

Qualification Specification

Lantra Awards Level 1 Award in Introduction to Safe Working in Arboriculture

Contents

1	Why has this qualification been developed?	3
2	Who is the qualification for?	3
3	What does this qualification cover?.....	4
4	Qualification overview	5
5	Content of qualification.....	7
6	Level descriptors	21
7	How is this qualification delivered?	22
8	What does a provider need to do?	27
9	Administration and other important information.....	29
	Appendix 1 - Glossary of terms	32
	Appendix 2 - Census Ethnic Group Classifications (2011)	34

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1 Why has this qualification been developed?

The Lantra Awards Level 1 Award in Introduction to Safe Working in Arboriculture has been developed in direct response to proposal set out by the Utility Arboriculture Group of the Arboricultural Association.

The Lantra Awards Level 1 Award in Introduction to Safe Working in Arboriculture is nationally recognised and based on National Occupational Standards (NOS). Lantra also offer certification in the safe use of chainsaws and other related arboricultural equipment.

Learners may undertake training from a variety of sources; however, to achieve the qualification they will 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 involved in the planning, delivery and assessment of the Lantra Awards Level 1 Award in Introduction to Safe Working in Arboriculture.

2 Who is the qualification for?

This qualification has been developed for individuals entering the arboricultural industry. The qualification will be suitable for those entering the arboricultural workplace, who need to demonstrate that they have the basic skills and knowledge to work in what is potentially a significantly hazardous industry.

The qualification is designed to enable learners to develop their knowledge, understanding and skills to support their role(s) and develop their career in arboriculture. The qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risks to themselves and others.

This qualification is available for learners aged 16+.

2.1 Prerequisites

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

This qualification has been developed to promote equal opportunities by eliminating any avoidable barriers that have the potential to restrict access or progression.

There are no formal requirements for entry to this qualification.

3 What does this qualification cover?

Learners undertaking this qualification will be able to demonstrate their knowledge of plant identification, health and safety, and customer service.

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

- Identification of common tree and shrub species
- Key legislation and codes of practice relevant to work
- Identification of hazards that may be encountered in the workplace
- The use of personal protective equipment (PPE) in the workplace
- Customer service policies and procedures
- How to communicate with customers and other stakeholders
- Health and safety issues relevant to working on site
- Environmental considerations relevant to working on site.

Following regulatory requirements for qualifications to have a distinct purpose, this qualification is identified and approved with Ofqual to have the following purposes:

- A. Recognise personal growth and engagement in learning
- B. Prepare for further learning or training and/or develop knowledge
- C. Prepare for employment.

3.1 Progression routes

This qualification forms part of a wider Lantra Awards offer. The table below indicates where there are opportunities for learners to progress via accredited training and, where applicable, regulated qualifications.

Training		
Training Title	Entry Code	Purpose
Woodchippers	AGBT001	An assessed training course for those using woodchippers on arboricultural worksites.
Chainsaw Maintenance and Crosscutting	991	This training supports the Level 2 Award in Chainsaw Maintenance and Crosscutting qualification (see below).
Qualifications		
Qualification Title	Entry Code	Purpose
Lantra Awards Level 2 Award in Utility Arboriculture – Basic Electrical Knowledge	603/2048/5	This qualification is the entry point for arborists seeking to work on utility sites in proximity to powerlines.
Lantra Awards level 2 Award in Chainsaw Maintenance and Crosscutting	600/5701/4	This qualification is for all those who will be required to use a chainsaw as a part of their professional work. It is a prerequisite for more advanced qualifications such as those for felling and processing trees and for using a chainsaw in the tree.

