



Levels 2 & 3 Awards in
Ground based chainsaw

Qualification Specification

Version 2

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Registered Office: Lantra, Lantra House, Stoneleigh Park, Coventry, Warwickshire CV8 2LG
Registered no: 2823181 • Charity no: 1022991 • Scottish charity no: SC039039

Web: www.lantra.co.uk

Tel: 02476 69 69 96

Fax: 02476 69 67 32

E-mail: sales@lantra.co.uk

Write: Lantra, Lantra House, Stoneleigh Park, Coventry, Warwickshire CV8 2LG

Qualification Specification

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1 Why have these qualifications been developed?

The Lantra Awards suite of Awards in the ground based use of a chainsaw have been developed to enable chainsaw operators to demonstrate their competence in forestry and/or arboriculture operations and; evidence their ability to meet licence to practice and/or other requirements made by the relevant sector, professional or industry.

Learners who achieve the Qualifications will have the opportunity to obtain competency card(s) for employment within the key professional sector(s), thus enabling further employment opportunities for which competency is a significant requirement.

Learners may undertake training from a variety of sources; however, to achieve the qualification they must be assessed against all of the Learning Outcomes and Assessment Criteria set out in the qualification.

This Qualification Specification provides information for Approved Lantra Provider employees and freelance Assessors involved in the planning, delivery and assessment of the Lantra Awards qualifications in ground based chainsaw.

2 Who are the qualifications for?

These qualifications have been developed for who wish to develop their knowledge, understanding and skills and require proof of competence within their field of expertise across a range of learning routes/options. They provide an opportunity to achieve a recognised national qualification which reflects the national standards for the role(s) they perform. These qualifications will be suitable for those entering work, those who have established themselves in a role and those working at technician level.

These qualifications are available for learners aged 16+.

Due to the nature of the Qualifications a minimum level of fitness would be required for specific operations. Whilst we would not want to disadvantage any learner it is an essential requirement.

2.1 Pre-requisites

Entry for these qualifications is available to any individual who is capable of achieving the required standard. Provider staff should understand the demands of these qualifications and match learners based on their individual capabilities and future progression requirements.

These qualifications have been developed to promote equal opportunities by eliminating any avoidable barriers which have the potential to restrict access or progression.

Qualification	Entry Code	Purpose
Lantra Awards Level 2 Award in Chainsaw Maintenance	600/5699/X	An understanding of chainsaw maintenance and cross cutting, with the included elements of health and safety, risk assessment etc. form the foundation on which all the subsequent chainsaw qualifications or established. These qualifications can be taken separately, and where this is the case the Level 2 in Chainsaw Maintenance becomes a prerequisite for the Level 2 Award in Cross-cut Timber Using a Chainsaw.
Lantra Awards Level 2 Award in Cross-cut Timber Using a Chainsaw	600/5700/2	
Lantra Awards Level 2 Award in Chainsaw Maintenance and Cross-cutting	600/5701/4	This is a combined qualification incorporating the units of the two qualifications above.
Lantra Awards Level 2 Award in Felling and Processing Trees up to 380mm	600/5703/8	This is the basic felling qualification and introduces the techniques for safely cutting down timber up to 380mm in diameter. As such it becomes a prerequisite for all other felling qualifications as well for aerial treework involving the use of a chainsaw.
Lantra Awards Level 3 Award in Felling and Processing Trees over 380mm	600/5704/X	Level 3 Award in Felling and Processing Trees over 380mm deals with the felling of larger trees and includes the use of hand operated winches to control the fell. Learners will need to have completed the Level 2 Award in Felling and Processing Trees up to 380mm
Lantra Awards Level 3 Award in Emergency Treework Operation)	600/5702/6	This qualification includes elements of assisted felling and dealing with windblown trees. Learners will need to have completed the Level 2 Award in Felling and Processing Trees up to 380mm
Lantra Awards Level 3 Award in Assisted Fell Operations	600/5705/1	This qualification deals with winch assisted and rope assisted directional felling. Learners undertaking this qualification will need to have completed the Level 3 Award in Felling and Processing Trees over 380mm and have a thorough understanding of felling techniques.

Lantra Awards Level 3 Award in Severing Uprooted or Windblown Trees Using a Chainsaw	600/5706/3	This qualification covers the felling of individual and multiple windblown trees. Learners undertaking this qualification will need to have completed the Level 3 Award in Felling and Processing Trees over 380mm and have a thorough understanding of felling techniques.
Level 2 Award in Using a Powered Pole Pruner	600/5708/7	There are no prerequisites for this qualification, however those who have already completed the Level 2 Award in Chainsaw Maintenance will find that many of the principals are transferrable.

3 What do these qualifications cover?

Learners undertaking /these qualifications will be able to demonstrate their skills and knowledge of the safe use of chainsaws for felling and crosscutting timber.

The qualification aims to assess the learner's knowledge and understanding of:

- the regulations regarding safe use of chainsaws
- hazards and risks associated with chainsaws
- personal safety when using chainsaws
- safe working practices in crosscutting and felling timber
- skills and techniques involved in directional felling of trees
- skills and techniques involved in dealing with windblown and damaged trees

Following regulatory requirements for qualifications to have a distinct purpose, these qualifications are identified and approved with Ofqual to have the following functions:

- Prepare for employment
- Confirm occupational competence and/or licence to practice

3.1 Progression routes

Please see appendix 3

4 Qualification overview

Where to look for further details

Qualification title	<p>Lantra Awards Level 2 Award in Chainsaw Maintenance (600/5699/X)</p> <p>Lantra Awards Level 2 Award in Cross-cut Timber Using a Chainsaw (600/5700/2)</p> <p>Lantra Awards Level 2 Award in Chainsaw Maintenance and Cross-cutting (600/5701/4)</p> <p>Lantra Awards Level 2 Award in Felling and Processing Trees up to 380mm (600/5703/8)</p> <p>Lantra Awards Level 3 Award in Felling and Processing Trees over 380mm (600/5704/X)</p> <p>Lantra Awards Level 3 Award in Assisted Fell Operations (600/5705/1)</p> <p>Lantra Awards Level 3 Award in Severing Uprooted or Windblown Trees Using a Chainsaw (600/5706/3)</p> <p>Lantra Awards Level 3 Award in Preparing and Agreeing Emergency Treework Operations (600/5716/6)</p> <p>Lantra Awards Level 3 Award in Emergency Treework Operations (600/5702/6)</p> <p>Lantra Awards Level 2 Award in Using a Powered Pole Pruner (600/5708/7)</p>	<p>Ofqual's Register of Regulatory Qualifications</p> <p>http://register.ofqual.gov.uk/</p>
Qualification numbers	<p>600/5699/X</p> <p>600/5700/2</p> <p>600/5701/4</p> <p>600/5703/8</p> <p>600/5704/X</p> <p>600/5705/1</p> <p>600/5706/3</p> <p>600/5716/6</p> <p>600/5702/6</p> <p>600/5708/7</p>	
Qualification Purpose	<p>Confirm occupational competence and/or licence to practice</p> <p>Confirm the ability to meet licence to practice or other legal requirements made by the relevant sector, professional or industry.</p>	
Qualification start dates	01/09/12 (all qualifications)	
Credits	See section 5	
GLH	See section 5	
TQT	See section 5	

Quartz ID numbers	<p>972 - Lantra Awards Level 2 Award in Chainsaw Maintenance</p> <p>975 - Lantra Awards Level 2 Award in Cross-cut Timber Using a Chainsaw</p> <p>974 - Lantra Awards Level 2 Award in Chainsaw Maintenance and Cross-cutting</p> <p>976 - Lantra Awards Level 2 Award in Felling and Processing Trees up to 380mm</p> <p>978 - Lantra Awards Level 3 Award in Felling and Processing Trees over 380mm</p> <p>979 - Lantra Awards Level 3 Award in Assisted Fell Operations</p> <p>980 - Lantra Awards Level 3 Award in Severing Uprooted or Windblown Trees Using a Chainsaw</p> <p>983 - Lantra Awards Level 3 Award in Preparing and Agreeing Emergency Treework Operations</p> <p>977 - Lantra Awards Level 3 Award in Emergency Treework Operations</p> <p>984 - Lantra Awards Level 2 Award in Using a Powered Pole Pruner</p>			
Unit numbers and titles	<p>K/504/0320 Carry out maintenance of chainsaw and cutting system</p> <p>T/504/0319 Cross-cut timber using a chainsaw</p> <p>M/504/0321 Fell and process trees up to 380mm</p> <p>F/504/0565 Fell and process trees over 380mm</p> <p>R/504/0604 Carry out assisted fell operations</p> <p>L/504/0620 Sever uprooted or windblown trees using a chainsaw</p> <p>R/504/0621 Carry out emergency treework operations</p> <p>J/504/0597 Use a powered pole pruner</p>			
Qualification Structure	Each of these qualifications comprises of ONE mandatory unit (with the exception of the Level 2 Award in Chainsaw maintenance and Cross cutting, which has two mandatory units)			
Age Group	Pre-16	16-18	18+	19+
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Entry requirements	Learners must be physically fit and able to read and interpret information which is provided in English. It is recommended that learners have a basic knowledge of first aid procedures.			
Pre-requisites	Individual prerequisites will be shown at the start of the section on each qualification.			
Recognition of prior learning	Recognition of prior learning is not applicable to this suite of qualifications.			

Assessment methodology	Practical observation of assessment activities Verbal questioning	
Assessment model	These qualifications are externally assessed with external quality assurance. Assessment papers will be marked by Lantra Awards and quality assurance processes will validate the outcome	
Grading	Pass/Fail	
Is there a skills card available	Yes	Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the Sales team if you do not have an up to date copy (sales@lantra.co.uk).	Product Directory; Sales Team
Related documents	An Assessment Guidance handbook is available for Providers and Assessors which can be found on the Lantra Awards website. Other assessment related paperwork can be located within Quartzweb	http://www.lantra.co.uk
How do I register Learners?	Via Quartzweb https://ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

5 Content of qualification

All units in these qualifications are mandatory. Learners must achieve all aspects of the mandatory unit.

