

# **Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation**

## **Specification**

Competence-based qualification

For first registrations 1 May 2010

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Edexcel Level 2 Diploma in Work-based Environmental Conservation (QCF)

The QN remains the same.

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*All information in this specification is correct at time of going to publication.*

ISBN 9781446953792

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## Summary of Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation specification Issue 3 changes

| Summary of changes made between previous Issue 2 and this current Issue 3                             | Page/section number |
|---|---------------------|
| All references to QCF have been removed throughout the specification                                  | Throughout          |
| Definition of TQT added   | 2                   |
| Definition of sizes of qualifications aligned to TQT  | 2                   |
| TQT value added   | 6                   |
| GLH range removed and replaced with lowest GLH value for the shortest route through the qualification | 6                   |
| QCF references removed from unit titles and unit levels in all units                                  | 26-568              |
| Guided learning definition updated  | 22                  |

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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# Why choose Pearson?

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At Pearson, we want to make sure that when you are delivering our qualifications, you have all the support and guidance you need to maximise your learners' achievement rates and improve your operational efficiencies.

## **Inside this specification you will find:**

- units written by experts in the sector so you can be assured that it is appropriate for your organisation and will make it easier for you to deliver this qualification to your learners
- a clear and explicit qualification structure which explains which units the learner can choose to achieve the qualification
- an outline of the benefits to the employer and the learner as a result of taking this qualification
- the progression opportunities available to your learners after they have taken this qualification
- clear and comprehensive guidance on the types of evidence required to achieve this qualification and how to record the evidence
- a list of publications and resources that you may be interested in to support you with the delivery of this qualification
- plus much more!

**We look forward to working with you to maximise the achievement of your learners.**

# Introducing Pearson NVQ/Competence-based qualifications

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## What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

## Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification. Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation

| <b>Qualification title</b>   | <b>Qualification Number (QN)</b> | <b>Accreditation start date</b> |
|--|----------------------------------|---------------------------------|
| Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation | 500/8989/4                       | 01/05/2010                      |

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Key Features of the Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation

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This qualification:

- is nationally recognised
- is based on the Lantra National Occupational Standards (NOS). The NOS, assessment/strategy and qualification structure are owned by Lantra
- has been developed in collaboration with Lantra, the Sector Skills Council.

## What is the purpose of this qualification?

This qualification has been designed for those working in environmental conservation. To achieve the qualification learners must complete mandatory units which cover monitoring and maintaining health and safety; developing personal performance and maintain working relationships. Learners must follow one of three optional routes which cover Environmental Conservation; Access and Recreation and Rivers, Coasts and Waterways. Learners must complete optional units to achieve their chosen route.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

## What are the potential job roles for those working towards this qualification?

This qualification is for people who work in a range of environmental and land-based industries. Job roles include:

- conservation officer (industry policy and legislation requirements, habitat/wildlife management, identification skills, supervision)
- volunteer (estate management, wildlife monitoring)
- countryside warden/ranger
- parks officer
- environmental officer
- recycling officer
- waterways officer.

## **What progression opportunities are available to learners who achieve this qualification?**

Progression from this Diploma can be to other relevant Level 2 and/or Level 3 qualifications, for example:

- Pearson Edexcel BTEC Level 2 in Countryside and Environment
- Pearson Edexcel Level 3 Diploma in Work-based Environmental Conservation
- Pearson Edexcel BTEC Level 3 in Countryside Management
- Pearson Edexcel BTEC Level 3 in Forestry and Arboriculture.

More detailed information is available in *Annexe A*.

## **How is this qualification graded and assessed?**

The overall grade for this qualification is a 'pass'. To gain a 'pass' the learner must achieve all the required units within the specified qualification structure.

Learners must provide evidence of their competence for each learning outcome. This evidence can be provided through products of learners' work, observations, witness statements, simulation (where approved by the SSC), question and answers, expert witness statements etc.

Further information on the assessment methodology for this qualification is given in the section entitled 'What are the assessment requirements for this qualification?'

# What is the qualification structure for the Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation?

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Individual units, detailing the credit value and unit level, can be found in the Unit section.

The Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation is a 37-credit and 342 guided learning hours (GLH) qualification.

The Total Qualification Time (TQT) for this qualification is 370.

There are three pathways which learners can follow in order to achieve the Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation.

All learners must achieve all 7 credits from Group A.

All learners must also follow one of three optional pathways:

Pathway 1 Environmental Conservation, learners must achieve all 10 credits from C1, a minimum of 3 credits from C2, a minimum of 10 credits from C3 and 7 credits from C2 and/or C3.

Pathway 2 Access and Recreation, learners must achieve all 7 credits from D1, a minimum of 3 credits from D2, a minimum of 10 credits from D3 and 10 credits from D2 and/or D3.

Pathway 3 Rivers, Coasts and Waterways, learners must achieve all 3 credits from E1, a minimum of 7 credits from E2, a minimum of 10 credits from E3 and a minimum of 10 credits from either E2 or E3.

## Group A – Core mandatory units

- Unit 1 - Establish and maintain effective working relationships with others
- Unit 2 - Maintain and develop personal performance
- Unit 3 - Monitoring and maintaining health and safety

## Group B – Environmental Conservation pathway

### Group C1 – Mandatory units

- Unit 4 - Communicate with the public and others
- Unit 5 - Maintain environmental good practice at work
- Unit 6 - Promote responsible public use of the environment

### Group C2 – Optional units

### Group Ca

- Unit 7 - Collect, sort and process materials for recycling
- Unit 8 - Control vertebrate pest populations using chemical means
- Unit 9 - Control vertebrate pests and predators by shooting
- Unit 10 - Control vertebrate pests and predators using traps

- Unit 11 - Deal with accidents and emergencies involving children and young people during environmental activities
- Unit 12 - Deliver and evaluate interpretive entertainment and educational activities
- Unit 13 - Encourage involvement in recycling
- Unit 14 - Establishing plants or seeds in soil
- Unit 15 - Implement environmental good practice at work
- Unit 16 - Installing drainage systems
- Unit 17 - Involve people in community recycling
- Unit 18 - Maintain drainage systems
- Unit 19 - Maintain equipment and machines
- Unit 20 - Maintaining plants outdoors
- Unit 21 - Monitor and report on environmental conditions
- Unit 22 - Operate work boats
- Unit 23 - Plan, deliver and evaluate environmental projects
- Unit 24 - Prepare and maintain the operational condition of work boats
- Unit 25 - Prepare interpretive entertainment and educational activities
- Unit 26 - Prepare, conduct and report on field surveys
- Unit 27 - Prepare, produce and evaluate interpretive media
- Unit 28 - Preparing ground for seeding and planting
- Unit 29 - Produce management plans for environmental sites
- Unit 30 - Remove unwanted plant growth to maintain development
- Unit 31 - Research and plan environmental interpretations
- Unit 32 - Work with and consult the local community
- Unit 33 - Work with children and young people during environmental activities
- Unit 34 - Work within local coastal environments
- Unit 99 - Interpret surveys and report on findings
- Unit 119 - Chainsaw maintenance
- Unit 120 - Cross-cut and stack small diameter timber using a chainsaw

### **Group Cb – Field survey**

- Unit 35 - Conduct and report on a field survey for access networks
- Unit 36 - Conduct and report on a field survey for animals
- Unit 37 - Conduct and report on a field survey for habitat types
- Unit 38 - Conduct and report on a field survey for people
- Unit 39 - Conduct and report on a field survey for physical features
- Unit 40 - Conduct and report on a field survey for plants
- Unit 41 - Prepare to undertake and report on a field survey

## **Group C3 – Optional units**

### **Group Cc**

- Unit 42 - Co-ordinate and oversee habitat management work
- Unit 45 - Encourage and motivate volunteers
- Unit 46 - Identify the need for, and plan, habitat management work
- Unit 47 - Load and unload physical resources within the work area
- Unit 48 - Maintain and repair site furniture and structures
- Unit 49 - Manage the work of volunteers
- Unit 50 - Monitor and evaluate the construction and maintenance of structures and surfaces
- Unit 51 - Monitor and evaluate the effectiveness of habitat management work
- Unit 52 - Monitor and evaluate the effectiveness of promoting the characteristics and values of the organisation
- Unit 53 - Plan the construction and maintenance of structures and surfaces
- Unit 54 - Prepare and apply pesticides
- Unit 55 - Prepare and operate power tools and attachments when working in the environmental and land-based industries
- Unit 56 - Prepare sites to create habitats
- Unit 57 - Present and promote the characteristics and values of the organisation
- Unit 58 - Site and install site furniture and structures
- Unit 59 - Transport physical resources within the work area
- Unit 60 - Prepare and operate a power vehicle (excluding tractors)
- Unit 19 - Maintain equipment and machines
- Unit 43 - Construct, maintain and repair post and wire fence boundaries
- Unit 44 - Construct, maintain and repair stiles
- Unit 99 - Interpret surveys and report on findings
- Unit 121 - Deliver reliable customer service
- Unit 122 - Give customers a positive impression of yourself and your organisation

### **Group Cd – Boundaries**

- Unit 61 - Construct, maintain and repair access gates
- Unit 62 - Construct, maintain and repair banks
- Unit 63 - Construct, maintain and repair post and rail boundaries
- Unit 64 - Construct, maintain and repair stone wall boundaries

## **Group Ce – Surfaces**

- Unit 65 - Construct, maintain and repair aggregate paths
- Unit 66 - Construct, maintain and repair bark paths
- Unit 67 - Construct, maintain and repair boardwalks
- Unit 68 - Construct, maintain and repair flag paths
- Unit 69 - Construct, maintain and repair reinforced paths
- Unit 70 - Construct, maintain and repair stone pitched paths

## **Group Cf – Crossings**

- Unit 71 - Construct, maintain and repair fords
- Unit 72 - Construct, maintain and repair signs/way markers
- Unit 73 - Construct, maintain and repair simple bridges
- Unit 74 - Construct, maintain and repair steps

## **Group Cg – Vegetation**

- Unit 75 - Establish and protect coastal vegetation
- Unit 76 - Establish and protect grassland vegetation
- Unit 77 - Establish and protect heathland vegetation
- Unit 78 - Establish and protect hedgerows/farmland vegetation
- Unit 79 - Establish and protect moorland vegetation
- Unit 80 - Establish and protect wetland vegetation
- Unit 81 - Establish and protect woodland vegetation

## **Group Ch – Habitat management**

- Unit 82 - Carry out habitat management
- Unit 83 - Carry out habitat management work to maintain suitable coastal site conditions
- Unit 84 - Carry out habitat management work to maintain suitable site conditions for grassland
- Unit 85 - Carry out habitat management work to maintain suitable site conditions for heathland
- Unit 86 - Carry out habitat management work to maintain suitable site conditions for hedgerows/farmland
- Unit 87 - Carry out habitat management work to maintain suitable site conditions for moorland
- Unit 88 - Carry out habitat management work to maintain suitable site conditions for wetland
- Unit 89 - Carry out habitat management work to maintain suitable site conditions for woodlands

## **Group Ci – Vegetation management**

- Unit 90 - Manage vegetation by coppicing
- Unit 91 - Manage vegetation by cutting/mowing
- Unit 92 - Manage vegetation by felling
- Unit 93 - Manage vegetation by hedge maintenance
- Unit 94 - Manage vegetation by mulching
- Unit 95 - Manage vegetation by pruning
- Unit 96 - Manage vegetation by spraying
- Unit 97 - Manage vegetation by thinning
- Unit 98 - Manage vegetation by uprooting

## **Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation - Access and Recreation pathway**

### **Group D**

#### **Group D1 – Mandatory units**

- Unit 4 - Communicate with the public and others
- Unit 6 - Promote responsible public use of the environment

#### **Group D2 – Optional units**

#### **Group Da**

- Unit 5 - Maintain environmental good practice at work
- Unit 11 - Deal with accidents and emergencies involving children and young people during environmental activities
- Unit 12 - Deliver and evaluate interpretive entertainment and educational activities
- Unit 14 - Establishing plants or seeds in soil
- Unit 15 - Implement environmental good practice at work
- Unit 16 - Installing drainage systems
- Unit 18 - Maintain drainage systems
- Unit 21 - Monitor and report on environmental conditions
- Unit 22 - Operate work boats
- Unit 23 - Plan, deliver and evaluate environmental projects
- Unit 24 - Prepare and maintain the operational condition of work boats
- Unit 25 - Prepare interpretive entertainment and educational activities
- Unit 26 - Prepare, conduct and report on field surveys
- Unit 27 - Prepare, produce and evaluate interpretive media

- Unit 28 - Preparing ground for seeding and planting
- Unit 29 - Produce management plans for environmental sites
- Unit 31 - Research and plan environmental interpretations
- Unit 32 - Work with and consult the local community
- Unit 33 - Work with children and young people during environmental activities
- Unit 34 - Work within local coastal environments
- Unit 19 - Maintain equipment and machines
- Unit 100 - Interpret surveys and report on findings
- Unit 119 - Chainsaw maintenance

### **Db – Field survey**

- Unit 35 - Conduct and report on a field survey for access networks
- Unit 38 - Conduct and report on a field survey for people
- Unit 39 - Conduct and report on a field survey for physical features
- Unit 41 - Prepare to undertake and report on a field survey
- Unit 51 - Monitor and evaluate the construction and maintenance of structures and surfaces
- Unit 55 - Prepare and apply pesticides
- Unit 59 - Site and install site furniture and structures

### **Group D3**

#### **Group Dc**

- Unit 19 - Maintain equipment and machines
- Unit 42 - Co-ordinate and oversee habitat management work
- Unit 44 - Construct, maintain and repair stiles
- Unit 45 - Encourage and motivate volunteers
- Unit 46 - Identify the need for, and plan, habitat management work
- Unit 47 - Load and unload physical resources within the work area
- Unit 48 - Maintain and repair site furniture and structures
- Unit 49 - Manage the work of volunteers
- Unit 50 - Monitor and evaluate the construction of structures and surfaces
- Unit 51 - Monitor and evaluate the effectiveness of habitat management work
- Unit 52 - Monitor and evaluate the effectiveness of promoting the characteristics and values of the organisation
- Unit 53 - Plan the construction and maintenance of structures and surfaces

- Unit 55 - Prepare and operate power tools and attachments when working in the environmental and land-based industries
- Unit 56 - Prepare sites to create habitats
- Unit 57 - Present and promote the characteristics and values of the organisation
- Unit 58 - Site and install site furniture
- Unit 59 - Transport physical resources within the work area
- Unit 60 - Prepare and operate a power vehicle (excluding tractors)
- Unit 121 - Deliver reliable customer service
- Unit 122 - Give customers a positive impression of yourself and your organisation

### **Group Dd – Boundaries**

- Unit 43 - Construct, maintain and repair post and wire fence boundaries
- Unit 61 - Construct, maintain and repair access gates
- Unit 62 - Construct, maintain and repair banks
- Unit 63 - Construct, maintain and repair post and rail boundaries
- Unit 64 - Construct, maintain and repair stone wall boundaries

### **Group De – Surfaces**

- Unit 65 - Construct, maintain and repair aggregate paths
- Unit 66 - Construct, maintain and repair bark paths
- Unit 67 - Construct, maintain and repair boardwalks
- Unit 68 - Construct, maintain and repair flag paths
- Unit 69 - Construct, maintain and repair reinforced paths
- Unit 70 - Construct, maintain and repair stone pitched paths

### **Group Df – Crossings**

- Unit 71 - Construct, maintain and repair fords
- Unit 72 - Construct, maintain and repair signs/way markers
- Unit 73 - Construct, maintain and repair simple bridges
- Unit 74 - Construct, maintain and repair steps

### **Group Dg – Vegetation**

- Unit 75 - Establish and protect coastal vegetation
- Unit 76 - Establish and protect grassland vegetation
- Unit 79 - Establish and protect moorland vegetation

## **Group Dh – Habitat management**

- Unit 82 - Carry out habitat management
- Unit 84 - Carry out habitat management work to maintain suitable site conditions for grassland

## **Group Di – Vegetation management**

- Unit 91 - Manage vegetation by cutting/mowing
- Unit 92 - Manage vegetation by felling
- Unit 95 - Manage vegetation by pruning
- Unit 96 - Manage vegetation by spraying

## **Pearson Edexcel Level 2 Diploma in Work-based Environmental Conservation - Rivers, Coasts and Waterways pathway**

### **Group E**

#### **Group E1 – Mandatory units**

- Unit 5 - Maintain environmental good practice at work

#### **Group E2 – Optional units**

#### **Group Ea**

- Unit 4 - Communicate with the public and others
- Unit 6 - Promote responsible public use of the environment
- Unit 7 - Collect, sort and process materials for recycling
- Unit 8 - Control vertebrate pest populations using chemical means
- Unit 9 - Control vertebrate pests and predators by shooting
- Unit 10 - Control vertebrate pests and predators using traps
- Unit 11 - Deal with accidents and emergencies involving children and young people during environmental activities
- Unit 13 - Encourage involvement in recycling
- Unit 14 - Establishing plants or seeds in soil
- Unit 15 - Implement environmental good practice at work
- Unit 16 - Installing drainage systems
- Unit 17 - Involve people in community recycling
- Unit 18 - Maintain drainage systems
- Unit 19 - Maintain equipment and machines
- Unit 22 - Operate work boats
- Unit 24 - Prepare and maintain the operational condition of work boats
- Unit 28 - Preparing ground for seeding and planting

- Unit 30 - Remove unwanted plant growth to maintain development
- Unit 32 - Work with and consult the local community
- Unit 33 - Work with children and young people during environmental activities
- Unit 34 - Work within local coastal environments
- Unit 100 - Contribute to restoring polluted environments to acceptable conditions
- Unit 101 - Control water channel capacity by manual operations
- Unit 103 - Maintain and improve water channel capacity by manual bank re-forming and de-silting operations
- Unit 104 - Maintain and improve water channel capacity by manually controlling vegetation
- Unit 105 - Maintain and improve water channel capacity by manually removing debris and obstructions
- Unit 106 - Maintain and improve water levels and water flow by mechanically controlling vegetation
- Unit 107 - Maintain and repair permanent structures for the water environment
- Unit 108 - Maintain water level systems
- Unit 109 - Mechanically maintain water channels
- Unit 110 - Monitor and report on water levels
- Unit 111 - Plan, prepare and operate safely in confined spaces
- Unit 112 - Prepare and operate water-borne plant
- Unit 113 - Reinststate the site following repair of permanent structures for the water environment
- Unit 114 - Restore the site following maintenance of the water channel
- Unit 115 - Maintaining plants outdoors
- Unit 119 - Chainsaw maintenance
- Unit 120 - Cross-cut and stack small diameter timber using a chainsaw

### **Group Eb – Field survey**

- Unit 35 - Conduct and report on a field survey for access networks
- Unit 36 - Conduct and report on a field survey for animals
- Unit 37 - Conduct and report on a field survey for habitat types
- Unit 38 - Conduct and report on a field survey for people
- Unit 39 - Conduct and report on a field survey for physical features
- Unit 40 - Conduct and report on a field survey for plants
- Unit 41 - Prepare to undertake and report on a field survey

## Group E3 – Optional units

### Group Ec

- Unit 42 - Co-ordinate and oversee habitat management work
- Unit 44 - Construct, maintain and repair stiles
- Unit 45 - Encourage and motivate volunteers
- Unit 46 - Identify the need for, and plan, habitat management work
- Unit 47 - Load and unload physical resources within the work area
- Unit 48 - Maintain and repair site furniture and structures
- Unit 49 - Manage the work of volunteers
- Unit 50 - Monitor and evaluate the construction and maintenance of structures and surfaces
- Unit 51 - Monitor and evaluate the effectiveness of habitat management work
- Unit 52 - Monitor and evaluate the effectiveness of promoting the characteristics and values of the organisation
- Unit 53 - Plan the construction and maintenance of structures and surfaces
- Unit 54 - Prepare and apply pesticides
- Unit 55 - Prepare and operate power tools and attachments when working in the environmental and land-based industries
- Unit 56 - Prepare sites to create habitats
- Unit 57 - Present and promote the characteristics and values of the organisation
- Unit 58 - Site and install site furniture and structures
- Unit 59 - Transport physical resources within the work area
- Unit 60 - Prepare and operate a power vehicle (excluding tractors)
- Unit 102 - Identify and respond to incidents of flooding
- Unit 116 - Prepare the site for the fabrication and installation of permanent structures for the water environment
- Unit 117 - Carry out the fabrication and installation of permanent structures for the water environment
- Unit 118 - Reinststate the site following the fabrication and installation of permanent structures for the water environment
- Unit 121 - Deliver reliable customer service
- Unit 122 - Give customers a positive impression of yourself and your organisation

## **Group Ed – Boundaries**

- Unit 43 - Construct, maintain and repair post and wire fence boundaries
- Unit 61 - Construct, maintain and repair access gates
- Unit 62 - Construct, maintain and repair banks
- Unit 63 - Construct, maintain and repair post and rail boundaries
- Unit 64 - Construct, maintain and repair stone wall boundaries

## **Group Ee – Surfaces**

- Unit 65 - Construct, maintain and repair aggregate paths
- Unit 66 - Construct, maintain and repair bark paths
- Unit 67 - Construct, maintain and repair boardwalks
- Unit 68 - Construct, maintain and repair flag paths
- Unit 69 - Construct, maintain and repair reinforced paths
- Unit 70 - Construct, maintain and repair stone pitched paths

## **Group Ef – Crossings**

- Unit 71 - Construct, maintain and repair fords
- Unit 72 - Construct, maintain and repair signs/way markers
- Unit 73 - Construct, maintain and repair simple bridges
- Unit 74 - Construct, maintain and repair steps

## **Group Eg – Vegetation**

- Unit 75 - Establish and protect coastal vegetation
- Unit 76 - Establish and protect grassland vegetation
- Unit 77 - Establish and protect heathland vegetation
- Unit 78 - Establish and protect hedgerows/farmland vegetation
- Unit 79 - Establish and protect moorland vegetation
- Unit 80 - Establish and protect wetland vegetation
- Unit 81 - Establish and protect woodland vegetation

## **Group Eh – Habitat management**

- Unit 82 - Carry out habitat management
- Unit 83 - Carry out habitat management work to maintain suitable coastal site conditions
- Unit 84 - Carry out habitat management work to maintain suitable site conditions for grassland
- Unit 85 - Carry out habitat management work to maintain suitable site conditions for heathland
- Unit 86 - Carry out habitat management work to maintain suitable site conditions for hedgerows/farmland

- Unit 87 - Carry out habitat management work to maintain suitable site conditions for moorland
- Unit 88 - Carry out habitat management work to maintain suitable site conditions for wetland
- Unit 89- Carry out habitat management work to maintain suitable site conditions for woodlands

**Group Ei – Vegetation management**

- Unit 90 - Manage vegetation by coppicing
- Unit 91 - Manage vegetation by cutting/mowing
- Unit 92 - Manage vegetation by felling
- Unit 93 - Manage vegetation by hedge maintenance
- Unit 94 - Manage vegetation by mulching
- Unit 95 - Manage vegetation by pruning
- Unit 96 - Manage vegetation by spraying
- Unit 97 - Manage vegetation by thinning
- Unit 98 - Manage vegetation by uprooting

# What are the assessment requirements for this qualification?

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These qualifications are designed to be assessed in the workplace, or in conditions resembling the workplace – as specified in the assessment requirements/strategy for the sector. Learners should be assessed when they can consistently meet the standard required in the assessment criterion.

Learners must be able to demonstrate that they are competent in each assessment criterion within a unit. There will be instances when the learner is able to use one piece of evidence to prove their competence across different assessment criteria. There may also be evidence which is relevant across different units. It is therefore not necessary for the learner to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria that the evidence relates to.

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To achieve a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

|                   |   |
|-------------------|---|
| <b>Valid</b>      | relevant to the standards for which competence is claimed   |
| <b>Authentic</b>  | produced by the learner   |
| <b>Current</b>    | sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim |
| <b>Reliable</b>   | indicates that the learner can consistently perform at this level   |
| <b>Sufficient</b> | fully meets the requirements of the standards.  |

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website, [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# What does a centre need to offer this qualification?

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## Centre recognition

Centres that have not previously offered Pearson qualifications will need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

Detailed information on Pearson's quality assurance processes is available in *Annexe A*.

## What resources are required?

This qualification is designed to support learners working in the sector or preparing for work. Physical resources need to support the delivery of the programme and the assessment of the Learning outcomes and must be of industry standard.

Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

## Functional skills and Essential Skills Wales

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Functional skills have been developed to provide young people and adults with the core transferable skills they need to help them adapt and learn through their working life and in a changing economy. Functional Skills replace key skills in all apprenticeship frameworks from September 2010. From September 2010 Level 2 apprenticeship frameworks require the apprentice to gain Functional Skills qualifications in mathematics and English at a minimum of Level 1. If learners have already achieved Level 1 Functional Skills English and/or Level 1 Functional Skills Mathematics the employer may allow the learner to study for a Functional Skills qualification at Level 2 as part of the Apprenticeship framework.

Pearson is accredited to offer Essential Skills Wales Entry to Level 4 qualifications.

# Unit format

Each unit in this specification contains the following sections.

|   |                             |  |  |  |   |
|---|-----------------------------|--|--|--|---|
| <b>Unit title:</b>  |                             |  |  |  | This is the formal title of the unit that will appear on the learner's certificate.   |
| <b>Unit reference number:</b>   |                             |  |  |  | This code is a unique reference number for the unit.  |
| <b>Level:</b>   |                             |  |  |  | All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.  |
| <b>Credit value:</b>  |                             |  |  |  | All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.  |
| <b>Guided learning hours:</b>   |                             |  |  |  | Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. |
| <b>Unit summary:</b>  |                             |  |  |  | This provides a summary of the purpose of the unit.   |
| <b>Assessment requirements/evidence requirements:</b>   |                             |  |  |  | The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.   |
| <b>Assessment recording:</b>  |                             |  |  |  | This provides a summary of the assessment methodology to be used for the unit.  |
| <b>Learning outcomes:</b>   | <b>Assessment criteria:</b> | <b>Evidence type:</b>  | <b>Portfolio reference:</b>  | <b>Date:</b>   |   |
|   |                             |  | The learner should use this box to indicate where the evidence can be obtained eg portfolio page number. | The learner should give the date when the evidence has been provided.  |   |
| Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit. |                             | The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved. |  | Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system. |   |



# Units



**Unit 1: Establish and maintain effective working relationships with others**

**Unit reference number:** T/502/1690

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation.

The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Maintain working relationships with others          | 1.1 Identify opportunities to improve working practices with the appropriate person<br>1.2 Carry out activities requiring co-operation with others in accordance with required procedures<br>1.3 Communicate with others in a way which promotes effective working relationships<br>1.4 Keep others informed about work plans or activities which affect them<br>1.5 Seek assistance from others without causing undue disruption to normal work activities<br>1.6 Respond in a timely and positive way when others ask for help or information |               |                     |      |
| 2                 | Understand why good working practices are important | 2.1 State why good working relationships are important<br>2.2 Suggest ways in which good working relationships can be maintained<br>2.3 State the methods of dealing with disagreements within the workplace<br>2.4 Describe own level of responsibility in relation to dealing with disagreements<br>2.5 State why effective communication is important  |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 2: Maintain and develop personal performance**

**Unit reference number:** F/502/1689

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.

The learner will maintain and develop personal performance with regard to:

- (i) working to targets and completing specific tasks
- (ii) quality of work.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |                               | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|-------------------------------|---|---------------|---------------------|------|
| 1                 | Maintain personal performance | <p>1.1 Identify current competence and areas for development using relevant techniques and processes</p> <p>1.2 Carry out work in accordance with responsibilities and organisational requirements</p>  |               |                     |      |
| 2                 | Develop personal performance  | <p>2.1 Agree personal performance and targets with an appropriate person</p> <p>2.2 Review performance and progress regularly and use the outcome to plan future development activities</p> <p>2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks</p> <p>2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance</p> |               |                     |      |

| Learning outcomes                          | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Know how to develop personal performance | 3.1 State own limits of responsibility in relation to specific tasks and activities<br>3.2 State who to obtain advice from in relation to specific tasks and activities<br>3.3 List the correct procedures for obtaining advice<br>3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear<br>3.5 Describe how to determine and agree development needs and personal targets<br>3.6 State why personal performance should be reviewed |               |                     |      |

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*



## **Unit 3: Monitoring and maintaining health and safety**

**Unit reference number:** Y/501/6353

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain a healthy and safe working environment under minimal guidance or direction. Learners should be familiar with the health and safety policy and understand their responsibilities under the policy.

### **Assessment requirements**

Assessment to be based on naturally occurring evidence of realistic working environment.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to maintain health, safety and security in the workplace</p> | <p>1.1 Identify health and safety risks in relation to the workplace, covering the following:</p> <ul style="list-style-type: none"> <li>- people</li> <li>- equipment &amp; materials</li> <li>- the work area</li> </ul> <p>1.2 Carry out specified measures to control risks and keep the appropriate people fully informed</p> <p>1.3 Seek guidance on measures to control unfamiliar risks arising from non-routine work situations</p> <p>1.4 Relay health and safety information to others in a manner likely to be understood</p> <p>1.5 Take the appropriate action without delay as soon as an emergency is suspected</p> <p>1.6 Dispose of hazardous and non-hazardous waste safely and appropriately</p> <p>1.7 Maintain the security of the workplace in accordance with organisational requirements</p> |               |                     |      |
| <p>2 Be able to use equipment and materials safely</p>                    | <p>2.1 Use equipment and materials in accordance with manufacturers' instructions and any organisational training</p> <p>2.2 Transport any equipment and materials safely and store them correctly at an approved location when not in use</p>  |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Know the systems and procedures for maintaining health, safety and security | 3.1 State the organisational requirements with regard to ensuring the security of the workplace<br>3.2 Describe the roles and responsibilities for health and safety in the workplace under organisational policy and legislation<br>3.3 State why inadequate measures to control risks should be reported<br>3.4 Describe procedures for different types of emergencies appropriate to the relevant industry<br>3.5 Explain how the procedures for specific emergencies may be affected by location<br>3.6 Identify different types of fire extinguishers and their use, relevant to the work area<br>3.7 Describe the different forms of waste and appropriate methods of disposal<br>3.8 Explain the relationship between security and safety within the workplace<br>3.9 List any specific risks relevant to child safety in the workplace<br>3.10 State who and why accidents should be reported |               |                     |      |
| 4 Understand why equipment is transported and stored safely                   | 4.1 Explain how to transport and store equipment and materials safely   |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know the reason for following manufacturers' guidance                           | 5.1 State the importance of following manufacturers' and organisational instructions and the potential consequences and risks of not doing so  |               |                     |      |
| 6 Be able to maintain good standards of health and safety for self and for others | 6.1 Supply the necessary personal medical information in accordance with organisational requirements<br>6.2 Use and care for the correct personal protective equipment and clothing necessary for work<br>6.3 Use approved methods of handling when moving and lifting items<br>6.4 Use the appropriate personal and workplace hygiene at all times<br>6.5 Provide accurate information about location so that contact can be made if necessary<br>6.6 Work in a way which minimises risk to self, others and the environment<br>6.7 Take appropriate action where incidents affect the health and safety of workers<br>6.8 Report incidents without delay and complete records accurately, legibly and completely |               |                     |      |

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 7                 | Understand how to maintain the health and safety of self and others | 7.1 Explain own roles in maintaining health and safety<br>7.2 Explain the reasons for leaving information about location when working in isolation or in remote locations<br>7.3 Explain why accidents should be reported without delay and recorded in the appropriate document<br>7.4 Explain the methods of minimising environmental damage during work  |               |                     |      |
| 8                 | Know the safe lifting techniques                                    | 8.1 Describe the safe methods for moving and lifting items  |               |                     |      |
| 9                 | Know how to maintain health and safety                              | 9.1 Describe the reasons for maintaining good personal and workplace hygiene<br>9.2 State own limitations in dealing with health and safety emergencies (eg not carrying out actions beyond capabilities)<br>9.3 Describe how to administer basic emergency first aid procedures<br>9.4 Identify the types of personal protective equipment and clothing needed for work and how they must be used, cleaned, stored, inspected and replaced |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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*(if sampled)*

## **Unit 4: Communicate with the public and others**

**Unit reference number:** L/600/2699

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to communicate clearly with both individual members of the public, groups and others effectively. The learner will be able to respond to queries and requests for information, encourage others to ask questions and clarify information.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to communicate with the public and others        | 1.1 Communicate with members of the public and others effectively and in a way which promotes the organisation<br>1.2 Communicate information which is suitable to the needs of members of the public and others<br>1.3 Respond to requests for information clearly and accurately and refer queries appropriately<br>1.4 Encourage members of the public and others to ask questions or seek explanation<br>1.5 Suggest suitable sources of information to members of the public and others<br>1.6 Communicate appropriate health and safety information |               |                     |      |
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements   |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Know how to communicate with the public and others                             | 3.1 Explain why effective methods of communication are needed<br>3.2 Describe how to encourage queries and comments from members of the public and others<br>3.3 List different sources of information suitable for members of the public and others – internal and external<br>3.4 State the correct procedures for handling and communicating confidential information |               |                     |      |
| 4 Know the current health and safety legislation and environmental good practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work   |               |                     |      |
| 5 Understand the values of the organisation                                      | 5.1 Identify the values of the organisation eg policies and practices for customer care, promotion of environmental good practice or equality of opportunity   |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

**Unit 5: Maintain environmental good practice at work**

**Unit reference number:** H/502/3290

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to maintain environmental good practice at work and minimise damage to the environment.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to maintain environmental good practice at work</p>     | <p>1.1 Work in a way which minimises damage to the environment, maintains health and safety, and is consistent with relevant legislation, organisational procedures and codes of practice</p> <p>1.2 Select equipment and materials that will minimise damage to the environment</p>   |               |                     |      |
| <p>2 Be able to deal with incidents of damage to the environment</p> | <p>2.1 Recognise any damage to the environment and take the appropriate action including:</p> <ul style="list-style-type: none"> <li>- make changes to the work they are doing</li> <li>- inform those responsible for the work they are carrying out</li> </ul> <p>2.2 Identify improvements to working practices in terms of environmental good practice and take the appropriate action</p> <p>2.3 Deal with small scale pollution incidents</p> <p>2.4 Report more serious pollution incidents to the relevant people</p> <p>2.5 Report environmental incidents promptly and accurately to the appropriate person</p> <p>2.6 Dispose of waste materials safely and according to relevant legislation and organisational procedures</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>3 Know how to maintain environmental good practice at work</p>     | <p>3.1 Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p>3.2 Describe the methods for minimising environmental damage during work covering:</p> <ul style="list-style-type: none"> <li>- pollution</li> <li>- physical disturbance</li> </ul> <p>3.3 Describe how to select suitable materials and equipment for the nature of the work activity</p> <p>3.4 Outline the ways in which tools and materials should be used in order to minimise environmental damage</p>   |               |                     |      |
| <p>4 Know how to deal with incidents of damage to the environment</p> | <p>4.1 Describe the types of damage which may occur, the impact these can have on the environment, and the corrective actions to be taken</p> <p>4.2 Describe how to recognise pollution incidents</p> <p>4.3 Outline the procedures in place for dealing with the following pollution incidents and the limits of responsibilities:</p> <ul style="list-style-type: none"> <li>- small scale</li> <li>- major incidents</li> </ul> <p>4.4 Outline who pollution and other environmental incidents should be reported to</p> <p>4.5 Describe the methods of waste disposal which will minimise the risk to the environment</p> |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 6: Promote responsible public use of the environment**

**Unit reference number:** H/502/3161

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to safeguard members of the public and the environment.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                                       | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Be able to safeguard members of the public and others | 1.1 Maintain the safety of the public and others during visits to the site<br>1.2 Work safely, encouraging everyone throughout all activities to follow current legislation, codes of practice, organisational policies and procedures   |               |                     |      |
| 2 Be able to safeguard the environment                  | 2.1 Provide information and advice to encourage members of the public to use the site in a way which is consistent with its purpose and condition<br>2.2 Identify visitors and others who may cause a threat and take the appropriate action to minimise any damage or risk, covering two of the following: <ul style="list-style-type: none"> <li>- to the site and its contents</li> <li>- to flora and fauna</li> <li>- to own personal health and safety</li> <li>- to other people's health and safety</li> </ul> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>3 Know how to safeguard members of the public and the environment</p>             | <p>3.1 Outline organisational codes of practice and requirements about the care of visitors and other members of the public, eg supporting people in terms of their safety and welfare by providing information and advice</p> <p>3.2 State the needs of the public and others, and when to influence their use of the site and offer advice or help</p> <p>3.3 State why the organisation may have certain access policies or specific areas for public access</p> <p>3.4 Explain the importance of balancing the needs of the site with the needs of the public and others</p> <p>3.5 Describe the features of the site and the effects the public and others may have on it</p> <p>3.6 Outline threats the public may pose to:</p> <ul style="list-style-type: none"> <li>- the site and its contents</li> <li>- flora and fauna</li> <li>- own personal health and safety</li> <li>- other people's health and safety</li> </ul> <p>3.7 Explain how to handle people who cause a threat to sites in an effective, safe and courteous way</p> |               |                     |      |
| <p>4 Know relevant health and safety legislation and environmental good practice</p> | <p>4.1 Outline the current health and safety legislation, codes of practice and any additional requirements</p>  |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 7: Collect, sort and process materials for recycling**

**Unit reference number:** A/502/3182

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to identify and collect recyclable materials using appropriate procedures and methods. It also covers the sorting and processing of recyclable materials.