4 Qualification overview

Where to look for further details

Qualification title	Lantra Awards Level 1 Award in Introduction to Safe Working in Arboriculture			Ofqual's Register of Regulatory Qualifications http://register.ofqual.gov.uk/
Qualification number	603/2226/3			
Qualification Aim	This qualification aims to establish the learner's preparedness to work in the arboriculture sector of the land-based industries. Whilst having an emphasis on safety, it establishes the basic understanding of customer service and tree knowledge.			
Qualification Purpose	The qualification represents a first step in entering the arboricultural sector and prepares learners for progression onto other, more specialist, qualifications.			
Qualification start date	1 September 2017			
Level	1			
Credits	2			
GLH	12			
TQT	18			
Quartz ID numbers	Unit 10658 – Basic tree and shrub identification Unit 10660 – Induction of tree workers Unit 10662 – Introduction to health, safety and environmental awareness on site Unit 10661 – Responding to customers Programme- 5707 Qualification- 290			
Unit numbers and titles	A/615/9774 – Basic tree and shrub identification H/616/0885 – Induction of tree workers T/616/0888 – Responding to customers A/616/0889 – Introduction to health, safety and environmental awareness on site			Page 6
Qualification Structure	This qualification comprises Four mandatory units Learners must complete ALL of the 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 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	There are no prerequisites for this qualification.	
Recognition of prior learning	Where learners can evidence* completion of any of the qualification units, they will only need to complete those units still requiring completion. *This should be via a copy of certificate from the Awarding Organisation	
Assessment methodology	Multiple-choice questioning.	
Assessment model	This qualification is 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, and 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

This qualification is made up of FOUR mandatory units. Learners must achieve all of the mandatory units, which can be completed in any order.

Unit title	M/O	GLH	Credits
Basic tree and shrub identification	M	3	1
Induction of tree workers	M	3	1
Responding to customers	M	3	1
Introduction to health, safety and environmental awareness on site	M	3	1

Unit/Assessment guidance

Unit title:	Basic tree and shrub identification
Unit level:	1
Unit credit value:	1
Unit reference number:	A/615/9774
Unit aim:	This unit provides the learner with the opportunity to demonstrate their knowledge and ability in the identification of tree and shrub species commonly found in the UK.

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know common differences between broadleaf and coniferous tree species.	1.1. Outline the common differences between broadleaf and coniferous tree species.
2. Be able to identify common broadleaf tree species.	2.1 Identify common broadleaf tree species.
3. Be able to identify common coniferous tree species.	3.1 Identify common coniferous tree species.
4. Be able to identify common shrubs.	4.1 Identify common shrubs.

Learning outcome 1 - Know common differences between broadleaf and coniferous tree species.

Learners should be able to give examples of the common differences between broadleaf trees and coniferous trees, including:

- Leaves (broad leaves or needles)
- Habit (deciduous or evergreen)
- Structure of the flowers and seeds

Learning outcome 2 - Be able to identify common broadleaf tree species.

Learners should be able to correctly identify the range of broadleaf trees listed below, using the common name. It will be necessary to look at the distinctive features of the tree at different times of the year, including the tree profile, bark, buds, leaf type and leaf shape.

Common Name	Botanical Name	Note
Ash	<i>Fraxinus excelsior</i>	
Beech	<i>Fagus sylvatica</i>	
Blackthorn	<i>Punus spinosa</i>	Identification as blackthorn or sloe is acceptable
European Lime	<i>Tilia X europaea</i>	Correct identification of any lime species is acceptable
Hawthorn	<i>Crataegus monogyna</i>	
Hazel	<i>Corylus avellana</i>	
Holly	<i>Ilex aquifolium</i>	
Oak; English	<i>Quercus robur</i>	
Poplar (Hybrid)	<i>Populus canadensis</i>	Correct identification of any poplar species is acceptable
Rowan	<i>Sorbus aucuparia</i>	Identification as rowan or as mountain ash is acceptable
Silver Birch	<i>Betula pendula</i>	
Sycamore	<i>Acer pseudoplatanus</i>	
Willow (Crack)	<i>Salix fragilis</i>	Correct identification of any willow species is acceptable
Learners may use a field guide as necessary		

Learning outcome 3 - Be able to identify common coniferous tree species.

Learners should be able to correctly identify the range of coniferous trees listed below, using the common name. It will be necessary to look at the distinctive features of the tree at different times of the year, including the tree profile, bark, buds and needle type.

