

# **Forest Operative Apprenticeship Assessment Plan**

## **Level 2 Apprenticeship**

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Appendix 1: Grading Table

Appendix 2: Suggested assessment planner

Appendix 3: Training specification - hosted on the National Land Based College (UK) website

<https://nlbc.uk/education-training/apprenticeships/apprenticeship-resources/>

Appendix 4: Appraisal Template - hosted on the National Land Based College (UK) website

<https://nlbc.uk/education-training/apprenticeships/apprenticeship-resources/>

Appendix 5: Log Book Template - hosted on the National Land Based College (UK) website

<https://nlbc.uk/education-training/apprenticeships/apprenticeship-resources/>

## 1. Summary of assessment

This apprenticeship is for level 2 forest operatives. It contains all the skills, knowledge and behaviours required to develop a well-rounded worker who can function in a range of different forestry businesses including forest estates, forest management companies and small contracting businesses. It has been designed to be applicable to forest operatives working in a range of different kinds of woodlands and forests.

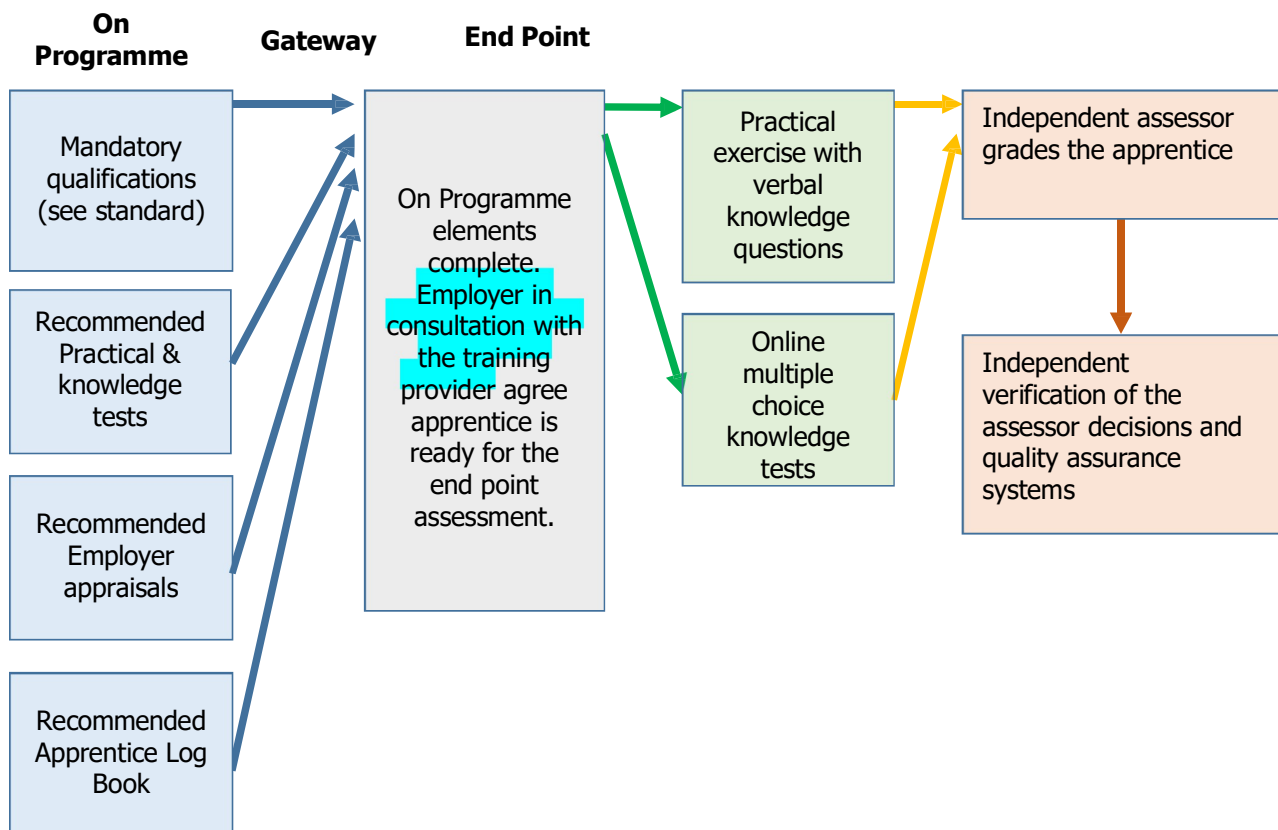
It is recommended that on-programme assessment includes mandated qualifications (as stated on the standard), practical & knowledge assessments, a log book and employer appraisals. These can be compiled during the apprenticeship the end point assessment will not be initiated until evidence of learning is to a satisfactory standard. At this point the end point assessment process will be initiated. This decision is known as the 'gateway'.

