Qualification Guidance Document

SEG Awards Level 2 Certificate in Arboriculture

England – 610/7027/0

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The Skills and Education Group Awards website provides access to a wide variety of information.

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Specification Code

The specification code is C9270-02.

Issue	Date	Details of change
1.2	March 2026	New Qualification Guide created
1.3	March 2026	Correction made to Credit and GLH page 15 unit titled 'Woody Plant Physiology'

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

SEG Awards Level 2 Certificate in Arboriculture – 610/7027/0								
Qualification Purpose	The Certificate in Arboriculture is designed for those people working in arboriculture, in both the public and private sectors, to complement their training and experience, and to provide evidence of their knowledge of arboriculture. It is also a valuable stand-alone award for those who plan to work in arboriculture or would like to increase their knowledge of tree, woodland, and forest management.							
Age Range	Pre 16		16-18	✓	18+	✓	19+	✓
Regulation	The above qualification(s) is/are regulated by Ofqual							
Assessment	> Portfolio of Evidence > Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/09/2026							
Review Date	01/09/2029							
Operational End Date								
Certification End Date								
Guided Learning (GL)	156 hours							
Total Qualification Time (TQT)	210 hours							
Credit Value	21							
Skills and Education Group Awards Sector	Agriculture, Environment and Animal Care							

Regulator Sector	3.2 Horticulture and Forestry
Support from Trade Associations	Recognised by Arboricultural Association as providing the skills required for this industry

Introduction

The Certificate in Arboriculture is designed for those people working in arboriculture, in both the public and private sectors, to complement their training and experience, and to provide evidence of their knowledge of arboriculture. It is also a valuable stand-alone award for those who plan to work in arboriculture or would like to increase their knowledge of tree, woodland, and forest management. It provides a stimulating and supportive learning environment to develop learner's potential contribution to arboriculture and associated industries. Learners will complete this qualification with an understanding of the following:

- The Interaction of Soil Environments and Woody Plants, including the causes of poor-quality soil and ways to improve conditions
- Woody Plant Physiology and Plant Health
- The Inspection of Trees and Principles of Tree Surgery Operations, including compliance with current British Standards and current legislation and regulations

Optional units include:

- The Supply, Planting and Aftercare of Woody Plants, Principles of Woodlands, Forestry and Ecology, Principles of Tree Surgery Equipment and Ancient Veteran and other trees of Special Interest

SEG Awards is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown above. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Pre-requisites

No formal entry requirements but Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 2 Certificate in Arboriculture

Learners **must** achieve **21 credits**. This **MUST** be made up of **18 credits** from the Mandatory units and a **minimum** of **3 credits** from the Optional units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target - 18				
The Interaction of Soil Environments and Woody Plants	M/651/9265	2	4	30
Woody Plant Physiology	R/651/9266	2	4	30
Woody Plant Health	T/651/9267	2	3	22
Tree Inspections and Principles of Tree Works	Y/651/9268	2	3	22
Compliance Related to Tree Surgery Operations	A/651/9269	2	4	30
Optional Group B Minimum Credit Target - 3				
The Supply, Planting and Aftercare of Woody Plants	H/651/9270	2	3	22
The Principles of Aerial Tree Surgery and Ground Based Arboricultural Operations	J/651/9271	2	3	22
Basic Principles of Woodlands, Forestry and Ecology	K/651/9272	2	3	22
Principles of Tree Surgery Machine Use and Maintenance	L/651/9273	2	3	22
Ancient Veteran and other tress of Special Interest	M/651/9274	2	3	22

Aim

The SEG Awards Level 2 Certificate in Arboriculture aims to:

- Provide learners with the opportunity to acquire the essential skills, knowledge and understanding required for employment in arboriculture and related industries, and to enable them to progress to advanced study
- Provide a stimulating and supportive learning environment for learners to develop their potential contribution to arboriculture and associated industries
- Develop underpinning knowledge within the subject area, by promoting and encouraging the development of new techniques and learning activities.

