

# Arborist Apprenticeship: Assessment Plan

## Level 2 Apprenticeship

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Appendix 1: Suggested Assessment Planner with timings as guidance

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

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

## 1. Summary of Assessment

The apprenticeship standard for a level 2 arborist has been designed by the industry for apprentices employed in a wide variety of different organisations. Employers likely to use the new standards include:

- Small businesses, which may take on one apprentice a year to support their core business.
- Medium sized companies, which may take on a small number of apprentices where the apprenticeship pathway is a mainstay of recruitment.
- Large companies who employ arborists.

The assessment plan has been designed to be appropriate, relevant to the industry needs, achievable, innovative and to improve the quality of the apprenticeship. It will ensure reliability and validity in assessment supplying consistency across assessors in the context of an arborists' role.

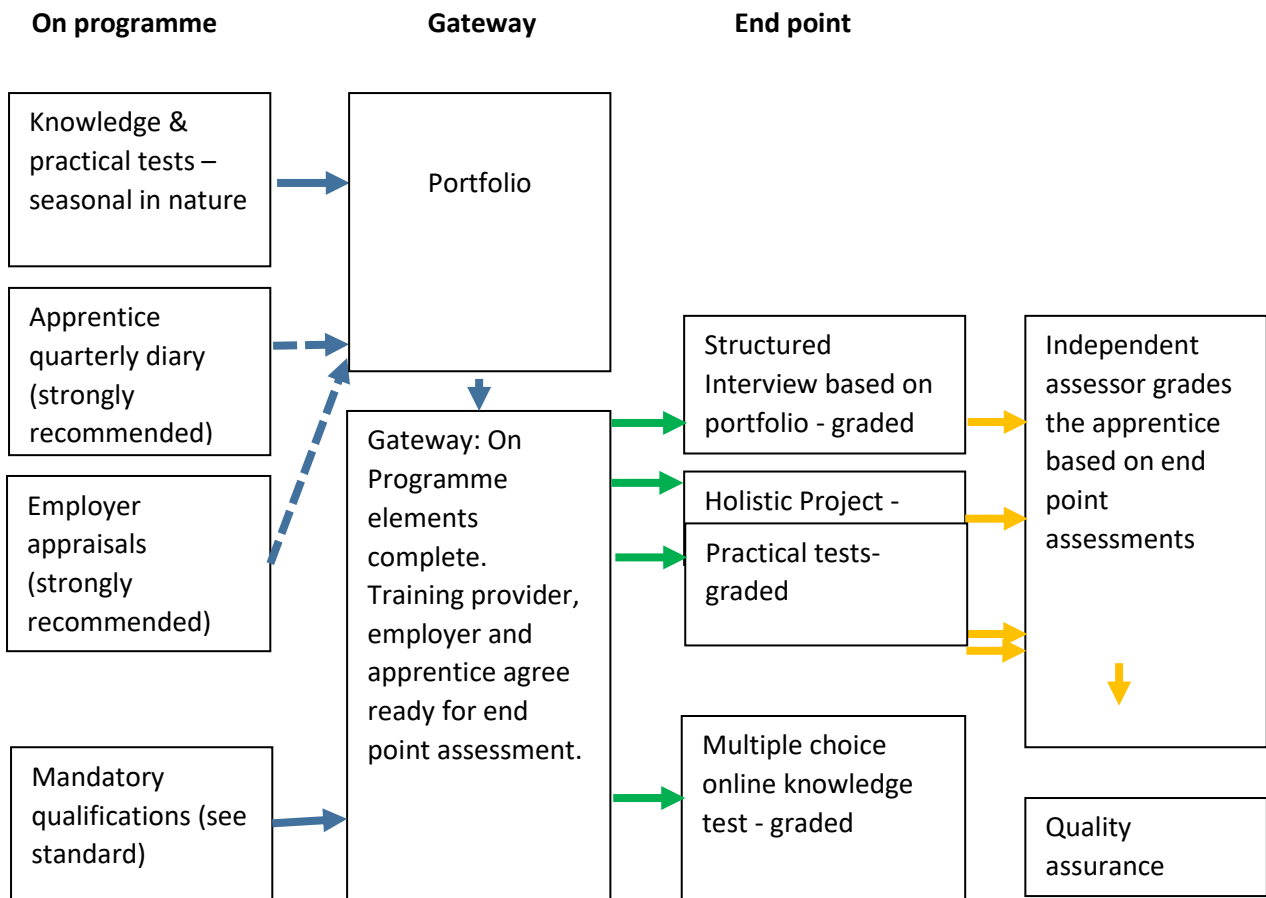
The on programme assessment is based on a series of mandatory qualifications, knowledge assessments and employer appraisals which are undertaken during the apprenticeship programme.