The end point assessment will be composed of two elements:

- Practical exercise with verbal questions
- Assessment of knowledge using multiple choice tests conducted online

The approach is illustrated in Diagram 1.

**Diagram 1. Summary of Assessment**



## 2. Assessment Overview

**Table 1: Assessment Overview**

Key for assessment overview table:

C – core (has to be done by all apprentices)

S –skill

K – Knowledge

B- Behaviour

E&amp;M - establishment and maintenance option only

H – Harvesting option only

Assessment Method	Area Assessed taken from Standard	Assessed By	Grading
Practical exercise & verbal knowledge questions	Health & Safety (CK & S) Communicate effectively (CS) Follow instructions (CS) Maintain tools, machinery & equipment (CS) Control the impact of pests, diseases and unwanted vegetation (CS) Prepare sites for planting / maintain repair infrastructure (E&M S) Plant storage (E&M S) Plant trees and provide support and protection (E&M S) Carry out non chemical and chemical post planting protection and maintenance (E&M S) Carry out brushing, formative pruning and high pruning (E&M S) Fell and process trees over 380mm, including assisted felling techniques (HS) Accurately measure and record the volume of both standing and felled timber (HS) Sort timber to product specification (HS) Strong work ethic, including reliability, pride in work, attention to detail, spatial awareness and stamina (B) Ability to work effectively both within a team environment and as a self-motivated lone worker (B) Willingness to learn and contribute to own continuing professional development (B) Ability to work outdoors in all weather conditions (B) Ability to adapt to changes in conditions, technologies, situations and working environments (B) Strict compliance with and disciplined approach to identification, management, mitigation and avoidance of risks and hazards for both safety and the environment (B)	Independent Assessor	Fail / Pass / Distinction
Online multiple choice knowledge test	Health & Safety (CK & S) Principles of silviculture (CK) Identification of tree species (CK) Threats, pests, diseases and disorders (CK) Supply Chain (CK) Mensuration (CK) Harvesting & extraction systems (CK) Effects of tree establishment (CK) Maintain tools, machinery & equipment (CS) Carry out maintenance of chainsaw and cross-cut felled timber (CS) Fell and process trees up to 380mm by hand tool and chainsaw (CS) Control the impact of pests, diseases and unwanted vegetation (CS) Use hand winches in forestry (CS)	Assessment organisation	Fail / Pass / Distinction

Prepare sites for planting / maintain repair infrastructure (E&M S) Plant storage (E&M S) Plant trees and provide support and protection (E&M S) Carry out non chemical and chemical post planting protection and maintenance (E&M S) Carry out brushing, formative pruning and high pruning (E&M S) Fell and process trees over 380mm, including assisted felling techniques (HS) Accurately measure and record the volume of both standing and felled timber (HS) Sort timber to product specification (HS)		
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### 3. On Programme Assessment

The nature of the forest operative role, the requirement to have qualifications in order to work and changing seasons determine that some assessment procedures need to be carried out during the apprenticeship. On programme assessment will allow apprentices to develop their skills, improve their knowledge and monitor their own progress towards the end point assessment.

On programme assessment will also allow employers and training providers to provide feedback to apprentices to assist in their development and to monitor apprentice progress. It is recommended this process be set out displaying task and timings to ensure apprentices make good progress towards achieving competence at the end (see Appendix 2).

