Be able to select, use and maintain equipment	3.1 Select and use appropriate equipment according to relevant legislation and manufacturer's instructions	Equipment to include climbing aids, pruning tools, fuel and lowering gear

	3.2 Inspect, prepare, maintain and store equipment in a safe and effective working condition	Equipment to include climbing aids, pruning tools, fuel and lowering gear
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## Unit 219

4. Know how to prepare and maintain safe working sites for arboriculture operations	4.1 Describe how to contribute to a risk assessment and method statement	
	4.2 State how to lay out sites for safe and effective working including road signing	
5. Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out. Describe the possible pollution and environmental damage that could occur and how to respond appropriately
	5.2 Describe how environmental damage can be minimised	
6. Know the types of equipment required and how to maintain them	6.1 Describe arboricultural equipment which may be required and the methods of maintaining these	

## Unit 219

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## Unit 220

TITLE	Arboricultural ground worker	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	F/600/4143	
<p>The learner will be able to conduct working operations typically expected of the person working on the ground assisting a climber.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational Standards.            Partial mapping to:            TW25.1, TW26</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Undertake the role of ground worker	1.1 Set out correct location and positioning of warning signs	
	1.2 Ensure that all equipment to be used is prepared for safe use	To include operator maintenance procedures and pre-start checks on equipment as per manufacturers' recommendations
	1.3 Establish effective communication systems with the climber and other persons on site	Systems could include hand signals, radio or voice commands
	1.4 Pass equipment to the climber in the tree	
	1.5 Assist in the lowering of branch material	
	1.6 Break down crown sections in preparation for chipping or stacking	
	1.7 Stack arisings/waste material as appropriate for disposal ready for the	



	next operation	
	1.8 Clean the work area following the completion of the operation	
	1.9 Store equipment securely	

## Unit 220

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## Unit 221

TITLE	Process arisings/residues from treework and timber operations	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	M/601/0259	
The aim of this unit is to provide the learner with the knowledge and skills required to process arisings and residues from tree and timber operations		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 27		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to process arisings/residues from operations	1.1 Use methods of processing appropriate to the situation and industry guidelines	Methods should be hand-fed only and could include trailed, vehicle mounted or tracked chippers or shredders
	1.2 Contain and/or transport arisings/residues safely and efficiently	To include small diameter arisings (brushwood) and large arisings (branchwood)
	1.3 Restore the site to a condition that is acceptable to the landowner and specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out work in a manner which minimises environmental damage	
3. Be able to select, prepare use and maintain equipment	3.1 Select and use appropriate equipment for this area of work	

	3.3	Check, prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to process arisings/residues from operations	4.1	State how to secure the work site	

## Unit 221

	4.2	Describe how to select the appropriate method of processing arisings/residues and the benefits of each	
	4.3	Describe the various types of machines available for processing arisings/residues	A minimum of three different types of machines should be described
	4.4	State the requirements for signing or traffic control.	
5. Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out Describe the possible pollution and environmental damage that could occur and how to respond appropriately
	5.2	Describe how environmental damage can be minimised	

## Unit 221

### Learner's signature

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## Unit 222

TITLE	Specialist tree felling	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	D/600/4134	
<p>The learner will be able to fell open grown, hazardous trees whose effective diameter at felling height is over 760mm (30") which require additional or alternative felling methods to be used due to their size or situation. For example, forest edge trees, trees that are heavily weighted, hollow or decayed.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational Standards. Partial mapping to TW28, 28.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Fell specialist trees	1.1 Inspect the site prior to starting work	Completion of risk assessment
	1.2 Select and wear Personal Protective Equipment (PPE, Safety clothing)	
	1.3 Explain the legal constraints in relation to proposed tree felling.	To include possible requirement to obtain formal permission
	1.4 Describe the safety considerations to be observed in planning the felling operation	To include factors relating to operator, equipment, method, terrain, ground conditions, weather and tree condition
	1.5 Prepare the site for felling	Tree may be open grown or in a forest or woodland environment. Remove obstacles, erect signs and barriers, and establish escape route(s) as appropriate
	1.6 Prepare the tree for felling	
	1.7 Fell large tree in the required direction	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted

	1.8 Describe optional techniques that help to ensure the felling direction and / or quality of timber is maintained when felling large trees	To include the use of felling aids
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## Unit 222

2. Remove branches from specialist trees	2.1	Identify safety points when planning the branch removal procedure.	
	2.2	De-limb the trunk and crown	
	2.3	Leave site in tidy condition	

## Unit 222

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## Unit 223

TITLE	Treat and dispose of stumps and roots	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	M/601/0262	
The aim of this unit is to provide the learner with the knowledge and skills required to treat and dispose of stumps using non mechanical methods		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 29		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to treat and dispose of stumps and roots	1.1 Establish the condition of the stumps and roots to be treated	Oral questioning during direct observation may be considered useful
	1.2 Locate and protect services and property	Protection could include erection of barriers, signage and control of public access as appropriate
	1.3 Use treatment methods which are appropriate to the landowner's requirements, legislation, the situation and industry guidelines	Treatment methods should include chemical or biological treatments which are currently approved for use. Removal methods could include the use of winches or stump processing machinery Learner should only use equipment or treatments which they are suitably trained and competent to use
	1.4 Restore the site to a condition that is acceptable to landowner and specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and correctly	

## Unit 223

3. Be able to select, use and maintain equipment	3.1 Select and use appropriate equipment for this area of work	
	3.2 Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to treat and dispose of stumps	4.1 State how to identify, locate and protect services and property and why this is important	
	4.2 Outline the importance of restoring site to acceptable condition	
	4.3 Describe a range of methods for stump and root treatment and when these should be used	Methods should include chemical and biological treatments
	4.4 Describe how to establish the condition of the stump to be treated	
5. Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out  Describe the possible pollution and environmental damage that could occur and how to respond appropriately
	5.2 Describe how environmental damage can be minimised	
	5.3 Describe the correct methods for disposing of waste.	
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment and methods of maintaining the equipment which will be required for the activity	



## Unit 223

### Learner's signature

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### Assessor's name

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.....Date.....

## Unit 224

TITLE	Dispose of stumps and roots	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	K/601/0261	
The aim of this unit is to provide the learner with the knowledge and skills required to extract and dispose of stumps and roots. This unit does not cover winches.		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 29		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to dispose of stumps and roots	1.1 Establish the condition of the stumps	Oral questioning during direct observation may be considered useful
	1.2 Locate and protect services and property	Protection could include erection of barriers, signage and control of public access as appropriate
	1.3 Use method of extraction/disposal appropriate to stump and root condition with regard to the landowner's requirements, the situation and industry guidelines	Method could include the use of winches or stump processing machinery. Learner should only use equipment which they are suitably trained and competent to use
	1.4 Restore the site to a condition that is acceptable to landowner and specification	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out work in a manner which minimises environmental damage	



	2.3 Dispose of residue/arising safely and correctly	
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## Unit 224

3. Be able to select, prepare use and maintain equipment	3.1 Select and use appropriate equipment for this area of work	
	3.3 Check, prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to treat and dispose of stumps and roots	4.1 State how to identify, locate and protect services and why this is important	
	4.2 Outline the importance of restoring site to acceptable condition	
	4.3 Describe methods for stump and root extraction/ disposal and when these should be used	Methods should include the use of winches and stump processing machinery
	4.4 Describe how to establish the condition of stump	
5. Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out  Describe the possible pollution and environmental damage that could occur and how to respond appropriately
	5.2 Describe how environmental damage can be minimised	
	5.3 Describe the correct methods for disposing of waste.	
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment and methods of maintaining the equipment which will be required for the activity	



## Unit 224

### Learner's signature

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## Unit 225

TITLE	Carry out stump protection using stump protection fluids by simple hand held equipment	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	K/600/4136	
The learner will be able to transport fluid from central site to work site, prepare and operate the applicator without risk to themselves, other people and the environment.		
Relationship to National Occupational Standards: This unit directly relates to Lantra Tree and Timber National Occupational Standards.		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Transport stump protection fluid	1.1 Read and interpret product label	
	1.2 Demonstrate knowledge of fluid transport from central site to work site	Oral questioning during direct observation may be considered useful
	1.3 Fill applicator from transport module	
2. Prepare and operate hand help applicator	2.1 Prepare stump	
	2.2 Operate applicator in a safe and efficient manner	Work log or diary combined with witness testimony Stump protection fluid must have current approval for use
3. Be able to decontaminate and keep records	3.1 Demonstrate awareness of factors to be recorded for the application of fluid	
	3.2 Demonstrate knowledge of environmental and other factors	

## Unit 225

### Learner's signature

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### Assessor's name

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## Unit 226

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

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

	slings for light weight limb removal	
1.8	Achieve a working position and receive the chainsaw	Work log or diary combined with witness testimony



## Unit 226

	1.9	Start the warm (or cooled) saw in the tree	
	1.10	Change work position for cutting	
	1.11	Remove limbs using a chainsaw	Work log or diary combined with witness testimony
	1.12	Demonstrate knowledge of chainsaw handling in exceptional circumstances	Oral questioning during direct observation may be considered useful
	1.13	Demonstrate knowledge of the reasons for correct natural target pruning	Oral questioning during direct observation may be considered useful

## Unit 226

### Learner's signature

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## Unit 227

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

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

	2.4 Rlg MEWP for work	
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## Unit 227

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

## Unit 227

### Learner's signature

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## Unit 228

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

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

3. Be able to carry out tree crown reduction	3.1 Carry out tasks to reduce the crown of a tree safely	Work log or diary combined with witness testimony
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## Unit 228

4. Understand tree pruning operations	4.1 Identify slow growing species and explain their significance in relation to pruning	A minimum of four species should be covered
	4.2 Identify fast growing species and explain their significance in relation to pruning	A minimum of four species should be covered
	4.3 State the reason(s) for use of various pruning tools	
	4.4 Explain the reasons for 1-2-3 sequence of cuts when undertaking pruning operations	
	4.5 Describe the procedures to clean, transport and store pruning tools	
	4.6 State the reasons for target pruning techniques used within arboriculture	

## Unit 228

### Learner's signature

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## Unit 229

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

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

	1.8 Remove vertical trunk sections using a chainsaw	
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## Unit 229

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

## Unit 229

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## Unit 230

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

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

	1.7 Demonstrate knowledge of animal species covered by the Wildlife and Countryside Act when tree climbing	Oral questioning during direct observation may be considered useful
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## Unit 230

	1.8	Demonstrate knowledge of the legal and environmental factors that may be present on the work site	Oral questioning during direct observation may be considered useful
	1.9	Select and inspect climbing equipment	To include the completion of records as appropriate
	1.10	Demonstrate the use of climbing equipment prior to ascent	
	1.11	Establish anchor points	
	1.12	Set up climbing system to be used	
	1.13	Climb the tree	
	1.14	Select the final anchor point for the intended operation(s)	
	1.15	Branch walk	
	1.16.	Conduct a branch walk	
	1.17	Descend from the tree	
2. Conduct aerial rescue	2.1	Demonstrate knowledge of the key elements of a rescue plan for tree climbing operations	Oral questioning during direct observation may be considered useful
	2.2	Demonstrate knowledge of the information required by the emergency services in the event of an accident	Oral questioning during direct observation may be considered useful
	2.3	Rescue a casualty where the casualty's rope is either damaged trapped or too short to descend on (2 person team)	
	2.4	Rescue from a 'pole' (standing stem) using climbing irons (spikes) (2 or 3	

	person team)	
	2.5 Demonstrate knowledge of basic first aid principles	A First Aid Certificate may contribute towards this assessment criterion

## Unit 230

	2.6 Demonstrate knowledge of actions to be followed after an aerial rescue	Oral questioning during direct observation may be considered useful
3. Identify tree species	3.1 Learner to identify common broadleaved tree species	A minimum of twelve species should be identified

## Unit 230

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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.....Date.....

## Unit 231

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

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

	1.9 Access the tree	
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## Unit 231

	1.10	Select the final anchor point for the intended operation(s)	
	1.11	Descend from the tree	
	1.12	Demonstrate knowledge of requirements for the retrieval and storage of equipment	Oral questioning during direct observation may be considered useful
2. Conduct and aerial rescue	2.1	Demonstrate knowledge of emergency procedures	Oral questioning during direct observation may be considered useful
	2.2	Demonstrate knowledge of information required by the emergency services in the event of an accident	Oral questioning during direct observation may be considered useful
	2.3	Demonstrate knowledge of general aerial rescue procedures	Oral questioning during direct observation may be considered useful
	2.4	Rescue a casualty with undamaged rope long enough to descend on	
	2.5	Carry out a second rescue of a casualty using a different technique	
	2.6	Demonstrate knowledge of actions to be followed after an aerial rescue	Oral questioning during direct observation may be considered useful
3. Use a chainsaw from a rope and harness	3.1	Brief the ground staff	A learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	3.2	Achieve a working position and receive the chainsaw.	
	3.3	Start the warm (or cooled) saw in the tree	
	3.4	Change work position for cutting	

	3.5	Clear area of unwanted vegetation hazards ready for cutting	
	3.6	Remove limbs using a chainsaw	



## Unit 231

	3.7 Demonstrate knowledge of chainsaw handling in exceptional circumstances.	Oral questioning during direct observation may be considered useful
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## Unit 231

### Learner's signature

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## Unit 232

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

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

	proximity of utilities and trees	
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## Unit 232

		1.7 Ensure that signage and traffic control measures are located and positioned in accordance with legislation and functioning correctly	Carry out measures identified in risk assessment
2.	Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
		2.2 Carry out work in a manner which minimises environmental damage	
		2.3 Dispose/deal with of waste safely and correctly	Simulation is acceptable for hazardous waste
3.	Be able to select, use and maintain relevant equipment	3.1 Use equipment according to relevant legislation and manufacturer's instructions swop	
		3.2 Prepare, maintain store and transport equipment in a safe and effective working condition	
4.	Know how to work in close proximity to underground utilities	4.1 Describe how to identify hazards and comply with the control measures of risk assessments	
		4.2 List emergency planning and procedures	Oral questioning during direct observation may be considered useful

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

	4.4	Describe the legal requirements for traffic management and excavation on highways		
	4.5	Describe the level of risk to trees posed by work on utilities		
	4.6	Describe the risks to personnel posed by work in proximity to utilities		
	4.7	Describe the importance of maximum root retention and careful backfilling		
	4.8	Describe techniques that avoid and/or minimise impacts to trees from the installation of services	A minimum of two different techniques should be described.	
	4.9	State the likely impact of proposed work on trees		
5.	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out
		5.2	Describe how environmental damage can be minimised	
		5.3	Describe the correct methods for disposing of waste	

6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment which will be required for the activity and the methods of maintaining the equipment	
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## Unit 232

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

.....Date.....



## Unit 233

TITLE	Carry out arboricultural operations in proximity to overhead utilities	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	R/601/0268	
The aim and purpose of this unit is to provide the learner with the knowledge and understanding required to carry out arboricultural operations in the proximity to overhead utilities		
Relationship to National Occupational Standards: This unit directly relates to O29NTW 39.2		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to work in proximity to overhead utilities	1.1 Assess site in relation to instructions prior to carrying out work	
	1.2 Ensure that necessary signage and controls are in place	Carry out measures identified in risk assessment
	1.3 Use appropriate Personal Protective Equipment	Carry out measures identified in risk assessment
	1.4 Identify types of overhead cable and structures likely to interfere with operations	Oral questioning during direct observation may be considered useful
	1.5 Use arboricultural equipment and prune trees in accordance with current industry best practice and guidance	Work log or diary combined with witness testimony
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with	

	relevant legislation, codes of practice and industry best practice	
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## Unit 233

	2.2	Carry out work in a manner which minimises environmental damage	
3. Be able to select, use and maintain relevant equipment	3.1	Use equipment suitable for tree pruning operations adjacent to overhead utilities and structures	
	3.2	Prepare, maintain and store and transport equipment in a safe and effective working condition	
4. Know how to work in proximity to overhead utilities	4.1	Describe how to identify hazards and comply with the control measures of risk assessments	
	4.2	List emergency planning and procedures	Oral questioning during direct observation may be considered useful
	4.3	Describe the level of risk to trees and likely impact of proposed utility work	
	4.4	Describe how to assess risk from services, including: conductivity of materials, types of tree, safe working distances, correct Personal Protective Equipment	
	4.5	Describe the associated risks involved with use of and utilising mechanical equipment in proximity to electrical and power cables and structures	

	4.6 Describe the benefits of using insulated equipment for tree works adjacent to overhead utility cables	
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## Unit 233

	4.7	Describe the optimum aesthetic tree appearance when undertaking tree works adjacent to overhead utility cables and structures	
5. Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out
	5.2	Describe how environmental damage can be minimised	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity covering personal protective equipment (PPE)	
	6.2	Describe the methods of maintaining, storing and transporting the range of equipment according to manufacturer's instructions	

## Unit 233

### Learner's signature

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..... Date .....