Guidance on the qualification specific content is included beneath the individual qualification outline. However, for EACH of the qualifications included some aspects of training are common these include:

Be able to work safely

The principles of risk assessment, differentiating between hazard and risk, and how they are applied to the work site.

- Hazard - something (or activity) that could potentially cause injury or damage.
- Risk - the likelihood of injury or damage being caused, to whom and to what extent
- Control measures - actions required to be taken to remove or minimise the risk of injury or damage occurring

The risk assessment process:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Record the findings and implement them
- Review and update the assessment as necessary

The selection, use and maintenance of tools, equipment and personal protective equipment (PPE) in accordance with manufacturer's recommendations and industry good practice:

Tools & equipment	Guidance
Petrol-driven chainsaws	<ul style="list-style-type: none"> • INDG317(rev2) Chainsaws at work • FISA 301 Using petrol-driven chainsaws • Appropriate size • Suitable for the task • Appropriate safety features
Personal protective equipment	<ul style="list-style-type: none"> • Safety helmet with ear and eye protection • Personal first aid kit • Chainsaw foot protection with good grip and ankle support (if appropriate) • Non- snag clothing • Chainsaw leg protection (as appropriate) • Gloves to keep hands warm and dry, and protect from general cuts and abrasions <p>All PPE should be suitably marked with the CE mark, and appropriate to the task.</p>
Hand tools:	<p>Should be</p> <ul style="list-style-type: none"> • suitable for the task, • of an appropriate size,

	<ul style="list-style-type: none"> • guarded as appropriate, • kept sharp (cutting tools)
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Minimising environmental damage, including;

- Inspect the working area for potential (negative) environmental damage
- Record finding(s) and report as appropriate
- Implement any required control measure(s)

The correct and appropriate methods for disposing of waste from workplace activities, this might include;

- Use of designated waste/recycle bins
- Empty containers removed from site e.g. Oil
- Litter taken home with operators

Note that all waste produced from activities must be disposed of in line with legislation, good practice and/or site requirements.

Know relevant health and safety legislation and industry good practice.

Current health and safety legislation and industry good practice.

Legislation or source of good practice	Comment
Arboriculture and Forestry Advisory Group (AFAG) and Forestry Industry Safety Accord (FISA) Safety Guides	<ul style="list-style-type: none"> • These provide examples of industrial good practice
BS3998:2010: Recommendations for tree work	<ul style="list-style-type: none"> • provides guidance to all parties whose activities may affect trees
Health and Safety at Work etc. Act 1974 (HASAW).	<ul style="list-style-type: none"> • General duties for employers • Maintain safe places of work.
Management of Health and Safety at Work Regulations 1999	<ul style="list-style-type: none"> • These clarify the requirements for employers to assess and control risk in the work place.
Provision and Use of Work Equipment Regulations 1998 (PUWER), Regulation 9.	<ul style="list-style-type: none"> • Operators adequately trained • What training should comprise of; i.e. precautions to be taken during the use of work equipment
Work at Height Regulations 2005	<ul style="list-style-type: none"> • All work at height to be properly planned and organised • Those involved in work at height to be competent • Work at height risks to be assessed and appropriate work equipment to be selected and used • Equipment for work at height to be properly inspected.

Lifting Operations and Lifting Equipment Regulations 1998 (LOLER).	<ul style="list-style-type: none"> • Equipment should be pre-use checked by the operator • A written recorded interim inspection • A thorough examination every six months • Equipment should be marked for unique identification.
FISA Guides	<ul style="list-style-type: none"> • Formerly AFAG (Arboricultural and Forestry Advisory Group) leaflets, the guides for ground-based chainsaw work are now devised and updates by the Forestry Industry Safety Accord. These are available free on line to download.

General emergency information which should be included in the site risk assessment and/or team briefing such as:

Site location name/address and/or grid reference

- Designated meeting place
- Nearest access/egress point
- Type of access
- Nearest area suitable for a helicopter landing
- Location of nearest Accident and Emergency hospital and phone number
- Works manager contact
- Own mobile contact number
- Location of emergency procedure and site plans
- Location of first aid kit and nominated first aider(s).

The potential environmental damage that could occur from the work activity, and how to respond appropriately, such as;

Potential damage	Potential response
Damage to retained trees	Work sequence chosen to minimise subsequent Damage to retained trees
Contamination of watercourses	Good housekeeping, use of spill mats etc.
Wildlife disturbance	Wildlife assessments completed prior to work

Operational chainsaw checks.

The pre-start checks and set up the chainsaw for use, including:

- Oil and fuel mix.

Safe starting of the chainsaw, including;

- cold start
- warm start

Post operational chainsaw checks.

Lantra Awards Level 2 Award in Chainsaw Maintenance (600/5699/X)					
There are no prerequisites for this qualification					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	K/504/0320	Carry out maintenance of chainsaw and cutting system	2	2	7
Total Qualification Time					15

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to work safely.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Use appropriate tools, equipment and personal protective equipment (PPE) 1.3. Work in a way which maintains health and safety and is consistent with relevant legislation and industry good practice. 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste safely in line with legislation.
2. Be able to carry out maintenance of chainsaw and cutting system.	2.1. Check all safety features on the chainsaw are present and not damaged. 2.2. Select appropriate maintenance tools for the power unit and cutting systems in accordance with operator's handbook. 2.3. Maintain power unit in accordance with operator's handbook using appropriate tools. 2.4. Maintain cutting system in accordance with operator's handbook using appropriate tools. 2.5. Reassemble chainsaw and cutting system to functional/operational standard. 2.6. Clean and tidy working area.
3. Be able to carry out operational chainsaw checks.	3.1. Carry out pre-start checks and setting of the machine for use. 3.2. Demonstrate safe starting of the chainsaw. 3.3. Demonstrate post operational checks.
4. Know relevant health and safety legislation and industry good practice.	4.1. Outline key health and safety legislation and industry good practice. 4.2. Outline the emergency planning and procedures relevant to the working area. 4.3. Describe how environmental damage can be caused and minimised. 4.4. Describe the correct methods for disposing waste. 4.5. Identify appropriate personal protective equipment.

Learning outcomes	Assessment criteria
<p>5. Know how to carry out maintenance of chainsaw and cutting system.</p>	<p>5.1. Explain the function(s) of all safety features.</p> <p>5.2. Explain the function and maintenance requirements of individual components:</p> <ul style="list-style-type: none"> • spark plug • air filter • chainbrake • cooling system • exhaust system • clutch/drive system • sprocket • starter mechanism/recoil system • greasing/lubrication • guide bar • chain. <p>5.3. Describe the problems encountered when chain and guidance bar are worn, damaged or poorly maintained.</p> <p>5.4. Explain how to select the correct filing information for chain and why this is necessary.</p> <p>5.5. Identify different chain types and their application.</p> <p>5.6. Explain why it is important to maintain chainsaws to manufacturer's recommendations.</p> <p>5.7. State steps to be taken when a chainsaw is not repairable, faulty or non-operational.</p>

Chainsaw safety features including:

- On/off switch
- Front hand guard/chain brake
- Chain catcher
- Safety decals
- Safety throttle
- Rear hand guards
- Anti-vibration mounts

The maintenance of a chainsaw power unit and the cutting system, including Inspecting and maintaining compatible guide bar, chain and sprocket combination and reporting any defects appropriately.

The selection and use of maintenance tools for the power unit and cutting systems, relevant to the saw type, in accordance with operator's handbook. The function and maintenance requirements of individual components.

The problems encountered when chain and guide bar are worn, damaged or poorly maintained.

Chain types and their application, such as

- Full chisel Chain – cutting hardwoods
- Semi chisel chain – cutting softwoods
- Ripping Chain - chainsaw mills, making planks etc

The steps to be taken when a chainsaw is not repairable, faulty or non-operational; such as quarantining, or disposal in line with manufacturers recommendations.

Lantra Awards Level 2 Award in Cross-cut Timber Using a Chainsaw (600/5700/2)					
Learners for this qualification must have completed the Level 2 Award in Chainsaw Maintenance					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	T/504/0319	Cross-cut timber using a chainsaw	2	1	7
Total Qualification Time					11.5

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to work safely.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Use appropriate tools, equipment and personal protective equipment (PPE). 1.3. Work in a way which maintains health and safety and is consistent with relevant legislation and industry good practice. 1.4. Carry out work to minimise environmental damage.
2. Be able to cross-cut timber using a chainsaw.	2.1. Carry out pre-start checks and setting of the machine for use. 2.2. Inspect timber to identify tension and compression. 2.3. Demonstrate safe starting of the chainsaw. 2.4. Cross-cut timber to length using a chainsaw in accordance with the job specification. 2.5. Use appropriate boring cuts to initiate either tension or compression cuts. 2.6. Stack produce for subsequent operations using appropriate aids and tools. 2.7. Check timber is in an appropriate and safe position. 2.8. Clean and tidy working area.
3. Know relevant health and safety legislation and industry good practice.	3.1. Outline the key health and safety legislation and industry good practice. 3.2. Outline the emergency planning procedures relevant to the working area. 3.3. Describe how to use and maintain tools and equipment. 3.4. Describe how environmental damage can be minimised.

Learning outcomes	Assessment criteria
4. Know how to cross-cut timber using a chainsaw.	4.1. Describe tension and compression in timber. 4.2. State recognised methods required to cross-cut timber above guide bar length. 4.3. Describe how to safely move timber: <ul style="list-style-type: none"> • By hand • With the use of aid tools • Mechanical assistance. 4.4. Explain how to grade and present logs for extraction and further processing. 4.5. State precautions to take to avoid uncontrolled timber movement. 4.6. Describe how to apply ergonomic working methods.

Tension and compression in timber, and identification of points of tension and compression prior to cross-cutting.

Cross-cutting of timber to length in accordance with the job specification and industry good practice, including:

- Severing cuts:
- Under tension/compression
- Demonstration of boring cuts
- Pulling chain, pushing chain and boring cut.

The use of boring cuts to initiate either tension or compression cuts within the timber to include:

- Introduction of the nose of the bar
- Control of saw.