It is recommended on programme assessments should be combined into a portfolio completed to an adequate standard prior to starting the end point assessment. The portfolio should include:

- The mandatory qualifications as stipulated in the standard (see section 3a. following).
- Employers, in conjunction with training providers, are strongly recommended to use a quarterly appraisal system to monitor the progress of the apprentice, provide feedback and guide development. The appraisals should include particular reference to apprentice development of skills following passing the qualifications. A suggested template is included in appendix 4.
- A log book with entries maintained by the apprentice that demonstrates development through the apprenticeship period. A suggested template is included in appendix 5.
- Practical and knowledge tests related to seasonal aspects to include tree identification and common pest/disease/disorder identification.

It is recommended employers and training providers will need to work closely to plan and deliver assessments appropriately. This process focuses on the employability factors that add value to the employer as it centres on real work competencies carried out in a real work environment. A suggested syllabus is included in the Training Specification (Appendix 3).

It is recommended that other on programme assessments are carried out by the employer and training provider in order to enhance apprentice development where required. These may be set and carried out by the training provider or employer at their discretion as needs arise, however the results could form part of the apprentice log book.

#### a. Professional Qualifications

Mandatory within the standard are the following qualifications.

### Core

- Level 3 award in emergency first aid at work (in a forestry context known as +F)
- Level 2 award in chainsaw maintenance
- Level 2 award in crosscutting timber using a chainsaw
- Level 2 award in felling and processing trees up to 380mm
- Apprentices without level 1 English and maths will need to achieve this level and take the test for level 2 English and maths prior to taking the end point assessment

### Establishment and Maintenance pathway

- Level 2 Principles of Safe Handling and Application of Pesticides Guidance OR Level 2 Award in the Safe Use of Pesticides
- Level 2 Award in the Safe Application of Pesticides using Pedestrian Hand Held Equipment (including application near water)
- Level 2 award in safe use of brush-cutters and trimmers
- Level 2 award in safe use of forestry clearing saw

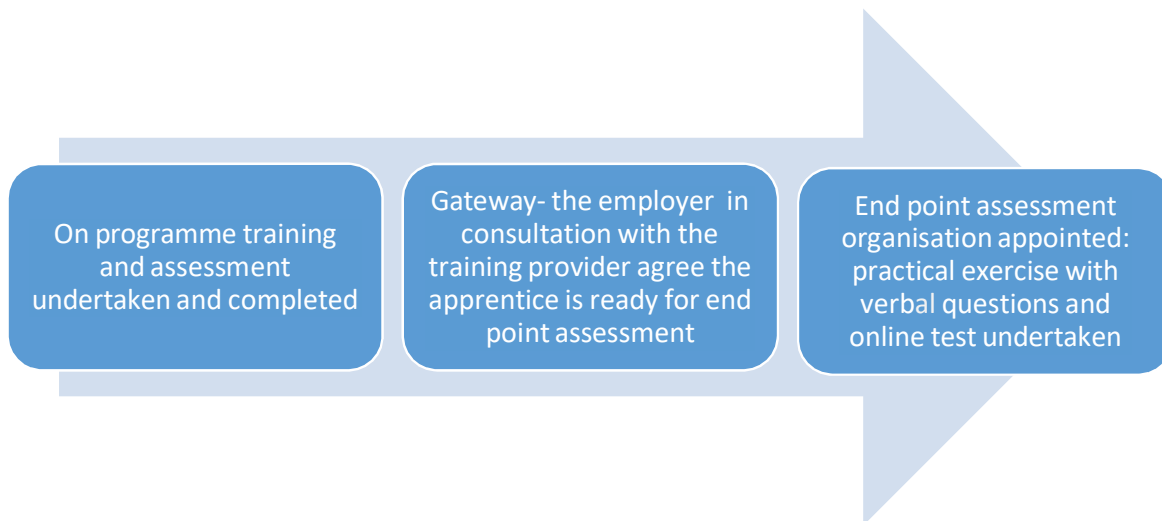
### Harvesting pathway

- Level 3 award in felling and processing trees over 380mm

## **4. Assessment Gateway**

Prior to the endpoint assessment, the employer in consultation with the training provider will agree that the apprentice is ready for their end point assessment. This will include making sure that mandatory qualifications are achieved and sufficient evidence of competence has been demonstrated. Apprentices without level 1 English and maths will need to achieve this level and take the test for level 2 English and maths prior to taking the end point assessment. The employer or training provider will then register the apprentice with an assessment provider for the end point assessment (see diagram 2). The endpoint assessment organisation must be selected from the Education and Skills Funding Agency's Register of Apprentice Assessment Organisations.

