



Level 2, 3 and 4 Awards in
Aerial Tree Work

Qualification Specification

Version 2

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Qualification Specification

Level 2, 3 and 4 Awards in Aerial Tree Work

Contents

1	Why has these qualifications been developed?	2
2	Who is the qualification for?	2
3	What does these qualifications cover?	4
4	Qualification overview	5
5	Content of qualification.....	8
6	Level descriptors	33
7	How is these qualifications delivered?	34
8	What does a Provider need to do?.....	42
9	Administration and other important information.....	44
	Appendix 1 Glossary of terms	47
	Appendix 2 Census Ethnic Group Classifications (2011)	49

1 Why have these qualifications been developed?

The Lantra Awards suite of Awards in Aerial tree Work have been developed to enable learners to demonstrate their competence in arboricultural operations and; evidence their ability to meet licence to practice and/or other requirements made by the relevant sector, professional or industry.

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

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

These qualifications Specification provides information for Approved Lantra Provider employees and freelance Assessors involved in the planning, delivery and assessment of the Lantra Awards qualifications in Aerial tree Work

2 Who are the qualifications for?

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

These qualifications are available for learners aged 16+.

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

2.1 Pre-requisites

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

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

Qualifications		
Qualification Title	Entry Code	Purpose
Lantra Awards Level 2 Award in Accessing a Tree Using a Rope and Harness	600/5710/5	This qualification the principles and practices of safe climbing of trees for arboricultural treework. It includes initial access and work positioning. There are no prerequisites for this course.
Lantra Awards Level 3 Award in Aerial Tree Rescue Operations	600/5711/7	The qualification includes the practices used in rescuing an injured tree worker. It includes both tree and pole rescues. Learners will need to have completed the Level 2 Award in Accessing a Tree Using a Rope and Harness and Level 3 Award in Aerial Tree Rescue Operations.
Lantra Awards Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques	600/5713/0	The qualification covers the safe use of a chainsaw to carry out aerial treework, when working from a rope and harness. Learners will need to have completed the Level 2 Award in Accessing a Tree Using a Rope and Harness and Level 3 Award in Aerial Tree Rescue Operations as well as the Level 2 Award in felling and processing trees up to 380mm
Lantra Awards Level 3 Award in Aerial Tree Pruning	600/5712/9	The qualification covers the different techniques used in the pruning of trees. Learners will need to have completed the Level 2 Award in Accessing a Tree Using a Rope and Harness and Level 3 Award in Aerial Tree Rescue Operations as well as the Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques or Level 3 Award in Use of a Chainsaw from a Mobile Elevated Work Platform – MEWP
Lantra Awards Level 3 Award in Aerial Tree Rigging	600/5714/2	The qualification deals with the dismantling of trees and lowering of cut timber to the ground. Learners will need to have completed the Level 2 Award in Accessing a Tree Using a Rope and Harness and Level 3 Award in Aerial Tree Rescue Operations as well as the Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques or Level 3 Award in Use of a

		Chainsaw from a Mobile Elevated Work Platform – MEWP
Lantra Awards Level 3 Award in Use of a Chainsaw from a Mobile Elevated Work Platform – MEWP	600/6732/9	The qualification covers the safe use of a chainsaw to carry out aerial treework, when working from a Mobile Elevated Work Platform. Learners undertaking this qualification will need to have completed the Level 3 Award in Felling and Processing Trees up to 380mm and have a current MEWP operators' certificate.
Lantra Awards Level 4 Award in Thorough Examination of Arboricultural Lifting Equipment	600/6733/0	This qualification covers the inspection and checking of arboricultural equipment in line with the requirements of the Lifting Operations and Lifting Equipment Regulations 1998 (LOLER).

3 What do these qualifications cover?

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

The qualifications aim to assess the learner's knowledge and understanding of:

- the regulations and guidelines regarding safe treework
- hazards and risks associated with aerial treework
- personal safety when undertaking aerial treework
- safe working practices in accessing the tree and undertaking pruning activities
- skills and techniques involved in the aerial pruning of trees
- skills and techniques involved in the rigging of trees

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

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

3.1 Progression routes

See Appendix 3

4 Qualification overview

Where to look for further details

Qualification titles and numbers	<ul style="list-style-type: none"> • Lantra Awards Level 2 Award in Accessing a Tree Using a Rope and Harness (600/5710/5) • Lantra Awards Level 3 Award in Aerial Tree Rescue Operations (600/5711/7) • Lantra Awards Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques (600/5713/0) • Lantra Awards Level 3 Award in Aerial Tree Pruning (600/5712/9) • Lantra Awards Level 3 Award in Aerial Tree Rigging (600/5714/2) • Lantra Awards Level 3 Award in Use of a Chainsaw from a Mobile Elevated Work Platform – MEWP (600/6732/9) • Lantra Awards Level 4 Award in Thorough Examination of Arboricultural Lifting Equipment (600/6733/0) 	<p>Ofqual's Register of Regulatory Qualifications</p> <p>http://register.ofqual.gov.uk/</p>
Qualification number	<p>600/5710/5 600/5711/7 600/5713/0 600/5712/9 600/5714/2 600/6732/9 600/6733/0</p>	
Qualification Purpose	<p>Confirm occupational competence and/or licence to practice</p> <p>Confirm the ability to meet licence to practice or other legal requirements made by the relevant sector, professional or industry.</p>	
Qualification start dates	<p>1st September 2012</p>	
Levels	<p>2, 3 and 4</p>	
Credits	<p>See section 5</p>	
GLH	<p>See section 5</p>	
TQT	<p>See section 5</p>	
Quartz ID numbers	<p>985 - Lantra Awards Level 2 Award in Accessing a Tree Using a Rope and Harness 986 - Lantra Awards Level 3 Award in Aerial Tree Rescue Operations</p>	