Moving timber safely in accordance with industry good practice:

- By hand.
- With the use of aid tools.
- Mechanical assistance.

And how to apply different ergonomic working methods.

The stacking of cut timber for subsequent operations using appropriate aids and tools, in accordance with the job or site specification and industry good practice.

Lantra Awards Level 2 Award in Chainsaw Maintenance and Cross-cutting (600/5701/4)					
There are no prerequisites for this qualification					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	K/504/0320	Carry out maintenance of chainsaw and cutting system	2	2	14
M	T/504/0319	Cross-cut timber using a chainsaw	2	1	8
Total Qualification Time				3	26

The content of the two units forming the Lantra Awards Level 2 Award in Chainsaw Maintenance and Cross-cutting qualification are the same as those used individually in the qualifications above.

Lantra Awards Level 2 Award in Felling and Processing Trees up to 380mm (600/5703/8)					
Leaners for this qualification must have completed the Level 2 Award in Chainsaw Maintenance and Level 2 Award in Cross-cut Timber Using a Chainsaw (or the combined award)					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	M/504/0321	Fell and process trees up to 380mm	2	3	21
Total Qualification Time				3	32

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to work safely.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Use appropriate tools, equipment and personal protective equipment (PPE). 1.3. Work in a way which maintains health and safety and is consistent with relevant legislation and industry good practice. 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste safely in line with legislation.

Learning outcomes	Assessment criteria
<p>2. Be able to fell and process trees up to 380mm.</p>	<p>2.1. Prepare site and establish escape route(s) as appropriate.</p> <p>2.2. Prepare trees appropriately to the tree condition and the specification for the site.</p> <p>2.3. Carry out pre-start checks and setting of the chainsaw.</p> <p>2.4. Demonstrate safe starting of the chainsaw.</p> <p>2.5. Fell trees using recognised felling methods and felling aids.</p> <p>2.6. Remove branches from felled trees using a recognised method.</p> <p>2.7. Turn tree and remove under branches using appropriate aid tools and method(s) where appropriate.</p> <p>2.8. Select take down method which is relevant to the hung-up tree size, form and condition.</p> <p>2.9. Take down a hung-up tree using hand tools.</p> <p>2.10. Cross-cut timber to length in accordance with the specification.</p> <p>2.11. Stack produce for subsequent operations using appropriate aids and tools.</p> <p>2.12. Check timber is in an appropriate and safe position.</p> <p>2.13. Clean and tidy working area.</p>
<p>3. Know relevant health and safety legislation and industry good practice.</p>	<p>3.1. Outline the key health and safety legislation and industry good practice.</p> <p>3.2. Outline the emergency planning procedures relevant to the work area.</p> <p>3.3. Describe how to use and maintain tools, equipment and personal protective equipment.</p> <p>3.4. Describe how environmental damage can be caused and minimised.</p> <p>3.5. Describe the correct methods for disposing of waste.</p> <p>3.6. Describe the legal and environmental factors for felling trees.</p>

Learning outcomes	Assessment criteria
<p>4. Know how to fell and process trees up to 380mm.</p>	<p>4.1. Describe how to identify which trees need to be felled.</p> <p>4.2. Describe alternative felling techniques for trees up to 200mm for:</p> <ul style="list-style-type: none"> • Upright trees • Backward leaning trees • Trees heavily leaning/weighted in the intended felling direction. <p>4.3. Describe felling techniques for felling trees over 200mm for:</p> <ul style="list-style-type: none"> • Upright trees • Backward leaning trees • Trees heavily leaning/weighted in the intended felling direction. <p>4.4. Describe how to recognise signs of disease and decay in trees and modify felling methods accordingly.</p> <p>4.5. Explain the advantages of setting up or using a natural felling bench, brash mat or similar support prior to felling.</p> <p>4.6. Explain how and when to use additional equipment, to assist with the felling of trees.</p> <p>4.7. State how to recognise when a tree is difficult to fell.</p> <p>4.8. Describe the additional safeguards to implement when felling:</p> <ul style="list-style-type: none"> • In proximity to paths • Roads or areas with public access • Underground/above ground wayleaves.
<p>5. Know how to remove branches from felled trees using a chainsaw.</p>	<p>5.1. Describe how the method of removing branches will vary with tree species.</p> <p>5.2. Describe how to identify tension and compression in branches.</p> <p>5.3. State the risks to consider when removing branches.</p> <p>5.4. State how and when to use equipment to assist with the snedding/de-limbing of trees.</p> <p>5.5. Describe a technique for removing branches above shoulder height.</p> <p>5.6. Explain the advantages of leaving a clean stem after snedding/de-limbing.</p> <p>5.7. State how to deal with arisings after snedding/de-limbing.</p>

Learning outcomes	Assessment criteria
6. Know how to take down hung up trees.	6.1. Describe take down methods for a range of tree sizes. 6.2. Describe take down methods for trees using winches and other manual and mechanical means. 6.3. Identify where the danger areas are in relation to the trees being taken down. 6.4. State incorrect techniques for dealing with hung up trees. 6.5. Describe the appropriate actions to take if a tree cannot be taken down.

The legal and environmental factors for felling trees, including felling licences and preservation orders, as well as protection of bat roosts and nesting birds.

The safeguards to implement when felling in proximity to paths, roads or areas with public access and to underground/overground wayleaves. This may include additional signage, closure of the thoroughfare, the use of specialist tools and equipment for working in proximity to powerlines and specific training requirements. The safe working distances to be observed by operators during felling operations.

Identification of which trees need to be felled, and how to recognise when a tree is likely to be difficult to fell. This will include being able to recognise signs of disease and decay in trees and modify felling methods accordingly and being able to explain how the felling method (technique) should be modified according to the disease(s) and decay identified.

Preparation of sites as appropriate for the work, identify where the danger areas are in relation to the trees being felled and establish escape route(s). This will include brashing, where necessary and being able to explain the advantages of setting up or using a natural felling bench, brash mat or similar support prior to felling

Safe and appropriate techniques for felling coniferous or broadleaved trees of between 200mm (8") and 380mm (15") in diameter, including;

- Upright trees.
- Backward leaning trees.
- Trees heavily leaning/weighted in the intended felling direction

Including the use of felling aids and additional equipment to assist with the felling of trees and explaining when such equipment should be used.

Safe and appropriate techniques for the safe take down of hung up trees, this will include being able to describe manual methods of takedown, takedown using a winch, and methods of mechanical take down. The learner should also be able to identify incorrect techniques for dealing with hung up trees.

Actions to take if a tree cannot be taken down manually, and to describe a technique for removing branches above shoulder height.

Risks to consider when removing branches from felled timber and how the method of branch removal will differ between coniferous and broadleaved species.

Identification of tension and compression in branches and describe how to remove branches under severe tension/compression.

The use of equipment to assist with the snedding/de-limbing of trees, and to demonstrate how to remove branches from felled trees, as appropriate to tree branch pattern, size, form and condition and to leave stem as appropriate to specification. The tree will need to be turned, using appropriate aid tools and methods, to remove under branches. Branches should be removed flush with the stem and the learner should be able to state how to deal with the arisings from snedding/de-limbing.

The advantages of leaving a clean stem after snedding/de-limbing.

Cross-cutting timber to length using a chainsaw, in accordance with the job specification, and stacking in accordance with a job or site specification and industry good practice.

Lantra Awards Level 3 Award in Felling and Processing Trees over 380mm (600/5704/X)					
Learners for this award must have completed the Level 2 Award in Felling and Processing Trees up to 380mm					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	F/504/0565	Fell and process trees over 380mm	3	3	21
Total Qualification Time					32

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to promote health and safety and industry good practice.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Use appropriate tools, equipment and personal protective equipment (PPE). 1.3. Work in a way which maintains health and safety and is consistent with relevant legislation and industry good practice. 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste safely in line with legislation.
2. Be able to fell trees and process trees over 380mm.	2.1. Prepare site and establish escape route(s) as appropriate. 2.2. Assess the condition of the tree. 2.3. Prepare trees appropriately to the tree condition and the specification for the site. 2.4. Carry out pre-start checks and setting of the chainsaw. 2.5. Demonstrate safe starting of the chainsaw. 2.6. Fell trees using recognised felling methods and felling aids. 2.7. Remove branches from felled trees using a recognised method. 2.8. Turn tree and remove under branches using appropriate aid tools and method(s) where appropriate. 2.9. Select take down method which is relevant to the hung-up tree size, form and condition. 2.10. Take down hung up tree(s) using tools or equipment appropriate to the tree size, condition and take down methods. 2.11. Cross-cut timber to length in accordance with the specification.