Target Group

This qualification is designed for those learners working in arboriculture, in both the public and private sectors, which have identified it necessary to complement their training and experience and to provide evidence of their competence.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

This qualification is appropriate for use in the following age ranges:

- 16-18
- 18+
- 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres **must** take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content

Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Learners may wish to progress on to level 4 qualifications within the Skills and Education Group Arboriculture suite.

This qualification provides access to continued Further Education, enhanced employability and / or an opportunity for employed learners to up-date existing skills.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres **must**, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) **must** be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Unit Details

The Interaction of Soil Environments and Woody Plants		
Unit Reference	M/651/9265	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit introduces learners to the fundamentals of soil science and its importance for the healthy growth of woody plants. Learners will explore how soils are formed, their physical properties, structure, texture, and water content, and how these factors affect tree growth. The unit also covers essential plant nutrients, soil organisms, soil pH, and optimum soil conditions, alongside practical topics such as improving soil conditions, fertiliser use, and the value of pre-planting soil surveys to support successful establishment and long-term growth of trees and shrubs.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.2)**	
The learner will	**The learner can**	
1. Understand how soil is formed	1.1	Describe how a soil is formed
	1.2	Identify the role of organic matter in soil formation
	1.3	Describe the physical properties of a **minimum** of **three** main constituents of soil
	1.4	Describe the effects on soil of the identified properties
	1.5	Identify why aggregates are important to soil structure
	1.6	Define the terms soil texture and structure

	1.7	Provide **four** effects (positive or negative) of each texture and structure on the growth of trees
2. Understand the importance of the differing quantities of water found in a soil	2.1	Define the following terms: > Field capacity > Available water > Unavailable water > Water table
	2.2	Describe how water moves within the soil
	2.3	Identify how pore size affects water retention in soil
3. Understand the role played in woody plants by the principal macro and micro-nutrients	3.1	Describe **two** ways in which soil type affects nutrient availability
	3.2	Identify **two** symptoms of nutrient deficiency that may be observed in leaves of trees, each related to a distinct nutrient
	3.3	Outline the nitrogen cycle and state **two** benefits to trees of nitrogen
	3.4	Identify **two** micro and **two** macro nutrients (excluding nitrogen) required by trees and one use by the tree of each
4. Understand the role of the beneficial organisms found in the soil	4.1	Describe **two** benefits that soil organisms can bring to soil composition
	4.2	Describe **two** benefits that soil organisms can bring to the woody plant
5. Understand soil pH and the ranges found in soil	5.1	Identify **two** implications for woody plants of a low and a high value of pH
	5.2	Identify **five** trees and **five** shrubs suitable for each situation given below: > A soil with a pH of 5.5 > A soil with a pH of above 7.5

6. Understand optimum soil conditions required for woody plant growth	6.1	Identify **two** signs and **two** symptoms of stress in woody plants of poor soil conditions
	6.2	Identify the optimum soil conditions required for good growth of trees
	6.3	Describe a **minimum** of **two** methods of improving the rooting environment of a mature tree
	6.4	Identify a **minimum** of **two** types of fertilizers available for use with woody plants
	6.5	Describe a **minimum** of **two** methods of application of fertilizer to mature trees
7. Understand the importance of pre-planting soil surveys for woody plants	7.1	Identify the principal information that can be obtained from a soil survey pre-planting
	7.2	List **four** advantages of undertaking a soil survey prior to planting woody plants

Woody Plant Physiology		
Unit Reference	R/651/9266	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit develops learners' understanding of woody plant biology, growth, and identification. It covers the international system of plant naming, basic cell structure and function in different types of woody plants, and the key physiological processes that support growth. Learners will also explore how environmental factors influence development, principles of tree growth and reproduction, root systems and anchorage, and the factors that affect overall tree form and structure.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.1)**	
The learner will	**The learner can**	
1. Understand the international system of plant naming	1.1	Define the terms of nomenclature used within the system
	1.2	Identify examples of woody plants to demonstrate an understanding of each of the terms commonly used in the naming system
	1.3	Write scientific names correctly
2. Understand the function of cells found in ring porous, diffuse porous and coniferous woody plants	2.1	Identify the function(s) of the cells found in woody plants
	2.2	Identify the difference in cell structure between ring porous, diffuse porous and coniferous woody plants
	2.3	Outline the processes of secondary thickening