	<p>987 - Lantra Awards Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques</p> <p>988 - Lantra Awards Level 3 Award in Aerial Tree Pruning</p> <p>989 - Lantra Awards Level 3 Award in Aerial Tree Rigging</p> <p>2582 - Lantra Awards Level 3 Award in Use of a Chainsaw from a Mobile Elevated Work Platform – MEWP</p> <p>2583 - Lantra Awards Level 4 Award in Thorough Examination of Arboricultural Lifting Equipment</p>			
Unit numbers and titles	<p>H/504/0316 - Access a tree using a rope and harness</p> <p>T/504/0322 - Carry out aerial rescue operations</p> <p>T/504/0563 - Carry out aerial cutting of trees with a chainsaw using free-fall techniques</p> <p>K/504/0317 - Carry out aerial pruning of a tree</p> <p>K/504/0561 - Carry out aerial tree rigging</p> <p>F/504/2865 - Chainsaw from a Mobile Elevated Work Platform – MEWP</p> <p>J/504/2866 - Thorough Examination of Arboricultural Lifting Equipment</p>			
Qualification Structure	These qualifications comprise of 1 mandatory unit.			
Age Group	Pre-16	16-18	18+	19+
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Entry requirements	<p>Learners must be physically fit and able to read and interpret information which is provided in English.</p> <p>It is recommended that learners have a basic knowledge of first aid procedures.</p>			
Pre-requisites	Individual prerequisites will be shown at the start of the section on each qualification.			
Recognition of prior learning	Recognition of prior learning is not applicable to this suite of qualifications.			
Assessment methodology)	<p>Practical observation of assessment activities</p> <p>Verbal questioning</p>			
Assessment model	These qualifications are externally assessed with external quality assurance. Assessment papers will be marked by Lantra Awards and quality assurance processes will validate the outcome			
Grading	Pass/Fail			

Is there a skills card available	Yes	Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the Sales team if you do not have an up to date copy (sales@lantra.co.uk).	Product Directory; Sales Team
Related documents	An Assessment Guidance handbook is available for Providers and Assessors which can be found on the Lantra Awards website. Other assessment related paperwork can be located within Quartzweb	http://www.lantra.co.uk
How do I register Learners?	Via Quartzweb https://ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

5 Content of qualification

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

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

Be able to work safely

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

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

The risk assessment process:

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

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

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

Minimising environmental damage, including;

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

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

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

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

Know relevant health and safety legislation and industry good practice.

Current health and safety legislation and industry good practice.

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

FISA Guides	<ul style="list-style-type: none"> Formerly AFAG (Arboricultural and Forestry Advisory Group) leaflets, the guides for ground-based chainsaw work are now devised and updates by the Forestry Industry Safety Accord. These are available free on line to download.
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General emergency information which should be included in the site risk assessment and/or team briefing such as:

Site location name/address and/or grid reference

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

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

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

Each of these qualifications consist of a single mandatory unit. Learners must achieve all elements of the mandatory unit to successfully complete the qualification.

**Lantra Awards Level 2 Award in Accessing a Tree Using a Rope and Harness
(600/5710/5)**

There are no prerequisites for this qualification

M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	H/504/0316	Access a tree using a rope and harness	2	3	22
Total Qualification Time					22

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to work safely.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Work in a way which maintains health and safety and is consistent with relevant legislation and industry good practice. 1.3. Use access and tree climbing equipment and personal protective equipment (PPE). 1.4. Carry out work to minimise environmental damage.
2. Be able to access a tree using a rope and harness.	2.1. Perform a hazard evaluation and Work at Height assessment of the tree prior to commencing the work. 2.2. Inspect access equipment to ensure it is safe and fit for use under manufacturer's instructions and relevant legislation. 2.3. Use access and positioning methods appropriate to the assessed risk. 2.4. Use appropriate positioning techniques within the crown. 2.5. Communicate appropriately with ground staff. 2.6. Descend tree in a controlled manner and remove equipment appropriately.
3. Know relevant health and safety legislation and industry good practice.	3.1. Outline the key health and safety legislation and industry good practice. 3.2. Describe how to use and maintain tools, equipment and personal protective equipment. 3.3. Outline the emergency planning procedures relevant to the work area.

Learning outcomes	Assessment criteria
4. Know how to access a tree using a rope and harness.	4.1. Describe different methods used to safely access a tree. 4.2. Describe different positioning techniques used within crowns. 4.3. Describe how to ensure that access equipment and systems are in safe working order. 4.4. Outline the basic principles of tree biology and how they impact on the work. 4.5. Explain how the species, condition of trees and time of year affect the work.

Performance of hazard evaluations and Work at Height assessments of trees prior to commencing the work.

Selection of tree access equipment including harness, karabiners, ropes and rope configurations, mechanical friction devices.

Principles of the inspection of tree access equipment to ensure it is safe and fit for use under manufacturer's instructions and in accordance with the Lifting Operations and Lifting Equipment Regulations 1998.

Visual tree inspection techniques.

Tree access techniques and work-positioning principles, establishing initial and subsequent anchor points, rope installation, access techniques, change overs,

Final anchor-point and work-positioning techniques including branch walking, supplementary anchor points and re-directs.

Communicating appropriately and effectively with ground staff.