### **Assessment requirements**

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                            | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to collect materials for recycling | 1.1 Identify three of the following materials as suitable or unsuitable for recycling: <ul style="list-style-type: none"> <li>- paper</li> <li>- card</li> <li>- glass</li> <li>- plastic</li> <li>- aluminium</li> <li>- other metals</li> <li>- compostable materials</li> <li>- textiles</li> <li>- electrical goods</li> <li>- wood</li> <li>- hazardous waste</li> </ul> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>1.2 Use at least two of the following methods to collect recyclable materials:</p> <ul style="list-style-type: none"> <li>- kerb side</li> <li>- single materials</li> <li>- multi-materials</li> <li>- trade collection</li> <li>- civic recycling centre</li> <li>- park-up collection</li> </ul> <p>1.3 Use at least two of the following types of equipment to collect recyclable materials:</p> <ul style="list-style-type: none"> <li>- vehicles</li> <li>- boxes/bins</li> <li>- bags</li> <li>- skips</li> <li>- other equipment</li> </ul> |               |                     |      |

| Learning outcomes                                 | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Be able to sort materials for recycling         | 2.1 Use one of the following methods to sort materials: <ul style="list-style-type: none"> <li>- hand sorting</li> <li>- machine sorting</li> </ul>  |               |                     |      |
| 3 Be able to process materials for recycling      | 3.1 Use two of the following processing methods: <ul style="list-style-type: none"> <li>- baling</li> <li>- bagging</li> <li>- guillotining</li> <li>- preparation for transfer to</li> <li>- third party</li> <li>- composting</li> </ul> 3.2 Deal with non-recyclable material |               |                     |      |
| 4 Be able to use equipment in recycling materials | 4.1 Prepare, check, maintain and use equipment for collecting, sorting and processing materials for recycling: <ul style="list-style-type: none"> <li>- vehicles</li> <li>- boxes/bins</li> <li>- bags</li> <li>- skips</li> <li>- other equipment</li> </ul>                    |               |                     |      |
| 5 Protect your own and others health and safety   | 5.1 Protect your own health and safety and that of other workers and the public  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>6 Know how to collect, sort and process materials for recycling</p> | <p>6.1 Explain the different methods of collecting and sorting recyclable materials:</p> <ul style="list-style-type: none"> <li>- kerb side</li> <li>- single materials</li> <li>- multi-materials</li> <li>- trade collection</li> <li>- civic recycling centre</li> <li>- park-up collection</li> </ul> <p>6.2 Explain the differences between recyclable, non-recyclable and hazardous materials</p> <p>6.3 Describe the different roles of those involved in the recycling and waste industries including local authorities, the private sector and community groups and charities</p> <p>6.4 Explain what a recycling unit can or cannot collect and how it deals with non-recyclable material</p> <p>6.5 Explain how to Reduce, Reuse and Recycle and how to make others aware of this</p> <p>6.6 Outline the equipment needed to collect, sort and process materials for recycling and how to prepare, check, maintain and use it</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 6.7 Describe the processes that materials require in order to be recycled: <ul style="list-style-type: none"> <li>- baling</li> <li>- bagging</li> <li>- guillotining</li> <li>- preparation for transfer to third party</li> <li>- composting</li> </ul>  |               |                     |      |
| 7 Know the relevant health and safety and other legislation in recycling materials | 7.1 Describe your own role and responsibilities during collection, processing and sorting work<br>7.2 Detail your own responsibilities under health and safety and other relevant legislation<br>7.3 Describe the implications for your work of current health and safety, environmental and waste legislation |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 8: Control vertebrate pest populations using chemical means**

**Unit reference number:** H/502/3967

**level:** 2

**Credit value:** 6

**Guided learning hours:** 45

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to monitor vertebrate pest populations and control their numbers using chemicals. This unit is aimed at game conservation, and can be applied to any shooting estate.

### **Unit definitions**

The definitions below should help to clarify the terminology used within this unit:

Vertebrate pests - For example: rabbits, moles, mice, rats

Chemical means - Legal poisons.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1                 | Be able to determine the need for vertebrate pest control           | 1.1 Interpret signs to determine vertebrate pest and predator activity<br>1.2 Identify the presence of non- target species<br>1.3 Select a control method appropriate to the vertebrate pests, the characteristics of the site and its location  |               |                     |      |
| 2                 | Be able to control vertebrate pest populations using chemical means | 2.1 Develop a regime to control the application of chemical agents<br>2.2 Set-up and maintain the necessary equipment to effectively control application of chemicals according to manufacturers' recommendations<br>2.3 Handle and use chemicals safely and efficiently according to manufacturers' recommendations<br>2.4 Implement controls in a manner which minimises the risk to non-target species and the environment<br>2.5 Monitor the effectiveness of the control method<br>2.6 Take appropriate action when problems arise during pest control activities |               |                     |      |

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 3                 | Be able to work safely and minimise environmental damage | 3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br><br>3.2 Carry out work in a manner which minimises environmental damage<br><br>3.3 Dispose of any corpses and spent materials according to legal requirements |               |                     |      |
| 4                 | Be able to maintain accurate records                     | 4.1 Maintain accurate vertebrate pest control records   |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know how to determine the need for vertebrate pest control. | 5.1 Identify common pests species<br>5.2 Describe the behavioural characteristics of vertebrate pests and how these can influence the control method selected<br>5.3 Describe the effects of the seasons and weather conditions on monitoring and control activities<br>5.4 Describe the effects of vertebrate pests on animal/plant populations<br>5.5 Explain how to interpret the following signs to determine pest activity: <ul style="list-style-type: none"> <li>- direct sightings</li> <li>- runs</li> <li>- footprints</li> <li>- damage to habitat</li> <li>- dead animals</li> <li>- kills</li> <li>- sounds</li> <li>- smells</li> <li>- droppings</li> </ul> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Know how to control vertebrate pest populations using chemical means | 6.1 Describe common vertebrate pest species and the significance of their presence<br>6.2 Describe the characteristics of different vertebrate pest species, and their potential effects on site<br>6.3 Explain how to adapt pest control methods to take account of changes in the weather<br>6.4 Explain why it is important to control the application of chemicals for non-target species<br>6.5 Explain how to monitor the effectiveness of the control methods<br>6.6 Explain the actions to take when the following problems arise during vertebrate pest control: <ul style="list-style-type: none"> <li>- chemical spillage</li> <li>- malfunction of equipment</li> <li>- changes in environmental conditions</li> </ul> |               |                     |      |

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

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 9: Control vertebrate pests and predators by shooting**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | D/502/3966 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 6          |
| <b>Guided learning hours:</b> | 45         |

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to be able to control vertebrate pest and predators populations through shooting. This unit is aimed at game conservation, and can be applied to any shooting estate.

### **Unit requirement**

Learners must comply with Firearms Regulations and codes of practice.

### **Unit definitions**

The definitions below should help to clarify the terminology used within this unit:

Vertebrate pests and predators - For example: rabbits, stoats, weasels, grey squirrels, foxes, crows, magpies, mink, rats

Firearm - Either a shotgun and/or rifle.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1                 | Be able to determine the need for vertebrate pests and predator control   | 1.1 Interpret signs to determine vertebrate pest and predator activity<br>1.2 Modify monitoring activities to take account of seasonal variations, prevailing weather conditions and habitat   |               |                     |      |
| 2                 | Be able to shoot vertebrate pests and predators                           | 2.1 Select shooting method, firearm and ammunition appropriate to the vertebrate pest and predator species and site characteristics<br>2.2 Use firearms according to relevant legislation and approved codes of practice<br>2.3 Identify and efficiently shoot target species<br>2.4 Minimise the disturbance caused to non-target species<br>2.5 Despatch wounded vertebrate pests and predators humanely |               |                     |      |
| 3                 | Be able to handle firearms and ammunition according to legal requirements | 3.1 Clean, maintain and store firearms and ammunition according to legal requirements  |               |                     |      |

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 4                 | Be able to work safely and minimise environmental damage | 4.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>4.2 Carry out work in a manner which minimises environmental damage<br>4.3 Dispose of waste and mortalities responsibly according to legal requirements and approved codes of practice |               |                     |      |
| 5                 | Be able to maintain accurate records                     | 5.1 Maintain accurate shooting records   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 6 Know how to determine the need for vertebrate pests and predator control | 6.1 Identify common mammal and bird, pest and predator species<br>6.2 Describe the significance and potential effects of vertebrate pests and predators to the site and its purpose<br>6.3 Describe the behavioural characteristics of vertebrate pests and predators and how these can influence the control method selected<br>6.4 Describe the effects of the seasons and weather conditions on monitoring activities<br>6.5 Describe the effects of vertebrate pests and predators on animal/plant populations<br>6.6 Explain how to interpret the following signs to determine pest and predator activity: <ul style="list-style-type: none"> <li>- direct sightings</li> <li>- runs</li> <li>- footprints</li> <li>- damage to habitat</li> <li>- dead animals</li> <li>- kills</li> <li>- sounds</li> <li>- smells</li> <li>- droppings</li> </ul> |               |                     |      |

| Learning outcomes                                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 7 Know how to shoot vertebrate pests and predators | <p>7.1 Outline the codes of practice covering all aspects of vertebrate pests and predators control</p> <p>7.2 Outline firearms legislation in relation to shooting vertebrate pests and predators</p> <p>7.3 Explain the legal restrictions controlling the use of firearms</p> <p>7.4 Explain the effective application and ranges of firearms and ammunition</p> <p>7.5 Describe the habits of common vertebrate pests and predators species and how these can influence the shooting method selected</p> <p>7.6 Explain how to minimise the impact of shooting on non-target species</p> <p>7.7 Describe how behavioural characteristics of vertebrate pests and predators can be used to increase the effectiveness of shooting</p> <p>7.8 Explain humane despatch methods</p> <p>7.9 Explain how the following site characteristics can impact on shooting:</p> <ul style="list-style-type: none"> <li>- location</li> <li>- topography</li> <li>- habitat</li> <li>- other estate activity</li> <li>- public access</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 7.10 Explain how the selection of shooting methods takes account of: <ul style="list-style-type: none"> <li>- pest and predator type</li> <li>- characteristics of shooting location</li> </ul>   |               |                     |      |
| 8 Know relevant health and safety legislation and environmental good practice | 8.1 Outline the current health and safety legislation, codes of practice and any additional requirements associated with controlling vertebrate pests and predators by shooting<br><br>8.2 Outline the health and safety requirements associated with the use of firearms and shooting<br><br>8.3 Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and controlling pests and predators<br><br>8.4 Describe the situations when shooting can become unsafe and must be stopped<br><br>8.5 Explain how to minimise the dangers of disease or personal injury caused by handling dead animals<br><br>8.6 Describe how to safely dispose of vertebrate pests and predators according to legal requirements<br><br>8.7 Describe how to safely dispose of vertebrate pests and predators according to legal requirements |               |                     |      |
| 9 Know how to maintain accurate records                                       | 9.1 Explain the reasons for keeping accurate, up-to-date vertebrate pest and predator records   |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 10: Control vertebrate pests and predators using traps**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | Y/502/3965 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 6          |
| <b>Guided learning hours:</b> | 45         |

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to monitor vertebrate pest and predators populations and control their numbers through trapping. This unit is aimed at game conservation, and can be applied to any shooting estate.

### **Unit definitions**

The definitions below should help to clarify the terminology used within this unit:

Vertebrate pests and predators - For example: rabbits, stoats, weasel, foxes, crows, magpies, mink, rats, grey squirrels etc

Estate characteristics - Location, topography, habitat.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to determine the need for vertebrate pests and predator control | 1.1 Interpret signs to determine vertebrate pest and predator activity<br>1.2 Modify monitoring activities to take account of seasonal variations, prevailing weather conditions and habitat<br>1.3 Develop a trapping regime to control vertebrate pests and predators population  |               |                     |      |
| 2                 | Be able to trap vertebrate pests and predators                          | 2.1 Select a trapping method appropriate to the vertebrate pests and predators species<br>2.2 Ensure the good working order of selected traps<br>2.3 Establish traps in suitable locations to effectively catch target vertebrate pests and predators species and to minimise impact on non-target species<br>2.4 Monitor and maintain traps according to legal requirements<br>2.5 Approach trapped vertebrate pests and predators in a manner which maintains personal safety<br>2.6 Despatch trapped vertebrate pests and predators humanely<br>2.7 Release non-target species back into the wild in a manner which promotes their health and well-being and is consistent with legal requirements |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to work safely and minimise environmental damage                 | 3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br><br>3.2 Carry out work in a manner which minimises environmental damage<br><br>3.3 Dispose of waste and mortalities responsibly according to legal requirements   |               |                     |      |
| 4 Be able to maintain accurate records                                     | 4.1 Maintain accurate trapping records  |               |                     |      |
| 5 Know how to determine the need for vertebrate pests and predator control | 5.1 Identify common mammal and bird pests and predators species<br><br>5.2 Describe the significance and potential effects of vertebrate pests and predators<br><br>5.3 Describe the behavioural characteristics of vertebrate pests and predators and how these can influence the control method selected<br><br>5.4 Describe the effects of the seasons and weather conditions on monitoring activities<br><br>5.5 Describe the effects of vertebrate pests and predators on animal/plant populations |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>5.6 Explain how to interpret the following signs to determine pest and predator activity:</p> <ul style="list-style-type: none"> <li>- direct sightings</li> <li>- runs</li> <li>- footprints</li> <li>- damage to habitat</li> <li>- dead animals</li> <li>- kills</li> <li>- sounds</li> <li>- smells</li> <li>- droppings</li> </ul> <p>5.7 Describe the non-target species in the trapping area and how to recognise their presence</p> <p>5.8 Explain the detail of a trapping regime including:</p> <ul style="list-style-type: none"> <li>- the number of traps to be used</li> <li>- the type of traps to be used</li> <li>- the general location for the traps</li> </ul> |               |                     |      |

| Learning outcomes                                 | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Know how to trap vertebrate pests and predators | <p>6.1 Outline the legal requirements and codes of practice controlling the use of traps and snares</p> <p>6.2 Identify non-target species</p> <p>6.3 Explain how to limit the impact of trapping on non-target species</p> <p>6.4 Explain trapping methods and their correct implementation including positioning</p> <p>6.5 Describe how the following trap types function:</p> <ul style="list-style-type: none"> <li>- spring traps</li> <li>- cage traps</li> <li>- snares</li> </ul> <p>6.6 Explain why trapping methods need to be appropriate to the vertebrate pests, the characteristics of the site and location</p> <p>6.7 Outline the legal requirements controlling the use of traps and snares</p> <p>6.8 Describe the behavioural characteristics of vertebrate pests and predators and how these can assist the trapping process</p> <p>6.9 Explain how to humanely despatch different vertebrate pests and predators species</p> <p>6.10 Describe how to dispose of despatched vertebrate pests and predators safely</p> <p>6.11 Explain the methods used to release different non-target species safely in a way which promotes their health and wellbeing</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 6.12 Explain how to identify suitability of chosen trap<br>6.13 Explain how to maintain the condition of the live decoy, where appropriate<br>6.14 Explain how to check and maintain the function of traps and snares   |               |                     |      |
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements associated with trapping activities<br>7.2 Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and controlling pests and predators<br>7.3 Explain how to minimise the dangers of disease or personal injury caused by handling trapped animals<br>7.4 Describe how to safely dispose of vertebrate pests and predators according to legal requirements |               |                     |      |
| 8 Know how to maintain accurate records                                       | 8.1 Explain the reason for keeping accurate, up-to-date vertebrate pest and predator records  |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

**Unit 11: Deal with accidents and emergencies involving children and young people during environmental activities**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | L/502/3283 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 4          |
| <b>Guided learning hours:</b> | 30         |

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to deal with accidents and emergencies whilst working with children and young people.

The term 'children and young people' refers to all children and young people of school age.

Accidents and emergencies can include injuries, signs of illness and other emergencies.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Be able to deal with accidents and emergencies whilst working with children and young people during environmental activities</p> | <p>1.1 Promptly assess the severity of an accident or emergency, including:</p> <ul style="list-style-type: none"> <li>- minor accidents or emergencies;</li> <li>- major accidents or emergencies;</li> <li>- to determine whether first aid or medical attention is required</li> </ul> <p>1.2 Promptly and calmly carry out the appropriate procedures for dealing with accidents and emergencies, including:</p> <ul style="list-style-type: none"> <li>- minor accidents or emergencies;</li> <li>- major accidents or emergencies</li> </ul> <p>1.3 Maintain suitable standards of hygiene when dealing with accidents and emergencies including and, where relevant, taking action to protect themselves and others from risk</p> <p>1.4 Offer comfort and reassurance to the children, young people and others throughout</p> <p>1.5 Follow the correct procedures for recording and reporting accidents and emergencies</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Know how to deal with accidents and emergencies when working with children and young people during environmental activities | 2.1 Explain the implications on their work of sector, organisational and statutory codes of practice for dealing with accidents and emergencies<br>2.2 Outline procedures for dealing with accidents and emergencies, and the importance of adhering to them<br>2.3 Describe how to assess the severity of accidents and emergencies and determine the action required<br>2.4 Describe basic First Aid procedures<br>2.5 Explain the importance of maintaining suitable levels of hygiene, and ways of protecting themselves and others from infection and harm<br>2.6 Describe how to recognise and cope with emotional reactions to accidents or emergencies<br>2.7 Explain the importance of following the correct procedures for recording and reporting accidents and emergencies<br>2.8 Outline the procedures and responsibilities for conveying information to parents or guardians |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 12: Deliver and evaluate interpretive entertainment and educational activities**

**Unit reference number:** J/502/3251

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit summary**

The aim of this unit is to provide the knowledge, understanding and skills required to deliver and evaluate interpretive entertainment and educational activities for a range of audiences using a range of techniques.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to deliver interpretive and educational activities</p> | <p>1.1 Ensure that the pace, style and structure of activities are appropriate to the circumstances, interests and ability of the audience throughout</p> <p>1.2 Deliver all main messages in ways which maximise understanding, and attempt to ensure these are understood</p> <p>1.3 Take into account varying expectations among the audience as far as is practicable</p> <p>1.4 Complete the activity to time</p> <p>1.5 Use at least two types of interpretive techniques appropriately and effectively including:</p> <ul style="list-style-type: none"> <li>- use of multimedia equipment</li> <li>- use of props</li> <li>- audience involvement and participation</li> </ul> <p>1.6 Monitor the safety and comfort of the audience according to the nature of the activity</p> <p>1.7 Follow agreed contingency procedures as necessary</p> |               |                     |      |
| <p>2 Be able to evaluate the activities</p>                         | <p>2.1 Evaluate the effectiveness of the interpretation against the set objectives</p> <p>2.2 Report any conclusions or recommendations arising from the evaluation to the appropriate people</p>   |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Understand how to deliver interpretive entertainment and educational activities | 3.1 Explain the importance of planning activities to meet time constraints<br>3.2 Analyse the range of techniques and delivery styles that can be used and explain the reasons for selecting a particular technique or style which maximises audience use of their senses<br>3.3 Explain the potential range of visitor interests and abilities<br>3.4 Explain the range of tools and techniques available and principles of their use in different circumstances to meet a variety of needs<br>3.5 Explain how, and the reasons why, pace, style and structure of activities could be varied to meet visitor needs and varying expectations<br>3.6 Explain how audience safety can be monitored and how this may vary according to the nature of the activity<br>3.7 Explain what action should be taken in response to equipment failure, accidents or other contingencies that may be encountered |               |                     |      |
| 4 Understand how to evaluate the activities                                       | 4.1 Explain how visitor reaction and understanding can be identified, evaluated and improved<br>4.2 Explain the different sources of feedback on activities<br>4.3 Explain the importance of evaluation to future planning and decision-making   |               |                     |      |

Learner name: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## **Unit 13: Encourage involvement in recycling**

**Unit reference number:** H/502/3189

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to encourage others to become involved in recycling.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                        | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to promote recycling to others | 1.1 Promote recycling to at least two of the following groups: <ul style="list-style-type: none"> <li>- colleagues</li> <li>- visitors</li> <li>- children and young people</li> <li>- volunteers</li> <li>- community / environmental groups</li> <li>- local businesses</li> </ul> |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| 2                 | <p>1.2 Promote the reduction, reuse and recycling of at least three of the following materials:</p> <ul style="list-style-type: none"> <li>- paper</li> <li>- card</li> <li>- glass</li> <li>- plastic</li> <li>- aluminium</li> <li>- other metals</li> <li>- compostable materials</li> <li>- textiles</li> <li>- electrical goods</li> <li>- wood</li> <li>- furniture</li> </ul> <p>1.3 Use appropriate methods to communicate information on recycling</p> <ul style="list-style-type: none"> <li>- verbal</li> <li>- personal note</li> <li>- leaflets</li> <li>- newsletter</li> <li>- stickers</li> </ul> <p>1.4 Encourage others to understand that reduction, reuse and recycling are part of the sustainable use of the planet's resources</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Understand the need to encourage and involve people in recycling                                      | 2.1 Explain the importance of the sustainable use of the planet's resources<br>2.2 Explain the 'Reduce, Reuse, Recycle' waste management hierarchy<br>2.3 Outline the roles of local and national authorities in meeting national and local recycling targets<br>2.4 Explain the range of different methods that may be used in recycling |               |                     |      |
| 3 Know the implications of this work in respect of health and safety, waste legislation and regulations | 3.1 Describe the implications for this work of health and safety, environmental and waste legislation and regulations   |               |                     |      |

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*(if sampled)*

## **Unit 14: Establishing plants or seeds in soil**

**Unit reference number:** A/502/1223

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plant and establish plants and/or seeds in soil. The learner will also provide aftercare to meet specifications for newly established plants or seeds.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain equipment            | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition throughout |               |                     |      |
| 2                 | Be able to select and transport plants and/or seeds      | 2.1 Select plans and/or seeds as requested<br>2.2 Identify a representative sample of plants<br>2.3 Handle, prepare and transport plants and seeds in a way that maintains their health and condition   |               |                     |      |
| 3                 | Be able to establish plants and/or seeds in soil         | 3.1 Position and plant the plants and/or seeds according to instructions/drawings<br>3.2 Provide aftercare to meet the planting specifications  |               |                     |      |
| 4                 | Be able to work safely and minimise environmental damage | 4.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>4.2 Dispose of waste safely and correctly          |               |                     |      |

| Learning outcomes                                       | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know the requirements for establishing healthy plants | 5.1 Describe how to prepare seeds and/or plants in a way that is appropriate to the plant and conditions<br>5.2 State what pH is and how to test for it<br>5.3 Explain the importance of timing and seasonality on planting to encourage establishment and growth<br>5.4 Describe how to handle and transport plants in a way which minimises damage and maintains health<br>5.5 Explain the importance of planting seeds and or plants to the correct depth and position.<br>5.6 Describe the aftercare needed to meet planting specifications covering: provision of water, nutrients, protection, support and initial pruning or cutting<br>5.7 Describe the different types of backfill materials relevant to different types of plants and situations<br>5.8 Describe the range of protection methods which may be used for different plants eg anti-desiccants, tree guards and shelters<br>5.9 Identify the types of records required and explain the importance of accurate record keeping |               |                     |      |

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 6                 | Know how to deal with damage and pollution                                     | 6.1 State the correct methods of dealing with accidental damage and pollution<br>6.2 Describe how to minimise damage and unnecessary waste when working         |               |                     |      |
| 7                 | Know the types of equipment required and how to maintain them                  | 7.1 Describe the equipment which will be necessary for establishing plants and seeds in soil<br>7.2 Describe methods of maintaining the equipment ready for use |               |                     |      |
| 8                 | Know the current health and safety legislation and environmental good practice | 8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work                      |               |                     |      |

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*(if sampled)*

## **Unit 15: Implement environmental good practice at work**

**Unit reference number:** Y/502/3285

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to implement and improve environmental good practice at work.

### **Assessment requirements**

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to encourage environmental good practice at work | 1.1 Ensure work is carried out efficiently, effectively and in a manner which minimises environmental damage<br>1.2 Ensure work is carried out in accordance with relevant legislation and organisational requirements with respect to environmental good practice<br>1.3 Take effective and prompt action in response to damage or to prevent damage to the environment<br>1.4 Provide clear and accurate information on environmental problems to others within the organisation<br>1.5 Carry out monitoring activities in accordance with organisational requirements and environmental good practice |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Be able to improve work activities to enhance environmental performance | 2.1 Identify ways of changing work activities for which they have responsibility in order to improve environmental performance<br>2.2 Evaluate the advantages and disadvantages of changes to work activities and make a decision on how best to proceed<br>2.3 Make changes to work activities in accordance with organisational and legislative requirements<br>2.4 Encourage interested parties to improve their environmental performance<br>2.5 Publicise the environmental benefits of changes in work activities<br>2.6 Monitor and evaluate the effectiveness of changes to work activities and use the findings to inform future practice |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Understand how to encourage environmental good practice at work | 3.1 Explain ways of working which minimise environmental damage<br>3.2 Outline relevant legislation, regulatory and organisational requirements with respect to environmental good practice<br>3.3 Explain the action to take in response to environmental damage<br>3.4 Describe the correct methods for minimising waste and disposing of waste<br>3.5 Explain the information which should be provided regarding environmental good practice and the procedures involved |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>4 Understand how to improve work activities to enhance environmental performance</p> | <p>4.1 Explain ways of working which maintain and improve environmental performance covering:</p> <ul style="list-style-type: none"> <li>- identifying and optimising the environmental implications of resources</li> <li>- identifying and optimising the environmental impact of an organisation's work</li> <li>- identifying and optimising the environmental implications of an organisation's products or services</li> <li>- maintaining or increasing levels of recycling and re-use</li> <li>- meeting the environmental requirements of legislation</li> <li>- meeting the environmental requirements of interested parties</li> </ul> <p>4.2 Describe the factors which may limit improvements to environmental performance</p> <p>4.3 Describe benefits to an organisation and the environment of improved environmental good practice and performance</p> <p>4.4 Outline the situations which may need preventative or remedial action as a consequence of work by an organisation</p> <p>4.5 Explain the consequences of failing to maintain and improve environmental good practice</p> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | 4.6 Explain ways of influencing and motivating others (internal and external) to improve environmental performance<br><br>4.7 Explain ways of monitoring and evaluating the effectiveness of improvements in environmental performance<br><br>4.8 Describe reasons for, and ways of publicising the benefits and results of improved environmental performance |               |                     |      |

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Date: \_\_\_\_\_

## **Unit 16: Installing drainage systems**

**Unit reference number:** D/502/1229

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the skills, knowledge and understanding to install drainage systems under minimal direction or guidance. The learner will be required to select and use hand tools, powered equipment and materials correctly, competently and safely and to decide the appropriate timing of operations, the work methods to be used and to check the results and correct any faults.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

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## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Be able to install drainage systems                                   | 1.1 Position reference marks according to specification<br>1.2 Install drainage system to specification: <ul style="list-style-type: none"> <li>- sub surface systems</li> <li>- surface channels</li> <li>- sustainable drainage systems</li> </ul> 1.3 Adopt practices to minimise damage to existing structures and services<br>1.4 Restore surface to near original condition |               |                     |      |
| 2 Be able to select, use and maintain equipment for installing drainage | 2.1 Select appropriate equipment for this area of work<br>2.2 Use equipment according to instructions<br>2.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 3 Be able to work safely and minimise environmental damage              | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly<br>3.4 Describe the safety aspects of working in trenches   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Know the principles of drain installation                                  | 4.1 Explain why soil drainage is beneficial for plant growth<br>4.2 State the importance of setting accurate levels and falls<br>4.3 Describe why the type, size, depth and spacing of drainage pipes/tiles, varies with the soil texture           |               |                     |      |
| 5 Know the types of equipment required and how to maintain them              | 5.1 Describe the equipment which will be necessary for installing drainage<br>5.2 Describe methods of maintaining the equipment in a fit state for use  |               |                     |      |
| 6 Know the current health and safety legislation and environmental practice. | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of organic and inorganic waste |               |                     |      |

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*(if sampled)*



## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to involve groups within the community in a recycling project</p> | <p>1.1 Clearly explain their organisation’s community recycling objectives and the ways in which communities can become involved</p> <p>1.2 Actively involve at least three of the following groups within the community in their recycling project:</p> <ul style="list-style-type: none"> <li>- community groups</li> <li>- less able</li> <li>- children and young people</li> <li>- volunteers</li> <li>- environmental groups</li> <li>- local businesses</li> </ul> <p>1.3 Encourage groups within the community to use appropriate methods of waste reduction:</p> <ul style="list-style-type: none"> <li>- reduction</li> <li>- re-use</li> <li>- recycling</li> </ul> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>1.4 Assist community groups in identifying outlets for at least three of the following unwanted materials:</p> <ul style="list-style-type: none"> <li>- paper</li> <li>- card</li> <li>- glass</li> <li>- plastic</li> <li>- aluminium</li> <li>- other metals</li> <li>- compostable materials</li> <li>- textiles</li> <li>- electrical goods</li> <li>- wood</li> <li>- furniture</li> </ul> <p>1.5 Provide the following types of information and guidance to groups within the community</p> <ul style="list-style-type: none"> <li>- information on recycling</li> <li>- information relating to your organisation</li> <li>- referral to others with greater expertise in community recycling</li> </ul> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>2 Understand how to involve people in community recycling</p>   | <p>2.1 Outline the range of groups that exist within a community and their respective objectives:</p> <ul style="list-style-type: none"> <li>- community groups</li> <li>- less able</li> <li>- children and young people</li> <li>- volunteers</li> <li>- environmental groups</li> <li>- local businesses</li> </ul> <p>2.2 Describe organisational procedures for promoting community recycling</p> <p>2.3 Describe how to involve groups within the community in your recycling project</p> <p>2.4 Describe how to identify waste reduction needs</p> <p>2.5 Summarise the various outlets that may be available</p> <p>2.6 Outline the sources of information and guidance on community recycling</p> |               |                     |      |
| <p>3 Understand the implications for work in respect of health and safety, waste legislation and regulations</p> | <p>3.1 Describe the implications for the work of health and safety, environmental and waste legislation and regulations</p>  |               |                     |      |

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*(if sampled)*

## **Unit 18: Maintain drainage systems**

**Unit reference number:** T/502/1222

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with knowledge, skills and understanding required to inspect and maintain drainage systems.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to inspect and maintain drainage systems         | 1.1 Inspect and assess drainage systems according to agreed schedules<br>1.2 Restore drainage systems to full effectiveness and to agreed schedule<br>1.3 Record inspections and work undertaken<br>1.4 Maintain effective working relations with all relevant people throughout |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly            |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Know how to inspect and maintain drainage systems                         | 3.1 Describe the schedule of inspections required to identify faults and problems<br>3.2 Describe how to identify and correct impeded drainage and its causes<br>3.3 State how to identify and deal with any problems with drainage systems<br>3.4 Describe the main causes of drain malfunction, including leaks and blockages and methods that can be used to deal with them<br>3.5 Describe the factors affecting flow rates in the drains<br>3.6 State the importance of maintaining drainage systems so they work effectively and efficiently<br>3.7 Describe the principles of drainage design<br>3.8 State why it is important to keep working areas clean according to clients' requirements<br>3.9 State what records need to be kept and why |               |                     |      |
| 4 Know the current health and safety legislation and environmental practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>4.2 Describe how environmental damage can be minimised<br>4.3 Describe the correct methods for disposing of organic and inorganic waste  |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 19: Maintain equipment and machines**

**Unit reference number:** L/502/1520

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out routine maintenance of equipment and machines. The maintenance should be carried out in line with the manufacturer's guidance and/or instructions.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to prepare equipment and machines for maintenance | 1.1 Identify the equipment and machines requiring maintenance<br>1.2 Check that the equipment and machines requiring maintenance are safe, and completely isolated from the power source<br>1.3 Take the correct precautions to minimise dangers from contamination and hazardous chemicals<br>1.4 Keep the work area safe and in a condition suitable for the maintenance procedure<br>1.5 Obtain and prepare tools and materials suitable for the maintenance procedure |               |                     |      |
| 2                 | Be able to carry out maintenance procedures               | 2.1 Maintain equipment and machines in accordance with manufacturers' instructions, standard procedure and legislation<br>2.2 Clean, service and store tools after use  |               |                     |      |
| 3                 | Be able to work safely and minimise environmental damage  | 3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>3.2 Minimise the escape of substances and dispose of hazardous and non-hazardous waste safely and correctly   |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>4 Know how to prepare and carry out maintenance for equipment and machines</p> | <p>4.1 Outline the methods for preparing equipment and machines:</p> <ul style="list-style-type: none"> <li>- manual</li> <li>- mechanical</li> </ul> <p>4.2 Describe the dangers created by stored energy and how these should be responded to during the preparation stage</p> <p>4.3 State the hazardous chemicals and substances which may be present and ways in which they should be dealt with</p> <p>4.4 Describe the type of tools, equipment and materials required for the maintenance procedure</p> <p>4.5 Describe types of protective clothing required and the reasons why it must be worn</p> <p>4.6 Describe the methods for maintaining equipment and machines and the possible consequences of not maintaining</p> <p>4.7 Outline the levels of responsibility in relation to the maintenance of equipment and machinery and whom to go to for advice</p> <p>4.8 Describe safe and suitable methods of storing tools, equipment and machinery</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Know relevant health and safety and legislation and environmental good practice | 5.1 Describe the correct methods for disposing of waste<br>5.2 Outline the current health and safety legislation codes of practice and any additional requirements<br>5.3 Outline the legislative requirements relating to the maintenance of equipment and machinery |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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*(if sampled)*

## **Unit 20: Maintaining plants outdoors**

**Unit reference number:** J/502/1533

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to maintain the health of plants in an outdoor environment.

Where the learner is using chemicals they should have the relevant certificate of competence.

### **Assessment requirements/evidence requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to select, use tools and maintain relevant equipment | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 2 Be able to maintain the health of plants outdoors            | 2.1 Inspect plants as instructed<br>2.2 Identify all of the following threats to promote plant health: <ul style="list-style-type: none"> <li>- pests</li> <li>- diseases</li> <li>- disorders</li> <li>- unfavourable conditions</li> <li>- competing growth</li> </ul> 2.3 Use correct and effective methods of dealing with threats to plant health<br>2.4 Promote and maintain healthy growth using all of the following methods: <ul style="list-style-type: none"> <li>- feeding</li> <li>- watering</li> <li>- surface cultivation</li> <li>- mulching</li> </ul> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to work safely and minimise environmental damage | 3.1 Work in a way which maintains health and safety, is consistent with relevant legislation, codes of practice and any additional requirements<br><br>3.2 Carry out work in a manner which minimises environmental damage<br><br>3.3 Dispose of waste safely and correctly   |               |                     |      |
| 4 Know how to maintain the health of plants outdoors       | 4.1 Describe how to check and report signs of damage or threats to health to include: <ul style="list-style-type: none"> <li>- pests</li> <li>- diseases</li> <li>- disorders</li> <li>- unfavourable conditions</li> <li>- competing growth</li> </ul> 4.2 State how seasonal weather conditions affect plant growth and health<br><br>4.3 Describe the different methods used to promote plant health including: <ul style="list-style-type: none"> <li>- feeding</li> <li>- watering</li> <li>- surface cultivation</li> <li>- mulching</li> </ul> 4.4 Describe the effects of soil conditions on plant growth |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | 4.5 State why watering regimes vary for different soils and plants<br>4.6 Describe how the correct use of agrochemicals/pesticides can improve plant health<br>4.7 Describe how the incorrect use of agrochemicals / pesticides can harm plants<br>4.8 Describe the methods of dealing with threats to plant health covering; physical, cultural and irrigation |               |                     |      |
| 5 Know relevant health and safety and animal welfare legislation and environmental good practice | 5.1 Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of organic and inorganic waste  |               |                     |      |

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*(if sampled)*

## Unit 21: Monitor and report on environmental conditions

|                        |            |
|------------------------|------------|
| Unit reference number: | F/502/3233 |
| Level:                 | 3          |
| Credit value:          | 10         |
| Guided learning hours: | 65         |

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### Unit summary

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for developing and using systems to monitor and report on environmental conditions.

The term 'monitor' is given a wide interpretation as it extends from the informal monitoring which takes place during day-to-day operations to the more formal monitoring of specific aspects of the environment.

**Monitoring:** making observations with sufficient precision to determine whether a required condition is being met.

**Survey:** a one-off activity to collect data for a prescribed purpose.

**Surveillance:** a repeated survey to assess the condition of a site or feature on that site.

### Assessment methodology

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance

## Learning outcomes and assessment criteria

| Learning outcomes                             | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Be able to monitor environmental conditions | 1.1 Select indicators for monitoring environmental change on the basis of available information, covering at least three of the following: <ul style="list-style-type: none"> <li>- landscape and landscape features</li> <li>- wildlife and wildlife habitats</li> <li>- effectiveness of habitat management</li> <li>- effects on landscapes and wildlife of visitors and others</li> <li>- features of historical, archaeological and cultural importance</li> <li>- access network</li> </ul> |               |                     |      |
|   | 1.2 Consult with the appropriate people in the process of selecting and agreeing indicators   |               |                     |      |
|   | 1.3 Ensure that selected indicators are measurable and are listed accurately  |               |                     |      |
|   | 1.4 Develop and use systems for monitoring in accordance with agreed technical criteria, operating costs and time specifications, and other organisational requirements   |               |                     |      |
|   | 1.5 Produce guidelines for the use of monitoring systems that are clear, in an appropriate format, in suitable language, and available to all users   |               |                     |      |
|   | 1.6 Assess the monitoring systems and propose any modifications after feedback and further analysis   |               |                     |      |

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 2                 | Be able to promote health and safety and environmental good practice | 2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements  |               |                     |      |
| 3                 | Be able to report on results of monitoring environmental conditions  | 3.1 Record all monitoring data in a format and language specified by the monitoring system<br>3.2 Use all available, relevant and current information to interpret monitoring data, ensuring that interpretations are justified using rational argument and supporting evidence<br>3.3 Produce reports on environmental change in a format, style and language which helps decision-making and which conform to organisational procedures, ensuring that reports are relevant, accurate and concise and are supported with records of the raw data<br>3.4 Make explicit conclusions and recommendations for action within the monitoring report<br>3.5 Actively seek feedback from recipients of the report |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Understand the need to monitor environmental conditions | <p>4.1 Explain the importance of developing and using systems to monitor environment change</p> <p>4.2 Describe methods of identifying relevant indicators for monitoring environmental change</p> <p>4.3 Describe principles of monitoring against indicators covering all of the following:</p> <ul style="list-style-type: none"> <li>- landscape and landscape features</li> <li>- wildlife and wildlife habitats</li> <li>- effectiveness of habitat management</li> <li>- effects on landscapes and wildlife of visitors and others</li> <li>- features of historical, archaeological and cultural importance</li> <li>- access network</li> </ul> <p>4.4 Describe sources of research data and information to monitor environmental change</p> <p>4.5 Explain where and how to obtain relevant additional data and information</p> <p>4.6 Outline which individuals and organisations to consult when selecting and agreeing indicators</p> <p>4.7 Describe types of systems to monitor environmental change and their use</p> <p>4.8 Explain organisational requirements in relation to the monitoring systems adopted</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 4.9 Describe methods of communicating guidelines clearly and in a format suitable for users<br>4.10 Describe the types of changes which may take place in the environment and the causes of these changes<br>4.11 Explain the need to review the monitoring systems and how this can be best achieved |               |                     |      |
| 5 Understand relevant health and safety legislation and environmental good practice | 5.1 Summarise relevant health and safety and other legislation, codes of practice and any additional requirements   |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Understand the need to report on environmental conditions | 6.1 Describe techniques for recording data on environmental change<br>6.2 Describe ways in which records may vary according to the nature and objectives of the monitoring activity<br>6.3 Outline sources of information relevant to the interpretation of monitoring data<br>6.4 Describe types of supporting evidence which may be used<br>6.5 Describe effective ways of reporting results from monitoring activities<br>6.6 Describe ways in which the form, style and language of a report should vary according to the different recipients<br>6.7 Describe appropriate ways of presenting data to support a monitoring report<br>6.8 Explain reasons for selecting particular ways of presenting data<br>6.9 Outline means of obtaining and handling feedback from the recipients of a report<br>6.10 Explain the importance of reporting on environmental change |               |                     |      |

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*

## **Unit 22: Operate work boats**

**Unit reference number:** R/502/3222

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 45

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to operate work boats.

All manoeuvres must be conducted safely, in accordance with manufacturers and organisational requirements, and without causing damage to the boat. The learner must take into account factors such as weather conditions, water conditions and hazards during the operation of the boat.