### **Diagram 2) Summary of the gateway process**



## **5. End Point Assessment**

The end point assessment will contain 2 components. All components must be passed for the apprentice to meet the apprenticeship standard:

- Online multiple choice tests
- Practical exercise with verbal knowledge questions

If any element of the end point assessment is failed, two re-takes can be taken over a six-month period from first date of end point assessment. No cap on grading will be placed on apprentices who need to retake.

Assessment organisations will need to maintain a large enough bank of items (for the online multiple-choice tests) and exercises (for the practical tests) to prevent the assessment from being predictable.

### **a. Online Multiple Choice Knowledge Test**

An online test under controlled conditions shall be developed to test the knowledge of apprentices covering the areas not covered by the other forms of assessment, these include:

- Current forestry, environmental, health and safety and plant health legislation and codes of practice in relation to forestry work
- The principles of silviculture including a range of silvicultural systems and their application
- An awareness of the key threats, pests and diseases affecting UK trees and woodland
- Understanding of the timber supply chain including the roles of the Landowner, Forest Works Manager, Contractor and Agent
- Knowledge of basic mensuration
- Knowledge of harvesting and extraction systems, and the factors affecting the cost of bringing timber to market

The tests will be 90 minutes, contain 60 questions each with a minimum of four response options and will be set using an item bank. These tests will be set and marked by the assessment organisation and the results provided to the independent assessor.

### **b. Practical Exercise with verbal knowledge questions**

The apprentice will undertake five real work practical tests with verbal knowledge questions to test the knowledge skills and behaviours learnt during their apprenticeship. The assessment organisation will set the exercises and examples have been provided in the training specification. Verbal questioning relevant to the exercise undertaken may be used before, during or after the practical exercise to assess candidate knowledge. These tests will be time bound and take six hours in total to undertake. The employer and assessment organisation will decide the assessment location either at an assessment centre or in the workplace. The tests must however occur under controlled conditions and the assessment organisation will define the resources required; only sites with these resources can be used. These practical exercises will be assessed as part of the end point assessment by the independent assessor.

Following are sample practical exercises:

#### Health and Safety (both pathways)

Using the Site Map and Outline Risk Assessment given to you by the Forestry Works Manager, complete the following tasks:

- Identify and interpret the various map symbols relating them to your work site
- Carry out a detailed site specific risk assessment noting the significant hazards. Describe any services, above or below ground, and any natural or man-made features (e.g. steep slopes, buildings, roads) that may affect the work. These should be shown on the site map. Note also the likely presence of the public on the worksite.
- Complete a Job Sheet describing the type of work (e.g. planting, fence maintenance, felling, snedding, spraying) and add any relevant aspects such as species, tree size, pesticides and other hazardous materials to be used
- Complete an Emergency Plan including the quality of mobile phone reception and the access route for emergency vehicles and/or nearest Air Ambulance landing site
- Determine and record your Method and Order of Working listing any machines, equipment and materials being used, the Site Safety Rules which will include Guides to industry best practice and additional controls determined by your site specific risk assessment.

Reference Documentation (available to the apprentice during assessment): 'Guidance on Managing Health and Safety in Forestry' FISA 2014. This document provides essential information and guidance on health and safety for all those working in the forestry industry/ woodlands.

Pollution Control [Simulated exercise; both pathways]

The assessment is a practical, observed assessment of your actions to deal with a simulated oil spill in a controlled setting. You will be located in a woodland workshop or woodyard setting and are presented with the following scenario:

You are undertaking a machine service when you accidentally oil spill and are required to manage the situation. All the materials and equipment you need will be to hand and you will be informed of the circumstance but not guided through the process. Whilst dealing with the spill you will be expected to maintain a high level of awareness of your actions, health and safety issues and the potential risk to the environment.