3. Understand the main physiological processes that woody plants carry out and the main environmental factors which influence growth	3.1	Describe the principles of the physiological processes of woody plants
	3.2	Identify a **minimum** of **three** environmental factors which influence growth
	3.3	Describe how these factors named in **AC3.2** influence growth
	3.4	Identify what fuels the physiological processes and why the storage of energy/carbohydrates is important
	3.5	Explain how a tree responds to stress that causes a reduced level of stored energy/carbohydrates
4. Understand principles applied to the growth of woody plants	4.1	Explain the **two** critical periods in the phenological cycle when the tree is vulnerable to attack
	4.2	Define the terms dioecious and monoecious and identify **two** species representing each
	4.3	Describe the methods of seed dispersal as used commonly by trees
	4.4	Identify a **minimum** of **three** factors involved in germination of tree seeds
	4.5	Define the term 'root to shoot' ratio
5. Understand the woody plant root system	5.1	Identify **four** functions of roots
	5.2	Identify a **minimum** of **four** factors affecting root distribution
	5.3	Describe how trees are anchored in the ground
	5.4	Identify **two** causes of a loss of anchorage
6. Understand tree form	6.1	Define the following terms that relate to the shape of trees:

		> Morphology > Architecture > Thigmomorphogenesis > Biomechanics

Woody Plant Health		
Unit Reference	T/651/9267	
Level	2	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit introduces learners to how woody plants respond to damage and ill health. It covers tree defence mechanisms following wounding, including the CODIT model and wound response tissues, as well as the identification and significance of pests, diseases, decay fungi, and abiotic disorders. Learners will also explore current threats to native trees, understand the importance of prevention and control measures, and consider how species choice and management practices can help improve resilience in the UK's changing environment.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand the defense mechanisms used by woody plants following wounding	1.1	Describe the formation of the walls / barriers formed as part of the CODIT model
	1.2	Define the terms callus, woundwood and occlusion
2. Understand the causes, prevention, or control of ill health in woody plants	2.1	Define what a symptom and a sign is that could be observed on a tree
	2.2	Identify the signs and / or symptoms of each a named pest, disease, and abiotic disorder
	2.3	Provide an outline of the **four** principal ways in which fungi colonise trees and give an example of a principal decay causing fungus for each named colonisation strategy

	2.4	Provide a description of the **four** principal types of rot caused by decay fungi and give an example of a principal decay fungi for each
	2.5	Identify the significance for each a named pest, disease and abiotic disorder when found on a tree
	2.6	For each named pest, disease and abiotic disorder, identify a preventative or cultural or chemical control measure
3. Understand that native trees are under ever-increasing pressure due to pests and diseases	3.1	Identify current issues of resilience in choice of species related to the influx of pests and diseases to the urban environment
	3.2	Identify a native/naturalised tree and describe the pest or disease that is threatening its survival in the UK
	3.3	Name **three** measures (excluding border control) that can be taken to prevent or reduce the likelihood of a new pest establishing here in the UK

Tree Inspections and Principles of Tree Works		
Unit Reference	Y/651/9268	
Level	2	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit develops learners' understanding of tree safety inspection and risk management. Learners will carry out systematic tree inspections, identify structural defects, assess risk in relation to targets, and make appropriate management recommendations. The unit also covers inspection requirements for different site objectives, including development and biodiversity considerations, and introduces the principles of tree work recommendations in line with British Standards, including pruning, bracing, and ongoing inspection.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.8)**	
The learner will	**The learner can**	
1. Understand the processes of undertaking safety inspections of trees	1.1	Undertake a systematic inspection of **five** trees identifying a **minimum** of **five** different obvious structural features / defects that would be a cause of concern in a high-risk usage zone
	1.2	Provide a key that explains the date collection information
	1.3	Classify by broad category the risk posed by each tree containing an obvious feature/defect in connection with a target
2. Understand the need to select appropriate recommendation following inspection	2.1	Provide realistic recommendation (s) action(s) and timescale(s) for the trees inspected in **AC1.1**
	2.2	Describe the arboricultural and management implications of a given