Final end point assessments shall be composed of four elements:

- A holistic project - giving the apprentice the opportunity to undertake a business- related project over a one-week period away from the normal workplace
- A structured interview with an assessor - exploring what has been produced during the apprenticeship and the project plus testing additional knowledge not covered elsewhere. This will be based on the apprentice diary and knowledge assessments (portfolio) completed during the apprenticeship
- Multiple choice online knowledge tests
- Practical tests

The approach is illustrated in the following diagram (figure 1).

**Figure 1. Summary of Assessment**



---> Indicates if carried out

## 2. Assessment Overview

**Table 1: Assessment Overview Table**

End Point Assessment Method	Area Assessed (taken from Standard)	Assessed By	Grading
Multiple choice knowledge tests	<p>The benefits of trees</p> <p>Use and application of arboricultural equipment</p> <p>The Principles of establishment, growth and care of trees</p> <ul style="list-style-type: none"> <li>• Principles of tree and shrub growth and biomechanics</li> <li>• Principles of tree care as described in the British Standard 3998 Tree Work – Recommendations</li> </ul> <p>The principles and importance of identifying trees and the value of using their scientific names</p> <p>Use and application of arboricultural Equipment</p> <p>Current environmental, wildlife and health and safety legislation, standards and codes of practice in relation to arboricultural works</p> <p>Legislation relating to trees e.g. Tree Preservation Orders and Conservation Areas</p> <ul style="list-style-type: none"> <li>• Legislation relating to common law and statute law i.e. tree preservation orders, conservation areas and highways</li> </ul> <p>Electrical safety for working in the vicinity of power lines</p> <p>Understanding of a range of ground based pruning operations</p> <p>Understanding of felling and process small trees</p> <p>Accessing a tree with a rope and harness, aerial use of a chainsaw and aerial rescue</p> <p>Knowledge of Safe use of a MEWP and chainsaw use from a MEWP</p> <p>Knowledge relating to process tree work arising using appropriate machinery</p>	Independent Assessor	Pass/ distinction

	<ul style="list-style-type: none"> <li>• Use of a brushwood chipper</li> </ul> <p>Know how to set out work place signage (highway &amp; non highway) and assists with traffic control</p>		
Holistic project	<p>Identify pests, diseases, disorders and tree defects</p> <ul style="list-style-type: none"> <li>• Compartmentalisation of decay in trees.</li> <li>• Colonisation of woody tissues by principal decay causing fungi. Types of rot caused by wood decaying fungi</li> </ul> <p>Preparation of sites for planting, planting trees, providing support, protection and aftercare</p>	Independent Assessor	Pass/ distinction
Practical test	<p>Take appropriate care of tools, equipment and customer property</p> <ul style="list-style-type: none"> <li>• Chainsaw maintenance and simple repairs</li> </ul> <p>Carry out a range of ground-based pruning operations</p> <ul style="list-style-type: none"> <li>• Chainsaw operations on the ground, cross cutting</li> <li>• Knot tying</li> </ul> <p>Fell and process small trees</p> <p>Work safely at height in the tree under supervision</p> <p>Accessing a tree with a rope and harness, aerial use of a chainsaw</p> <p>Perform an aerial rescue of colleague from a rope and harness and a MEWP</p>	Independent Assessor	Pass/ distinction