Assessment will take account of the following:

- Compliance with H&S - awareness of substance (COSHH), Policy and procedures
- Workshop/Woodyard Risk Assessment, Appropriate PPE – gloves, boots, goggles, coveralls
- Emergency plan and who to contact
- Actions taken – use PPE, check work area for additional risks
- Equipment used – apply appropriate quantity of absorbent material
- Disposal of waste material in accordance to best practice
- Detailing of assistance and who will be notified
- Record keeping

### c. Who does the assessment?

The assessors will be recruited, trained and standardised by the assessment organisation. The assessment organisation will allocate from a pool of approved assessors that they maintain. The assessor must have met the criteria defined by the assessment organisation based on this plan and in consultation with industry and employers. These criteria are:

- Current occupational competence in forestry and assessment
- Qualified to the level 3 in forestry
- Current recognised assessment qualifications
- Correct and up to date CPD record

## 6. End Point – Final Judgement

The assessment organisation will combine the marks of the assessments and determine overall grade.

## 7. Independence

An independent assessor will make a holistic assessment of each apprentice's work, including the grade to be awarded, on the basis of the end point assessment. The independent assessor will be appointed by the assessment organisation chosen by the employer. The independent assessor will have no prior involvement with the apprentice as defined by the Government.

Independent verification shall be carried out by the assessment organisation and shall confirm assessor grading and control the quality assurance procedures of the independent assessor organisation.

## 8. End-point – Summary of roles and responsibilities

**Table 2: Summary of roles and responsibilities**

Who	Role
Apprentice	Attends work and training undertaking tasks set. Completes any homework required, revises for tests and attends any assessment appointments. Takes responsibility for building evidence of learning.



Employer	Provides the opportunities to learn. Evaluates the apprentice's work and undertakes appraisals/reviews following government guidelines. Communicates with the training provider to ensure that the apprentice is on track and supports the apprentice to build their evidence of learning. Provides pastoral care for the apprentice alongside the training provider.
Training Provider	Supports the employer and the apprentice to make sure that learning outcomes are achieved. Structures the programme of learning and provides it for the apprentice and their employer. Provides pastoral care for the apprentice and communicates with the employer regularly to make sure the apprentice is meeting their learning outcomes. Provides feedback to the apprentice and their employer. Supports the apprentice with building their evidence of learning.
Independent Assessors	Appointed by the approved assessment organisation and shall assess and grade the end point practical exercise. Participates in annual standardisation events run by the assessment organisation. Makes the decision whether the apprentice has passed their end point assessment and also awards the pass or distinction grade.
Independent Verifier	Appointed by the assessment organisation, they confirm the assessor grading and controls the quality assurance procedures.
Assessment Organisation	Recruits independent assessors from employers, industry and training providers. Trains and hosts annual standardisation events for independent assessors. Supplies assessment materials to a suitable standard based on the assessment plan. Marks multiple choice knowledge test. The assessment organisation will combine the marks of the assessments and determine overall grade.

## 9. Quality Assurance

Quality assurance and quality control shall be delivered by independent assessors responsible for assessing and grading of the final end point assessments and award successful apprentices with a pass or distinction. Assessors used in this area of practice are subject to regular verification of their decisions and technical skills.

The assessment processes are set out to cover the range of technical knowledge, understanding, skills and behaviours required of an apprentice, as set out in the Apprenticeship Standard and further detailed in the Training Specification. The following end point assessments shall cover the full range of assessments undertaken. This will enable assessment and verification to take place by independent assessment providers.

- Online multiple choice tests
- Practical exercise with verbal knowledge questions

### a. Internal Quality Assurance

The assessment organisations shall carry out annual standardisation between the assessors, the appointment of a lead assessor to overview assessor reports, sample assessors work on an annual basis and carryout observed visits on a regular basis. The assessment organisation should monitor appropriate CPD to determine the technical competence of the lead assessor and any internal verifiers. Employers should be involved in the setting of CPD standards and offering opportunities to support development of lead / internal verifiers.

The assessment organisation shall also provide standardisation update days related to assessment matters and procedures and carryout reviews of assessor's continued professional development to ensure they have relevant technical and assessor qualifications and experience.

Online multiple choice questions should be checked when first used and subject to periodic review to ensure validity.