Descending tree in a controlled manner and remove equipment appropriately.

Use of flip lines and spikes.

Safe and secure storage to equipment.

Lantra Awards Level 3 Award in Aerial Tree Rescue Operations (600/5711/7)					
Learners must have completed the Level 2 Award in Accessing a Tree Using a Rope and Harness					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	T/504/0322	Carry out aerial rescue operations	3	3	20
Total Qualification Time					20

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to promote health and safety and industry good practice.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice. 1.3. Use access and tree climbing equipment and personal protective equipment (PPE).
2. Be able to carry out aerial rescue operations.	2.1. Perform a hazard evaluation of the tree and Work at Height assessment prior to commencing the work. 2.2. Inspect access equipment to ensure it is safe and fit for use under manufacturer's instructions and relevant legislation. 2.3. Use access and positioning methods appropriate to the assessed risks. 2.4. Identify the rescue technique appropriate to the nature of the incident. 2.5. Prepare a rescue plan. 2.6. Implement the rescue plan. 2.7. Use appropriate positioning techniques in the tree. 2.8. Communicate appropriately throughout.
3. Understand relevant health and safety legislation and industry good practice.	3.1. Explain the risk assessment process. 3.2. Outline the emergency planning procedures relevant to the work area. 3.3. Summarise current health and safety legislation and industry good practice. 3.4. Explain the importance of inspecting equipment following an aerial rescue.

Learning outcomes	Assessment criteria
4. Understand how to carry out aerial rescue operations.	4.1. Explain when it would be appropriate to contact the emergency services. 4.2. Explain how to report the incident in line with organisational requirements. 4.3. Explain the key elements of a rescue plan prior to starting work. 4.4. Describe different rescue methods. 4.5. Describe when aerial rescue by climbing would not be appropriate. 4.6. Explain how to carry out a mobile elevated work platform (MEWP) rescue. 4.7. Explain the implications on a MEWP's safe working load limit during aerial rescue. 4.8. Explain how species, condition of trees and time of year affect rescues.

Aerial rescue planning including the basic procedure for all aerial rescue.

Selection checking and use of equipment required for rescues

Aerial rescue techniques:

- where the casualty's rope is undamaged and long enough to
- where casualty's rope is damaged, trapped or too short to descend on without retying into a lower anchor point
- three-person team
- Pole rescue method – two- or three-person team
- Two-person rescue on a pole
- MEWP rescue

Lantra Awards Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques (600/5713/0)

Learners must have completed the Level 2 Award in Accessing a Tree Using a Rope and Harness and the Level 3 Award in Aerial Tree Rescue Operations as well as the level 2 award in felling and processing trees up to 380mm.

M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	T/504/0563	Carry out aerial cutting of trees with a chainsaw using free-fall techniques	3	2	13
Total Qualification Time					13

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to promote health and safety and industry good practice.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice. 1.3. Use and maintain tools, equipment and personal protective equipment (PPE). 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste in line with work specification.
2. Be able to carry out aerial cutting of trees with a chainsaw using free-fall techniques.	2.1. Perform a hazard evaluation and a Work at Height assessment prior to commencing the work. 2.2. Use access and positioning methods appropriate to the assessed risks and the method statement. 2.3. Inspect access equipment to ensure it is safe and fit for use under manufacturer's instructions and relevant legislation. 2.4. Select an appropriate main anchor point according to the work situation. 2.5. Assess the timber diameter length and weight to be removed. 2.6. Identify desired drop zone. 2.7. Use appropriate cuts based on assessment. 2.8. Use associated equipment to aid removal of sections into desired drop zone to protect infrastructure and targets.

Learning outcomes	Assessment criteria
3. Understand relevant health and safety legislation and industry good practice.	3.1. Explain the importance of risk assessment. 3.2. Outline the emergency planning procedures relevant to the work area. 3.3. Summarise current health and safety legislation and industry good practice. 3.4. Explain the importance of maintaining tools, equipment and personal protective equipment. 3.5. Describe the potential environmental damage that could occur and how to respond appropriately. 3.6. Explain the correct and appropriate methods for disposing of waste.
4. Understand how to carry out aerial cutting of trees with a chainsaw using free-fall techniques.	4.1. Explain how to evaluate the tree for hazards and the implications of the hazards when identified. 4.2. Explain how to select appropriate anchor points/position of access equipment so the anchor point will not be compromised by the work being carried out. 4.3. Explain different cuts and when they may be used: <ul style="list-style-type: none"> • Step cut • Sink cut • Inboard • Out board • Vertical • Horizontal • V cut • Holding cut. 4.4. Explain the importance of accurate and appropriate cuts when removing tree sections and their effect on the section being removed. 4.5. State the potential effects of tree section removal on the retained parts of the tree. 4.6. Explain how species, condition of trees and the time of year can affect the work. 4.7. Describe the use of associated equipment to aid removal of sections.

Tree biology

- the significance of timing on pruning activities such as seasonal factors and the effect of different weather conditions.

Visual tree inspection (VTI)

- Identify tree species
- Decay detection tools

Preparation of a chainsaw for use off the ground including pre-use checks and running checks.