		pruning recommendation on a named tree species
	2.3	Identify **six** features of a tree which could lead to harm being caused to a target that are **NOT** included in **AC1.1**
	2.4	Identify **four** control measure which can be used to reduce or mitigate the risk posed to a target by a retained tree with a known defect
3. Understand that for different site objectives different information is required	3.1	List the data to be collected when the quality and value of trees is required related to the development of a site containing trees
	3.2	Describe how the quality and value are assigned to a tree on a development site
	3.3	Explain the purpose behind calculating a root protection area
	3.4	Identify the principal aim of Biodiversity Net Gain
4. Understand the principles of tree work recommendations	4.1	Define the following terms as listed in BS3998: > Crown lifting > Crown thinning > Crown reduction and re-shaping > Formative pruning > Pollarding
	4.2	Describe tree pruning operations listed in **AC4.1** as per BS 3998
	4.3	Describe the final cut position known as natural target pruning
	4.4	Distinguish when deadwood removal is appropriate and inappropriate
	4.5	Describe the treatment of cavities and water pockets

	4.6	Identify the principles of fitting a brace or a prop in a tree
	4.7	Identify the British Standard advised inspection period for a bracing system
	4.8	Provide **four** circumstances where the use of a bracing and propping system would be appropriate

Compliance Related to Tree Surgery Operations		
Unit Reference	A/651/9269	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit introduces learners to the legal responsibilities involved in managing and working on trees. It covers statutory protection such as Tree Preservation Orders, Conservation Areas, and felling licences, alongside the application of common law in everyday tree-related situations. Learners will also explore wildlife and habitat legislation, including protected species, and gain an understanding of how tree work **must** be planned and carried out in line with health and safety law, industry guidance, and best practice to ensure legal compliance and safe working.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.1)**	
The learner will	**The learner can**	
1. Understand how aspects of statutory legislation apply to the protection of trees	1.1	Identify what information is required when making an application to work on a tree with a preservation order
	1.2	Identify the processes that Local Planning Authorities (LPA's) have in place when determining an application
	1.3	Identify the information required for carrying out work in a conservation area
	1.4	Identify a **minimum** of **four** exceptions for each of the following: > Working on tree with a Tree Preservation Order > Working on a tree in a Conservation Area

	1.5	Identify when a felling licence is: > Required > Not required
2. Understand how aspects of common law are applied to trees	2.1	Interpret common law in a scenario containing any **three** issues from: > Overhanging branches > Trespassing roots > Dangerous trees > Poisonous trees
3. Understand the implications of undertaking tree work that may affect protected species	3.1	Identify the key implications of the Wildlife and Countryside Act, Countryside Rights of Way Act, and the Conservation of Habitat Regulations in relation to: > Carrying out work where a protected species or habitat may be present > Penalties for a breach of the legislation > The procedure to adopt if it is highly suspected bats may be present in a tree that requires pruning works > The correct procedure if bats are actually found during tree work operations
4. Understand tree surgery work needs to be carried out in accordance with best practice and in compliance with the relevant Acts and Regulations	4.1	Identify the principal elements of the following Acts, Regulations and best practice that demonstrate an understanding of compliance: > Health and Safety at Work Act > Management of Health and Safety at Work Regulations > First Aid at Work Regulations > COSHH > Work at Height Regulations > Lifting Operations and Lifting Equipment Regulations > Provision and Use of Work Equipment Regulations > Personal Protective Equipment Regulations > Manual Handling Regulations

		> Reporting of Injuries, Diseases and Dangerous Occurrences Regulations > Wildlife legislation > Relevant AFAG and FISA leaflets > ICOP for Arboriculture - Tree work at Height > INDG 317 Chainsaws at work