The Forestry Learning and Development Working Group are willing to provide employer input for assessment organisations on standard setting and materials developed.

### b. External Quality Assurance

Ofqual will undertake external quality assurance of the end point assessments through regulation.

Ofqual's approach to external quality assurance is through regulation of end-point assessments and the awarding organisations who deliver them: holding awarding organisations to account against our General Conditions of Recognition (the Conditions).

It is strongly recommended that assessment organisations work collaboratively to set common test specifications to be reviewed annually. Assessment organisations can then develop live assessment materials against these specifications. The Forestry Learning and Development Working Group would be willing to liaise with employers on behalf of assessment organisations.

### **c. Reliability and Consistency**

The assessment methods and quality assurance procedures described above are designed to produce assessment outcomes that are educationally reliable and consistent across different assessment organisations. The processes described are also designed to ensure the consistent application of the assessment processes and standards by all parties allowing the apprentice fair access to assessment and fair comparison between apprentices and organisations.

Delivering reliability in judgement stems from the carefully laid out Apprenticeship Standard defining what is required of the knowledge, skills and behaviours. The Standard forms the pivotal point of the assessment process around which the other processes function.

It is recommended that consistency and comparability between assessment organisations should be achieved by the collaboration of assessment organisations to develop test specifications designed to sample knowledge and understanding across the standard.

The use of assessment organisations provides confidence in those undertaking assessment and verification that they can make reliable judgements. Their use also provides confidence that results obtained across different organisations and employers can be relied upon as they are required to have robust internal quality assurance and verification processes to ensure that reliability of assessment is maintained within their organisations. Staff operating under these conditions should meet the requirements stated in section 5c.

The assessment organisation will hold standardisation events to ensure consistency between its assessors and verifiers as this is seen as paramount to the process.

Reliability in the assessment process depends upon the accuracy with which the test/assessment measures the skill or attainment that it is designed to measure. Therefore, each assessment shall be carefully designed allowing measures of internal consistency between assessors and organisations.

Reliability in the marking process shall be achieved in the following ways:

- Use of computer software to mark online tests
- Clearly written assessment methodologies
- Use of marking schemes as appropriate
- Use of standardisation events between markers marking the same piece of work

## **10. End Point Grading**

The forest operative will have a pass and distinction grading. A grading profile will be developed by the assessment organisations in consultation with employers and training providers. This will be based on the grading table in appendix 1. It will articulate the skills, knowledge and behaviours expected of a pass and distinction level apprentice and the characteristics of a fail candidate. This profile will be used to inform the grading descriptors used in the end point assessment.

To pass the multiple choice tests, the apprentice must attain a 60% mark and to gain a distinction an 80% mark. They must meet the relevant grading criteria in appendix 1 for the practical exercise with verbal

questioning. The overall grade for the apprentice would then be aggregated based on the grades for the assessment elements. Two passes generate a pass, two distinctions: a distinction.

Detailed criteria, marking schemes and exemplars for assessing pass and distinction will be developed by the assessment organisation to ensure consistent interpretation and reliability in judgement of the pass and distinction level criteria.

Independent verification shall be carried out by the apprenticeship assessment organisation and shall confirm assessor grading. In the event of an appeal against the grade awarded, the apprentice assessment organisation will carry out an independent review of the evidence to confirm or modify the grade.

## **11. Implementation**

### **a. Delivering Accurate (Valid) Judgements**

The End Point Assessment is focused on the competence of the apprentice in the role, as evidenced by their ability to demonstrate the knowledge, skills and behaviours as set out in the Standard to a pass or distinction level. The end point assessment content shall be appropriate to employers.

Each of the components of the End Point Assessment builds a cumulative picture of competence against the detailed Standard.

### **b. Synoptic Assessment**

The two components of the End Point Assessment and the assessment tools being used in this apprenticeship all require the apprentice to demonstrate their knowledge, skills and behaviours in an integrated manner to deliver the learning outcomes required to meet the standard. The end point assessments will be synoptic in their design, sampling a sufficiency of skills and knowledge across the training programme, and apprenticeship standard.