### Assessor's name

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## Unit 234

TITLE	Principles of forest and moorland fire fighting	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	Y/601/0269	
The aim and purpose of this unit is to provide the learner with the knowledge of the principles of forest and moorland fire fighting		
Relationship to National Occupational Standards: This unit directly relates to O29NTW40		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Know the principles of forest and moorland fire fighting	1.1 Describe the personal protective equipment required for wildfire suppression operators	
	1.2 Summarise the forest or estate fire plan, fire maps, symbols and other company working practices and industry good practice	
	1.3 Describe the role of the emergency services and chain of command	
	1.4 Describe the elements that are required for fire to exist	
	1.5 Describe the phases of combustion (pre-heating, gas combustion and charcoal combustion)	
	1.6 Outline how weather, topography and fuels affect fire behaviour, including rate of spread and fire intensity	
	1.7 Describe fuel types and loads and the characteristics of grass, heather,	

	forests and peat fires	
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## Unit 234

	1.8	Describe the potential impact of wildfires and fire suppression activities on the environment	
	1.9	Describe the purpose and value of firebreaks	
	1.10	Describe when it is appropriate to extinguish fires and the suitable tactics, tools and equipment to use	Tools and equipment to include fire beaters and scrapers, knapsack sprayer, water pump, wet water (surfactant additive) and foam branch. Consideration should be given to limitations and capabilities of equipment, the needs of the incident, as well as known and anticipated risks
2. Know how to support forest and moorland fire fighting	2.1	Outline how to assess and report on key fire information	Information to include size of fire, wind direction and speed, vegetation type/height, people/assets threatened, rate of spread at head of fire, flame height, access routes and water sources
	2.2	Summarise the three main fire suppression strategies: direct, indirect and flanking attack	
	2.3	Describe the phases of fire suppression operations covering: knockdown, containment, mop up and patrol	
3. Know relevant health and safety legislation and environmental good practice	3.1	Outline the current health and safety legislation, codes of practice and any additional requirements	

## Unit 234

### Learner's signature

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..... Date .....

### Assessor's name

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## Unit 235

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

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to carry out soil amelioration	1.1 Assess risks associated with the site, the proposed work and the nature of the equipment to be used	Carry out a risk assessment
	1.2 Carry out site amelioration appropriate to location	Work log or diary combined with witness testimony
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	

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

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

## Unit 235

### Learner's signature

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..... Date .....

### Assessor's name

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 315

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

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare for emergency arboricultural operations	1.1 Prepare emergency call out vehicle and equipment	To include fuelling and checking vehicle, as well as preparing , checking and loading arboricultural equipment
	1.2 Liaise with emergency services and statutory authorities as appropriate	Simulation or a candidate statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.3 Assess the site for services and utilities	Complete a risk assessment
	1.4 Follow the appropriate systems for communication and traffic management systems	
2. Be able to undertake emergency arboricultural operations	2.1 Safely work on tree crowns from the ground or at height to stabilise/remove the hazards to enable subsequent	Work log or diary combined with witness testimony

	operations to continue	
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## Unit 315

	2.2	Carry out work to make the tree safe in situ or remove as required	Work log or diary combined with witness testimony
	2.3	Dispose of residues in line with the emergency plan, safety and environmental requirements	Work log or diary combined with witness testimony
	2.4	Restore and secure the site prior to departure	Work log or diary combined with witness testimony
3. Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
4. Understand how to prepare emergency plans and agree actions	4.1	Describe the different emergency services and statutory authorities and their role/authority	
	4.2	Explain the importance of emergency plans and efficient methods of work.	
	4.3	Describe how to identify hazards and comply with the control measures of risk assessments	

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

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

## Unit 315

### Learner's signature

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..... Date .....

### Assessor's name

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 317

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

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare for winch operation	1.1 Complete a risk assessment	Assess the operational and environmental requirements for the site and plan safe and efficient working  Agree the signalling systems with all operators
	1.2 Maintain the security of machinery and equipment on site	

	<p>1.3 Carry out pre-start checks to test all operating functions of the equipment</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>(i) run out winch cable</li> <li>(ii) practical checks on all operating functions prior to winching in timber covering</li> </ul> <ul style="list-style-type: none"> <li>• safety devices</li> <li>• winch controls</li> <li>• clutches</li> <li>• brakes</li> <li>• on winch cable and terminal components</li> <li>• ancillary equipment including hooks, shackles, sliders, pulleys, snatch blocks and chokering equipment</li> </ul> <p>Ensure the cable is of adequate capacity for the load to be applied and the distance to be pulled Gain access to the machine safely and get into a secure working position when carrying out maintenance</p>
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## Unit 317

2. Be able to lay out cable and choker timber to cable	2.1	Select timber for extraction according to specification	Single or multiple felled trees, poles or other timber
	2.2	Carry out ongoing visual checks	
	2.3	Choker timber to avoid, damage to product, instability of machine, loss of load, or damage to standing trees or the wider environment	Identify the timber to choker, position cable and choker as part of timber operations  Pull out cable avoiding obstacles to the winching process  Select anchor points adequate for load applied, including consideration of multiplication of forces on anchor points and ensure winch operator and chokerman are safeguarded in case of anchor point failure Keep roads, tracks, waterways etc. free of debris
	2.4	Maintain effective communication and teamwork with other operators on site	Give pre-arranged signals by hand, radio or other means to the winch operator directly or through a third party  Maintain exclusion zones/risk zone safety distances
3. Be able to operate winch to pull in timber	3.1	Operate the winch in keeping with site constraints, in a safe and effective way	Site the winch in a safe and secure position for direct and offset pulling  Utilise additional safeguards and comply with safety distances when winching near roads and tracks or where others are working  Ensure timber is in a safe position before releasing chokers (or attaching load to winch if skidding)  Stop winching when signalled to do so or if timber or cable is pulled towards an obstacle

4. Be able to promote health and safety and environmental good practice	4.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	Ensure work is carried out in a manner which minimises environmental damage
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## Unit 317

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

## Unit 317

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

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

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

## Unit 317

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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## Unit 236

TITLE	Chainsaw maintenance	Learner's name
LEVEL	2	
CREDIT LEVEL	1	
UAN	F/600/4028	
<p>The learner will be able to carry out pre-use checks and maintenance to the chainsaw</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra SSC Trees and Timber National Occupational Standards. Partial mapping to: TW41, 42, 43.</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to carry out maintenance of a chainsaw	1.1 Observe safety precautions and wear appropriate PPE	Carry out measures identified in risk assessment
	1.2 Identify, check and explain the function of the safety features of the chainsaw	Oral questioning during direct observation may be considered useful
	1.3 Identify components parts of the chain, stating their function and potential problems from wear or damage	Oral questioning during direct observation may be considered useful
	1.4 Identify the information required to select a replacement chain for a given saw	Oral questioning during direct observation may be considered useful
	1.5 Sharpen chain in accordance with manufacturers information	The work can be carried out in a workshop or woodland environment.

	1.6 Explain the reasons for sharpening a chainsaw	Oral questioning during direct observation may be considered useful
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## Unit 236

	1.7 poor	Identify symptoms associated with cutting performance	Oral questioning during direct observation may be considered useful
	1.8	Maintain guide bar	The work can be carried out in a workshop or woodland environment.
	1.9 bar	Explain reasons for maintaining guide bar	Oral questioning during direct observation may be considered useful
	1.10	Clean air filter and compartment	The work can be carried out in a workshop or woodland environment.
	1.11	Chain brake mechanism cleaned, inspected and commented on	The work can be carried out in a workshop or woodland environment.
	1.12	Describe sprocket replacement procedure for relevant saw type	Oral questioning during direct observation may be considered useful
	1.13	Reasonable chain, bar and side plate and comment on chain tension	Oral questioning during direct observation may be considered useful
	1.14	Check and/or change spark plug as appropriate and comment on condition	The work can be carried out in a workshop or woodland environment.
	1.15	Service recoil starter mechanism and comment on cord condition and replacement	The work can be carried out in a workshop or woodland environment.
	1.16	Clean power unit and covers and inspect for damage	The work can be carried out in a workshop or woodland environment.



	1.17 Describe fuel filter maintenance	Oral questioning during direct observation may be considered useful
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## Unit 236

	1.18	Identify the correct fuel mix required for the operators chainsaw	Oral questioning during direct observation may be considered useful
	1.19	Identify the safety clothing to wear when using a chainsaw	Oral questioning during direct observation may be considered useful
	1.20	Start chainsaw from cold	
	1.21	Check chainsaw for condition and operational safety	
	1.22	Describe the actions to take if safety checks indicate incorrect saw preparation/maintenance	Oral questioning during direct observation may be considered useful
	1.23	Explain the reasons for maintaining a correct stance during chainsaw starting procedures	Oral questioning during direct observation may be considered useful

## Unit 236

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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## Unit 237

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

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

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

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

## Unit 237

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## Unit 238

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

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Understand operator safety whilst working on uprooted trees with a chainsaw	1.1 Inspect the site prior to starting work.	Undertake a risk assessment
	1.2 Observe safety precautions and wear appropriate PPE.	Carry out measures identified in risk assessment
	1.3 State the safety considerations and legal obligations to be observed when severing individual uprooted trees.	Oral questioning during direct observation may be considered useful
	1.4 State the safety considerations regarding overhead and underground services when severing root plates.	Oral questioning during direct observation may be considered useful
2. Be able to sever individual uprooted trees using a chainsaw	2.1 Prepare site and chainsaw for work.	To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations. Remove obstacles, erect signs and



		barriers, and establish escape route(s) as appropriate
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## Unit 238

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

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

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

## Unit 238

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## Unit 239

TITLE	Take delivery of and store plants and materials	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	Y/601/2782	
The aim of this unit is to provide the learner with the knowledge and skills required take delivery of and store plants and materials.		
Relationship to National Occupational Standards: This unit directly relates to TW 52		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to take delivery of and store plants and materials	1.1 Check all plants and materials are those specified in the planting specification	Specification to include plant species, plant type, plant sizes, plant condition and planting materials required
	1.2 Check the condition of plants and materials is satisfactory	Oral questioning during direct observation may be considered useful
	1.3 Report any defects in plants and materials to the relevant person	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.4 Keep accurate and complete records of deliveries	
	1.5 Transport and store plants and materials in a manner which minimises damage to the plants and ensures safety and security	Storage of plants could include cold storage, heeling in, straw bales or co-extruded bags
	1.6 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

2. Know how to take delivery of and store plants and materials	2.1 State how to interpret planting plans and specifications	
	2.2 Describe how to identify the required condition of plants and materials	

## Unit 239

	2.3	Describe how to recognise healthy planting stock	
	2.4	State how to check mixes of planting stock	
	2.5	State how to handle, store and transport different types of plant material to maintain stock in good condition safely and securely	
	2.6	Describe how to avoid plant shock when handling, transporting and storing	
	2.7	State why records must be kept	



## Unit 239

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## Unit 240

TITLE	Safe use of powered pole pruners	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	K/600/4153	
<p>The learner will be able to maintain and operate a powered pole pruner.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Lantra Trees and Timber National Occupational Standards. Partial mapping to TW35, Tw46, Tw47 TW48</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Understand operator safety whilst maintaining and using powered pole pruner	1.1 Observe safety precautions and wear appropriate PPE	Carry out measures identified in risk assessment
	1.2 State the legal and environmental factors that may be present of the work site	
	1.3 Identify and explain the function of the safety features of the powered pole pruner	Oral questioning during direct observation may be considered useful
	1.4 Inspect the site prior to starting work	
2. Be able to maintain a powered pole pruner	2.1 Inspect chain for wear or damage to component parts and comment on why a chain might be accepted or rejected and state the information required to select a replacement chain for machine	The work can be carried out in a workshop or woodland environment.

	2.2	Sharpen chain in accordance with manufactures information and state reasons for chain maintenance	The work can be carried out in a workshop or woodland environment.
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## Unit 240

	2.3	Maintain guide bar, demonstrate knowledge of reasons for maintaining guide bar	The work can be carried out in a workshop or woodland environment
	2.4	Reassemble chain, bar and side plate and comment on chain tension	The work can be carried out in a workshop or woodland environment
	2.5	Describe process for air filter maintenance	Oral questioning during direct observation may be considered useful
	2.6	Clean power unit/covers and inspect for damage	The work can be carried out in a workshop or woodland environment
	2.7	Demonstrate knowledge of sprocket replacement procedure	Oral questioning during direct observation may be considered useful
	2.8	Check and/or change spark plug as appropriate and comment of condition	The work can be carried out in a workshop or woodland environment
	2.9	Service recoil starter mechanism	The work can be carried out in a workshop or woodland environment
	2.10	Check and/or clean/ replace fuel filter	The work can be carried out in a workshop or woodland environment
	2.11	Check function of starter, oil pump and clutch with machine completely assembled and running	

## Unit 240

3. Be able to carry out onsite preparation and basic pruning work with a powered pole pruner	3.1	Demonstrate knowledge of safe working practice when using a powered pole pruner	Oral questioning during direct observation may be considered useful
	3.2	State the 'reasonable' precautions necessary when organising a work site	Oral questioning during direct observation may be considered useful
	3.3	Describe the requirements when selecting appropriate re-fuelling and starting sites	Oral questioning during direct observation may be considered useful
	3.4	Check powered pole pruner for condition and pre-use operational safety	
	3.5	Start powered pole pruner from cold and check operational safety of powered pole pruners. State actions to take if operational safety checks indicate incorrect machine preparation	
	3.6	Describe terms 'tension' and 'compression' and the procedure for removing a trapped powered pole pruner	Oral questioning during direct observation may be considered useful
	3.7	Describe symptoms associated with poor cutting performance	Oral questioning during direct observation may be considered useful

	3.8 Remove limb sections using a powered pole pruner	Work log or diary combined with witness testimony
	3.9 Leave site in tidy condition	

## Unit 240

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## Unit 241

TITLE	Techniques to work with Damaged Trees	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	F/600/7513	
<p>The learner will be able to identify risk assessment and emergency procedures on work site, prepare site to work on damaged trees, prepare chainsaw for operation, restrain a root plate of damaged trees using a hand winch, remove branches from a damaged tree and fell a damaged tree.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Trees and Timber National Occupational Standards.</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Prepare for damaged trees operations	1.1 Select and wear personal protective equipment (PPE)	
	1.2 Check site for hazards	
	1.3 Explain the legal and Environmental considerations when dealing with damaged trees	Oral questioning during direct observation may be considered useful
	1.4 Prepare the site to work on damaged trees	Trees may be open grown or in a forest or woodland environment. Remove obstacles, erect signs and barriers, and establish escape route(s) as appropriate
	1.5 Prepare chainsaw for operation	To include operator maintenance procedures, sharpening, and pre-start checks on chainsaw as per manufacturers' recommendations
2. Sever individual uprooted trees	2.1 Describe tension and compression in timber when severing root plates	Oral questioning during direct observation may be considered useful



using a chainsaw	2.2 Sever the root plate from stem using appropriate cuts	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the trees are weighted. Aid tools to be used as appropriate.
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## Unit 241

	2.3 Explain when it is appropriate to use aid tools when severing root plates	Oral questioning during direct observation may be considered useful
	2.4 Leave root plate in safe condition	
3. Restrain root-plates on individually uprooted trees using a hand operated winch	3.1 Select and inspect winch and ancillary equipment	To include maintaining inspection records as appropriate
	3.2 Inspect uprooted tree, site and anchor point(s) and comment on system to be set up	Oral questioning during direct observation may be considered useful
	3.3 Attach winch cable to uprooted stem using strop or choker in appropriate position and configuration	
	3.4 Describe when offset winching should be used and additional precautions required	Oral questioning during direct observation may be considered useful
	3.5 Describe the suitability of snatch blocks/ pulleys	Oral questioning during direct observation may be considered useful
	3.6 Sever tree from root plate	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the trees are weighted
	3.7 De-tension and dismantle the winch system and make tree and root plate safe	Ensure trees are in a safe and appropriate position and condition to enable subsequent operations
4. Remove branches by de-limbing	4.1 Identify safety points when planning the branch removal procedure	To include terrain, ground conditions, weather and tree condition