Learners must possess the appropriate certification or approvals to operate the class of boat used during assessment of this unit.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                      | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to operate work boats</p> | <p>1.1 Ensure boat manoeuvres are conducted safely, without damage to the workboat and in accordance with statutory and organisational requirements and within the necessary timescales, covering at least one of the following:</p> <ul style="list-style-type: none"> <li>- maintenance</li> <li>- inspection</li> <li>- transportation</li> </ul> <p>1.2 Operate the work boat controls in accordance with manufacturer’s instructions, the nature of the operations and with regard to the following:</p> <ul style="list-style-type: none"> <li>- prevailing weather</li> <li>- water flow</li> <li>- water depth</li> <li>- wildlife habitats</li> <li>- other water users</li> </ul> <p>1.3 Recognise any hazards and obstacles, and take the appropriate action to minimise the risk during work boat manoeuvres</p> <p>1.4 Report any difficulties in carrying out operations promptly to the relevant person</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | <p>1.5 Ensure your communications with crew members and others are accurate and clear at all times, and adhere to organisational requirements. Use at least two of the following types of communications:</p> <ul style="list-style-type: none"> <li>- verbal</li> <li>- written</li> <li>- sound</li> </ul> <p>1.6 Respond to changes in environmental conditions appropriately and in accordance with organisational requirements</p> <p>1.7 Identify the need for emergency procedures accurately and take the appropriate prompt actions</p> |               |                     |      |
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health, safety and environmental good practice during your work according to relevant legislation, codes of practice and any additional requirements   |               |                     |      |

| Learning outcomes                | Assessment criteria  | Evidence type | Portfolio reference | Date |
|----------------------------------|--|---------------|---------------------|------|
| 3 Know how to operate work boats | 3.1 Explain the safe and correct methods for handling and using work boats<br>3.2 Describe the operational limitations of the work boat<br>3.3 List the types of operations which are carried out using work boats<br>3.4 Describe the ways in which weather and water conditions must be taken into account during operations<br>3.5 Explain the types of hazards which may occur and how to respond to these, including: floating debris, submerged obstacles and fixed structures<br>3.6 Outline the potential damage which may occur during operations and the correct action to take<br>3.7 Describe the difficulties which may occur and to whom these should be reported<br>3.8 State the limits of your responsibility in relation to the operation of work boats<br>3.9 Describe the procedures for communicating with crew members and others<br>3.10 Outline the recreational and economic use of the water environment and how such use relates to work activities |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Know relevant health and safety legislation and environmental good practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>4.2 Summarise the types of emergencies which can occur, including: fire, sinking, engine failure, collision, person overboard, leak of flammable or hazardous substances<br>4.3 Describe the correct methods for implementing emergency procedures<br>4.4 Outline the health and safety requirements in relation to the use of work boats<br>4.5 Outline the environmental considerations which must be taken into account during operations<br>4.6 Describe how to maintain environmental good practice during work activities |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 23: Plan, deliver and evaluate environmental projects**

**Unit reference number:** A/502/3232

**Level:** 3

**Credit value:** 10

**Guided learning hours:** 65

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for planning, delivering and evaluating a wide range of environmental projects.

'Environmental projects' include any type of project work. The unit looks at the specific skills required in planning for and maintaining the quality of work, sustaining a good working environment and evaluating the project against initial objectives.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                        | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to plan environmental projects | 1.1 Negotiate project specifications that: <ul style="list-style-type: none"> <li>- meet agreed organisational requirements</li> <li>- meet appropriate management plans</li> <li>- conform to current statutory and legal requirements</li> <li>- conform to principles of environmental good practice</li> <li>- take into account the views and opinions of those with relevant technical expertise</li> <li>- take into account risks:               <ul style="list-style-type: none"> <li>a health and safety</li> <li>b financial</li> <li>c reputation</li> <li>d environmental impact</li> </ul> </li> </ul> 1.2 Include systems and criteria for project evaluation within the project specifications |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>1.3 Present final project specifications in a format which is accurate, complete and suitable for the user covering:</p> <ul style="list-style-type: none"> <li>- schedule</li> <li>- location</li> <li>- methods and procedures</li> <li>- physical resources</li> <li>- human resources</li> <li>- relevant legal requirements</li> <li>- standard of outcome required</li> <li>- financial requirements</li> </ul> <p>1.4 Give clear and accurate briefings to those people involved with the project specifications, including those:</p> <ul style="list-style-type: none"> <li>- internal to the organisation</li> <li>- external to the organisation</li> </ul> <p>1.5 Ensure that, where relevant, contracts for project work are issued</p> |               |                     |      |

| Learning outcomes                           | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Be able to deliver environmental projects | <p>2.1 Make resources available to allow project activities to be carried out in a safe, and effective way including:</p> <ul style="list-style-type: none"> <li>- natural</li> <li>- physical</li> <li>- human</li> <li>- financial</li> </ul> <p>and inform the appropriate person without delay where these resources are not available</p> <p>2.2 Consistently meet project specifications within your area of responsibility, noting any factors which may cause disruption to project activities, and taking the appropriate action to minimise their effects</p> <p>2.3 Take corrective action without delay, and inform the relevant people of any changes which may affect them</p> <p>2.4 Establish and maintain systems to monitor the quality, quantity and time specifications for service delivery</p> <p>2.5 Make any recommendations for improving project activities and working conditions promptly to the appropriate people</p> <p>2.6 Ensure that the use and maintenance of equipment conforms to recommended schedules and procedures</p> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | 2.7 Promptly report all accidents and incidents to the appropriate people, and record them accurately and fully<br><br>2.8 Conduct communications with the project team and other interested parties in a way which promotes understanding and goodwill<br><br>2.9 Make sure that records of project activities are complete, accurate and comply with organisational procedures |               |                     |      |

| Learning outcomes                                      | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3 Be able to evaluate environmental projects</p>    | <p>3.1 Carry out evaluation efficiently and effectively against criteria set out in the project specification, ensuring that evaluation is thorough, complete and objective, covering:</p> <ul style="list-style-type: none"> <li>- environmental impact</li> <li>- quality</li> <li>- use of resources</li> </ul> <p>3.2 Produce evaluation reports that are clear, accurate and in a form suitable for the intended recipients</p> <p>3.3 Justify your conclusions and recommendations on the basis of:</p> <ul style="list-style-type: none"> <li>- the information available,</li> <li>- the methods of evaluation including: <ul style="list-style-type: none"> <li>a qualitative</li> <li>b quantitative</li> </ul> </li> <li>- clearly stated assumptions</li> </ul> |               |                     |      |
| <p>4 Understand how to plan environmental projects</p> | <p>4.1 Summarise relevant aspects of organisational requirements and management plans</p> <p>4.2 Summarise current principles of environmental good practice, and statutory and legal requirements, and their impact on project specifications</p> <p>4.3 Summarise health and safety and risks</p>   |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>4.4 Identify those who should be consulted with and describe the ways in which their views and opinions may be sought</p> <p>4.5 Explain actual and potential pressures on the environment, of any conflict between these pressures, and the effect these may have on the project specification</p> <p>4.6 Describe the process of identifying and selecting appropriate evaluation systems and criteria</p> <p>4.7 Explain the importance of accurate and complete specification, and reason for choice of presentation format covering:</p> <ul style="list-style-type: none"> <li>- schedule</li> <li>- location</li> <li>- methods and procedures</li> <li>- physical resources</li> <li>- human resources</li> <li>- relevant legal requirements</li> <li>- standard of outcome required</li> </ul> <p>4.8 Explain the importance of giving clear and accurate briefings to those involved with the project specification, and reasons for the choice of briefing method</p> <p>4.9 Outline the process of agreeing and issuing contracts for project work</p> |               |                     |      |

| Learning outcomes                                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5 Understand how to deliver environmental projects | <p>5.1 Outline the required type and quantity of resources needed for project activities and the appropriate action in the case of inadequate resources, covering all the following:</p> <ul style="list-style-type: none"> <li>- natural</li> <li>- physical</li> <li>- human</li> <li>- financial</li> </ul> <p>5.2 Outline individual responsibilities within project specifications including health and safety</p> <p>5.3 Explain how to identify and minimise the effect of disruptions and the reasons for selecting corrective actions</p> <p>5.4 Explain how to establish and maintain systems to monitor service delivery and how to identify improvements to project activities and working conditions</p> <p>5.5 Outline methods of communication likely to promote understanding and goodwill</p> <p>5.6 Explain the importance of complete and accurate records which comply with organisational procedures</p> |               |                     |      |

| Learning outcomes                                   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 6 Understand how to evaluate environmental projects | 6.1 Explain the importance of evaluating project outcomes covering the following criteria: <ul style="list-style-type: none"> <li>- environmental impact</li> <li>- quality</li> <li>- use of resources</li> </ul> 6.2 Describe techniques of evaluation and requirements of the original project specification<br>6.3 Explain the process of evaluation and the importance of thorough, complete and impartial evaluation<br>6.4 Explain the importance of clear and accurate reports and reasons for style of report<br>6.5 Describe means of drawing conclusions and making recommendations |               |                     |      |

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Internal verifier signature: \_\_\_\_\_  
(if sampled)

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## **Unit 24: Prepare and maintain the operational condition of work boats**

**Unit reference number:** A/502/3179

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 45

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to prepare and maintain work boats for use.

The learner will carry out the necessary checks and maintenance, and ensure that the work boat is safe and ready for use. In addition, they must recognise and deal with any faults or problems that arise prior to operation of the work boat.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Be able to prepare and maintain the operational condition of workboats</p> | <p>1.1 Carry out checks and maintenance procedures correctly, in accordance with statutory, manufacturers and organisational requirements. To include:</p> <ul style="list-style-type: none"> <li>- safety checks</li> <li>- engine checks</li> <li>- engine maintenance</li> <li>- condition of vessel</li> </ul> <p>1.2 Ensure equipment for use during the operation of the work boat is safe, in good working order and accessible including:</p> <ul style="list-style-type: none"> <li>- safety equipment</li> <li>- operational equipment</li> </ul> <p>1.3 Where appropriate, rectify faults in the operational condition of the work boat safely and correctly</p> <p>1.4 Ensure problems and conditions which are outside your responsibility are identified and referred promptly to the appropriate person</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Be able to work safely and minimise environmental damage                | 2.1 Work in a way which maintains health, safety and environmental good practice according to relevant legislation, codes of practice and any additional requirements<br><br>2.2 Provide clear and accurate information for recording purposes   |               |                     |      |
| 3 Know how to prepare and maintain the operational condition of workboats | 3.1 Describe the required pre-start checks, routine checks and maintenance procedures covering: <ul style="list-style-type: none"> <li>- safety checks</li> <li>- engine checks</li> <li>- engine maintenance</li> <li>- condition of vessel</li> </ul> 3.2 Outline the manufacturers instructions for engine and equipment maintenance, and specifications of the work boat<br><br>3.3 Describe the types of faults which may occur, including: engine faults, damage to the vessel and missing equipment, and the appropriate action in relation to these faults<br><br>3.4 Outline the limits of your responsibility for rectifying faults and other problems<br><br>3.5 Describe the procedures for reporting faults<br><br>3.6 Describe the reasons for reporting faults<br><br>3.7 Describe how to safely handle and store fuel and lubricants |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 3.8 Outline the types of problems which may be encountered and how these should be dealt with<br>3.9 Outline the relevant legislation and organisational requirements associated with the use of work boats<br>3.10 Outline the recreational and economic use of the water environment and how such use relates to work activities                 |               |                     |      |
| 4 Know relevant health and safety legislation and environmental good practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements in relation to the operation and use of work boats<br>4.2 Identify the types of records required and explain the importance of accurate record keeping<br>4.3 Describe how to maintain environmental good practice during work activities |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 25: Prepare interpretive entertainment and educational activities**

**Unit reference number:** L/502/3249

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit summary**

The aim of this unit is to provide the knowledge, understanding and skills required to prepare interpretative activities for a range of audiences, using a range of techniques. The techniques could include the use of audio visual/electronic equipment, use of props or audience involvement and participation.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Be able to prepare interpretive, entertainment and educational activities</p> | <p>1.1 Select and match subject matter to the site, the target audience and type of activity to ensure wider participation</p> <p>1.2 Work closely with those who are responsible for the audience to maximise the value of planned activities</p> <p>1.3 Prepare opportunities for the audience to maximise the use of their senses</p> <p>1.4 Plan appropriate styles and structures of activities which are appropriate to a range of audience profiles</p> <p>1.5 Develop and put in place contingency plans for all of the following:</p> <ul style="list-style-type: none"> <li>- the audience is different from that anticipated</li> <li>- ill-health (staff or animal)</li> <li>- bad weather</li> </ul> <p>1.6 Ensure that the selected techniques are sufficient and are consistent with the objectives within the constraints of site, event and budget</p> |               |                     |      |
| <p>2 Be able to promote health and safety and environmental good practice</p>      | <p>2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>   |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Understand how to prepare interpretive entertainment and educational activities   | 3.1 Explain how to select and agree relevant subject matter to match the site, audience and the activity to ensure wider participation<br>3.2 Explain how to link activities to the curriculum<br>3.3 Explain the range of potential audiences covering all of: <ul style="list-style-type: none"> <li>- organised parties</li> <li>- individual members of the public</li> <li>- people with particular</li> <li>- requirements or interests</li> </ul> 3.4 Explain techniques for interpretation that make use of audience senses |               |                     |      |
| 4 Understand relevant health and safety legislation and environmental good practice | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements including the safety of visitors   |               |                     |      |

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*(if sampled)*

## Unit 26: Prepare, conduct and report on field surveys

|                        |            |
|------------------------|------------|
| Unit reference number: | J/502/3234 |
| Level:                 | 3          |
| Credit value:          | 6          |
| Guided learning hours: | 39         |

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### Unit summary

This unit will provide the learner with the skills, knowledge and understanding required for undertaking survey work and recording the findings of such surveys. The term 'survey' is open to broad interpretation because of the wide range of surveys that may be carried out in different contexts using a range of survey techniques.

For this unit, the surveys are likely to be of equivalent complexity to National Vegetation Classification, Phase Two Habitat Survey, British Trust for Ornithology Breeding Bird census, Monkswood Butterfly transects, Environment Agency River Corridor or Joint Nature Conservancy Committee Intertidal surveys.

Surveys may be of the following subjects: landscape features, flora and fauna, different habitat types, historical and archaeological features, and human impact on the environment. Survey techniques include counting, sampling and mapping and must cover both qualitative and quantitative techniques.

*For the purposes of this unit, the following definition of survey should be applied:*

- **Survey:** a one-off activity to collect data for a prescribed purpose. *as opposed to:*
- **Monitoring:** making observations with sufficient precision to determine whether a required condition is being met
- **Surveillance:** a repeated survey to assess the condition of a site or feature on that site.

### Assessment requirements

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                    | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--------------------------------------|---|---------------|---------------------|------|
| 1 Be able to prepare to collect data | 1.1 Identify and secure access to any existing data (primary and secondary) relevant to the survey<br>1.2 Identify survey methodology, sources of data and legislative requirements in accordance with the survey specification<br>1.3 Ensure that the selected survey techniques are appropriate for the survey objectives, legal, safe and within time and resource constraints<br>1.4 Identify and obtain any necessary permissions, consents and licences<br>1.5 Secure and check all necessary survey equipment<br>1.6 Explicitly specify responsibilities for carrying out the survey, selecting people who are competent to undertake the survey, and provide them with a thorough briefing both verbal and written<br>1.7 Ensure that the survey design provides for the storage of any confidential information in accordance with data protection legislation |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Be able to collect and record data through field surveys             | 2.1 Collect all data using the correct survey techniques and ensure that the data is accurate to the level required in the survey specification<br>2.2 Record all data legibly, fully and in the format specified<br>2.3 Take prompt appropriate action in cases where data cannot be obtained in accordance with the specification<br>2.4 Take note of any data not covered by the specification, but potentially relevant to the survey, and report it to the appropriate person<br>2.5 Ensure that the effects of the work and access do not adversely affect the condition of survey sites<br>2.6 Encourage any interested persons to ask questions or seek explanation, and provide them with appropriate information<br>2.7 Produce proof of authority to conduct surveys on request |               |                     |      |
| 3 Be able to promote health and safety and environmental good practice | 3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements which apply to the preparation, conduct and report on field survey<br>3.2 Ensure work is carried out in a manner which minimises environmental damage   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Understand how to prepare for conducting surveys           | 4.1 Explain the potential sources of data, their advantages and disadvantages and principles of use<br>4.2 Explain where and how to obtain additional data relevant to the survey<br>4.3 Differentiate between the range of survey techniques available, their advantages and disadvantages and principles of use<br>4.4 Describe organisational requirements concerning the types of survey adopted<br>4.5 Outline the circumstances in which permission, consent or licences are required for survey activities and the means of obtaining them |               |                     |      |
| 5 Understand the roles of team members in conducting surveys | 5.1 Explain the roles and responsibilities of individual team members; the importance of clear and thorough briefing  |               |                     |      |

| Learning outcomes                                       | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Understand how to conduct and record on field surveys | 6.1 Explain types, and correct use, of survey equipment<br>6.2 Explain effective means of storing the data to be collected<br>6.3 Explain the range of techniques available for surveys of landscapes features, flora and fauna, different habitat types, historical features, impact of humans on the environment<br>6.4 Indicate recognition of landscapes features, flora and fauna, different habitat types, historical features, impact of humans on the environment (in accordance with the nature and objectives of the survey undertaken)<br>6.5 Explain effective techniques for recording survey data<br>6.6 Explain ways in which survey recording requirements vary according to the nature and objectives of the survey<br>6.7 Explain the appropriate action to take in cases where the required data cannot be collected<br>6.8 Describe type of data which is relevant to the survey but not covered by the design<br>6.9 Explain actions to take in case of incidental damage or disturbance to habitat, wildlife or landscape<br>6.10 Explain how people can be encouraged to ask questions<br>6.11 Describe the importance of providing proof of authority |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Understand relevant health and safety legislation and environmental good practice | 7.1 Summarise current health and safety legislation, codes of practice and any additional requirements which apply to this area of work<br><br>7.2 Describe the possible environmental damage and how to respond appropriately<br><br>7.3 Explain the records required for management and legislative purposes and the importance of maintaining them |               |                     |      |

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*(if sampled)*

## **Unit 27: Prepare, produce and evaluate interpretive media**

**Unit reference number:** M/502/3244

**Level:** 3

**Credit value:** 8

**Guided learning hours:** 52

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### **Unit summary**

The aim of this unit is to provide the knowledge, understanding and skills required to prepare briefs, monitor the production and evaluate the effectiveness of at least two different kinds of interpretative media. The interpretative media could be leaflets, signs, displays, trails, audio/audio visual, and events.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to prepare briefs for producing interpretive media | 1.1 Prepare briefs for interpretive media which meet resource, budget, legal and site requirements<br>1.2 Identify interpretive media that are appropriate for the intended audience and the interpretation objectives<br>1.3 Accurately identify resource requirements for realising the briefs and where appropriate identify suitable alternatives<br>1.4 Seek any necessary information and advice from appropriate sources<br>1.5 Present briefs within agreed timescales in a form and level of detail suitable for further specialist design work to be carried out if required |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Be able to monitor the production of interpretative media | 2.1 Monitor production progress regularly against agreed resource allocations and timescales<br>2.2 Agree any proposed changes to the production plan with the appropriate people<br>2.3 Ensure the interpretive media are produced within planned budget and timescales<br>2.4 Ensure the interpretive media produced match the design brief<br>2.5 Ensure that site-based interpretive media are located in accordance with the original brief<br>2.6 Ensure that printed materials are distributed in accordance with the original brief |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3 Be able to evaluate the effectiveness of interpretative media</p> | <p>3.1 Ensure that all evaluation criteria are clearly established and agreed with the appropriate people</p> <p>3.2 Use at least two different evaluation methods that are appropriate to the situation and the customers:</p> <ul style="list-style-type: none"> <li>- response to questionnaires</li> <li>- observation</li> <li>- customer feedback</li> <li>- feedback from colleagues</li> <li>- feedback from employer</li> </ul> <p>3.3 Carry out and record the evaluation in a manner which yields accurate and impartial data</p> <p>3.4 Ensure that evaluation results are related to the evaluation criteria and based on accurate analysis of the available data</p> <p>3.5 Draw conclusions on the effectiveness of interpretative media based on evaluation criteria and supported by the results of the evaluation</p> <p>3.6 Present results and conclusions to the appropriate people in an agreed format and within agreed timescales</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>4 Understand how to prepare briefs for producing interpretative media</p> | <p>4.1 Explain the types of interpretive media and how appropriate each is to particular circumstances:</p> <ul style="list-style-type: none"> <li>- leaflets</li> <li>- signs</li> <li>- displays</li> <li>- trails</li> <li>- audio/audio visual</li> <li>- events</li> </ul> <p>4.2 Explain the resources that will be required for producing media</p> <ul style="list-style-type: none"> <li>- time</li> <li>- money</li> <li>- people</li> <li>- skills</li> </ul> <p>4.3 Explain the sources of relevant information and how reliable these are</p> <p>4.4 Explain how to establish the purpose of the brief, the format and level of detail required in the brief, and timescales for submitting the brief</p> <p>4.5 Explain how to establish who the intended audience are and the learning objectives required</p> <p>4.6 Explain the consequences of failing to establish the relevant background before beginning to prepare the brief</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Understand how to produce and monitor interpretive media | 5.1 Explain how to measure suitability of product against design brief<br>5.2 Explain the factors that could affect production/location and how these should be handled<br>5.3 Explain their limits of authority and from where to seek confirmation of changes covering: <ul style="list-style-type: none"> <li>- schedule</li> <li>- methods</li> <li>- suppliers</li> <li>- siting</li> </ul> 5.4 Explain the individuals/organisations that are involved in the production of media, the nature of their involvement and responsibilities<br>5.5 Explain why it is important to regularly monitor production/siting/distribution |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Understand how to evaluate the effectiveness of interpretive media | 6.1 Explain how and with whom valid evaluation criteria should be established<br><br>6.2 Explain the different methods of evaluation and the suitability of each for different situations <ul style="list-style-type: none"> <li>- response to questionnaires</li> <li>- observation</li> <li>- customer feedback</li> <li>- feedback from colleagues</li> <li>- feedback from employer</li> </ul> 6.3 Explain the factors which can cause data to be skewed<br>6.4 Explain the methods of recording data and the suitability of each<br>6.5 Explain how to analyse data and draw conclusions related to the evaluation criteria that are supported by the results of the analysis<br>6.6 Explain why it is important to use methods which are likely to produce accurate and impartial data |               |                     |      |

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*(if sampled)*

## **Unit 28: Preparing ground for seeding and planting**

**Unit reference number:** K/502/0990

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required in preparing the ground for planting plants and seeds. The preparation of the ground may cover the use of both hand tools and powered machinery such as tractor-mounted equipment.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain equipment            | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition throughout   |               |                     |      |
| 2                 | Be able to prepare ground for seeding and planting       | 2.1 Prepare the ground in a way that is appropriate to the plants/seeds being established, the soil type and ground conditions<br>2.2 Add the materials specified for the operation. (it may be compost, fertiliser or sand)<br>2.3 Produce the required tilth for the specified finish<br>2.4 Clear debris from the site effectively, safely, tidily and legally<br>2.5 Complete work to the agreed schedule |               |                     |      |
| 3                 | Be able to work safely and minimise environmental damage | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly   |               |                     |      |

| Learning outcomes                | Assessment criteria  | Evidence type | Portfolio reference | Date |
|----------------------------------|--|---------------|---------------------|------|
| 4 Know how to prepare the ground | <p>4.1 Describe the different clearance and minor levelling methods which can be used for the following:</p> <ul style="list-style-type: none"> <li>- green-field</li> <li>- urban derelict</li> <li>- reclaimed land</li> <li>- existing gardens</li> </ul> <p>4.2 Describe how to achieve the correct tilth, consolidation, pH and nutrient levels depending on the use and finish</p> <p>4.3 State where and when composts, fertilisers and other materials should be used and the types that are appropriate</p> <p>4.4 State how preparation may be affected by type of plants/seeds, soil type, ground and weather conditions and type of site</p> <p>4.5 Describe the unwanted impacts to a site which might occur when preparing ground and how to avoid them</p> <p>4.6 State why it is important to clear debris effectively, safely, tidily and legally</p> |               |                     |      |
| 5 Know the types of hazards      | 5.1 Describe the hazards of underground services and how to avoid these  |               |                     |      |
| 6 Know the types of weeds        | 6.1 Identify 15 types of perennial weeds and state how to control them   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 7 Know the types of equipment and materials required and how to maintain them    | 7.1 Describe the equipment and materials which will be necessary for preparing ground for seeding and planting, covering the following materials: <ul style="list-style-type: none"> <li>- organic matter</li> <li>- fertiliser</li> <li>- lime</li> <li>- perennial weed herbicides</li> </ul> 7.2 Describe methods of maintaining the equipment ready for use |               |                     |      |
| 8 Know the current health and safety legislation and environmental good practice | 8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>8.2 Describe how environmental damage can be minimised<br>8.3 Describe the correct methods for disposing of organic and inorganic waste   |               |                     |      |

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*(if sampled)*

## **Unit 29: Produce management plans for environmental sites**

**Unit reference number:** K/502/3243

**Level:** 3

**Credit value:** 9

**Guided learning hours:** 59

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for producing management plans.

It looks at the key activities undertaken when gathering information on sites, how this is interpreted to produce a site management plan.

The term 'site' should be interpreted widely and could refer to a single nature reserve or country park, a roadside verge or a series or group of similar locations with comparable management requirements. 'Management' is also given a broad interpretation and covers all practical work such as habitat and access management, as well as the provision of interpretation and other visitor facilities and the management of visitor activities.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                          | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to assess site resources         | 1.1 Assess and record actual and potential site resources from available data<br>1.2 Identify existing site use and management<br>1.3 Establish the intended purposes and uses of the site<br>1.4 Identify and evaluate opportunities and constraints in managing the site  |               |                     |      |
| 2 Be able to produce site management plans | 2.1 Present plans in a way which is suitable for those who are to implement and monitor them<br>2.2 Ensure that plans achieve the best balance between the present use of the site and opportunities and constraints, covering: <ul style="list-style-type: none"> <li>- legal</li> <li>- environmental</li> <li>- requirements of site users and wider community</li> <li>- economic/financial</li> <li>- physical</li> <li>- organisational</li> <li>- timing or seasonality</li> <li>- site history</li> </ul> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>2.3 Identify the resources required to achieve the plan and establish their availability, including:</p> <ul style="list-style-type: none"> <li>- natural</li> <li>- physical</li> <li>- human</li> <li>- financial</li> </ul> <p>2.4 Ensure that plans contain the necessary information for their effective implementation covering:</p> <ul style="list-style-type: none"> <li>- site preparation</li> <li>- work methods and procedures</li> <li>- sequence of operations</li> <li>- disposal of waste or surplus products</li> <li>- final intended appearance and condition of the site</li> <li>- health and safety requirements</li> <li>- monitoring systems and timescales</li> </ul> |               |                     |      |

| Learning outcomes                         | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Understand how to assess site resources | 3.1 Explain the techniques for assessing site resources and their use for the following: <ul style="list-style-type: none"> <li>- flora</li> <li>- fauna</li> <li>- landscape features</li> <li>- archaeological and historical features</li> <li>- visitor facilities</li> <li>- educational facilities</li> <li>- recreation facilities</li> </ul> 3.2 Explain the types of conflicts which may exist in relation to the use of the site and how this has been tackled in the past<br>3.3 Describe the types of potential site uses and their associated requirements<br>3.4 Outline requirements for public access and recreational use of the site |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Understand the factors which influence the production of plans | 4.1 Explain the impact which different management methods may have on surrounding people, flora and fauna<br><br>4.2 Explain the ways in which conflicts may be tackled and resolved in management plans<br><br>4.3 Explain the inter-relationship between opportunities and constraints in the management of sites: <ul style="list-style-type: none"> <li>- legal</li> <li>- environmental</li> <li>- social</li> <li>- cultural and aesthetic</li> <li>- economic or financial</li> <li>- physical</li> <li>- organisational</li> <li>- timing or seasonality</li> </ul> 4.4 Explain the different kinds of resources which are necessary to achieve plans, and their inter-relationship: <ul style="list-style-type: none"> <li>- human</li> <li>- financial</li> <li>- material and capital</li> </ul> |               |                     |      |

| Learning outcomes                                     | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Understand how to present the site management plans | 5.1 Explain the structure, content and presentation of site plans for particular uses and audiences<br>5.2 Explain the methods of presenting plans to meet the needs of the full range of people who are to implement them |               |                     |      |
| 6 Understand the relevant legislation and policies    | 6.1 Summarise current health and safety legislation, codes of practice and any additional requirements   |               |                     |      |

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(if sampled)

Date: \_\_\_\_\_

## **Unit 30: Remove unwanted plant growth to maintain development**

**Unit reference number:** Y/502/1214

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 38

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to identify and remove unwanted plant growth to maintain development.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                                   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1 Know the different types of unwanted plant growth | 1.1 Identify different types of plant material and explain why it must be removed, covering: <ul style="list-style-type: none"> <li>- damaged plants</li> <li>- diseased material</li> <li>- weeds</li> <li>- plant debris</li> <li>- non typical</li> <li>- dead</li> <li>- excessive growth</li> <li>- badly positioned</li> </ul>                |               |                     |      |
| 2 Know how to maintain plant development            | 2.1 Describe how all the following methods can be used to maintain/control plant development: <ul style="list-style-type: none"> <li>- trimming</li> <li>- supporting</li> <li>- thinning</li> <li>- spacing</li> <li>- irrigation</li> <li>- growth regulators</li> <li>- lighting and shading</li> <li>- protection</li> <li>- pruning</li> </ul> |               |                     |      |

| Learning outcomes |  | Assessment criteria |  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 3                 | Know the types of equipment required and how to maintain them                  | 3.1                 | Describe the equipment which will be necessary for maintaining plant development   |               |                     |      |
|                   |  | 3.2                 | Describe methods of maintaining the equipment ready for use  |               |                     |      |
| 4                 | Know the current health and safety legislation and environmental good practice | 4.1                 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work |               |                     |      |
|                   |  | 4.2                 | Describe how environmental damage can be minimised   |               |                     |      |
|                   |  | 4.3                 | Describe the correct methods for disposing of organic and inorganic waste  |               |                     |      |
|                   |  | 4.4                 | Describe why it is important to maintain hygiene and how this is achieved  |               |                     |      |
| 5                 | Be able to select, use and maintain equipment                                  | 5.1                 | Select appropriate equipment for this area of work   |               |                     |      |
|                   |  | 5.2                 | Use equipment according to manufacturer's instructions and legal requirements  |               |                     |      |
|                   |  | 5.3                 | Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 6                 | Be able to identify unwanted plant growth                                      | 6.1                 | Recognise unwanted plant material as appropriate   |               |                     |      |
| 7                 | Be able to remove unwanted plant growth  | 7.1                 | Remove unwanted plant material using appropriate techniques according to the species, time of year, stage of development               |               |                     |      |
|                   |  | 7.2                 | Maintain the growing environment in a hygienic condition   |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 8 Be able to work safely and minimise environmental damage | 8.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br><br>8.2 Carry out work in a manner which minimises environmental damages<br><br>8.3 Dispose of waste safely and correctly |               |                     |      |

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*(if sampled)*

## **Unit 31: Research and plan environmental interpretations**

**Unit reference number:** R/502/3236

**Level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit summary**

The aim of this unit is to provide the knowledge, understanding and skills required to plan and research interpretations. The interpretations could cover geographical areas or sites, specific environmental topics or environmental themes, depending on the research.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Be able to research information for interpretations</p> | <p>1.1 Establish the nature, requirements and expectations of the intended audience</p> <p>1.2 Formulate clear research objectives linked to the nature and requirements of the audience, the sites to be visited and the focus of interpretation</p> <p>1.3 Use appropriate information sources effectively and economically</p> <p>1.4 Assess all information obtained for accuracy and appropriateness to the intended audience</p> <p>1.5 Identify and access additional sources of information where necessary</p> <p>1.6 Ensure that throughout the work account is taken of the environmental and social impact of proposed interpretations</p> <p>1.7 Ensure the information compiled is reliable, accurate and optimises the goodwill of those providing the information</p> |               |                     |      |

| Learning outcomes                                | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Be able to plan information for interpretation | 2.1 Ensure that plans take account of potential site hazards and minimise their effects on the audience<br>2.2 Relate the planned interpretations to the nature and requirements of the audience, the sites to be visited and the focus of interpretation<br>2.3 Ensure that plans allow for the use of a range of appropriate interpretive methods<br>2.4 Ensure that plans take account of the potential environmental and social impact of the proposed interpretation and aim to sustain the special character of the site<br>2.5 Negotiate and agree site access arrangements prior to planned visits<br>2.6 Identify the required resources and confirm their availability<br>2.7 Maintain the confidentiality of information |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>3 Understand how to research information for interpretations</p> | <p>3.1 Explain why it is important to formulate clear research objectives</p> <p>3.2 Explain how to establish the nature, requirements and expectations of the intended audience covering the following groups:</p> <ul style="list-style-type: none"> <li>- general interest</li> <li>- special interest</li> </ul> <p>3.3 Explain the ways in which the needs of different audiences may vary, and how this impacts on research covering the following groups:</p> <ul style="list-style-type: none"> <li>- general interest</li> <li>- special interest</li> </ul> <p>3.4 Explain how to link to needs of the audience with the sites to be visited and the focus of interpretation</p> <p>3.5 Explain relevant information sources, and how to access and use them effectively</p> <p>3.6 Explain how to check information for reliability, accuracy and relevance; and the reasons why this is important</p> <p>3.7 Explain the ways in which the goodwill of information providers can be optimised</p> <p>3.8 Explain how to take account of potential environmental and social impact of interpretations and the reasons why this is important</p> |               |                     |      |

| Learning outcomes                            | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Understand how to plan for interpretations | <p>4.1 Explain how to plan interpretations and select methods best suited to the needs of the audience, the sites to be visited and the focus of interpretation. Interpretations cover:</p> <ul style="list-style-type: none"> <li>- geographical areas or sites</li> <li>- specific environmental topics</li> <li>- environmental themes</li> </ul> <p>4.2 Explain the specific site hazards, how they are recognised and their impact on visitors minimised and the consequences of failing to identify and plan accordingly</p> <p>Explain the resources and approaches available for the plan and their suitability covering:</p> <ul style="list-style-type: none"> <li>- time</li> <li>- human</li> <li>- physical</li> <li>- financial information</li> </ul> <p>4.4 Explain how to identify, negotiate and agree appropriate site access arrangements and the consequences of failing to make appropriate access arrangements prior to visits</p> <p>4.5 Explain the importance of confirming availability of resources and the consequences of failing to ensure required resources are available</p> <p>4.6 Explain the need for appropriate levels of confidentiality</p> |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## **Unit 32: Work with and consult the local community**

**Unit reference number:** L/502/3168

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to work with the local community and community issues. This may be through specific projects, such as running a local bat group, or becoming involved in longer term projects such as helping to set up and run a community wildlife area.

The emphasis is upon building a relationship with local people through consultation and co-operation. The objective is not only to spread environmental awareness, but also to foresee possible areas of conflict, and to find solutions agreeable to all. Consultation must include an element of education and awareness raising for it to be effective.

### **Assessment requirements**

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                           | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Work with and consult the local community | 1.1 Identify opportunities for formal and informal consultation and co-operation with the local community, seeking specialist advice where appropriate<br>1.2 Establish and maintain contacts with relevant individuals and organised groups within the local community<br>1.3 Engage with individuals and groups within the local community to develop understanding and awareness as part of consultation<br>1.4 Use appropriate communication methods to seek the opinions of individuals and groups within the local community |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Understand the importance of working with and consulting the local community | 2.1 Describe the types of opportunities available for co-operation and consultation with the local community<br>2.2 Describe the ways in which contact with the local community can be established<br>2.3 Describe the reasons for and importance of consultation with the local community in gathering feedback<br>2.4 Describe the likely impact of the organisation's work on the local community<br>2.5 Outline why it is important that those you are consulting with understand the issues which they are being consulted on<br>2.6 Describe the methods of gauging community opinion and the importance of providing feedback |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 33: Work with children and young people during environmental activities**

**Unit reference number:** J/502/3282

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to work with children and young people. It includes establishing and maintaining a healthy, safe and secure environment.