Structured interview	<p>The principles and importance of identifying trees and the value of using their scientific names</p> <p>Professionalism and work ethic (behaviours)</p> <p>Communication skills</p> <p>The principles of the establishment, growth and care of trees</p> <ul style="list-style-type: none"> <li>• Understanding of tree care</li> </ul> <p>Identify pests, diseases, disorders and tree defects</p> <ul style="list-style-type: none"> <li>• Common pest/disease/disorder identification</li> <li>• Principal decay fungi identification</li> </ul> <p>Current environmental, wildlife and health and safety legislation, standards and codes of practice in relation to arboricultural works</p> <ul style="list-style-type: none"> <li>• Health and safety legislation and first aid</li> <li>• Understanding of legislation (wildlife and protected trees) affecting tree work (Portfolio)</li> </ul>	Independent Assessor	Pass/ distinction
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### 3. On Programme Assessment

The nature of the arborist 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 final summative assessment process. 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. The on programme process shall be set out displaying task and timings to ensure apprentices make good progress towards achieving competence (see Appendix 1).

The on programme assessments will be combined to make a portfolio that will form the basis of the end point interview. These elements are:

- A quarterly appraisal system to monitor the progress of the apprentice, provide feedback and guide development. The appraisals shall include particular reference to apprentice development of skills following passing the certificates to practice qualifications.
- A diary with quarterly entries maintained by the apprentice that demonstrates development through the apprenticeship period.
- Knowledge tests related to seasonal aspects to include tree and shrub identification (50 specimens), principal decay fungi identification (20 specimens), important and common pest/disease/disorder identification (20 specimens). These shall be graded by either the employer or the training provider.
- Practical tests related to seasonal skills acquired during the apprenticeship period. These shall be graded by either the employer or the training provider.

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.

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 quarterly entry to the apprentice diary.

### **3.1 Professional Qualifications**

The mandatory qualifications as stipulated in the standard or legacy equivalents should be achieved prior to the gateway. These are:

Level 2 Award in emergency first aid at work

Level 2 Award in safe use of brushwood chipper

Traffic Management (NRSWA Unit 002 Signing, Lighting and Guarding) OR Sector Scheme 12D

Level 2 Award in chainsaw maintenance

Level 2 Award in crosscutting timber using a chainsaw

Level 2 Award in felling and processing timber up to 380mm

Level 2 Award in accessing a tree using rope and harness

Level 3 Award in aerial tree rescue operations

Level 3 Award in aerial cutting of trees using free fall techniques

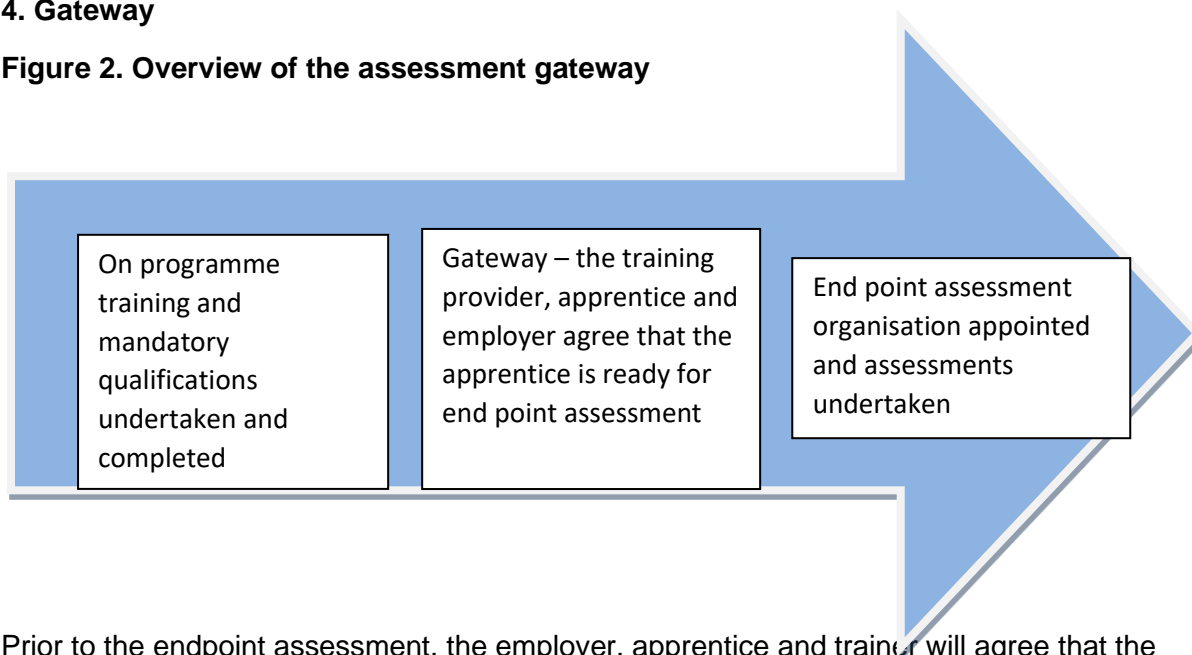
Level 2 award in safe use of mobile elevated work platform