	4.2 Breakdown the crown	
	4.3 Leave site in tidy condition	

## Unit 241

5. Felling leaning or part uprooted trees	5.1 Prepare site	
	5.2 Explain the consequence of not using the correct technique to fell a tree that is weighted in the felling direction or partially uprooted.	Oral questioning during direct observation may be considered useful
	5.3 Fell leaning or partially uprooted specimen	Cuts to be appropriate to tree size, form and condition, including taking account of the direction to which the tree is weighted  Aid tools to be used as appropriate  Ensure trees are in a safe and appropriate position and condition to enable subsequent operations
6. Felling tree with significantly broken crown using winch or pull rope	6.1 Describe felling broken trees and hung sections	Oral questioning during direct observation may be considered useful
	6.2 Describe the methods of dealing with a broken tree section lodged in or on a standing tree	Oral questioning during direct observation may be considered useful
	6.3 Prepare site	
	6.4 Fell tree using winch or pull line	Ensure tree is in a safe and appropriate position and condition to enable subsequent operations

## Unit 241

### Learner's signature

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## Unit 242

TITLE	Sharpen and maintain edged hand tools for green wood trades	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	Y/601/1602	
The aim of this unit is to provide the learner with the knowledge and skills required to maintain, sharpen and repair hand tools used by green wood trades		
Relationship to National Occupational Standards: This unit directly relates to O29NGWT2		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to maintain, sharpen and repair hand tools	1.1 Identify and make safe minor defects in a hand tool handle or shaft	Work log or diary combined with witness testimony
	1.2 Identify major defects requiring handle or shaft replacement, replace and ensure the tool is safe and in working order	Tool could include awl, axe, bow saw, chisel, draw knife, gouge or mallet
	1.3 Identify defective and 'dull' cutting edges and use appropriate equipment to restore the correct cutting edge on three tools	Tools should include billhook, axe and draw knife
	1.4 Restore a hand tool, including replacing the handle, regrinding the bevel and honing the cutting edge	Work log or diary combined with witness testimony
	1.5 Work in a way which maintains health and safety, is consistent with relevant legislation, codes of practice and any other relevant requirements	
2. Know how to repair hand tool	2.1 State the health and safety implications of	Oral questioning during direct observation may be considered

shafts and handles	defects in hand tools and shafts	useful
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## Unit 242

	2.2	Describe different methods of fitting a new handle or shaft	A minimum of two different methods should be described
	2.3	State the importance of using sound seasoned wood for tool handles	
	2.4	Describe the relative properties of different shaft materials	The properties of a minimum of two different shaft materials should be described
3. Know how to sharpen a hand tool	3.1	Describe the appropriate use of a range of sharpening stones and the difference between oil and wet stones	The appropriate use of a minimum of two different sharpening stones should be described
	3.2	Describe how to safely test the sharpness of a tool and when a tool requires sharpening	
	3.3	Identify the bevel and edge characteristics of five individual edge tools required to fulfil their specific function	Tools could include awl, axe, bow saw, chisel, draw knife or gouge
	3.4	State the importance of 'temper' in an edge tool	
	3.5	Describe different methods and devices for sharpening tools	A minimum of two different methods and two different devices should be described
	3.6	Describe different tool edge profiles and which are appropriate for different purposes	
	3.7	Describe the maintenance and protection required for sharp edged tools	



	3. 8 Outline current relevant legislation, codes of practice and any other relevant requirements	
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## Unit 242

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## Unit 243

TITLE	Coppicing – planning, cutting, processing and extracting	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	T/601/1624	
The aim of this unit is to provide the learner with the knowledge and skills required to plan and undertake coppice fall and restoration. It also covers identifying the species, markets and uses of coppice in different seasons.		
Relationship to National Occupational Standards: This unit directly relates to O29NGWT4		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to plan a coppice fall	1.1 Complete a risk assessment	
	1.2 Identify the species mix and estimate age of coppice	Oral questioning during direct observation may be considered useful
	1.3 Identify markets and/or uses for coppiced materials	A minimum of four different markets and/or uses to be identified
	1.4 Obtain all necessary permission and paperwork from land owner and/or relevant organisations	Copies of appropriate documentation or witness testimony would be useful evidence
	1.5 Obtain or agree a specification for cutting coppice and dealing with waste	
2. Be able to undertake a coppice fall and restoration	2.1 Identify trees to be coppiced	
	2.2 Cut coppice stool using current good practice promoting good health and extract the required quantity	Work log or diary combined with witness testimony Extraction could be by hand, by horse or by self-powered machinery
	2.3 Process the coppice material into	Work log or diary combined with witness testimony

	useable materials minimising wastage of materials	
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## Unit 243

	2.4	Process the waste material in the agreed manner	
	2.5	Restock the understorey using different methods	Work log or diary combined with witness testimony. A minimum of two different restocking methods should be undertaken
3. Be able to process material for different uses and extract materials	3.1	Sort/grade and bundle up as appropriate materials for a variety of uses in an efficient way	
	3.2	Extract or arrange extraction of usable materials using appropriate method	Extraction could be by hand, by horse or by self-powered machinery
4. Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety, and is consistent with relevant legislation, codes of practice and any other relevant requirements	
	4.2	Carry out work in a way which minimises waste and environmental damage	
	4.3	Select and use appropriate tools and equipment	Tools could include chainsaw, bow saw, handsaw, bill hook and winch
5. Know how to fully restore a coppice fall	5.1	Identify five commonly coppiced species, both in summer and winter and outline	Five tree species to be taken from the range: hazel, oak, ash, beech, birch, sycamore, willow, and chestnut
	5.2	Outline 'good practice' with regard to coppicing a stool	
	5.3	Describe factors that affect coppice regeneration	A minimum of three factors should be described
	5.4	Outline the need for pest control	

	5.5 Describe three methods of re-stocking the under storey	
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## Unit 243

	5.6	Describe three different methods of timber extraction and their suitability to different applications	To include extraction by hand, by horse or by self-powered machinery
6. Know relevant health and safety, legal and environmental legislation and environmental good practice	6.1	Explain the criteria for requiring a felling license	
	6.2	Summarise 'habitats directives' governing woodland operations	
	6.3	Outline relevant legislation and codes of practice	
	6.4	Describe how environmental damage can be minimised	
	6.5	Describe the correct methods for disposing of waste	

## Unit 243

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## Unit 244

TITLE	Process coppice materials for simple coppice products	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	L/601/1628	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to process coppice materials for simple products. It covers sourcing and processing the raw materials to meet specifications. The processes used cover splitting, cleaving, riving, sawing, axing and shaving.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT5</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to source materials for simple coppice products	1.1 Obtain and confirm clear and comprehensive specification for five simple coppice products	Products could include spar gads, pea sticks, fencing hurdle rods, hurdles and hedge stakes
	1.2 Source suitable raw materials required to meet the specification for five simple coppice products	
	1.3 Process the raw materials into usable materials for the simple coppice products	
2. Be able to process materials into simple coppice products	2.1 Plan an effective work schedule to maximize material usage and minimize waste	
	2.2 Process the usable materials into the five finished products. Between the products all four of the following processes must be accurately used <ul style="list-style-type: none"> <li>• Splitting/cleaving/riving</li> </ul>	Work log or diary combined with witness testimony

	<ul style="list-style-type: none"><li>• Sawing</li><li>• Axing/chopping</li><li>• Shaving/draw knifing</li></ul>	
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## Unit 244

	2.3	Check that products meet with their specifications	Oral questioning during direct observation may be considered useful
3. Be able to select, use and maintain relevant equipment	3.1	Select and use appropriate equipment for this area of work according to relevant legislation and manufacturer's instructions	
	3.2	Prepare, maintain and store equipment in a safe and effective working condition	
4. Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety, and is consistent with relevant legislation, codes of practice and any other relevant requirements	
5. Know how to source materials for simple coppice products	5.1	Describe how to identify and cost all elements of a job including how to estimate the amount of materials required, and the rate of uptake so as to avoid over- or under-stocking	
	5.2	Identify primary coppice species from a felled pole, explain their properties and the main uses and products that can be made from each species	A minimum of five coppice species to be taken from the range: hazel, oak, ash, beech, birch, sycamore, willow, and chestnut
	5.3	Outline the main reasons for the seasonality of coppice materials and how this can affect the availability of products	

	5.4 Outline the drawbacks of using materials cut out of season	
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## Unit 244

	5.5	Describe methods used to prolong the workable life of seasonal coppice materials	
6. Know how to process materials into simple coppice products	6.1	Describe an organized work area for processing simple coppice products	
	6.2	Describe the processes and equipment used for each of the following: <ul style="list-style-type: none"> <li>• Splitting/cleaving/riving</li> <li>• Sawing</li> <li>• Axing/chopping</li> <li>• Shaving/draw knifing</li> </ul>	
	6.3	Describe the essential characteristics of coppice products making referencing to the specifications	
	6.4	Explain how to match the qualities of the materials to the products	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline current relevant legislation, codes of practice and any other relevant requirements	

## Unit 244

### Learner's signature

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## Unit 245

TITLE	Process wood for green wood products	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	R/601/1632	
The aim of this unit is to provide the learner with the knowledge and skills required to process wood for green wood products		
Relationship to National Occupational Standards: This unit directly relates to O29NGWT6		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare materials for green wood products	1.1 Obtain and confirm a clear and comprehensive specification for the product	Product could include basket hoops, turnery product, sculpture, walking stick, trug, chair back, gate, fencing or woven bench
	1.2 Identify the materials specification that meets the product specification	
	1.3 Locate, source and obtain materials which meets both material specification and the budget	Materials could include hazel, oak, ash, beech, birch, sycamore, willow, and chestnut
2. Be able to process wood for products	2.1 Assemble and adjust the appropriate hand tools for shaping the wood to create green wood products	
	2.2 Position the wood correctly ready for splitting	
	2.3 Process the split wood to an approximate cylindrical shape	
3. Be able to form and finish products	3.1 Select, assemble and prepare the materials necessary to meet the specification	Work log or diary combined with witness testimony

	3.2 Bring the materials to suitable working condition	
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## Unit 245

	3.3	Form and finish the products so that they meet the specification	A minimum of two products should be formed and finished
	3.4	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional employer requirements	
4. Know how to prepare materials	4.1	Describe how to recognise good and poor quality in each of the materials	
	4.2	State potential sources of materials and how seasonality effects on the availability of materials	
	4.3	State how to identify and cost all the elements of a job and estimate the amount of materials required, and the rate of uptake so as to avoid over- or under-stocking	
5. Know how to prepare wood	5.1	List the appropriate hand tools to shape the wood	
	5.2	Describe how to position wood correctly	Oral questioning during direct observation may be considered useful
	5.3	Describe how to process the split wood to an approximate cylindrical shape	Oral questioning during direct observation may be considered useful
	5.4	Describe how to work different types of split wood	How to work a minimum of two types of split wood should be described

	5.5 Describe the personal protective equipment and clothing needed for your work and how they must be used, cleaned and stored	
6. Know how to form and finish products	6.1 Explain how to interpret specifications	

## Unit 245

	6.2	Describe how and when to bring each of the materials into a working condition	
	6.3	Describe how to match the qualities of the materials to the products	
	6.4	Describe how to form and finish basic and small products or parts of products	
	6.5	Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out

## Unit 245

### Learner's signature

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### Assessor's name

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## Unit 246

TITLE	Build and maintain tools and devices used to process coppice and green wood products	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	K/601/1636	
The aim of this unit is to provide the learner with the knowledge and skills required to build and maintain tools and devices used to process coppice. It covers identifying sources and suitable materials to build the tools.		
Relationship to National Occupational Standards: This unit directly relates to O29NGWT7		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to build tools and devices	1.1 Obtain or devise a clear and accurate specification for three tools and devices	Devices should include shave horse, pole lathe and cleaving brake
	1.2 Identify and source suitable materials to create the required components for two of the above tools and/or devices	
	1.3 Make two tools and devices	Work log or diary combined with witness testimony
	1.4 Use the tools and devices to confirm that they are safe and fit for purpose and adjust as necessary	
2. Be able to maintain tools and devices	2.1 Identify any faults or improvements that can be made to the tools and devices and make right	Oral questioning during direct observation may be considered useful

## Unit 246

	2.2	Maintain the tools and devices in good, effective and safe working condition over a period of time	Work log or diary combined with witness testimony
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety, and is consistent with relevant legislation, codes of practice and any other relevant requirements	
4. Know how to build tools and devices	4.1	Outline different sources of information to obtain a clear and comprehensive specification for the tools and devices	
	4.2	Describe how to assemble and adjust the tool or device	
	4.3	Compare different designs and their relative merits	A minimum of two different designs should be compared
5. Know how to use tools and devices	5.1	Explain the primary function of each of the tools and devices and suggest a modification to improve performance	
	5.2	Outline how to work efficiently in terms of both time and materials	
	5.3	Outline the main causes of deterioration of tools and devices and suggest measures to alleviate these causes	A minimum of three causes should be outlined

## Unit 246

	5.4	Describe the process relevant to the use of each tool or device that has been made	
	5.5	Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out
	5.6	Carry out a risk assessment	

## Unit 246

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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## Unit 323

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

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

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

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

## Unit 323

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

## Unit 323

3.	Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety, and is consistent with relevant legislation, codes of practice and any other relevant requirements	
		3.2	Carry out work in a way which minimises environmental damage	
4.	Know how to lay a hedge	4.1	Explain the seasonality of hedge laying and the reasons	Oral questioning during direct observation may be considered useful
		4.2	Explain the effect of frost on laying the pleachers	Oral questioning during direct observation may be considered useful
		4.3	Explain the original purposes of field hedgerows and identify three primary functions of modern field hedgerows	Oral questioning during direct observation may be considered useful
		4.4	Describe the circumstances when fencing may be required	Oral questioning during direct observation may be considered useful
		4.5	Describe differing styles of hedge laying and regional variances	Oral questioning during direct observation may be considered useful
		4.6	Outline the appropriate length and diameter of stems to be used as pleachers	Oral questioning during direct observation may be considered useful
		4.7	Identify and explain the importance of selecting the correct height for the stump and pleach	Oral questioning during direct observation may be considered useful

## Unit 323

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

## Unit 323

### Learner's signature

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..... Date .....

### Assessor's name

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## Unit 247

TITLE	Wood fuel production for the domestic market	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	R/601/1646	
<p>The aim of this unit is to provide the learner with the knowledge and skills required for wood fuel production for the domestic market. It covers identifying wood fuel species, preparing and processing timber. It also looks at the domestic markets for wood fuel products and how to reduce environmental damage.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT9.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to cut and process wood fuel	1.1 Identify and name five suitable wood fuel species from log or cord wood samples	Oral questioning during direct observation may be considered useful
	1.2 Prepare and service machinery and/or tools appropriate to a wood fuel process	
	1.3 Prepare timber for processing using tools and equipment appropriate to the fuel wood product	
	1.4 Process timber into fuel wood using a method and equipment appropriate to the fuel wood product	Product could include kindling, pellets, split logs, wood chip or faggots
	1.5 Stack and store wood fuel safely for seasoning and storage appropriate to production method following good practice guidelines	
	1.6 Prepare a wood fuel product appropriately to meet the market requirements taking into account moisture content, timber density,	

	packaging and delivery method	
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## Unit 247

2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Carry out a risk assessment	
3. Know the qualities of suitable timber for wood fuel	3.1 Describe the burning and processing qualities of 5 different woodland tree species	Oral questioning during direct observation may be considered useful
4. Know how the wood fuel market effects process	4.1 Identify different fuel wood markets and suggest suitable timber to meet market requirements	A minimum of three different markets should be identified
	4.2 Describe the equipment requirement and production methods for different wood fuel products	A minimum of three different products should be covered
	4.3 Describe the storage methods appropriate for different wood fuel products	Storage methods for a minimum of three different products should be covered
	4.4 State how seasonality can affect the moisture content of different species and the production of wood fuel	A minimum of three different products should be covered
	4.5 Describe activities which cause environmental damage and improvements that can be made to reduce environmental damage	





## Unit 247

### Learner's signature

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### Assessor's name

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.....Date.....