The term 'children and young people' refers to all children and young people of school age.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to establish and maintain a healthy, safe and secure environment for children and young people | <p>1.1 Check all areas where children and young people will be present and identify and record hazards</p> <p>1.2 Take action to eliminate or reduce hazards where dangerous situations or hazards arise</p> <p>1.3 Explain safety rules to children and young people clearly and in a manner appropriate to their level of understanding</p> <p>1.4 Encourage children and young people to be aware of their own and others safety</p> <p>1.5 Work with others to maintain the agreed levels of supervision at all times</p> <p>1.6 Follow agreed procedures for the collection of children and young people and not hand over any children without authorisation</p> <p>1.7 Take the appropriate action in cases where they have concerns over the welfare of children and young people in their care</p> |               |                     |      |
| 2                 | Be able to work with and protect children and young people during environmental activities             | <p>2.1 Work with children and young people indoors and outdoors in a calm and relaxed manner to promote their understanding and self confidence</p>   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3 Know how to establish and maintain a healthy, safe and secure environment for children and young people</p> | <p>3.1 Explain the implications on their work of relevant legislation and sector, organisational and statutory codes of practice</p> <p>3.2 Describe how to identify potentially dangerous situations or hazards</p> <p>3.3 Describe the action required in cases where potentially dangerous situations or hazards have been identified</p> <p>3.4 Outline the necessary safety rules and procedures, and how to explain them to children in a manner appropriate to their level of understanding</p> <p>3.5 Describe how to promote understanding and self confidence in children and young people</p> <p>3.6 Outline the agreed levels of supervision appropriate for the activity</p> <p>3.7 Explain the importance of procedures for the collection of children and young people</p> <p>3.8 Explain the action to take where they are concerned about the welfare of a child or young person in their care, including the procedures for dealing with suspected child abuse covering:</p> <ul style="list-style-type: none"> <li>- referral of concerns to the line manager and</li> <li>- referral of concerns to specialists outside the organisation</li> </ul> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Understand the implications of working with children during environmental activities | 4.1 Explain the importance of maintaining a calm and relaxed manner when working with children and young people<br><br>4.2 Describe how to work with children and young people: <ul style="list-style-type: none"> <li>- indoors</li> <li>- outdoors</li> </ul> |               |                     |      |

Learner name: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## **Unit 34: Work within local coastal environments**

**Unit reference number:** M/502/3194

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 45

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### **Unit summary**

The aim of this unit is to provide the learner with the skills and knowledge required when working within coastal environments. This might include dune restoration, managed retreat or reduction of pollution and disturbance of sea bed habitat.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Be able to identify issues involved in working within local coastal environments  | 1.1 Recognise the extent of the coast for a given location<br>1.2 Identify a range of habitats from the following: <ul style="list-style-type: none"> <li>- land</li> <li>- inter-tidal</li> <li>- underwater</li> </ul> 1.3 Report on tides, waves and storm conditions<br>1.4 Investigate uses of the coast<br>1.5 Identify and report on the range of pollution sources and risks<br>1.6 Identify organisations involved in coastal management<br>1.7 Identify historical and potential changes to the local environment including: <ul style="list-style-type: none"> <li>- natural</li> <li>- man-made</li> </ul> |               |                     |      |
| 2 Know how to identify issues involved in working within local coastal environments | 2.1 Explain how to define a coastal environment<br>2.2 Describe the types of coastline   |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>2.3 Explain how to identify relevant habitats covering:</p> <ul style="list-style-type: none"> <li>- land</li> <li>- inter-tidal</li> <li>- underwater</li> </ul> <p>2.4 Explain how to find out about tides, waves and storm conditions and how they affect the local coastline</p> <p>2.5 Describe what is habitat and what are key conservation species</p> <p>2.6 Explain how the coast is used for recreational and economic/industry purposes</p> <p>2.7 Describe types of pollution sources, the potential risks and impact on water quality</p> <p>2.8 Describe types of organisations and the scope of their involvement:</p> <ul style="list-style-type: none"> <li>- Government</li> <li>- NGOs</li> <li>- national/regional/local</li> </ul> <p>2.9 Describe how coastal environments have changed and will change over time</p> |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 35: Conduct and report on a field survey for access networks**

**Unit reference number:** J/502/3279

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for access networks (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Collect and record field survey data for access networks | 1.1 Undertake a field survey for access networks<br>1.2 Select and use survey techniques in accordance with the survey specification<br>1.3 Collect primary and secondary data that meets the requirements of the survey specification<br>1.4 Record all data legibly, fully and in the format specified<br>1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimise environmental damage   |               |                     |      |
| 3                 | Report on the field survey for access networks           | 3.1 Produce accurate, legible and complete reports which contain the necessary supporting data<br>3.2 Respond to requests for further clarification and explanation of reports clearly and accurately<br>3.3 Report within the required timescale and in accordance with organisational procedure   |               |                     |      |

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 36: Conduct and report on a field survey for animals**

**Unit reference number:** F/502/3278

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea) for animals. It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Collect and record field survey data for animals         | 1.1 Undertake a field survey for animals<br>1.2 Select and use survey techniques in accordance with the survey specification<br>1.3 Collect primary and secondary data that meets the requirements of the survey specification<br>1.4 Record all data legibly, fully and in the format specified<br>1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage  |               |                     |      |
| 3                 | Report on the field survey for animals                   | 3.1 Produce accurate, legible and complete reports which contain the necessary supporting data<br>3.2 Respond to requests for further clarification and explanation of reports clearly and accurately<br>3.3 Report within the required timescale and in accordance with organisational procedure   |               |                     |      |

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*(if sampled)*

## **Unit 37: Conduct and report on a field survey for habitat types**

**Unit reference number:** F/502/3281

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for habitat types (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Collect and record field survey data for habitat types   | 1.1 Undertake a field survey for habitat types<br>1.2 Select and use survey techniques in accordance with the survey specification<br>1.3 Collect primary and secondary data that meets the requirements of the survey specification<br>1.4 Record all data legibly, fully and in the format specified<br>1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage  |               |                     |      |
| 3                 | Report on the field survey for habitat types             | 3.1 Produce accurate, legible and complete reports which contain the necessary supporting data<br>3.2 Respond to requests for further clarification and explanation of reports clearly and accurately<br>3.3 Report within the required timescale and in accordance with organisational procedure   |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## Unit 38

## Conduct and report on a field survey for people

**Unit reference number:** M/502/3275

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### Unit summary

The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Collect and record field survey data for people          | 1.1 Undertake a field survey for people<br>1.2 Select and use survey techniques in accordance with the survey specification<br>1.3 Collect primary and secondary data that meets the requirements of the survey specification<br>1.4 Record all data legibly, fully and in the format specified<br>1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage   |               |                     |      |
| 3                 | Report on the field survey for people                    | 3.1 Produce accurate, legible and complete reports which contain the necessary supporting data<br>3.2 Respond to requests for further clarification and explanation of reports clearly and accurately<br>3.3 Report within the required timescale and in accordance with organisational procedure  |               |                     |      |

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*(if sampled)*

## **Unit 39: Conduct and report on a field survey for physical features**

**Unit reference number:** A/502/3277

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment (on land or at sea) for physical features. It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria |   | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 1                 | Collect and record field survey data for physical features | 1.1                 | Undertake a field survey for physical features  |               |                     |      |
|                   |  | 1.2                 | Select and use survey techniques in accordance with the survey specification  |               |                     |      |
|                   |  | 1.3                 | Collect primary and secondary data that meets the requirements of the survey specification  |               |                     |      |
|                   |  | 1.4                 | Record all data legibly, fully and in the format specified  |               |                     |      |
|                   |  | 1.5                 | Take the appropriate prompt action where data cannot be obtained in accordance with the specification   |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage   | 2.1                 | Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements |               |                     |      |
|                   |  | 2.2                 | Carry out work in a manner which minimises environmental damage   |               |                     |      |
| 3                 | Report on the field survey for physical features           | 3.1                 | Produce accurate, legible and complete reports which contain the necessary supporting data  |               |                     |      |
|                   |  | 3.2                 | Respond to requests for further clarification and explanation of reports clearly and accurately   |               |                     |      |
|                   |  | 3.3                 | Report within the required timescale and in accordance with organisational procedure  |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 40: Conduct and report on a field survey for plants**

**Unit reference number:** A/502/3280

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the skills to conduct and report on basic survey work relating to the natural environment for plants (on land or at sea). It may involve hands-on measurement in the field, remote measurement using sensing equipment (such as aerial photography), or the collection of samples for analysis out in the field. The unit also covers reporting on the findings of the survey carried out.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Collect and record field survey data for plants          | 1.1 Undertake a field survey for plants<br>1.2 Select and use survey techniques in accordance with the survey specification<br>1.3 Collect primary and secondary data that meets the requirements of the survey specification<br>1.4 Record all data legibly, fully and in the format specified<br>1.5 Take the appropriate prompt action where data cannot be obtained in accordance with the specification |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage   |               |                     |      |
| 3                 | Report on the field survey for plants                    | 3.1 Produce accurate, legible and complete reports which contain the necessary supporting data<br>3.2 Respond to requests for further clarification and explanation of reports clearly and accurately<br>3.3 Report within the required timescale and in accordance with organisational procedure  |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 41: Prepare to undertake and report on a field survey**

**Unit reference number:** T/502/3276

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and understanding required to conduct a basic survey relating to the natural environment (on land or at sea). The unit covers the different survey techniques and the reporting techniques for the surveys.

### **Assessment requirements**

This unit is to be completed prior to undertaking and reporting on a field survey.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Know how to collect and record data for field surveys</p> | <p>1.1 Outline how to collect and record data for three of the following field surveys:</p> <ul style="list-style-type: none"> <li>- plants</li> <li>- animals</li> <li>- people</li> <li>- physical features</li> <li>- habitat types</li> <li>- access networks</li> </ul> <p>1.2 State the role and responsibilities in relation to survey activities</p> <p>1.3 Outline the range of survey techniques available, their advantages and disadvantages and principles of use</p> <p>1.4 Describe primary and secondary sources of data, their advantages and disadvantages and principles of use</p> <p>1.5 Describe effective means of recording the data collected</p> <p>1.6 Describe the actions to take if there is difficulty in obtaining data</p> <p>1.7 Describe the environmental importance of the field survey area(s) and the potential impact of work on the site</p> <p>1.8 Describe actions that may be necessary in cases of incidental damage to habitat, wildlife and landscape</p> |               |                     |      |

| Learning outcomes                     | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---------------------------------------|---|---------------|---------------------|------|
| 2 Know how to report on field surveys | 2.1 Outline the required content of a report<br>2.2 Describe different ways of presenting information in a way appropriate to the intended user<br>2.3 Describe potential uses of field survey reports<br>2.4 Outline different methods of communicating clearly<br>2.5 Specify the timescale within which reporting must take place and the reasons for this |               |                     |      |

Learner name: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## **Unit 42: Co-ordinate and oversee habitat management work**

**Unit reference number:** A/502/1531

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to co-ordinate and oversee habitat management work. It also involves the selection and briefing of a suitable workforce to carry out the habitat management work.

### **Assessment requirements**

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to co-ordinate and oversee habitat management work</p> | <p>1.1 Make available the necessary resources to allow habitat management work to be carried out in a safe and effective way. Resources to include:</p> <ul style="list-style-type: none"> <li>- natural</li> <li>- physical</li> <li>- human</li> <li>- financial</li> </ul> <p>1.2 Inform the appropriate person where these resources are not available</p> <p>1.3 Brief those who will be carrying out the work with regard to:</p> <ul style="list-style-type: none"> <li>- work specification</li> <li>- environmental value of the site and its implications for the planned work</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | <p>1.4 Oversee habitat management work for four of the following objectives:</p> <ul style="list-style-type: none"> <li>- to create or maintain suitable conditions for particular species</li> <li>- to create or maintain a desired mix of habitats for access and recreation</li> <li>- to conserve desirable physical or archaeological features</li> <li>- to reduce the pressures of human activity on habitats</li> <li>- to promote site safety</li> </ul> <p>1.5 Communicate with the work team and other interested parties in a way which promotes understanding and goodwill</p> <p>1.6 Provide clear and accurate information for recording purposes</p> |               |                     |      |
| <p>2 Be able to promote health and safety and environmental good practice</p> | <p>2.1 Work in a way which promotes health and safety, is consistent with legislation, codes of practice and any additional requirements</p> <p>2.2 Ensure work is carried out in a manner which minimises environmental damage</p> <p>2.3 Manage and dispose of waste in accordance with legislative requirements and codes of practice</p>  |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3 Understand how to co-ordinate and oversee habitat management work</p> | <p>3.1 Explain the required type and quantity of resources needed for habitat management work</p> <p>3.2 Describe the appropriate action to take in the case of inadequate resources</p> <p>3.3 Describe relevant aspects of work specifications, and individual responsibilities</p> <p>3.4 Describe how to select a workforce which is appropriate for the planned work</p> <p>3.5 Describe methods of briefing the workforce on the activities required</p> <p>3.6 Describe how to effectively oversee habitat management work which is being carried out</p> <ul style="list-style-type: none"> <li>- to create or maintain suitable conditions for particular species</li> <li>- to create or maintain a desired mix of habitats for access and recreation</li> <li>- to conserve desirable physical or archaeological features</li> <li>- to reduce the pressures of human activity on habitats</li> <li>- to promote site safety</li> </ul> <p>3.7 Explain how to identify and minimise the effect of disruptions and how to select corrective actions</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 3.8 Explain how to establish, maintain and improve systems to monitor work<br>3.9 Describe methods of communication likely to promote understanding and goodwill<br>3.10 Identify the types of records required and the importance of accurate record keeping                        |               |                     |      |
| 4 Understand relevant health and safety legislation and environmental good practice | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements<br>4.2 Describe the possible environmental damage that could occur and how to respond appropriately<br>4.3 Explain the correct and appropriate methods for disposing of waste |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 43: Construct, maintain and repair post and wire fence boundaries**

**Unit reference number:** A/600/0818

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair post and wire fence boundaries.

It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste, etc) is considered at all stages of the work to be carried out.

'Construction' is defined as creating a new boundary or completely replacing a boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken, for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long-term.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Construct, maintain and repair post and wire fence boundaries</p> | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment</p> <p>1.2 Identify the proposed line for the boundary from the specification and any special considerations which relate to the line, including:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> </ul> <p>1.3 Construct, maintain or repair the boundaries to specification, and finish it in a way which fits in with the surrounding environment</p> <p>1.4 Take appropriate action without delay where problems occur during work, including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification disturbance to wildlife or environment</li> </ul> <p>1.5 Handle, manoeuvre and transport materials safely</p> <p>1.6 Identify and report potential improvements to the work specification</p> <p>1.7 Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Be able to select, use and maintain equipment for the construction, maintenance and repair of post and wire fence boundaries | 2.1 Select appropriate equipment and materials for this area of work<br>2.2 Use equipment according to instructions<br>2.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 3 Be able to work safely and minimise environmental damage   | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>4 Know how to construct, maintain and repair pot and wire fence boundaries</p> | <p>4.1 Describe suitable methods for preparing the site</p> <p>4.2 Outline how to interpret and use relevant specifications, covering:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability to expected use and local tradition</li> </ul> <p>4.3 Outline the context within which the boundary is set, and how this relates to the specification</p> <p>4.4 Describe the problems which may occur during operations and how these should be dealt, with covering:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- disturbance to wildlife or environment</li> <li>- difficulties in meeting the specification</li> </ul> <p>4.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these</p> <p>4.6 Describe the reasons for leaving the site in the required condition on completion of operations</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Know the current health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of waste<br>5.4 Explain how to identify hazards and assess risks<br>5.5 Explain how to interpret risk assessments |               |                     |      |
| 6 Know the types of equipment required and how to maintain them                  | 6.1 Describe the equipment which will be necessary for the construction, maintenance and repair of post and wire fence boundaries<br>6.2 Describe methods of maintaining the equipment in a fit state for use  |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 44: Construct, maintain and repair stiles**

**Unit reference number:** Y/600/0826

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair stiles. Local custom and materials should encourage the use of a wide range of stiles and techniques for all features in this unit.

It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste, etc) is considered at all stages of the work to be carried out.

'Construction' is defined as creating a new boundary or completely replacing a boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long term.

Stiles may be timber or stone construction but should fit the landscape and their proposed use.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Construct, maintain and repair stiles  | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment</p> <p>1.2 Construct, maintain or repair the stile to specification, and finish it in a way which fits in with the surrounding environment</p> <p>1.3 Take appropriate action without delay where problems occur during work including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- disturbance to wildlife or environment</li> <li>- difficulties in meeting the specification</li> </ul> <p>1.4 Identify and report potential improvements to the work specification</p> <p>1.5 Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely</p> |               |                     |      |
| 2                 | Be able to select, use and maintain equipment for the construction, maintenance and repair of stiles | <p>2.1 Select appropriate equipment and materials for this area of work</p> <p>2.2 Use equipment according to instructions</p> <p>2.3 Prepare, maintain and store equipment in a safe and effective working condition</p>   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to work safely and minimise environmental damage | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly   |               |                     |      |
| 4 Know how to construct, maintain and repair stiles        | 4.1 Describe suitable methods for preparing the site<br>4.2 Explain the proposed use of the stile and how this relates to the specification and operations<br>4.3 Outline how to interpret and use relevant specifications, covering: <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability to expected use and local tradition</li> </ul> 4.4 Outline the context within which the stile is set, and how this relates to the specification<br>4.5 Explain the methods for constructing, maintaining and repairing stiles |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>4.6 Describe the problems which may occur during operations and how these should be dealt with, covering:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- disturbance to wildlife or environment</li> <li>- difficulties in meeting the specification</li> </ul> <p>4.7 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these</p> <p>4.8 Describe the required condition of the site on completion of operations</p> |               |                     |      |
| 5                 | <p>Know the current health and safety legislation and environmental good practice</p> <p>5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p>5.2 Describe how environmental damage can be minimised</p> <p>5.3 Describe the correct methods for disposing of waste</p> <p>5.4 Explain how to identify hazards and assess risks</p> <p>5.5 Explain how to interpret risk assessments</p>                                 |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 45: Encourage and motivate volunteers**

**Unit reference number:** J/502/1645

**Level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to encourage, motivate and show appreciation for the work of volunteers. The learner will assess the needs and wishes of the volunteers, recognise their commitment and encourage further development.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to motivate volunteers by promoting the special ethos and values of volunteering | 1.1 Assess the needs and wishes of individuals and/or groups to help determine the starting point for their involvement<br>1.2 Support volunteers in ways which match volunteer expectations, motivations and needs<br>1.3 Demonstrate an awareness of individual and/or group volunteers, abilities and aptitudes<br>1.4 Recognise volunteers and their commitment which is likely to enhance their motivation to continue<br>1.5 Take account of equal opportunities issues as they affect volunteers |               |                     |      |
| 2                 | Recognise voluntary effort by valuing volunteer contributions                            | 2.1 Show appreciation of the individual contributions made by volunteers by: <ul style="list-style-type: none"> <li>- providing feedback to volunteers</li> <li>- communicating this information to others</li> </ul> 2.2 Encourage further development of volunteers capabilities<br>2.3 Record individual and group effort in terms of its worth and contribution to organisational objectives  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Understand how to motivate volunteers by promoting the special ethos and values of volunteering | 3.1 Explain what volunteering entails and the implications of volunteering for the volunteer, the voluntary organisation and the client<br><br>3.2 Explain why people volunteer and why organisations involve volunteers<br><br>3.3 Explain ways of assessing and confirming the needs and wishes of individuals and/or groups to help determine the starting point for their involvement<br><br>3.4 Describe how equal opportunities issues and values affect volunteers and volunteering and the organisation<br><br>3.5 Explain ways of recognising the commitment of volunteers and how that will enhance their motivation to continue |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Understand how to recognize voluntary effort by valuing volunteer contributions | 4.1 Explain how to respond positively to personal and group voluntary effort by: <ul style="list-style-type: none"> <li>- providing feedback to volunteers</li> <li>- communicating this information to others</li> </ul> 4.2 Describe how to assess and record individual and group effort in terms of its worth and contribution to organisational objectives           4.3 Describe how to evaluate an individual's voluntary effort in ways which can help further his/her or a group's capabilities           4.4 Describe ways of recognising formally the skills and abilities shown           4.5 Describe how to provide feedback at an appropriate level in the organisation |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 46: Identify the need for, and plan, habitat management work**

**Unit reference number:** T/502/1530

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit summary**

This unit provides the learner with the knowledge, skills and understanding to identify the need for habitat management work to be carried out and plan the necessary work. The unit is applicable to the management of all types of habitats and the full range of management techniques.

### **Assessment requirements**

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                             | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Be able to identify habitat management work | 1.1 Identify the need for habitat management through use of all of the following: <ul style="list-style-type: none"> <li>- site monitoring</li> <li>- management plan</li> <li>- reports from others</li> </ul>  |               |                     |      |
| 2 Be able to plan for habitat management work | 2.1 Plan habitat management for at least four of the following objectives: <ul style="list-style-type: none"> <li>- to create or maintain suitable conditions for particular species</li> <li>- to create or maintain a desired mix of habitats for access and recreation</li> <li>- to conserve desirable physical or archaeological features</li> <li>- to reduce the pressures of human activity on habitats</li> <li>- to promote site safety</li> </ul> 2.2 Take account of the environmental value of at least two of the following types of sites in planning: <ul style="list-style-type: none"> <li>- ecological</li> <li>- archaeological</li> <li>- recreational</li> </ul> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>2.3 Select appropriate habitat management methods to achieve objectives</p> <p>2.4 Produce work plans and specifications for the identified work to include the following:</p> <ul style="list-style-type: none"> <li>- schedule</li> <li>- location</li> <li>- methods and procedures</li> <li>- physical resources</li> <li>- human resources</li> <li>- legal requirements</li> <li>- standard of outcome required</li> </ul> <p>2.5 Carry out risk assessments and identify safe working procedures</p> <p>2.6 Seek agreement from all relevant interested parties and ensure that all necessary permissions are in place</p> <p>2.7 Identify the most appropriate workforce for the planned habitat management work</p> <p>2.8 Identify and access the resources required to carry out the planned work</p> <p>2.9 Schedule habitat management work based on the following:</p> <ul style="list-style-type: none"> <li>- identified priorities</li> <li>- effects of season and timing</li> </ul> <p>Record plans in a suitable format</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>3 Understand how to identify the need for habitat management work</p> | <p>3.1 Explain how to identify the need for habitat management through use of:</p> <ul style="list-style-type: none"> <li>- site monitoring</li> <li>- management plan</li> <li>- reports from others</li> </ul> <p>3.2 Explain how to identify the objectives of habitat management for the following objectives:</p> <ul style="list-style-type: none"> <li>- to create or maintain suitable conditions for particular species</li> <li>- to create or maintain a desired mix of habitats for access and recreation</li> <li>- to conserve desirable physical or archaeological features</li> <li>- to reduce the pressures of human activity on habitats</li> <li>- to promote site safety</li> </ul> <p>3.3 Describe how to recognise the environmental value of sites</p> |               |                     |      |

| Learning outcomes                                     | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Understand the need to plan habitat management work | 4.1 Explain how the environmental value of sites affects the planning of work<br>4.2 Explain how to assess risks and develop safe working procedures<br>4.3 Explain the process of producing work plans and specifications to organisational requirements, including: <ul style="list-style-type: none"> <li>- agreement of objectives</li> <li>- agreement of plans</li> <li>- when permissions is required</li> <li>- the suitable workforce</li> <li>- the resources required (tools and equipment, people)</li> <li>- schedule of work</li> <li>- legal requirements</li> <li>- standard of outcome</li> </ul> 4.4 Explain how planned work fits into organisational objectives, local and UK biodiversity action plans |               |                     |      |

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 47: Load and unload physical resources within the work area**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | J/502/1421 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 2          |
| <b>Guided learning hours:</b> | 15         |

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to load and unload physical resources within the work area. The type of physical resources and methods of loading and unloading can be applied to a number of environments.

### **Assessment requirements**

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to load and unload physical resources            | 1.1 Assess the load to be moved to determine the method of lifting required<br>1.2 Carry out lifting operations safely, in accordance with instructions<br>1.3 Move heavy and bulky items correctly, in accordance with instructions<br>1.4 Position resources safely, securely and in a manner which protects them from damage and contamination, including: <ul style="list-style-type: none"> <li>- products or materials</li> <li>- equipment</li> </ul> |               |                     |      |
| 2 Be able to select, use and maintain relevant equipment   | 2.1 Select appropriate equipment for this area of work<br>2.2 Use equipment according to relevant legislation and manufacturer's instructions<br>2.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 3 Be able to work safely and minimise environmental damage | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage   |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Know how to load and unload physical resources                | 4.1 State the reasons for, and methods of, labelling resources for transportation<br>4.2 Describe how to assess the load to be moved to determine the safest the method of lifting<br>4.3 Describe the safe lifting and carrying techniques which should be used<br>4.4 Describe the loading and unloading requirements for transportation such as positioning, stacking and the weight of loads<br>4.5 Explain the ways of securing resources for transit in order to maintain safety and minimise damage<br>4.6 Describe appropriate methods of protecting resources from contamination and adverse weather conditions<br>4.7 Outline the methods for the safe stacking of products<br>4.8 Describe suitable methods of storing resources |               |                     |      |
| 5 Know the types of equipment required and how to maintain them | 5.1 Describe the equipment which will be required for the activity and relevant legal restrictions on operation<br>5.2 Describe the methods of maintaining the equipment used   |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 48: Maintain and repair site furniture and structures**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | L/502/3218 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 3          |
| <b>Guided learning hours</b>  | 23         |

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required for maintaining and repairing structures which are not boundaries or access structures. This includes, for example, large structures such as hides, screens and small structures such as signboards, benches and bins. It also includes more unusual structures such as environmental sculptures. Many of these structures will be prefabricated by manufacturers or by workshops. Work could be carried out using hand tools or hand-held power tools.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Maintain and repair site furniture and structures        | 1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment<br>1.2 Maintain or repair the structure to specification, and finish it in a way which fits in with the surrounding environment including: <ul style="list-style-type: none"> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> 1.3 Inform the appropriate person of any potential improvements to the work specification<br>1.4 Leave the site in a suitable condition when work is finished. |               |                     |      |
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly  |               |                     |      |

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 3                 | Be able to select, use and maintain relevant equipment           | 3.1 Select appropriate equipment for this area of work<br>3.2 Use equipment according to relevant legislation and manufacturer's instructions<br>3.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 4                 | Know how to maintain and/or repair site furniture and structures | 4.1 State how to recognise the environmental value of sites<br>4.2 Describe suitable methods for preparing the site<br>4.3 Describe the purpose and context of the structure and how this relates to the specification and operations<br>4.4 Describe the methods for maintaining and repairing structures<br>4.5 State how to interpret and use relevant specifications<br>4.6 Describe the problems which may occur during operations and how these should be dealt with <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> 4.7 State the importance of leaving the site in a suitable condition on completion of operations |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Know relevant health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of waste |               |                     |      |
| 6 Know the types of equipment required and how to maintain them               | 6.1 Describe the equipment which will be required for the activity<br>6.2 Describe the methods of maintaining the range of equipment.   |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 49: Manage the work of volunteers**

**Unit reference number:** D/502/1599

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 39

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage the work of volunteers. It includes planning the work of volunteers, ensuring that they have sufficient resources to carry out the work, instructing them in the skills needed and assessing their work.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                        | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to plan the work of volunteers | 1.1 Give opportunities to volunteers to contribute to the planning and organisation of their work<br><br>1.2 Produce plans that take into account the relevant factors of volunteering, including: <ul style="list-style-type: none"> <li>- your team's objectives</li> <li>- the volunteers whose work you are responsible for and their development needs</li> <li>- constraints under which volunteers may be working</li> <li>- meeting the motivational needs of your volunteers</li> </ul> 1.3 Produce plans and schedules that are realistic and achievable within organisational constraints<br><br>1.4 Explain the plans to others clearly and in sufficient detail to gain support, motivation and commitment<br><br>1.5 Update plans at regular intervals and take account of any changes |               |                     |      |

| Learning outcomes                             | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Be able to prepare resources for volunteers | 2.1 Check that resources are available and suitable for the planned work and take the appropriate action where there are any problems<br>2.2 Allocate resources so that volunteers can do the work to the required standard<br>2.3 Make sure volunteers are using resources according to organisational, legal and regulatory requirements<br>2.4 Make sure volunteers are using resources efficiently and effectively and encourage them to suggest improvements |               |                     |      |

| Learning outcomes                        | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to lead the work of volunteers | 3.1 Make volunteers feel welcome and introduce any new volunteers to each other and the rest of the team<br>3.2 Clearly explain organisational policy in relation to: <ul style="list-style-type: none"> <li>- volunteering</li> <li>- confidentiality</li> <li>- welfare</li> <li>- health and safety</li> <li>- volunteer insurance</li> <li>- training and developing volunteers</li> <li>- equal opportunities</li> </ul> 3.3 Provide volunteers with clear instructions on tasks they have to do in line with organisational and legal requirements<br>3.4 Correctly demonstrate the tasks and check that volunteers understand what is expected<br>3.5 Let the volunteers practise the tasks under competent supervision until they can consistently achieve the required standard on their own<br>3.6 Identify and correct any mistakes in a way that supports their self-confidence and praise them when they perform tasks correctly<br>3.7 Identify volunteers who could take on new responsibilities and agree what development would be appropriate to their needs<br>3.8 Identify volunteer work that does not meet agreed standards and take the appropriate action |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Be able to assess the work of volunteers and provide feedback        | 4.1 Explain the purpose of assessment clearly to all involved<br>4.2 Give opportunities to volunteers to assess their own work<br>4.3 Carry out assessments at times most likely to maintain and improve effective performance<br>4.4 Make your assessments objectively against clear and agreed criteria<br>4.5 Provide feedback to volunteers in a situation and manner most likely to maintain and improve motivation<br>4.6 Provide feedback which recognises team members, achievements and provide constructive suggestions and encouragement for improving their work<br>4.7 Show respect for the individuals involved and treat all feedback to individuals and teams confidentially<br>4.8 Give opportunities to team members to respond to feedback |               |                     |      |
| 5 Be able to promote health and safety and environmental good practice | 5.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements  |               |                     |      |
| 6 Be able to maintain accurate records                                 | 6.1 Provide clear and accurate information for recording purposes   |               |                     |      |

| Learning outcomes                               | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Understand how to plan the work of volunteers | <p>7.1 Explain how to provide volunteers with the opportunity to contribute to the planning and organisation of their work</p> <p>7.2 Describe how to produce plans that take into account the relevant factors of volunteering, including:</p> <ul style="list-style-type: none"> <li>- your team's objectives</li> <li>- the volunteers whose work you are responsible for and their development needs</li> <li>- constraints under which volunteers may be working</li> <li>- meeting the motivational needs of your volunteers</li> </ul> <p>7.3 Explain how to develop realistic and achievable work plans both in the short and medium term</p> <p>7.4 Describe how to present work plans in a way that gains support, motivation and commitment</p> <p>7.5 Explain the need to regularly review work plans</p> |               |                     |      |

| Learning outcomes                                    | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 8 Understand how to prepare resources for volunteers | 8.1 Explain how to check that the appropriate resources are available and outline the procedures to follow for obtaining resources<br>8.2 Outline the procedure for reporting problems with resources<br>8.3 Summarise organisational, legal and regulatory standards for the resources that the work uses<br>8.4 Explain how to allocate resources in a way that enables the achievement of objectives<br>8.5 Explain the need to ensure resources are used efficiently and effectively and the implications for not doing so<br>8.6 Explain the impact that the use of resources could have on the environment<br>8.7 Explain the reasons for getting others to suggest ways of improving the use of resources |               |                     |      |

| Learning outcomes                               | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 9 Understand how to lead the work of volunteers | 9.1 Describe the induction process for new volunteers and the importance of making volunteers feel welcome and part of the team<br><br>9.2 Describe how to ensure that new volunteers understand organisational policy in relation to: <ul style="list-style-type: none"> <li>- volunteering</li> <li>- confidentiality</li> <li>- welfare</li> <li>- health and safety</li> <li>- volunteer insurance</li> <li>- training and developing volunteers</li> <li>- equal opportunities</li> </ul> 9.3 Describe how to instruct volunteers and to demonstrate tasks clearly and correctly to ensure that volunteers understand what they have to do<br><br>9.4 Explain the reasons for making sure volunteers continue to be supervised until they can achieve the standard required and the action to take when work does not meet the standard<br><br>9.5 Describe how to correct mistakes without undermining self-confidence |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>9.6 Explain how to recognise the potential for volunteers to take on new responsibilities and outline the development opportunities available to them</p> <p>9.7 Outline the organisational and legal requirements that are relevant to the tasks the volunteers are being developed to undertake</p> <p>9.8 Describe how organisations gives recognition and reward to volunteers</p> <p>9.9 Explain methods of handling difficulties with volunteer work, and procedures for dealing with problems</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 10 Understand how to assess the work of volunteers and provide feedback              | 10.1 Explain the need to communicate clearly the purpose of assessment to all involved<br>10.2 Explain the reasons for providing opportunities to volunteers to assess their own work<br>10.3 Explain the principles of fair and objective assessment of work and how to ensure this is achieved<br>10.4 Explain how to provide feedback to volunteers on their performance based on assessment<br>10.5 Explain the principles of respect and confidentiality when providing feedback<br>10.6 Describe how to motivate volunteers and gain their commitment by providing feedback<br>10.7 Explain how to provide constructive suggestions on how performance can be improved<br>10.8 Describe how to give those involved the opportunity to respond to feedback and provide suggestions on how to improve their work |               |                     |      |
| 11 Understand relevant health and safety legislation and environmental good practice | 11.1 Summarise current health and safety legislation, codes of practice and any additional requirements  |               |                     |      |
| 12 Understand the importance of accurate record keeping                              | 12.1 Explain the records required for management and legislative purposes and the importance of maintaining them   |               |                     |      |

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 50: Monitor and evaluate the construction and maintenance of structures and surfaces**

**Unit reference number:** Y/600/1085

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit summary**

The aim and purpose of this unit is to provide the learner with the knowledge, skills and understanding required to monitor and evaluate plans in relation to construction and maintenance of structures and/or surfaces.

The learner will monitor and evaluate the impact of the plan and also recognise and deal with deviations from the plan.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 To be able to monitor and evaluate the construction and maintenance of structures and surfaces. | 1.1 Select monitoring methods which are appropriate to the plan and those implementing it<br>1.2 Monitor the work at suitable times to check progress and the implementation of the plan<br>1.3 Take the appropriate action if there are deviations from plan<br>1.4 Evaluate progress and the overall achievement of the plan<br>1.5 Carry out any additional work in order to complete the implementation of the plan within the required timescales |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Understand how to monitor and evaluate the construction and maintenance of structures and surfaces | 2.1 Explain the nature of the plan and what it aims to achieve<br>2.2 Describe the environmental limitations on construction and maintenance and how to assess the environmental impact<br>2.3 Explain how best to determine suitable times for monitoring given the nature of the structure or surface and those implementing the plan<br>2.4 Explain how best to monitor and evaluate the: <ul style="list-style-type: none"> <li>- quality of outcomes,</li> <li>- quality of working methods and practices,</li> <li>- resource use</li> <li>- scheduling progress</li> </ul> 2.5 Describe effective methods of monitoring and evaluating construction and maintenance (eg direct observation, electronic recording, test procedure)<br>2.6 Explain the likely causes of deviations from plans and how to evaluate the criticality of deviations from plans<br>2.7 Explain the actions to take if deviations from plans arise, including; temporary cessation of work, reporting to others and reviewing plans<br>2.8 Explain organisational health and safety policy and your specific responsibilities under health and safety legislation |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Understand relevant health and safety legislation and environmental good practice | 3.1 Summarise current health and safety legislation, codes of practice and any additional requirements |               |                     |      |

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 51: Monitor and evaluate the effectiveness of habitat management work**

**Unit reference number:** F/502/1532

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of habitat management work.

The length of time over which such monitoring and evaluation should take place will vary according to the habitat and type of work.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to monitor and evaluate the effectiveness of habitat management work</p> | <p>1.1 Set in place systems to monitor the effectiveness of habitat management work in creating desired conditions within appropriate timescales with regard both:</p> <ul style="list-style-type: none"> <li>- the habitat being managed</li> <li>- the work which was carried out</li> </ul> <p>1.2 Use the outcomes of your monitoring to inform the planning of future habitat management work to include:</p> <ul style="list-style-type: none"> <li>- planning of your own future work</li> <li>- planning by other people</li> </ul> <p>1.3 Plan and implement additional work to rectify any problems or failures to achieve original management objectives</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Understand how to monitor and evaluate the effectiveness of habitat management work | 2.1 Explain the criteria used to evaluate the habitat management work at completion of practical activities<br>2.2 Outline the requirements of the original work plan and specification<br>2.3 Explain the importance of longer-term monitoring to determine whether habitat management has been effective<br>2.4 Identify the factors that determine the length of time over which monitoring should take place<br>2.5 Explain how to use the outcomes of monitoring to improve future plans and where necessary how to plan additional work |               |                     |      |

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 52:** **Monitor and evaluate the effectiveness of promoting the characteristics and values of the organisation**

**Unit reference number:** J/502/3265

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to monitor and evaluate the effectiveness of promoting the characteristics and values of an organisation. A suitable monitoring system will need to be set up and an appropriate methodology used. Evaluation must take account of feedback from target audiences.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Monitor and evaluate the effectiveness of promotion</p> | <p>1.1 Select appropriate methods for monitoring and evaluating the effectiveness of promotion – either:</p> <ul style="list-style-type: none"> <li>- qualitative</li> <li>- quantitative</li> </ul> <p>1.2 Carry out monitoring and evaluation of the promotion which is sufficient to reveal effectiveness, covering:</p> <ul style="list-style-type: none"> <li>- penetration</li> <li>- coverage</li> <li>- changes in audience behaviour</li> </ul> <p>1.3 Encourage others involved in promoting organisational values to evaluate the promotional methods and messages</p> <p>1.4 Give the target audience opportunities to provide feedback and use this feedback in your evaluation</p> <p>1.5 Improve promotion in the light of:</p> <ul style="list-style-type: none"> <li>- feedback,</li> <li>- perceived take-up</li> <li>- penetration,</li> <li>- the organisation's aims and vision for the future</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2 Understand the need to monitor and evaluate the effectiveness of promotion</p> | <p>2.1 Describe the values and characteristics of the organisation</p> <p>2.2 Explain the range of methods for monitoring and evaluating the effectiveness of promotions:</p> <ul style="list-style-type: none"> <li>- qualitative</li> <li>- quantitative</li> </ul> <p>2.3 Explain how to judge the sufficiency of promotions and whether they are effective covering:</p> <ul style="list-style-type: none"> <li>- penetration</li> <li>- coverage</li> <li>- changes in audience behaviour</li> </ul> <p>2.4 State the range of individuals who may be involved in promoting the organisation's values and the different roles which they each may play</p> <p>2.5 Explain how to encourage people to self assess the work they have done and make realistic judgements which are constructive</p> <p>2.6 Describe the different methods which can be used to gain feedback from target audiences</p> <p>2.7 Explain the differences between direct and indirect promotional methods and the range of approaches which lie within these</p> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | 2.8 Explain how to evaluate realistically the organisation's promotional methods and messages and improve them in the future: <ul style="list-style-type: none"> <li>- penetration</li> <li>- coverage</li> <li>- changes in audience behaviour</li> </ul> |               |                     |      |

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 53:** **Plan the construction and maintenance of structures and surfaces**

**Unit reference number:** H/600/1235

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit summary**

The aim and purpose of this unit is to provide the learner with the knowledge, skills and understanding required to plan the construction and maintenance of structures and surfaces.

The learner will identify the requirements of the structure or surfaces and create effective plans that will take into account of any constraints and opportunities.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 To be able to plan the construction and maintenance of structures and surfaces | 1.1 Establish the purpose and use of the structure or surface<br>1.2 Identify opportunities and constraints relevant to the site<br>1.3 Produce plans that achieve the best balance between the criteria and the opportunities and constraints<br>1.4 Identify resources required to achieve the plans and establish their availability<br>1.5 Produce plans that contain the necessary information for implementation<br>1.6 Present plans in a way which is suitable for those who are to implement them |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>2 Understand how to plan the construction and maintenance of structures and surfaces</p> | <p>2.1 Explain the purpose and use which the structure or surface is to meet and the requirements of the planned development</p> <p>2.2 Describe the full range of opportunities and constraints which may be relevant to the site covering all the following:</p> <ul style="list-style-type: none"> <li>- legal</li> <li>- environmental</li> <li>- social</li> <li>- cultural and aesthetic</li> <li>- economic/ financial</li> <li>- physical</li> <li>- organisational</li> <li>- timing/ seasonality</li> </ul> <p>2.3 Explain how to develop plans which achieve the best balance between different factors and the purpose of the structure or surface</p> <p>2.4 State how to determine the best time for the construction and maintenance work</p> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>2.5 Explain how and why to finish structures and surfaces in ways which are consistent with the surrounding environment</p> <p>2.6 Explain how to determine the resources necessary to achieve the plan and their likely availability</p> <ul style="list-style-type: none"> <li>- human</li> <li>- financial</li> <li>- material</li> <li>- capital</li> </ul> <p>2.7 Describe the nature of the information which the plan has to contain and how to determine specific details in relation to:</p> <ul style="list-style-type: none"> <li>- site preparation</li> <li>- methods of work</li> <li>- sequence of operations</li> <li>- disposal of waste</li> <li>- site restitution</li> <li>- health and safety requirements</li> </ul> <p>2.8 effective methods of presenting plans to the full range of those who are to use them taking into account their particular needs</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Understand relevant health and safety legislation and environmental good practice | 3.1 Summarise current health and safety legislation, codes of practice and any additional requirements<br>3.2 Describe the possible environmental damage that could occur and how to respond appropriately<br>3.3 Explain the correct and appropriate methods for disposing of waste |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 54: Prepare and apply pesticides**

**Unit reference number:** J/502/1516

**Level:** 3

**Credit value:** 7

**Guided learning hours:** 46

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for preparing for the application of pesticides, applying pesticides in accordance with instructions and legislation.

