Learner Handbook

ABC Level 2 Certificate in Arboriculture

2019/2020

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ABC Level 2 Certificate in Arboriculture

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TREE LIFE'S EDUCATIONAL STATEMENT

Life long learning is the key to the company philosophy, widening participation and access to all is important to us.

You may be participating in continued learning or returning to us.

Tree Life aims to meet your challenge by:

- *Sharing your vision*

- *Delivering valued learning*

- *Strengthening your confidence*

- *Exploring and stimulating your mind*

- *Contributing to changing your life thoughts*

and making education work as an economically viable policy for you and your family.

1.   Introduction

1.1.   The purpose of this booklet is to be a source of useful information to be read and referred to during the course; therefore, it is advised that it be kept for future reference.

1.2.   The Level 2 Certificate in Arboriculture covers a range of subjects dealing with tree surgery and introducing technical aspects of arboriculture. It is a direct replacement for the ABC/RFS Certificate in arboriculture (theory portion only) and therefore widely recognised by the industry as a well respected qualification suitable for roles of tree surgeon, foreman/gang leader and tree surgery business owner or someone wishing to study arboriculture further.

1.3.   The course is ideal for:

1.3.1   Individuals who are involved in tree surgery or related disciplines at a practitioner level, who wish to gain more knowledge of trees and best practices.

2.   The Course

2.1.   This course programme will give guidance and assistance on reading, studying techniques, sourcing reference materials, portfolio compilation, depth of knowledge required at this level.

2.2.   The course aims to cover the main areas of the syllabus in preparation for compiling a portfolio of evidence that meets the set learning outcomes and assessment criteria. The time required to be successful should not be underestimated.

2.3.   The course will consist of 11 timetabled sessions commencing at 9.30 am and finishing at 4.30 pm on Mondays over one academic years from September to June. Classes will be held at The Tree Life Training Centre in Syston.

2.4.   There will be a requirement for some self-study and production of work for assessment purposes, which learners should not underestimate.

2.5.   Learners should note that whilst every effort will be made to keep to the scheme of work, the programme may occasionally be changed at short notice due to external factors, such as bad weather, sickness or other circumstances beyond our control.

2.6.   The main break will be at lunch time, no food will be provided, so learners will be responsible for making their own arrangements for food and drink. Two tea/coffee breaks will be taken at appropriate intervals during the course of the tuition, one in the morning session and one in the afternoon session.

3.
4.   The Scheme of Work

4.1.   A scheme of work with dates of attendance is provided in *appendix 1* and includes the unit topics for each week's session. Please be aware that this list of topics can change at any time due to unforeseeable events but that Tree Life will attempt to adhere to the schedule as closely as possible.

5.   Assessment

4.1   The government accredited awarding body for this qualification is ABC Awards (Awarding Body Consortium) based in Nottingham.

4.2   Tree Life AC Ltd are an ABC accredited training and assessment centre for the programme that we offer.

4.3   The assessment methodologies for the qualification are devised by Tree Life, and Tree Life staff operating as internal assessors will assess the work produced by the learner to ensure it meets each item of assessment criteria.

4.4   At the completion of a course of study, learner portfolios of work and the assessment process will be moderated by an ABC appointed external moderator.

4.5   Work submitted by a learner which does not meet the assessment criteria will receive from the course tutor a report form indicating the strengths and weaknesses of the work and what actions need to be taken for the work to meet the assessment criteria. The work can then be re-submitted for re-assessment.

4.6   Each piece of assessment work needs to be completed with the following information to be accepted: a Tree Life work submission form per piece, a footer which includes your name, PIN number, page numbers and learner number.

4.7   Submission dates for all work will be issued and it is expected that learners will meet these deadlines. It is in your interests to complete work on time in order to complete the course of study and not to miss the external moderation process, which determines the success or not of your endeavours. If learners do not complete work in the given details for each assignment then Tree Life cannot guarantee the learner will pass the qualification in the intended year of study

4.8   All front sheets must bear a learner signature to confirm that the work submitted is their own work and where the work of others is included that work has been acknowledged appropriately. For electronic submissions we will accept a typed name in the signature section at the time of submission however a signature must be added for all portfolio copies and in preparation for moderation.

4.9   Any work submitted after the final deadline will incur an extra cost.

The Tree Life philosophy for the assessment process can be found in appendix 2

5.   Attendance

5.1   Lectures will start promptly whether or not all learners are present. Tree Life accepts that on occasions persons may be late due to circumstances beyond their control. Late arrivals will be noted on the class register. It is the policy of Tree Life to notify employers of persons who are late or absent and their current progress, who have been sponsored by their employer if this is requested.