## Unit 248

TITLE	Prepare and produce charcoal	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	D/601/1651	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to prepare and produce charcoal. It covers identifying suitable wood species to make charcoal, locating the site for a kiln, burning and preparing the charcoal for its market.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT9.2, 3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare wood for charcoal production	1.1 Identify the wood species to be burnt	Oral questioning during direct observation may be considered useful
	1.2 Determine the amount of wood to be burnt to meet the required output level of charcoal	
	1.3 Check the wood is dry enough to be burnt	
	1.4 Identify and prepare a suitable site for the kiln and set up the kiln	
	1.5 Ensure the safety of the public and other workers in the vicinity of the work area	Carry out measures identified in risk assessment, erect signs and barriers, and establish communication methods(s) as appropriate
	1.6 Prepare wood to an appropriate size for the type of burn in a safe and efficient manner	

## Unit 248

2. Be able to produce charcoal	2.1	Wear appropriate personal protective equipment throughout process	
	2.2	Ensure there is an adequate supply of water in case of emergency	
	2.3	Monitor and control the burn taking measures to control the burn as and when necessary to ensure the quality of the charcoal produced	Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	2.4	Assess when the kiln should be closed down and do so	Learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	2.5	Grade and bag the charcoal to ensure it is suitable for its end use	
	2.6	Where appropriate sift the charcoal to remove the dust or fines	Oral evidence is acceptable if performance evidence is unavailable.
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety, and is consistent with relevant legislation, codes of practice and any other relevant requirements	
	3.2	Carry out work in a way which minimises environmental damage	
	3.3	Dispose of waste safely and correctly	

## Unit 248

4. Know how to prepare cord wood and make charcoal	4.1	Explain how the way wood is stacked has an impact on efficient drying	
	4.2	Explain how long wood should be dried prior to burning and how this may vary from species to species	
	4.3	Describe the characteristics of different wood species and the effect of species on the quality of charcoal produced	A minimum of three different wood species should be covered
	4.4	Explain the changes that occur throughout the burning process	
	4.5	Estimate the reduction in weight and volume of cord wood burnt for charcoal	
	4.6	Outline the significance of the smoke colour at different stages	
	4.7	Describe the type of ground and general location that is best suited for sitting a kiln	
	4.8	Describe two different types of charcoal kiln and the different methods of loading and lighting	Kiln types could include large diameter kiln, tall narrow kiln or drum kiln
	4.9	Explain how the kiln should be stored during long periods of non-use	

## Unit 248

5. Know relevant health and safety legislation and environmental good practice	5.1	Outline current relevant legislation, codes of practice and any other relevant requirements	
	5.2	Describe how environmental damage can be minimised	
	5.3	Describe the correct methods for disposing of waste	
	5.4	Carry out a risk assessment	

## Unit 248

### Learner's signature

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### Assessor's name

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## Unit 324

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

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



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

	1.7	Apply a suitable finish to enhance and preserve the completed green wood product	
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2	Complete a risk assessment	
3. Know a range of green wood products	3.1	Explain commonly used methods for specifying green wood products	
	3.2	Explain construction details of 2 different completed green wood products	
	3.3	Evaluate different products used to finish and preserve a completed green wood product	A minimum of two different products should be evaluated
4. Know the relevance of product liability	4.1	Explain details on product life expectancy and maintenance	
	4.2	Explain when the need for product liability is appropriate	
	4.3	Explain how to identify requirements from the specification	

## Unit 324

### Learner's signature

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### Assessor's name

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## Unit 249

TITLE	Establish a new coppice	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	F/601/1660	
<p>The aim of this unit is to provide learners with the knowledge and skills required for establishing a new coppice. It covers interpreting plans, assessing the suitability of stock and the methods of establishing a new coppice.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT12.1 and GWT12.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to plant a new coppice	1.1 Determine the tree species to be planted based on location, site and soil	
	1.2 Identify three main grades of plant sizes	Oral questioning during direct observation may be considered useful
	1.3 Assess the condition of the planting stock	Oral questioning during direct observation may be considered useful
	1.4 Interpret planting plans on site to include measuring and marking planting positions	
	1.5 Plant stock plants using planting methods appropriate to the stock size	Work log or diary combined with witness testimony
2. Be able to protect and maintain a new coppice	2.1 Identify presence of pests and undertake a pest control method relevant to the stock and pest	Methods could be lethal or non-lethal as appropriate. Work log or diary combined with witness testimony

	2.2 Undertake a maintenance operation relevant to the stock	Maintenance could include soil amelioration, watering or maintenance/replacement of protection as appropriate
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## Unit 249

3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
4. Know how to assess the parameters effecting a new coppice	4.1 State the main factors which determine the tree species to be planted	A minimum of three different factors should be stated
	4.2 Explain the factors which affect the choice of a suitable site	A minimum of three different factors should be explained
	4.3 Describe how plants and their species vary in adapting to local condition	
	4.4 Compare suitability of different soil types	A minimum of two different soil types should be compared
5. Know how to plan a new coppice	5.1 Describe three different methods for establishing a new coppice	
	5.2 State the quantity of stock required in relation to species choice and method of establishment	
	5.3 Explain the relevance for using stock from local provenance	
	5.4 Describe the factors to be considered for transporting and handling stock to minimise damage	
6. Know the factors effecting coppice establishment	6.1 Describe the main factors effecting the establishment of a new coppice	A minimum of three different factors should be described

	6.2 Identify three main pests which may effect coppice establishment and how these can be managed	Pests could include deer, squirrels, farm animals, voles and rabbits/hares
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## Unit 249

	6.3	Describe different pest protection methods for a new coppice	A minimum of three different methods should be described. Protection methods should include fencing, hedging, spirals and tree shelters
	6.4	Describe activities which cause environmental damage and improvements that can be made to reduce damage	



## Unit 249

### Learner's signature

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### Assessor's name

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## Unit 250

TITLE	Tree protection and maintenance for newly planted coppice	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	R/601/1663	
<p>The aim of this unit is to provide the learner with the skills and knowledge to carry out tree protection and maintenance for newly planted coppice. It covers assessing the health of newly planted trees, identifying damage caused by pests and weather, protection measures and the maintenance of the coppice.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT13.1 and GWT12.3</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to assess tree health of newly planted coppice	1.1 Understand the main requirements of trees for healthy plant growth	
	1.2 Assess the health, when in leaf, of newly planted trees and suggest reasons for poor tree health	Oral questioning during direct observation may be considered useful
2. Be able to identify causes of damage to woodland trees	2.1 Identify and suggest appropriate protection for damage caused by: different woodland pest species including deer , weather conditions and poor or inappropriate management	
	2.2 Asses the severity of damage to a tree in relation to its future health and yield	Oral questioning during direct observation may be considered useful

## Unit 250

3. Be able to select appropriate tree protection measures	3.1 Undertake different methods of tree protection appropriate to need	A minimum of two different methods should be undertaken Work log or diary combined with witness testimony
	3.2 Undertake different maintenance operations to improve tree health	A minimum of two different operations should be undertaken Work log or diary combined with witness testimony
4. Be able to work safely and minimise environmental damage	4.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	4.2 Carry out a risk assessment	
5. Know how to assess environmental impact of activities	5.1 Identify activities which cause environmental damage and improvements that can be made to reduce environmental damage	
	5.2 Understand current legislation and codes of practise for tree protection	
6. Know how to identify causes of damage	6.1 Describe different types of damage that can be caused and different protection methods	A minimum of three different types of damage should be describe.
	6.2 Suggest management actions to promote health and yield	

## Unit 250

### Learner's signature

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### Assessor's name

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## Unit 251

TITLE	Carry out a woodland survey	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	K/601/1667	
<p>The aim of this unit is to provide the learner with the knowledge and skills to undertake a woodland survey. It covers identifying and recording the key aspects and special features, relevant to the woodland area.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGWT14.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to undertake a woodland survey	1.1 Provide grid reference and size for the site	
	1.2 Identify and record key information about the woodland	Information could include soils, drainage, historical aspects including past usage, trees and shrub species, dominant trees and abundant underwood shrubs, age, class distribution of trees, stocking, composition and condition of any natural regeneration, ground flora, dominant species and any unusual species, fauna, especially any rare or notable species and archaeological features
	1.3 Identify and record other significant features	
	1.4 Identify and record significant hazards and threats	
	1.5 Record and present information in a manner appropriate to requirements	Work log or diary combined with witness testimony

## Unit 251

2. Know how to carry out a woodland survey	2.1 Identify sources of information relating to woodlands	A minimum of four different sources of information should be identified
	2.2 Identify the legal responsibilities relating to protected woodland species, woodland management and woodland access	
	2.3 Compare a range of survey techniques available and their advantages and disadvantages	A minimum of three different survey techniques should be compared  Techniques could include paper mapping, use of GIS equipment and software, quadrates, trapping/counting, Ph tests and ecological surveys
	2.4 Describe primary and secondary sources of data	
	2.5 Describe effective methods of collecting data and the actions to take if there are difficulties in obtaining data	
3 Know relevant health and safety legislation and environmental good practice	3.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
	3.2 Describe how environmental damage can be minimised	

## Unit 251

### Learner's signature

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..... Date .....

### Assessor's name

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.....Date.....

## Unit 252

TITLE	Choker timber in cable crane work	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	D/601/6705	
The aim of this unit is to provide the learner with the knowledge and skills required to choker timber to a cable crane system and communicate with the winch operator		
Relationship to National Occupational Standards: This unit directly relates to TW		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to prepare for chokering timber	1.1 Contribute to a risk assessment	To include operational and environmental requirements for the site. Safe and efficient working Identifying exclusion zones/risks and safety distances
	1.2 Agree the signalling system with the operator	
	1.3 Maintain the security of machinery and equipment on site	
	1.4 Ensure the chokers are of adequate capacity and length for the timber to be chokered	
2. Be able to choker timber to cable	2.1 Carry out ongoing visual checks on winch cable and terminal components and ancillary equipment	Including hooks, shackles, sliders, pulleys, snatch blocks and chokering equipment



	2.2 Identify the timber to choker, position cable and choker as part timber operations	To cover 3 of the following: clear felling, thinning, wind blown clearance
	2.3 Select anchor points adequate for load applied	For double rigging or offset (diverted) pulling systems, ensure chokerperson is safeguarded in case of anchor point failure

## Unit 252

	2.4	Select and choker timber for extraction according to specification	<p>Choker timber to avoid:</p> <ul style="list-style-type: none"> <li>(i) damage to product,</li> <li>(ii) instability of cable crane system,</li> <li>(iii) loss of load</li> <li>(iv) damage to standing trees</li> <li>(v) wider environmental damage, including roads and tracks</li> </ul> <p>Use agreed and appropriate signals throughout            Avoid operating in the bight of any ropes or cables or stand under any supports or operate within 20m of the tail block, unless protected by other trees.            Un-choker if the load gets stuck</p>		
3.		Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
			3.2	Maintain effective communication and teamwork in relation to other operators on site	Including appropriate hand signals or radio
			3.3	Complete clear and accurate records as necessary	
4.		Know how to choker timber to cable	4.1	Describe how to interpret product specifications	Recognise type of timber and species and select product categories to meet specification
			4.2	Describe the methods of chokering poles butt first and tip first	Including the optimum attachment position for the chokers on the timber
			4.3	Describe types of chokers and chokering attachment	

	<p>4.4 Describe potential problems that can occur during the operation and how to deal with these</p>	<p>Obstacles that may be encountered when the winch is operated</p> <p>Effect of poorly choked or awkward shaped loads on cable crane extraction</p> <p>Outline the additional points to consider when laying out the cable and choking multiple stems</p>
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## Unit 252

	4.5	Explain the methods and importance of the operator carrying out routine checks & maintaining equipment for use	
	4.6	Explain how to present and choker stacks of produce	
5. Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	Outline the principles of safe manual handling techniques for tasks carried out  Outline the hazards and risks posed by working on steep slopes when laying out cable and chokering timber  Describe the possible pollution and environmental damage that could occur and how to respond appropriately
	5.2	State the importance of good teamwork and communication within the working environment	Describe the signals and alternative methods of signalling used
	5.3	Explain the records required for management and legislative purposes and the importance of maintaining them	

## Unit 252

### Learner's signature

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### Assessor's name

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.....Date.....

## Unit 253

TITLE	Plan and maintain supplies of physical resources within the work area	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	J/502/1449	
<p>This unit will provide the learner with the skills, knowledge and understanding required for planning the requirements of physical resources within the work area and ensure that supplies are maintained. Physical resources could include products, materials or equipment and can be applied to a number of environments.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU9.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to maintain supplies of physical resources	1.1 Monitor supplies of physical resources to ensure that they are suitable and sufficient for current work activities.	
	1.2 Ensure that supplies of physical resources are stored appropriately	
	1.3 Identify variations in future requirements for physical resources and plan correctly	
	1.4 Provide clear and accurate information for recording purposes	
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any	Carry out measures identified in risk assessments and follow instructions

	additional requirements	
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## Unit 253

3. Understand how to maintain supplies of physical resources	3.1	Explain how the quantity and quality of resources required for specific work activities are planned to include: (i) products or materials (ii) equipment	
	3.2	Explain how to recognise any faults or shortfalls in supplies of resources and the appropriate action to be taken	
	3.3	Explain the purpose of manufacturer's recommendations regarding the storage and use of resources	
	3.4	Explain the types of records required and the importance of accurate record keeping	
4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements	



## Unit 253

### Learner's signature

I confirm that the evidence above is all my own work

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### Assessor's name

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## Unit 254

TITLE	Construct, maintain and repair stone wall boundaries	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	A/600/0821	
<p>The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair stone wall boundaries</p> <p>It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste etc) is considered at all stages of the work to be carried out.</p> <p>'Construction' is defined as creating a new boundary or completely replacing boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long-term.</p> <p>'Stone walls' include drystone walls/drystone dykes in keeping with local traditions; mortared rough stone walls and stone retaining walls (including ha-has).</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU22.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Construct, maintain and repair stone wall boundaries	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment	Work log or diary combined with witness testimony
	1.2 Identify the proposed line for the boundary from the specification and any special considerations which relate to the line including: i) health and safety ii) environmental impact iii) access	

## Unit 254

	1.3	Construct, maintain or repair the boundaries to specification, and finish it in a way which fits in with the surrounding environment	
	1.4	Take appropriate action without delay where problems occur during work including: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	1.5	Handle, manoeuvre and transport materials safely	Use safe methods for moving and lifting items
	1.6	Identify and report potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.7	Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely	
2. Be able to select, use and maintain equipment for the construction, maintenance and repair of stone wall boundaries	2.1	Select appropriate equipment and materials for this area of work	
	2.2	Use equipment according to instructions	Learner should only use equipment which they are suitably trained and competent to use

	2.3 Prepare, maintain and store equipment in a safe and effective working condition	
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## Unit 254

3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of waste safely and correctly	This could include organic and inorganic waste. Simulation is acceptable for hazardous waste
4. Know how to construct, maintain and repair stone wall boundaries	4.1 Describe suitable methods for preparing the site	Oral questioning during direct observation may be considered useful
	4.2 Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability to expected use and local tradition	
	4.3 Outline the context within which the boundary is set, and how this relates to the specification	

	<p>4.4 Describe the problems which may occur during operations and how these should be dealt with covering:</p> <ul style="list-style-type: none"><li>(i) accidental damage</li><li>(ii) difficulties in meeting the specification disturbance to wildlife or environment</li></ul>	
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## Unit 254

	4.5	Describe the environmental value of work sites, the potential effects of work on the environment and how to control these	
	4.6	Describe the reasons for leaving the site in the required condition on completion of operations	
5. Know the current health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	
	5.2	Describe how environmental damage can be minimised	
	5.3	Describe the correct methods for disposing of waste.	
	5.4	Explain how to identify hazards and assess risks	
	5.5	Explain how to interpret risk assessments	

## Unit 254

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....