Sending the saw aloft and attaching the chainsaw to the harness

Starting the saw in the tree

Working in the tree

Risk hierarchy for load bearing supplementary anchor points and use of tools in the tree

General saw handling, positioning and cutting techniques including:

- Natural Target Pruning
- Step cut, free fall
- Sink cut, free fall
- Horizontal step cut, hand-held
- Vertical step cut, hand-held
- Sink cut, hand-held
- V-Cut
- Holding cut
- Removing vertical/near vertical stem sections
- Potential effects of tree section removal on the retained parts of the tree

Freeing a trapped saw

Use of slings as footholds and limb handles

Equipment inspection, storage and waste disposal

Lantra Awards Level 3 Award in Aerial Tree Pruning (600/5712/9)					
Learners must have completed the Level 2 Award in Accessing a Tree Using a Rope and Harness, the Level 3 Award in Aerial Tree Rescue Operations and Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques.					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	K/504/0317	Carry out aerial pruning of a tree	3	3	19
Total Qualification Time					19

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to promote health and safety and industry good practice.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice. 1.3. Use and maintain tools, equipment and personal protective equipment (PPE) 1.4. Carry out work to minimise environmental damage. 1.5. Dispose of waste safely in line with legislation.
2. Be able to carry out aerial pruning of a tree.	2.1. Perform a hazard evaluation and Work at Height assessment prior to carrying out the work. 2.2. Use access and positioning methods appropriate to the assessed risk(s). 2.3. Inspect all access equipment to ensure it is safe and fit for use under manufacturer's instructions and relevant legislation. 2.4. Select an appropriate anchor point if climbing or appropriate position of Mobile Elevated Work Platform (MEWP) according to the work situation. 2.5. Reassess the anchor point for climbing or positioning of Mobile Elevated Work Platform (MEWP) throughout the work. 2.6. Apply pruning specification. 2.7. Carry out pruning operations in accordance with industry good practice. 2.8. Check all arisings are dropped/thrown into planned drop zone without compromising the access equipment or damage to the infrastructure.

Learning outcomes	Assessment criteria
3. Understand relevant health and safety legislation and industry good practice.	3.1. Explain the importance of risk assessment. 3.2. Outline the emergency planning procedures relevant to the work area. 3.3. Summarise current health and safety legislation and industry good practice. 3.4. Explain the importance of maintaining tools, equipment and personal protective equipment. 3.5. Describe the potential environmental damage that could occur and how to respond appropriately. 3.6. Explain the correct and appropriate methods for disposing of waste.
4. Understand how to carry out aerial pruning of a tree.	4.1. Explain control measures to be implemented relevant to the working area and proposed works. 4.2. Explain how to evaluate the tree for hazards and the implications of the hazards when identified. 4.3. Explain the importance of accurate and appropriate cuts when removing branch material. 4.4. Explain how tree species, their condition and the time of year affect the work. 4.5. Evaluate the advantages and disadvantages of pruning tools to the selected pruning operations. 4.6. Explain the additional precautions that may be taken during re-pollarding of trees. 4.7. Define pruning prescriptive terms and measurements. 4.8. Explain measurement terms and how to apply them. 4.9. Explain the basic principles of target pruning and the effect on tree pruning operations.

Tree biology

- the significance of timing on pruning activities such as seasonal factors and the effect of different weather conditions.
- Compartmentalisation of decay in trees (CODIT) and its influence on pruning activities (including wound treatments).

Reasons for pruning

- encourage growth
- reduce risk of failure
- increase clearance
- reduce shade
- reduce wind resistance
- maintain or improve health
- encourage flowering and fruiting
- improve aesthetic appearance.

The selection of different tools and equipment used in pruning activities, their uses and maintenance.

- Pruning Knives
- Secateurs
- Loppers
- Long reach pruners
- Pruning saws
- Bow saws
- Chainsaws
- Powered pole pruners

Branch removal

- Pruning cuts
- Natural target pruning
- Removal of dead branches
- Reduction cuts
- Codominant stems on young trees

Pruning operations

- Crown cleaning and dead wood removal
- Crown lifting
- Crown reduction
- Crown thinning
- Epicormic growth
- Formative pruning
- Pollarding
- Restoration pruning
- Retrenchment pruning
- Topping

Lantra Awards Level 3 Award in Aerial Tree Rigging (600/5714/2)					
Learners must have completed the Level 2 Award in Accessing a Tree Using a Rope and Harness, the Level 3 Award in Aerial Tree Rescue Operations and Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	K/504/0561	Carry out aerial tree rigging	3	3	19
Total Qualification Time					19

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to promote health and safety and industry good practice.	1.1. Identify the hazards and risks associated with the working area and the proposed work. 1.2. Work in a way which promotes health and safety and is consistent with relevant legislation and industry good practice. 1.3. Use and maintain tools, equipment and personal protective equipment (PPE). 1.4. Carry out work to minimise environmental damage.
2. Be able to carry out aerial tree rigging.	2.1. Perform a hazard evaluation and a Work at Height assessment prior to commencing the work. 2.2. Use access and positioning methods appropriate to the assessed risks. 2.3. Inspect access equipment to ensure it is safe and fit for use under manufacturer's instructions and relevant legislation. 2.4. Estimate the anticipated loads. 2.5. Select compatible components to make up the rigging system. 2.6. Assess the position and selection of anchor points for rigging components in relation to: <ul style="list-style-type: none"> • anticipated load • ground crew • other anchor points • access equipment position • planned drop zone • processing area • communication. 2.7. Remove tree sections using suitable rigging and appropriate cuts.