5.2   The visit of the external moderator will be confirmed during the course once it has been confirmed with Tree Life. It is the learners' responsibility to ensure they have completed and presented work for moderation prior to the external moderator visit.

6.   Reading/Reference List

6.1   A reading/reference list has been produced by the Awarding Body and is available with the qualification details.

6.2   Summerfields Books tel: 017683 41577 www.summerfieldbooks.com or Amazon are very good sources for tree related books.

6.3   The book list is not definitive and learners are advised to keep up to date with current practises. If in any doubt about the suitability of a publication that you may be considering please discuss it with your course tutor.

6.4   Learners are advised that arboricultural books and other publications can be very expensive and you should only consider purchasing a book or publication if you think it will be of benefit during the course and in your future career. However, certain books are essential references. Further advice is available from your course tutor.

7.   Course Materials

7.1   Limited course materials will be made available to learners covering the major areas of study. These will be designed as supportive material as well as study guides. It is vital that you store this material carefully as there may be a charge for duplicate copies. At this level of study learners are expected to principally source materials for themselves.

7.2   Handouts distributed during the class for learners will be available from the course tutor or the Tree Life portal for any student who is absent.

8.   Equipment and Clothing

8.1   The majority of the course will be classroom based, but please come prepared for outside activities when notified that these are taking place.

9.   Storage Facilities

9.1   No storage is available and learners are reminded to take care of the own security for belongings brought into the classroom and for vehicles.

10.   Field Visits

10.1   As part of the course there maybe a small number of field trips. You will be given notice of these in classes leading up to the visits. Starting times for these trips may vary from normal class times. Learners should ensure that they are aware of the starting times for field trips, as this cannot be delayed for latecomers.

11.   Facilities

11.1   All sessions will be based at the principal training venue, unless circumstances beyond our control prevent this.

11.2   There are no main photocopying facilities provided, however there will be a portable copier available to learners in the classroom for small amounts of copying at a fee of 5p per copy black and white and 10p for colour per copy when available, payable at the time.

12.   Tutorials

12.1   Tutorials will be arranged with your tutor to discuss your progress and learning programmes as appropriate.

13. Course Management

13.1 Programme leadership and team responsibilities are clearly defined and Mr ALD Summerley will undertake the duties of programme manager and course tutor.

13.2 Administration duties are undertaken by Anne-Marie Cross all queries regarding financial matters and those of an administration nature should be directed to her in the office on 01162 606939 or at admin@treelifeac.co.uk

13.3 A further contact is Keely Dowson Business manager who oversees all administration and financial matters and can be contacted out of hours on 07773132009 and at keely@trreelifeac.co.uk.

14. Contact Information

14.1 Tony Price will be the course tutor and can be contacted by email on tony@treelifeac.co.uk

14.2 Please ensure that Keely has up to date contact details for you, particularly telephone numbers & email addresses, if for any reason she needs to contact anyone urgently; this may be necessary even when learners are already on route to the teaching centre.

14.3 To keep up to date with all of Tree Life's News, courses and learner announcements please visit our Tree Life portal www. treelifetraining.org/Candidates/. *See appendix 3*

Level 2 Teaching Programme

Level 2 Certificate in Arboriculture

Rules of Combination: Learners must achieve a minimum of 21 credits. This must include 18 credits from the mandatory units and a minimum of 3 credits from the optional units.

Unit	Level	Credit Value	GLH	Page No.
Mandatory Units				
The interaction of soil environments and woody plants [T/602/3921]	2	4	30	
Woody plant physiology [A/602/3922]	2	5	37	
The supply, planting and aftercare of woody plants [A/602/3936]	2	3	22	
Principles of tree surgery operations [L/602/3956]	2	3	22	
Tree inspections and statute and common law applied to trees [Y/602/3958]	2	3	22	
Optional Unit to be decided				

Sessions	Unit Title
1 - 2	The interaction of soil environments and woody plants [T/602/3921]
3 – 4	Woody plant physiology [A/602/3922]
5 - 6	The supply, planting and aftercare of woody plants [A/602/3936]
7 - 8	Principles of tree surgery operations [L/602/3956]
9 - 10	Tree inspections and statute and common law applied to trees [Y/602/3958]
11 - 12	Optional unit

