LEARNER WORKBOOK

Emergency Tree Work Planning

Assess the situation. Protect people. Agree a safe response.



Planning illustration: confirm roles, competence, communications and start conditions.

40 pages | 8 modules | 8 visual activities
Four scenarios and 23 practice questions with writing space.

Learner name
Organisation / role
Tutor / course date

> Use alongside the H&W Hub course. This workbook supports learning and tutor discussion; it is not an official qualification assessment or an authorisation to undertake live work.

GETTING STARTED / MODULE 8

How to use your workbook

Complete the activities as you work through the e-learning. Separate what you know from what you assume. Give reasons for your decisions and identify who must confirm each important control.

Section	Pages
Module 1 - Readiness, calls and visual activity	3-5
Module 2 - Site assessment and visual activity	6-8
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Module 5 - Emergency arrangements, PPE and welfare	20-24
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Working agreement

- Use maps, photographs and controlled observation. Do not enter an unsafe area for an exercise.

- The forms are learning templates. Live work must follow the organisation's approved process and competent authorisation.

- There are no model answers in this learner copy. Add extra numbered sheets if you need more space.

> **Qualification route:** City & Guilds NPTC 0039-36, unit 307, requires a separate approved independent assessment using practical observation and oral questioning. Completing this workbook does not award the qualification. Confirm the current arrangements and permitted references with your approved centre.

MODULE 1

Ready before the call



Planning illustration: verify information, weather, access and available resources.

- Check the standby rota, relief, travel, equipment readiness and specialist contacts. Record defects and any restriction on availability.

- Ask what the caller actually knows: exact location, what happened, people exposed, possible utilities and controls already in place.

- Verify forecasts and local conditions. A warning colour or response-time target is not permission to work.

- Prioritise exposure and consequences. Urgent protection of people may be needed while technical tree work is deferred.

Your first five questions to an uncertain caller

What would make you change the priority?

MODULE 1 - LEARNING RECORD

Call-out and priority record

Use a scenario or a safely observed example. Label information as confirmed, reported or unknown.

Reference / date / time / receiving person

Caller / contact / authority to request work

Exact location / access / map reference

Reported event / people affected / immediate danger

Roads / paths / buildings / utilities / water affected

Controls already in place / who is responsible

Weather source / time / forecast change

Priority / reason / immediate protective action

Crew limits / specialist requests / agency references

Next review / escalation trigger / decision-maker

MODULE 1 - VISUAL ACTIVITY

Read the call-out scene

A fallen tree affects one branch of a woodland route. The bridge, gate and side routes help you ask better questions; they do not prove safe access.



Training illustration: use for planning discussion; not an approved work arrangement.

Visible facts / caller reports / unknowns

People or assets threatened / approaches to check

Location record / source and time / next action owner

MODULE 2

Assess the whole situation



Illustration only: a competent site assessment determines the actual exclusion area.

- Observe from a position safe to reach. Look at nearby trees, structures, access routes and ground as well as the reported tree.

- Consider suspended limbs, supported stems, root-plate movement and downhill sliding or rolling. Record uncertainty rather than entering to resolve it.

- Choose controls that prevent exposure; PPE alone does not control unstable timber or public access.

- Define the work that can proceed, the work on hold, the evidence needed to release the hold and who can authorise restart.

Sketch or describe the potential movement area and people exposed

Write one clear stop trigger and restart condition

MODULE 2 - LEARNING RECORD

Site-specific risk assessment

Complete one detailed hazard entry. Repeat on an additional sheet for other hazards; use your employer's rating method where required.

Task / phase / location / assessor / date

Hazard and credible event or movement

Who may be harmed, and how?

Existing controls and remaining risk

Further controls / safer alternative / specialist input

Who implements each control, and by when?

How will you verify the controls are effective?

Uncertainty / hold point / evidence required

Stop and review triggers / restart authority

Briefing / plan version / time authorised

MODULE 2 - VISUAL ACTIVITY

Roots, support and steep ground

Look beyond the reported stem. This remote-view illustration does not define a safe inspection position, exclusion distance or cutting method.



Training illustration: use for planning discussion; not an approved work arrangement.