This will build a cumulative and holistic picture, from all the components of the final assessment, of how well the apprentice meets or exceeds the standard.

An assessment specification will be developed to demonstrate how each of the component parts of the end point assessment cover the learning outcomes in the Apprenticeship.

### **c. Affordability & Flexibility**

In developing this assessment approach with employers we have consistently sought to keep the approach simple but effective, to use existing work-based training methods wherever possible and to avoid duplication or the need for adding additional burden into the assessment process.

This has led to a well-defined, cost-effective and deliverable process that employers will find easy to understand and apply to their own environment. Where additional support is required, the training provider can step in to offer their expertise.

The flexibility and affordability built into this assessment model is critical to its ability to cater for all types and sizes of employers. The following key points deliver this:

- Use of evidence generated by the apprentice gathered during the training programme to inform the timing of the final assessment
- Option to use the apprentice's work place for the end practical assessment
- On-line end knowledge assessment
- Option to flex the amount of support required from the training provider. This can be discussed and tailored (utilising the training provider's expertise) during contract discussions

This flexibility, plus the additional payment that the Government is proposing to provide to small businesses offering apprenticeships, will make this an affordable apprenticeship model for small and large employers.

It is anticipated that an indicative 15% of costs will be on assessment and the remainder will be on training.

**d. Manageability / Feasibility**

This apprenticeship has been designed to be viable for both large and small employers:

- The end Practical Assessment may take place at the apprentice's place of work (see section 5b)
- Independent Assessors will attend a standardisation event before they commence any engagement with the end point assessment process.
- Independent Assessors will travel to the location of the final assessment on the day

**e. Volumes**

It is expected that initial take up will be low while the new framework beds in to the provider network and the industry address issues with very limited delivery. After five years it is anticipated that there will be 50 registrations per year.

## Appendix 1: Forest Operative Grading Descriptors

This table is only intended to provide assessment organisations with a framework for grading and it is expected that detailed grading criteria will be developed using this as a guide.

Assessment Method	Fail	Pass	Distinction
<p><b>Multiple Choice Test</b></p> <p>This will cover all the knowledge requirements identified in the assessment overview table. Each question will have equal weighting.</p>	<p><b>59% or lower mark</b></p>	<p><b>60%-79% mark</b></p>	<p><b>80% and above mark</b></p>
<p><b>Practical Exercise with Verbal questioning</b></p>	<p><b>Unable to give complete explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing.</b></p> <p><b>Incomplete evidence of familiarity with practical skills. Ill at ease with tasks and equipment, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect.</b></p> <p><b>Incomplete evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without</b></p>	<p><b>Explanations are logical, show comprehension and free from misunderstanding.</b></p> <p><b>Successful application of skills, although areas of complexity may present a challenge.</b></p> <p><b>Shows application of theory to practice.</b></p>	<p><b>Evidence of clear causal links in explanations. Uses concepts and theories confidently in explaining decisions taken and application to new situations.</b></p> <p><b>High levels of skill and/or dexterity, showing ability to successfully adjust practice; able to deal successfully with complexity.</b></p> <p><b>Skilled and practiced in professional environment.</b></p> <p><b>Evidence of thorough consideration of the context</b></p>