Learning outcomes	Assessment criteria
3. Understand relevant health and safety legislation and industry good practice.	3.1. Explain the risk assessment process. 3.2. Outline the emergency planning procedures relevant to the work area. 3.3. Summarise current health and safety legislation and industry good practice. 3.4. Explain the importance of maintaining tools, equipment and personal protective equipment. 3.5. Describe the potential environmental damage that could occur and how to respond appropriately.
4. Understand how to carry out aerial tree rigging.	4.1. Explain the control measures to be implemented relevant to the working area and proposed work. 4.2. Explain how to evaluate the tree for hazards and the implications of the hazards. 4.3. Explain how to calculate anticipated loads. 4.4. Describe how to select compatible components to make up a rigging system appropriate for the anticipated load. 4.5. Describe how to select suitable anchor points for the anticipated load without compromising the workers access position. 4.6. Describe how to select suitable access positions and planned drop zones. 4.7. Describe how to layout a work site to safeguard the ground crew, aid workflow, and deal with arisings during rigging operations. 4.8. Describe how to minimise shock loading in the rigging system. 4.9. Describe when tree rigging may be required and its limitations. 4.10. Describe how, when and where to use: <ul style="list-style-type: none"> • drift/load transfer line • balance/cradle • spider leg • speedline • false anchor points • craning and lifting techniques • crane removal • pull/tag line. 4.11. Explain how remove tree sections by: <ul style="list-style-type: none"> • Tip tie technique • Butt tie technique • Balance/cradle • Snatching • Speed line

Learning outcomes	Assessment criteria
	<ul style="list-style-type: none"> • Lifting techniques.

What Is Rigging and why choose to rig cut sections?

- when rigging can be undertaken
- limitations rigging operations

Managing a Rigging Operation

Role of the 'Responsible Person' and 'Competent Person'

Planning rigging activities

Visual Tree Inspection (VTI)

- Tree species
- Time of year
- Condition and structural defects of the tree
- The site terrain and location
- Weather conditions
- Surrounding hazards, such as vehicular and / or pedestrian traffic, utility services, buildings, structures and other landscape features
- Environmental and legal considerations, for example bat roosts, nesting birds and TPOs.

Decay Detection Tools

Potential Environmental Effect(s)

Access Methods and Work Positioning Techniques

Identified Targets including

- Buildings
- Roads
- Garden structures
- Sensitive ground
- Remaining parts of the tree
- Surrounding plants / trees.

Designated drop zones

Removal of cut sections and selection of appropriate rigging methods

Methods of Communication

Warning Signs and Barriers

Rigging Equipment, their selection, inspection, maintenance and application.

- Ropes and Textiles Used for Rigging
- Hardware Used for Rigging

Installation of a rigging system

- Load-bearing Anchor Point above Load
- Craning Fork / Re-direct
- Load-bearing Anchor Point below Load
- Snatching
- Equipment Selection and Configuration
- Attachments

- Knots and hitches

Timber Removal Techniques

- Horizontal Branch Removal
- Vertical Stem Removal
- Other Removal Types
 - Drift Load Transfer Line
 - Speed Line
 - Crane Removal
 - Using 'Tag Line'

Calculation of loads generated in rigging operations

- Definitions of terminology used
- Calculating Peak Loads
- Peak Force

The use of flip line and spikes

Equipment inspection and storage

Disposal of arisings

Lantra Awards Level 3 Award in Use of a Chainsaw from a Mobile Elevated Work Platform (600/6732/9)					
Learners must have completed the Level 2 Award in felling and processing trees up to 380mm and an appropriate MEWP operator's certificate.					
M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	F/504/2865	Use of a chainsaw from a mobile elevated work platform - MEWP	3	3	21
Total Qualification Time					

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand relevant health and safety and industry good practice.	1.1. Explain the risk assessment process. 1.2. Outline the emergency planning procedures relevant to the work area. 1.3. Summarise current health and safety legislation and industry good practice.
2. Be able to promote health and safety and industry good practice.	2.1. Carry out a visual site-specific risk assessment. 2.2. Clarify three hazards and their associated risks appropriate to the visual site-specific risk assessment. 2.3. Provide appropriate control measures for the identified hazards and risks. 2.4. Identify two legal and two environmental factors for tree work. 2.5. Work in a way which promotes health and safety, is consistent with relevant legislation and industry good practice. 2.6. Use and maintain tools, equipment and personal protective equipment (PPE). 2.7. Dispose of waste in line with work specification. 2.8. Clean and tidy work area throughout operation(s).