The Supply, Planting and Aftercare of Woody Plants		
Unit Reference	H/651/9270	
Level	2	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit explores the benefits and drawbacks of woody plants in the urban environment, with a focus on resilience to climate change, pests, and diseases. Learners will develop practical knowledge of tree handling, planting methods, protection systems, and aftercare requirements to support successful establishment. The unit also covers species selection, correct planting techniques, and measures to protect newly planted trees from environmental damage, machinery, wildlife, and vandalism in urban settings.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Understand the values of and draw backs of woody plants in the urban environment	1.1	List a **minimum** of **ten** values of woody plants in the urban environment
	1.2	Identify **five** drawbacks of trees in the urban environment
	1.3	Identify current issues of resilience in choice of species related to climate change and the influx of pests and diseases to the urban environment
	1.4	Identify **four** characteristics required by trees if they are to be resilient to climate change
	1.5	Identify **five** realistic species of tree of different genera that may display resilience to climate change when used in the urban environment

2. Understand the plant handling process from lifting in the nursery through to storage at the planting site	2.1	Describe a correct procedure for transporting trees from the nursery or storage to site
	2.2	Describe a correct process of protecting bare root stock at the site of planting prior to planting
3. Understand methods of planting woody plants	3.1	Describe a suitable method of planting: > Cell grown tree > Bare rooted whip tree > Standard 8-10cms tree > Container grown shrub
	3.2	Describe a suitable method of staking and tying: > A bare root standard 8-10cms tree > A container grown heavy standard tree
	3.3	Describe a suitable method of backfilling a planting hole
	3.4	Identify a **minimum** of **two** suitable mulch materials
	3.5	Describe a suitable method of mulching a newly planted tree
	3.6	Identify a **minimum** of **two** reasons for mulching a newly planted tree
	3.7	Explain why adding organic matter or composted material to the bottom of a planting pit is not advised
	3.8	Identify appropriate measures required when planting trees of a given size into an unfavourable site condition
4. Understand appropriate protection and support system requirements	4.1	Identify **one** appropriate protection system and one appropriate support system for use with a newly planted street tree

	4.2	Identify how a newly planted tree may be protected from rabbit and deer damage
	4.3	Identify a **minimum** of **two** ways that a young tree may be protected from grass cutting machinery damage
	4.4	Identify a **minimum** of **two** ways that newly planted trees may be protected from vandalism in the urban environment
5. Understand the aftercare requirements of newly planted stock	5.1	Identify the elements of an aftercare programme for newly planted trees / shrubs to ensure successful establishment
	5.2	Identify a **minimum** of **three** causes of newly planted tree stock failing to establish

The Principles of Aerial Tree Surgery and Ground Based Arboricultural Operations		
Unit Reference	J/651/9271	
Level	2	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit develops learners' understanding of safe working practices in arboricultural operations, including aerial tree surgery and ground-based work. Learners will explore hazard identification, access techniques, branch and limb removal, site safety, and the correct use of tools and equipment when working at height. The unit also covers chainsaw operation and maintenance, inspection of lifting equipment, and the management of risks associated with felling and tree surgery to ensure work is carried out safely and in line with industry best practice.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the practices of carrying out aerial tree surgery operations	1.1	Identify **six** potential tree and site related hazards to consider prior to aerial tree work
	1.2	Describe a technique of accessing a tree with a rope and harness
	1.3	Describe a technique of limb or stem removal using a chainsaw
	1.4	Identify tools that are used for aerial pruning operations
	1.5	Identify a method of dismantling a tree
	1.6	Identify the procedures for ensuring a work site is guarded from the general public

2. Understand the requirements of daily and routine maintenance and service checks carried out on a chainsaw	2.1	Identify a **minimum** of **four** factors to take into account when preparing to operate a chainsaw
	2.2	Identify the pre-start checks required on: > Petrol driven chainsaw > A battery powered chainsaw
	2.3	Identify the daily maintenance routine required for both types of chainsaw listed in **AC2.2**
	2.4	Identify the correct cold start procedure for a chainsaw
	2.5	Identify the correct PPE requirements for using a chainsaw: > On the ground > Off the ground
	2.6	State the advantages of using a battery powered chainsaw over a petrol driven chainsaw
3. Understand the requirement of identifying equipment used in lifting and inspection of such equipment	3.1	State how and why lifting equipment used in tree surgery is individually identified
	3.2	Identify time frames for examining lifting equipment
4. Understand the practices of carrying out ground based arboricultural operations	4.1	Identify **six** potential hazards and the associated risk with tree felling operations
	4.2	Explain how the **six** hazards and risks may be reduced or eliminated