*these sessions are just a guide as the tutor may change the flow of the course to suit the group

Learning Outcomes Programme

Introduction – session 1
The interaction of soil environments and woody plants [T/602/3921]

Learning Outcome 1: Understand how soil is formed.
Learning Outcome 2: Understand the importance of the differing quantities of water found in a soil.
Learning Outcome 3: Understand the role played in woody plants by the principal macro and micro nutrients.
Learning Outcome 4: Understand the role of the beneficial organisms found in the soil.
Learning Outcome 5: Understand soil pH and the ranges found in soil.
Learning Outcome 6: Understand optimum soil conditions required for woody plant growth.
Learning Outcome 7: Understand the importance of pre-planting soil surveys for woody plants.

Woody plant physiology [A/602/3922]

Learning Outcome 1: Understand the international system of plant naming.
Learning Outcome 2: Understand the function of cells found in ring porous, diffuse porous and coniferous woody plants.
Learning Outcome 3: Understand the main physiological processes that woody plants carry out and the main environmental factors which influence growth.
Learning Outcome 4: Understand principles applied to the growth of woody plants.
Learning Outcome 5: Understand the woody plant root system.
Learning Outcome 6: Understand what is meant by tree biomechanics
Learning Outcome 7: Understand the defence mechanisms used by woody plants.
Learning Outcome 8: Understand the causes, prevention or control of ill health in woody plants.

The supply, planting and aftercare of woody plants [A/602/3936]

Learning Outcome 1: Understand the values of woody plants in the environment.
Learning Outcome 2: Understand the plant handling process from lifting in the nursery through to storage at the planting site
Learning Outcome 3: Understand methods of planting woody plants.
Learning Outcome 4: Understand appropriate protection and support system requirements
Learning Outcome 5: Understand the aftercare requirements of newly planted stock

Principles of tree surgery operations [L/602/3956]

Learning Outcome 1: Understand the principles of tree surgery operations
Learning Outcome 2: Understand tree surgery work needs to be carried out in accordance with best practice and in compliance with the relevant Acts and Regulations

Tree inspections and statute and common law applied to trees [Y/602/3958]

Learning Outcome 1: Understand the processes of undertaking safety inspections of trees.
Learning Outcome 2: Understand the need to select the appropriate recommendation following inspection.
Learning Outcome 3: Understand how aspects of common law are applied to trees.
Learning Outcome 4: Understand how aspects of statutory legislation apply to the protection of trees

Optional unit – to be decided

Deadlines for Work:

Throughout the course learners need to ensure that they keep in mind the dates below:
- All first submissions must be in by the 14st of July 2020
- All work must be completed by the 11th August 2020
- Remember all assessment criteria must be completed to gain the qualification.
- Tree Life reserves the right to determine submission for moderation based on the level of work completed.

Level 2 in Arboriculture Assessment Methodologies

The most fundamental change from the old National Qualifications Framework level 2 certificate to the new Qualifications and Credit Framework Level 2 Certificate in Arboriculture is the assessment procedure. It has changed from one of external assessment carried out by external examiners to internal assessment carried out by the training centre staff and moderated externally by the awarding body. The awarding body remains ABC Awards based in Nottingham.

The change has been very necessary according to the governments independent review carried out by Professor Alison Wolf because previous qualifications where failing to meet employer needs, the validity of some of them was questionable, the system was incredibly complex, quality was uneven and more critically the system was failing young people as it wasn't equipping them for employment.

The contemporary environment of assessment has moved towards modularisation and a policy climate of quality assurance and accountability – the Quality Assurance Agency (QAA) provides a set of guidelines designed to create greater confidence in standards in qualifications. At the heart of the QAA approach is the alignment of Learning Outcomes with Assessment. Assessment practice is judged primarily on whether it effectively measures the intended outcomes of a course of study in a valid, reliable and transparent way.

As a candidate the requirement of assessment, in order to gain a certificate, is to meet every one of the assessment criteria that accompany and interpret the learning outcome.

The model for assessment contains the following elements:

Level descriptor – what the learner has to achieve in order to attain a qualification at level 6
Learning outcomes set within a unit of study identifying what the learner will understand and know
Assessment Criteria that are attached to each learning outcome and state what the learner has to be able to do
Indicative content guides the learner and the training provider as to the breadth and depth of the learning area

Current Legislation

Above all the assessment process must adhere to current legislation. Tree Life confirms its commitment to the following Acts.