Level 3 award in use of a chainsaw from a Mobile Elevated Work Platform (MEWP)



## 4. Gateway

**Figure 2. Overview of the assessment gateway**



Prior to the endpoint assessment, the employer, apprentice and training provider will agree that the apprentice has attained the skills, knowledge and behaviours in the standard and are ready for their end point assessment. This will include making sure that all mandatory qualification requirements have been achieved. The employer or training provider will then register the apprentice with an assessment provider for the end point assessment (Figure 2). Apprentices must achieve level 1 English and maths and take the test for level 2 prior to taking their end-point assessment.

The endpoint assessment organisation must be selected from the Skills Funding Agency's Register of Apprentice Assessment Organisations.

## 5. End Point Assessment

The end point assessment will utilise three assessment methods:

- Holistic Project
- Structured Interview (including testing of the portfolio)
- Online Multiple Choice Knowledge Tests
- Practical tests

If any element of the end point assessment is failed, three re-takes can be taken over a six-month period from first date of end point assessment.

### 5.1 Holistic Project

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The holistic project is set by the assessment organisation and shall present evidence from testing knowledge that is specified in the standard as being required by the apprentice. The project should take approximately one week away from the work place to complete and is designed to test an apprentice's knowledge and its application across many areas of the standard. Preparation for the project should take place during the apprenticeship for example collection of samples / images demonstrating principles listed. The subject areas should cover the following:

- Principles of tree and shrub growth
- Principles of tree care as described in the British Standard 3998 Tree Work – Recommendations, alternatively this may take the form of an online test
- Compartmentalisation of decay in trees
- Colonisation of woody tissues by principal decay causing fungi
- Types of rot caused by wood decaying fungi
- Preparation of sites for planting, planting trees, providing support, protection and aftercare

The apprentice shall produce a presentation that illustrates and explains the following concepts related to woody vegetation. The presentation can be made up of models, samples of tree, power point, leaflets, photographs etc

- The arrangement and function of the main cells of the tree stem, root and leaf - parenchyma, vascular cambium, phloem, xylem, tracheids, rays, cork cambium, bark, green layer (photosynthetic), lenticel, resin duct, annual ring, sapwood and heartwood.
- Tree Structure as an undamaged, self-optimised structure, axiom of uniform stress and the principle of the minimum lever arm.
- Mechanisms of defence – chemical measures, phenolic compounds resin and gum production. Compartmentalisation of decay in trees (CODIT) walls 1-3 Reaction Zone and wall 4 Barrier Zone.
- Fungal colonisation strategies - heartrot, sapwood intact, sapwood exposed and active pathogenesis. Types of rot – white rot (selective delignification and simultaneous), brown rot and soft rot.

Using knowledge gained from understanding the principles of tree growth the apprentice shall demonstrate knowledge of preparing to plant trees, provide support, protection and aftercare for a given scenario. The site must include a minimum of one specific problem ground issue and one problem environmental/social/pest issue locally encountered and include a standard 8-10cm girth bare rooted tree, a 40-60cm in height bare rooted whip and a 2 litre containerised shrub.

The holistic project shall be assessed by an independent assessor who makes their own judgement on the quality of the work. The independent assessor may also note particular aspects of the work that they wish to discuss with the apprentice during the interview, either to confirm their judgement and/or provide further information on which to base their grading decisions.