Common Name	Botanical Name	Note
Fir (Noble)	<i>Abies procera</i>	
Juniper	<i>Juniperus communis</i>	
Leyland Cypress	<i>XCuprocyparis leylandii</i>	
Larch	<i>Larix decidua</i>	
Pine (Scots)	<i>Pinus sylvestris</i>	Correct identification of any pine species is acceptable
Spruce (Norway)	<i>Picea abies</i>	Correct identification of any spruce species is acceptable
Yew	<i>Taxus baccata</i>	
Learners may use a field guide as necessary		

Learning outcome 4 - Be able to identify common shrubs.

Learners should be able to correctly identify the range of common shrubs trees listed below, using the common name. It will be necessary to look at the distinctive features of the plant at different times of the year, including the leaves, flowers and fruits.

Common Name	Botanical Name	Note
Box	<i>Buxus sempervirens</i>	
Cotoneaster	<i>Cotoneaster dammeri</i>	Correct identification of any Cotoneaster species is acceptable
Dogwood	<i>Cornus alba</i>	Correct identification of any dogwood species is acceptable
Gorse	<i>Ulex europaeus</i>	
Laurel	<i>Prunus laurocerasus</i>	
Rhododendron	<i>Rhododendron ponticum</i>	
Wayfaring tree	<i>Viburnum lantana</i>	
Learners may use a field guide as necessary		

Unit title:	Induction of tree workers.
Unit level:	1
Unit credit value:	1
Unit reference number:	H/616/0885
Unit aim:	The aim of the unit is to establish the level of knowledge and understanding gained by the learner during their staff induction. Learners should be aware of why staff induction is important, and have an understanding of the health and safety obligations of various stakeholders.

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the reasons for inducting staff.	1.1 Outline how induction benefits staff. 1.2 Outline how induction benefits organisations. 1.3 Name the relevant interested parties to the tree work industry. 1.4 Outline how the induction of tree workers benefits these interested parties.
2. Know the key legislation and codes of practice relevant to own work.	2.1 Outline the principle key legislation and codes of practice relevant to the role of an arborist. 2.2 Identify the principle legal obligations of employees. 2.3 Identify the principle health and safety obligations of employers.
3. Be able to identify the hazards that may be encountered in the workplace.	3.1 Identify common hazards that may be encountered in the workplace.
4. Know the range of policies and procedures relating to hazards in the workplace.	4.1 Identify policies and procedures relating to hazards in the workplace.
5. Be able to identify personal protective equipment (PPE) to use in the workplace.	5.1 Identify personal protective equipment (PPE) to use in the workplace.
6. Understand the use of personal protective equipment (PPE) in the workplace.	6.1 Outline how items of PPE should be maintained and stored. 6.2 Outline the limitations of using PPE.

Learning outcome 1 - Understand the reasons for inducting staff.

The learner should know the importance of an induction in relation to the benefits for the employee, the employer and the wider stakeholders within the industry, such as:

To the employee	To the employer	To the interested parties
Proper induction ensures that employees are fully aware of:	Proper induction ensures that:	Induction ensures that new staff members are aware of:
Health and safety rules	The organisation meets its legal obligations	The different relationships with various stakeholders
Working practices	New staff members are aware of their health and safety obligations	How to interact appropriately with different stakeholders
Terms and conditions of employment	New staff members understand job and organisational requirements	The information available from trade bodies
Organisational policies and procedures		
Customer care responsibilities		

Learners must be aware that the 'interested parties' within the industry are usually referred to as the 'stakeholders', and be able to name a range of stakeholders that are important to the arboricultural industry. These should include those that are sector specific as well as those of more general importance, for example:

- The general public
- Local authorities
- Trade bodies
- Utility organisations
- Utility regulators
- Utility users.

Learning outcome 2 - Know the key legislation and codes of practice relevant to own work.

Learners should have an awareness of the main legislation and codes of practice relating to their work. This will include:

Legislation and regulations such as:

- Health & Safety at Work Act
- Provision and Use of Work Equipment Regulations (PUWER)
- Control of Substances Hazardous to Health Regulations (CoSHH)
- Lifting Operations and Lifting Equipment Regulations (LOLER).