Special needs and disabilities Act 2001 in which the assessment procedure must "make and anticipate reasonable adjustments" for disabled candidates.

Race Relations (Amendment) Act 2000 in which it is unlawful to discriminate against anyone on the grounds of race, colour, nationality, ethic or national origin. Racial equality will be promoted in the assessment guidance and shall also be clear on how candidates whose first language is not English will be dealt with.

Tree Life Assessment Philosophy

The ultimate aim of our teaching and chosen assessment methodologies is to improve your learning experience. As well as ensuring that you understand the basics, we aim to develop in you, a higher level of thinking and understanding.

The principle upon which our philosophy is based is called **Interactive Assessment for Learning** which is described (by the national assessment reform group) as

> *"the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning and where they need to go and how to get there."*

This is the opposite of what has gone before when the learner was tested on what they had learned, could memorise and regurgitate an answer to an unseen question which was set against a small part of the learnt material. The testing method did not contribute to the learning experience directly and could have the effect on a learner of a loss of confidence and them thinking they were nothing as a result of not being able to pass.

Assessment for learning has rich potential for both learners and teachers and we hope it will constitute excellent teaching practice.

The standards required to be achieved by you are described in the assessment criteria (qualitative descriptions) and may be met or expressed through a variety of methods.

Feedback

The origins of the term stems back to 1949 when it was first used by Norbert Wiever in the context of engineering principles i.e. 'feedback' forming part of a feedback loop which then allowed for a change of situation. Educationalist's Boud and Molloy provide an a very recent definition that summarises what feedback is, that fits well in the context of QCF, this is,

"feedback is the process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work"

At Tree life we understand what these powerful benefits are and how to deliver high quality feedback into the learning process successfully. Feedback will be provided to you orally at the start of each session, both typed and hand written on assignment work and on feedback forms, via email, text or phone and will be linked to specific assessment criteria. Ideally the feedback will start by being positive followed by identifying any weaknesses of your work and then providing you with information to take you forward to enable you to bridge the gap between your current standard of work and that required by the assessment criteria.

Feedback is part of the learning and teaching processes – *assessment for learning*, do not view work requiring a resubmission as failure, adding to your answers is all part of the learning process to provide you with a full answer as opposed to a partial answer at the end of learning. We aim to deliver feedback as per our set deadlines. A recent survey of 53 learners conducted in 2014 by Tree Life regarding our feedback provided the following results:

- 98% said that feedback was always or to a great extent delivered back to them within the set deadlines.
- 94% said having a combination of notes in the learner's text and on the feedback form was valued always or to a great extent.
- 94% said the feedback provided was specific to the assessment criteria.
- 100% said they did not or did not really reject any feedback provided by assessors.
- 96% of learners said the specific feedback provided orally at the start of a session always or to a great extent added value to the written feedback.
- 98% said they always or to a great extent knew what the feedback meant.
- 92% said the assessor did not or not really pass on negativity in the choice of language used.
- 83% said it was supportive always or to great extent.
- 89% said they did not feel or not really personally criticised by the feedback.
- 73% always or to a great extent considered that the tutor/assessor was a partner in their learning, 16% had not considered this factor.
- 75% said always or to a great extent it gave them confidence to move forward.
- 77% said it gave them motivation to improve.
- 85% said it gave them the belief that they could succeed in meeting the assessment criteria.
- 54% found when a resubmission was required this always or to a great extent or about half the time de-motivating.
- 92% said when having to do a resubmission it did not or did not really endanger a give up response.
- 92% said the feedback contributed always or to a great extent to developing their learning.

To make the most of your feedback beyond the one assignment evaluate your own future work prior to submission transferring the learning gained as you progress through the

assessment criteria. Learn to regulate your own work and develop the skills required to become your own assessor.

Tree Life Support

Tree Life will support our teaching and your learning through the following:

1. Assessors gather evidence of learners meeting the assessment criteria.
2. Adapting the pace, challenges and content of activities.
3. Providing feedback for learners and performance and how to improve.
4. Providing time for learners and tutors to reflect on work – one to one dialogue.
5. Getting learners to take responsibility for the own work and development.
6. Ensuring learners are aware of the standards required and how judgements of their work are made.
7. Ensuring help outside of the formal classroom is available via phone, email, web site and web based lectures and question sessions.
8. Teaching staff collaborating and improving assessment where this is required.
9. Conducting internal assessment using specialist staff
10. Employing external assessors and moderators to bring a level of accountability and creditability to the work of Tree Life.
11. Tree Life assessment procedures will be subject to external moderation by the awarding body ABC.
12. Tree Life will undertake professional development to develop policies and improve assessment practices.
13. Making resources available to support and improve assessment practices.