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Understand how to set up and operate a MEWP.	<p>3.1. Explain two situations for each when it would not be appropriate to:</p> <ul style="list-style-type: none"> • Set up a MEWP. • Operate a MEWP. <p>3.2. Identify three key points from the current lifting equipment regulations for using a MEWP.</p> <p>3.3. Explain when different types of MEWP may be used.</p> <p>3.4. Explain the importance of adequate training for different MEWP types.</p> <p>3.5. Explain when different types of harnesses may be used.</p> <p>3.6. Clarify the importance of identifying the safe working load (SWL) of a MEWP and the implications of exceeding it.</p>
4. Be able to set up and operate a MEWP in accordance with industry good practice and the operator's manual.	<p>4.1. Carry out routine maintenance of the MEWP in accordance with the operator's manual.</p> <p>4.2. Set up the MEWP correctly, to include:</p> <ul style="list-style-type: none"> • Position relative to the work to be done. • MEWP levelled. • Stabilisers/spreader plates used (if appropriate). <p>4.3. Identify the safety features of the MEWP in accordance with the operator's manual.</p> <p>4.4. Carry out pre-use and running checks in accordance with the operator's manual.</p> <p>4.5. Set out warning signs and barriers correctly.</p> <p>4.6. Operate the MEWP safely.</p>
5. Understand how to deal with emergency situations affecting operators working from a MEWP.	<p>5.1. Describe two ways of dealing with an injured operator who is unable to bring themselves down, to include:</p> <ul style="list-style-type: none"> • Manual override. <p>5.2. Explain two additional ways of dealing with a MEWP mechanical failure.</p>
6. Understand how to operate a chainsaw from a MEWP.	<p>6.1. State the procedure for removing a trapped saw.</p> <p>6.2. State how the following can affect work, giving one reason for each:</p> <ul style="list-style-type: none"> • Species. • Condition of trees. • Time of year.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
7. Be able to operate a chainsaw from a MEWP.	<p>7.1. Select and wear appropriate PPE in accordance with industry good practice.</p> <p>7.2. Carry out pre-use and running checks of the chainsaw in accordance with industry good practice and the operator's manual.</p> <p>7.3. Establish an appropriate chainsaw attachment.</p> <p>7.4. Demonstrate each of the following cuts on lateral branches; minimum two, maximum six times:</p> <ul style="list-style-type: none"> • Step cut free fall. • Step cut hand held. • Sink cut free fall. • Sink cut hand held. • Pruning cut. <p>7.5. Demonstrate each of the following cuts on vertical or near vertical branches as appropriate; minimum two, maximum six times:</p> <ul style="list-style-type: none"> • Step cut. • Sink cut. <p>7.6. Demonstrate use of a pull/tag line when removing a vertical section(s) using an appropriate knot.</p>
8. Be able to prepare a MEWP for transport.	<p>8.1. Demonstrate how to lower the MEWP in a controlled manner.</p> <p>8.2. Demonstrate how to convert the MEWP to transport position in accordance with the operator's manual.</p>

Checking and routine inspection of the MEWP

- safety features.
- controls
- loose or broken parts.
- leaks.
- Warning decals
- LOLER certificate
- fuel and oil

Preparation for Work

- PPE
- Setting out Warning Signs and Barriers
- potential overhead hazards.
- underground services
- ground conditions and MEWP stability.
- MEWP positioning for effective and safe working.
- safety zones

Rigging the MEWP on Uneven or Soft Ground

Work positioning

Removing Lateral Limbs

- Natural target pruning
- Use of handsaws and chainsaws

Cutting Techniques

- Step cut free fall
- Step cut hand held
- Sink cut free fall
- Sink cut hand held
- Removing vertical stem sections

Removing a Trapped Chainsaw

Lantra Awards Level 4 Award in Thorough Examination of Arboricultural Lifting Equipment (600/6733/0)

There are no prerequisites for this course.

M/O	Unit reference number	Unit title	Unit level	Credit value	GLH
M	J/504/2866	Thorough examination of arboricultural lifting equipment	4	3	21
Total Qualification Time					

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1. Understand and comply with legislation pertaining to the examination of arboricultural lifting equipment.</p>	<p>1.1. State the principles of current regulations pertaining to:</p> <ul style="list-style-type: none"> • Management of health and safety. • Work equipment. • Lifting equipment. • Personal protective equipment (PPE). • Work at height. <p>1.2. Interpret the principles of current regulations pertaining to:</p> <ul style="list-style-type: none"> • Management of health and safety. • Work equipment. • Lifting equipment. • Personal protective equipment (PPE). • Work at height. <p>1.3. State all of the inspection intervals in relation to the lifting equipment regulations.</p> <p>1.4. Summarise the details of each inspection interval.</p> <p>1.5. Explain all the information to be contained within a report of a thorough examination.</p> <p>1.6. Describe the requirements for the traceability of equipment.</p> <p>1.7. Describe the appropriate methods for marking equipment to include:</p> <ul style="list-style-type: none"> • Karabiner. • Rope. • Harness. <p>1.8. Differentiate between:</p> <ul style="list-style-type: none"> • Declaration of Conformity. • Certificate of Conformity. • Evidence of Conformity.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Be able to produce a report of thorough examination.	2.1. Carry out a thorough examination of ten items of arboricultural lifting equipment. 2.2. Produce a report of thorough examination for all items. 2.3. Identify an appropriate application for ten different pieces of arboricultural lifting equipment. 2.4. Calculate the SWL for ten different pieces of arboricultural lifting equipment.
3. Understand equipment inspection and fault diagnosis.	3.1. Outline potential defects and weaknesses for ten different types of arboricultural lifting equipment, in relation to safety and continued use. 3.2. Assess the importance of the potential defects and weaknesses in relation to safety and continued use of the arboricultural lifting equipment. 3.3. Clarify one example of remedial maintenance for each: <ul style="list-style-type: none"> • Hardware. • Textile. 3.4. State four different types of damage and the potential cause(s) that may be found on: <ul style="list-style-type: none"> • Hardware. • Textile.
4. Understand terminology for the thorough examination of lifting equipment.	4.1. Define the abbreviations and associated terms: <ul style="list-style-type: none"> • MBS. • WLL. • SF. • SWL. • kN. • daN. • EN. 4.2. Explain the importance of the CE mark. 4.3. Define the terms: <ul style="list-style-type: none"> • Work positioning. • Fall arrest. • Work restraint. 4.4. Explain the requirements of a competent person as defined by the lifting equipment regulations.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
5. Understand lifting equipment configurations.	5.1. Explain sling configurations and how strength is affected for: <ul style="list-style-type: none"> • Vertical. • Choker. • Basket. • Basket 90°. • Basket 120°. 5.2. Estimate the anticipated loads of a 100kg mass for rigging point: <ul style="list-style-type: none"> • Above load. • Below load. 5.3. State the industry good practice requirements for minimum diameter of: <ul style="list-style-type: none"> • Climbing rope. • Friction cord. 5.4. Explain how karabiner shape affects its application and configuration.