To comply with legislation the learner must hold the relevant Certificate of competence for each situation in which they wish to apply pesticides.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

The learner must hold the PA1 plus at least one other PA Pesticides Application module to achieve this unit.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                                     | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Understand how to prepare for pesticide application | 1.1 Explain the significance of the product labels and the information included<br>1.2 Compare the appropriateness of specific pesticide products for the work<br>1.3 Explain who and how people will be informed of the work plan<br>1.4 Explain how to calibrate equipment<br>1.5 Explain how to calculate the amount of pesticide required<br>1.6 Describe procedures to be considered when preparing the pesticide product: <ul style="list-style-type: none"> <li>- transportation</li> <li>- storage</li> <li>- disposal</li> <li>- emergency procedures</li> <li>- incident reporting</li> </ul> 1.7 Describe the environmental conditions which are required for the work to be carried out and the affect which these conditions have on the operations<br>1.8 Describe the necessary growth stage of the plants for treatment to take place<br>1.9 Explain how to transport, store and dispose of pesticides and containers safely and correctly |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Understand how to apply pesticides                      | 2.1 Explain the safe handling and use of pesticides<br>2.2 Explain the methods of applying pesticides<br>2.3 Explain the correct operation of the applicator<br>2.4 Explain the relevance of risk assessment to the application, including the importance of buffer zones<br>2.5 Explain the problems which may occur and how to respond to these effectively covering: <ul style="list-style-type: none"> <li>- spillage</li> <li>- contamination of equipment and non-target areas</li> <li>- malfunction of equipment</li> <li>- adverse effects on non-target species</li> <li>- changes in conditions which reflect on the relevance of the work plan</li> <li>- emergency</li> </ul> 2.6 Assess the dangers and emergency treatments associated with the use of pesticides |               |                     |      |
| 3 Understand how to carry out post-application procedures | 3.1 Describe the ways in which surplus product and washings must be used or disposed of<br>3.2 Explain how to dispose of, or clean and decontaminate, personal protective equipment, including: gloves, face shields, boots and overalls   |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Understand the reasons for maintaining equipment                                  | 4.1 Explain the importance of maintaining equipment for use<br>4.2 Describe the selection and use of personal protective equipment and ancillary equipment<br>4.3 Explain how to clean and store the application equipment and clear the site  |               |                     |      |
| 5                 | Understand relevant health and safety legislation and environmental good practice | 5.1 Summarise current health and safety legislation, codes of practice and any additional requirements<br>5.2 Assess the health and safety, and environmental risks in the methods of controlling pests<br>5.3 Describe the possible environmental damage that could occur and how to respond appropriately<br>5.4 Explain the correct and appropriate methods for disposing of waste<br>5.5 Explain the reasons for washing hands and maintaining personal hygiene<br>5.6 Explain the records required for management and legislative purposes and the importance of maintaining them |               |                     |      |

| Learning outcomes                              | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to prepare for pesticide application | 6.1 Transport and store pesticides and containers according to legislation and the plan<br>6.2 Confirm that the product is appropriate for the work<br>6.3 Confirm that the application complies with the conditions of approval<br>6.4 Calculate the minimum application rate to achieve the desired level of control<br>6.5 Select a suitable site for preparation<br>6.6 Take action to minimise any risks and keep the appropriate people fully informed according to instructions<br>6.7 Confirm that the environmental conditions are appropriate for the work to be carried out<br>6.8 Confirm that the necessary procedures have been put in place |               |                     |      |
| 7 Be able to apply pesticides                  | 7.1 Use the correct preparation procedures in accordance with instructions<br>7.2 Apply the pesticide in a way which minimises the risks to non-target species and the environment in accordance with instructions and legislative requirements<br>7.3 Take the appropriate action without delay if problems arise during the work   |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 8 Be able to carry out post-application procedures                      | 8.1 Utilise or dispose of surplus product according to legislation, instructions and codes of practice<br>8.2 Dispose of containers and unwanted personal protective equipment safely and correctly<br>8.3 Clean, decontaminate, store and where necessary dispose of, personal protective equipment correctly   |               |                     |      |
| 9 Be able to maintain and use relevant equipment                        | 9.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout<br>9.2 Clean the application equipment and clear the site thoroughly<br>9.3 Confirm that personal protective equipment is in good condition, the correct size and suitable for the work   |               |                     |      |
| 10 Be able to promote health and safety and environmental good practice | 10.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements<br>10.2 Ensure work is carried out in a manner which minimises environmental damage<br>10.3 Manage and dispose of waste in accordance with legislative requirements and codes of practice<br>10.4 Maintain personal hygiene throughout |               |                     |      |
| 11 Be able to maintain accurate records                                 | 11.1 Provide clear and accurate information for recording purposes   |               |                     |      |

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*(if sampled)*

**Unit 55: Prepare and operate power tools and attachments when working in the environmental and land-based industries**

**Unit reference number:** L/501/7046

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to operate power tools and equipment under minimal direction or guidance. It relates to the safe operation of power tools. This unit is aimed at fence installers who use power tools and attachments as a part of their job role. Power tools such as: grinders, saws, compactors, etc can be used.

**Assessment requirements**

Assessment to be based on naturally occurring evidence of a realistic working environment.

This unit does not provide a licence to practice and the relevant training and certification must be achieved for each piece of equipment.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to work safely and inline with requirements                          | <p>1.1 Carry out work safely in line with health and safety requirements and codes of practice</p> <p>1.2 Select and prepare personal protective equipment according to hazards presented by power tools, attachments and selected task</p>   |               |                     |      |
| 2                 | Prepare power tools and attachments for use                                  | <p>2.1 Carry out pre-start checks in accordance with manufacture's procedures and practices for cleanliness, lubricates, fuels and coolants and safety features</p>   |               |                     |      |
| 3                 | Use power tools and attachments safely to achieve specified work requirement | <p>3.1 Establish a safe working area for tool usage</p> <p>3.2 Carry out start and stop procedures to confirm functions are in accordance with safe control and the manufacturer's operating instructions</p> <p>3.3 Modify work activities to take account of changes to prevailing weather conditions</p> <p>3.4 Work using methods and activities which minimise disturbance and damage to the environment</p> <p>3.5 Identify and report any defects in performance</p> <p>3.6 Deal with defects within level of responsibility</p> <p>3.7 Report defects which fall outside own level of responsibility</p> <p>3.8 Use corrective actions in response to problems with power tool and attachment</p> |               |                     |      |

| Learning outcomes                                       | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Be able to carry out post-stop checks and store tools | 4.1 Complete post-stop checks in accordance with manufacturer's instructions for cleanliness, lubricates, fuels and coolants<br>4.2 Clean and store tools and attachments securely, in accordance with manufacturer's recommendations  |               |                     |      |
| 5 Know the relevant legislation and codes of practice   | 5.1 Outline the health and safety requirements associated with power tools and equipment<br>5.2 State the types, purpose and uses of personal protective equipment<br>5.3 Outline the hazards associated with the use of different types of power tools and attachments<br>5.4 State responsibilities with regard to power tool operating regulations and instructions<br>5.5 Outline the environmental impact/disturbance which can be caused by inappropriate use of power tools |               |                     |      |
| 6 Understand the use of power tools                     | 6.1 Explain the types, purpose, uses and limitations of power tools and attachments<br>6.2 Explain the types of performance defects associated with power tools and their attachments<br>6.3 Describe common defects found with power tools and their attachments  |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know how to prepare and use power tools and attachments | 7.1 State the importance of completing pre-start and post-stop checks<br>7.2 Outline reasons for the correct methods of storage<br>7.3 Outline the corrective actions to take in response to identified problems when using power tools<br>7.4 Outline why it is necessary to modify work activities to take account of changes in the prevailing weather |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 56: Prepare sites to create habitats**

**Unit reference number:** Y/502/3237

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to prepare sites for the creation of a range of habitats. This involves the establishment of suitable site conditions. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to prepare sites for habitats                    | 1.1 Prepare the site to encourage the growth of vegetation<br>1.2 Provide drainage to create or maintain the required conditions<br>1.3 Carry out work in a way which keeps the site clear of any unnecessary obstacles and waste material                             |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly |               |                     |      |
| 3                 | Be able to select, use and maintain relevant equipment   | 3.1 Select and use appropriate equipment for this area of work<br>3.2 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |

| Learning outcomes                              | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Know how to prepare sites to create habitats | <p>4.1 Describe the effect which site conditions will have on the growth of vegetation, habitat quality and landscape value covering:</p> <ul style="list-style-type: none"> <li>- soil</li> <li>- water</li> <li>- slopes and levels</li> <li>- container/planters</li> </ul> <p>4.2 State the implications of site drainage for habitat management</p> <p>4.3 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering:</p> <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- historical/archaeological value</li> </ul> <p>4.4 State how work needs to consider and fit into local biodiversity action plans</p> <p>4.5 Describe how to interpret job specifications</p> <p>4.6 State how to identify hazards, assess risks and interpret risk assessments</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Know relevant health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements including any permissions or licences<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of waste |               |                     |      |
| 6 Know the types of equipment required and how to maintain them               | 6.1 Describe the equipment which will be required for the activity<br>6.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

**Unit 57:** **Present and promote the characteristics and values of the organisation**

**Unit reference number:** F/502/3264

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 19

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to present and promote the values and characteristics of an organisation to a variety of audiences.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and Assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to present and promote the characteristics and values of the organisation</p> | <p>1.1 Accurately identify valid and accurate information about an organisation's characteristics and values</p> <p>1.2 Present the information in a way which is likely to be of interest to the audience concerned</p> <p>1.3 Select appropriate methods to promote the organisation's values, either direct or indirect</p> <p>1.4 Ensure methods of presentation and promotion and the information to be given conforms to statutory and organisational requirements and accepted codes of practice</p> <p>1.5 Ensure presentation and promotion allows for adequate audience participation and feedback</p> |               |                     |      |
| <p>2 Know how to promote the characteristics and values of the organisation</p>            | <p>2.1 Describe the values the organisation holds and how this distinguishes it from others</p> <p>2.2 Explain how to evaluate the relevance of the organisation's values and their likely appeal to audiences</p> <p>2.3 Describe potential audiences and their characteristics that will require the information</p> <p>Characteristics include:</p> <ul style="list-style-type: none"> <li>- nature</li> <li>- reasons</li> <li>- anticipated events</li> </ul>   |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>2.4 Describe how to assess whether the information provided is valid</p> <p>2.5 Describe a range of different ways in which the organisation's values can be introduced and promoted</p> <ul style="list-style-type: none"> <li>- for both internal and external audiences</li> <li>- that are both direct and indirect</li> <li>- and use a variety of senses</li> <li>- catch the imagination of the audience</li> </ul> <p>2.6 Describe how the organisation has presented information previously and what success was achieved</p> <p>2.7 Describe how to present information effectively and with clear justification</p> <p>2.8 Outline the legislation which is relevant to the values and issues to be promoted and which forms the background for the work</p> <p>2.9 Describe effective methods of obtaining feedback from the audience</p> |               |                     |      |

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(if sampled)

Date: \_\_\_\_\_

## **Unit 58: Site and install site furniture and structures**

**Unit reference number:** J/502/3217

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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

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

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to site and install site furniture and structures</p> | <p>1.1 Select the most appropriate place to site the structure in line with job specification and site conditions:</p> <ul style="list-style-type: none"> <li>- slope</li> <li>- drainage</li> <li>- access for work and use</li> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> <p>1.2 Take the appropriate action without delay when you have problems meeting specifications</p> <p>1.3 Install the structure in line with job specification, either:</p> <ul style="list-style-type: none"> <li>- large</li> <li>- small</li> </ul> <p>1.4 Ensure that the structure is safe and secure before leaving the site</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 1.5 Inform your line manager of any potential improvements to the work specification which you identify<br>1.6 Leave the work area safe and tidy after work is completed   |               |                     |      |
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select appropriate equipment for this area of work<br>3.2 Use equipment according to relevant legislation and manufacturer's instructions<br>3.3 Prepare, maintain and store equipment in a safe and effective working condition                                   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>4 Understand the need to site and install site furniture and structures</p> | <p>4.1 Describe the factors which determine where a structure should be sited:</p> <ul style="list-style-type: none"> <li>- slope</li> <li>- drainage</li> <li>- access for work and use</li> </ul> <p>4.2 Describe the purpose of the structure</p> <p>4.3 Summarise how to interpret and use relevant specifications</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> <p>4.4 Outline the context within which the structure is to be set, and how this relates to the specification</p> <p>4.5 Describe methods for installing both small and large structures</p> <p>4.6 Describe problems which may occur during operations and how these should be dealt with</p> <p>4.7 Describe the required condition of the site on completion of operations</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know relevant health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of waste. |               |                     |      |
| 6 Know the types of equipment required and how to maintain them               | 6.1 Describe the equipment which will be required for the activity<br>6.2 Describe the methods of maintaining the range of equipment.  |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 59: Transport physical resources within the work area**

**Unit reference number:** J/502/1404

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to transport physical resources within the work area. The type of physical resources and methods of transportation can be applied to a number of environments.

### **Assessment requirements**

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to transport physical resources within the work area | 1.1 Transport resources using powered or manual transportation equipment<br>1.2 Minimise damage to the resources and environment during manoeuvres and transit<br>1.3 Ensure that load is secure and protected from contamination and adverse weather conditions<br>1.4 Monitor load during transit and take action if required<br>1.5 Provide clear and accurate information for recording purposes |               |                     |      |
| 2                 | Be able to select, use and maintain relevant equipment       | 2.1 Select appropriate equipment for this area of work<br>2.2 Use equipment according to relevant legislation<br>2.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 3                 | Be able to work safely and minimise environmental damage     | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements  |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Know how to transport physical resources within the work area               | 4.1 Describe the ways of handling transportation equipment to minimise damage to resources in transit<br>4.2 Describe the methods of protecting resources from contamination and adverse weather conditions during transit<br>4.3 State the reasons for monitoring loads during transit and the actions to take in case of problems with: <ul style="list-style-type: none"> <li>- imbalance</li> <li>- contamination</li> <li>- adverse weather</li> </ul> |               |                     |      |
| 5 Know the types of equipment required and how to maintain them               | 5.1 Describe the equipment which will be required for the activity and relevant legal restrictions on operation<br>5.2 Describe the methods of maintaining the equipment used   |               |                     |      |
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements  |               |                     |      |

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*(if sampled)*

## **Unit 60: Prepare and operate a power vehicle (excluding tractors)**

**Unit reference number:** H/501/0460

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit summary**

The learner will prepare and operate a power vehicle (excluding tractors).

### **Assessment requirements**

Assessment to be based on naturally occurring evidence or realistic working environment.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Understand how to prepare a power vehicle for operation | 1.1 Identify the function of all controls and instruments<br>1.2 List the required pre-start checks and adjustments<br>1.3 Describe health and safety issues in relation to the preparation and use of the power vehicle<br>1.4 Detail types of attachments and how they should be secured<br>1.5 Detail types of attachments that are safe for use with the power vehicle and those that are not<br>1.6 Identify conditions which should be taken into account when considering the use of attachments<br>1.7 List the types of safety equipment which should be available<br>1.8 Describe the correct use and duration of warning signals and indicators |               |                     |      |

| Learning outcomes                       | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 2 Prepare a power vehicle for operation | 2.1 Carry out pre-start checks and adjustments in accordance with standard procedures<br>2.2 Check the immediate work area for hazards and obstacles and take the appropriate action<br>2.3 Ensure that the appropriate safety equipment is available and in good working order<br>2.4 Select attachments that are suitable for the power vehicle<br>2.5 Make sure that attachments are secure and safe<br>2.6 Check that the work area is clear of people and animals immediately prior to the start of operations<br>2.7 Use the correct warning signals immediately prior to the commencement of operations<br>2.8 Carry out all work activities in accordance with health and safety legislation and codes of practice |               |                     |      |

| Learning outcomes                           | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Understand how to operate a power vehicle | 3.1 Describe the ways in which the vehicle should be manoeuvred and how different weather and ground conditions must be taken into account<br>3.2 List the types of hazards which may be encountered and how these should be dealt with<br>3.3 Describe the capabilities of the vehicle and the expected efficiency of vehicle operation<br>3.4 Detail how to use attachments safely<br>3.5 Explain by the reasons why the vehicle should be left in a condition suitable for future use<br>3.6 Detail health and safety legislation, and codes of practice in relation to the preparation and use of power vehicles |               |                     |      |

| Learning outcomes         | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---------------------------|--|---------------|---------------------|------|
| 4 Operate a power vehicle | 4.1 Conduct all movements of the vehicle safely, and consistent with the type of vehicle and operation<br>4.2 Modify operating procedures to take into account any changes in weather, ground conditions, and types of terrain<br>4.3 Deal with any hazards and obstacles encountered during the operation in accordance with standard practice<br>4.4 Maintain the efficiency of vehicle performance through the appropriate handling and use of the vehicle<br>4.5 Use attachments to the vehicle safely at all times<br>4.6 Leave the vehicle safe after use and in a condition suitable to its future use<br>4.7 Carry out all work activities in accordance with health and safety legislation, and codes of practice |               |                     |      |

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*(if sampled)*

## **Unit 61: Construct, maintain and repair access gates**

**Unit reference number:** L/600/0824

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair access points. Local custom and materials should encourage the use of a wide range of gates and techniques for all features in this unit.

It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste, etc) is considered at all stages of the work to be carried out.

'Construction' is defined as creating a new boundary or completely replacing a boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long-term.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Construct, maintain and repair access gates  | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment</p> <p>1.2 Construct, maintain or repair the access point to specification, and finish it in a way which fits in with the surrounding environment</p> <p>1.3 Take appropriate action without delay where problems occur during work, including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>1.4 Identify and report potential improvements to the work specification</p> <p>1.5 Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely</p> |               |                     |      |
| 2                 | Be able to select, use and maintain equipment for the construction, maintenance and repair of access gates | <p>2.1 Select appropriate equipment and materials for this area of work</p> <p>2.2 Use equipment according to instructions</p> <p>2.3 Prepare, maintain and store equipment in a safe and effective working condition</p>   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to work safely and minimise environmental damage | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly   |               |                     |      |
| 4 Know how to construct, maintain and repair access gates  | 4.1 Describe suitable methods for preparing the site<br>4.2 Explain the proposed use of the access point and how this relates to the specification and operations<br>4.3 Outline how to interpret and use relevant specifications covering: <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability to expected use and local tradition</li> </ul> 4.4 Outline the context within which the access gate is set, and how this relates to the specification<br>4.5 Explain the methods for constructing, maintaining and repairing access gates |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | <p>4.6 Describe the problems which may occur during operations and how these should be dealt with covering:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>4.7 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these</p> <p>4.8 Describe the required condition of the site on completion of operations</p> |               |                     |      |
| <p>5 Know the current health and safety legislation and environmental good practice</p> | <p>5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p>5.2 Describe how environmental damage can be minimised</p> <p>5.3 Describe the correct methods for disposing of waste</p> <p>5.4 Explain how to identify hazards and assess risks</p> <p>5.5 Explain how to interpret risk assessments</p>  |               |                     |      |
| <p>6 Know the types of equipment required and how to maintain them</p>                  | <p>6.1 Describe the equipment which will be necessary for the construction, maintenance and repair of access gates</p> <p>6.2 Describe methods of maintaining the equipment in a fit state for use</p>   |               |                     |      |

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*(if sampled)*

## **Unit 62: Construct, maintain and repair banks**

**Unit reference number:** K/600/0815

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair banks.

It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste, etc) is considered at all stages of the work to be carried out.

'Construction' is defined as creating a new boundary or completely replacing a boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken, for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long term.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                      | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Construct, maintain and repair banks | 1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment<br><br>1.2 Identify the proposed line for the boundary from the specification and any special considerations which relate to the line including: <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> </ul> 1.3 Construct, maintain or repair the boundaries to specification, and finish it in a way which fits in with the surrounding environment<br><br>1.4 Take appropriate action without delay where problems occur during work, including: <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification disturbance to wildlife or environment</li> </ul> 1.5 Handle, manoeuvre and transport materials safely<br><br>1.6 Identify and report potential improvements to the work specification<br><br>1.7 Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Be able to select, use and maintain equipment for the construction, maintenance and repair of banks | 2.1 Select appropriate equipment and materials for this area of work<br>2.2 Use equipment according to instructions<br>2.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 3 Be able to work safely and minimise environmental damage  | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly |               |                     |      |

| Learning outcomes                                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Know how to construct, maintain and repair banks | <p>4.1 Describe suitable methods for preparing the site</p> <p>4.2 Outline how to interpret and use relevant specifications covering:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability to expected use and local tradition</li> </ul> <p>4.3 Outline the context within which the boundary is set, and how this relates to the specification</p> <p>4.4 Describe the problems which may occur during operations and how these should be dealt with covering:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification disturbance to wildlife or environment</li> </ul> <p>4.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these</p> <p>4.6 Describe the reasons for leaving the site in the required condition on completion of operations</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5 Know the current health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of waste<br>5.4 Explain how to identify hazards and assess risks<br>5.5 Explain how to interpret risk assessments |               |                     |      |
| 6 Know the types of equipment required and how to maintain them                  | 6.1 Describe the equipment which will be necessary for the construction, maintenance and repair of banks<br>6.2 Describe methods of maintaining the equipment in a fit state for use  |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 63: Construct, maintain and repair post and rail boundaries**

**Unit reference number:** T/600/0817

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair post and rail fence boundaries

It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste, etc) is considered at all stages of the work to be carried out.

'Construction' is defined as creating a new boundary or completely replacing a boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken, for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long term.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Construct, maintain and repair post and rail boundaries</p> | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment</p> <p>1.2 Identify the proposed line for the boundary from the specification and any special considerations which relate to the line including:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> </ul> <p>1.3 Construct, maintain or repair the boundaries to specification, and finish it in a way which fits in with the surrounding environment</p> <p>1.4 Take appropriate action without delay where problems occur during work, including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification disturbance to wildlife or environment</li> </ul> <p>1.5 Handle, manoeuvre and transport materials safely</p> <p>1.6 Identify and report potential improvements to the work specification</p> <p>1.7 Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely</p> |               |                     |      |

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 2                 | Be able to select, use and maintain equipment for the construction, maintenance and repair of post and rail fence boundaries | 2.1 Select appropriate equipment and materials for this area of work<br>2.2 Use equipment according to instructions<br>2.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 3                 | Be able to work safely and minimise environmental damage   | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>4 Know how to construct, maintain and repair post and rail fence boundaries</p> | <p>4.1 Describe suitable methods for preparing the site</p> <p>4.2 Outline how to interpret and use relevant specifications covering:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability to expected use and local tradition</li> </ul> <p>4.3 Outline the context within which the boundary is set, and how this relates to the specification</p> <p>4.4 Describe the problems which may occur during operations and how these should be dealt with, covering:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>4.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these</p> <p>4.6 Describe the reasons for leaving the site in the required condition on completion of operations</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Know the current health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of waste<br>5.4 Explain how to identify hazards and assess risks<br>5.5 Explain how to interpret risk assessments |               |                     |      |
| 6 Know the types of equipment required and how to maintain them                  | 6.1 Describe the equipment which will be necessary for the construction, maintenance and repair of post and rail fence boundaries<br>6.2 Describe methods of maintaining the equipment in a fit state for use  |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 64: Construct, maintain and repair stone wall boundaries**

**Unit reference number:** A/600/0821

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The purpose of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair stone wall boundaries

It is essential that environmental good practice (fitting into the landscape, minimum disturbance to wildlife, disposal of waste, etc) is considered at all stages of the work to be carried out.

'Construction' is defined as creating a new boundary or completely replacing a boundary or other structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. It may be undertaken for safety, to maintain the effectiveness of the boundary or structure or to increase its lifespan. Repairs may be temporary or long term.

'Stone walls' include drystone walls/drystone dykes in keeping with local traditions; mortared rough stone walls and stone retaining walls (including ha-has).

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Construct, maintain and repair stone wall boundaries</p> | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment</p> <p>1.2 Identify the proposed line for the boundary from the specification and any special considerations which relate to the line including:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> </ul> <p>1.3 Construct, maintain or repair the boundaries to specification, and finish it in a way which fits in with the surrounding environment</p> <p>1.4 Take appropriate action without delay where problems occur during work, including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>1.5 Handle, manoeuvre and transport materials safely</p> <p>1.6 Identify and report potential improvements to the work specification</p> <p>1.7 Make the site good when work is finished, and dispose of any waste or unwanted materials correctly and safely</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Be able to select, use and maintain equipment for the construction, maintenance and repair of stone wall boundaries | 2.1 Select appropriate equipment and materials for this area of work<br>2.2 Use equipment according to instructions<br>2.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 3 Be able to work safely and minimise environmental damage  | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Know how to construct, maintain and repair stone wall boundaries | 4.1 Describe suitable methods for preparing the site<br>4.2 Outline how to interpret and use relevant specifications, covering: <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability to expected use and local tradition</li> </ul> 4.3 Outline the context within which the boundary is set, and how this relates to the specification<br>4.4 Describe the problems which may occur during operations and how these should be dealt with covering: <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specifications disturbance to wildlife or environment</li> </ul> 4.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these<br>4.6 Describe the reasons for leaving the site in the required condition on completion of operations |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5 Know the current health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of waste<br>5.4 Explain how to identify hazards and assess risks<br>5.5 Explain how to interpret risk assessments |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 65: Construct, maintain and repair aggregate paths**

**Unit reference number:** D/502/3207

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair aggregate paths</p> | <p>1.1 Identify the proposed line for the aggregate path</p> <p>1.2 Take steps to ensure that other site users are not put at risk by work including:</p> <ul style="list-style-type: none"> <li>- providing information (signs etc)</li> <li>- re-routing access away from unsafe areas</li> <li>- speaking to others on site</li> </ul> <p>1.3 Provide drainage to specification to suit the site's needs and its expected levels of use</p> <p>1.4 Construct, maintain or repair the aggregate path to specification, and finish it in a way which fits in with the surrounding environment to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> <p>1.5 Use appropriate methods to reduce the impact of erosion on areas around the path</p> <p>1.6 Leave the site in a suitable condition when the work is finished</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | 1.7 Inform the appropriate person of any potential improvements to the work specification which are identified: <ul style="list-style-type: none"> <li>- remedying the situation</li> <li>- informing others who need to act</li> </ul>   |               |                     |      |
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br><br>2.2 Carry out work in a manner which minimises environmental damage<br><br>2.3 Dispose of waste safely and correctly                              |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select appropriate equipment for this area of work<br>3.2 Use equipment according to relevant legislation and manufacturer's instructions<br>3.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 4 Know the different types of path                         | 4.1 State the defining characteristics of an aggregate path compared to the following: <ul style="list-style-type: none"> <li>- stone pitched paths</li> <li>- flag paths</li> <li>- boardwalks</li> <li>- reinforced paths</li> <li>- bark paths</li> </ul> 4.2 State the typical use of an aggregate path |               |                     |      |

| Learning outcomes                                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5 Know how to construct, maintain and repair paths | 5.1 State how to identify hazards, assess risks and interpret risk assessments<br>5.2 State the importance of using appropriate materials to produce a path which is fit for use and fits into the surrounding environment<br>5.3 State the methods for preparing the site and how to create suitable foundations and drainage<br>5.4 State the purpose of the path and how this relates to the specification and operations<br>5.5 Describe how to interpret and use relevant specifications<br>5.6 Describe the methods for constructing, maintaining and repairing paths<br>5.7 Describe special considerations which relate to the line to include: <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> <li>- site use</li> <li>- site drainage and soils</li> <li>- site topography</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 5.8 State the problems which may occur during operations and how these should be dealt with: <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> 5.9 Describe how the site should be left on completion of operations |               |                     |      |
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |
| 7 Know the types of equipment required and how to maintain them               | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment   |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 66: Construct, maintain and repair bark paths**

**Unit reference number:** K/502/3209

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair bark paths</p> | <p>1.1 Identify the proposed line for the bark path and the special considerations</p> <p>1.2 Take steps to ensure that other site users are not put at risk by work by:</p> <ul style="list-style-type: none"> <li>- providing information (signs etc)</li> <li>- re-routing access away from unsafe areas</li> <li>- speaking to others on site</li> </ul> <p>1.3 Provide drainage to specification to suit the site's needs and its expected levels of use</p> <p>1.4 Construct, maintain or repair the bark path to specification, and finish it in a way which fits in with the surrounding environment to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> <p>1.5 Use appropriate methods to reduce the impact of erosion on areas around the path</p> <p>1.6 Leave the site in a suitable condition when the work is finished.</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 1.7 Inform the appropriate person of any potential improvements to the work specification which are identified <ul style="list-style-type: none"> <li>- remedying the situation</li> <li>- informing others who need to act</li> </ul>   |               |                     |      |
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains <ul style="list-style-type: none"> <li>- health and safety and is</li> <li>- consistent with relevant</li> <li>- legislation, codes of practice</li> <li>- and any additional requirements</li> </ul> 2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select appropriate equipment for this area of work<br>3.2 Use equipment according to relevant legislation and manufacturer's instructions<br>3.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 4 Know how to construct, maintain and repair bark paths    | 4.1 State how to identify hazards, assess risks and interpret risk assessments<br>4.2 State the importance of using appropriate materials to produce a path which is fit for use and fits into the surrounding environment   |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>4.3 State the methods for preparing the site and how to create suitable foundations and drainage</p> <p>4.4 Describe the purpose of the path and how this relates to the specification and operations</p> <p>4.5 Describe how to interpret and use relevant specifications</p> <p>4.6 Describe the methods for constructing, maintaining and repairing bark paths</p> <p>4.7 Describe the special considerations which relate to the proposed line to include:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> <li>- site use</li> <li>- site drainage and soils</li> <li>- site topography</li> </ul> <p>4.8 State the problems which may occur during operations and how these should be dealt with</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>4.9 Describe how the site should be left on completion of operations</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Know relevant health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>5.2 Describe how environmental damage can be minimised<br>5.3 Describe the correct methods for disposing of waste |               |                     |      |
| 6 Know the types of equipment required and how to maintain them               | 6.1 Describe the equipment which will be required for the activity<br>6.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 67: Construct, maintain and repair boardwalks**

**Unit reference number:** M/502/3213

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair boardwalks</p> | <p>1.1 Identify the proposed line for the boardwalk path and the special considerations</p> <p>1.2 Take steps to ensure that other site users are not put at risk by work including:</p> <ul style="list-style-type: none"> <li>- providing information (signs etc)</li> <li>- re-routing access away from unsafe areas</li> <li>- speaking to others on site</li> </ul> <p>1.3 Provide drainage to specification to suit the site's needs and its expected levels of use</p> <p>1.4 Construct, maintain or repair the boardwalk to specification, and finish it in a way which fits in with the surrounding environment to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> <p>1.5 Use appropriate methods to reduce the impact of erosion on areas around the path</p> <p>1.6 Leave the site in a suitable condition when the work is finished</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | 1.7 Inform the appropriate person of any potential improvements to the work specification which are identified <ul style="list-style-type: none"> <li>- remedying the situation</li> <li>- informing others who need to act</li> </ul>  |               |                     |      |
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br><br>2.2 Carry out work in a manner which minimises environmental damage<br><br>2.3 Dispose of waste safely and correctly  |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select appropriate equipment for this area of work<br>3.2 Use equipment according to relevant legislation and manufacturer's instructions<br>3.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 4 Know how to construct, maintain and repair boardwalks    | 4.1 State how to identify hazards, assess risks and interpret risk assessments<br><br>4.2 State the importance of using appropriate materials to produce a boardwalk which is fit for use and fits into the surrounding environment<br><br>4.3 Describe suitable methods for preparing the site and how to create suitable foundations and drainage |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>4.4 Describe how to interpret and use relevant specifications</p> <p>4.5 Describe the methods for constructing, maintaining and repairing boardwalks and their usefulness for different path contexts</p> <p>4.6 Describe all the special considerations which relate to the proposed line to include:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> <li>- site use</li> <li>- site drainage and soils</li> <li>- site topography</li> </ul> <p>4.7 State the problems which may occur during operations and how these should be dealt with</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>4.8 Describe how the site should be left on completion of operations</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know the difference between boardwalk paths and other types of path         | 5.1 State the defining characteristics of boardwalk paths compared to the following: <ul style="list-style-type: none"> <li>- stone pitched paths</li> <li>- flag paths</li> <li>- aggregate paths</li> <li>- reinforced paths</li> <li>- bark paths</li> </ul> 5.2 Identify a typical use of a boardwalk path |               |                     |      |
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |
| 7 Know the types of equipment required and how to maintain them               | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment   |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 68: Construct, maintain and repair flag paths**

**Unit reference number:** T/502/3214

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair flag paths</p> | <p>1.1 Identify the proposed line for the flag path and any special considerations</p> <p>1.2 Take steps to ensure that other site users are not put at risk by work, including:</p> <ul style="list-style-type: none"> <li>- providing information (signs etc)</li> <li>- re-routing access away from unsafe areas</li> <li>- speaking to others on site</li> </ul> <p>1.3 Provide drainage to specification to suit the site's needs and its expected levels of use</p> <p>1.4 Construct, maintain or repair the flag path to specification, and finish it in a way which fits in with the surrounding environment, to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> <p>1.5 Use appropriate methods to reduce the impact of erosion on areas around the path</p> <p>1.6 Leave the site in a suitable condition when the work is finished</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 1.7 Inform the appropriate person of any potential improvements to the work specification which are identified <ul style="list-style-type: none"> <li>- remedying the situation</li> <li>- informing others who need to act</li> </ul>   |               |                     |      |
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br><br>2.2 Carry out work in a manner which minimises environmental damage<br><br>2.3 Dispose of waste safely and correctly   |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select appropriate equipment for this area of work<br>3.2 Use equipment according to relevant legislation and manufacturer's instructions<br>3.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 4 Know how to construct, maintain and repair flag paths    | 4.1 State how to identify hazards, assess risks and interpret risk assessments<br><br>4.2 State the importance of using appropriate materials to produce a flag path which is fit for use and fits into the surrounding environment<br><br>4.3 State the suitable methods for preparing the site and how to create suitable foundations and drainage |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>4.4 Describe how to interpret and use relevant specifications</p> <p>4.5 Describe the methods for constructing, maintaining and repairing flag paths and their usefulness for different path contexts</p> <p>Describe all the special considerations which relate to the proposed: line to include:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> <li>- site use</li> <li>- site drainage and soils</li> <li>- site topography</li> </ul> <p>4.7 State the problems which may occur during operations and how these should be dealt with:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>4.8 Describe how the site should be left on completion of operations</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know the difference between flag paths and other types of path              | 5.1 State the defining characteristics of flag paths compared to the following: <ul style="list-style-type: none"> <li>- stone pitched paths</li> <li>- aggregate paths</li> <li>- reinforced paths</li> <li>- bark paths</li> </ul> 5.2 Identify a typical use of a flag path |               |                     |      |
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |
| 7 Know the types of equipment required and how to maintain them               | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment   |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 69: Construct, maintain and repair reinforced paths**

**Unit reference number:** A/502/3215

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair reinforced paths</p> | <p>1.1 Identify the proposed line for the reinforced path and the special considerations</p> <p>1.2 Take steps to ensure that other site users are not put at risk by work by:</p> <ul style="list-style-type: none"> <li>- providing information (signs etc)</li> <li>- re-routing access away from unsafe areas</li> <li>- speaking to others on site</li> </ul> <p>1.3 Provide drainage to specification to suit the site's needs and its expected levels of use</p> <p>1.4 Construct, maintain or repair the reinforced path to specification, and finish it in a way which fits in with the surrounding environment to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> <p>1.5 Use appropriate methods to reduce the impact of erosion on areas around the path</p> <p>1.6 Leave the site in a suitable condition when the work is finished</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 1.7 Inform the appropriate person of any potential improvements to the work specification which are identified <ul style="list-style-type: none"> <li>- remedying the situation</li> <li>- informing others who need to act</li> </ul>   |               |                     |      |
| 2 Be able to work safely and minimise environmental damage    | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br><br>2.2 Carry out work in a manner which minimises environmental damage<br><br>2.3 Dispose of waste safely and correctly   |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment      | 3.1 Select appropriate equipment for this area of work<br>3.2 Use equipment according to relevant legislation and manufacturer's instructions<br>3.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 4 Know how to construct, maintain and repair reinforced paths | 4.1 State how to identify hazards, assess risks and interpret risk assessments<br><br>4.2 State the importance of using appropriate materials to produce a path which is fit for use and fits into the surrounding environment<br><br>4.3 State the methods for preparing the site and how to create suitable foundations and drainage |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>4.4 Describe the purpose of the path and how this relates to the specification and operations</p> <p>4.5 Describe how to interpret and use relevant specifications</p> <p>4.6 Describe the methods for constructing, maintaining and repairing reinforced paths</p> <p>4.7 Describe the special considerations which relate to the proposed line to include:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> <li>- site use</li> <li>- site drainage and soils</li> <li>- site topography</li> </ul> <p>4.8 State the problems which may occur during operations and how these should be dealt with:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>4.9 Describe how the site should be left on completion of operations</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know the difference between reinforced paths and other types of path        | 5.1 State the defining characteristics of reinforced paths compared to the following: <ul style="list-style-type: none"> <li>- aggregate paths</li> <li>- flag paths</li> <li>- boardwalk paths</li> <li>- stone pitched paths</li> <li>- bark paths</li> </ul> 5.2 Identify typical uses of a reinforced path |               |                     |      |
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |
| 7 Know the types of equipment required and how to maintain them               | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment   |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 70: Construct, maintain and repair stone pitched paths**