External moderation

In the UK external moderators are appointed with a responsibility to consider comparability of standards and quality of the programme, assessment procedures and to provide specific recommendations as necessary.

The purpose of the external moderator visits to Tree Life is to confirm that as assessors we are judging learners' work to the correct standards, that we do not under or over set the standards, and that our standards bench mark favourably with other training providers involved in the same programme of study.

Tree Life will work with the appointed external moderator to:

- Discuss issues and help resolve problems
- Help them to understand the structure and philosophy of our programme
- Provide them with previous moderator reports to ensure continuity

- Provide information to them regarding a learners local context
- Review learners work as appropriate
- Seek advice regarding standards as is necessary

Learner Requirements

As a learner, you will be required to compile a portfolio of work to demonstrate that you have met the standards. Tree life will require the production of the portfolio, to be both, in hard copy and electronic format unless otherwise directed. The portfolio will be accompanied by learner assessment and tracker sheets to be maintained by the learner. These are to be signed off by the assessor as learning outcomes are successfully completed. The portfolio is then submitted to Tree Life at the completion of a course of study for presentation to the external moderator designated by ABC Awards.

Work Model Guide

As the learner you will be provided with the following information related to each item of required work.
- Programme schedule for the duration of the study period
- Identification of the unit title, credit value and notational learning hours
- Assessment task accompanied by the learning outcome and the assessment criteria
- Required format
- Deadlines and procedures for submission of work including penalties if applicable
- Procedures to follow if a learner is having difficulties or cannot complete work on time
- Notes for learners with disabilities or specific learning needs about how and when to request assistance or an alternative assessment arrangement.
- Arrangements for checking the authenticity of a learners work
- Deadlines and procedures for return of work
- Feedback sheet

Plagiarism and Malpractice

As Tree Life learners you are encouraged to adopt good academic conduct in respect of assessment and to take responsibility for your actions.

Plagiarism, malpractice and collusion will be considered to be poor practice and should be avoided. The staff of Tree Life expect learners to use legitimate practice when preparing work for assessment.

Avoiding Plagiarism and Malpractice

Learners' must acknowledge their sources of information as appropriate by proper referencing when quotations are being used and this includes work from the internet.

Collusion between learners is not acceptable unless directed by the assessment process and acknowledged by the learners involved.

Tree Life reserves the right to call in any learner suspected of malpractice at any time during a course of study for oral examination in order to check a learner's understanding of the topic area and to check the authenticity of the work.

Reference examples

1. Mattheck, C. (2007) *updated Field Guide for Visual Tree Assessment*. Forschungszentrum Karlsruhe Gmbh Postfach 3640, D-76021 Karlsruhe Germany p.34.
2. Dowson, D., C. (2011) *The Conundrum of the Giant Polypore*. www. Treelifeac.co.uk/fungi pdf (accessed on the 12th August 2011)

Or

Within the text reference as

Mattheck's principles (2007 p.34) indicate that the" ideally anchored tree has a shallow tension root plate".

If not directly quoting referenced as:

Mattheck's (2007) principles indicate that the ideally anchored tree has a shallow tension root plate.

The staff of Tree Life AC Ltd are committed to this government enforced educational change and being agents of appropriate, effective and sustainable change in assessment practice by understanding the operational principles of the new Qualifications and Credit Framework.

We wish you every success in your forthcoming studies.

Dave, Andy, Darren, Karen, Dawn, Eileen, Sarah, Tony and Keely – the Tree Life Team

Educational Assignment Terms Explanation

Analyse	Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another.
Apply	Relevant to a situation or context
Assess	Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant research but also remember to point out any flaws and counter-arguments as well. Conclude by stating clearly how far you are in agreement with the original proposition.
Appraise	Estimate the quality.
Break-down	Analyse into components. A detailed analysis.
Carry out	To execute a given task.
Clarify	Literally make something clearer and, where appropriate, simplify it.
Comment upon	Pick out the main points on a subject and give your opinion, reinforcing your point of view using logic and reference to relevant evidence, including any wider reading you have done.
Compare	Identify the similarities and differences between two or more phenomena. Say if any of the shared similarities or differences are more important than others. 'Compare' and 'contrast' will often feature together in an essay question.
Compile	Collect material
Consider	Say what you think and have observed about something. Back up your comments using appropriate evidence from external sources, or your own experience. Include any views which are contrary to your own and how they relate to what you originally thought.
Contrast	Similar to compare but concentrate on the dissimilarities between two or more phenomena, or what sets them apart. Point out any differences which are particularly significant.
Critically appraise	Estimate the quality and come to a final conclusion basing your decision on what you judge to be the most important factors and justify how you have made your choice.
Critically evaluate	Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources which both agree with *and* contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice. *See evaluate.*
Critically review	Look thoroughly into a subject. This should be a critical assessment and not merely descriptive. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made