Projects will be monitored by assessment organisations over time to ensure reliability between apprentices and assessors and to ensure their continued relevance. More examples can be found in the Training Specification.

## 5.2 Structured Interview

Apprentices shall present the following evidence from their portfolio:

- Quarterly reports as produced by themselves
- The quarterly appraisals where conducted by the employer illustrating the application of knowledge, skills and behaviours however these are not to be assessed.
- Seasonal knowledge and practical tests undertaken during the apprenticeship period.
- Any other training courses attendance certificates or assessment results as applicable and which illustrate their development however these are not to be assessed.

Employers and training providers will assist the apprentice to develop their evidence to ensure that is complete, that it covers what it should and that work has been completed to a satisfactory standard. Completed evidence may be presented in hard copy or ideally as an electronic version or a combination of both as applicable.

The independent assessor will note aspects of the work that they wish to discuss with the apprentice during the interview. The portfolio is not graded, but the interview, based on the portfolio, is graded.

The interview of the apprentice shall take place under controlled conditions at a location agreed between the assessment provider and the employer. There will be a structured discussion between the apprentice and their one independent assessor of approximately 60 minutes duration, focusing on the apprentice's portfolio and the holistic project. It shall cover both what the apprentice has done, the standard of their work, and also how they have done it. This enables the assessment to include a broad range of skills and behaviours, such as the apprentices:

- approach to health and safety
- professionalism and work ethic
- communication skills
- understanding of tree care
- understanding of legislation (wildlife and protected trees) affecting tree work

The purpose of the interview is to:

- question the apprentice based on the portfolio
- ratify that the holistic project is the apprentice's work
- confirm and validate judgements about the quality of work
- explore aspects and knowledge of tree work in more detail
- provide a basis for the independent assessor to make a holistic decision about the grade to be awarded.

A structured interview brief shall be developed by the assessment organisation for the independent assessor to support the discussion. This will ensure that consistent and reliable approaches are taken and that all key areas are appropriately explored. The interview will be graded by the independent assessor.

### 5.3 Online Multiple Choice Knowledge Tests

A number of online tests shall be developed by the assessment organisation to test the knowledge of apprentices covering the areas not covered by the other forms of assessment. These are detailed in the training specification (Appendix 3, section 6) and include:

- The principles and importance of identifying trees and the value of using their scientific names
- Environmental and wildlife legislation
- Legislation relating to common law and statute law i.e. tree preservation orders, conservation areas and highways
- Electrical safety for working in the vicinity of power lines

The tests will take up to two hours, have 70 questions and will occur under controlled conditions.

### 5.4 Practical Tests

Three real work end practical tests shall be developed by the assessment organisation to test the knowledge and skills learnt by apprentices during their apprenticeship and not tested elsewhere in the assessment process. These tests will sample the elements itemised in table 1) assessment overview and will include but not be limited to:

- Identify saw chain defects, any 5 – blunt cutters, sharpened incorrectly, broken or missing tooth(s), cracked tie strap, depth gauges incorrect height, stiff rivets (bearing) movement, over heated chain, drive link damage.
- Identify guidebar defects, any 3 – worn on one side, narrow or wide rails, burrs, sprocket defect, over heated, warped
- Identify a drive sprocket defect 1 only - worn
- Replace a starter cord
- Set and replace a spark plug in a chainsaw
- Select a replacement saw chain for a given saw and guidebar length.
- Tie knots, any 5 from timber hitch, running bowline, bowline on a bight, marline spike, double fisherman's, blake's hitch, sheet bend. Knowledge of their uses.

These tests will be time bound and take no more than half a day 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.

Assessment organisations will need to maintain a large enough bank of exercises for the practical tests to prevent the assessment from being predictable.

### **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 arboriculture and assessment
- Qualified to the level 3 in arboriculture
- Current recognised assessment qualifications

## **6. End Point – Final Judgement**

The independent assessors shall be responsible for assessing and grading of the final end point assessments and award successful apprentices with a pass or distinction.

## **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 evidence supplied; the holistic project, the interview and results achieved in the online and practical tests.