	<b>considering implication of contextual information.</b>		<b>and use of theory and skills to achieve fitness for purpose.</b>
	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Health and safety procedures and requirements not followed on site and lacking in basic understanding of why they are required. Safety critical information missing from risk assessment</li> <li>• Pollution incident not or poorly controlled</li> <li>• Biosecurity measures not taken, or elements incorrectly carried out</li> <li>• Environmental protection measures not taken and not fully understood</li> <li>• Communication with lack of clarity or no communication when required</li> <li>• Instructions not or partially followed</li> <li>• Maintenance requirements of tools, machinery &amp; equipment not known or not fully understood. Required actions not taken</li> <li>• Tree threats, pests, diseases or disorders incorrectly or not identified</li> <li>• Behaviours not demonstrated as described in standard</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Health and safety procedures and requirements followed on site and basic understanding of why they are required. Risk assessment contains safety critical information</li> <li>• Pollution incident suitably controlled</li> <li>• Biosecurity measures taken</li> <li>• Environmental protection measures taken and understood</li> <li>• Verbal and written communication appropriate and critical information communicated.</li> <li>• Follow instructions</li> <li>• Undertake maintenance requirements of tools, machinery &amp; equipment as instructed</li> <li>• Identify the presence of key tree threats, pests, diseases or disorders. Take appropriate action as per company policy.</li> <li>• Demonstrate behaviours as described in the standard</li> </ul>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>• Health and safety procedures and requirements followed on site and detailed understanding of why they are required. Comprehensive risk assessment completed.</li> <li>• Pollution incident controlled and mitigated</li> <li>• Biosecurity measures taken and understood</li> <li>• Environmental protection measures taken and understood</li> <li>• Communication both in verbal and written scenarios shows logical flow, clarity and emphasis on the critical information</li> <li>• Follow instructions with attention to detail</li> <li>• Understands when and why to undertake maintenance and undertakes maintenance requirements of tools, machinery &amp; equipment.</li> <li>• Identify correctly key tree threats, pests, diseases or disorders and take appropriate action as per company policy.</li> </ul>

			<ul style="list-style-type: none"> <li>• Positive attitude and exceptional attention to detail in all tasks</li> </ul>
	<p><b>Establishment &amp; Maintenance</b></p> <p>Tasks not undertaken as described under 'pass'. Lack of evidence of familiarity with practical skills</p> <p>Ill at ease with tasks and equipment, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect</p>	<p><b>Establishment &amp; Maintenance</b></p> <ul style="list-style-type: none"> <li>• Safely prepare sites for planting to specification, including risk &amp; environmental assessments, selection of work methods and tools, undertaking work and waste removal</li> <li>• Maintain and repair open drainage systems, fencing and boundary features and infrastructure</li> <li>• Plant trees to specification including checking condition of tree stock, handling, transporting and storing trees correctly, maintaining relevant records, planting trees</li> <li>• Carry out non chemical and chemical post planting protection</li> <li>• Carry out brashing, formative pruning and high pruning including assessing risks, implementing suitable working method and undertaking works. Deal with arisings as per specification. Understand tree, site, species and other factors that impact on decisions and use machinery appropriately</li> </ul>	<p><b>Establishment &amp; Maintenance</b></p> <p>Tasks undertaken as described under 'pass' but, showing ability to successfully adjust practice and able to deal with complexity.</p>
	<p><b>Harvesting</b></p> <p>Tasks not undertaken as described under 'pass'. Lack of evidence of familiarity with practical skills</p> <p>Ill at ease with tasks and equipment, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect</p>	<p><b>Harvesting</b></p> <ul style="list-style-type: none"> <li>• Safely fell and process trees over 380mm to specification, including assisted felling techniques. Undertake site and environmental risk assessments, select work method and suitable equipment, follow health and safety procedures and requirements, undertake work, deal with arisings</li> <li>• Accurately measure and record the volume of both standing and felled timber including checking the accuracy of girth tapes, measuring felled timber</li> </ul>	<p><b>Harvesting</b></p> <p>Tasks undertaken as described under 'pass' but, showing ability to successfully adjust practice and able to deal with complexity.</p>












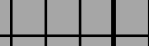



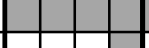
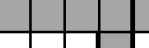
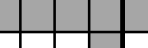




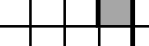




		<p>using appropriate methods, measuring stacked timber. Measure diameter at breast height (DBH)</p> <ul style="list-style-type: none"><li>• Sort timber to product specification</li></ul>	
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**Appendix 2: Recommended Sample Assessment Planner**

Mandatory qualifications listed in the standard should be done when the provider and the employer deem the apprentice to be ready for the test.

KEY	milestone	<b>x</b>
	activity	

<b>Assessment activity sequence</b>	1	2	3	4	5	6	7	8
Level 3 award in emergency first aid at work								
Diary								
*Tree and shrub identification								
*Pest/disease/disorder identification								
Employer appraisal								
Portfolio completed							<b>x</b>	
Checkpoint / gateway passed							<b>x</b>	
End point multiple choice test								
End point practical exercise								

\*As appropriate to the seasons