	your choice.
Define	To give in precise terms the meaning of something. Bring to attention any problems posed with the definition and different interpretations that may exist.
Demonstrate	Show how/evidence, with examples to illustrate.
Describe	Provide a detailed explanation as to how and why something happens.
Devise	Think out or contrive a methodology
Discuss	Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages, strengths and weaknesses, pro's and con's of a given context. Remember to arrive at a conclusion.
Distinguish	Point out the difference(s).
Elaborate	To give in more detail, provide more information on.
Evaluate	Identify the strengths and weaknesses, pro's and con's, advantages /disadvantages of an issue in a given context. Remember to arrive at a conclusion. *See critically evaluate.*
Examine	Look in close detail and establish the key facts and important issues surrounding a topic. This should be a critical evaluation and you should try and offer reasons as to why the facts and issues you have identified are the most important, as well as explain the different ways they could be construed.
Explain	Clarify a topic by giving a detailed account as to how and why it occurs, or what is meant by the use of this term in a particular context. Your writing should have clarity so that complex procedures or sequences of events can be understood defining key terms where appropriate, and be substantiated with relevant research.
Explore	Adopt a questioning approach and consider a variety of different viewpoints. Where possible reconcile opposing views by presenting a final line of argument.
Extrapolate	Deduce from known data further facts, terms etc
Formulate	Express clearly and precisely
Generate	Bring into existence.
Give an account of	Means give a detailed description of something. Not to be confused with 'account for' which asks you not only what, but why something happened.
Identify	Determine what are the key points to be addressed and implications thereof.
Illustrate	A similar instruction to 'explain' whereby you are asked to show the workings of something, making use of definite examples and statistics if appropriate to add weight to your explanation.
Interpret	Demonstrate your understanding of an issue or topic, explain the meaning.
Investigate	Examine or inquire into.
List	A number of connected items presented consecutively typically one below the other.
Judge	Conclude, consider or suppose

Justify	Make a case by providing a body of evidence to support your ideas and points of view. In order to present a balanced argument, consider opinions which may run contrary to your own before stating your conclusion.
Modify	Make practical changes, make different.
Outline	Convey the main or essential points only placing emphasis on global structures and interrelationships rather than minute detail.
Paraphrase	Express the meaning of a passage in other words
Plan	Design or arrange beforehand.
Predict	Make a statement about the future
Prepare	Get it ready, give it consideration
Prescribe	Lay down authoritatively.
Prioritised list	A number of connected items presented consecutively typically one below the other and where the list indicates the priority or importance of the factors
Produce	Bring forward for consideration, inspection
Propose	Put forward for consideration
Recommend	Advise on subject matter.
Review	Look thoroughly into a subject. This should be a critical assessment and not merely descriptive.
Show how	Present, in a logical order, and with reference to relevant evidence the stages and combination of factors that give rise to something.
Specify	State expressly or include as specification
State	To specify in clear terms the key aspects pertaining to a topic without being overly descriptive. Refer to evidence and examples where appropriate.
Summarise	Give a condensed version drawing out the main facts and omit superfluous information. Brief or general examples will normally suffice for this kind of answer.
To what extent	Evokes a similar response to questions containing '*How far...*'. This type of question calls for a thorough assessment of the evidence in presenting your argument. Explore alternative explanations where they exist.
Verify	To show to be true.

Tree Life Training – Our Learner Portal

Tree Life AC Ltd have created a Learner portal which can be used to bring our candidates together, provide resources at your fingertips and provide a new way of submitting your work to your tutor.

Below is your guide of how the system will work, however don't worry this is not a complicated system and we will be ready to give help if it is needed.

How do you get into the system?

You need to go to our training website – www. treelifetraining.org/Candidates/. This is the learner portal and this will be where you can get to all of your information once you log in. You can also get to this page via your pre-course 'Current candidates' page as well as the 'Sign in' link on the top of each page on our website.