The Basic Principles of Woodlands, Forestry and Ecology		
Unit Reference	K/651/9272	
Level	2	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit introduces learners to the development, structure, and management of woodlands in the UK. Learners will explore how woodland and forestry cover has changed over time, understand woodland succession and structure, and examine common silvicultural systems and management practices. The unit also covers the aims of community woodlands, key influences on woodland ecosystems, and how woodland food chains and ecosystems function and respond to change.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.2)**	
The learner will	**The learner can**	
1. Understand how woodland / forestry cover has changed from 1600A.D. to the present day	1.1	Identify **three** major influences that have shaped woodlands in recent times
2. Understand woodland structure and how a woodland develops	2.1	Define a **minimum** of **two** successional stages related to woodland development
	2.2	Describe a **minimum** of **four** operations commonly used in woodland management
	2.3	Describe the horizontal structure of a woodland
	2.4	Describe the vertical structure of a woodland
	2.5	Give **four** examples of plant species found in each of the vegetation layers

	2.6	Describe what is meant by the term woodland edge
3. Understand the principles of common silvicultural systems of tree management	3.1 3.2 3.3	Describe **two** common silvicultural systems Outline **two** advantages and **two** disadvantages of each system Identify what is meant by the term continuous cover forestry
4. Understand the types of woodland and they may be maintained	4.1 4.2	Give a definition for **one** main type of woodland found in the UK Identify the key principles of maintaining **one** of the main types of woodlands found in the UK
5. Understand the main aims / objectives of community woodlands and forests	5.1	Identify the main aims/objectives of community Forests/woodlands as outlined by government and national policy
6. Understand how a woodland ecosystem and a simple woodland food chain or web functions	6.1 6.2	Identify a **minimum** of **four** influences on a woodland ecosystem Identify the effects that **one** catastrophic event can have on an ecosystem

Principles of Tree Surgery Machine Use and Maintenance		
Unit Reference	L/651/9273	
Level	2	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit develops learners' knowledge and skills in the safe setup, operation, and maintenance of specialist tree work machinery. It covers mobile elevated work platforms (MEWPs), brushwood chippers, stump grinders, and the use of cranes in tree operations. Learners will explore PPE requirements, site safety checks, machine operation procedures, routine maintenance, hazard identification, and control measures to ensure all work is carried out safely and in line with industry best practice.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the setting up procedure, safe operation and routine maintenance required for a MEWP	1.1	Identify the PPE requirements
	1.2	Identify the site safety checks required when preparing to work
	1.3	Identify the correct procedure when working from a platform
	1.4	Identify the daily maintenance requirements
	1.5	Describe the machine safety checks required prior to starting work
	1.6	Identify the current examination regime for MEWPs
2. Understand the setting up procedure, safe operation and routine maintenance	2.1	Identify the PPE requirements
	2.2	Identify the checks required on a chipper prior to starting a machine

required by an engine driven brushwood chipper	2.3	Identify the safety checks required of the site prior to starting a chipper
	2.4	Identify the safe method of operation of a chipper
	2.5	Identify the maintenance requirements of a chipper
	2.6	Describe **four** hazards and **four** control measures associated with brushwood chipping
3. Understand the setting up procedure, safe operation and routine maintenance required for a stump grinder	3.1	Identify the PPE requirements
	3.2	Identify the checks required prior to starting the stump grinder
	3.3	Identify the safety checks required of the site and machine prior to starting the stump grinder
	3.4	Identify the safe aspects of operating the stump grinder
	3.5	Identify the maintenance requirements
	3.6	Describe the **four** hazards and **four** safety controls associated with stump grinding
4. Understand the safe use of cranes for tree work	4.1	Name **six** items from preparation and planning that should be checked prior to using a crane
	4.2	Name **six** items that should be checked in relation to site preparation and assessing the crown of a tree
	4.3	Identify **six** items to be checked when removing a branch from a tree
	4.4	Identify **six** checks to be made when planning aerial rescue where a crane is in use