## Unit 255

TITLE	Construct, maintain and repair post and wire fence boundaries	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	A/600/0818	
<p>The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair post and wire fence boundaries</p> <p>It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste etc) is considered at all stages of the work to be carried out.</p> <p>'Construction' is defined as creating a new boundary or completely replacing boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU22.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Construct, maintain and repair post and wire fence boundaries	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment	Work log or diary combined with witness testimony
	1.2 Identify the proposed line for the boundary from the specification and any special considerations which relate to the line including: <ul style="list-style-type: none"> <li>i) health and safety</li> <li>ii) environmental impact</li> <li>iii) access</li> </ul>	

	1.3 Construct, maintain or repair the boundaries to specification, and finish it in a way which fits in with the surrounding environment	
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## Unit 255

	1.4	Take appropriate action without delay where problems occur during work including: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.5	Handle, manoeuvre and transport materials safely	Use safe methods for moving and lifting items
	1.6	Identify and report potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.7	Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely	
2. Be able to select, use and maintain equipment for the construction, maintenance and repair of post and wire fence boundaries	2.1	Select appropriate equipment and materials for this area of work	
	2.2	Use equipment according to instructions	Learner should only use equipment which they are suitably trained and competent to use
	2.3	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice	Carry out measures identified in risk assessment and follow instructions

	and any additional requirements	
	3.2 Carry out work in a manner which minimises environmental damage	

## Unit 255

	3.3	Dispose of waste safely and correctly	This could include organic and inorganic waste
4. Know how to construct, maintain and repair post and wire fence boundaries	4.1	Describe suitable methods for preparing the site	Work log or diary combined with witness testimony
	4.2	Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability to expected use and local tradition	
	4.3	Outline the context within which the boundary is set, and how this relates to the specification	
	4.4	Describe the problems which may occur during operations and how these should be dealt with covering: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	
	4.5	Describe the environmental value of work sites, the potential effects of work on the environment and how to control these	

	4.6 Describe the reasons for leaving the site in the required condition on completion of operations	
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## Unit 255

5. Know the current health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.	
	5.2	Describe how environmental damage can be minimised	
	5.3	Describe the correct methods for disposing of waste.	
	5.4	Explain how to identify hazards and assess risks	
	5.5	Explain how to interpret risk assessments	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be necessary for the construction, maintenance and repair of post and wire fence boundaries	This should include hand tools and hand-held power tools
	6.2	Describe methods of maintaining the equipment in a fit state for use	

## Unit 255

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....



## Unit 256

TITLE	Construct, maintain and repair post and rail boundaries	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	T/600/0817	
<p>The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair post and rail fence boundaries</p> <p>It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste etc) is considered at all stages of the work to be carried out.</p> <p>'Construction' is defined as creating a new boundary or completely replacing boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU22.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Construct, maintain and repair post and rail boundaries	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment	Work log or diary combined with witness testimony
	1.2 Identify the proposed line for the boundary from the specification and any special considerations which relate to the line including: <ul style="list-style-type: none"> <li>i) health and safety</li> <li>ii) environmental impact</li> <li>iii) access</li> </ul>	

	1.3 Construct, maintain or repair the boundaries to specification, and finish it in a way which fits in with the surrounding environment	
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## Unit 256

	1.4	Take appropriate action without delay where problems occur during work including: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	1.5	Handle, manoeuvre and transport materials safely	Use safe methods for moving and lifting items
	1.6	Identify and report potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.7	Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely	
2.	Be able to select, use and maintain equipment for the construction, maintenance and repair of post and rail fence boundaries		
	2.1	Select appropriate equipment and materials for this area of work	
	2.2	Use equipment according to instructions	Learner should only use equipment which they are suitably trained and competent to use
	2.3	Prepare, maintain and store equipment in a safe and effective working condition	
3.	Be able to work safely and minimise environmental damage		
	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions

	3.2 Carry out work in a manner which minimises environmental damage	
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## Unit 256

	3.3 Dispose of waste safely and correctly	This could include organic and inorganic waste
4. Know how to construct, maintain and repair post and rail fence boundaries	4.1 Describe suitable methods for preparing the site	Oral questioning during direct observation may be considered useful
	4.2 Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability to expected use and local tradition	
	4.3 Outline the context within which the boundary is set, and how this relates to the specification	
	4.4 Describe the problems which may occur during operations and how these should be dealt with covering: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	
	4.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these	

	4.6 Describe the reasons for leaving the site in the required condition on completion of operations	
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## Unit 256

5. Know the current health and safety legislation and environmental good practice.	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.	
	5.2 Describe how environmental damage can be minimised	
	5.3 Describe the correct methods for disposing of waste.	
	5.4 Explain how to identify hazards and assess risks	
	5.5 Explain how to interpret risk assessments	
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment which will be necessary for the construction, maintenance and repair of post and rail fence boundaries	This should include hand tools and hand-held power tools
	6.2 Describe methods of maintaining the equipment in a fit state for use	

## Unit 256

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....



## Unit 257

TITLE	Construct, maintain and repair banks	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	K/600/0815	
<p>The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair banks.</p> <p>It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste etc) is considered at all stages of the work to be carried out.</p> <p>'Construction' is defined as creating a new boundary or completely replacing boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU22.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Construct, maintain and repair banks	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment	Work log or diary combined with witness testimony
	1.2 Identify the proposed line for the boundary from the specification and any special considerations which relate to the line including: <ul style="list-style-type: none"> <li>i) health and safety</li> <li>ii) environmental impact</li> <li>iii) access</li> </ul>	

	1.3 Construct, maintain or repair the boundaries to specification, and finish it in a way which fits in with the surrounding environment	
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## Unit 257

	1.4	Take appropriate action without delay where problems occur during work including: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	1.5	Handle, manoeuvre and transport materials safely	Use safe methods for moving and lifting items
	1.6	Identify and report potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.7	Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely	
2. Be able to select, use and maintain equipment for the construction, maintenance and repair of banks	2.1	Select appropriate equipment and materials for this area of work	
	2.2	Use equipment according to instructions	Learner should only use equipment which they are suitably trained and competent to use
	2.3	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any	Carry out measures identified in risk assessment and follow instructions

	additional requirements	
	3.2 Carry out work in a manner which minimises environmental damage	

## Unit 257

	3.3	Dispose of waste safely and correctly	This could include organic and inorganic waste
4. Know how to construct, maintain and repair banks	4.1	Describe suitable methods for preparing the site	Oral questioning during direct observation may be considered useful
	4.2	Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability to expected use and local tradition	
	4.3	Outline the context within which the boundary is set, and how this relates to the specification	
	4.4	Describe the problems which may occur during operations and how these should be dealt with covering: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	
	4.5	Describe the environmental value of work sites, the potential effects of work on the environment and how to control these	

	4.6 Describe the reasons for leaving the site in the required condition on completion of operations	
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## Unit 257

5. Know the current health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.	
	5.2	Describe how environmental damage can be minimised	
	5.3	Describe the correct methods for disposing of waste.	
	5.4	Explain how to identify hazards and assess risks	
	5.5	Explain how to interpret risk assessments	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be necessary for the construction, maintenance and repair of banks	This should include hand tools and hand-held power tools
	6.2	Describe methods of maintaining the equipment in a fit state for use	

## Unit 257

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....



## Unit 258

TITLE	Construct, maintain and repair access gates	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	L/600/0824	
<p>The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair access points. Local custom and materials should encourage the use of a wide range of gates and techniques for all features in this unit.</p> <p>It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste etc) is considered at all stages of the work to be carried out.</p> <p>'Construction' is defined as creating a new boundary or completely replacing boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU22.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Construct, maintain and repair access gates	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment	
	1.2 Construct, maintain or repair the access point to specification, and finish it in a way which fits in with the surrounding environment	
	1.3 Take appropriate action without delay where problems occur during work including: (i) accidental damage (ii) difficulties in meeting the specification disturbance to	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable.

	wildlife or environment	
	1.4 Identify and report potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources

## Unit 258

	1.5	Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely	
2. Be able to select, use and maintain equipment for the construction, maintenance and repair of access gates	2.1	Select appropriate equipment and materials for this area of work	
	2.2	Use equipment according to instructions	Learner should only use equipment which they are suitably trained and competent to use
	2.3	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste safely and correctly	This could include organic and inorganic waste
4. Know how to construct, maintain and repair access gates	4.1	Describe suitable methods for preparing the site	
	4.2	Explain the proposed use of the access point and how this relates to the specification and operations	

	<p>4.3 Outline how to interpret and use relevant specifications covering:</p> <ul style="list-style-type: none"><li>(i) setting out and location</li><li>(ii) materials and resources</li><li>(iii) timing and timescales</li><li>(iv) working methods</li><li>(v) suitability to expected use and local tradition</li></ul>	
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## Unit 258

	4.4	Outline the context within which the access gate is set, and how this relates to the specification		
	4.5	Explain the methods for constructing, maintaining and repairing access gates		
	4.6	Describe the problems which may occur during operations and how these should be dealt with covering: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment		
	4.7	Describe the environmental value of work sites, the potential effects of work on the environment and how to control these		
	4.8	Describe the required condition of the site on completion of operations		
5.	Know the current health and safety legislation and environmental good practice.	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.	
		5.2	Describe how environmental damage can be minimised	
		5.3	Describe the correct methods for disposing of waste.	
		5.4	Explain how to identify hazards and assess risks	

	5.5 Explain how to interpret risk assessments	
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## Unit 258

6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment which will be necessary for the construction, maintenance and repair of access gates	This should include hand tools and hand-held power tools
	6.2 Describe methods of maintaining the equipment in a fit state for use	

## Unit 258

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....



## Unit 259

TITLE	Construct, maintain and repair stiles	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	Y/600/0826	
<p>The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair stiles. Local custom and materials should encourage the use of a wide range of stiles and techniques for all features in this unit.</p> <p>It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste etc) is considered at all stages of the work to be carried out.</p> <p>'Construction' is defined as creating a new boundary or completely replacing boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long-term.</p> <p>Stiles may be timber or stone construction but should fit the landscape and their proposed use.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU22.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Construct, maintain and repair stiles	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment	Work log or diary combined with witness testimony
	1.2 Construct, maintain or repair the stile to specification, and finish it in a way which fits in with the surrounding environment	

## Unit 259

	1.3	Take appropriate action without delay where problems occur during work including: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable.
	1.4	Identify and report potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.5	Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely	
2. Be able to select, use and maintain equipment for the construction, maintenance and repair of stiles	2.1	Select appropriate equipment and materials for this area of work	
	2.2	Use equipment according to instructions	Learner should only use equipment which they are suitably trained and competent to use
	2.3	Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions

	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of waste safely and correctly	This could include organic and inorganic waste

## Unit 259

4. Know how to construct, maintain and repair stiles	4.1	Describe suitable methods for preparing the site	
	4.2	Explain the proposed use of the stile and how this relates to the specification and operations	
	4.3	Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability to expected use and local tradition	
	4.4	Outline the context within which the stile is set, and how this relates to the specification	
	4.5	Explain the methods for constructing, maintaining and repairing stiles	
	4.6	Describe the problems which may occur during operations and how these should be dealt with covering: (i) accidental damage (ii) difficulties in meeting the specification disturbance to wildlife or environment	

## Unit 259

	4.7	Describe the environmental value of work sites, the potential effects of work on the environment and how to control these	
	4.8	Describe the required condition of the site on completion of operations	
5. Know the current health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work	
	5.2	Describe how environmental damage can be minimised	
	5.3	Describe the correct methods for disposing of waste	
	5.4	Explain how to identify hazards and assess risks	
	5.5	Explain how to interpret risk assessments	

## Unit 259

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 260

TITLE	Construct, maintain and repair stone pitched paths	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	F/502/3216	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair stone pitched paths. Construction is defined as creating a new path or completely replacing a sizeable length of existing path. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term</p> <p>Relationship to National Occupational Standards: This unit directly relates to 029NCU23.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair stone pitched paths	1.1 Identify the proposed line for the stone pitched path and the special considerations	
	1.2 Take steps to ensure that other site users are not put at risk by work by: <ul style="list-style-type: none"> <li>(i) providing information (signs etc.)</li> <li>(ii) re-routing access away from unsafe areas</li> <li>(iii) speaking to others on site</li> </ul>	Carry out measures identified in risk assessment
	1.3 Provide drainage to specification to suit the site's needs and its expected levels of use	

## Unit 260

	1.4	Construct, maintain or repair the stone pitched path to specification, and finish it in a way which fits in with the surrounding environment to include: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability of expected use and local tradition		
	1.5	Use appropriate methods to reduce the impact of erosion on areas around the path		
	1.6	Leave the site in a suitable condition when the work is finished.		
	1.7	Inform the appropriate person of any potential improvements to the work specification which are identified including (i) remedying the situation (ii) informing others who need to act	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources	
2.	Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions



	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and correctly	This could include organic and inorganic waste

## Unit 260

3. Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for this area of work	
	3.2	Use equipment according to relevant legislation and manufacturer's instructions	Learner should only use equipment which they are suitably trained and competent to use
	3.3	Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to construct, maintain and repair stone pitched paths	4.1	State how to identify hazards, assess risks and interpret risk assessments	
	4.2	State the importance of using appropriate materials to produce a path which is fit for use and fits into the surrounding environment	
	4.3	State the methods for preparing the site and how to create suitable foundations and drainage	
	4.4	Describe the purpose of the path and how this relates to the specification and operations	
	4.5	Describe how to interpret and use relevant specifications	

	4.6 Describe the methods for constructing, maintaining and repairing stone pitched paths	
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## Unit 260

	<p>4.7 Describe the special considerations which relate to the proposed line to include:</p> <ul style="list-style-type: none"> <li>(i) health and safety</li> <li>(ii) environmental impact</li> <li>(iii) access</li> <li>(iv) site use</li> <li>(v) site drainage and soils</li> <li>(vi) site topography</li> </ul>	
	<p>4.8 State the problems which may occur during operations and how these should be dealt with</p> <ul style="list-style-type: none"> <li>(i) accidental damage</li> <li>(ii) difficulties in meeting the specification</li> <li>(iii) disturbance to wildlife or environment</li> </ul>	
	<p>4.9 Describe how the site should be left on completion of operations</p>	
<p>5. Know the difference between stone pitched paths and other types of path</p>	<p>5.1 State the defining characteristics of reinforced paths compared to the following:</p> <ul style="list-style-type: none"> <li>(ii) aggregate paths</li> <li>(iii) flag paths</li> <li>(iv) boardwalk paths</li> <li>(v) reinforced paths</li> <li>(vi) bark paths</li> </ul>	

	5.2 Identify typical uses of a stone pitched path	
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## Unit 260

6. Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	
7. Know the types of equipment required and how to maintain them	7.1	Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
	7.2	Describe the methods of maintaining the range of equipment	

## Unit 260

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 261

TITLE	Construct, maintain and repair reinforced paths	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	A/502/3215	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair reinforced paths. Construction is defined as creating a new path or completely replacing a sizeable length of existing path. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to 029NCU23.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair reinforced paths	1.1 Identify the proposed line for the reinforced path and the special considerations	
	1.2 Take steps to ensure that other site users are not put at risk by work by: (i) providing information (signs etc.) (ii) re-routing access away from unsafe areas (iii) speaking to others on site	Carry out measures identified in risk assessment
	1.3 Provide drainage to specification to suit the site's needs and its expected levels of use	



	1.4 Construct, maintain or repair the reinforced path to specification, and finish it in a way which fits in with the surrounding environment to include: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability of expected use and local tradition	
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## Unit 261

	1.5	Use appropriate methods to reduce the impact of erosion on areas around the path	
	1.6	Leave the site in a suitable condition when the work is finished	
	1.7	Inform the appropriate person of any potential improvements to the work specification which are identified (i) remedying the situation (ii) informing others who need to act	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	
3. Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for this area of work	
	3.2	Use equipment according to relevant legislation and manufacturer's instructions	Learner should only use equipment which they are suitably trained and competent to use
	3.3	Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to construct, maintain and repair reinforced paths	4.1	State how to identify hazards, assess risks and interpret risk assessments	
	4.2	State the importance of using appropriate materials to produce a path which is fit for use and fits into the surrounding environment	

	4.3 State the methods for preparing the site and how to create suitable foundations and drainage	
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## Unit 261

	4.4	Describe the purpose of the path and how this relates to the specification and operations	
	4.5	Describe how to interpret and use relevant specifications	
	4.6	Describe the methods for constructing, maintaining and repairing reinforced paths	
	4.7	Describe the special considerations which relate to the proposed line to include: (i) health and safety (ii) environmental impact (iii) access (iv) site use (v) site drainage and soils (vi) site topography	
	4.8	State the problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	
	4.9	Describe how the site should be left on completion of operations	
5.	Know the difference between reinforced paths and other types of path	5.1	State the defining characteristics of reinforced paths compared to the following: (i) aggregate paths (ii) flag paths (iii) boardwalk paths

	(iv) stone pitched paths (v) bark paths	
	5.2 Identify typical uses of a reinforced path	

## Unit 261

6. Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	
7. Know the types of equipment required and how to maintain them	7.1	Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
	7.2	Describe the methods of maintaining the range of equipment	

## Unit 261

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 262

TITLE	Construct, maintain and repair flag paths	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	T/502/3214	

The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair flag paths. Construction is defined as creating a new path or completely replacing a sizeable length of existing path. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.