Codes of practice such as:

- Approved Code of Practice for Provision and Use of Work Equipment Regulations (PUWER)
- Industry Code of Practice for - Tree Work at Height.

- ENA Engineering Recommendation G55 - 'Safe Tree Working in Proximity to Overhead Electric Lines.'

Industry guidance such as:

- FISA/AFAG Safety Guides.

Learners should be aware of the legal obligations placed on employees and employers, such as:

Employees	Employers
working in a safe manner	protection from harm
appropriate behaviour in the workplace	implementing appropriate policies and procedures
reporting hazards	provision of training
undertaking tasks and using equipment only when trained and authorised to do so	Provision of personal protective equipment (PPE)
	provision of suitable tools and equipment
	Insurance

Learning outcome 3 - Be able to identify the hazards that may be encountered in the workplace.

Learners should be aware of the hazards that they are likely to encounter in the workplace. This may relate to such things as:

- Other people (including staff and the public)
- Tools and equipment
- Materials
- The infrastructure they are working alongside

Learning outcome 4 - Know the range of policies and procedures relating to hazards in the workplace.

Learners should be aware of the workplace policies and procedures, and be able to cite relevant examples, such as:

- Health and safety
- Fire policy
- Manual handling
- Hazardous substances.

Learning outcome 5 - Be able to identify personal protective equipment (PPE) to use in the workplace.

Learners should be aware of the range of personal protective equipment commonly used in their workplace, such as:

- Combination helmet
- Hi-vis jacket
- Chainsaw boots

- Chainsaw trousers.
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In each case, learners should be aware of the need for the equipment to the appropriate specifications, including CE marking and, where applicable, for it to be within date (as with safety helmets).

Learning outcome 6 - Understand the use of personal protective equipment (PPE) in the workplace.

For the PPE included in their induction, learners should be able to state how it should be used, maintained and stored.

Items of PPE	Consideration	Use	Storage
Safety helmet	<ul style="list-style-type: none"> • Check for CE/EN mark • Check for date 	<ul style="list-style-type: none"> • Correctly adjusted • Never worn backwards • Should be discarded if it has been struck 	<ul style="list-style-type: none"> • Stored out of direct sunlight • Kept clean
Combination helmet	<ul style="list-style-type: none"> • Check for CE/EN mark. • All elements of helmet must comply • Check for date 	<ul style="list-style-type: none"> • Correctly adjusted • Should be discarded if it has been struck 	<ul style="list-style-type: none"> • Stored out of direct sunlight • Kept clean and away from potential contamination
Hi-vis jacket	<ul style="list-style-type: none"> • Hi-vis clothing (jackets and vests) compliant with BS EN 471 is required when personnel are working in hazardous positions where they cannot be seen, e.g. adjacent to a highway, open to traffic 	<ul style="list-style-type: none"> • It is essential that this clothing is kept clean if it is to be effective. Badly soiled garments should be replaced 	<ul style="list-style-type: none"> • The storage facility should protect the clothing from contamination, loss, damage or damp, e.g. hanging on clothes pegs
Chainsaw trousers	<ul style="list-style-type: none"> • Type A or type C • Chainsaw trousers should bear the chainsaw logo (see below) and show the chain speed to which they have been tested 	<ul style="list-style-type: none"> • Type A trousers protect only the front of the legs, and are worn by chainsaw users working on the ground • Type C trousers give all-round the leg protection and 	<ul style="list-style-type: none"> • The storage facility should protect the trousers from contamination, loss, damage or damp, e.g. hanging on clothes pegs or put in clean

		are mostly worn by arborists, to provide all round chainsaw protection when climbing and operating the saw in awkward positions	cupboards or lockers
Chainsaw boots	<ul style="list-style-type: none"> Chainsaw boots should bear the chainsaw logo (see below) and show the chain speed to which they have been tested 		<ul style="list-style-type: none"> Kept clean and away from potential contamination, loss, damage or damp

Learners should understand the limitations relating to the use of PPE, such as:

- It is not a substitute for good working practices
- It should only be considered when no other form of control is deemed effective
- It is dependent on the conformance of the user
- It may lead to complacency towards hazards.