**Unit reference number:** F/502/3216

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair stone pitched paths</p> | <p>1.1 Identify the proposed line for the stone pitched path and the special considerations</p> <p>1.2 Take steps to ensure that other site users are not put at risk by work by:</p> <ul style="list-style-type: none"> <li>- providing information (signs etc)</li> <li>- re-routing access away from unsafe areas</li> <li>- speaking to others on site</li> </ul> <p>1.3 Provide drainage to specification to suit the site's needs and its expected levels of use</p> <p>1.4 Construct, maintain or repair the stone pitched path to specification, and finish it in a way which fits in with the surrounding environment, to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability of expected use and local tradition</li> </ul> <p>1.5 Use appropriate methods to reduce the impact of erosion on areas around the path</p> <p>1.6 Leave the site in a suitable condition when the work is finished</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | 1.7 Inform the appropriate person of any potential improvements to the work specification which are identified, including: <ul style="list-style-type: none"> <li>- remedying the situation</li> <li>- informing others who need to act</li> </ul>  |               |                     |      |
| 2 Be able to work safely and minimise environmental damage       | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br><br>2.2 Carry out work in a manner which minimises environmental damage<br><br>2.3 Dispose of waste safely and correctly  |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment         | 3.1 Select appropriate equipment for this area of work<br>3.2 Use equipment according to relevant legislation and manufacturer's instructions<br>3.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 4 Know how to construct, maintain and repair stone pitched paths | 4.1 State how to identify hazards, assess risks and interpret risk assessments<br>4.2 State the importance of using appropriate materials to produce a path which is fit for use and fits into the surrounding environment<br>4.3 State the methods for preparing the site and how to create suitable foundations and drainage<br>4.4 Describe the purpose of the path and how this relates to the specification and operations |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>4.5 Describe how to interpret and use relevant specifications</p> <p>4.6 Describe the methods for constructing, maintaining and repairing stone pitched paths</p> <p>4.7 Describe the special considerations which relate to the proposed line to include:</p> <ul style="list-style-type: none"> <li>- health and safety</li> <li>- environmental impact</li> <li>- access</li> <li>- site use</li> <li>- site drainage and soils</li> <li>- site topography</li> </ul> <p>4.8 State the problems which may occur during operations and how these should be dealt with:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>4.9 Describe how the site should be left on completion of operations</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Know the difference between stone pitched paths and other types of path     | 5.1 State the defining characteristics of stone pitched paths compared to the following: <ul style="list-style-type: none"> <li>- aggregate paths</li> <li>- flag paths</li> <li>- boardwalk paths</li> <li>- reinforced paths</li> <li>- bark paths</li> </ul> 5.2 Identify typical uses of a stone pitched path |               |                     |      |
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste   |               |                     |      |
| 7 Know the types of equipment required and how to maintain them               | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 71: Construct, maintain and repair fords**

**Unit reference number:** D/502/3224

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair fords</p> | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment, to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability for expected use and local tradition</li> </ul> <p>1.2 Make sure that the ford is secure, and suitable for its intended use</p> <p>1.3 Construct, maintain or repair the ford to specification, and finish it in a way which fits in with the surrounding environment</p> <p>1.4 Take the appropriate action without delay when problems occur during your work, including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>1.5 Inform the appropriate person of any potential improvements to the work specification</p> <p>1.6 Make the site as good as possible when work is finished</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select and use appropriate equipment for this area of work<br>3.2 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |

| Learning outcomes                                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4 Know how to construct, maintain and repair fords | 4.1 Describe how to identify hazards and assess risks<br>4.2 Describe how to interpret risk assessments<br>4.3 Describe suitable methods for preparing the site<br>4.4 State the purpose of the ford<br>4.5 Outline how to interpret and use relevant specifications covering: <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability for expected use and local tradition</li> </ul> 4.6 Outline the context within which the ford is set, and how this relates to the specification<br>4.7 Describe methods for constructing, maintaining and repairing fords<br>4.8 Describe problems which may occur during operations and how these should be dealt with: <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> 4.9 Outline the required condition of the site on completion of operations |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Distinguish between different types of access structure                     | 5.1 Identify and describe the defining characteristics of fords compared to: <ul style="list-style-type: none"> <li>- simple bridges</li> <li>- steps</li> <li>- signs/way markers</li> </ul>                                 |               |                     |      |
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste |               |                     |      |
| 7 Know the types of equipment required and how to maintain them               | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment.   |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 72: Construct, maintain and repair signs/way markers**

**Unit reference number:** H/502/3225

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to construct, maintain and repair signs/way markers. 'Construction' is defined as creating a new structure or completely replacing an existing structure. 'Maintenance and repair' is defined as mending or restoring to a sound condition after dilapidation or wear. Repairs may be temporary or long term.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair signs/way markers</p> | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment, to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability for expected use and local tradition</li> </ul> <p>1.2 Make sure that the signs/way markers are secure, and suitable for their intended use</p> <p>1.3 Construct, maintain or repair the signs/way markers to specification, and finish them in a way which fits in with the surrounding environment</p> <p>1.4 Take the appropriate action without delay when problems occur during your work including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>1.5 Inform the appropriate person of any potential improvements to the work specification</p> <p>1.6 Make the site as good as possible when work is finished</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select and use appropriate equipment for this area of work<br>3.2 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>4 Know how to construct, maintain and repair signs/way markers</p> | <p>4.1 Describe how to identify hazards and assess risks</p> <p>4.2 Describe how to interpret risk assessments</p> <p>4.3 Describe suitable methods for preparing the site</p> <p>4.4 State the purpose of the signs/way markers</p> <p>4.5 Outline how to interpret and use relevant specifications, covering:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability for expected use and local tradition</li> </ul> <p>4.6 Outline the context within which the signs/way markers are set, and how this relates to the specification</p> <p>4.7 Describe methods for constructing, maintaining and repairing signs/way markers</p> <p>4.8 Describe problems which may occur during operations and how these should be dealt with:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>4.9 Outline the required condition of the site on completion of operations</p> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Distinguish between different types of access structure                     | 5.1 Identify and describe the defining characteristics of signs/ way markers compared to: <ul style="list-style-type: none"> <li>- simple bridges</li> <li>- fords</li> <li>- steps</li> </ul>                                 |               |                     |      |
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste. |               |                     |      |
| 7 Know the types of equipment required and how to maintain them               | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment.  |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 73: Construct, maintain and repair simple bridges**

**Unit reference number:** K/502/3226

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair simple bridges</p> | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment, to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability for expected use and local tradition</li> </ul> <p>1.2 Make sure that the bridge is secure, and suitable for its intended use</p> <p>1.3 Construct, maintain or repair the bridge to specification, and finish it in a way which fits in with the surrounding environment</p> <p>1.4 Take the appropriate action without delay when problems occur during your work, including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>1.5 Inform the appropriate person of any potential improvements to the work specification</p> <p>1.6 Make the site as good as possible when work is finished</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select and use appropriate equipment for this area of work<br>3.2 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Know how to construct, maintain and repair simple bridges | 4.1 Describe how to identify hazards and assess risks<br>4.2 Describe how to interpret risk assessments<br>4.3 Describe suitable methods for preparing the site<br>4.4 State the purpose of the bridge<br>4.5 Outline how to interpret and use relevant specifications covering: <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability for expected use and local tradition</li> </ul> 4.6 Outline the context within which the structure is set, and how this relates to the specification<br>4.7 Describe methods for constructing, maintaining and repairing simple bridges<br>4.8 Describe problems which may occur during operations and how these should be dealt with <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> 4.9 Outline the required condition of the site on completion of operations |               |                     |      |

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 5                 | Distinguish between different types of access structure                     | 5.1 Identify and describe the defining characteristics of simple bridges compared to: <ul style="list-style-type: none"> <li>- fords</li> <li>- steps</li> <li>- signs/way markers</li> </ul>                                 |               |                     |      |
| 6                 | Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste |               |                     |      |
| 7                 | Know the types of equipment required and how to maintain them               | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*

## **Unit 74: Construct, maintain and repair steps**

**Unit reference number:** M/502/3227

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

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

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to construct, maintain and repair steps</p> | <p>1.1 Prepare the site appropriately, and in a way which minimises the effect on the surrounding environment, to include:</p> <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability for expected use and local tradition</li> </ul> <p>1.2 Make sure that the steps are secure, and suitable for their intended use</p> <p>1.3 Construct, maintain or repair the steps to specification, and finish them in a way which fits in with the surrounding environment</p> <p>1.4 Take the appropriate action without delay when problems occur during your work including:</p> <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> <p>1.5 Inform the appropriate person of any potential improvements to the work, specification</p> <p>1.6 Make the site as good as possible when work is finished</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Be able to work safely and minimise environmental damage | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly |               |                     |      |
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select and use appropriate equipment for this area of work<br>3.2 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |

| Learning outcomes                                  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Know how to construct, maintain and repair steps | 4.1 Describe how to identify hazards and assess risks<br>4.2 Describe how to interpret risk assessments<br>4.3 Describe suitable methods for preparing the site<br>4.4 State the purpose of the steps<br>4.5 Outline how to interpret and use relevant specifications covering: <ul style="list-style-type: none"> <li>- setting out and location</li> <li>- materials and resources</li> <li>- timing and timescales</li> <li>- working methods</li> <li>- suitability for expected use and local tradition</li> </ul> 4.6 Outline the context within which the steps are set, and how this relates to the specification<br>4.7 Describe methods for constructing, maintaining and repairing steps<br>4.8 Describe problems which may occur during operations and how these should be dealt with: <ul style="list-style-type: none"> <li>- accidental damage</li> <li>- difficulties in meeting the specification</li> <li>- disturbance to wildlife or environment</li> </ul> 4.9 Outline the required condition of the site on completion of operations |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5 Distinguish between different types of access structure                      | 5.1 Identify and describe the defining characteristics of steps compared to: <ul style="list-style-type: none"> <li>- simple bridges</li> <li>- fords</li> <li>- signs/way markers</li> </ul>                                 |               |                     |      |
| 6. Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste |               |                     |      |
| 7 Know the types of equipment required and how to maintain them                | 7.1 Describe the equipment which will be required for the activity<br>7.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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(if sampled)

## **Unit 75: Establish and protect coastal vegetation**

**Unit reference number:** D/502/3241

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect coastal vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Know how to establish and protect coastal vegetation</p> | <p>1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality</p> <p>1.2 State ways of encouraging natural regeneration</p> <p>1.3 Describe how to establish woody and non-woody vegetation in line with the site specification to include:</p> <ul style="list-style-type: none"> <li>- planting</li> <li>- sowing</li> <li>- natural regeneration</li> </ul> <p>1.4 State what might damage vegetation and the ways in which vegetation can be protected from the following:</p> <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> <p>1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these, covering:</p> <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- historical/archaeological value</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 1.6 State how work needs to consider and fit into local biodiversity action plans<br>1.7 Describe how to interpret job specifications<br>1.8 State how to identify hazards, assess risks and interpret risk assessments       |               |                     |      |
| 2 Know relevant health and safety legislation and environmental good practice | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste |               |                     |      |
| 3 Know the types of equipment required and how to maintain them               | 3.1 Describe the equipment which will be required for the activity<br>3.2 Describe the methods of maintaining the range of equipment.   |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Be able to establish and protect coastal vegetation                         | 4.1 Establish woody and non-woody vegetation in line with the site specification<br><br>4.2 Provide vegetation with suitable protection from three of the following: <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> 4.3 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 5 Be able to distinguish between a coastal habitat and other types of habitat | 5.1 Identify the defining characteristics of a coastal habitat compared to the following: <ul style="list-style-type: none"> <li>- wetland</li> <li>- moorland</li> <li>- woodlands</li> <li>- hedgerows/Farmland</li> <li>- heathland</li> <li>- grassland</li> </ul>   |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to work safely and minimise environmental damage | 6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>6.2 Carry out work in a manner which minimises environmental damage<br>6.3 Dispose of waste safely and correctly |               |                     |      |
| 7 Be able to select, use and maintain relevant equipment   | 7.1 Select appropriate equipment for this area of work<br>7.2 Use equipment according to relevant legislation and manufacturer's instructions<br>7.3 Prepare, maintain and store equipment in a safe and effective working condition                                   |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 76: Establish and protect grassland vegetation**

**Unit reference number:** T/502/3245

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect grassland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Know how to establish and protect grassland vegetation</p> | <p>1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality</p> <p>1.2 State ways of encouraging natural regeneration</p> <p>1.3 Describe how to establish woody and non-woody vegetation in line with the site specification to include:</p> <ul style="list-style-type: none"> <li>- planting</li> <li>- sowing</li> <li>- natural regeneration</li> </ul> <p>1.4 State what might damage vegetation and the ways in which vegetation can be protected from the following:</p> <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> <p>1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these, covering:</p> <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- historical/archaeological value</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 1.6 State how work needs to consider and fit into local biodiversity action plans<br>1.7 Describe how to interpret job specifications<br>1.8 State how to identify hazards, assess risks and interpret risk assessments       |               |                     |      |
| 2 Know relevant health and safety legislation and environmental good practice | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste |               |                     |      |
| 3 Know the types of equipment required and how to maintain them               | 3.1 Describe the equipment which will be required for the activity<br>3.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Be able to establish and protect grassland vegetation                         | 4.1 Establish woody and non-woody vegetation in line with the coastal site specification<br><br>4.2 Provide vegetation with suitable protection from three of the following:<br>– unwanted competing growth<br>– prevailing environmental conditions<br>– humans<br>– animals<br><br>4.3 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 5 Be able to distinguish between a grassland habitat and other types of habitat | 5.1 Identify the defining characteristics of a grassland habitat compared to the following:<br>– wetland<br>– moorland<br>– woodlands<br>– hedgerows/Farmland<br>– coastal<br>– heathland  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to work safely and minimise environmental damage | 6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>6.2 Carry out work in a manner which minimises environmental damage<br>6.3 Dispose of waste safely and correctly |               |                     |      |
| 7 Be able to select, use and maintain relevant equipment   | 7.1 Select appropriate equipment for this area of work<br>7.2 Use equipment according to relevant legislation and manufacturer's instructions<br>7.3 Prepare, maintain and store equipment in a safe and effective working condition                                   |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 77: Establish and protect heathland vegetation**

**Unit reference number:** A/502/3246

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect heathland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Know how to establish and protect heathland vegetation</p> | <p>1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality</p> <p>1.2 State ways of encouraging natural regeneration</p> <p>1.3 Describe how to establish woody and non-woody vegetation in line with the site specification, to include:</p> <ul style="list-style-type: none"> <li>- planting</li> <li>- sowing</li> <li>- natural regeneration</li> </ul> <p>1.4 State what might damage vegetation and the ways in which vegetation can be protected from the following:</p> <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> <p>1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these, covering:</p> <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- historical/archaeological value</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 1.6 State how work needs to consider and fit into local biodiversity action plans<br>1.7 Describe how to interpret job specifications<br>1.8 State how to identify hazards, assess risks and interpret risk assessments       |               |                     |      |
| 2 Know relevant health and safety legislation and environmental good practice | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste |               |                     |      |
| 3 Know the types of equipment required and how to maintain them               | 3.1 Describe the equipment which will be required for the activity<br>3.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Be able to establish and protect heathland vegetation                         | 4.1 Establish woody and non-woody vegetation in line with the coastal site specification<br><br>4.2 Provide vegetation with suitable protection from three of the following:<br>– unwanted competing growth<br>– prevailing environmental conditions<br>– humans<br>– animals<br><br>4.3 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 5 Be able to distinguish between a heathland habitat and other types of habitat | 5.1 Identify the defining characteristics of a heathland habitat compared to the following:<br>– wetland<br>– moorland<br>– woodlands<br>– hedgerows/Farmland<br>– grassland<br>– coastal  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to work safely and minimise environmental damage | 6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>6.2 Carry out work in a manner which minimises environmental damage<br>6.3 Dispose of waste safely and correctly |               |                     |      |
| 7 Be able to select, use and maintain relevant equipment   | 7.1 Select appropriate equipment for this area of work<br>7.2 Use equipment according to relevant legislation and manufacturer's instructions<br>7.3 Prepare, maintain and store equipment in a safe and effective working condition                                   |               |                     |      |

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## **Unit 78: Establish and protect hedgerows/farmland vegetation**

**Unit reference number:** F/502/3247

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect hedgerows/farmland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Know how to establish and protect hedgerows/farmland vegetation</p> | <p>1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality</p> <p>1.2 State ways of encouraging natural regeneration</p> <p>1.3 Describe how to establish woody and non-woody vegetation in line with the site specification to include:</p> <ul style="list-style-type: none"> <li>- planting</li> <li>- sowing</li> <li>- natural regeneration</li> </ul> <p>1.4 State what might damage vegetation and the ways in which vegetation can be protected from the following:</p> <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> <p>1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering:</p> <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- historical/archaeological value</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 1.6 State how work needs to consider and fit into local biodiversity action plans<br>1.7 Describe how to interpret job specifications<br>1.8 State how to identify hazards, assess risks and interpret risk assessments        |               |                     |      |
| 2 Know relevant health and safety legislation and environmental good practice | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste. |               |                     |      |
| 3 Know the types of equipment required and how to maintain them               | 3.1 Describe the equipment which will be required for the activity<br>3.2 Describe the methods of maintaining the range of equipment   |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>4 Be able to establish and protect hedgerows/farmland vegetation</p>                        | <p>4.1 Establish woody and non-woody vegetation in line with the site specification</p> <p>4.2 Provide vegetation with suitable protection from three of the following:</p> <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> <p>4.3 Keep the site clear of any unnecessary obstacles and waste material</p> |               |                     |      |
| <p>5 Be able to distinguish between a hedgerow/farmland habitat and other types of habitat</p> | <p>5.1 Identify the defining characteristics of a hedgerows/farmland habitat compared to the following:</p> <ul style="list-style-type: none"> <li>- wetland</li> <li>- moorland</li> <li>- woodlands</li> <li>- coastal</li> <li>- heathland</li> <li>- grassland</li> </ul>  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to work safely and minimise environmental damage | 6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>6.2 Carry out work in a manner which minimises environmental damage<br>6.3 Dispose of waste safely and correctly |               |                     |      |
| 7 Be able to select, use and maintain relevant equipment   | 7.1 Select appropriate equipment for this area of work<br>7.2 Use equipment according to relevant legislation and manufacturer's instructions<br>7.3 Prepare, maintain and store equipment in a safe and effective working condition                                   |               |                     |      |

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 79: Establish and protect moorland vegetation**

**Unit reference number:** J/502/3248

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect moorland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Know how to establish and protect moorland vegetation</p> | <p>1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality</p> <p>1.2 State ways of encouraging natural regeneration</p> <p>1.3 Describe how to establish woody and non-woody vegetation in line with the site specification to include:</p> <ul style="list-style-type: none"> <li>- planting</li> <li>- sowing</li> <li>- natural regeneration</li> </ul> <p>1.4 State what might damage vegetation and the ways in which vegetation can be protected from the following:</p> <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> <p>1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering:</p> <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- historical/archaeological value</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 1.6 State how work needs to consider and fit into local biodiversity action plans<br>1.7 Describe how to interpret job specifications<br>1.8 State how to identify hazards, assess risks and interpret risk assessments       |               |                     |      |
| 2 Know relevant health and safety legislation and environmental good practice | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste |               |                     |      |
| 3 Know the types of equipment required and how to maintain them               | 3.1 Describe the equipment which will be required for the activity<br>3.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Be able to establish and protect moorland vegetation                         | 4.1 Establish woody and non-woody vegetation in line with the site specification<br><br>4.2 Provide vegetation with suitable protection from three of the following: <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> 4.3 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 5 Be able to distinguish between a moorland habitat and other types of habitat | 5.1 Identify the defining characteristics of a moorland habitat compared to the following: <ul style="list-style-type: none"> <li>- wetland</li> <li>- hedgerows/farmland</li> <li>- woodlands</li> <li>- coastal</li> <li>- heathland</li> <li>- grassland</li> </ul>   |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to work safely and minimise environmental damage | 6.1 Work in a way which maintains <ul style="list-style-type: none"> <li>- health and safety and is consistent</li> <li>- with relevant legislation, codes of practice and any additional requirements</li> </ul> 6.2 Carry out work in a manner which minimises environmental damage<br>6.3 Dispose of waste safely and correctly |               |                     |      |
| 7 Be able to select, use and maintain relevant equipment   | 7.1 Select appropriate equipment for this area of work<br>7.2 Use equipment according to relevant legislation and manufacturer's instructions<br>7.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |

Learner name: \_\_\_\_\_

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(if sampled)

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## **Unit 80: Establish and protect wetland vegetation**

**Unit reference number:** F/502/3250

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect wetland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>1 Know how to establish and protect wetland vegetation</p> | <p>1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality</p> <p>1.2 State ways of encouraging natural regeneration</p> <p>1.3 Describe how to establish woody and non-woody vegetation in line with the site specification, to include:</p> <ul style="list-style-type: none"> <li>- planting</li> <li>- sowing</li> <li>- natural regeneration</li> </ul> <p>1.4 State what might damage vegetation and the ways in which vegetation can be protected from the following:</p> <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> <p>1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering:</p> <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- historical/archaeological value</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | 1.6 State how work needs to consider and fit into local biodiversity action plans<br>1.7 Describe how to interpret job specifications<br>1.8 State how to identify hazards, assess risks and interpret risk assessments       |               |                     |      |
| 2 Know relevant health and safety legislation and environmental good practice | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste |               |                     |      |
| 3 Know the types of equipment required and how to maintain them               | 3.1 Describe the equipment which will be required for the activity<br>3.2 Describe the methods of maintaining the range of equipment  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Be able to establish and protect wetland vegetation                         | 4.1 Establish woody and non-woody vegetation in line with the site specification<br><br>4.2 Provide vegetation with suitable protection from three of the following: <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> 4.3 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 5 Be able to distinguish between a wetland habitat and other types of habitat | 5.1 Identify the defining characteristics of a wetland habitat compared to the following: <ul style="list-style-type: none"> <li>- moorland</li> <li>- hedgerows/farmland</li> <li>- woodlands</li> <li>- coastal</li> <li>- heathland</li> <li>- grassland</li> </ul>   |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to work safely and minimise environmental damage | 6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>6.2 Carry out work in a manner which minimises environmental damage<br>6.3 Dispose of waste safely and correctly |               |                     |      |
| 7 Be able to select, use and maintain relevant equipment   | 7.1 Select appropriate equipment for this area of work<br>7.2 Use equipment according to relevant legislation and manufacturer's instructions<br>7.3 Prepare, maintain and store equipment in a safe and effective working condition                                   |               |                     |      |

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## **Unit 81: Establish and protect woodland vegetation**

**Unit reference number:** R/502/3253

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to establish and protect woodland vegetation. This involves the establishment of appropriate vegetation. Establishing vegetation includes sowing (either direct or in nursery beds), planting and encouraging natural regeneration. The term 'vegetation' is given a wide interpretation as the unit covers woody and non-woody vegetation. Sites may be rural or urban and are likely to have a range of proposed uses including conservation, recreation and education.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Know how to establish and protect woodland vegetation</p> | <p>1.1 Describe the effect which the positioning, mix and density of establishment will have on the growth of vegetation, habitat and landscape quality</p> <p>1.2 State ways of encouraging natural regeneration</p> <p>1.3 Describe how to establish woody and non-woody vegetation in line with the site specification, to include:</p> <ul style="list-style-type: none"> <li>- planting</li> <li>- sowing</li> <li>- natural regeneration</li> </ul> <p>1.4 State what might damage vegetation and the ways in which vegetation can be protected from the following:</p> <ul style="list-style-type: none"> <li>- unwanted competing growth</li> <li>- prevailing environmental conditions</li> <li>- humans</li> <li>- animals</li> </ul> <p>1.5 Describe the environmental value of work sites, the potential effects of work on the environment and how to control these covering:</p> <ul style="list-style-type: none"> <li>- biodiversity</li> <li>- historical/archaeological value</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 1.6 State how work needs to consider and fit into local biodiversity action plans<br>1.7 Describe how to interpret job specifications<br>1.8 State how to identify hazards, assess risks and interpret risk assessments        |               |                     |      |
| 2 Know relevant health and safety legislation and environmental good practice | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste. |               |                     |      |
| 3 Know the types of equipment required and how to maintain them               | 3.1 Describe the equipment which will be required for the activity<br>3.2 Describe the methods of maintaining the range of equipment.  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Be able to establish and protect woodland vegetation                         | 4.1 Establish woody and non-woody vegetation in line with the site specification<br><br>4.2 Provide vegetation with suitable protection from three of the following:<br>– unwanted competing growth<br>– prevailing environmental conditions<br>– humans<br>– animals<br><br>4.3 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 5 Be able to distinguish between a woodland habitat and other types of habitat | 5.1 Identify the defining characteristics of a woodland habitat compared to the following:<br>– moorland<br>– hedgerows/farmland<br>– wetland<br>– coastal<br>– heathland<br>– grassland   |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Be able to work safely and minimise environmental damage | 6.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>6.2 Carry out work in a manner which minimises environmental damage<br>6.3 Dispose of waste safely and correctly |               |                     |      |
| 7 Be able to select, use and maintain relevant equipment   | 7.1 Select appropriate equipment for this area of work<br>7.2 Use equipment according to relevant legislation and manufacturer's instructions<br>7.3 Prepare, maintain and store equipment in a safe and effective working condition                                   |               |                     |      |

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*(if sampled)*

## **Unit 82: Carry out habitat management**

**Unit reference number:** Y/502/1472

**Level:** 2

**Credit value:** 7

**Guided learning hours:** 53

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out habitat management work. Vegetation includes wood and non-woody vegetation. This unit does not cover heather management by burning. Work on sites must be carried out in line with appropriate permissions and licences.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able carry out maintenance tasks                      | <p>1.1 Carry out two of the following maintenance tasks:</p> <ul style="list-style-type: none"> <li>- maintain water levels required for the conservation of the habitat</li> <li>- reduce the impact of public access on site</li> <li>- reduce the impact of pollution on site</li> <li>- maintain soil conditions required for the conservation of the habitat</li> </ul> <p>1.2 Keep the site clear of any unnecessary obstacles and waste materials</p> |               |                     |      |
| 2                 | Be able to manage vegetation in different types of habit | <p>2.1 Identify vegetation according to each site's management plan and any constraints</p> <p>2.2 Recognise any hazards and reduce any associated risks to an acceptable level</p>  |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type  | Portfolio reference | Date |
|-------------------|--|--|---------------------|------|
|                   | <p>2.3 Manage vegetation using at least four of the correct management techniques and equipment according to the site management plan to include four of the following:</p> <ul style="list-style-type: none"> <li>- felling</li> <li>- coppicing</li> <li>- uprooting</li> <li>- hedge maintenance</li> <li>- pruning</li> <li>- thinning</li> <li>- cutting or mowing</li> <li>- mulching</li> <li>- spraying</li> </ul> |  |                     |      |
| 3                 | <p>Be able to select, use and maintain equipment for manage vegetation</p>   | <p>3.1 Select appropriate equipment for this area of work<br/>3.2 Use equipment according to instructions<br/>3.3 Prepare, maintain and store equipment in a safe and effective working condition throughout</p>   |                     |      |
| 4                 | <p>Be able to work safely and minimise environmental damage</p>  | <p>4.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br/>4.2 Carry out work in a manner which minimises environmental damage<br/>4.3 Dispose of waste safely and correctly</p> |                     |      |

| Learning outcomes                                   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Know how to carry out maintenance                 | 5.1 Describe how to identify hazards and interpret risk assessments<br>5.2 State how to interpret job specifications<br>5.3 Describe how the maintenance work is affected by the environmental value (in terms of biodiversity and of historical and archaeological value)  |               |                     |      |
| 6 Know and understand the need to manage vegetation | 6.1 Describe how to recognise the age, state and type of vegetation<br>6.2 Describe all the management techniques used to manage vegetation: <ul style="list-style-type: none"> <li>- felling</li> <li>- coppicing</li> <li>- uprooting</li> <li>- hedge maintenance</li> <li>- pruning</li> <li>- thinning</li> <li>- cutting or mowing</li> <li>- mulching</li> <li>- spraying</li> </ul> 6.3 Describe the action to take in the case of accidental damage to habitat, wildlife or landscape<br>6.4 Describe how the work fits into local biodiversity action plans |               |                     |      |

| Learning outcomes |  | Assessment criteria |  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 7                 | Know the types of equipment required and how to maintain them                  | 7.1                 | Describe the equipment which will be necessary for managing vegetation   |               |                     |      |
|                   |  | 7.2                 | Describe methods of maintaining the equipment in a fit state for use   |               |                     |      |
| 8                 | Know the current health and safety legislation and environmental good practice | 8.1                 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work including permissions or licences |               |                     |      |
|                   |  | 8.2                 | Describe how environmental damage can be minimised   |               |                     |      |
|                   |  | 8.3                 | Describe the correct methods for disposing of waste  |               |                     |      |

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## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to maintain suitable coastal site conditions</p>   | <p>1.1 Carry out maintenance tasks in line with work specifications to include two of the following tasks:</p> <ul style="list-style-type: none"> <li>- to maintain water levels required for the conservation of the habitat</li> <li>- to reduce the impact of public access on the site</li> <li>- to reduce the impact of pollution on the site</li> <li>- to maintain soil conditions required for the conservation of the habitat</li> </ul> <p>1.2 Keep the site clear of any unnecessary obstacles and waste material</p> |               |                     |      |
| <p>2 Be able to select, use and maintain equipment for maintaining suitable coastal site conditions</p> | <p>2.1 Select and use appropriate equipment for this area of work</p> <p>2.2 Prepare, maintain and store equipment in a safe and effective working condition</p>  |               |                     |      |
| <p>3 Be able to work safely and minimise environmental damage</p>                                       | <p>3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>3.2 Carry out work in a manner which minimises environmental damage</p> <p>3.3 Dispose of waste safely and correctly</p>  |               |                     |      |

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 4                 | Know how to maintain suitable coastal site conditions                          | 4.1 Explain how to interpret job specifications<br>4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these<br>4.3 Outline how your work fits into local biodiversity action plans<br>4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required |               |                     |      |
| 5                 | Know the types of equipment required and how to maintain them                  | 5.1 Describe the equipment which will be necessary for maintaining suitable coastal site conditions<br>5.2 Describe methods of maintaining the equipment in a fit state for use  |               |                     |      |
| 6                 | Know the current health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |

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**Unit 84:** **Carry out habitat management work to maintain suitable site conditions for grassland**

**Unit reference number:** M/502/3289

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of grassland habitats.

Work on sites must be carried out in line with appropriate permissions and licences.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to maintain suitable site conditions for grassland                                      | 1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: <ul style="list-style-type: none"> <li>- to maintain water levels required for the conservation of the habitat</li> <li>- to reduce the impact of public access on the site</li> <li>- to reduce the impact of pollution on the site</li> <li>- to maintain soil conditions required for the conservation of the habitat</li> </ul> |               |                     |      |
| 2                 | Be able to select, use and maintain equipment for maintaining suitable conditions for grassland | 2.1 Select and use appropriate equipment for this area of work<br>2.2 Prepare, maintain and store equipment in a safe and effective working condition throughout  |               |                     |      |
| 3                 | Be able to work safely and minimise environmental damage  | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly   |               |                     |      |

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 4                 | Know how to maintain suitable site conditions for grassland                    | 4.1 Explain how to interpret job specifications<br>4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these<br>4.3 Outline how your work fits into local biodiversity action plans<br>4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required |               |                     |      |
| 5                 | Know the types of equipment required and how to maintain them                  | 5.1 Describe the equipment which will be necessary for maintaining suitable conditions for grassland<br>5.2 Describe methods of maintaining the equipment in a fit state for use   |               |                     |      |
| 6                 | Know the current health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work.<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste.  |               |                     |      |

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*(if sampled)*

**Unit 85:** **Carry out habitat management work to maintain suitable site conditions for heathland**

**Unit reference number:** T/502/3262

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of heathland habitats. Work on sites must be carried out in line with appropriate permissions and licences.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to maintain suitable site conditions for heathland   | 1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: <ul style="list-style-type: none"> <li>- to maintain water levels required for the conservation of the habitat</li> <li>- to reduce the impact of public access on the site</li> <li>- to reduce the impact of pollution on the site</li> <li>- to maintain soil conditions required for the conservation of the habitat.</li> </ul> 1.2 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 2 Be able to select, use and maintain equipment for maintaining suitable site conditions for heathland | 2.1 Select and use appropriate equipment for this area of work<br>2.2 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 3 Be able to work safely and minimise environmental damage   | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Know how to maintain suitable site conditions for heathland                     | 4.1 Explain how to interpret job specifications<br>4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these<br>4.3 Outline how your work fits into local biodiversity action plans<br>4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required |               |                     |      |
| 5 Know the types of equipment required and how to maintain them                   | 5.1 Describe the equipment which will be necessary for maintaining suitable site conditions for heathland<br>5.2 Describe methods of maintaining the equipment in a fit state for use  |               |                     |      |
| 6 Know the current health and safety legislation and environmental good practice. | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |

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*(if sampled)*

**Unit 86:** **Carry out habitat management work to maintain suitable site conditions for hedgerows/farmland**

**Unit reference number:** M/502/3258

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of hedgerow/farmland habitats.

Work on sites must be carried out in line with appropriate permissions and licences.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to maintain suitable site conditions for hedgerows/farmland   | <p>1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons:</p> <ul style="list-style-type: none"> <li>- to maintain water levels required for the conservation of the habitat</li> <li>- to reduce the impact of public access on the site</li> <li>- to reduce the impact of pollution on the site</li> <li>- to maintain soil conditions required for the conservation of the habitat</li> </ul> <p>1.2 Keep the site clear of any unnecessary obstacles and waste material</p> |               |                     |      |
| 2                 | Be able to select, use and maintain equipment for maintaining suitable site conditions for hedgerows-farmland | <p>2.1 Select and use appropriate equipment for this area of work</p> <p>2.2 Prepare, maintain and store equipment in a safe and effective working condition</p>  |               |                     |      |
| 3                 | Be able to work safely and minimise environmental damage  | <p>3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>3.2 Carry out work in a manner which minimises environmental damage</p> <p>3.3 Dispose of waste safely and correctly</p>  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Know how to maintain suitable site conditions for hedgerows / farmland         | 4.1 Explain how to interpret job specifications<br>4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these<br>4.3 Outline how your work fits into local biodiversity action plans<br>4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required |               |                     |      |
| 5 Know the types of equipment required and how to maintain them                  | 5.1 Describe the equipment which will be necessary for maintaining suitable site conditions for hedgerows / farmland<br>5.2 Describe methods of maintaining the equipment in a fit state for use   |               |                     |      |
| 6 Know the current health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |

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*(if sampled)*

**Unit 87:** **Carry out habitat management work to maintain suitable site conditions for moorland**

**Unit reference number:** T/502/3259

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of moorland habitats. Work on sites must be carried out in line with appropriate permissions and licences.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1 Be able to maintain suitable coastal site conditions for moorland</p>                                    | <p>1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons:</p> <ul style="list-style-type: none"> <li>- to maintain water levels required for the conservation of the habitat</li> <li>- to reduce the impact of public access on the site</li> <li>- to reduce the impact of pollution on the site</li> <li>- to maintain soil conditions required for the conservation of the habitat</li> </ul> <p>1.2 Keep the site clear of any unnecessary obstacles and waste material</p> |               |                     |      |
| <p>2 Be able to select, use and maintain equipment for maintaining suitable site conditions for moorlands</p> | <p>2.1 Select and use appropriate equipment for this area of work</p> <p>2.2 Prepare, maintain and store equipment in a safe and effective working condition</p>  |               |                     |      |
| <p>3 Be able to work safely and minimise environmental damage</p>   | <p>3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements</p> <p>3.2 Carry out work in a manner which minimises environmental damage</p> <p>3.3 Dispose of waste safely and correctly</p>  |               |                     |      |

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 4                 | Know how to maintain suitable site conditions for moorland                     | <p>4.1 Explain how to interpret job specifications</p> <p>4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these</p> <p>4.3 Outline how your work fits into local biodiversity action plans</p> <p>4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required</p> |               |                     |      |
| 5                 | Know the types of equipment required and how to maintain them                  | <p>5.1 Describe the equipment which will be necessary for maintaining suitable site conditions for moorland</p> <p>5.2 Describe methods of maintaining the equipment in a fit state for use</p>   |               |                     |      |
| 6                 | Know the current health and safety legislation and environmental good practice | <p>6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p> <p>6.2 Describe how environmental damage can be minimised</p> <p>6.3 Describe the correct methods for disposing of waste</p>  |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

**Unit 88:** **Carry out habitat management work to maintain suitable site conditions for wetland**

**Unit reference number:** K/502/3260

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge, and skills required to carry out practical management of wetland habitats.

Work on sites must be carried out in line with appropriate permissions and licences.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to maintain suitable site conditions for wetland   | 1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: <ul style="list-style-type: none"> <li>- to maintain water levels required for the conservation of the habitat</li> <li>- to reduce the impact of public access on the site</li> <li>- to reduce the impact of pollution on the site</li> <li>- to maintain soil conditions required for the conservation of the habitat.</li> </ul> 1.2 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 2 Be able to select, use and maintain equipment for maintaining suitable site conditions for wetland | 2.1 Select and use appropriate equipment for this area of work<br>2.2 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 3 Be able to work safely and minimise environmental damage   | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly  |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to maintain suitable site conditions for wetlands                      | 4.1 Explain how to interpret job specifications<br>4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these<br>4.3 Outline how your work fits into local biodiversity action plans<br>4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required |               |                     |      |
| 5                 | Know the types of equipment required and how to maintain them                   | 5.1 Describe the equipment which will be necessary for maintaining suitable site conditions for wetland<br>5.2 Describe methods of maintaining the equipment in a fit state for use  |               |                     |      |
| 6                 | Know the current health and safety legislation and environmental good practice. | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |

Learner name: \_\_\_\_\_

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(if sampled)

**Unit 89:** **Carry out habitat management work to maintain suitable site conditions for woodlands**

**Unit reference number:** M/502/3261

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical management of woodland habitats.