The requirements of the Lifting Operations and Lifting Equipment Regulations 1998 and machinery directive.

The nature and content of Inspections at different intervals:

- Pre-use
- Interim inspections
- Thorough examination
- Exceptional circumstances

Record keeping, traceability and reporting

Declaration of conformity key information, including:

- the name and address of the organisation taking responsibility for the product
- a description of the product
- list which product safety Directives it complies with
- may include details of relevant standards used

Certificates of conformity and evidence of conformity, including;

- product marking
- a link between user instructions and an individual item
- a receipt of sale forming a declaration of conformity that includes unique serial numbers

Reporting procedures and report contents.

Independence of inspectors

Identification marking - Appropriate marking to ensure traceability of items of equipment, including ropes, harnesses, slings and metal objects

Inspection techniques and types of damage and defects to hardware and textiles

Repair and disposal of arboricultural climbing equipment.

6 Level descriptors

These qualifications have been accredited at Levels 2,3,and 4, this means that upon achieving the qualification it can be relied upon that the learner possesses skills or knowledge appropriate to the following descriptors.

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

7 How are these qualifications delivered?

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

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

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

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

7.1 Delivery in the UK

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

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

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

7.2 Who can deliver these qualifications?

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

7.3 Key safety critical and technically critical aspects

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

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

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

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

Lantra Awards Level 3 Award in Aerial Tree Rescue Operations (600/5711/7)	
2. Be able to carry out aerial rescue operations.	2.1 Perform a hazard evaluation of the tree and Work at Height assessment prior to commencing the work. 2.2 Inspect access equipment to ensure it is safe and fit for use under manufacturer's instructions and relevant legislation. 2.3 Use access and positioning methods appropriate to the assessed risks. 2.4 Identify the rescue technique appropriate to the nature of the incident. 2.5 Prepare a rescue plan. 2.6 Implement the rescue plan. 2.7 Use appropriate positioning techniques in the tree. 2.8 Communicate appropriately throughout.
Lantra Awards Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques (600/5713/0)	
2. Be able to carry out aerial cutting of trees with a chainsaw using free-fall techniques.	2.1 Perform a hazard evaluation and a Work at Height assessment prior to commencing the work. 2.2 Use access and positioning methods appropriate to the assessed risks and the method statement. 2.3 Inspect access equipment to ensure it is safe and fit for use under manufacturer's instructions and relevant legislation.

	<p>2.4 Select an appropriate main anchor point according to the work situation.</p> <p>2.5 Assess the timber diameter length and weight to be removed.</p> <p>2.6 Identify desired drop zone.</p> <p>2.7 Use appropriate cuts based on assessment.</p> <p>2.8 Use associated equipment to aid removal of sections into desired drop zone to protect infrastructure and targets.</p>
<p>Lantra Awards Level 3 Award in Aerial Tree Pruning (600/5712/9)</p>	
<p>2 Be able to carry out aerial pruning of a tree.</p>	<p>2.1 Perform a hazard evaluation and Work at Height assessment prior to carrying out the work.</p> <p>2.2 Use access and positioning methods appropriate to the assessed risk(s).</p> <p>2.3 Inspect all access equipment to ensure it is safe and fit for use under manufacturer’s instructions and relevant legislation.</p> <p>2.4 Select an appropriate anchor point if climbing or appropriate position of Mobile Elevated Work Platform (MEWP) according to the work situation.</p> <p>2.5 Reassess the anchor point for climbing or positioning of Mobile Elevated Work Platform (MEWP) throughout the work.</p> <p>2.6 Apply pruning specification.</p> <p>2.7 Carry out pruning operations in accordance with industry good practice.</p> <p>2.8 Check all arisings are dropped/thrown into planned drop zone without compromising the access equipment or damage to the infrastructure.</p>
<p>Lantra Awards Level 3 Award in Aerial Tree Rigging (600/5714/2)</p>	
<p>2 Be able to carry out aerial tree rigging.</p>	<p>2.1 Perform a hazard evaluation and a Work at Height assessment prior to commencing the work.</p> <p>2.2 Use access and positioning methods appropriate to the assessed risks.</p> <p>2.3 Inspect access equipment to ensure it is safe and fit for use under manufacturer’s instructions and relevant legislation.</p> <p>2.4 Estimate the anticipated loads.</p> <p>2.5 Select compatible components to make up the rigging system.</p> <p>2.6 Assess the position and selection of anchor points for rigging components in relation to:</p> <ul style="list-style-type: none"> • anticipated load • ground crew • other anchor points