Class 1 20 M/S

**The items marked with an asterisk should bear the chainsaw logo (see above) and show the chain speed to which they have been tested.*

Items such as chainsaw trousers, boots and gloves should bear the chainsaw logo (see left) and show the chain speed to which they have been tested.

Unit title:	Responding to customers.
Unit level:	2
Unit credit value:	1
Unit reference number:	T/616/0888
Unit aim:	The aim of this unit is to provide the learner with the knowledge and skills required to communicate with customers.

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand customer service policies and procedures.	1.1 Describe customer service policies and procedures. 1.2 Describe the limits of authority of junior staff in relation to organisational policies and procedures 1.3 Describe the procedures when referring customer service issues to someone in authority. 1.4 Describe how to protect information relating to customers.
2. Be able to comply with customer service policies and procedures.	2.1 Comply with customer service practices and procedures.
3. Understand how to communicate with customers and other stakeholders.	3.1 Describe the use of different methods to communicate with customers. 3.2 Describe how to communicate clearly.
4. Be able to communicate effectively with customers and other stakeholders.	4.1 Respond to customer's questions and requests. 4.2 Outline to customers why expectations cannot be met.

Learning outcome 1 - Understand customer service policies and procedures.

Learners must understand that all organisations have policies and procedures that relate to customer service, even if, particularly in small businesses, these can be more informal in nature rather than being a written document.

These policies and procedures may include:

- Staff dress code/personal appearance policy
- Performance targets, such as responding to enquiries within a set time
- Rules of conduct
- Mission statement
- Customer charter
- Complaints policy

- Data protection policy
- Service level agreements.

There will be some customer enquiries and requests that the learner can deal with directly, and others that need to be referred to other staff members. The learner should be able to state what limits are placed on their responsibility to deal with customer service issues, such as:

- Referring problems to experienced colleagues
- Areas requiring specialist knowledge
- Health and safety issues
- Complaints.

And be able to describe the organisational procedures when referring customer service issues to the appropriate staff member, for example:

- Referring areas requiring specialist knowledge to technical experts or more experienced colleagues
- Referring health and safety issues to supervisors
- Referring complaints to supervisors or managers.

Learners should be aware of responsibilities in relation to the protection of customers' information. This will include the security of any personal information for individuals as well as for financial details and commercially sensitive information. In addition to any organisational policies and procedures, the learner should be aware of their responsibilities under data protection legislation.

Learning outcome 2 - Be able to comply with the organisation's customer service policies and procedures.

The learner should understand that as an employee they are an ambassador for their employer and that their appearance and actions can directly affect the organisation's business. This extends to the wearing of uniforms, and even to the volume (and use of foul language) when they are speaking.

Simple actions can have a positive or negative effect on how customers view the work carried out; for example, when undertaking work at a customer's address, ensuring that doors and gates are kept closed, that the worksite is maintained as reasonably tidy throughout the work operations, and that the site is left tidy at the end of each day, as well as the end of the job, are all ways to give a positive impression.

If working for larger employers, these types of activities may be captured in the organisational policies, mission statement, customer charter and complaints procedures. When working with small businesses that are undertaking sub-contracting work for a larger company, it will be necessary to be aware of any organisational policies of the main contractor company.

Learning outcome 3 - Understand how to communicate with customers and other stakeholders.

The learner should be aware of the different ways in which a business communicates directly with its customers such as

- Verbally through meetings and, more frequently, by telephone
- In writing through emails and letters.

They should understand that, for verbal communication to be effective, it is necessary to select words and terms that the customer will understand. This is particularly important where businesses tend to routinely use a lot of technical terminology or acronyms; in such instances, questioning can be used to check understanding. The learner should also be aware of the value of summarising what has been said, especially where actions have been agreed.

Learners must be aware of the importance of the tone of voice when speaking to customers, and the significance of positive and negative body language in effective communication.

Learning outcome 4 - Be able to communicate effectively with customers and other stakeholders.