Ancient, Veteran and other trees of Special Interest		
Unit Reference	M/651/9274	
Level	2	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit introduces learners to the identification, value, and management of trees of special interest, including ancient, veteran, champion, notable, and heritage trees. Learners will explore their ecological, social, and environmental importance, current threats such as pests and diseases, and the principles of biosecurity to protect them. The unit also covers the ageing process of trees, techniques for retaining or enhancing key ecological features, and practical approaches to pruning and intervention work that balance safety with the long-term health and preservation of these valuable trees.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.8)**	
The learner will	**The learner can**	
1. Be able to recognise trees of special interest	1.1	Describe what is meant by the following terms when applied to trees: > Ancient > Veteran > Champion > Notable > Heritage
	1.2	Identify in a local area, for each category of tree listed above, a tree that fits the description provided in **AC1.1**
	1.3	Justify why each tree identified in **AC1.2** can be described as a tree of special intertest
	1.4	Identify the purpose of the Tree Register of the British Isles known as TROBI

2. Understand the values of trees of special interest	2.1	Identify **six** values of either champion, notable or heritage trees within the urban environment for each of the following headings: > Amenity/aesthetic > Environmental > Social
	2.2	Identify **one** of each of the following that may rely on ancient or veteran tree habitat: > Saproxylic insect > Fungi > Epiphyte > Bird > Bat > British protected mammal species excluding bats
	2.3	For each example identified above explain the relationship with ancient or veteran trees
3. Understand current threats faced by trees of special interest	3.1	Identify **six** current threats that trees of special interest face
	3.2	For each threat identified in **AC3.1** explain the implications for the tree
	3.3	Identify **six** measures that can be taken to protect valuable trees
	3.4	Briefly describe the following pest/disease and the likely impact on special trees > Acute oak decline > Ash die back > Oak processionary moth > Oriental chestnut gall wasp > Massaria disease of London plane > Phytophthora ramorum
	3.5	Explain the meaning of biosecurity in relation to trees and explain why it is important

	3.6	Describe **four** key biosecurity measures that a company undertaking tree work on various sites need to observe
4. Understand the ageing process of a tree	4.1	Summarise the ageing process of a tree from the seedling stage through to the late ancient stage
	4.2	Describe the following terms used in summarising the ageing process > Annual increment > Crown retrenchment > Hollowing > Centrifugal decay > Functional cambial columns > Reiterative growth
	4.3	Explain the term Phoenix growth
5. Understand how key ecological features of Ancient and Veteran trees can be retained or enhanced	5.1	Outline **six** practical measures that can assist the retention of microhabitats in Ancient and Veteran trees
	5.2	Describe the concept of Veteranising a tree
	5.3	Identify practical techniques of mimicking natural damage
6. Understand the likelihood of failure of stems and branches associated with retaining Ancient and Veteran trees	6.1	Identify **six** features of an Ancient Veteran tree that could lead to a failure of a part or a whole tree collapse
	6.2	Describe **three** intervention tree work operations that could be used to retain a large heavy low branch on an Ancient tree
	6.3	Describe **six** principles that are applied to Ancient veteran trees when carrying out necessary pruning operations
	6.4	Explain how the ratio of dynamic (functional) mass to static (dysfunctional) mass is applied to Ancient Veteran trees

	6.5	Identify **six** disbenefits to an Ancient Veteran tree of pruning operations
	6.6	Explain **two** benefits to an Ancient Veteran tree when carrying out pruning operations
	6.7	Describe **one** appropriate safe working method when carrying out pruning operations
	6.8	Outline **three** advantages when undertaking pruning work on a retained Veteran tree

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – 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.
- **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners **must** be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred **must** share the same learning outcomes and assessment criteria along with the same unit number. Assessors **must** ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit **must** have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.