Relationship to National Occupational Standards: This unit directly relates to

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair flag paths	1.1 Identify the proposed line for the flag path and any special considerations	
	1.2 Take steps to ensure that other site users are not put at risk by work including: <ul style="list-style-type: none"> <li>(i) providing information (signs etc.)</li> <li>(ii) re-routing access away from unsafe areas</li> <li>(iii) speaking to others on site</li> </ul>	Carry out measures identified in risk assessment
	1.3 Provide drainage to specification to suit the site's needs and its expected levels of use	



## Unit 262

	1.4	Construct, maintain or repair the flag path to specification, and finish it in a way which fits in with the surrounding environment to include: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability of expected use and local tradition	
	1.5	Use appropriate methods to reduce the impact of erosion on areas around the path	
	1.6	Leave the site in a suitable condition when the work is finished.	
	1.7	Inform the appropriate person of any potential improvements to the work specification which are identified (i) remedying the situation (ii) informing others who need to act	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions

	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	

## Unit 262

3. Be able to select, use and maintain relevant equipment	3.1 Select appropriate equipment for this area of work	
	3.2 Use equipment according to relevant legislation and manufacturer's instructions	Learner should only use equipment which they are suitably trained and competent to use
	3.3 Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to construct, maintain and repair flag paths	4.1 State how to identify hazards, assess risks and interpret risk assessments	
	4.2 State the importance of using appropriate materials to produce a flag path which is fit for use and fits into the surrounding environment	
	4.3 State the suitable methods for preparing the site and how to create suitable foundations and drainage	
	4.4 Describe how to interpret and use relevant specifications	
	4.5 Describe the methods for constructing, maintaining and repairing flag paths and their usefulness for different path contexts	

## Unit 262

	4.6	Describe all the special considerations which relate to the proposed line to include: (i) health and safety (ii) environmental impact (iii) access (iv) site use (v) site drainage and soils (vi) site topography	
	4.7	State the problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	
	4.8	Describe how the site should be left on completion of operations	
5. Know the difference between flag paths and other types of path	5.1	State the defining characteristics of flag paths compared to the following: (i) stone pitched paths (ii) aggregate paths (iii) reinforced paths (iv) bark paths	
	5.2	Identify a typical uses of a flag path	

## Unit 262

6. Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	
7. Know the types of equipment required and how to maintain them	7.1	Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
	7.2	Describe the methods of maintaining the range of equipment	

## Unit 262

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 263

TITLE	Construct, maintain and repair boardwalks	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	M/502/3213	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair boardwalk paths. Construction is defined as creating a new path or completely replacing a sizeable length of existing path. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to 029NCU23.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair boardwalks	1.1 Identify the proposed line for the boardwalk path and the special considerations	
	1.2 Take steps to ensure that other site users are not put at risk by work including: <ul style="list-style-type: none"> <li>(i) providing information (signs etc.)</li> <li>(ii) re-routing access away from unsafe areas</li> <li>(iii) speaking to others on site</li> </ul>	Carry out measures identified in risk assessment
	1.3 Provide drainage to specification to suit the site's needs and its expected levels of use	

## Unit 263

	1.4	Construct, maintain or repair the boardwalk to specification, and finish it in a way which fits in with the surrounding environment to include: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability of expected use and local tradition	
	1.5	Use appropriate methods to reduce the impact of erosion on areas around the path	
	1.6	Leave the site in a suitable condition when the work is finished.	
	1.7	Inform the appropriate person of any potential improvements to the work specification which are identified (i) remedying the situation (ii) informing others who need to act	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
2.	Be able to work safely and minimise environmental damage		
	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	
3.	Be able to select, use and maintain relevant equipment		
	3.1	Select appropriate equipment for this	



	area of work	
	3.2 Use equipment according to relevant legislation and manufacturer's instructions	Learner should only use equipment which they are suitably trained and competent to use

## Unit 263

	3.3	Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to construct, maintain and repair boardwalks	4.1	State how to identify hazards, assess risks and interpret risk assessments	
	4.2	State the importance of using appropriate materials to produce a boardwalk which is fit for use and fits into the surrounding environment	
	4.3	Describe suitable methods for preparing the site and how to create suitable foundations and drainage	
	4.4	Describe how to interpret and use relevant specifications	
	4.5	Describe the methods for constructing, maintaining and repairing boardwalks and their usefulness for different path contexts	
	4.6	Describe all the special considerations which relate to the proposed line to include: (i) health and safety (ii) environmental impact (iii) access (iv) site use (v) site drainage and soils (vi) site topography	

## Unit 263

		4.7 State the problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	
		4.8 Describe how the site should be left on completion of operations	
5. Know the difference between boardwalk paths and other types of path	5.1 State the defining characteristics of boardwalk paths compared to the following: (i) stone pitched paths (ii) flag paths (iii) aggregate paths (iv) reinforced paths (v) bark paths		
	5.2 Identify a typical use of a boardwalk path		
6. Know relevant health and safety legislation and environmental good practice	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements		
	6.2 Describe how environmental damage can be minimised		
	6.3 Describe the correct methods for disposing of waste		
7. Know the types of equipment required and how to maintain	7.1 Describe the equipment which will be required for the activity		This could include hand tools and hand-held power tools

them	7.2 Describe the methods of maintaining the range of equipment	
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## Unit 263

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 264

TITLE	Construct, maintain and repair bark paths	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	K/502/3209	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair bark paths. Construction is defined as creating a new path or completely replacing a sizeable length of existing path. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to 029NCU23.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair bark paths	1.1 Identify the proposed line for the bark path and the special considerations	
	1.2 Take steps to ensure that other site users are not put at risk by work by: <ul style="list-style-type: none"> <li>(i) providing information (signs etc.)</li> <li>(ii) re-routing access away from unsafe areas</li> <li>(iii) speaking to others on site</li> </ul>	Carry out measures identified in risk assessment
	1.3 Provide drainage to specification to suit the site's needs and its expected levels of use	

	1.4 Construct, maintain or repair the bark path to specification, and finish it in a way which fits in with the surrounding environment to include: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability of expected use and local tradition	
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## Unit 264

	1.5	Use appropriate methods to reduce the impact of erosion on areas around the path		
	1.6	Leave the site in a suitable condition when the work is finished		
	1.7	Inform the appropriate person of any potential improvements to the work specification which are identified (i) remedying the situation (ii) informing others who need to act	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources	
2.	Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
		2.2	Carry out work in a manner which minimises environmental damage	
		2.3	Dispose of waste safely and correctly	
3.	Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for this area of work	
		3.2	Use equipment according to relevant legislation and manufacturer's instructions	Learner should only use equipment which they are suitably trained and competent to use
		3.3	Prepare, maintain and store equipment in a safe and effective working condition	
4.	Know how to construct, maintain and repair bark paths	4.1	State how to identify hazards, assess risks and interpret risk assessments	



	4.2 State the importance of using appropriate materials to produce a path which is fit for use and fits into the surrounding environment	
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## Unit 264

	4.3	State the methods for preparing the site and how to create suitable foundations and drainage	
	4.4	Describe the purpose of the path and how this relates to the specification and operations	
	4.5	Describe how to interpret and use relevant specifications	
	4.6	Describe the methods for constructing, maintaining and repairing bark paths	
	4.7	Describe the special considerations which relate to the proposed line to include: (i) health and safety (ii) environmental impact (iii) access (iv) site use (v) site drainage and soils (vi) site topography	
	4.8	State the problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	
	4.9	Describe how the site should be left on completion of operations	

5.	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
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## Unit 264

	5.2	Describe how environmental damage can be minimised	
	5.3	Describe the correct methods for disposing of waste.	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
	6.2	Describe the methods of maintaining the range of equipment	

## Unit 264

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 265

TITLE	Construct, maintain and repair aggregate paths	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	D/502/3207	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair paths. Construction is defined as creating a new path or completely replacing a sizeable length of existing path. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to 029NCU23.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair aggregate paths	1.1 Identify the proposed line for the aggregate path	
	1.2 Take steps to ensure that other site users are not put at risk by work including: <ul style="list-style-type: none"> <li>(i) providing information (signs etc.)</li> <li>(ii) re-routing access away from unsafe areas</li> <li>(iii) speaking to others on site</li> </ul>	Carry out measures identified in risk assessment
	1.3 Provide drainage to specification to suit the site's needs and its expected levels of use	

## Unit 265

	1.4	Construct, maintain or repair the aggregate path to specification, and finish it in a way which fits in with the surrounding environment to include: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability of expected use and local tradition		
	1.5	Use appropriate methods to reduce the impact of erosion on areas around the path		
	1.6	Leave the site in a suitable condition when the work is finished.		
	1.7	Inform the appropriate person of any potential improvements to the work specification which are identified (i) remedying the situation (ii) informing others who need to act	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources	
2.	Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions

	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and correctly	



## Unit 265

3. Be able to select, use and maintain relevant equipment	3.1 Select appropriate equipment for this area of work	
	3.2 Use equipment according to relevant legislation and manufacturer's instructions	Learner should only use equipment which they are suitably trained and competent to use
	3.3 Prepare, maintain and store equipment in a safe and effective working condition	
4. Know the different types of path	4.1 State the defining characteristics of an aggregate path compared to the following: (i) stone pitched paths (ii) flag paths (iii) boardwalks (iv) reinforced paths (v) bark paths	
	4.2 State the typical use of an aggregate path	
5. Know how to construct, maintain and repair paths	5.1 State how to identify hazards, assess risks and interpret risk assessments	
	5.2 State the importance of using appropriate materials to produce a path which is fit for use and fits into the surrounding environment	

	5.3 State the methods for preparing the site and how to create suitable foundations and drainage	
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## Unit 265

	5.4 State the purpose of the path and how this relates to the specification and operations	
	5.5 Describe how to interpret and use relevant specifications	
	5.6 Describe the methods for constructing, maintaining and repairing paths	
	5.7 Describe special considerations which relate to the line to include: (i) health and safety (ii) environmental impact (iii) access (iv) site use (v) site drainage and soils (vi) site topography	
	5.8 State the problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	
	5.9 Describe how the site should be left on completion of operations	

## Unit 265

6. Know relevant health and safety legislation and environmental good practice	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
	6.2 Describe how environmental damage can be minimised	
	6.3 Describe the correct methods for disposing of waste.	
7. Know the types of equipment required and how to maintain them	7.1 Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
	7.2 Describe the methods of maintaining the range of equipment	

## Unit 265

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 266

TITLE	Construct, maintain and repair simple bridges	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	K/502/3226	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair simple bridges. Construction is defined as creating a new structure or completely replacing an existing structure. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU23.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair simple bridge	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment to include: <ul style="list-style-type: none"> <li>(i) setting out and location</li> <li>(ii) materials and resources</li> <li>(iii) timing and timescales</li> <li>(iv) working methods</li> <li>(v) suitability for expected use and local tradition</li> </ul>	
	1.2 Make sure that the bridge is secure, and suitable for its intended use	
	1.3 Construct, maintain or repair the bridge to specification, and finish it in a way which fits in with the surrounding environment	

## Unit 266

	1.4	Take the appropriate action without delay when problems occur during your work including: (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.5	Inform the appropriate person of any potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.6	Make the site as good as possible when work is finished	
2.	Be able to work safely and minimise environmental damage		
	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	This could include organic and inorganic waste
3.	Be able to select, use and maintain relevant equipment		
	3.1	Select and use appropriate equipment for this area of work	Learner should only use equipment which they are suitably trained and competent to use
	3.2	Prepare, maintain and store equipment in a safe and effective working condition	

4. Know how to construct, maintain and repair simple bridges	4.1 Describe how to identify hazards and assess risks	
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## Unit 266

	4.2	Describe how to interpret risk assessments	
	4.3	Describe suitable methods for preparing the site	
	4.4	State the purpose of the bridge	
	4.5	Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability for expected use and local tradition	
	4.6	Outline the context within which the structure is set, and how this relates to the specification	
	4.7	Describe methods for constructing, maintaining and repairing simple bridges	

	<p>4.8 Describe problems which may occur during operations and how these should be dealt with</p> <ul style="list-style-type: none"><li>(i) accidental damage</li><li>(ii) difficulties in meeting the specification</li><li>(iii) disturbance to wildlife or environment</li></ul>	
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## Unit 266

	4.9	Outline the required condition of the site on completion of operations	
5. Distinguish between different types of access structure	5.1	Identify and describe the defining characteristics of simple bridges compared to: (i) fords (ii) steps (iii) signs/way markers	
6. Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	
7. Know the types of equipment required and how to maintain them	7.1	Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
	7.2	Describe the methods of maintaining the range of equipment	

## Unit 266

### Learner's signature

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..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

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## Unit 267

TITLE	Construct, maintain and repair fords	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	D/502/3224	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair fords. Construction is defined as creating a new structure or completely replacing an existing structure. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU23.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair fords	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment to include: <ul style="list-style-type: none"> <li>(i) setting out and location</li> <li>(ii) materials and resources</li> <li>(iii) timing and timescales</li> <li>(iv) working methods</li> <li>(v) suitability for expected use and local tradition</li> </ul>	
	1.2 Make sure that the ford is secure, and suitable for its intended use	
	1.3 Construct, maintain or repair the ford to specification, and finish it in a way which fits in with the surrounding environment	

## Unit 267

	1.4	Take the appropriate action without delay when problems occur during your work including: (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.5	Inform the appropriate person of any potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.6	Make the site as good as possible when work is finished	
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	
3. Be able to select, use and maintain relevant equipment	3.1	Select and use appropriate equipment for this area of work	Learner should only use equipment which they are suitably trained and competent to use
	3.2	Prepare, maintain and store equipment in a safe and effective working condition	

4. Know how to construct, maintain and repair fords	4.1 Describe how to identify hazards and assess risks	
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## Unit 267

	4.2	Describe how to interpret risk assessments	
	4.3	Describe suitable methods for preparing the site	
	4.4	State the purpose of the ford	
	4.5	Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability for expected use and local tradition	
	4.6	Outline the context within which the ford is set, and how this relates to the specification	
	4.7	Describe methods for constructing, maintaining and repairing fords	
	4.8	Describe problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or	



	environment	
	4.9 Outline the required condition of the site on completion of operations	

## Unit 267

5. Distinguish between different types of access structure	5.1 Identify and describe the defining characteristics of fords compared to: (i) simple bridges (ii) steps (iii) signs/waymarkers	
6. Know relevant health and safety legislation and environmental good practice	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
	6.2 Describe how environmental damage can be minimised	
	6.3 Describe the correct methods for disposing of waste.	
7. Know the types of equipment required and how to maintain them	7.1 Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
	7.2 Describe the methods of maintaining the range of equipment	

## Unit 267

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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.....Date.....

## Unit 268

TITLE	Construct, maintain and repair steps	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	M/502/3227	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair steps. Construction is defined as creating a new structure or completely replacing an existing structure. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU23.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair steps	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment to include: <ul style="list-style-type: none"> <li>(i) setting out and location</li> <li>(ii) materials and resources</li> <li>(iii) timing and timescales</li> <li>(iv) working methods</li> <li>(v) suitability for expected use and local tradition</li> </ul>	
	1.2 Make sure that the steps are secure, and suitable for its intended use	
	1.3 Construct, maintain or repair the steps to specification, and finish it in a way which fits in with the surrounding environment	

	<p>1.4 Take the appropriate action without delay when problems occur during your work including:</p> <ul style="list-style-type: none"> <li>(i) accidental damage</li> <li>(ii) difficulties in meeting the specification</li> <li>(iii) disturbance to wildlife or environment</li> </ul>	<p>Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable</p>
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## Unit 268

	1.5	Inform the appropriate person of any potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.6	Make the site as good as possible when work is finished	
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	This could include organic and inorganic waste
3. Be able to select, use and maintain relevant equipment	3.1	Select and use appropriate equipment for this area of work	Learner should only use equipment which they are suitably trained and competent to use
	3.2	Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to construct, maintain and repair steps	4.1	Describe how to identify hazards and assess risks	
	4.2	Describe how to interpret risk assessments	
	4.3	Describe suitable methods for preparing the site	
	4.4	State the purpose of the steps	
	4.5	Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability for expected use and local tradition	

	4.6 Outline the context within which the steps are set, and how this relates to the specification	
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## Unit 268

		4.7 Describe methods for constructing, maintaining and repairing steps	
		4.8 Describe problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	
		4.9 Outline the required condition of the site on completion of operations	
5.	Distinguish between different types of access structure	5.1 Identify and describe the defining characteristics of steps compared to: (i) simple bridges (ii) fords (iii) signs/way markers	
6.	Know relevant health and safety legislation and environmental good practice	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
		6.2 Describe how environmental damage can be minimised	
		6.3 Describe the correct methods for disposing of waste	
7.	Know the types of equipment required and how to maintain them	7.1 Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
		7.2 Describe the methods of maintaining the range of equipment	



## Unit 268

### Learner's signature

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..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

.....Date.....