Learners should know how to respond appropriately to customers' questions and requests. They should be aware that in dealing with customer enquiries they should:

- Check key points from customer enquiries, and clarify anything they are unclear about
- Identify appropriate sources of information. This may be from other staff, supervisors, written guidance, etc.
- Select a suitable method of communication; this could mean confirming a conversation in a letter or email, particularly when the enquiry is complex and/or evidence of a response is required
- Give customers suitable and correct information
- Check customers' understanding
- Check that customers' expectations have been met
- Identify key information to convey to colleagues
- Convey information to appropriate personnel in a suitable manner.

It will not always be possible to meet the customers' expectations and, in such cases, the learner should understand the need to give a clear explanation of why it has not been possible for this to happen.

Unit title:	Introduction to health, safety and environmental awareness on site.
Unit level:	1
Unit credit value:	1
Unit reference number:	A/616/0889
Unit aim:	The aim of this unit is to provide the learner with the opportunity to demonstrate their knowledge and understanding of the health and safety requirements within the working environment.

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the basic information needed for working on site.	1.1 State the roles and responsibilities of a site supervisor. 1.2 State the roles and responsibilities of a site operative. 1.3 State the purpose of a risk assessment. 1.4 State the purpose and limitations of PPE. 1.5 State the actions to be taken in an emergency in the workplace. 1.6 Identify the emergency equipment required on site.
2. Understand health and safety issues relevant to working on site.	2.1 Outline how personnel could be harmed on site. 2.2 Outline how to reduce the potential for harm on site. 2.3 Outline how health and safety guidelines affect work on site.
3. Understand environmental considerations relevant to working on site.	3.1 Outline how environmental legislation and good practice affect work on site. 3.2 Outline ways in which the environment can be damaged or harmed. 3.3 Outline the actions to take to minimise environmental damage. 3.4 Outline what is meant by biosecurity.

Learning outcome 1 - Know the basic information needed for working on site.

The learner should be able to outline the roles and responsibilities of the supervisor and operative, for site safety, such as:

Supervisor	Operative
Has overall responsibility for all people on site.	Understands who their supervisor is, as well as the chain of authority.
Informs personnel of site-specific information, such as emergency procedures, risk assessment and environmental procedures.	Knows site-specific information, such as emergency procedures, risk assessment and environmental procedures.
Informs personnel of the location of the first aid kit and the designated first-aider(s).	Asks employees whether there is anything of which they are unsure.
Monitors and manages safety on site.	Ensures that they only do what they are told and trained to do.
	Knows the location of the first aid kit and named first-aider(s).

The learner must understand that the purpose of the risk assessment is to:

- Identify things **which** can cause harm
- Identify risks
- Identify the actions (control measures) required to minimise risk to self and others
- Ensure all relevant parties are made aware of the issues.

One outcome from the risk assessment may be to identify the PPE required for the tasks being undertaken. The prime purpose of PPE is to keep people safe from harm but should only be used when all other measures are inadequate to control exposure to risk. It should be identified that there are a number of limitations to using PPE, such as:

- If it fails, PPE offers no protection at all (as per HSE definition)
- Can lead to overconfidence.

Learners should be aware of the appropriate actions to take in case of an emergency, such as:

- Stop work
- Follow the emergency procedures
- Inform supervisor/first-aiders
- Ensure that they do not endanger themselves or other people.

Learners should also be able to give examples of emergency equipment that is required on site, such as,

- Telephone (with signal)
- First aid kit
- Fire extinguisher
- Spill kit.

Learning outcome 2 - Understand health and safety issues relevant to working on site.

The learner should be able to identify site conditions that can cause harm to people, such as:

Site Hazard	Damage Caused
Uneven surfaces	Slips, trips and falls
Existing vegetation	Splinters and thorns – leading to allergic reactions
Infrastructure, such as cables, pipes, drains, etc.	Cables – electrocution Pipes/drains – contamination

The learner should be able to identify 'by-products' resulting from work activities that can cause harm to people, such as:

Work Product	Damage Caused
Noise	Tinnitus
Debris	Slips, trips and falls
Dust	Asthma
Vibration	Vibration white finger (VWF) and carpal tunnel syndrome (CTS)
Vehicles, machinery and tools	Danger of collision with vehicles moving on site Children gaining access to tools and machinery

Learning outcome 3 - Understand environmental considerations relevant to working on site.