Learning outcomes	Assessment criteria
	<p>2.12. Stack produce for subsequent operations using appropriate aids and tools.</p> <p>2.13. Check timber is in an appropriate and safe position.</p> <p>2.14. Clean and tidy working area.</p>
<p>3. Understand relevant health and safety legislation and industry good practice.</p>	<p>3.1. Explain the importance of risk assessment.</p> <p>3.2. Outline the emergency planning and procedures relevant to the working area.</p> <p>3.3. Summarise current health and safety legislation and industry good practice.</p> <p>3.4. Explain the importance of maintaining tools, equipment and personal protective equipment.</p> <p>3.5. Describe the potential environmental damage that could occur and how to respond appropriately.</p> <p>3.6. Explain the correct and appropriate methods for disposing waste.</p> <p>3.7. Explain the legal requirements and constraints for felling trees in different circumstances.</p>
<p>4. Understand how to fell and process trees over 380mm.</p>	<p>4.1. Explain how to identify which trees need to be felled.</p> <p>4.2. Describe recognised felling methods for the following:</p> <ul style="list-style-type: none"> • Upright trees • Backward leaning trees • Trees heavily leaning/weighted in the intended felling direction. <p>4.3. Describe how to recognise signs of disease and decay in trees and modify felling methods accordingly.</p> <p>4.4. Explain how felling methods are modified for:</p> <ul style="list-style-type: none"> • Double stems • Hanging branches • Long limbs • Large cavities • Foreign bodies. <p>4.5. Explain the advantages of setting up or using a natural felling bench, brash mat or similar support prior to felling.</p> <p>4.6. Explain how and when to use additional equipment, to assist with the felling of trees and the additional safeguards required.</p> <p>4.7. Explain how to fell standing stems and additional safeguards required.</p> <p>4.8. State how to recognise when a tree is difficult to fell.</p>

Learning outcomes	Assessment criteria
	4.9. Describe the additional safeguards to implement when felling: <ul style="list-style-type: none"> • In proximity to paths • Roads or areas with public access • Underground/overground wayleaves.
5. Understand how to remove branches from felled trees using a chainsaw.	5.1. Describe how the method of removing branches will vary with tree species, form and condition. 5.2. Describe how to identify tension and compression in branches. 5.3. Outline the implications on choice of severing method. 5.4. State how and when to use equipment to assist with the snedding/de-limbing of trees. 5.5. Describe process for removing branches above shoulder height. 5.6. Explain the advantages of leaving a clean stem after snedding/de-limbing. 5.7. State how and when to deal with severed branches. 5.8. State how to deal with brash and branches after snedding/de-limbing.
6. Understand how to take down hung up trees.	6.1. Describe take down methods for a range of tree sizes using appropriate hand tools. 6.2. Describe take down methods for trees using winches and other manual or mechanical means. 6.3. Describe how to set up a winch for the take down of hung up trees. 6.4. Explain the factors to consider and additional safety precautions when using winches. 6.5. Explain where the danger areas are in relation to the trees being taken down. 6.6. Describe the appropriate actions to take if a tree cannot be taken down.

The legal and environmental factors for felling trees, including felling licences and preservation orders, as well as protection of bat roosts and nesting birds.

The additional safeguards to implement when felling in proximity to paths, roads or areas with public access and to underground/overground wayleaves. This may include additional signage, closure of the thoroughfare, the use of specialist tools and equipment for working in proximity to powerlines and specific training requirements.

The safe working distances to be observed by operators during felling operations.

The identification of the trees that need to be felled and recognition of when a tree is likely to be difficult to fell. This will include being able to recognise signs of disease and decay in trees and modify felling methods accordingly and being able to explain how the felling method (technique) should be modified according to the disease(s) and decay identified.

The preparation of sites as appropriate for the work, identify where the danger areas are in relation to the trees being felled and establish escape route(s). This will include brashing, where necessary and being able to explain the advantages of setting up or using a natural felling bench, brash mat or similar support prior to felling.

The safe and appropriate techniques for felling coniferous or broadleaved trees of over 380mm (15") in diameter, including;

- Upright trees.
- Backward leaning trees.
- Trees heavily leaning/weighted in the intended felling direction

And methods for felling trees with:

- Double stems
- Hanging branches
- Long limbs
- Large cavities
- Foreign bodies.

This will include describing and demonstrating the use of felling aids and manually operated winches to assist with the felling of trees and explaining when such equipment should be used.

The appropriate actions to take if a tree cannot be taken down manually, and techniques for removing branches above shoulder height.

The risks to consider when removing branches from felled timber and how the method of branch removal will differ between coniferous and broadleaved species.

The use of equipment to assist with the snedding/de-limbing of trees, and how to remove branches from felled trees, as appropriate to tree branch pattern, size, form and condition and to leave stem as appropriate to specification.

Lantra Awards Level 3 Award in Assisted Fell Operations (600/5705/1)					
Learners for this award must have completed the Level 3 Award in Felling and Processing Trees over 380mm					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	R/504/0604	Carry out assisted fell operations	3	3	14
Total Qualification Time				3	20.5

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to promote health and safety and industry good practice.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Use appropriate tools, equipment and personal protective equipment (PPE). 1.3. Work in a way which promotes health and safety is consistent with relevant legislation and industry good practice. 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste in line with legislation.
2. Be able to carry out assisted fell operations.	2.1. Select appropriate equipment for the felling operation. 2.2. Carry out pre-start checks and setting of the machine for use. 2.3. Demonstrate safe starting of the chainsaw 2.4. Select a felling direction appropriate to tree form and site conditions. 2.5. Position pulling equipment in accordance with specific risk assessment. 2.6. Use suitable anchor points for anticipated load as necessary. 2.7. Install adequate attachment point(s) within the tree to be felled to give sufficient security and adequate leverage for the pulling system. 2.8. Set up safe pull system. 2.9. Pre-tension the pull system to ensure all components are correctly configured and functional. 2.10. Make felling cuts. 2.11. Retreat to a safe area and initiate the pull. 2.12. Clean and tidy working area.

<p>3. Understand relevant health and safety legislation and industry good practice.</p>	<p>3.1. Explain the importance of risk assessment. 3.2. Outline the emergency planning procedures relevant to the work area. 3.3. Summarise current health and safety legislation and industry good practice. 3.4. Explain the importance of maintaining tools, equipment and personal protective equipment. 3.5. Describe the potential environmental damage that could occur and how to respond appropriately. 3.6. Explain appropriate methods for disposing of waste. 3.7. Explain the records required for management and legislative purposes and the importance of maintaining them.</p>
<p>4. Understand how to carry out assisted fell operations.</p>	<p>4.1. Explain how to estimate the load. 4.2. Explain how to determine the appropriate pulling equipment for the assisted fell of a range of tree types/ weights. 4.3. State the application and limitations of different types of pulling equipment. 4.4. Describe how to inspect equipment and recognise defects in any of the pull system components. 4.5. Explain the importance of clear communication during assisted fell operations. 4.6. Explain how to set-up an assisted fell pulling system which is adequate for the anticipated load of the tree. 4.7. Explain the necessity for offset pulling. 4.8. Explain the need for accurate felling direction and the importance of employing appropriate felling techniques/cuts. 4.9. Explain the reason for incorporating a 'back-hold' into the felling cut for assisted fell operations. 4.10. Describe the use of felling aids as an alternative to assisted fell. 4.11. Describe the consequences of not carrying out an assisted fell operation in an organised and appropriate manner.</p>

The additional safeguards to implement when felling in proximity to paths, roads or areas with public access and to underground/overground wayleaves. This may include additional signage, closure of the thoroughfare, the use of specialist tools and equipment for working in proximity to powerlines and specific training requirements.

The safe working distances to be observed by operators during felling operations.

Preparation of sites as appropriate for the work, identify where the danger areas are in relation to the trees being felled and establish escape route(s). This will include brashing, where necessary and being able to explain the advantages of setting up or using a natural felling bench, brash mat or similar support prior to felling.

Estimation of the load and determination of the appropriate pulling equipment for assisted felling.

Inspection requirements for the equipment used in assisted felling operations.

Winch assisted felling and rope assisted felling, including explaining the necessity for offset and demonstrating pulling.

Lantra Awards Level 3 Award in Severing Uprooted or Windblown Trees Using a Chainsaw (600/5706/3)					
Learners for this award must have completed the Level3 Award in Felling and Processing Trees over 380mm					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	L/504/0620	Sever uprooted or windblown trees using a chainsaw	3	3	14
Total Qualification Time					25.5

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to promote health and safety and industry good practice.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Use appropriate tools, equipment and personal protective equipment (PPE). 1.3. Work in a way which promotes health and safety and is consistent with relevant legislation and industry good practice. 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste in line with legislation.
2. Be able to sever uprooted and windblown trees using a chainsaw.	2.1. Carry out pre-start checks and setting of the machine for use. 2.2. Plan and agree a system of work. 2.3. Prepare site and establish escape route. 2.4. Demonstrate safe starting of the chainsaw. 2.5. Prepare stems. 2.6. Sever stems under significant tension and compression. 2.7. Secure the root plate with a winch. 2.8. Sever the root plates using a recognised severing method appropriate to the tree size and condition. 2.9. Prepare broken and partially windblown trees using appropriate methods and aid tools for felling. 2.10. Fell broken trees using appropriate methods and aid tools. 2.11. Fell partially windblown trees using appropriate methods and aid tools. 2.12. Turn tree and remove under branches using appropriate method and aid tools. 2.13. Cross-cut timber to length in accordance with the specification. 2.14. Stack produce for subsequent operations using appropriate aids and tools.

Learning outcomes	Assessment criteria
	<p>2.15. Check that trees, timber and root plates are in a safe, appropriate position and condition.</p> <p>2.16. Clean and tidy working area.</p>
<p>3. Understand relevant health and safety legislation and industry good practice.</p>	<p>3.1. Explain the risk assessment process.</p> <p>3.2. Outline the emergency planning procedures relevant to the work area.</p> <p>3.3. Summarise current health and safety legislation and industry good practice.</p> <p>3.4. Explain the importance of maintaining tools, equipment and personal protective equipment.</p> <p>3.5. Describe the potential environmental damage that could occur and how to respond appropriately.</p> <p>3.6. Explain methods for disposing of waste.</p>
<p>4. Understand how to sever uprooted or windblown trees using a chainsaw.</p>	<p>4.1. Explain top, bottom and side tension and compression in timber.</p> <p>4.2. Explain the risks involved and precautions to be taken by the chainsaw operator when cutting timber under high tension.</p> <p>4.3. State when winch restraint of a root plate or stem is necessary.</p> <p>4.4. Describe how to set up winch for restraint of side tension or to prevent uncontrolled movement of timber.</p> <p>4.5. Explain why severing cuts may be made a distance of a 'long log' from the root plate and the associated hazards.</p> <p>4.6. Describe the alternative methods that can be used to sever timber under very severe tension.</p> <p>4.7. Describe how to make root plates safe after severing.</p> <p>4.8. Explain the factors to consider and additional safety precautions when using winches.</p> <p>4.9. Describe how to maintain safety on site when machinery is present.</p> <p>4.10. Describe the situations where a banksman would be used and the means of communication with the operator.</p> <p>4.11. Describe the methods of severing uprooted trees, under and over guide bar length in diameter.</p> <p>4.12. Describe how to sever partly uprooted or windblown trees.</p> <p>4.13. Describe how to fell broken trees with:</p> <ul style="list-style-type: none"> • hanging tops

Learning outcomes	Assessment criteria
	<ul style="list-style-type: none"> • partially broken tops which are in contact with the ground. <p>4.14. Explain the advantages and methods of removing a broken top prior to felling.</p>

Planning and preparation of the work site and agreeing safe system of working.