Work on sites must be carried out in line with appropriate permissions and licences.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to maintain suitable site conditions for woodlands   | 1.1 Carry out maintenance tasks in line with work specifications to include two of the following reasons: <ul style="list-style-type: none"> <li>- to maintain water levels required for the conservation of the habitat</li> <li>- to reduce the impact of public access on the site</li> <li>- to reduce the impact of pollution on the site</li> <li>- to maintain soil conditions required for the conservation of the habitat</li> </ul> 1.2 Keep the site clear of any unnecessary obstacles and waste material |               |                     |      |
| 2 Be able to select, use and maintain equipment for maintaining suitable site conditions for woodlands | 2.1 Select and use appropriate equipment for this area of work<br>2.2 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 3 Be able to work safely and minimise environmental damage   | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly   |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to maintain suitable site conditions for woodland                      | 4.1 Explain how to interpret job specifications<br>4.2 Describe the environmental value (in terms of biodiversity and of historical/archaeological value) of work sites, the potential effects of your work on the environment and how to control these<br>4.3 Outline how your work fits into local biodiversity action plans<br>4.4 Outline the implications of the legislation which affects your work including any permissions or licences which are required |               |                     |      |
| 5                 | Know the types of equipment required and how to maintain them                   | 5.1 Describe the equipment which will be necessary for maintaining suitable site conditions for woodlands<br>5.2 Describe methods of maintaining the equipment in a fit state for use  |               |                     |      |
| 6                 | Know the current health and safety legislation and environmental good practice. | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>6.2 Describe how environmental damage can be minimised<br>6.3 Describe the correct methods for disposing of waste  |               |                     |      |

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Date: \_\_\_\_\_

(if sampled)

## **Unit 90: Manage vegetation by coppicing**

**Unit reference number:** J/600/2653

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using coppicing as a management technique

Work on sites must be carried out in line with appropriate permissions and licences.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by coppicing | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage                                    | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level                     |               |                     |      |
| 3                 | Be able to carry out the coppicing operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by coppicing and according to the site management plan<br>3.3 Deal with any superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to carry out the coppicing safely                    | 4.1 Describe the management technique of coppicing                             |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1 State how to recognise the age, state and type of vegetation to be managed |               |                     |      |
|                   |   | 5.2 State how to Interpret job specifications                                  |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1 Describe the equipment and tools which will be required for coppicing      |               |                     |      |
|                   |   | 6.2 Describe the methods of maintaining the range of equipment                 |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the <ul style="list-style-type: none"> <li>- legislation which affects your</li> <li>- work including any permissions or</li> <li>- licences which are required</li> </ul> 7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste<br>7.7 Describe how to Identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 91: Manage vegetation by cutting/mowing**

**Unit reference number:** H/600/2658

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using cutting/mowing as a management technique

Work on sites must be carried out in line with appropriate permissions and licences.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by cutting/mowing | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage   | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level                                     |               |                     |      |
| 3                 | Be able to carry out the cutting/mowing operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by cutting/mowing and according to the site management plan<br>3.3 Deal with any produce or superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to carry out the cutting/mowing safely               | 4.1 Describe the management technique of cutting/mowing                        |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1 State how to recognise the age, state and type of vegetation to be managed |               |                     |      |
|                   |   | 5.2 State how to interpret job specifications                                  |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1 Describe the equipment and tools which will be required for cutting/mowing |               |                     |      |
|                   |   | 6.2 Describe the methods of maintaining the range of equipment.                |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the legislation which affects your work including any permissions or licences which are required<br>7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste<br>7.7 Describe how to identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 92: Manage vegetation by felling**

**Unit reference number:** T/600/2678

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using felling as a management technique.

Work on sites must be carried out in line with appropriate permissions and licences.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by felling | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage                                  | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level                              |               |                     |      |
| 3                 | Be able to carry out the felling operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by felling and according to the site management plan<br>3.3 Deal with any produce or superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to carry out the felling safely                      | 4.1 Describe the management technique of felling                               |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1 State how to recognise the age, state and type of vegetation to be managed |               |                     |      |
|                   |   | 5.2 State how to Interpret job specifications                                  |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1 Describe the equipment and tools which will be required for felling        |               |                     |      |
|                   |   | 6.2 Describe the methods of maintaining the range of equipment                 |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the legislation which affects your work including any permissions or licences which are required<br>7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste<br>7.7 Describe how to Identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

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*(if sampled)*

## **Unit 93: Manage vegetation by hedge maintenance**

**Unit reference number:** T/600/2681

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using hedge maintenance as a management technique

Work on sites must be carried out in line with appropriate permissions and licences.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by hedge maintenance | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage  | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level  |               |                     |      |
| 3                 | Be able to carry out the hedge maintenance operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by hedge maintenance and according to the site management plan<br>3.3 Deal with any produce or superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria |   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 4                 | Know how to carry out the hedge maintenance safely            | 4.1                 | Describe the management technique of hedge maintenance                        |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1                 | State how to recognise the age, state and type of vegetation to be managed    |               |                     |      |
|                   |   | 5.2                 | State how to interpret job specifications                                     |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1                 | Describe the equipment and tools which will be required for hedge maintenance |               |                     |      |
|                   |   | 6.2                 | Describe the methods of maintaining the range of equipment                    |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the legislation which affects your work including any permissions or licences which are required<br>7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste<br>7.7 Describe how to identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 94: Manage vegetation by mulching**

**Unit reference number:** F/600/2683

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using mulching as a management technique.

Work on sites must be carried out in line with appropriate permissions and licences.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by mulching | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage                                   | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level                               |               |                     |      |
| 3                 | Be able to carry out the mulching operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by mulching and according to the site management plan<br>3.3 Deal with any produce or superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to carry out the mulching safely                     | 4.1 Describe the management technique of mulching                              |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1 State how to recognise the age, state and type of vegetation to be managed |               |                     |      |
|                   |   | 5.2 State how to interpret job specifications                                  |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1 Describe the equipment and tools which will be required for mulching       |               |                     |      |
|                   |   | 6.2 Describe the methods of maintaining the range of equipment                 |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the legislation which affects your work including any permissions or licences which are required<br>7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste.<br>7.7 Describe how to Identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 95: Manage vegetation by pruning**

**Unit reference number:** J/600/2698

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using pruning as a management technique.

Work on sites must be carried out in line with appropriate permissions and licences.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by pruning | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage                                  | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level                              |               |                     |      |
| 3                 | Be able to carry out the pruning operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by pruning and according to the site management plan<br>3.3 Deal with any produce or superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to carry out the pruning safely                      | 4.1 Describe the management technique of pruning                               |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1 State how to recognise the age, state and type of vegetation to be managed |               |                     |      |
|                   |   | 5.2 State how to interpret job specifications                                  |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1 Describe the equipment and tools which will be required for pruning        |               |                     |      |
|                   |   | 6.2 Describe the methods of maintaining the range of equipment                 |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the legislation which affects your work including any permissions or licences which are required<br>7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste<br>7.7 Describe how to identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 96: Manage vegetation by spraying**

**Unit reference number:** J/600/2684

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using spraying as a management technique.

Work on sites must be carried out in line with appropriate permissions and licenses.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by spraying | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage                                   | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level                               |               |                     |      |
| 3                 | Be able to carry out the spraying operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by spraying and according to the site management plan<br>3.3 Deal with any produce or superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to carry out the spraying safely                     | 4.1 Describe the management technique of spraying                              |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1 State how to recognise the age, state and type of vegetation to be managed |               |                     |      |
|                   |   | 5.2 State how to Interpret job specifications                                  |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1 Describe the equipment and tools which will be required for spraying       |               |                     |      |
|                   |   | 6.2 Describe the methods of maintaining the range of equipment                 |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the legislation which affects your work including any permissions or licences which are required<br>7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste<br>7.7 Describe how to Identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 97: Manage vegetation by thinning**

**Unit reference number:** H/600/2689

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using thinning as a management technique.

Work on sites must be carried out in line with appropriate permissions and licences.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by thinning | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition   |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage                                   | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level                               |               |                     |      |
| 3                 | Be able to carry out the thinning operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by thinning and according to the site management plan<br>3.3 Deal with any produce or superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to carry out the thinning safely                     | 4.1 Describe the management technique of thinning                              |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1 State how to recognise the age, state and type of vegetation to be managed |               |                     |      |
|                   |   | 5.2 State how to interpret job specifications                                  |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1 Describe the equipment and tools which will be required for thinning       |               |                     |      |
|                   |   | 6.2 Describe the methods of maintaining the range of equipment.                |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the legislation which affects your work including any permissions or licences which are required<br>7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste<br>7.7 Describe how to Identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 98: Manage vegetation by uprooting**

**Unit reference number:** H/600/2692

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out practical habitat management using uprooting as a management technique.

Work on sites must be carried out in line with appropriate permissions and licenses.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to select, use and maintain relevant equipment for managing vegetation by uprooting | 1.1 Select appropriate equipment for this area of work<br>1.2 Use equipment according to relevant legislation and manufacturer's instructions<br>1.3 Prepare, maintain and store equipment in a safe and effective working condition  |               |                     |      |
| 2                 | Be able to work safely and minimise environmental damage                                    | 2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>2.2 Carry out work in a manner which minimises environmental damage<br>2.3 Dispose of waste safely and correctly<br>2.4 Recognise any hazards and reduce any associated risks to an acceptable level                                |               |                     |      |
| 3                 | Be able to carry out the uprooting operation in line with site management requirements      | 3.1 Select vegetation according to the site management plan and any prevailing constraints<br>3.2 Manage vegetation by uprooting and according to the site management plan<br>3.3 Deal with any produce or superfluous material according to the site management plan<br>3.4 Take the appropriate action to remedy any incidental damage which occurs during the management of vegetation |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know how to carry out the uprooting safely                    | 4.1 Describe the management technique of uprooting                             |               |                     |      |
| 5                 | Know how to recognise the vegetation to be managed            | 5.1 State how to recognise the age, state and type of vegetation to be managed |               |                     |      |
|                   |   | 5.2 State how to Interpret job specifications                                  |               |                     |      |
| 6                 | Know the types of equipment required and how to maintain them | 6.1 Describe the equipment and tools which will be required for uprooting      |               |                     |      |
|                   |   | 6.2 Describe the methods of maintaining the range of equipment                 |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 State the implications of the legislation which affects your work including any permissions or licences which are required<br>7.3 State how your work fits into local biodiversity action plans<br>7.4 Describe how environmental damage can be minimised<br>7.5 State what action to take in the case of incidental damage to habitat, wildlife or landscape<br>7.6 Describe the correct methods for disposing of waste<br>7.7 Describe how to Identify hazards and assess risks<br>7.8 State how to interpret risk assessments<br>7.9 State the environmental value of work sites, the potential effects of your work on the environment and how to control these |               |                     |      |

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 99: Interpret surveys and report on findings**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | L/502/3235 |
| <b>Level:</b>                 | 3          |
| <b>Credit value:</b>          | 5          |
| <b>Guided learning hours:</b> | 33         |

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### **Unit summary**

This unit will provide the learner with the skills, knowledge and understanding to report on the findings of surveys. The term 'survey' is open to broad interpretation because of the wide range of surveys that may be carried out in different contexts using a range of survey techniques.

Surveys may be of the following subjects: landscape features, flora and fauna, different habitat types, historical and archaeological features, and human impact on the environment. Survey techniques include counting, sampling and mapping.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to interpret survey data and report on findings</p> | <p>1.1 Ensure that the evaluation is appropriate to the objectives of the survey and meets operational requirements</p> <p>1.2 Interpret survey data using all available, relevant and current information</p> <p>1.3 Note any failure in the analysis to obtain useful results, and inform the appropriate person promptly</p> <p>1.4 Justify the interpretation of survey data using rational argument and supporting evidence</p> <p>1.5 Seek feedback on survey interpretations prior to a final report being produced</p> <p>1.6 Ensure that the report:</p> <ul style="list-style-type: none"> <li>- is accurate and complete</li> <li>- is in a format conforming with the survey specification</li> <li>- contains the required supporting data in accordance with the survey specification</li> <li>- presents information and conclusions in a manner which is accessible and of use to others</li> </ul> <p>1.7 Make the report available to the appropriate people within the required timescale</p> <p>1.8 Reply to requests for further clarification and explanation of the report clearly and accurately within the specified timescale</p> <p>1.9 Maintain confidentiality of information in accordance with the survey specification</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Understand how to interpret survey data and report on findings | 2.1 Summarise the techniques for data evaluation and their application in different circumstances<br>2.2 Indicate awareness of: <ul style="list-style-type: none"> <li>- the limitations of different interpretation and evaluation methods</li> <li>- the limitations of different data sources</li> </ul> 2.3 Explain actions to be taken in cases where useful survey results are not obtained<br>2.4 Outline the legal implications of the report findings<br>2.5 Explain how to obtain feedback on the interpretation of survey data<br>2.6 Outline the appropriate people to receive copies of the report<br>2.7 Explain ways of presenting information clearly and in a manner appropriate to the intended user<br>2.8 Explain how to present data to support the report<br>2.9 Summarise the timescales within which reporting must take place and reasons for this<br>2.10 Summarise the means of obtaining and handling feedback from the recipients of the report<br>2.11 Explain how to ensure confidentiality and sensitivity of information |               |                     |      |

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 100:** **Contribute to restoring polluted environments to acceptable conditions**

**Unit reference number:** R/502/3169

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 75

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to restore polluted environments to acceptable conditions. The unit applies to both water-and land-based environments where pollution has occurred. It covers assisting with restoring polluted environments and describes the work required after the restoration operations.

The unit covers recognising and dealing with hazards associated with various pollutants such as: chemicals, for example oils, effluent, detergents, agricultural and other run-off, pesticides, biological, for example silt, dead animals.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes            | Assessment criteria   | Evidence type | Portfolio reference | Date |
|------------------------------|---|---------------|---------------------|------|
| 1 Be able to assess the site | 1.1 Take appropriate action to minimise risks in line with risk assessment<br>1.2 Access and prepare the site according to instructions, organisational requirements and legislation and the needs of the site<br>1.3 Ensure that the work takes into account weather and ground conditions, and the potential impact these conditions may have on the incident |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 2 Be able to assist and complete operations in the restoration of polluted environments to acceptable conditions | 2.1 Work to restore either water- or land-based polluted environments in accordance with instructions and the needs of the site<br><br>2.2 Use appropriate materials and substances to tackle pollution and dispose of them in accordance with instructions, legislation and organisational requirements<br><br>2.3 Deal appropriately with one of the following types of incident:<br>– chemical<br>– biological<br><br>2.4 Work to restore the surrounding environment within the appropriate timescales and to the appropriate standards<br><br>2.5 Ensure that records are accurate, legible and complete<br><br>2.6 Communicate the completion of the work accurately, to the appropriate person |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Be able to work safely and minimise environmental damage                                       | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Wear suitable protective clothing in accordance with manufacturers instructions, the type of incident and organisational requirements<br>3.4 Take the appropriate measures to protect, and maintain the safety of, the public from the pollution incident<br>3.5 Dispose of waste materials and substances safely and correctly |               |                     |      |
| 4 Know the methods and reasons for restoration of polluted environments to acceptable conditions | 4.1 Describe instructions for dealing with the incident<br>4.2 Describe correct methods for the deployment of materials and equipment<br>4.3 Describe types of weather and ground conditions which may occur and the impact these may have on the incident<br>4.4 Describe the recreational and economic uses of the environment and how these relate to work activities  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Understand the methods and reasons for the restoration of polluted environments to acceptable conditions   | 5.1 Describe the precautionary methods for dealing with a pollutant relevant to the environment<br>5.2 Describe the indicators if the restoration operation is not working and the correct actions to take<br>5.3 Explain how to access sites safely and correctly<br>5.4 Describe types of pollution incidents and the methods used to deal with them<br>5.5 Explain procedures for communicating and reporting information on the incident |               |                     |      |
| 6 Be able to select, use and maintain equipment for restoring polluted environments to acceptable conditions | 6.1 Select and safely use equipment, materials and the correct personal protective equipment<br>6.2 Use equipment according to instructions<br>6.3 Prepare, maintain and store equipment in a safe and effective working condition<br>6.4 Clean equipment used to remove pollutants correctly, according to the type of pollution incident, manufacturers instructions and organisational policy   |               |                     |      |
| 7 Know the types of equipment required and how to maintain them  | 7.1 Describe the equipment which will be necessary for restoring polluted environments to acceptable conditions<br>7.2 Describe methods of cleaning and maintaining the range of equipment used  |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 8 Know the current health and safety legislation and environmental good practice | 8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>8.2 Explain how to implement health, safety and environmental emergency procedures<br>8.3 Describe health and safety requirements relating to polluted environments<br>8.4 Describe the types of hazards which are associated with both chemical and biological pollutants<br>8.5 State how to ensure the protection of the public<br>8.6 Describe how environmental damage can be minimised<br>8.7 Describe the correct methods for disposing of waste and consumables |               |                     |      |

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*(if sampled)*

## **Unit 101: Control water channel capacity by manual operations**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | T/502/3164 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 6          |
| <b>Guided learning hours:</b> | 45         |

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required for the control of water channel capacity by manual operations. The learner is not required to use mechanical equipment or plant to achieve this unit. It applies to work carried out on rivers, coasts and waterways.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage                          | <p>1.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>1.2 Carry out work in a manner which minimises environmental damage</p>  |               |                     |      |
| 2                 | Be able to control channel capacity using manually operated water control systems | <p>2.1 Access the site in accordance with instructions</p> <p>2.2 Use and maintain manually operated water control systems (eg paddles, sluice gates, weirs) correctly and safely at all times</p> <p>2.3 Control the channel capacity by controlling water transfer in accordance with instructions</p> <p>2.4 Provide clear and accurate information for recording purposes</p> |               |                     |      |
| 3                 | Know relevant health and safety legislation and environmental good practice       | <p>3.1 Outline the current health and safety legislation, codes of practice and any additional requirements</p> <p>3.2 Describe health and safety requirements relating to working in or near water</p> <p>3.3 Describe how environmental damage can be minimised</p>   |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Understand plans for controlling channel capacity                     | 4.1 Describe the plans for controlling the channel capacity by water transfer<br>4.2 Explain the importance of controlling channel capacity and describe the damage which would occur if the channel capacity was not controlled in accordance with instructions<br>4.3 Explain the opportunities which may arise to enhance wildlife habitats and to whom these should be reported   |               |                     |      |
| 5 Know how to control channel capacity by the control of water transfer | 5.1 State how to safely and correctly access sites and the unforeseen circumstances which may occur<br>5.2 Describe how to safely and correctly use and maintain manually operated water control systems<br>5.3 Describe the types of unforeseen circumstances which may occur involving: environmental conditions, wildlife habitat, protected status of site, water flow and recreational use of the water environment and describe the appropriate action to take in response<br>5.4 Describe the procedures for reporting and recording information |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 102: Identify and respond to incidents of flooding**

**Unit reference number:** J/502/3167

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 75

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to identify and respond to incidents of flooding. The unit covers both actual and potential flooding.

It also provides the knowledge and skills associated with using methods such as sandbagging, bank reinforcement and the removal of obstructions, the use of temporary bunds and use of plant such as pumping equipment and generators.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---|---------------|---------------------|------|
| 1                 | Be able to work safely and in line with relevant legislation      | 1.1 Work in a way which maintains health, safety and environmental good practice and is consistent with current legislation, codes of practice and any additional requirements  |               |                     |      |
| 2                 | Be able to assess incidents of flooding                           | 2.1 Assess the scale of the incident and its likely development for both actual and potential flooding incidents<br>2.2 Carry out accurate and complete inspections of the site   |               |                     |      |
| 3                 | Be able to implement plans for dealing with incidents of flooding | 3.1 Respond to the incident taking into account the following: <ul style="list-style-type: none"> <li>- all relevant instructions:</li> <li>- organisational requirements</li> <li>- the changing circumstances of the incident</li> <li>- impact of the incident on the environment</li> <li>- impact of the response on the environment</li> <li>- health and safety</li> </ul> 3.2 Communicate sensitively and appropriately with any of the following: <ul style="list-style-type: none"> <li>- members of the public</li> <li>- colleagues</li> <li>- professional partners</li> </ul> |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | <p>3.3 Use equipment and materials safely and according to plans for dealing with the incident</p> <p>3.4 Monitor the extent and impact of the incident against the organised response and make any necessary modifications to the plan</p> <p>3.5 Implement the appropriate methods for dealing with the incident and complete operations within the required timescales covering at least two of the following methods:</p> <ul style="list-style-type: none"> <li>- sandbagging</li> <li>- bank reinforcement</li> <li>- removal of obstructions</li> <li>- operating defence barriers</li> <li>- screen clearance</li> </ul> <p>3.6 Recognise and report any obstructions and blockages accurately</p> <p>3.7 Report promptly any change in the consequences of the incident and the effect this may have on the area at risk</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Know the relevant health and safety and legislation and environmental good practice | 4.1 Summarise the health and safety requirements in relation to the incident<br>4.2 Describe the relevant legislation and organisational requirements associated with incidents of flooding<br>4.3 Describe the health risks associated with polluted water in spate and associated decontamination and personal health precautions |               |                     |      |
| 5 Know the types of incidents of flooding   | 5.1 Describe the types of incidents, both actual and potential which may occur in the locality and the necessary response to such incidents<br>5.2 Explain the methods for inspecting the site and interpreting site information  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>6 Know how to produce and implement plans for dealing with incidents of flooding</p> | <p>6.1 Explain the ways in which incidents can change and the required response to such changes</p> <p>6.2 Explain the ways in which plans are produced to cover:</p> <ul style="list-style-type: none"> <li>- equipment needed</li> <li>- safety and welfare considerations</li> <li>- access routes</li> <li>- necessary actions</li> <li>- flood alert levels and emergency plans</li> </ul> <p>6.3 Describe the instructions for dealing with the incident including limits of responsibility in dealing with the incident</p> <p>6.4 Identify the access routes to the incident</p> <p>6.5 Explain the levels of flood warning and the relevant response</p> <p>6.6 Explain the ways in which the response to the flooding may impact on the environment and how to modify plans to take into account the environmental considerations</p> <p>6.7 Describe how to recognise and report potential pollution problems</p> |               |                     |      |

| Learning outcomes                                      | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 7 Know how to deal with incidents of flooding          | <p>7.1 State methods for dealing with actual and potential flooding, covering all the following:</p> <ul style="list-style-type: none"> <li>- sandbagging</li> <li>- bank reinforcement</li> <li>- removal of obstructions</li> <li>- operating defence barriers</li> <li>- screen clearance</li> </ul> <p>7.2 Explain the safe and correct use of equipment and materials</p> <p>7.3 Define the limits of responsibility in relation to dealing with the incident</p> <p>7.4 Define types of obstructions and blockages which may occur</p> <p>7.5 Explain the reasons why the incident must be monitored and types of modifications which may be required</p> <p>7.6 Describe the procedures for reporting the incident</p> |               |                     |      |
| 8 Know how to communicate during incidents of flooding | <p>8.1 State how to communicate effectively with emergency services and members of other enforcing authorities</p> <p>8.2 Describe the lines of communication with colleagues and professional partners</p> <p>8.3 Explain how to give information to the public sensitively and sympathetically</p>  |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

**Unit 103: Maintain and improve water channel capacity by manual bank re-forming and de-silting operations**

**Unit reference number:** M/502/3163

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 38

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required in maintaining and improving water channel capacity through manual bank re-forming and de-silting operations. It applies to work carried out on rivers, coasts and waterways.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

To achieve this unit the learner is expected to apply the skills for at least 20m of channel.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage         | <p>1.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>1.2 Carry out work in a manner which minimises environmental damage</p> <p>1.3 Dispose of waste safely and correctly</p>   |               |                     |      |
| 2                 | Be able to select, use and maintain relevant tools and equipment | <p>2.1 Select appropriate tools and equipment for this area of work</p> <p>2.2 Use tools and equipment correctly and maintain in a safe, clean and effective condition</p>  |               |                     |      |
| 3                 | Be able to manually re-form the bank and de-silt the channel     | <p>3.1 Access the site in accordance with instructions</p> <p>3.2 Improve the channel capacity by safely re-forming the bank and de-silting the channel in accordance with instructions, ensuring minimal damage to the surrounding environment and to nearby structures</p> <p>3.3 Provide clear and accurate information for recording purposes</p> |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 4                 | Know relevant health and safety legislation and environmental good practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>4.2 Describe health and safety requirements relating to working in or near water<br>4.3 Describe how environmental damage can be minimised<br>4.4 Describe the correct methods for disposing of different types of waste   |               |                     |      |
| 5                 | Know the types of tools and equipment required and how to maintain them     | 5.1 Describe how to use and maintain tools and equipment safely and correctly  |               |                     |      |
| 6                 | Understand plans for maintaining the water channel                          | 6.1 Describe plans for maintaining the water channel<br>6.2 Describe the relevant statutory restrictions which may apply to the site<br>6.3 Describe the damage which would occur if the water channel was not maintained in accordance with instructions<br>6.4 Explain the opportunities which may arise to enhance wildlife habitats and to whom these should be reported |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know how to manually re-form the bank and de-silt the channel | 7.1 State how to safely and correctly access sites and the unforeseen circumstances which may occur<br>7.2 Explain how manually de-silting and re-forming the bank maintain and improve channel capacity<br>7.3 Describe the types of unforeseen circumstances which may occur involving: environmental conditions, wildlife habitat, protected status of site, water flow and recreational use of the water environment and describe the appropriate action to take in response<br>7.4 Describe the procedures for reporting and recording information |               |                     |      |

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 104:** **Maintain and improve water channel capacity by manually controlling vegetation**

**Unit reference number:** A/502/3165

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 38

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required in maintaining and improving water channel capacity through the control of vegetation using handheld tools and handheld power tools. Methods used to control vegetation include clearance and thinning. It applies to work carried out on rivers, coasts and waterways.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage             | 1.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>1.2 Carry out work in a manner which minimises environmental damage<br>1.3 Dispose of waste safely and correctly  |               |                     |      |
| 2                 | Be able to select, use and maintain relevant tools and equipment     | 2.1 Select appropriate tools and equipment for this area of work<br>2.2 Use tools and equipment correctly and maintain in a safe, clean and effective condition   |               |                     |      |
| 3                 | Be able to manually control vegetation using the appropriate methods | 3.1 Access the site in accordance with instructions<br>3.2 Improve the channel capacity by recognising and removing waterside, aquatic and woody vegetation in accordance with instructions and with minimal environmental damage<br>3.3 Remove vegetation using clearance and thinning methods, leaving the remaining plants in a state which maintains and conserves the habitat<br>3.4 Provide clear and accurate information for recording purposes |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Know relevant health and safety legislation and environmental good practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>4.2 Describe health and safety requirements relating to working in or near water<br>4.3 Describe how environmental damage can be minimised<br>4.4 Describe the correct methods for disposing of different types of waste   |               |                     |      |
| 5 Know the types of tools and equipment required and how to maintain them     | 5.1 Describe how to use and maintain tools and equipment safely and correctly  |               |                     |      |
| 6 Understand plans for maintaining the water channel                          | 6.1 Describe plans for maintaining the water channel<br>6.2 Describe the relevant statutory restrictions which may apply to the site<br>6.3 Describe the damage which would occur if the water channel was not maintained in accordance with instructions<br>6.4 Describe how the control of vegetation maintains and improves channel capacity<br>6.5 Explain the opportunities which may arise to enhance wildlife habitats and to whom these should be reported |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 7 Know how to manually control vegetation using the appropriate methods | 7.1 State how to safely and correctly access sites and the unforeseen circumstances which may occur<br>7.2 Identify three types of vegetation which require removal and three types which require reporting<br>7.3 Describe the methods available for manually removing vegetation<br>7.4 Describe the types of circumstances which may occur involving: environmental conditions, wild life habitat, protected status of site, water flow and recreational use of the water environment, and describe the appropriate action to take in response<br>7.5 Describe the procedures for reporting and recording information |               |                     |      |

Learner name: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

**Unit 105:** **Maintain and improve water channel capacity by manually removing debris and obstructions**

**Unit reference number:** K/502/3162

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 38

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required in maintaining and improving water channel capacity through manual operations involving the removal of debris and obstructions. It applies to work carried out on rivers, coasts and waterways. The learner is not required to use mechanical equipment or plant to achieve this unit.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage          | 1.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>1.2 Carry out work in a manner which minimises environmental damage<br>1.3 Dispose of waste safely and correctly   |               |                     |      |
| 2                 | Be able to select, use and maintain relevant tools and equipment  | 2.1 Select appropriate tools and equipment for this area of work<br>2.2 Use tools and equipment correctly and maintain in a safe, clean and effective condition  |               |                     |      |
| 3                 | Be able to manually remove and dispose of debris and obstructions | 3.1 Access the site in accordance with instructions<br>3.2 Improve the channel capacity by removal of debris and obstructions securely and safely from the water, ensuring minimal damage to the surrounding environment and to nearby structures<br>3.3 Provide clear and accurate information for recording purposes |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Know relevant health and safety legislation and environmental good practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>4.2 Describe health and safety requirements relating to working in or near water<br>4.3 Describe how environmental damage can be minimised<br>4.4 Describe the correct methods for disposing of different types of waste   |               |                     |      |
| 5 Know the types of tools and equipment required and how to maintain them     | 5.1 Describe how use and maintain tools and equipment safely and correctly   |               |                     |      |
| 6 Understand plans for maintaining the water channel                          | 6.1 Describe plans for maintaining the water channel<br>6.2 Describe the relevant statutory restrictions which may apply to the site<br>6.3 Describe the different ways of maintaining and improving channel capacity<br>6.4 Describe the damage which would occur if the water channel was not maintained in accordance with instructions<br>6.5 Describe the opportunities which may arise to enhance wildlife habitats and to whom these should be reported |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 7 Know how to manually remove and dispose of debris and obstructions | 7.1 Describe how to safely and correctly access sites and the unforeseen circumstances which may occur<br>7.2 Describe how to remove debris and obstructions from the water channel<br>7.3 Describe the types of circumstances which may occur involving: environmental conditions, wildlife habitat, protected status of site, water flow and recreational use of the water environment, and describe the appropriate action to take in response<br>7.4 Describe the procedures for reporting and recording information |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

**Unit 106:** **Maintain and improve water levels and water flow by mechanically controlling vegetation**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | L/502/3171 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 14         |
| <b>Guided learning hours:</b> | 105        |

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to maintain and improve water levels and water flow by mechanically controlling vegetation.

The units covers the work that must be done to control and remove vegetation which may include: bank side vegetation, fallen trees, any vegetative debris and aquatic vegetation.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to work safely and minimise environmental damage | 1.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br><br>1.2 Carry out work in a manner which minimises environmental damage<br><br>1.3 Dispose of waste safely and correctly  |               |                     |      |
| 2 Be able to select, use and maintain relevant equipment   | 2.1 Select appropriate equipment for this area of work<br><br>2.2 Keep at least two of the following attachments in a safe and effective condition: <ul style="list-style-type: none"> <li>- winches</li> <li>- flailmower</li> <li>- chipper</li> <li>- reinstatement equipment</li> <li>- rake</li> <li>- weed bucket</li> <li>- front end loader</li> </ul> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to maintain the water channel mechanically                         | 3.1 Recognise vegetation which impacts on at least one of the following: <ul style="list-style-type: none"> <li>- water levels</li> <li>- water flow</li> <li>- wildlife</li> <li>- recreational use of the water environment</li> </ul> 3.2 Use the appropriate attachments safely and correctly to remove vegetation which impacts on the water environment using at least one of the following methods: <ul style="list-style-type: none"> <li>- clearance</li> <li>- thinning</li> </ul> |               |                     |      |
| 4 Be able to restore the site following the maintenance of the water channel | 4.1 Restore the site to a safe condition which is consistent with the surrounding environment, clear of unwanted materials and maintains the appropriate access  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>5 Understand the need to maintain the water channel mechanically and restore the site following the maintenance of the water channel</p> | <p>5.1 Outline the types of vegetation which require removing from the water course, covering all the following:</p> <ul style="list-style-type: none"> <li>- bankside vegetation</li> <li>- fallen trees</li> <li>- vegetative debris</li> <li>- aquatic vegetation</li> <li>- vegetation which is subject to disposal controls</li> </ul> <p>5.2 State the requirements of method statements</p> <p>5.3 Describe the types of circumstances which may occur and the appropriate action to take involving: environmental conditions, wild life habitat, changing ground conditions, pollution due to maintenance, damage to services and recreational use of the water environment</p> <p>5.4 Describe the recreational and economic use of the water environment and how such use relates to work activities</p> <p>5.5 Outline methods for conserving habitats</p> <p>5.6 Describe opportunities which may arise to enhance wildlife habitats and to whom these should be reported</p> <p>5.7 Outline when cut vegetation should be removed and the reasons why (eg rotten vegetation reduces oxygen levels in fresh water)</p> <p>5.8 Describe the conditions in which attachments and equipment must be left for future use</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Know relevant health and safety legislation and environmental good practice | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements when removing and controlling vegetation<br><br>6.2 Describe how to maintain environmental good practice during work activities and for conserving the habitat<br><br>6.3 Describe the correct methods for disposing of waste<br><br>6.4 Describe how to use and understand risk assessments |               |                     |      |

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(if sampled)

Date: \_\_\_\_\_

**Unit 107: Maintain and repair permanent structures for the water environment**

**Unit reference number:** Y/502/3173

**Level:** 2

**Credit value:** 14

**Guided learning hours:** 105

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to carry out maintenance and repair of permanent structures within the water environment. Structures may include: bridges, culverts, weirs, sluices, leats, revetments, concrete fencing and coastal defences. 'Maintenance and repair' is defined as mending or restoring a structure to a sound condition after dilapidation or wear. It may be undertaken to maintain the effectiveness of the structure, to increase its lifespan or for safety purposes.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1 Be able to work safely and minimise environmental damage  | 1.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>1.2 Carry out work in a manner which minimises environmental damage<br>1.3 Dispose of waste safely and correctly  |               |                     |      |
| 2 Know the current health and safety legislation and environmental good practice                              | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste  |               |                     |      |
| 3 Be able to select, use and maintain equipment for use in the maintenance and repair of permanent structures | 3.1 Select appropriate equipment for this area of work<br>3.2 Use at least two types of equipment according to instructions: <ul style="list-style-type: none"> <li>- hand tools</li> <li>- hand-held power tools</li> <li>- mobile plant</li> <li>- water-borne plant</li> </ul> 3.3 Prepare, maintain and store equipment in a safe and effective working condition throughout |               |                     |      |

| Learning outcomes                             | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 4 Be able to carry out maintenance and repair | <p>4.1 Maintain and repair the structure in accordance with the specification and within the appropriate timescales</p> <p>4.2 Ensure the structure is maintained and repaired to meet line and level tolerances</p> <p>4.3 Ensure your work takes into account relevant statutory requirements for the structure</p> <p>4.4 Use a range of at least four materials:</p> <ul style="list-style-type: none"> <li>- concrete</li> <li>- geotextiles</li> <li>- steel</li> <li>- timber</li> <li>- stone</li> <li>- ballast</li> <li>- top soil</li> <li>- brick</li> <li>- blocks</li> <li>- gabions</li> <li>- grout</li> </ul> <p>4.5 Ensure your use of methods, materials and equipment causes minimal disturbance to the site's environment</p> <p>4.6 Take the appropriate action, without delay, if you encounter circumstances which affect operations</p> <p>4.7 Ensure the structure meets the specification when you have finished the work</p> <p>4.8 Ensure that a full record of work undertaken on historic features is compiled as it is carried out</p> |               |                     |      |

| Learning outcomes                              | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 5 Know how to carry out maintenance and repair | 5.1 Describe instructions and specifications for maintenance and repair<br>5.2 Identify methods and techniques for maintaining and repairing structures<br>5.3 Indicate the correct actions to take for types of circumstances which may occur involving: site hazards, working conditions, plant break downs, wildlife habitats, uncovering unexpected historic features and the recreational use of the water environment<br>5.4 Describe the requirements of method statements<br>5.5 Describe how to use and understand risk assessments<br>5.6 Describe the types of materials used for maintenance and repair of structures<br>5.7 Describe how to prepare and use materials for maintenance and repair<br>5.8 Describe the safe use of temporary works<br>5.9 Outline the relevant statutory requirements in relation to structures for the water environment<br>5.10 Describe the recreational and economic use of the water environment and how such use relates to work activities |               |                     |      |

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Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## **Unit 108: Maintain water level systems**

**Unit reference number:** K/502/3176

**Level:** 2

**Credit value:** 10

**Guided learning hours:** 75

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to maintain and adjust water level systems under minimal guidance or direction.

The unit is applicable to any controlled water system where a level or flow control regime is in operation. Water level systems include flap valves, pumping stations, locks and weirs, gates and ground paddles.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to adjust, monitor and maintain water level systems</p> | <p>1.1 Operate and maintain at least one of the following water level systems according to instructions and level conditions</p> <ul style="list-style-type: none"> <li>- flap valve</li> <li>- pumping systems</li> <li>- locks and weirs</li> <li>- gates</li> <li>- ground paddles</li> <li>- stop logs</li> </ul> <p>1.2 Operate equipment safely and in accordance with flow control procedures and instructions covering:</p> <ul style="list-style-type: none"> <li>- mechanical</li> <li>- manual</li> <li>- electrical</li> <li>- hydraulic</li> </ul> <p>1.3 Remove any obstructions and debris, or inform the appropriate person for further action</p> <p>1.4 Communicate information clearly, accurately and within the required timescales</p> <p>1.5 Monitor water levels using the correct methods</p> |               |                     |      |

| Learning outcomes                       | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
|   | <p>1.6 Recognise, and respond to, the need to alter water level systems during at least two of the following level conditions in accordance with organisational requirements:</p> <ul style="list-style-type: none"> <li>- high</li> <li>- low</li> <li>- normal</li> </ul> <p>1.7 Recognise opportunities to enhance wildlife habitats through modifications to work, and report these opportunities to the appropriate authority</p> <p>1.8 Provide clear and accurate information for recording purposes</p> |               |                     |      |
| 2 Be able to identify equipment failure | <p>2.1 Recognise equipment failure accurately and use the appropriate methods to rectify the failure</p> <p>2.2 Report equipment failure, and any actions you have taken to rectify the failure, to the appropriate person</p> <p>2.3 Ensure where equipment failure cannot be rectified, you carry out the correct procedure and inform the appropriate person</p>   |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Be able to work safely and minimise environmental damage                    | 3.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>3.2 Carry out work in a manner which minimises environmental damage<br>3.3 Dispose of waste safely and correctly   |               |                     |      |
| 4 Know relevant health and safety legislation and environmental good practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>4.2 Describe any personal protective equipment which must be worn and the manufacturers recommendations and organisational requirements<br>4.3 Describe how to maintain environmental good practice during work activities<br>4.4 Describe the correct methods for disposing of waste |               |                     |      |
| 5 Know how to adjust, monitor and maintain water level systems                | 5.1 State the instructions for operating and maintaining water level systems<br>5.2 Describe the purpose and function of water level systems, covering all the following: <ul style="list-style-type: none"> <li>- flap valve</li> <li>- pumping systems</li> <li>- locks and weirs</li> <li>- gates</li> <li>- ground paddles</li> <li>- stop logs</li> </ul>                                    |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>5.3 Describe the types of equipment failure which may occur and how to deal with such faults covering the following equipment:</p> <ul style="list-style-type: none"> <li>- mechanical</li> <li>- manual</li> <li>- electrical</li> <li>- hydraulic</li> </ul> <p>5.4 Define the limits of responsibility in relation to dealing with equipment failure</p> <p>5.5 Describe the types of obstructions which may occur and how to deal with them safely</p> <p>5.6 Describe the procedures for communicating, reporting and recording information</p> <p>5.7 Describe how to monitor and estimate water levels</p> <p>5.8 Describe the opportunities which may arise to enhance wildlife habitats and to whom these should be reported</p> |               |                     |      |

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 109: Mechanically maintain water channels**

**Unit reference number:** J/502/3170

**Level:** 2

**Credit value:** 14

**Guided learning hours:** 105

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to maintain water channels mechanically.