	<ul style="list-style-type: none"> • access equipment position • planned drop zone • processing area • communication. <p>2.7 Remove tree sections using suitable rigging and appropriate cuts.</p>
<p>Lantra Awards Level 3 Award in Use of a Chainsaw from a Mobile Elevated Work Platform (600/6732/9)</p>	
<p>4 Be able to set up and operate a MEWP in accordance with industry good practice and the operator's manual.</p>	<p>4.1 Carry out routine maintenance of the MEWP in accordance with the operator's manual.</p> <p>4.2 Set up the MEWP correctly, to include:</p> <ul style="list-style-type: none"> • Position relative to the work to be done. • MEWP levelled. • Stabilisers/spreader plates used (if appropriate). <p>4.3 Identify the safety features of the MEWP in accordance with the operator's manual.</p> <p>4.4 Carry out pre-use and running checks in accordance with the operator's manual.</p> <p>4.5 Set out warning signs and barriers correctly.</p> <p>4.6 Operate the MEWP safely.</p>
<p>7 Be able to operate a chainsaw from a MEWP.</p>	<p>7.1 Select and wear appropriate PPE in accordance with industry good practice.</p> <p>7.2 Carry out pre-use and running checks of the chainsaw in accordance with industry good practice and the operator's manual.</p> <p>7.3 Establish an appropriate chainsaw attachment.</p> <p>7.4 Demonstrate each of the following cuts on lateral branches; minimum two, maximum six times:</p> <ul style="list-style-type: none"> • Step cut free fall. • Step cut hand held. • Sink cut free fall. • Sink cut hand held. • Pruning cut. <p>7.5 Demonstrate each of the following cuts on vertical or near vertical branches as appropriate; minimum two, maximum six times:</p> <ul style="list-style-type: none"> • Step cut. • Sink cut. <p>7.6 Demonstrate use of a pull/tag line when removing a vertical section(s) using an appropriate knot.</p>

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

7.4 Provider resources

Lantra Awards Level 3 Award in Access a tree using a rope and harness
Open crown tree of sufficient height to allow a minimum of 12m top anchor <ul style="list-style-type: none"> • Sufficient pole or single stem of suitable height to allow spiking practice • A site with a range of accessible trees of various species, not dead or diseased, with lateral and vertical limbs suitable for work positioning and limb removal.
Lantra Awards Level 3 Award in Aerial Tree Rescue Operations (600/5711/7)
Open crown tree of sufficient height to allow a minimum of 12m top anchor <ul style="list-style-type: none"> • Sufficient pole or single stem (minimum height of 7m; 380mm diameter) or single stems of a suitable height • A site with a range of accessible trees of various species, not dead or diseased, with lateral and vertical limbs suitable for work positioning and limb removal.
Lantra Awards Level 3 Award in Aerial Cutting of Trees with a Chainsaw Using Free-fall Techniques (600/5713/0)
A range of accessible trees with lateral and vertical limbs suitable for work positioning and limb removal.
Lantra Awards Level 3 Award in Aerial Tree Pruning (600/5712/9)
A range of accessible trees with lateral and vertical limbs suitable for work positioning and limb removal.
Lantra Awards Level 3 Award in Aerial Tree Rigging (600/5714/2)
A range of accessible trees with lateral and vertical limbs suitable for work positioning and limb removal.
Lantra Awards Level 3 Award in Use of a Chainsaw from a Mobile Elevated Work Platform (600/6732/9)
<ul style="list-style-type: none"> • Suitable MEWP (vehicle-mounted, trailed or self-propelled) complying with current legislation and well-maintained • A range of accessible trees with lateral and vertical limbs suitable for work positioning and limb removal.

7.5 Quality assurance and certification

7.5.1 Quality assurance of assessment decisions

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

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

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

7.5.2 Claiming certification

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

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

7.5.3 Skills identity card

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

The submission of the photograph must contain a declaration either on the back or within the email confirming that the image is of the learner; *'I certify that this is a true likeness of [learner's full name]*'. Where a digital image is provided, the email should also include the Provider name, the qualification title, order ID and the date of assessment.

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

7.5.4 Replacement certification and skills ID card

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

7.6 Enquiries about results and appeals

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

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

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

Please refer to the Provider Handbook for further details.

7.7 Malpractice and maladministration

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

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice if found may result in sanctions being imposed on the Provider, certificates being revoked or even Providers being barred from Lantra membership and reported to Regulatory Authorities.

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

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

7.8 Recognition of prior learning

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

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

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

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

7.9 Safeguarding – young people and vulnerable adults

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

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

7.10 Safeguarding – young people and vulnerable adults

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

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

7.11 Additional requirements and reasonable adjustments

Providers are expected to make appropriate arrangements, including reasonable adjustments; these are detailed in the Equality and Diversity Policy within the Provider Handbook, to ensure that learners with additional needs can access assessment wherever possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners.

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

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

8 What does a Provider need to do?

7.1 Management support

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

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

8.10 Provider records

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

Provider records must include:

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

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

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

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

8.11 Support for learners

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

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

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

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

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

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

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

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

9 Administration and other important information

9.9 Administration process for registration and certification

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

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

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

9.9.1 Registering the learner

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

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

9.9.2 Certificate claims

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

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

9.9.3 Regulatory authorities

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

9.10 Assessment strategy

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

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

Providers, Assessors (and IQAs where appropriate) must ensure that they are familiar with the specifications and the requirements of the qualification.

Given the nature of the potentially hazardous work undertaken by operatives in the pesticides sector, the methodology(s) of assessment which ensures the learner is occupationally competent is determined by legislation and the industry for which the qualification and relevant associated unit has been designed.

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

Methods of assessment:

- observation of practical activities
- verbal questioning

Assessment requirements:

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

Access to assessment;

- learners should not be put forward for an assessment until they are deemed ready to be assessed
- this can be evidenced by conducting an evaluation of the learner's previous training and experience
- this underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements

- key considerations for evaluation of the learner’s previous training and experience include,
 - health and safety considerations
 - knowledge of pesticide legislation and pesticide products.

9.11 Funding

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

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

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

9.12 Feedback, compliments and complaints

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

Appendix 1 Glossary of terms

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

Recognition of Prior Learning	A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
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Appendix 2 Census Ethnic Group Classifications (2011)

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

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

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