The identification of timber under top, bottom and side tension and compression and how to sever stems under tension and compression.

The preparation and safe felling of windblown, partially windblown and broken trees, including the use of winches to secure the root plate and severing the root plate from the windblown tree.

The removal of branches from felled trees, as appropriate to tree branch pattern, size, form and condition and to leave stem as appropriate to specification.

Lantra Awards Level 3 Award in Emergency Treework Operations (600/5702/6)					
Learners for this award must have completed the Level 2 Award in Felling and Processing Trees up to 380mm					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	R/504/0621	Carry out emergency treework operations	3	3	21
Total Qualification Time				3	33

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to promote health and safety and industry good practice.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice. 1.3. Use appropriate tools, equipment and personal protective equipment (PPE). 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste safely in line with legislation.
2. Be able to carry out emergency treework operations.	2.1. Deploy the emergency response kit. 2.2. Carry out pre-start checks and setting of machinery for use. 2.3. Demonstrate safe starting of the chainsaw. 2.4. Breakdown tree crowns. 2.5. Secure the tree root plate with appropriate equipment. 2.6. Sever the root plates using a recognised severing method appropriate to the tree size and condition. 2.7. Carry out assisted fell operations appropriate to tree form and site conditions. 2.8. Make working area safe with suitable access routes as required. 2.9. Dispose of arisings in line with site specification, safety and environmental requirements. 2.10. Restore and secure the site prior to departure. 2.11. Clean and tidy working area.
3. Understand relevant health and safety legislation and industry good practice.	3.1. Explain the importance of risk assessment. 3.2. Outline the emergency planning procedures relevant to the work area. 3.3. Summarise current health and safety legislation and industry good practice. 3.4. Explain the importance of maintaining tools, equipment and personal protective equipment. 3.5. Describe the potential environmental damage that could occur and how to respond appropriately. 3.6. Explain appropriate methods for disposing of waste. 3.7. Explain the records required for management and legislative purposes and the importance of maintaining them.

Learning outcomes	Assessment criteria
<p>4. Understand how to carry out emergency treework operations.</p>	<p>4.1. Explain how to secure the tree root-plate or other unstable structures with appropriate equipment.</p> <p>4.2. Explain the factors to consider and additional safety precautions when using winches.</p> <p>4.3. Describe the reasons and circumstances where it is necessary to move trees to a safer working area.</p> <p>4.4. Explain the principles of tree crown breakdown with particular emphasis on supporting branches and tension and compression.</p> <p>4.5. Explain how to determine the appropriate pulling equipment for the assisted fell of a range of tree types/weights.</p> <p>4.6. Explain the importance of initiating and maintaining communication and team working when carrying out emergency treework operations.</p> <p>4.7. Explain planning requirements for any subsequent work and clear up to take place.</p> <p>4.8. Describe the procedures for dealing with emergencies and emergency services.</p> <p>4.9. Explain why some activities need to be carried out at the time of the emergency and why some can be left until a later time.</p> <p>4.10. Explain the hazards of working in different types of sites and situations covering:</p> <ul style="list-style-type: none"> • In close proximity to buildings • In close proximity to the highway • In close proximity to water • Fallen trees • Damaged buildings • Appalling weather • Damaged overhead power lines which may be live • Damaged underground utilities • Burst drains • Environmental disasters – raw sewage etc. • Under artificial lights.

Planning and preparation of the work site and agree and safe system of working.

The preparation and safe felling of windblown trees including the safe use of winches to secure the root plate (or other unstable structures) and severing the root plate from the windblown tree.

The identification of timber under top, bottom and side tension and compression and to describe and demonstrate how to sever stems and break down tree crowns with particular emphasis on supporting branches and tension and compression.

The application of assisted felling techniques appropriate to diverse tree forms and site conditions.

Dealing with emergencies (and emergency services).

Prioritising activities that need to be carried out at the time of the emergency and why some can be left until a later time.

The hazards associated with working in different types of sites and situations such as:

- In close proximity to buildings
- In close proximity to the highway
- In close proximity to water
- Damaged buildings
- Appalling weather
- Damaged overhead power lines which may be live
- Damaged underground utilities

Lantra Awards Level 2 Award in Using a Powered Pole Pruner (600/5708/7)					
There are no prerequisites for this qualification					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	J/504/0597	Use a powered pole pruner	2	1	7
Total Qualification Time				1	13

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to work safely.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Use appropriate tools, equipment and personal protective equipment (PPE). 1.3. Work in a way which maintains health and safety and is consistent with relevant legislation and industry good practice. 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste safely in line with legislation.
2. Be able to use a powered pole pruner.	2.1. Check all safety features on the powered pole pruner are present and not damaged. 2.2. Maintain a powered pole pruner in accordance with operator's handbook using appropriate tools. 2.3. Maintain cutting system in accordance with operator's handbook using appropriate tools. 2.4. Reassemble the powered pole pruner and cutting system to functional/operational standard. 2.5. Carry out pre-start checks and setting of the machine for use. 2.6. Demonstrate safe starting of the powered pole pruner. 2.7. Select relevant pruning methods 2.8. Reduce and remove branches using appropriate cuts. 2.9. Process arisings. 2.10. Clean and tidy working area.
3. Know relevant health and safety legislation and industry good practice.	3.1. Outline the current health and safety legislation and industry good practice. 3.2. Outline the emergency planning and procedures relevant to the working area. 3.3. Identify appropriate personal protective equipment. 3.4. Describe how environmental damage can be minimised. 3.5. Describe methods for disposing waste.

Learning outcomes	Assessment criteria
<p>4. Know how to use a powered pole pruner.</p>	<p>4.1. Explain why safety features are fitted to a powered pole pruner and how they function.</p> <p>4.2. Explain the function and maintenance requirements of individual components:</p> <ul style="list-style-type: none"> • Spark plug • Air filter • Chainbrake • Cooling system • Exhaust system • Clutch/drive system • Sprocket • Starter mechanism/recoil system • Greasing/lubrication • Guide bar • Chain. <p>4.3. Describe the problems encountered when chain and guide bar are worn, damaged or poorly maintained.</p> <p>4.4. Explain how to select the correct filing information for chain and why this is necessary.</p> <p>4.5. Identify different chain types and their application.</p> <p>4.6. Describe how to identify trees to be pruned.</p> <p>4.7. Describe appropriate pruning methods and equipment used.</p> <p>4.8. Describe tension and compression in a branch.</p> <p>4.9. Explain ways to remove a pruner trapped in a cut.</p> <p>4.10. Describe methods of reducing and pruning heavy and long branches.</p> <p>4.11. State how condition of trees and time of year affect the approach to pruning.</p>

Pole Pruner safety features including:

- On/off switch
- Safety decals
- Safety throttle
- Rear hand guards
- Anti-vibration mounts

The maintenance of a power unit and the cutting system, including Inspecting and maintaining compatible guide bar, chain and sprocket combination and reporting any defects appropriately.

The selection and use of maintenance tools for the power unit and cutting systems, relevant to the saw type, in accordance with operator's handbook. The function and maintenance requirements of individual components.

The problems encountered when chain and guide bar are worn, damaged or poorly maintained.

The steps to be taken when a pole pruner is not repairable, faulty or non-operational; such as quarantining, or disposal in line with manufacturers recommendations.

The identification of trees to be pruned.

Pruning methods using a pole pruner, the equipment used, and how condition of trees and time of year affect the approach to pruning.

The use of cut through, step-cut and 'in board' step cuts. Natural target pruning.

The identification of and severing of stems under tension and compression and ways to remove a pruner trapped in a cut.

6 Level descriptors

These qualifications have been accredited at Level 2 and 3, this means that upon achieving the qualification it can be relied upon that the learner possesses skills or knowledge appropriate to the following descriptors.

Level	Knowledge descriptor (the learner...)	Skills descriptor (the learner can)
2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

7 How are these qualifications delivered?

In order to deliver these qualifications, you will need to be a Lantra approved Provider. Details of how to become an approved Provider are available by contacting our Sales team, sales@lantra.co.uk.

Approved Providers should contact our Quality and Standards team to register for delivery of the qualification. It is important that Providers are approved on a per qualification basis to deliver Lantra qualifications as we are required to ensure that we have a quality assurance strategy in place and it also ensures that Providers receive the support they need. Upon scheme approval, you will receive the relevant documentation for delivery.

Learners must be registered via Quartzweb. Details of this process are available in the Quartzweb user guide. Providers must submit the required information for learner registration. Learners should be registered on the qualification once they have been enrolled with the Provider. Failure to register learners may result in assessments not being able to take place. Sanctions may be imposed on Providers if learners are not registered before the assessment takes place.

Learners will complete the necessary elements of the assessment and be assessed by a Lantra Assessor. Providers are required to compile and send the assessment paperwork (Assessment Report Form, Certificate Claim Form, Learner Registration and Assessment Report Form) to Lantra.

7.1 Delivery in the UK

The specification for These qualifications is approved for delivery in the United Kingdom. Ofqual regulates the Qualification in England, and it is an accredited qualification on the Regulated Qualifications Framework (RQF). It has been accredited with the following Qualification Accreditation Number (QAN) <<insert QAN>>

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and also to ensure that throughout the life cycle of the qualification the content remains relevant and current.

When the qualification is deemed to be no longer suitable, for example technology has moved on and working practices are no longer relevant. Lantra will advise Providers of a qualification end date. The end date is for the end of registrations, any learners registered before this date will be allowed time to complete the qualification. For these qualifications that period will stand as 6 months.

7.2 Who can deliver these qualifications?

Only approved Lantra Providers can deliver these qualifications. For information on becoming approved please contact Lantra via sales@lantra.co.uk or call on 024 7669 6996.

7.3 Key safety critical and technically critical aspects

7.3 Key safety critical and technically critical aspects

The assessment requirements for the Lantra Awards ground based chainsaw qualifications include the learner knowing about relevant health and safety legislation, environmental good practice and how environmental damage can be minimised.