It covers maintaining the water channel through the removal of obstructions, bank reforming, de-silting and dredging operations and being aware of circumstances that may affect the work.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to work safely and in line with relevant legislation | 1.1 Work in a way which maintains health and safety and environmental good practice in line with relevant legislation, codes of practice and any additional requirements<br><br>1.2 Use equipment safely and correctly in accordance with instructions<br><br>1.3 Shut down equipment safely and leave in a suitable location and condition for future use  |               |                     |      |
| 2 Maintain the water channel mechanically                      | 2.1 Access the site and carry out two of the maintenance operations below:<br>– removal of debris and obstructions<br>– bank reforming<br>– de-silting<br>– dredging<br><br>2.2 Provide accurate and up-to-date information on your whereabouts in accordance with organisational requirements<br><br>2.3 Complete the maintenance operations within the required timescales<br><br>2.4 Identify any circumstances which affect the maintenance operations and take the appropriate action as necessary |               |                     |      |

| Learning outcomes                                     | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 3 Know the relevant health and safety and legislation | 3.1 Outline the health and safety requirements and relevant legislation, codes of practice and any additional requirements<br>3.2 Describe how to use and interpret risk assessments  |               |                     |      |
| 4 Know how to maintain the environment                | 4.1 Describe the methods of maintaining environmental good practice and conserving the habitat during work activities<br>4.2 Describe the opportunities which may arise to enhance wildlife habitats and to whom these should be reported |               |                     |      |

| Learning outcomes                                     | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know how to maintain the water channel mechanically | 5.1 Explain how to access the site<br>5.2 Describe the instructions and specifications for maintaining the water channel<br>5.3 Explain the methods and reasons for maintaining the water channel covering all the following :<br>- removal of debris and obstructions<br>- bank reforming<br>- de-silting<br>- dredging<br>5.4 Describe the damage which would occur if the water channel was not maintained in accordance with instructions<br>5.5 Explain how to use equipment and materials safely and effectively<br>5.6 Describe the accidental damage which may occur during work activities and how this must be dealt with<br>5.7 State the requirements of method statements<br>5.8 Explain the recreational and economic use of the water environment and how such use relates to work activities |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 110: Monitor and report on water levels**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | F/502/3166 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 6          |
| <b>Guided learning hours:</b> | 45         |

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to obtain, monitor and report on water levels.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment recording**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1 Be able to obtain and monitor information on water levels</p> | <p>1.1 Identify the appropriate location(s) from which to obtain readings in accordance with instructions, the nature of the terrain and access requirements</p> <p>1.2 Obtain accurate and complete readings at the appropriate times using methods that are consistent with organisational requirements, covering:</p> <ul style="list-style-type: none"> <li>- automated</li> <li>- manual</li> <li>- using gauge boards</li> <li>- by sighting</li> </ul> <p>1.3 Take the correct actions to resolve the situation where accurate readings cannot readily be obtained</p> |               |                     |      |
| <p>2 Be able to work safely and minimise environmental damage</p>  | <p>2.1 Work in a way which maintains health, safety and environmental good practice and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>2.2 Report any damage to the environment during work promptly to the appropriate person, in line with organisational requirements</p>   |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to report on water levels                          | 3.1 Communicate verbal reports clearly and accurately, in accordance with organisational requirements and within the required timescales<br>3.2 Submit reports as required by organisational procedures within the required timescales and store reports in the correct location<br>3.3 Obtain any additional information which is requested, accurately and promptly  |               |                     |      |
| 4 Know how to obtain and monitor information on water levels | 4.1 Describe where and how water level readings can be obtained covering the following means: <ul style="list-style-type: none"> <li>- automated</li> <li>- manual</li> <li>- using gauge boards</li> <li>- by sighting</li> </ul> 4.2 Describe how to obtain information on water levels<br>4.3 Describe how to access locations where water levels can be obtained<br>4.4 Describe the relevant legislation and organisational requirements associated with monitoring and reporting water levels<br>4.5 Describe wildlife habitats which may be present and how to adjust procedures accordingly<br>4.6 Describe how to assess and interpret water levels |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 5                 | Understand the need to obtain and monitor information on water levels       | 5.1 State the reasons for taking readings<br>5.2 Describe the reasons why it may not be possible to obtain accurate readings<br>5.3 Describe how to maintain environmental good practice whilst obtaining water levels   |               |                     |      |
| 6                 | Know how to report on water levels  | 6.1 Describe the procedures for reporting water levels   |               |                     |      |
| 7                 | Know relevant health and safety legislation and environmental good practice | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>7.2 Describe the health and safety requirements relating to working in or near water<br>7.3 Describe the relevant emergency procedures and their implementation and how to report any incidents to the relevant authorities<br>7.4 Describe what environmental damage may be encountered and how this must be reported |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

# **Unit 111: Plan, prepare and operate safely in confined spaces**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | T/502/3181 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 12         |
| <b>Guided learning hours:</b> | 90         |

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## **Unit summary**

The aim of this unit is to provide the learner with the skills, knowledge and understanding required to work safely and effectively in confined spaces.

The unit covers the planning and preparation of confined space work as well as working safely in confined spaces.

## **Assessment requirements**

Because of the dangers inherent in confined space work, simulations are a useful and appropriate form of evidence collection for this unit but there must be at least one real piece of work undertaken.

## **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>1 Be able to plan and prepare to operate in confined spaces</p> | <p>1.1 Prepare for confined space work in accordance with organisational requirements, current legislation and relevant codes of practice</p> <p>1.2 Accurately identify the need for confined space working methods in accordance with organisational requirements, current legislation and relevant codes of practice</p> <p>1.3 Assess all of the risks, listed below, of working in the confined space accurately, and use the appropriate working methods:</p> <ul style="list-style-type: none"> <li>- water levels</li> <li>- atmosphere</li> <li>- waterborne pollutants</li> <li>- weather conditions</li> <li>- access and egress</li> </ul> <p>1.4 Carry out the correct pre-entry checks and procedures in accordance with organisational requirements, current legislation and relevant codes of practice</p> |               |                     |      |

| Learning outcomes                              | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 2 Be able to operate safely in confined spaces | 2.1 Take the appropriate measures to protect the safety of the public<br>2.2 Demonstrate clear communications and determine the correct emergency procedures in accordance with organisational requirements, current legislation and relevant codes of practice<br>2.3 Monitor the safety of working conditions continuously in accordance with organisational requirements, current legislation and relevant codes of practice<br>2.4 Demonstrate the safety and emergency procedures in accordance with organisational requirements, current legislation and relevant codes of practice for three of the following: <ul style="list-style-type: none"> <li>- changes in water levels</li> <li>- changes in atmosphere</li> <li>- incapacity of team members</li> <li>- water-borne pollutants</li> <li>- current legislation and relevant codes of practice</li> </ul> 2.5 Complete records accurately and legibly |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>3 Be able to select, use and maintain equipment for working in confined spaces</p> | <p>3.1 Select the appropriate equipment in accordance with organisational requirements, current legislation and relevant codes of practice</p> <p>3.2 Use equipment in accordance with organisational requirements, current legislation and relevant codes of practice covering all the following:</p> <ul style="list-style-type: none"> <li>- gas-testing equipment</li> <li>- communications</li> <li>- protective clothing</li> <li>- escape sets or breathing apparatus</li> <li>- lifelines</li> <li>- winch</li> <li>- harness</li> <li>- lights</li> </ul> <p>3.3 Prepare, maintain and store equipment in accordance with organisational requirements, current legislation and relevant codes of practice</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Be able to work safely and minimise environmental damage          | 4.1 Work in a way which maintains health and safety in accordance with organisational requirements, current legislation and relevant codes of practice<br><br>4.2 Work in a manner which minimises environmental damage in accordance with organisational requirements, current legislation and relevant codes of practice<br><br>4.3 Carry out at least two of the following technical operations :<br>- inspections<br>- maintenance works<br>- repair works<br>- blockage removal<br>- de-silting works<br>- dealing with pollution<br><br>4.4 Dispose of waste safely and correctly |               |                     |      |
| 5 Understand how to plan and prepare for working in confined spaces | 5.1 Explain the principles and methods of confined space work<br><br>5.2 State the conditions which determine confined space work is required<br><br>5.3 Explain the entry checks and procedures which are required   |               |                     |      |

| Learning outcomes                                      | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>6 Know how to operate safety in confined spaces</p> | <p>6.1 Describe the types of risks involved in confined space work covering:</p> <ul style="list-style-type: none"> <li>- water levels</li> <li>- atmosphere</li> <li>- water borne pollutants</li> <li>- weather conditions</li> <li>- access and egress</li> </ul> <p>6.2 State the methods available for protecting the public</p> <p>6.3 Describe the communication and emergency procedures for confined space work covering:</p> <ul style="list-style-type: none"> <li>- changes in water levels</li> <li>- changes in atmosphere</li> <li>- incapacity of team members</li> <li>- water-borne pollutants</li> </ul> <p>6.4 Explain the methods for monitoring safety during confined space work</p> <p>6.5 Describe the procedures for recording information relating to confined space work</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 7 Know the types of equipment required and how to use and maintain them          | 7.1 Describe the types of equipment required for confined space work<br>7.2 Describe the correct and safe use of equipment in confined spaces covering all the following: <ul style="list-style-type: none"> <li>- gas-testing equipment</li> <li>- communications</li> <li>- protective clothing</li> <li>- escape sets or breathing apparatus</li> <li>- lifelines</li> <li>- winch</li> <li>- harness</li> <li>- lights</li> </ul> 7.3 Describe methods of maintaining the equipment for use |               |                     |      |
| 8 Know the current health and safety legislation and environmental good practice | 8.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to confined space work<br>8.2 Describe how environmental damage can be minimised<br>8.3 Describe the correct methods for disposing of waste   |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 112: Prepare and operate water-borne plant**

**Unit reference number:** L/502/3221

**Level:** 2

**Credit value:** 12

**Guided learning hours:** 90

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to operate water-borne plant. It applies to the use of water-borne plant for maintenance activities within the water environment including rivers, coasts and waterways.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage | <p>1.1 Work in a way which maintains health, safety and environmental good practice in line with relevant legislation, codes of practice and any additional requirements</p> <p>1.2 Deal with any hazards and obstacles promptly, safely and in accordance with organisational requirements</p>  |               |                     |      |
| 2                 | Be able to prepare water-borne plant for use             | <p>2.1 Select the appropriate water-borne plant in accordance with work requirements, either:</p> <ul style="list-style-type: none"> <li>- barge mounted</li> <li>- platform mounted</li> </ul> <p>2.2 Carry out pre-start checks and adjustments correctly and in accordance with manufacturer's specifications:</p> <ul style="list-style-type: none"> <li>- routine maintenance</li> <li>- safety checks</li> <li>- refuelling and lubrication</li> </ul> <p>2.3 Confirm that the water-borne plant is stable and ready for use</p> |               |                     |      |

| Learning outcomes                             | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | <p>2.4 Securely moor the water-borne plant in accordance with work requirements</p> <p>2.5 Ensure that any faults are accurately identified, rectified and recorded, or referred to the appropriate person</p> <p>2.6 Use the appropriate warning signals prior to starting operations:</p> <ul style="list-style-type: none"> <li>- sounds</li> <li>- lights</li> </ul> <p>2.7 Identify any circumstances which affect operations and take the appropriate action as required</p> |               |                     |      |
| <p>3 Be able to operate water-borne plant</p> | <p>3.1 Conduct all movements of the water-borne plant safely and in accordance with organisational requirements, covering:</p> <ul style="list-style-type: none"> <li>- dredging</li> <li>- removal of obstructions</li> <li>- lifting operations</li> <li>- transporting materials taking into account the effect of weather conditions, water conditions and hazards, during the operation of plant</li> </ul>   |               |                     |      |

| Learning outcomes                       | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
|   | 3.2 Maintain the stability of the water-borne plant correctly<br>3.3 Modify operations appropriately to take into account weather, relevant water conditions, other water users and wildlife habitats<br>3.4 Optimise the consumption of fuel and lubricants through the appropriate handling and use of the water-borne plant<br>3.5 Leave the water-borne plant in a safe condition and suitable for subsequent use<br>3.6 Provide clear and accurate information for recording purposes |               |                     |      |
| 4 Know how to prepare water-borne plant | 4.1 Describe the types of water-borne plant and their use:<br>– barge mounted<br>– platform mounted<br>4.3 Outline the necessary pre-start checks and adjustments according to manufacturer's specifications for the preparation and use of water-borne plant<br>4.4 Describe how to moor water-borne plant in relation to the planned work activity<br>4.5 State the faults which may occur and how these may be rectified  |               |                     |      |

| Learning outcomes                       | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Know how to operate water-borne plant | 5.1 Describe how and why to use warning signals during operation of water-borne plant<br>5.2 Describe the safe and correct use of water-borne plant<br>5.3 Outline the efficient use of water-borne plant<br>5.4 State how to maintain the stability of the water-borne plant<br>5.5 State the ways in which operations must be modified to take into account weather, relevant water conditions, other water users and wildlife habitats <ul style="list-style-type: none"> <li>- dredging</li> <li>- removal of obstructions</li> <li>- lifting operations</li> <li>- transporting materials</li> </ul> 5.6 Describe how to deal with the following hazards: <ul style="list-style-type: none"> <li>- overhead and underground services</li> <li>- change in water flow</li> <li>- other water users and failed moorings</li> </ul> 5.7 State the condition in which water-borne plant should be left after use<br>5.8 Identify the types of records required and explain the importance of accurate record keeping |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 6 Know the environmental conditions which must be considered | 6.1 Explain the recreational and economic use of the water environment and how such use relates to work activities<br>6.2 Explain the environmental considerations which must be taken into account during work activities<br>6.3 Outline how to maintain environmental good practice during work activities |               |                     |      |

| Learning outcomes                                 | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 7 Know the relevant health and safety legislation | 7.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br><br>7.2 Describe the types of circumstances which may occur involving: site hazards, health concerns, plant break downs, wildlife habitats, recreational use of the water environment and the correct action to take including all the following, reporting the circumstances: <ul style="list-style-type: none"> <li>- resolving the situation</li> <li>- limits of responsibility</li> <li>- reporting the circumstances</li> </ul> |               |                     |      |

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 113: Reinstatement of the site following repair of permanent structures for the water environment**

**Unit reference number:** D/502/3174

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 38

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to reinstate the site following repair of permanent structures within the water environment. Structures may include; bridges, culverts, weirs, sluices, leats, revetments, concrete fencing and coastal defences. 'Maintenance and repair' is defined as mending or restoring a structure to a sound condition after dilapidation or wear. It may be undertaken to maintain the effectiveness of the structure, to increase its lifespan or for safety purposes. Repairs may be temporary or long-term. Where you are required to use machinery, you must hold the relevant certificate of competence.

### **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage                       | 1.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements<br>1.2 Carry out work in a manner which minimises environmental damage<br>1.3 Dispose of waste safely and correctly |               |                     |      |
| 2                 | Know the current health and safety legislation and environmental good practice | 2.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work<br>2.2 Describe how environmental damage can be minimised<br>2.3 Describe the correct methods for disposing of waste       |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 3 Be able to select, use and maintain relevant equipment   | 3.1 Select appropriate equipment for this area of work<br>3.2 Use at least two of the following equipment according to instructions: <ul style="list-style-type: none"> <li>- hand tools</li> <li>- hand-held power tools</li> <li>- fixed plant</li> <li>- mobile plant</li> <li>- water borne plant</li> </ul> 3.3 Prepare, maintain and store equipment in a safe and effective working condition throughout  |               |                     |      |
| 4 Be able to reinstate the site following repair of permanent structures for the water environment | 4.1 Dismantle and remove temporary works safely, and without damage to property and equipment<br>4.2 Restore the site to safe and appropriate conditions which are consistent with the specification<br>4.3 Communicate completion of site operations clearly and accurately to the appropriate person<br>4.4 Ensure the necessary records are accurate, legible and complete<br>4.5 Remove any portable facilities from the site in accordance with organisational requirements |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 5 Know how to reinstate the site following maintenance and repair | 5.1 Describe the required condition of the site and equipment on completion of work activities<br>5.2 Describe the ways in which temporary works must be safely and correctly dismantled<br>5.3 Describe the implications for your work of relevant legislation and organisational requirements<br>5.4 Describe the recreational, economic and historic use of the water environment and how such use relates to the condition the site must be left in<br>5.5 Describe the procedures for communicating and recording the completion of work activities |               |                     |      |

Learner name: \_\_\_\_\_

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Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 114:** **Restore the site following maintenance of the water channel**

**Unit reference number:** F/502/3202

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 38

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**Unit summary**

The aim of this unit is to provide the learner with the knowledge and skills required to restore a site following maintenance operations.

Work must be carried out in a way which minimises the impact on the natural environment and enhances its nature, conservation and recreational value.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to work safely and in line with relevant legislation           | 1.1 Work in a way which maintains health, safety and environmental good practice in line with relevant legislation, codes of practice and any additional requirements<br><br>1.2 Use equipment and materials safely and correctly at all times  |               |                     |      |
| 2                 | Be able to restore the site following maintenance of the water channel | 2.1 Remove and dispose of waste according to legislation and organisational requirements on completion of the maintenance operations<br><br>2.2 Restore the site to a safe condition which is consistent with the surrounding environment, clear of unwanted materials and maintains the appropriate access |               |                     |      |
| 3                 | Know the relevant health and safety and legislation                    | 3.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br><br>3.2 Describe how to use and interpret risk assessments  |               |                     |      |
| 4                 | Know how to maintain the environment                                   | 4.1 Describe the methods of maintaining environmental good practice and conserving the habitat during work activities<br><br>4.2 Describe the opportunities which may arise to enhance wildlife habitats and to whom these should be reported   |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 5 Know how to restore the site following maintenance of the water channel | 5.1 Explain the safe and appropriate methods for disposing of waste and debris<br>5.2 State the requirements of method statements<br>5.3 Describe the condition in which equipment should be left on completion of operations<br>5.4 Describe the recreational use of the water environment and how such use relates to work activities (eg public health and safety) |               |                     |      |
| 6 Know how to deal with unforeseen circumstances                          | 6.1 Describe the types of circumstances which may occur involving: changing ground conditions, wildlife habitat, pollution due to maintenance, damage to services, access, changing water levels and the recreational use of the water environment and the appropriate action to take in response to these  |               |                     |      |

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

(if sampled)

## **Unit 115: Maintaining plants outdoors**

**Unit reference number:** T/501/3766

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain the health of plants in an outdoor environment under limited supervision.

### **Assessment requirements**

Assessment to be based on naturally occurring evidence of realistic working environment.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes                        | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Maintain the health of plants outdoors | 1.1 Inspect plants as per specification<br>1.2 Identify threats to plant health<br>1.3 Use appropriate methods to promote and maintain healthy growth<br>1.4 Use correct and effective methods of dealing with threats to plant health<br>1.5 Use powered and non-powered tools and equipment safely and efficiently<br>1.6 Keep damage, unnecessary waste, unwanted impact to plants and the environment to a minimum<br>1.7 Work in a way which promotes health and safety, is consistent with relevant legislation and codes of practice<br>1.8 Clean and securely store tools and equipment after use |               |                     |      |

| Learning outcomes                                   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 2 Understand the principles of healthy plant growth | 2.1 Explain the importance of checking and reporting signs of damage or threats to health, to include, pests, diseases, disorders, unfavourable conditions, competing growth<br>2.2 Explain how seasonal weather conditions affect plant growth and health<br>2.3 Describe the different methods used to promote plant health including: feeding, watering, surface cultivation and mulching<br>2.4 Explain the effects of soil conditions on plant growth<br>2.5 Identify why watering regimes vary for different soils and plants<br>2.6 Explain how the correct use of agrochemicals/pesticides can improve plant health<br>2.7 Explain how the incorrect use of agrochemicals/pesticides can harm plants<br>2.8 Explain the methods of dealing with threats to plant health covering: physical, cultural and irrigation<br>2.9 Describe the relevant health and safety legislation and codes of practice<br>2.10 Describe why it is important to keep waste and damage to other features, services and the environment to a minimum |               |                     |      |

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 116: Prepare the site for the fabrication and installation of permanent structures for the water environment**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | R/502/3219 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 5          |
| <b>Guided learning hours:</b> | 38         |

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**Unit summary**

This unit provides the learner with the knowledge and skills to prepare the site ready for construction of permanent structures.

The site must be prepared in such a way as to prevent access from the public and livestock, as far as is reasonably practicable. The site must be prepared in a way that recognises any hazards, ie overhead and underground services, any safety barriers must be in place and consideration to working on or near water.

The unit is applicable to river, coastal and waterways workers (including volunteers) who are involved in the construction of new permanent structures

All site documentation, ie permission to enter site, site plans, service drawings, risk-management works package and a method statement, must be issued prior to commencement of work.

Environmental impact must be balanced with the objectives of the work.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|--|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage | <p>1.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements</p> <p>1.2 Carry out work in a manner which minimises environmental damage</p> <p>1.3 Dispose of waste safely and correctly</p>  |               |                     |      |
| 2                 | Prepare equipment for use                                | <p>2.1 Carry out the pre-start checks and adjustments below to equipment in accordance with manufacturers specifications in the appropriate locations:</p> <ul style="list-style-type: none"> <li>- routine maintenance</li> <li>- safety checks</li> </ul> <p>2.2 Confirm that at least two of the following plant and equipment for the work are safe, and ready for use</p> <ul style="list-style-type: none"> <li>- hand tools</li> <li>- hand-held power tools</li> <li>- mobile plant</li> <li>- water-borne plant.</li> </ul> |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3 Prepare the site for the fabrication and installation of permanent structures | 3.1 Prepare the site in accordance with procedures and the work to be carried out<br>3.2 Identify any circumstances which affect the planned procedures, and take the appropriate action<br>3.3 Access the site in accordance with instructions and relevant legal requirements<br>3.4 Prepare the appropriate quantity and type of materials ready for use for at least two of the following: <ul style="list-style-type: none"> <li>- geotextiles</li> <li>- timber</li> <li>- ballast</li> <li>- top soil</li> </ul> 3.5 Place warning signs and barriers as necessary and in correct location<br>3.6 Ensure temporary works comply with design specifications and statutory requirements and are safe, secure and ready for use<br>3.7 Provide clear and accurate information for recording purposes |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 4 Know how to prepare the site for the fabrication and installation of permanent structures | 4.1 State the correct ways to access and prepare the site for fabrication and installation work<br>4.2 State the requirements of method statements<br>4.3 Outline the types and quantity of materials which are needed, and the methods for preparing such materials, covering: <ul style="list-style-type: none"> <li>- geotextiles</li> <li>- timber</li> <li>- ballast for site access road</li> <li>- top soil</li> <li>- perimeter fencing</li> <li>- pipes</li> <li>- sheet piling</li> </ul> 4.4 State the correct use of warning signs and barriers<br>4.5 State the methods and statutory requirements for setting up and using temporary works<br>4.6 Outline the procedures for recording and reporting information<br>4.7 Describe the types of circumstances which may occur and the correct action to take involving: site hazards, services, working conditions, plant break downs, wildlife habitats, recreational use of the water environment |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 5                 | Know how to prepare, use and maintain equipment | 5.1 State the safe and correct methods for preparing and using plant and equipment covering all the following: <ul style="list-style-type: none"> <li>- hand tools</li> <li>- hand-held power tools</li> <li>- mobile plant</li> <li>- water-borne plant</li> </ul>  |               |                     |      |
| 6                 | Know the relevant health and safety legislation | 6.1 State the health and safety and legislation requirements when preparing the site<br>6.2 State how to use and understand risk assessments<br>6.3 State how to maintain environmental good practice during work activities<br>6.4 Outline appropriate action to take to prevent accidental damage to the environment |               |                     |      |
| 7                 | Understand wider environmental issues           | 7.1 Outline the recreational and economic use of the water environment and how such use relates to work activities<br>7.2 Describe the opportunities which may arise to enhance wildlife habitats and to whom these should be reported   |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

# **Unit 117: Carry out the fabrication and installation of permanent structures for the water environment**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | Y/502/3223 |
| <b>Level:</b>                 | 3          |
| <b>Credit value:</b>          | 30         |
| <b>Guided learning hours:</b> | 195        |

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## **Unit summary**

This unit provides the learner with the knowledge and skills required for the construction of a permanent structure. This may involve the building of stone walls, brick walls, block walls, revetments, service work (ie drainage), building of formwork, steel fixing, placing of concrete and sheet piling of river banks, all work to be carried out in accordance with instructions.

The unit is applicable to river, coastal and waterways workers who are involved in the construction of new permanent structures that will take a minimum of three to six months to complete.

## **Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Completion of this unit will require the learner to provide evidence that they have applied the skills across at least 300 hours of work on CDM-based activity.

In order to take this unit R/502/3219 and J/502/3220 must be completed.

All site documentation, ie site plans, construction drawings, method statements, service drawings, risk-management works package and permission to start work.

The learner must carry out work in a way that minimises any impact on the natural environment and enhances the nature, conservation and recreational value of the natural environment. The use of plant and equipment must take into account the impact of such machinery on the environment. For example, noise may have a detrimental effect on nearby habitats, or on those who are using the water environment for recreation. Environmental impact must be balanced with the objectives of the work. The reinstatement of the site will also involve a number of environmental considerations. The site must be left in a condition which is consistent with the surrounding environment. Waste must be removed from site and disposed of correctly.

Where the learner is required to use machinery (including the use of a chainsaw) they must hold a relevant certificate of competence.

### **Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|--|---|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage | 1.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>1.2 Carry out work in a manner which minimises environmental damage<br>1.3 Dispose of waste safely and correctly<br>1.4 Apply the relevant statutory requirements in relation to the structure and the site             |               |                     |      |
| 2                 | Be able to select, use and maintain relevant equipment   | 2.1 Select appropriate equipment for this area of work<br>2.2 Use any two of the following plant and equipment safely and correctly: <ul style="list-style-type: none"> <li>- hand tools</li> <li>- hand-held power tools</li> <li>- mobile plant</li> <li>- water-borne plant</li> </ul> 2.3 Prepare, maintain and store equipment in a safe and effective working condition |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 3 Carry out the fabrication and installation of permanent structures | 3.1 Use instructions and specifications for fabrication and installation<br>3.2 Use methods and techniques for fabricating and installing structures<br>3.3 Use methods, materials and equipment which cause minimal disturbance to the site's environment. Any four of the following materials must be used: <ul style="list-style-type: none"> <li>- concrete</li> <li>- geotextiles</li> <li>- steel</li> <li>- timber</li> <li>- stone</li> <li>- ballast</li> <li>- top soil</li> <li>- brick</li> <li>- blocks</li> </ul> 3.4 Identify any circumstances which affect operations and take the appropriate action without delay<br>3.5 Complete work on the structure to specification within the appropriate timescales |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 4 Know relevant health and safety legislation and environmental good practice    | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>4.2 Describe how environmental damage can be minimised<br>4.3 Describe the correct methods for disposing of waste<br>4.4 State how to use and understand risk assessments<br>4.5 State how to maintain environmental good practice during work activities  |               |                     |      |
| 5 Know how to carry out the fabrication and installation of permanent structures | 5.1 State the requirements of method statements<br>5.2 State the types of materials used for fabrication and installation work<br>5.3 State how to prepare and use materials for fabrication and installation<br>5.4 Describe the types of circumstances which may occur and the correct action to take involving: site hazards, services, working conditions, plant break downs, wildlife habitats, recreational use of the water environment |               |                     |      |

| Learning outcomes                       | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6 Understand wider environmental issues | 6.1 Describe how to protect and conserve habitats during work<br>6.2 Outline the recreational and economic use of the water environment and how such use relates to work activities<br>6.3 Describe the opportunities which may arise to enhance wildlife habitats and to whom these should be reported |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 118:** **Reinstate the site following the fabrication and installation of permanent structures for the water environment**

|                               |            |
|-------------------------------|------------|
| <b>Unit reference number:</b> | J/502/3220 |
| <b>Level:</b>                 | 2          |
| <b>Credit value:</b>          | 5          |
| <b>Guided learning hours:</b> | 38         |

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**Unit summary**

This unit provides the learner with the knowledge and skills required for the restoration of the site to an acceptable condition.

The unit includes the dismantling and removing of temporary structures, disposing of all waste correctly and ensuring the safe condition of the site and the equipment for future use and all site records.

The unit is applicable to river, coastal and waterways workers (including volunteers) who are involved in the construction of new permanent structures.

**Assessment requirements**

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Environmental impact must be balanced with the objectives of the work. The reinstatement of the site will also involve a number of environmental considerations. The site must be left in a condition, which is consistent with the surrounding environment.

**Assessment methodology**

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 1                 | Be able to work safely and minimise environmental damage                              | 1.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements<br>1.2 Carry out work in a manner which minimises environmental damage<br>1.3 Dispose of waste safely and correctly   |               |                     |      |
| 2                 | Reinstate the site following the fabrication and installation of permanent structures | 2.1 Dismantle and remove temporary works safely and without damage to property and equipment<br>2.2 Remove any portable facilities from the site in accordance with organisational requirements<br>2.3 Leave plant and equipment in a safe, secure and fit state for subsequent use<br>2.4 Restore the site to safe and appropriate conditions which fit in with the specification<br>2.5 Communicate the completion of the work clearly and accurately to the appropriate person<br>2.6 Provide clear and accurate information for recording purposes |               |                     |      |

| Learning outcomes |   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|---|--|---------------|---------------------|------|
| 3                 | Know how to reinstate the site following the fabrication and installation of permanent structures | 3.1 State the ways in which temporary works must be safely and correctly dismantled<br>3.2 Outline the necessary condition of the site and equipment on completion of work activities<br>3.3 State the procedures for communicating and recording the completion of work activities  |               |                     |      |
| 4                 | Know relevant health and safety legislation and environmental good practice                       | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements<br>4.2 Describe how environmental damage can be minimised<br>4.3 Describe the correct methods for disposing of waste<br>4.4 State how to use and understand risk assessments<br>4.5 State how to maintain environmental good practice during work activities  |               |                     |      |
| 5                 | Understand the wider environmental issues   | 5.1 Describe how to protect and conserve habitats during work activities<br>5.2 Outline the recreational and economic use of the water environment and how such use relates to work activities<br>5.3 Describe the opportunities which may arise to enhance wildlife habitats and to whom these should be reported<br>5.4 State the appropriate action to take in response to accidental damage to the environment |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 119: Chainsaw maintenance**

**Unit reference number:** F/600/4028

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 8

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### **Unit summary**

The candidate will be able to carry out pre-use checks and maintenance to the chainsaw.

### **Notice**

Chainsaw operators must also register for the City and Guilds NPTC Certificate of Competence relevant to units A/600/4089 and F/600/4028 as proof of meeting the industry standard in chainsaw maintenance.

## Learning outcomes and assessment criteria

| Learning outcomes                                | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 1 Be able to carry out maintenance of a chainsaw | 1.1 Observe safety precautions and wear appropriate personal protective equipment (PPE)<br>1.2 Identify, check and explain the function of the safety features of the chainsaw<br>1.3 Identify component parts of the chain, stating their function and potential problems from wear or damage<br>1.4 Identify the information required to select a replacement chain for a given saw<br>1.5 Sharpen chain in accordance with manufacturers information<br>1.6 Explain the reasons for sharpening a chainsaw<br>1.7 Identify symptoms associated with poor cutting performance<br>1.8 Maintain guide bar<br>1.9 Explain reasons for maintaining guide bar<br>1.10 Clean air filter and compartment<br>1.11 Chain brake mechanism cleaned, inspected and commented on<br>1.12 Describe sprocket replacement procedure for relevant saw type<br>1.13 Reassemble chain, bar and side plate and comment on chain tension |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | 1.14 Check and/or change spark plug as appropriate and comment on condition<br>1.15 Service recoil starter mechanism and comment on cord condition and replacement<br>1.16 Clean power unit and covers and inspect for damage<br>1.17 Describe fuel filter maintenance<br>1.18 Identify the correct fuel mix required for the operator's chainsaw<br>1.19 Identify the safety clothing to wear when using a chainsaw<br>1.20 Start chainsaw from cold<br>1.21 Check chainsaw for condition and operational safety<br>1.22 Describe the actions to take if safety checks indicate incorrect saw preparation/maintenance<br>1.23 Explain the reasons for maintaining a correct stance during chainsaw starting procedures |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

**Unit 120: Cross-cut and stack small diameter timber using a chainsaw**

**Unit reference number:** A/600/4089

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 8

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**Unit summary**

The candidate will be able to cross cut small timber with a chainsaw and stack produce.

**Notice**

Chainsaw operators must also register for the City and Guilds NPTC Certificate of Competence relevant to units A/600/4089 and F/600/4028 as proof of meeting an industry standard in chainsaw use.

## Learning outcomes and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1 Be able to crosscut and stack small diameter timber using a chainsaw | 1.1 Explain how to identify hazards and comply with the control procedures within a risk assessment<br>1.2 Summarise emergency planning and procedures for a site<br>1.3 Explain why it is important to maintain effective communication with others<br>1.4 Describe the causes of and how to prevent pollution and environmental damage<br>1.5 Check and prepare chainsaw for chainsaw operations<br>1.6 Describe the safety considerations required during crosscutting<br>1.7 Identify and explain tension and compression in relation to timber under moderate strain on the work site<br>1.8 Cross-cut timber under guide bar length to a given specification<br>1.9 Describe the risks associated with using long chainsaw bars to cut small diameter timber<br>1.10 Explain how to crosscut small diameter timber under severe tension |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | 1.11 Explain methods used for crosscutting timber of greater diameter than the chainsaw bar length<br>1.12 Describe the procedure for removing a trapped saw<br>1.13 Explain safe lifting and handling practices<br>1.14 Stack produce for subsequent handling<br>1.15 Explain the reasons for tidy stacking |               |                     |      |

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Further information and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

### Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

### How to obtain National Occupational Standards

Lantra  
Lantra House  
Stoneleigh Park  
Coventry  
CV8 2LG

Telephone: 0845 707 8007

Email: [connect@lantra.co.uk](mailto:connect@lantra.co.uk)

# Professional development and training

Pearson supports UK and international customers with training related to Work-based and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active-ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a recognised centre and must have approval for qualifications or groups of qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The Learning outcomes and assessment criteria within this specification set out the standard to be achieved by each learner in order to gain the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for Quality Review and Development of overarching processes and quality standards. Quality Review and Development visits will be conducted by a Pearson Quality Development reviewer.
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson Work-based Diplomas through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for these qualifications?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. [qualifications.pearson.com](http://qualifications.pearson.com).

## Annexe C: Personal, learning and thinking skills

### PLTS performance indicator (suggested recording sheet)

| Name:   | Date              |   |   |   |   |
|---|-------------------|---|---|---|---|
|   | Level of success  |   |   |   |   |
|   | 1 = low, 5 = high |   |   |   |   |
| <b>Independent enquirers</b>  |                   |   |   |   |   |
| Identify questions to answer and problems to solve                                    | 1                 | 2 | 3 | 4 | 5 |
| Plan and carry out research, appreciating the consequences of decisions               | 1                 | 2 | 3 | 4 | 5 |
| Explore issues, events or problems from different perspectives                        | 1                 | 2 | 3 | 4 | 5 |
| Analyse and evaluate information, judging its relevance and value                     | 1                 | 2 | 3 | 4 | 5 |
| Consider the influence of circumstances, beliefs and feelings on decisions and events | 1                 | 2 | 3 | 4 | 5 |
| Support conclusions, using reasoned arguments and evidence                            | 1                 | 2 | 3 | 4 | 5 |
| <b>Creative thinkers</b>  |                   |   |   |   |   |
| Generate ideas and explore possibilities  | 1                 | 2 | 3 | 4 | 5 |
| Ask questions to extend their thinking  | 1                 | 2 | 3 | 4 | 5 |
| Connect their own and others' ideas and experience in inventive ways                  | 1                 | 2 | 3 | 4 | 5 |
| Question their own and others' assumptions  | 1                 | 2 | 3 | 4 | 5 |
| Try out alternatives or new solutions and follow ideas through                        | 1                 | 2 | 3 | 4 | 5 |
| <b>Reflective learners</b>  |                   |   |   |   |   |
| Assess themselves and others, identifying opportunities and achievements              | 1                 | 2 | 3 | 4 | 5 |
| Set goals with success criteria for their development and work                        | 1                 | 2 | 3 | 4 | 5 |
| Review progress, acting on the outcomes   | 1                 | 2 | 3 | 4 | 5 |
| Invite feedback and deal positively with praise, setbacks and criticism               | 1                 | 2 | 3 | 4 | 5 |
| Evaluate experiences and learning to inform future progress                           | 1                 | 2 | 3 | 4 | 5 |
| Communicate their learning in relevant ways for different audiences                   | 1                 | 2 | 3 | 4 | 5 |

|  |  |   |   |   |   |
|--|--|---|---|---|---|
| <b>Name:</b>   | <b>Date</b>                                  |   |   |   |   |
|  | <b>Level of success</b><br>1 = low, 5 = high |   |   |   |   |
| <b>Team workers</b>  |  |   |   |   |   |
| Collaborate with others to work towards common goals   | 1  | 2 | 3 | 4 | 5 |
| Reach agreements, managing discussions to achieve results                                    | 1  | 2 | 3 | 4 | 5 |
| Adapt behaviour to suit different roles and situations, including leadership roles           | 1  | 2 | 3 | 4 | 5 |
| Show fairness and consideration to others  | 1  | 2 | 3 | 4 | 5 |
| Take responsibility, showing confidence in themselves and their contribution                 | 1  | 2 | 3 | 4 | 5 |
| Provide constructive support and feedback to others  | 1  | 2 | 3 | 4 | 5 |
| <b>Self-managers</b>   |  |   |   |   |   |
| Seek out challenges or new responsibilities and show flexibility when priorities change      | 1  | 2 | 3 | 4 | 5 |
| Work towards goals, showing initiative, commitment and perseverance                          | 1  | 2 | 3 | 4 | 5 |
| Organise time and resources, prioritising actions  | 1  | 2 | 3 | 4 | 5 |
| Anticipate, take and manage risks  | 1  | 2 | 3 | 4 | 5 |
| Deal with competing pressures, including personal and work-related demands                   | 1  | 2 | 3 | 4 | 5 |
| Respond positively to change, seeking advice and support when needed                         | 1  | 2 | 3 | 4 | 5 |
| Manage their emotions, and build and maintain relationships                                  | 1  | 2 | 3 | 4 | 5 |
| <b>Effective participators</b>   |  |   |   |   |   |
| Discuss issues of concern, seeking resolution where needed                                   | 1  | 2 | 3 | 4 | 5 |
| Present a persuasive case for action   | 1  | 2 | 3 | 4 | 5 |
| Propose practical ways forward, breaking these down into manageable steps                    | 1  | 2 | 3 | 4 | 5 |
| Identify improvements that would benefit others as well as themselves                        | 1  | 2 | 3 | 4 | 5 |
| Try to influence others, negotiating and balancing diverse views to reach workable solutions | 1  | 2 | 3 | 4 | 5 |
| Act as an advocate for views and beliefs that may differ from their own                      | 1  | 2 | 3 | 4 | 5 |

**Note to learner:** The circled number represents an indication of your PLTS performance so far. **Note to assessor:** Indicate the level of success by circling the appropriate number during your feedback with the learner.

**October 2017**

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