Independence is further assured through assessment of the mandatory licence to practice qualifications which are independently assessed through qualified assessors operating within a separate quality assurance environment. The assessors used in this area of practice are subject to regular verification of their decisions and technical skills.

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

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

<b>Who</b>	<b>Role</b>
Apprentice	Attends work and training undertaking task set. Retains evidence, completes the holistic project, multiple choice and practical tests and attends for interview.
Employer	Provides the opportunities to learn. Communicates with the training provider to ensure that the apprentice is on track and supports the apprentice with building their evidence. 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 on work undertaken and progress. Supports the apprentice with the building their evidence.
Independent assessors	Assess and grade the final assessments. Makes the decision on if the apprentice has passed their programme and awards the pass or distinction grade.

## 9. Quality Assurance

Quality assurance and quality control shall be delivered by independent assessors responsible for assessing and grading of the final summative assessments and award successful apprentices with a pass or distinction. Quality assurance and control is also assured through assessment of the mandatory qualifications in the standard which are independently assessed through qualified assessors operating within a separate quality assurance environment of the relevant awarding organisation. 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 to take place by independent assessment providers.

- Holistic Project
- Portfolio
- Structured Interview
- Online Multiple Choice Knowledge Tests
- Practical Test

### 9.1 Quality Assurance – Internal Arrangements

The assessment organisation appointed to deliver the internal quality assurance shall carry out standardisation between 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 annual 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.

## **9.2 Quality Assurance - External**

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.

This will be reviewed as external quality assurance options are clarified or more become available.

## **9.3 Reliability, Validity 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.

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 shall have had assessor and verification training and be holding assessor and verification qualifications. Staff involved shall be technically competent and most likely to have membership with a professional body requiring a level of CPD to be carried out each year to remain technically competent.

The assessment organisation would 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 test/assessments 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

Assessment will be graded by the assessment organisation as set out below:

- Holistic project
- Online multiple choice knowledge tests
- Practical tests
- Structured Interview

Independent assessors shall award final grades. The grades awarded shall be set against criteria for pass and distinction as defined in the grading table (appendix 2).

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.

To pass, the apprentice must attain a 60% mark on the multiple choice test and achieve the pass criteria in the grading table on all of the practical tests, structured interview and holistic project (see appendix 1).

To gain a distinction the apprentice must pass the multiple choice tests with an overall 80% mark and achieve the distinction criteria in the grading table on all of the following assessment methods:

- practical tests
- structured interview
- holistic project

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

## 11. Implementation

### 11.1 Affordability

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.

An indicative split of 85% of funds would go towards training and mandatory qualifications. 15% would go towards the end point assessment.

### 11.2 Volumes

After three years it would be expected that there will be 250 per year.

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## Appendix 1. Suggested Assessment Planner with timings as guidance

	First Year				Second Year			
Assessment	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	5 <sup>th</sup> Quarter	6 <sup>th</sup> Quarter	7 <sup>th</sup> Quarter	8 <sup>th</sup> Quarter
Level 2 Award in H&S in the work place	✓							
Level 2 Award in emergency first aid	✓							
Level 2 Award in safe use of brushwood chipper	✓							
Level 2 Award in chainsaw maintenance	✓							
Level 2 Award in crosscutting timber using a chainsaw		✓						
Level 2 Award in felling and processing timber up to 380mm			✓					
Level 2 Award in accessing a tree using rope and harness			✓					
Level 3 Award in aerial tree rescue operations				✓				
Level 3 Award in aerial cutting of trees using free fall techniques					✓			
Level 3 Award in use of a chainsaw from a MEWP						✓		
Level 2 Award in the safe use of MEWP								✓
Level 1 Maths and English								✓
Quarterly diary report	✓	✓	✓	✓	✓	✓	✓	✓
*Tree and Shrub identification		✓		✓		✓		✓

*Pest/disease/disorder identification		✓		✓		✓		✓
Employer appraisal	✓	✓	✓	✓	✓	✓	✓	✓
Holistic project								✓
Portfolio								✓
Knowledge tests – multiple choice on line								✓
Practical tests				✓				✓
Structured Interview								✓