Key safety and technically critical aspects of the learning outcomes and assessment criteria have been identified (see below) to assist the Assessor with assessment decisions during the observation of practical activities. If the learner is assessed to be at risk of not performing the activity to the required standard or endangering the health and safety of themselves, or others, the Assessor may stop the assessment and use their professional judgement to either:

- restart the assessment with the agreement of the learner, or
- state that the assessment has not been achieved and advise the learner that they will need to apply to be assessed at a later date following training.

Where safety is breached, the Assessor must record the use, reasons and subsequent decision of the key safety and/or technically critical aspects to stop an assessment on the Assessment Report Form.

Learning outcome The learner will:	Assessment criteria The learner can:
Lantra Awards Level 2 Award in Carry out maintenance of chainsaw and cutting system	
3. Be able to carry out operational chainsaw checks.	3.2. Demonstrate safe starting of the chainsaw.
Lantra Awards Level 2 Award in Cross-cut timber using a chainsaw	
2. Be able to cross-cut timber using a chainsaw.	2.2. Inspect timber to identify tension and compression. 2.3. Demonstrate safe starting of the chainsaw. 2.4. Cross-cut timber to length using a chainsaw in accordance with the job specification. 2.5. Use appropriate boring cuts to initiate either tension or compression cuts. 2.6. Stack produce for subsequent operations using appropriate aids and tools. 2.7. Check timber is in an appropriate and safe position.
Lantra Awards Level 2 Award in Fell and process trees up to 380mm	
3. Be able to fell and process trees up to 380mm.	3.1. Prepare site and establish escape route(s) as appropriate. 3.2. Prepare trees appropriately to the tree condition and the specification for the site. 3.3. Carry out pre-start checks and setting of the chainsaw. 3.4. Demonstrate safe starting of the chainsaw.

Learning outcome The learner will:	Assessment criteria The learner can:
	3.5. Fell trees using recognised felling methods and felling aids. 3.6. Remove branches from felled trees using a recognised method. 3.7. Turn tree and remove under branches using appropriate aid tools and method(s) where appropriate. 3.8. Select take down method which is relevant to the hung up tree size, form and condition. 3.9. Take down a hung up tree using hand tools. 3.10. Cross-cut timber to length in accordance with the specification. 3.11. Stack produce for subsequent operations using appropriate aids and tools. 3.12. Check timber is in an appropriate and safe position.
Lantra Awards Level 3 Award in Fell and process trees over 380mm	
2. Be able to fell trees and process trees over 380mm.	2.1. Prepare site and establish escape route(s) as appropriate. 2.2. Assess the condition of the tree. 2.3. Prepare trees appropriately to the tree condition and the specification for the site. 2.4. Carry out pre-start checks and setting of the chainsaw. 2.5. Demonstrate safe starting of the chainsaw. 2.6. Fell trees using recognised felling methods and felling aids. 2.7. Remove branches from felled trees using a recognised method. 2.8. Turn tree and remove under branches using appropriate aid tools and method(s) where appropriate. 2.9. Select take down method which is relevant to the hung up tree size, form and condition. 2.10. Take down hung up tree(s) using tools or equipment appropriate to the tree size, condition and take down methods. 2.11. Cross-cut timber to length in accordance with the specification. 2.12. Stack produce for subsequent operations using appropriate aids and tools. 2.13. Check timber is in an appropriate and safe position.
Lantra Awards Level 3 Award in Sever uprooted or windblown trees using a chainsaw	
2. Be able to sever uprooted and windblown trees using a chainsaw.	2.1. Carry out pre-start checks and setting of the machine for use. 2.2. Plan and agree a system of work. 2.3. Prepare site and establish escape route.

Learning outcome The learner will:	Assessment criteria The learner can:
	2.4. Demonstrate safe starting of the chainsaw. 2.5. Prepare stems. 2.6. Sever stems under significant tension and compression. 2.7. Secure the root plate with a winch. 2.8. Sever the root plates using a recognised severing method appropriate to the tree size and condition. 2.9. Prepare broken and partially windblown trees using appropriate methods and aid tools for felling. 2.10. Fell broken trees using appropriate methods and aid tools. 2.11. Fell partially windblown trees using appropriate methods and aid tools. 2.12. Turn tree and remove under branches using appropriate method and aid tools. 2.13. Cross-cut timber to length in accordance with the specification. 2.14. Stack produce for subsequent operations using appropriate aids and tools. 2.15. Check that trees, timber and root plates are in a safe, appropriate position and condition.
Lantra Awards Level 3 Award in Carry out assisted fell operations	
2. Be able to carry out assisted fell operations.	2.1. Select appropriate equipment for the felling operation. 2.2. Carry out pre-start checks and setting of the machine for use. 2.3. Demonstrate safe starting of the chainsaw 2.4. Select a felling direction appropriate to tree form and site conditions. 2.5. Position pulling equipment in accordance with specific risk assessment. 2.6. Use suitable anchor points for anticipated load as necessary. 2.7. Install adequate attachment point(s) within the tree to be felled to give sufficient security and adequate leverage for the pulling system. 2.8. Set up safe pull system. 2.9. Pre-tension the pull system to ensure all components are correctly configured and functional. 2.10. Make felling cuts. 2.11. Retreat to a safe area and initiate the pull.
Lantra Awards Level 3 Award in Carry out emergency treework operations	
2. Be able to carry out emergency treework operations.	2.1. Deploy the emergency response kit.

Learning outcome The learner will:	Assessment criteria The learner can:
	2.2. Carry out pre-start checks and setting of machinery for use. 2.3. Demonstrate safe starting of the chainsaw. 2.4. Breakdown tree crowns. 2.5. Secure the tree root plate with appropriate equipment. 2.6. Sever the root plates using a recognised severing method appropriate to the tree size and condition. 2.7. Carry out assisted fell operations appropriate to tree form and site conditions. 2.8. Make working area safe with suitable access routes as required. 2.9. Dispose of arisings in line with site specification, safety and environmental requirements. 2.10. Restore and secure the site prior to departure.
Lantra Awards Level 2 Award in Use a powered pole pruner	
2. Be able to use a powered pole pruner.	2.1. Check all safety features on the powered pole pruner are present and not damaged. 2.2. Maintain a powered pole pruner in accordance with operator's handbook using appropriate tools. 2.3. Maintain cutting system in accordance with operator's handbook using appropriate tools. 2.4. Reassemble the powered pole pruner and cutting system to functional/operational standard. 2.5. Carry out pre-start checks and setting of the machine for use. 2.6. Demonstrate safe starting of the powered pole pruner. 2.7. Select relevant pruning methods 2.8. Reduce and remove branches using appropriate cuts.

In order to achieve the qualification learners will be assessed on **all** learning outcomes and must achieve **all** learning outcomes to be certificated.

7.4 Provider resources

In addition to the general requirements for a suitable room with tables and chairs, and adequate welfare facilities, toilets, washing facilities, providers will also need to ensure that appropriate warning signage is available for the work site.

The following specific requirement applied to the individual qualifications (Note that where specific numbers of trees are given, this is per learner);

Lantra Awards Level 2 Award in Chainsaw Maintenance

Warm, dry, well-lit workshop with adequate bench space

Lantra Awards Level 2 Award in Cross-cut Timber Using a Chainsaw

Open area for cross-cutting timber of suitable diameter (200-380mm) and length to exert realistic tension and compression. The length and weight of the timber (1 section must be a minimum of 4 meters in length) must be sufficient to exert tension and compression which has the potential to trap the saw.

Lantra Awards Level 2 Award in Chainsaw Maintenance and Cross-cutting

Warm, dry, well-lit workshop with adequate bench space.

Open area for cross-cutting timber of suitable diameter (200-380mm) and length to exert realistic tension and compression. The length and weight of the timber (1 section must be a minimum of 4 meters in length) must be sufficient to exert tension and compression which has the potential to trap the saw.

Lantra Awards Level 2 Award in Felling and Processing Trees up to 380mm

A range of trees per learner with a diameter between 200mm (8") and 380mm (15"). Trees may be either conifer or broadleaved. To include the following tree types:

- Upright - Minimum 1, maximum 2.
- Backward leaning - Minimum 1, maximum 2.
- Heavily leaning/weighted in the intended felling direction - Minimum 1, maximum 2.

Note that one hung up tree must be taken down using a hand tool.

A winch appropriate to the tree size available for the take down of hung up trees (this is specifically for the instructor/assessor).

Lantra Awards Level 3 Award in Felling and Processing Trees over 380mm

A range of trees per learner with a diameter over 380mm (15"). Trees may be either conifer or broadleaved. To include the following tree types:

- Upright - Minimum 1, maximum 2.
- Backward leaning - Minimum 1, maximum 2.
- Heavily leaning/weighted in the intended felling direction - Minimum 1, maximum 2.

1 tree must be at least 560mm/22.5" in diameter.

1 hung up tree must be taken down using a winch.

A winch appropriate to the tree size available for the take down of hung up trees.

**Lantra Awards Level 3 Award in
Emergency Treework Operations**

Minimum 2, maximum 4 fully uprooted trees within the last 12 months, stems between 450mm and 760mm. Open spreading crowns with branches and/or stem under tension and compression.

Crown may be conifer or broadleaved.

Sections of stem (length/diameter in accordance with site specification): Minimum 4, maximum 12.

Minimum 1 maximum 2 standing tree(s) for assisted felling up to 380mm diameter.

A winch appropriate to the tree size (minimum safe working load 1600kg).

**Lantra Awards Level 3 Award in
Assisted Fell Operations**

Minimum of 2, maximum of 4 trees per candidate of diameter size up to 380mm.

assisted fell operations need to be carried out:

- Rope assisted felling kit.
- Winch assisted felling kit.
- Felling aids e.g. wedges, hammer.

Machine (skidder/forwarder) complaint with relevant industry good practice guidance.

**Lantra Awards Level 3 Award in
Severing Uprooted or Windblown
Trees Using a Chainsaw**

Minimum of 6 interwoven windblown trees with a diameter between 300mm-560mm one of which must be at least 380mm.