## Unit 269

TITLE	Construct, maintain and repair signs/way markers	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	H/502/3225	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair signs/way markers. Construction is defined as creating a new structure or completely replacing an existing structure. Maintenance and repair is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long-term.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU23.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to construct, maintain and repair signs/way markers	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment to include: <ul style="list-style-type: none"> <li>(i) setting out and location</li> <li>(ii) materials and resources</li> <li>(iii) timing and timescales</li> <li>(iv) working methods</li> <li>(v) suitability for expected use and local tradition</li> </ul>	
	1.2 Make sure that the signs/way markers are secure, and suitable for its intended use	
	1.3 Construct, maintain or repair the signs/way markers to specification, and finish it in a way which fits in with the surrounding environment	

## Unit 269

	1.4	Take the appropriate action without delay when problems occur during your work including: (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	1.5	Inform the appropriate person of any potential improvements to the work specification	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.6	Make the site as good as possible when work is finished	
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	This could include organic and inorganic waste
3. Be able to select, use and maintain relevant equipment	3.1	Select and use appropriate equipment for this area of work	Learner should only use equipment which they are suitably trained and competent to use
	3.2	Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to construct, maintain and repair signs/way markers	4.1	Describe how to identify hazards and assess risks	
	4.2	Describe how to interpret risk assessments	
	4.3	Describe suitable methods for preparing the site	

	4.4 State the purpose of the signs/way markers	
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## Unit 269

	4.5	Outline how to interpret and use relevant specifications covering: (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability for expected use and local tradition	
	4.6	Outline the context within which the signs/way markers are set, and how this relates to the specification	
	4.7	Describe methods for constructing, maintaining and repairing signs/way markers	
	4.8	Describe problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	
	4.9	Outline the required condition of the site on completion of operations	
5.	Distinguish between different types of access structure	5.1 Identify and describe the defining characteristics of signs/ way markers compared to: (i) simple bridges (ii) fords (iii) steps	

## Unit 269

6.	Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
		6.2	Describe how environmental damage can be minimised	
		6.3	Describe the correct methods for disposing of waste.	
7.	Know the types of equipment required and how to maintain them	7.1	Describe the equipment which will be required for the activity	This could include hand tools, hand-held power tools and self-powered machinery
		7.2	Describe the methods of maintaining the range of equipment	

## Unit 269

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

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## Unit 270

TITLE	Site and install site furniture and structures	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	J/502/3217	

The purpose of this unit is to provide the learner with the knowledge and skills to install structures which are not boundaries or access structures. This includes, for example, large structures such as hides, screens and small structures such as signboards, benches and bins. It also includes more unusual structures such as environmental sculptures. Many of these structures will be prefabricated by manufacturers or by workshops elsewhere in an organisation.

It is expected that the structures will be appropriate in style for the sites for which they are intended.

Work could be carried out using hand tools or hand-held power tools. There is no requirement to use specialist equipment or heavy machinery, although this would be possible if you hold the appropriate Certificate of Competence. In all cases where heavy equipment is used you should be aware of the associated health and safety risks.

Relationship to National Occupational Standards: This unit directly relates to O29NCU24.1

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to site and install site furniture and structures	1.1 Select the most appropriate place to site the structure in line with job specification and site conditions (i) slope (ii) drainage (iii) access for work and use (iv) setting out and location (v) materials and resources (vi) timing and timescales (vii) working methods (viii) suitability of expected use and local tradition	This could be a large or small structure



	1.2 Take the appropriate action without delay when you have problems meeting specifications.	Simulation is acceptable if performance evidence is unavailable
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## Unit 270

	1.3	Install the structure in line with job specification either: (i) large (ii) small	
	1.4	Ensure that the structure is safe and secure before leaving the site	
	1.5	Inform your line manager of any potential improvements to the work specification which you identify	This could include timing and timescales, working methods, suitability for expected use, as well as materials and resources
	1.6	Leave the work area safe and tidy after work is completed	
2.	Be able to select, use and maintain relevant equipment		
	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	2.2	Carry out work in a manner which minimises environmental damage	
	2.3	Dispose of waste safely and correctly	This could include organic and inorganic waste
3.	Be able to select, use and maintain relevant equipment		
	3.1	Select appropriate equipment for this area of work	
	3.2	Use equipment according to relevant legislation and manufacturer's instructions	Learner should only use equipment which they are suitably trained and competent to use
	3.3	Prepare, maintain and store equipment in a safe and effective working condition	

<p>4. Understand the need to site and install site furniture and structures</p>	<p>4.1 Describe the factors which determine where a structure should be sited</p> <ul style="list-style-type: none"> <li>(i) slope</li> <li>(ii) drainage</li> <li>(iii) access for work and use</li> </ul>	
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## Unit 270

	4.2	Describe the purpose of the structure	
	4.3	Summarise how to interpret and use relevant specifications (i) setting out and location (ii) materials and resources (iii) timing and timescales (iv) working methods (v) suitability of expected use and local tradition	
	4.4	Outline the context within which the structure is to be set, and how this relates to the specification	
	4.5	Describe methods for installing both small and large structures	
	4.6	Describe problems which may occur during operations and how these should be dealt with	
	4.7	Describe the required condition of the site on completion of operations	
5.	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements
		5.2	Describe how environmental damage can be minimised
		5.3	Describe the correct methods for disposing of waste
6.	Know the types of equipment required and how to maintain	6.1	Describe the equipment which will be required for the activity This could include hand tools, hand-held power tools and self-powered machinery

them	6.2 Describe the methods of maintaining the range of equipment	
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## Unit 270

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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## Unit 271

TITLE	Maintain and repair site furniture and structures	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	L/502/3218	
<p>The aim of this unit is to provide the learner with the knowledge and skills required for maintaining and repairing structures which are not boundaries or access structures. This includes, for example, large structures such as hides, screens and small structures such as signboards, benches and bins. It also includes more unusual structures such as environmental sculptures. Many of these structures will be prefabricated by manufacturers or by workshops. Work could be carried out using hand tools or hand-held power tools.</p> <p>Relationship to National Occupational Standards: This unit directly relates to 029NCU24.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Maintain and repair site furniture and structures	1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment	
	1.2 Maintain or repair the structure to specification, and finish it in a way which fits in with the surrounding environment including: <ul style="list-style-type: none"> <li>(i) materials and resources</li> <li>(ii) timing and timescales</li> <li>(iii) working methods</li> <li>(iv) suitability of expected use and local tradition</li> </ul>	This should include both large and small structures
	1.3 Inform the appropriate person of any potential improvements to the work specification	Oral questioning during direct observation may be considered useful

	1.4 Leave the site in a suitable condition when work is finished	
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## Unit 271

2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	Carry out measures identified in risk assessment and follow instructions
	2.2 Carry out work in a manner which minimises environmental damage	
	2.3 Dispose of waste safely and correctly	This could include organic and inorganic waste. Simulation acceptable for hazardous waste.
3. Be able to select, use and maintain relevant equipment	3.1 Select appropriate equipment for this area of work	This may include hand tools as well as hand-held power tools
	3.2 Use equipment according to relevant legislation and manufacturer's instructions	Learner should only use equipment which they are suitably trained and competent to use
	3.3 Prepare, maintain and store equipment in a safe and effective working condition	
4. Know how to maintain and/or repair site furniture and structures	4.1 State how to recognise the environmental value of sites	
	4.2 Suitable methods for preparing the site	
	4.3 Describe the purpose and context of the structure and how this relates to the specification and operations	
	4.4 Describe the methods for maintaining and repairing structures	This should relate to the structures which have been maintained and repaired
	4.5 State how to interpret and use relevant specifications	This should include timing and timescales, working methods, suitability for expected use, as well as materials and resources

## Unit 271

		4.6 Describe the problems which may occur during operations and how these should be dealt with (i) accidental damage (ii) difficulties in meeting the specification (iii) disturbance to wildlife or environment	
		4.7 State the importance of leaving the site in a suitable condition on completion of operations	
5.	Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
		5.2 Describe how environmental damage can be minimised	
		5.3 Describe the correct methods for disposing of waste	
6.	Know the types of equipment required and how to maintain them	6.1 Describe the equipment which will be required for the activity	
		6.2 Describe the methods of maintaining the range of equipment	

## Unit 271

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

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### Internal verifier's signature (if sampled)

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## Unit 272

TITLE	Control vertebrate pests and predators using traps	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	Y/502/3965	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to monitor vertebrate pest and predators populations and control their numbers through trapping. This unit is aimed at game conservation, and can be applied to any shooting estate. The definitions below should help to clarify the terminology used within this unit.</p> <p><b>Vertebrate pests and predators</b> - For example: rabbits, stoats, weasel, foxes, crows, magpies, mink, rats, grey squirrels etc.</p> <p><b>Estate characteristics</b> - Location, topography, habitat</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU46.1, O29NCU46.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to determine the need for vertebrate pests and predator control	1.1 Interpret signs to determine vertebrate pest and predator activity	
	1.2 Modify monitoring activities to take account of seasonal variations, prevailing weather conditions and habitat	
	1.3 Develop a trapping regime to control vertebrate pests and predators population	

## Unit 272

2. Be able to trap vertebrate pests and predators	2.1	Select a trapping method appropriate to the vertebrate pests and predators species	
	2.2	Ensure the good working order of selected traps	
	2.3	Establish traps in suitable locations to effectively catch target vertebrate pests and predators species and to minimise impact on non-target species	
	2.4	Monitor and maintain traps according to legal requirements	
	2.5	Approach trapped vertebrate pests and predators in a manner which maintains personal safety	
	2.6	Despatch trapped vertebrate pests and predators humanely	
	2.7	Release non-target species back into the wild in a manner which promotes their health and well-being and is consistent with legal requirements	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	

## Unit 272

	3.3	Dispose of waste and mortalities responsibly according to legal requirements	
4. Be able to maintain accurate records	4.1	Maintain accurate trapping records	
5. Know how to determine the need for vertebrate pests and predator control	5.1	Identify common mammal and bird pests and predators species	
	5.2	Describe the significance and potential effects of vertebrate pests and predators	
	5.3	Describe the behavioural characteristics of vertebrate pests and predators and how these can influence the control method selected	
	5.4	Describe the effects of the seasons and weather conditions on monitoring activities	
	5.5	Describe the effects of vertebrate pests and predators on animal/plant populations	

## Unit 272

	5.6	Explain how to interpret the following signs to determine pest and predator activity: (i) direct sightings (ii) runs (iii) footprints (iv) damage to habitat (v) dead animals (vi) kills (vii) sounds (viii) smells (ix) droppings	
	5.7	Describe the non-target species in the trapping area and how to recognise their presence	
	5.8	Explain the detail of a trapping regime including: (i) the number of traps to be used (ii) the type of traps to be used (iii) the general location for the traps	
6. Know how to trap vertebrate pests and predators	6.1	Outline the legal requirements and codes of practice controlling the use of traps and snares	
	6.2	Identify non-target species	

## Unit 272

	6.3	Explain how to limit the impact of trapping on non-target species	
	6.4	Explain trapping methods and their correct implementation including positioning	
	6.5	Describe how the following trap types function: (i) spring traps (ii) cage traps (iii) snares	
	6.6	Explain why trapping methods need to be appropriate to the vertebrate pests, the characteristics of the site and location	
	6.7	Outline the legal requirements controlling the use of traps and snares	
	6.8	Describe the behavioural characteristics of vertebrate pests and predators and how these can assist the trapping process	
	6.9	Explain how to humanely despatch different vertebrate pests and predators species	



## Unit 272

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

## Unit 272

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

## Unit 272

### Learner's signature

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..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 273

TITLE	Control vertebrate pests and predators by shooting	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	D/502/3966	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to be able to control vertebrate pest and predators populations through shooting.</p> <p>To complete this unit learners must complete with all firearms legislation and codes of practice</p> <p>The definitions below should help to clarify the terminology used within this unit.</p> <p><b>Vertebrate pests and predators</b> - For example: rabbits, stoats, weasels, grey squirrels, foxes, crows, magpies, mink, rats</p> <p><b>Firearm</b> - Either a shotgun and/or rifle</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29CU47.1, O29NCU47.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to determine the need for vertebrate pests and predator control.	1.1 Interpret signs to determine vertebrate pest and predator activity	
	1.2 Modify monitoring activities to take account of seasonal variations, prevailing weather conditions and habitat	
2. Be able to shoot vertebrate pests and predators	2.1 Select shooting method, firearm and ammunition appropriate to the vertebrate pest and predator species and site characteristics	

## Unit 273

	2.2	Use firearms according to relevant legislation and approved codes of practice	
	2.3	Identify and efficiently shoot target species	
	2.4	Minimise the disturbance caused to non-target species	
	2.5	Despatch wounded vertebrate pests and predators humanely	
3. Be able to handle firearms and ammunition according to legal requirements	3.1	Clean, maintain and store firearms and ammunition according to legal requirements	
4. Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	4.2	Carry out work in a manner which minimises environmental damage	
	4.3	Dispose of waste and mortalities responsibly according to legal requirements and approved codes of practice	
5. Be able to maintain accurate records	5.1	Maintain accurate shooting records	
6. Know how to determine the need for vertebrate pests and predator control	6.1	Identify common mammal and bird, pest and predator species	
	6.2	Describe the significance and potential effects of, vertebrate pests and predators to the site and its purpose	

	6.3 Describe the behavioural characteristics of vertebrate pests and predators and how these can influence the control method selected	
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## Unit 273

	6.4	Describe the effects of the seasons and weather conditions on monitoring activities	
	6.5	Describe the effects of vertebrate pests and predators on animal/plant populations	
	6.6	<p>Explain how to interpret the following signs to determine pest and predator activity:</p> <ul style="list-style-type: none"> <li>(i) direct sightings</li> <li>(ii) runs</li> <li>(iii) footprints</li> <li>(iv) damage to habitat</li> <li>(v) dead animals</li> <li>(vi) kills</li> <li>(vii) sounds</li> <li>(viii) smells</li> <li>(ix) droppings</li> </ul>	
7. Know how to shoot vertebrate pests and predators	7.1	Outline the codes of practice covering all aspects of vertebrate pests and predators control	
	7.2	Outline firearms legislation in relation to shooting vertebrate pests and predators	
	7.3	Explain the legal restrictions controlling the use of firearms	
	7.4	Explain the effective application and ranges of firearms and ammunition	

	7.5 Describe the habits of common vertebrate pests and predators species and how these can influence the shooting method selected	
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## Unit 273

	7.6 Explain how to minimise the impact of shooting on non-target species	
	7.7 Describe how behavioural characteristics of vertebrate pests and predators can be used to increase the effectiveness of shooting	
	7.8 Explain humane despatch methods	
	7.9 Explain how the following site characteristics can impact on shooting: (i) location (ii) topography (iii) habitat (iv) other estate activity (v) public access	
	7.10 Explain how the selection of shooting methods takes account of: (i) pest and predator type (ii) characteristics of shooting location	

## Unit 273

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

## Unit 273

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 274

TITLE	Control vertebrate pest populations using chemical means	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	H/502/3967	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to monitor vertebrate pest populations and control their numbers using chemicals. This unit is aimed at game conservation, and can be applied to any shooting estate. The definitions below should help to clarify the terminology used within this unit.</p> <p><b>Vertebrate pests</b> - For example: rabbits, moles, mice, rats  <b>Chemical means</b> - Legal poisons</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU48.1, O29NCU48.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to determine the need for vertebrate pest control	1.1 Interpret signs to determine vertebrate pest and predator activity	
	1.2 Identify the presence of non-target species	
	1.3 Select a control method appropriate to the vertebrate pests, the characteristics of the site and its location	
2. Be able to control vertebrate pest populations using chemical means	2.1 Develop a regime to control the application of chemical agents	