The learner should be aware that work on site must comply with the relevant environmental legislation and industry good practice. This includes being aware that work activities might affect protected species, such as bats as well as certain species of birds and plants.

They should understand the need to inspect trees and sites prior to commencing work to ascertain the likelihood of protected species being present, as well as the importance of timing of work activities to minimise disturbance, e.g. to refrain from trimming hedges between March and October so as not to disturb nesting birds.

Learners should also be aware that, in some circumstances, specific permission to work is required, such as where protected species of animals or plants have been identified on a site, and where the tree is protected under a tree preservation order or within a conservation area.

Learners must be able to outline ways in which the environment can be damaged or harmed and be able to suggest the actions that can be taken to minimise environmental damage.

Examples might include:

Situation	Risk	Control
Landscape	<ul style="list-style-type: none"> Contamination from fuel/oil/pesticide, etc, destruction, damage and disturbance of habitats, changes in use and amenity value 	<ul style="list-style-type: none"> Spillage kit Good work-planning with access to clear site plans

		<ul style="list-style-type: none"> • Protection of specific areas of the worksite/ restriction of access • Maintaining a tidy worksite
Watercourse	<ul style="list-style-type: none"> • Pollution • Blockages 	<ul style="list-style-type: none"> • Spillage kit • Protection of specific areas of the worksite/ restriction of access • Maintaining a tidy worksite
Vegetation	<ul style="list-style-type: none"> • Introduction of pests and diseases • Fire • Loss of significant vegetation 	<ul style="list-style-type: none"> • Biosecurity measures: <ul style="list-style-type: none"> ○ Cleaning vehicles and equipment between sites • Fire extinguisher • Protection of specific areas of the worksite/ restriction of access

Learners should be aware that an environmental assessment for the specific worksite, identifying risks and recommending control measures to mitigate the potential for damage, is a part of good work-planning.

Learners must have an understanding that biosecurity consists of measures and precautions that aim to prevent the introduction and spread of harmful organisms (e.g. pests, pathogens and invasive species), and should be able to give examples of biocontrol measures, such as cleaning vehicles, machinery and equipment, and not transferring plants or plant material between worksites.

6 Level descriptors

This qualification has been accredited at Level 1. This means that, upon achieving the qualification, it can be reasonably assumed that the learner possesses skills or knowledge appropriate to the following descriptors:

Level	Knowledge descriptor (the learner...)	Skills descriptor (the learner can)
1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.

7 How is this qualification delivered?

In order to deliver this qualification, you will need to be a Lantra-approved provider. Details on how to become an approved provider are available through our sales team, who can be contacted at 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's qualifications, as we are required to ensure that we have a quality assurance strategy in place and it also ensures that you receive the support you 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 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 be required to undertake a multiple-choice assessment paper, which will be supplied by Lantra, this must be taken as per Lantra's guidance, with the assessment paper returned to Lantra for marking.

7.1 Delivery in the UK

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates all qualifications in England, and has accredited this qualification based on the Regulated Qualifications Framework (RQF). It has been accredited with the following Qualification Accreditation Number (QAN) 603/2226/3

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, when 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 this qualification that period will stand as 6 months.

7.2 Who can deliver this qualification?

Only approved Lantra providers can deliver this qualification. For information on becoming approved, please contact our sales team via sales@lantra.co.uk or call on 024 7669 6996.

7.3 Key safety critical and technically critical aspects

The assessment for the Lantra Awards Level 1 Award in Introduction to Safe Working in Arboriculture is by multiple-choice examination. Therefore, learners will not be involved in any practical assessment involving safety critical and technically critical aspects.

Instructors may, however, wish to place emphasis on ensuring the learner’s understanding of the requirements of the unit ‘Introduction to health, safety and environmental awareness on site’, particularly the section detailed below, as it pertains to safety on worksites.