So what is this system?

Included in this system will be:

- Work submission dates and required work to be completed
- Resources that we think would be useful – this may be in line with a piece of homework or in general for the course.
- All of you assignment briefs in one place categorised by the unit
- Contact with the rest of your class and your tutor.
- At times your tutor may state that there is a test on the portal to complete a couple of your assessment criteria's – these will have deadlines in which they can be accessed and more direction will be given as and when they are set.

What will you need?

All learners will need to have access to the website and an email address to be able to run this system as it is operated through our Tree Life Training Website. Learners are encouraged to use computers to complete the majority of their work so that pieces are presented well and are easily stored ready for moderation. You will also need to allow pop-up's on the website.

So how will you login?

Learners will login using the box on the right hand side of the website page. Login details will be sent to learners initially and from there a learner can build up their own profile to use and change their usernames and password if they want to.

A username will be required at all times when using the system however if a learner forgets their password this can be retrieved by entering their details into the 'Lost Password' Section.
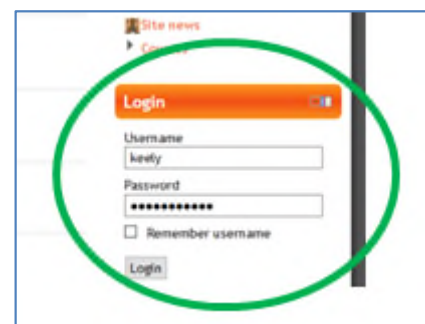
What will the system look like?

Below gives you a snapshot of the information you will be presented with and the format that we have chosen. You will see the courses in the centre console and this is where you will click to retrieve your learner information

Will I be able to get my homework questions from this system?

Yes, once the homework is ready for you to have, it will become live on your system in the form of word documents alongside any resources related to task at hand. The site has been designed to be user friendly and

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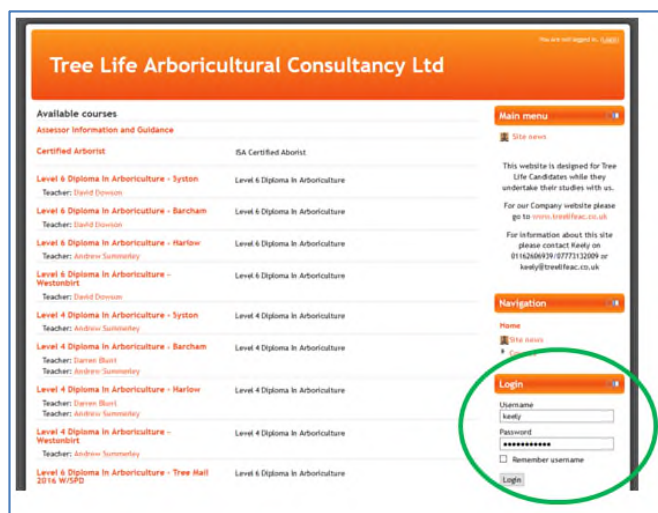
so your assignment sheets will correspond to the modules on the system. As you log in and click on your course, all the details will be there on the course front page for you.

So what do I do now?
Tree Life will be giving you a user name and a password to be able to log in by email. From this you should familiarise yourself with the system and even look to update your profile since there is a function that lets class members message each other. Then all you need to do is ensure that you look at this page regularly and use it to check for information relevant to homework, complete any online tests, chat within your group and see the latest course news

If you would like to give us any feedback on the system then please do not hesitate to email Keely at keely@treelifeac.co.uk

For help using this system **please contact Keely** on 01162606939 / 07773132009.

*The guidance for this system will be continually updated and will be available on the training portal.

Tree Life Work Submission Form

This completed form must accompany each piece of work that is submitted for assessment.

To be completed by the learner - *I hereby confirm that the work submitted is my own work and where the work of others is included that work has been acknowledged appropriately.*

Name: Learner Number: Date: /   /

Location studied at: Initial Year of Study:

Signature:

Unit Title:

portfolio identification number (PIN):

Initial Submission ☐   Resubmission ☐   (Please tick)

Late submission? ☐   Tutor confirms correct AC ☐

To be completed by the Assessor

Assessor Comments:

Improvements required:

Development pointers:

Resubmission required: Yes / No   (Date for re-submission: /   /   )

Date returned to the learner:	Name of Assessor:

WARNING: IF ANY INFORMATION ABOVE IS NOT COMPLETED CORRECTLY YOUR WORK WILL NOT BE MARKED.