## Unit 274

	2.2	Set-up and maintain the necessary equipment to effectively control application of chemicals according to manufacturers' recommendations	
	2.3	Handle and use chemicals safely and efficiently according to manufacturers' recommendations	
	2.4	Implement controls in a manner which minimises the risk to non-target species and the environment	
	2.5	Monitor the effectiveness of the control method	
	2.6	Take appropriate action when problems arise during pest control activities	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of any corpses and spent materials according to legal requirements	
4. Be able to maintain accurate records	4.1	Maintain accurate vertebrate pest control records	

## Unit 274

5. Know how to determine the need for vertebrate pest control	5.1	Identify common pests species	
	5.2	Describe the behavioural characteristics of vertebrate pests and how these can influence the control method selected	
	5.3	Describe the effects of the seasons and weather conditions on monitoring and control activities	
	5.4	Describe the effects of vertebrate pests on animal/plant populations	
	5.5	Explain how to interpret the following signs to determine pest activity: (i) direct sightings (ii) runs (iii) footprints (iv) damage to habitat (v) dead animals (vi) kills (vii) sounds (viii) smells (ix) droppings	

## Unit 274

6. Know how to control vertebrate pest populations using chemical means	6.1	Describe common vertebrate pest species and the significance of their presence	
	6.2	Describe the characteristics of different vertebrate pest species, and their potential effects on sites	
	6.3	Explain how to adapt pest control methods to take account of changes in the weather	
	6.4	Explain why it is important to control the application of chemicals for non-target species	
	6.5	Explain how to monitor the effectiveness of the control methods	
	6.6	Explain the actions to take when the following problems arise during vertebrate pest control: (i) chemical spillage (ii) malfunction of equipment (iii) changes in environmental conditions	

## Unit 274

7. Know relevant health and safety legislation and environmental good practice	7.1. Outline the current health and safety legislation, codes of practice and any additional requirements associated with trapping activities	
	7.2. Explain how the Control of Substances Hazardous to Health Act controls the use of chemicals	
	7.3. Outline the legal restrictions on the use of chemicals including the certificates and training required before chemicals can be used	
	7.4. Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and controlling pests	
	7.5. Describe how to safely dispose of vertebrate pests and predators according to legal requirements	
8. Know how to maintain accurate records	8.1. Explain the reason for keeping accurate, up-to-date vertebrate pest control records	



## Unit 274

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 275

TITLE	Prepare deer for human consumption	Learner's name
LEVEL	3	
CREDIT LEVEL	6	
UAN	M/600/1237	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to transport, prepare and store dead deer for human consumption.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU50.1, O29NCU50.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Assessments Requirements
The learner will:	The learner can:	
1. Be able to transport and store dead deer	1.1 Establish preparation and storage areas in an hygienic condition suitable for receiving deer carcasses	
	1.2 Transport carcass in an hygienic manner to maintain its quality	
	1.3 Transport and store deer according to legal requirements	

## Unit 275

2. Be to able prepare and inspect dead deer	2.1	Ensure tools and equipment are ready for use	
	2.2	Bleed and gralloch carcass hygienically and efficiently	
	2.3	Identify status of deer carcass	Identify <b>status</b> in terms of: (i) sex (ii) weight (iii) reproductive state (iv) age class (v) condition
	2.4	Dress deer carcass by removing: (i) head (ii) feet (iii) viscera (iv) reproductive organs	
	2.5	Inspect carcass, organs and lymph sites for normality according to legal requirements	
	2.6	Take appropriate action when carcass abnormality is identified, according to legal requirements	Simulation by be used if no abnormality found during assessment period
	2.7	Clean and store tools and equipment after use	
	2.8	Prepare individual carcass declarations	

## Unit 275

3.	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
		3.2	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
4.	Be able to maintain accurate records	4.1	Maintain accurate carcass records according to legal requirements	Maintain accurate <b>records</b> of: (i) carcass details (ii) culling details
5.	Understand how to transport and store dead deer.	5.1	Explain how incorrect handling practices can damage game meat	
		5.2	Describe the proper techniques to be used to handle, transport and store large game carcasses	
		5.3	Outline industry codes of practice controlling the transport and storage of dead deer	
6.	Understand how to prepare and inspect dead deer in preparation for human consumption.	6.1	Describe how to identify status of deer in terms of: (i) sex (ii) weight (iii) reproductive state (iv) age class (v) condition	

## Unit 275

	6.2	Explain how to inspect deer carcasses to establish if condition is acceptable to enter food chain, including smell and appearance of deer carcasses, organs and lymph sites	
	6.3	Describe the quality requirements for game entering the food chain including permitted levels of flesh damage	
	6.4	Describe the proper techniques used to bleed, gralloch and eviscerate deer carcasses	
	6.5	Outline the industry codes of practice controlling the preparation of deer carcasses	
	6.6	Outline the legal requirements controlling the design and construction of game transport and larder facilities and the tools and equipment used in the preparation of game	

## Unit 275

	6.7	Specify the action to take if carcass abnormalities are identified	
7. Understand relevant health and safety legislation and environmental good practice	7.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Minimum of 3 regulations cross reference to 5.3, 6.6, 6.5
	7.2	Explain the principles of basic hygiene as it applies to the handling of deer carcasses	
	7.3	Explain the principles of HACCP as they apply to the supply of game carcasses for human consumption	
	7.4	Specify individual responsibilities under the current food hygiene regulations	
	7.5	Describe how environmental damage can be minimised during stalking and culling	
	7.6	Describe the correct methods for disposing of organic and inorganic waste	

## Unit 275

8. Know how to maintain accurate records	8.1	Explain the reason for keeping accurate, up-to-date cull records in respect to: (i) carcass details (ii) culling details	
	8.2	Summarise the legal requirements that control the maintenance of cull records	
	8.3	Outline the legal requirements controlling record keeping, labelling and traceability for game meat entering the food chain	
	8.4	Describe the individual declaration from the competent person to accompany each carcass to the game handling establishment	

## Unit 275

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....



## Unit 276

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

Learner Outcomes	Assessment Criteria	Assessments Requirements
The learner will:	The learner can:	
1. Be able to select, use tools and maintain relevant equipment	1.1 Select appropriate equipment for this area of work.	
	1.2 Use equipment according to relevant legislation and manufacturer's instructions.	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition.	
2. Be able to maintain the health of plants outdoors	2.1 Inspect plants as instructed.	Oral questions, work log or diary may be useful
	2.2 Identify all of the following threats to promote plant health: <ul style="list-style-type: none"> <li>(i) pests</li> <li>(ii) diseases</li> <li>(iii) disorders</li> <li>(iv) unfavourable conditions</li> <li>(v) competing growth</li> </ul>	



## Unit 276

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

## Unit 276

	4.2	State how seasonal weather conditions affect plant growth and health	
	4.3	Describe the different methods used to promote plant health including (i) feeding (ii) watering (iii) surface cultivation (iv) mulching	
	4.4	Describe the effects of soil conditions on plant growth	
	4.5	State why watering regimes vary for different soils and plants	
	4.6	Describe how the correct use of agrochemicals/pesticides can improve plant health	
	4.7	Describe how the incorrect use of agrochemicals/pesticides can harm plants	
	4.8	Describe the methods of dealing with threats to plant health covering; physical, cultural and irrigation	

## Unit 276

5	Know relevant health and safety and animal welfare legislation and environmental good practice	5.1	Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements	
		5.2	Describe how environmental damage can be minimised	
		5.3	Describe the correct methods for disposing of organic and inorganic waste	

## Unit 276

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 277

TITLE	Identify and report the presence of pests, diseases and disorders	Learner's name
LEVEL	2	
CREDIT VALUE	3	
UAN	K/502/1511	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to identify and report the presence of pests, diseases and disorders. Evidence for this unit will be collected over a period of time.</p> <p>Simulation will not be acceptable. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Assessments Requirements
The learner will:	The learner can:	
1. Identify and report the presence of pests, diseases and disorders	1.1 Monitor the crop(s) in accordance with production requirements	
	1.2 Correctly identify the presence of pests, diseases and disorders	
	1.3 Correctly identify the presence of any biological controls in use and beneficial insects	
	1.4 Establish the extent of the pest population, disease and any disorders	
	1.5 Promptly report the presence to the appropriate person	
2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice	

	and any additional requirements	
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## Unit 277

	2.2	Carry out work in a manner which minimises environmental damage	
3. Know how to identify and report the presence of pests, diseases and disorders	3.1	Describe reasons for monitoring the crop	
	3.2	Describe when to carry out crop monitoring	
	3.3	Describe common types of pests, diseases and disorders and the problems caused	
	3.4	Describe biological controls and beneficial insects that can be used	
	3.5	Identify to whom you should report the presence and extent of pests, diseases, disorders and biological control/beneficial insects	
4. Know relevant health and safety legislation and environmental good practice	4.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	4.2	Describe how environmental damage can be minimised	
	4.3	Describe the correct methods for disposing of waste.	

	4.4 Describe the health and safety risks in monitoring pests, diseases and disorders	
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## Unit 277

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

Signed.....Date .....

## UNIT 278

TITLE	Control pests, diseases and disorders	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	K/502/1514	
The aim of this unit is to provide the learner with the knowledge and skills required to control pests, diseases and disorders. The learner must hold the relevant certificate of competence in pesticides if handling chemicals.		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to assist with controlling pests, diseases and disorders	1.1 Confirm the control methods to be used with the appropriate person	
	1.2 Handle all materials carefully, safely and efficiently in accordance with instructions and organisational policy	
	1.3 Assist with applying control methods in a way which minimises the risks to non-target species and the environment covering	
	1.4 Report any problems if they arise during pest, disease and disorder control to the appropriate person without delay	
	1.5 Provide clear and accurate information for recording purposes	

2. Be able to select, use and maintain relevant equipment	2.1 Select appropriate equipment for this area of work	
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## Unit 278

	2.2 Use equipment according to relevant legislation and manufacturer's instructions including Personal protective equipment	
	2.3 Prepare, maintain and store equipment in a safe and effective working condition	
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2 Carry out work in a manner which minimises environmental damage	
	3.3 Dispose of waste safely and correctly	
4. Know how to assist with controlling pests, diseases and disorders	4.1 Outline the health and safety risks in controlling pests, diseases and disorders	
	4.2 Describe the safe handling and effective use of materials, equipment and chemicals and relevant codes of practice	
	4.3 Describe the dangers and emergency treatments associated with the use of chemicals	

	4.4 Describe control methods covering all the following: (i) chemical (ii) biological (iii) cultural	
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## Unit 278

	4.5	Describe the types of problems which may occur and to whom they should be reported	
	4.6	Identify the types of records required and explain the importance of accurate record keeping	
5. Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, including control of hazardous substances and environmental legislation	
	5.2	Describe how environmental damage can be minimised	
	5.3	Describe the correct methods for disposing of waste	
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity	
	6.2	Describe the methods of maintaining the range of equipment	

## Unit 278

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)



## Unit 279

TITLE	Communicate with the public and others	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	L/600/2699	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to communicate clearly with both individual members of the public, groups and others effectively. The learner will be able to respond to queries and requests for information encourage others to ask questions and clarify information</p> <p>Relationship to National Occupational Standards: This unit directly relates to 029NEC1.1</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirements
The learner will:	The learner can:	
1. Be able to communicate with the public and others	1.1 Communicate with members of the public and others effectively and in a way which promotes the organisation	
	1.2 Communicate information which is suitable to the needs of members of the public and others	Communicate information through discussion, signs or documentation
	1.3 Respond to requests for information clearly and accurately and refer queries appropriately	
	1.4 Encourage members of the public and others to ask questions or seek explanation	
	1.5 Suggest suitable sources of information to members of the public and others.	
	1.6 Communicate appropriate health and safety information	Communicate information through discussion, signs and risk assessments
2. Be able to work safely and minimise	2.1 Work in a way which maintains health	Carry out measures identified in risk assessment and follow

environmental damage	and safety and is consistent with current legislation, codes of practice and any additional requirements	instructions
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## Unit 279

3. Know how to communicate with the public and others	3.1 Explain why effective methods of communication are needed	To include oral and written methods of communication
	3.2 Describe how to encourage queries and comments from members of the public and others	
	3.3 List different sources of information suitable for members of the public and others- internal and external	
	3.4 State the correct procedures for handling and communicating confidential information	To include awareness of data protection issues as well as personal and business sensitive information
4. Know the current health and safety legislation and environmental good practice.	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.	
5. Understand the values of the organisation	5.1 Identify the values of the organisation e.g. policies and practices for customer care, promotion of environmental good practice or equality of opportunity	Learner statement witnessed by line manager or witness testimony may be helpful for this outcome

## Unit 279

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 280

TITLE	Promote responsible public use of the environment	Learner's name
LEVEL	2	
CREDIT VALUE	4	
UAN	H/502/3161	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to safeguard members of the public and the environment. Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p> <p>Relationship to National Occupational Standards: EC1.2</p>		

Learner Outcomes	Assessment Criteria	Assessment Requirement
The learner will:	The learner can:	
1 Be able to safeguard members of the public and others	1.1 Maintain the safety of the public and others during visits to the site	
	1.2 Work safely encouraging everyone throughout all activities to follow current legislation, codes of practice, organisational policies and procedures	
2 Be able to safeguard the environment	2.1 Provide information and advice to encourage members of the public to use the site in a way which is consistent with its purpose and condition	

## Unit 280

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

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## Unit 281

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

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

## Unit 281

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



## Unit 281

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 283

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

Learner Outcomes	Assessment Criteria	Assessment Requirement
The learner will:	The learner can:	
1. Spot customer service problems	1.1 Listen carefully to customers about any problem they have raised	
	1.2 Ask customers about the problem to check their understanding	
	1.3 Recognise repeated problems and alert the appropriate authority	
	1.4 Share customer feedback with others to identify potential problems before they happen	To include oral and written methods of communication
	1.5 Identify problems with systems and procedures before they begin to affect customers	Simulation is acceptable if performance evidence is unavailable
2. Pick the best solution to resolve customer service problems	2.1 Identify the options for resolving a customer service problem	
	2.2 Work with others to identify and confirm the options to resolve a customer service problem	

	2.3	Work out the advantages and disadvantages of each option for their customer and the organisation	
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## Unit 283

	2.4	Pick the best option for their customer and the organisation	
	2.5	Identify for their customer other ways that problems may be resolved if they are unable to help	
3. Take action to resolve customer service problems	3.1	Discuss and agree the options for solving the problem with their customer	
	3.2	Take action to implement the option agreed with their customer	
	3.3	Work with others and their customer to make sure that any promises related to solving the problem are kept	
	3.4	Keep their customer fully informed about what is happening to resolve the problem	
	3.5	Check with their customer to make sure the problem has been resolved to the customer's satisfaction	
	3.6	Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction	Simulation is acceptable if performance evidence is unavailable
4. Know how to resolve customer service problems	4.1	Describe organisational procedures and systems for dealing with customer service problems	
	4.2	Explain how to defuse potentially stressful situations	
	4.3	Describe how to negotiate	
	4.4	Identify the limitations of what they can offer their customer	

	4.5	Describe types of action that may make a customer problem worse and should be avoided	
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## Unit 283

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....

## Unit 284

TITLE	Plan, allocate and monitor work of a team	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	Y/600/9669	
This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.		
Relationship to National Occupational Standards: This unit directly relates to TW		

Learner Outcomes	Assessment Criteria	Assessment Requirement
The learner will:	The learner can:	
1. Be able to plan work for a team	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	
2. Be able to allocate work across a team	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	Copies of performance review documentation may be considered useful
	2.3 Agree standard of work required by team	
3. Be able to manage team members to achieve team objectives	3.1 Support all team members in order to achieve team objectives	

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4. Be able to monitor and evaluate the performance of team members	4.1 Assess team members' work against agreed standards and objectives	Copies of performance review documentation may be considered useful
	4.2 Identify and monitor conflict within a team	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable
	4.3 Identify causes for team members not meeting team objectives	Simulation or a learner statement witnessed by line manager is acceptable if performance evidence is unavailable
5. Be able to improve the performance of a team	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	



## Unit 284

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

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

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date.....