\*As appropriate to the seasons

## Appendix 2: Grading Table

Test	Fail	Pass	Distinction
<p><b>Multiple choice online knowledge 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>Structured interview</b></p>	<p><b>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.</b></p> <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing,</b></p> <ul style="list-style-type: none"> <li>• Incorrect or little use of technical and industry specific terminology.</li> <li>• Incorrect or poor understanding of the broad industry area, key principles, practices and legislation.</li> </ul>	<p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</b></p> <p><b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible.</b></p> <ul style="list-style-type: none"> <li>• Correct use of some of the technical and industry specific</li> </ul>	<p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</b></p> <p><b>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified.</b></p>

	<ul style="list-style-type: none"> <li>• Trees incorrectly or not identified or scientific names not used.</li> <li>• Incorrect or poor understanding of principles of establishment, growth and care of trees including function of tree structures, requirements for establishment and growth, how soils affect plant growth and development and the pruning of trees and shrubs.</li> <li>• Lack of clarity or no communication when required.</li> <li>• Professionalism and work ethic; lack of care in presentation, attention to detail or time keeping.</li> <li>• Tree threats, pests, diseases, disorders and defects incorrectly or not identified. Biosecurity measures not known or understood.</li> <li>• Poor or incorrect understanding of environmental, wildlife and health and safety legislation, standards and codes of practice in relation to arboricultural works.</li> </ul>	<p>terminology commonly used in the industry area.</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the broad industry area, key principles, practices and legislation.</li> <li>• Correctly identify trees using scientific names.</li> <li>• Understanding principles of establishment, growth and care of trees including function of tree structures, requirements for establishment and growth, how soils affect plant growth and development and the pruning of trees and shrubs.</li> <li>• Professionalism and work ethic (behaviours) including a positive and motivated attitude towards work, having pride in work</li> <li>• Communicate work related information logically.</li> <li>• Correctly identify common pests, diseases, disorders and tree defects. Biosecurity measures identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of technical and industry specific terminology used in the industry area.</li> <li>• Excellent knowledge and understanding of the broad industry area, key principles, practices and legislation.</li> <li>• Wide range of trees identified by scientific names with attention to detail in presentation.</li> <li>• Detailed understanding of principles of establishment, growth and care of trees including function of tree structures, requirements for establishment and growth, how soils affect plant growth and development and the pruning of trees and shrubs. Clear causal links in explanations with concepts and theories applied to practical scenarios.</li> <li>• Professionalism and work ethic; care taken in presentation, time keeping and attention to detail. Pride demonstrated in all aspects of work.</li> </ul>
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		<ul style="list-style-type: none"> <li>Understanding of current environmental, wildlife and health and safety legislation, standards and codes of practice in relation to arboricultural works.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate work related information effectively, concisely, clearly and logically.</li> <li>Correctly identify a wide range of pests, diseases, disorders and tree defects with good attention to detail. Biosecurity measures identified and understood.</li> <li>Detailed understanding of current environmental, wildlife and health and safety legislation, standards and codes of practice in relation to arboricultural works and their application in practice.</li> </ul>
<p><b>Holistic Project</b></p> <p>This will cover all the requirements identified in Assessment Plan.</p>	<ul style="list-style-type: none"> <li>Outcome does not meet the key requirements of the project instructions.</li> <li>No or very little use of learning resources.</li> <li>Some evidence of being able to give explanations of concepts and theories. Explanations simplistic or incomplete. Misunderstanding, illogical connections, guessing.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve an outcome which meets the key requirements of the project instructions.</li> <li>Use of learning resources, although may be limited.</li> <li>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are</li> </ul>	<ul style="list-style-type: none"> <li>Achieve an outcome which shows attention to detail in completing the project/task instructions completely.</li> <li>Excellent use of a wide range of learning resources.</li> <li>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently. Logical</li> </ul>

		incompletely explored. Logical, slightly disjointed, plausible.	reasoning, thoughtful decisions, causal links, justified.
<p><b>Practical tests</b></p> <p>This will cover all the requirements identified in Assessment Plan.</p>	<p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect.</p>	<p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity. Skilled and practiced in professional environment.</p>