Introduction to health, safety and environmental awareness on site	
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the basic information needed for working on site.	1.1 State the roles and responsibilities of a site supervisor. 1.2 State the roles and responsibilities of a site operative. 1.3 State the purpose of a risk assessment. 1.4 State the purpose and limitations of PPE. 1.5 State the actions to be taken in an emergency in the workplace. 1.6 Identify the emergency equipment required on site.
2. Understand health and safety issues relevant to working on site.	2.1 Outline how personnel could be harmed on site. 2.2 Outline how to reduce the potential for harm on site. 2.3 Outline how health and safety guidelines affect work on site.

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

Providers will need to be able to ensure suitable venue and invigilation for the delivery of the multiple-choice examination. The venue should be a quiet room where learners will not be disturbed or distracted whilst completing the assessment.

Where the assessment is being completed as a paper-based examination, the papers will be issued by Lantra and available on the day of the assessment.

The provider will need to ensure that there is a competent person to issue the assessment papers to learners, invigilate the assessment and then collect the papers for return to Lantra.

Quality assurance and certification

7.4.1 Quality assurance of assessment decisions

This qualification is assessed using a multiple-choice assessment paper. The assessment paper is issued by Lantra and marked by Lantra. Providers must return the signed and dated attendance register, the assessment paper and the learner achievement record (LAR). Quality assurance is carried out of the marking process to ensure that learners receive a validated outcome.

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.

7.4.2 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.

Certificates will be issued once assessment papers have been quality assured, where learners have achieved the necessary mark. This is an automated process and no certificate claim form is required.

7.4.3 Replacement certification

If a learner loses the original certificate, Lantra can issue a replacement. The learner will need to provide proof of identity (for example, a 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; please contact Lantra for the current fee.

7.5 Enquiries about results and appeals

Lantra has an enquiries about results 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.

7.6 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.

7.7 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 that providers refer to the Provider Handbook for further information on the implementation of RPL.

7.8 Safeguarding – young people and vulnerable adults

This qualification 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.

7.9 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
- Assessment and action plans
- Learner registration

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 is already familiar with 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 that 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 does not intend to renew their membership whilst they still have uncertified learners registered on a qualification, regulatory requirements stipulate that learners’ interests 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 that 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 is 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 (unless DCS is in place). 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

This qualification is assessed by a multiple-choice assessment paper. This may be delivered using our online assessment option, or by traditional paper-based assessment. Each question shows four possible answers (lettered 'A', 'B', 'C', 'D'). Learners must select one answer per question. Instructions on how to amend answers are contained in the assessment paper instructions.

All questions have one correct answer and the assessment paper will ensure that each learning outcome of the unit is assessed, thus allowing learners to achieve all the learning outcomes of the unit.

The number of questions in the assessment paper is 37. The length of time permitted to complete the assessment paper is one hour.

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 that 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 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. Individuals can (for example) 'identify' and/or 'describe' key information that 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.
Breadth (Exemplification)	Presents the provider with exemplar teaching content, which helps define the minimum required breadth of learning. Guides but does not prescribe; learning should always be broader than any potential assessment.
Depth (Amplification)	Presents the provider with required minimum teaching content and defines the depth of understanding required for the level and objective of the qualification.
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 this qualification.
Qualification Aim	A succinct summation of why this qualification is of value to the learner (without reference to the assessment).
Transferable	Knowledge, understanding or skills that 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 that, without reference to the 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 learner's control. Such an event 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.
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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
05	Mixed/multiple ethnic groups	23	Bangladeshi	34	Mixed: Any mixed/multiple Ethnic background
06	White and Black Caribbean	24	Chinese		Asian, Asian Scottish or Asian British:
07	White and Black African		Black, Black Irish or Black British:	35	Indian
08	White and Asian	25	Black Caribbean	36	Pakistani
09	Any other Mixed/multiple ethnic background	26	Black African	37	Bangladeshi
	Asian/Asian British:	27	Black other	38	Chinese
10	Indian	28	Mixed: Mixed ethnic group	39	Any other Asian background
11	Pakistani		Other ethnic group:		Black, Black Scottish or Black British:
12	Bangladeshi	29	Any other ethnic group	40	Caribbean
13	Chinese			41	African
	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				
17	Other ethnic group: Arab				
18	Any other ethnic group				

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