Minimum 4 broken trees plus 4 partially windblown trees with a diameter between 380mm-560mm.

The trees must have been windblown within the last 12 months (if not available simulation is acceptable), and include;

- Leaning forward – root plate.
- Leaning backward – root plate

.

Winching equipment capable of at least a 1600kg

**Level 2 Award in Using a Powered
Pole Pruner**

- Powered pole pruner including harness (if appropriate).
- Workshop facility/workbench.
- Appropriate and complete maintenance kit.
- Operator's handbook/manual.

- Site for practical operation. Trees with reasonably horizontal branches at a height appropriate to the machine in use.

Trees may be conifer or broadleaf.

7.5 Quality assurance and certification

7.5.1 Quality assurance of assessment decisions

These qualifications are externally assessed and externally quality assured. This means that Lantra will provide an Assessor to the Provider to assess learners and complete assessment paperwork. Lantra will be responsible for ensuring that Assessors are standardised and will carry out monitoring activity of the Assessor's assessment decisions.

Occasionally as part of Lantra's ongoing quality assurance strategy an EQA may accompany the Assessor to observe the assessment processes followed by the Assessor. The EQA may further be accompanied by either Lantra staff or another EQA, to ensure that the EQA is following the correct processes.

Providers must ensure that Lantra are informed when an assessment is taking place as Lantra reserves the right, as part of its quality assurance of assessment, to observe the invigilation of an assessment to ensure that it meets the requirements for conducting an assessment.

7.5.2 Claiming certification

As part of the assessment documentation which is submitted Providers will need to complete a certificate claim form and submit this to Lantra to process the certificates following quality assurance approval.

Once a learner has completed the assessment requirements and quality assurance has taken place certificates will be issued by Lantra for Providers to distribute to individual learners.

7.5.3 Skills identity card

If the learner requires a skills identity card, they must supply the Provider with one passport style photograph. The Provider must verify that the photograph is of the learner being assessed by signing the back of it. Alternatively, suitable photographs can be taken by the Provider using a digital camera and emailed to qualifications@lantra.co.uk. Please note, a high-resolution image must be used and cannot be cropped or cut out from a larger image.

The submission of the photograph must contain a declaration either on the back or within the email confirming that the image is of the learner; *'I certify that this is a true likeness of*

[learner's full name]. Where a digital image is provided, the email should also include the Provider name, the qualification title, order ID and the date of assessment.

Lantra requires the file name of the photograph to be the learner's name and date of assessment so that it can be easily reconciled with other assessment paperwork e.g. joe_bloggs_010117. Images which do not conform with this convention may result in delays in the card being issued.

7.5.4 Replacement certification and skills ID card

If a learner loses the original certificate or skills ID card Lantra can issue a replacement. The learner will need to provide proof of identity (for example passport or driving licence) and the details of the Provider they were registered with. Lantra will check all claims for replacement certificates against the original certificate claim form. The Provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates and skills ID cards; please contact Lantra for the current fee.

7.6 Enquiries about results and appeals

Lantra has a policy and appeals procedure which can be used under circumstances where a learner or Provider has reason to believe that there has been an error in either the administrative processes leading to an incorrect qualification award or there has been an issue in the assessment of the learner. Fees payable for enquiries about results, will be refunded in full if the enquiry is upheld or if a learner's results are changed as a result of an enquiry.

Appeals can be made following the outcome of an enquiry about results, if the learner/Provider remains unhappy with the outcome or has further grounds to query the decision. Please note that appeals will not be accepted without a paid result enquiry being submitted first.

Providers must ensure that learner consent is obtained prior to an enquiry about a result being submitted. Learners must be informed that assessment outcomes can change both positively and negatively

Please refer to the Provider Handbook for further details.

7.7 Malpractice and maladministration

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome.

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice if found may result in sanctions being

imposed on the Provider, certificates being revoked or even Providers being barred from Lantra membership and reported to Regulatory Authorities.

Maladministration is linked to malpractice and can result in a malpractice investigation being launched. Where the maladministration could impact on the credibility of the assessment taking place or the outcomes achieved. For example, the failure to investigate suspected malpractice when asked to do so by Lantra.

Please refer to the Lantra Malpractice and maladministration policy for further details.

7.8 Recognition of prior learning

Recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.'

It is important that Providers make it clear to learners that the RPL process is associated with how the learner has acquired the knowledge, understanding or skills; it does not mean the learner will be exempt from the assessment.

It is the responsibility of the Assessor to decide if evidence provided by the learner is valid, reliable and current, and also meets the relevant assessment criteria. Where the Assessor decides that the RPL does meet the assessment criteria, this must be clearly signposted in the tracking documentation.

It is recommended Providers refer to Provider Handbook for further information on the implementation of RPL.

7.9 Safeguarding – young people and vulnerable adults

These qualifications can be offered to learners in the 16-19 age group, as well as learners aged 19+. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and for Providers to safeguard learners. Young people under the age of 18, and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision.

For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

7.10 Additional requirements and reasonable adjustments

Providers are expected to make appropriate arrangements, including reasonable adjustments; these are detailed in the Equality and Diversity Policy within the Provider Handbook, to ensure that learners with additional needs can access assessment wherever

possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners.

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria.

A Provider must apply for reasonable adjustments to Lantra using the **reasonable adjustments request form**. Lantra recommends that reasonable adjustment requests are submitted no later than six weeks prior to the assessment taking place, to allow a decision on their suitability to be made before the assessment. However, Lantra recognises that this may not always be possible, and we will do our best to process requests received after this point. Please note that no reasonable adjustment should be implemented without the prior approval of Lantra.

8 What does a Provider need to do?

8.1 Management support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing a person from the senior management team, or a designated Qualification Manager and ensuring they are given the authority to monitor the quality management systems for the programme and to implement any required changes. This role is separate from the required role of IQA.

Management support can be demonstrated by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their role(s) effectively.

8.2 Provider records

Providers are required to retain learner records, which include the details listed below. Providers may already have their own systems which could be used to store records. Provided that the information required is accessible and conforms to the requirements below then no further records may be required to be created. Lantra does not prescribe the format in which records are kept.

Provider records must include:

- data about individual learners, including any reasonable adjustments
- learner registration
- achievement of units
- feedback given to learners by Assessors

All records must be stored securely to avoid being falsified or fraudulent claims made. All assessment records must be retained at the Provider for at least **three years** after the learner has completed the assessment. If the programme is subject to an EQA quality assurance visit/ approval sign off, then the records should be retained for three years after

this date. It is the responsibility of the Provider to ensure that data is cleansed at the appropriate time.

There is no prescribed format for these records and Providers may wish to incorporate them into documentation they already maintain within their own organisation. If the Provider already works to quality management systems such as the SQMS, the ISO9001 series or is required to maintain records for government funded training schemes, that documentation will almost certainly provide an adequate basis for Assessor records.

Providers may also need to adhere to separate requirements, where appropriate, with regard to the retention of records, such as funding applications. Please refer to the specific requirements of the funding agency.

8.3 Support for learners

Learners will need to follow an induction programme when enrolled on the qualification. This should be designed around a particular element or unit of the qualification so that they become familiar with the way the qualification operates.

Many learners, particularly if they are mature adults, will already have pre-existing skills and knowledge. A system will need to be introduced to identify these skills and how evidence from prior achievements can be recorded – see section 7.8 Recognition of prior learning.

Throughout the programme tutors and/or Instructors should aim to provide feedback to learners on how they are progressing through the qualification to ensure that on the day of the assessment they are ready for the requirements of the question paper and the practical assessment. Feedback should be positive, constructive and used for future planning.

Some Providers will have staff working in education support; in others, Assessors may offer this support. It is important each learner has appropriate guidance and is directed towards additional information as required. Guidance on career opportunities may also be appropriate.

Learners with particular characteristics may need additional support from the Provider/Instructor. Refer to Lantra's Equality and Diversity Policy for further information relating to reasonable adjustments/special considerations. Learners with certain protected characteristics should not be discriminated against or prohibited from assessment where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways.

Learners must be informed when they have been registered on a qualification. It is also a regulatory requirement that Lantra are informed if a learner withdraws from the qualification after they have started. Providers must also ensure that learners are informed when they have been withdrawn from a qualification for any reason and retain evidence of this.

Learners will not be recognised by Lantra until they have been registered and Lantra will have no obligation to the learners if there is a problem with them completing the qualification, such as the Provider ceases operations.

If for any reason a Provider is not intending to renew their membership whilst they still have uncertified learners registered on a qualification, regulatory requirements stipulate that learner interest's must be maintained. The Provider may choose to transfer learners to another awarding organisation or the Provider will still be required to complete the assessment of learners with Lantra and pay any fees which are due for quality assurance or certification.

9 Administration and other important information

9.1 Administration process for registration and certification

The Quartzweb user guide contains instructions on how to register learners.

Learners may transfer registration from one unit/qualification to another, provided they are both offered by Lantra. This will incur an administrative fee; if the registration fee is higher for the subsequent qualification, Providers will be invoiced for the difference. No refunds will be made if the registration fee for the subsequent qualification is lower. Learners transferring to a different Provider must re-register with the new Provider. Lantra may need to charge an administration fee to the learner's new Provider.

Learners must be informed when they have been registered onto the qualification.

9.1.1 Registering the learner

Learners **must** be registered for the qualification prior to an assessment taking place. Please refer to the Quartzweb user guide for details on how to register learners.

For each learner the surname/family name, first name, date of birth and post code are mandatory. The date of birth is important to distinguish between learners with the same name. Awarding Organisations are required to provide data to the regulatory bodies about learner characteristics, which is why we ask you to provide details of their gender, ethnic origin and whether they have requested any reasonable adjustments. This is so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications are achieved.

9.1.2 Certificate claims

Certificates can only be claimed for learners who are registered on Quartzweb. All certificate claims are checked against Provider approval records and learner registration records. Certificates will not be issued for learners who are not registered prior to the assessment taking place.

The learner name entered on Quartzweb is how it will appear on the certificate.