Filling in your Homework Submission Form properly:

Tree Life Work Submission Form

For every assignment you submit, a form must be attached.

This completed form must accompany **each piece of work** that is submitted for assessment.

To be completed by the learner - *I hereby confirm that the work submitted is my own work and where the work of others is included that work has been acknowledged appropriately.*

Name: Learner Number: Date: /   /

Location studied at: E.g. Syston   Initial Year of Study:

Given to you by Tree life

E.g. 2014/15

Signature: On all paper copies

Unit Title: If you do not list the correct topic we cannot complete your records. e.g. *Principles of Tree Management*

portfolio identification number (PIN):   In direct relation to the assignment and added from your assessment brief.

Initial Submission ☐   Resubmission ☐   (Please tick)

Late submission? ☐   Tick to indicate it is a resubmission and provide previous version of work and feedback to aid marking.   Tutor confirms correct AC ☐

To be completed by the Assessor

Assessor Comments:

Improvements required:

Development pointers:

This date set by your tutor needs to be Met.

Resubmission required: Yes / No   (Date for re-submission: /   /   )

Date returned to the learner: Name of Assessor:

WARNING: IF ANY INFORMATION ABOVE IS NOT COMPLETED CORRECTLY YOUR WORK WILL NOT BE MARKED.

Checklist for the submission of Tree Life assessment work

It is important that when we receive your work that we receive it correctly and with all the information required so that the work can be marked properly.

As course admin manager I am directing all assessors to return work unmarked if the checklist below is not strictly adhered to.

- ☐ Correct Pin number applied from the assessment brief*
- ☐ Correct Unit Title*
- ☐ Correct Learner Number
- ☐ Tick if it is initial or resubmission piece of work
- ☐ Sign & Date*
- ☐ All AC's together as an assignment question – not separately split*
- ☐ If computerised – correct file title in the following format* e.g: Surname. Unit code/ pin. AC's / Version No.
- ☐ If it is a resubmission – have you attached the previous work and submission form? *
- ☐ If it is a resubmission – then changes should be completed in a different colour so as to distinguish the changes*
- ☐ If it is a resubmission each comment made by the assessor must have been dealt with before resubmitting for marking.
- ☐ Work is not to be sent to a tutor unless it is complete and ready for submission.
- ☐ Learners must not double send any pieces of work – i.e must not send by post and by email the same piece of work or send to two tutors the same work.
- ☐ A header or footer that states: the unit, the AC's, Learner Name & Number

*If this is not completed correctly then the work **will be returned unmarked**.

Learners must keep a record of all AC's that have been completed and this will be needed when it is time to have your tutorial with your tutor.

Learners must also keep a copy of all of their work and feedback submission forms – this includes *initial and resubmission* work.

If you have a problem with any aspect of this check list please contact Keely. [keely@treelifeac.co.uk]

LEARNER TRACKING SHEET L2

Name: Candidate No_____

Centre of study: Year:

Unit Title: **The Interaction of Soil Environments and Woody Plants**

Question PIN	Submitted	On a resubmission	Completed
ISEWP101			
ISEWP102			
ISEWP103			
ISEWP104			
ISEWP105			
ISEWP106			
ISEWP107			
ISEWP108			

Unit Title: **Woody Plant Physiology**

Question PIN	Submitted	On a resubmission	Completed
WPP109			
WPP110			
WPP111			
WPP112			
WPP113			
WPP114			
WPP115			
WPP116			
WPP117			

Unit Title: **The Supply, Planting and Aftercare of Woody Plants**

Question PIN	Submitted	On a resubmission	Completed
SPAWP118			
SPAWP119			
SPAWP120			
SPAWP121			
SPAWP122			
SPAWP123			
SPAWP124			
SPAWP125			

Unit Title: **Principles of Tree Surgery Operations**

Question PIN	Submitted	On a resubmission	Completed
PTSO126			
PTSO127			
PTSO128			
PTSO129			

Unit Title: **Tree Inspections and Statute and Common Law Applied to Trees**

Question PIN	Submitted	On a resubmission	Completed
TISCL130			
TISCL131			
TISCL132			
TISCL133			

Unit Title: **The Principles of Managing Special Trees**

Question PIN	Submitted	On a resubmission	Completed
PMST134			
PMST135			
PMST136			
PMST137			
PMST138			