9.1.3 Regulatory authorities

Occasionally Ofqual (the Qualification Regulator) may visit Providers and require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. If Providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

9.2 Assessment strategy

For these qualifications, an assessment guidance document is available. Full details of the assessment requirements are contained within. Below is a summary of the assessment strategy which supports these qualifications. The assessment guidance contains details on;

- Methods of assessment
- Types of evidence which may be suitable
- Key safety-critical and technically-critical aspects

Providers and Assessors must ensure that they are familiar with the specifications and the requirements of the qualification.

Given the potentially hazardous nature of the work undertaken by operatives in the forestry and arboricultural sectors, the methodology(s) of assessment which ensures the learner is occupationally competent are determined by legislation and the industry for which the qualifications and relevant associated units have been designed.

Unit and qualification assessment requirements set out the scope of evidence required in terms of equipment, services, statutory regulations and industry standards and systems.

Methods of assessment:

- observation of practical activities
- verbal questioning

Assessment requirements

- for practical observations competence must be demonstrated and evidenced
- the Assessor may decide that further observations are required to ensure that all assessment criteria have been met
- Assessors must be capable of identifying when competence has been demonstrated by the learner based on their own professional judgement
- the evidence is sufficient when the Assessor judges the requirements of the qualification have been met and competence has been demonstrated by the learner
- although there are no formal limits set on the time taken to complete the qualification, or the number of assessment opportunities provided, Providers may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons and taking into account the stated key safety-critical and technically critical aspects of the assessment. It is estimated that the practical assessment take approximately 2 hours, depending on the learner.

Information regarding test regulations is provided in Annex 1 of the Provider Handbook.

Access to assessment;

- learners should not be put forward for an assessment until they are deemed ready to be assessed
- this can be evidenced by conducting an evaluation of the learner's previous training and experience

- this underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements
- key considerations for evaluation of the learner’s previous training and experience include,
 - health and safety considerations
 - knowledge of pesticide legislation and pesticide products.

9.3 Funding

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or the Skills Funding Agency (SFA), or equivalent bodies in Wales and Northern Ireland. The qualification is listed on The Ofqual Register of Regulated Qualifications and the Learning Records Service (LRS). Funding may be available to organisations which meet the requirements of the relevant agency.

In order that the funding may be linked to the learner a Unique Learner Number (ULN) must be provided. The ULN should be entered in the ULN field when registering the learner on Quartzweb. For information on how to obtain ULNs for your learners, please refer to the Learning Records Service guidance.

<https://www.gov.uk/government/publications/lrs-unique-learner-numbers>

9.4 Feedback, compliments and complaints

Lantra recognises that from time to time Providers, learners, Assessors and other personnel may have reason to provide feedback on a process or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement ‘best practice’ across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

Appendix 1 Glossary of terms

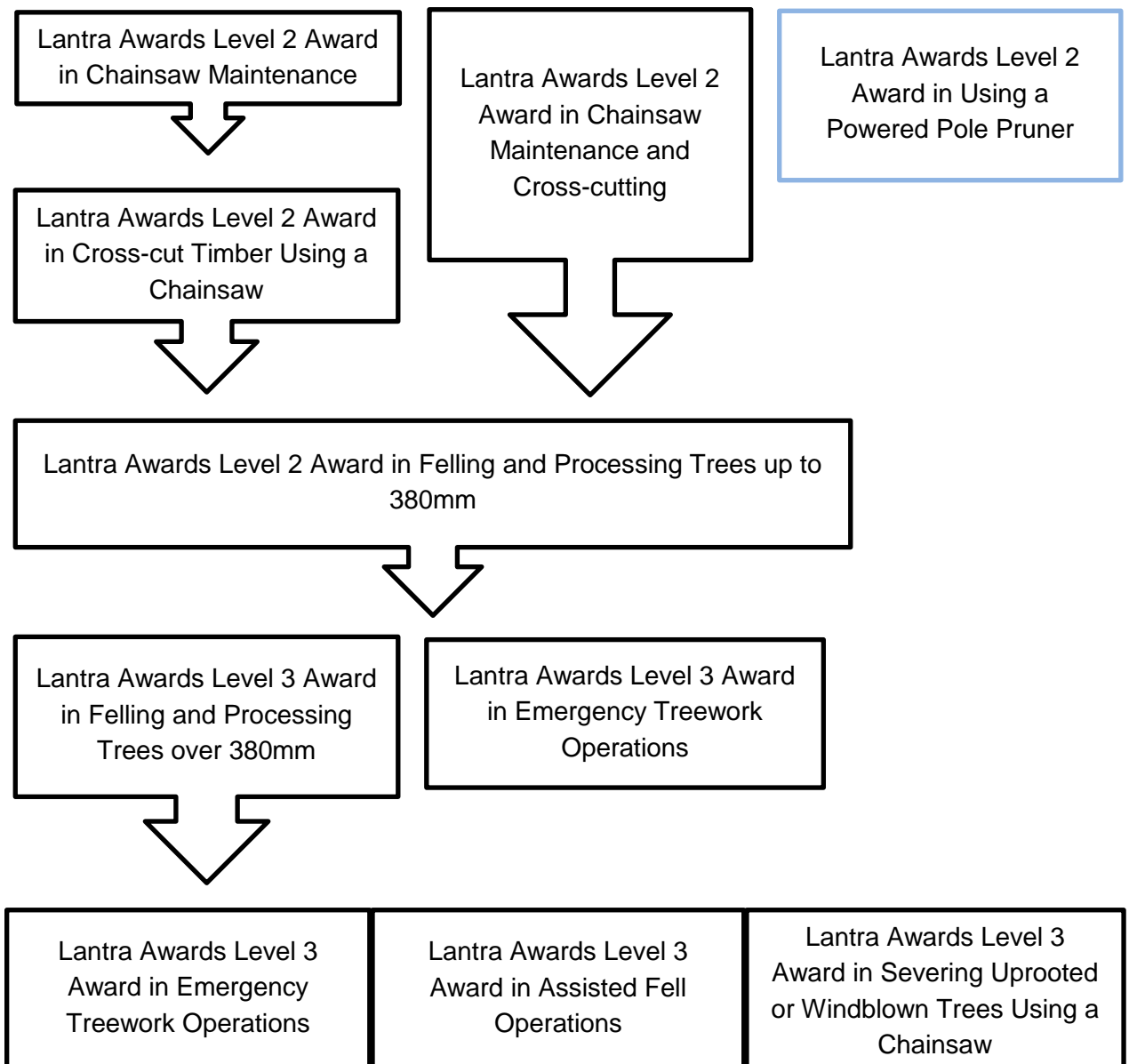
Knowledge	Factual information that can be recalled as required. Individual can (for example) 'identify' and/or 'describe' key information which is relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) 'explain', 'analyse' and/or 'evaluate'.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. Individual can (for example) 'operate', 'use' and/or 'carry out'.
Learning Outcome	How the learner will be changed by the learning/assessment process. That which the learner will, due to learning experiences, newly know, understand or be able to do.
Assessment Criteria	Discreet criteria which holistically deliver on the promised objective of the Qualification and which must all be evidenced to a unified (and/or graded) standard.
Qualification Objective	A succinct summation of the overarching development of the learner in terms of tangible work or further developmental opportunities available as a result of achieving these qualifications.
Qualification Aim	A succinct summation of why these qualifications are of value to the learner (without reference to assessment).
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the learner in different job-roles, industries, contexts and/or personal situations
Assessment Guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Delivery Guidance	Guidance which, without reference to assessment, illustrates opportunities for evidence which might: <ul style="list-style-type: none"> • be naturally generated through the learning process; • offer innovative examples of delivery gathered through centre/learner consultation; • minimise the burden of assessment on centres and learners.
Guided Learning Hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
Total Qualification Time (TQT)	Guided Learning Hours + Directed Study An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which is directed by (but not under immediate guidance or supervision of) an instructor, assessor, supervisor, tutor or teacher.
Arrangements for Reasonable Adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required
Arrangements for Special Consideration	Special consideration might be given to a learner who has temporarily experienced: <ul style="list-style-type: none"> • an illness or injury • some other event outside of the learners' control which has had a material effect on the learner's ability to take an assessment or demonstrate his/her attainment.
Recognition of Prior Learning	A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Appendix 2 Census Ethnic Group Classifications (2011)

Please use the following code(s) to indicate ethnicity when completing the learner registration.

England and Wales		Northern Ireland		Scotland	
01	White: English/Welsh/Scottish/ Northern Irish/British	19	White: White	30	White: Scottish
02	Irish	20	Irish Traveller	31	British
03	Gypsy or Irish Traveller	21	Asian/Asian British: Indian	32	Irish
04	Any other White background	22	Pakistani	33	Any other White background
	Mixed/multiple ethnic groups	23	Bangladeshi	34	Mixed: Any mixed/multiple Ethnic background
05	White and Black Caribbean	24	Chinese		Asian, Asian Scottish or Asian British:
06	White and Black African		Black, Black Irish or Black British:	35	Indian
07	White and Asian	25	Black Caribbean	36	Pakistani
08	Any other Mixed/multiple ethnic background	26	Black African	37	Bangladeshi
	Asian/Asian British:	27	Black other	38	Chinese
09	Indian	28	Mixed: Mixed ethnic group	39	Any other Asian background
10	Pakistani		Other ethnic group:		Black, Black Scottish or Black British:
11	Bangladeshi	29	Any other ethnic group	40	Caribbean
12	Chinese			41	African
13	Any other Asian background			42	Any other Black background
	Black/African/Caribbean/ Black British:			43	Other ethnic group: Any other ethnic group
14	African				
15	Caribbean				
16	Any other Black/African/ Caribbean background				
	Other ethnic group:				
17	Arab				
18	Any other ethnic group				

Appendix 3 Progression routes



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Lantra House, Stoneleigh Park,
Coventry, CV8 2LG

t +44 (0)2476 696996

e sales@lantra.co.uk

w www.lantra.co.uk

Registered no: 2823181

Charity no: 1022991

Scottish charity no: SC039039

VAT no: 585 3815 08



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