Three observations about roots, support and ground

Three uncertainties / specialist input required

Protective action / hold point / evidence before restart

MODULE 3

Services and public interfaces



Illustration only: this is not a traffic layout or an electrical clearance diagram.

Interface	Planning question
Overhead electricity	What could contact or approach the line? Who at the network operator confirms the required electrical arrangements? A power cut does not prove safety.
Buried gas, water, electricity and data	What information and competent verification are needed before machine positioning, anchors or ground disturbance? Plans and surface clues are not proof.
Roads, tracks and public routes	Have all foreseeable approaches been identified? Who controls closures, monitoring, relief and authorised reopening?
Structures, water and railways	Which asset owner or specialist must assess the constraint? How are workers and the public kept away while this is unresolved?

Which interfaces in your example need specialist confirmation?

MODULE 3 - LEARNING RECORD

Interface and agency plan

Site / phase / person coordinating agencies

Asset or route affected / owner / current information

Agency / contact / incident reference / time spoken

Advice received / constraints / actions and owners

Evidence required before the affected phase starts

Site sketch

Show known assets, uncertain service areas, public approaches, proposed control points and emergency access. Mark assumptions. Do not use the sketch to invent fixed safety distances.

Sketch / legend / orientation

Communication and handover arrangements with each agency

MODULE 3 - VISUAL ACTIVITY

Find the gap in access control

This is a deliberately incomplete arrangement: a side path bypasses the barrier. Do not copy the barrier position as an approved control.



Training illustration: use for planning discussion; not an approved work arrangement.

Foreseeable approaches and people who could enter

Controls to verify / authority and responsible person

Intrusion response / monitoring / reopening conditions

MODULE 4

Check the contractor evidence

- Define the proposed task first, then check the exact certificate and units for each named person, including relief staff and subcontractors.

- Distinguish a qualification from assessed training, refresher training, attendance or e-learning. A logo or the phrase "chainsaw qualified" is insufficient.

- Check relevant recent experience, equipment familiarity and the ability to explain the proposed method. Accept legacy awards only after checking their actual scope and equivalence.

- Confirm first-aid and rescue capability and who supervises the work. Planning or FWM training does not replace cutting, climbing or machine qualifications.

> **Refresher checks:** HSE suggests every 2-3 years for occasional chainsaw users and every 5 years for full-time users. Assess earlier needs after a break, incident, poor practice, changed equipment or a new task. These intervals do not mean every qualification expires after five years. Check the skills actually refreshed and current client requirements.

Contractor selection exercise

A crew offers maintenance/cross-cutting and small-tree felling certificates for interwoven windblow. One member holds Emergency Tree Work Planning; their latest refresher covered maintenance and cross-cutting only.

What evidence and specialist capability are still needed?

What work would you restrict on these records, and why?

MODULE 4 - REFERENCE

Match the award to the task

Examples help you check scope; every contractor does not need every award. Verify the corresponding Lantra award or accepted equivalent and current prerequisites.

Task	Examples and limits to check
Ground cross-cutting	NPTC 0039-20: maintenance and cross-cutting. This scope excludes root-plate severing and extreme windblow tensions.
Standing-tree felling	0039-21 up to 380 mm; 0039-33 over 380 to 760 mm; 0039-34 over 760 mm. Match size and method, including assisted felling where relevant.
Individual windblow	0039-37 or suitable equivalent for the actual conditions. Do not infer competence for interwoven or partly blown trees.
Interwoven / partly blown trees	0039-35 or appropriate equivalent. Consider specialist mechanised methods; a certificate does not make unstable entry safe.
Climbing and aerial chainsaw	0039-22 access/rescue plus 0039-23 chainsaw from rope and harness for the cutting role. Verify available rescue capability.
Aerial rigging	0039-32 or relevant Lantra rigging award, underpinning skills and a competent ground team.
Chainsaw from a MEWP	0039-38 or equivalent plus competence for the actual machine/category, familiarisation and emergency lowering/rescue.
Machines / lifting systems	Task-specific operating competence, attachment familiarity, suitable equipment records and competent planning roles.
Utilities / roads / rail	Specialist competence plus asset-owner authorisation, access or protection arrangements. A chainsaw award is not a permit.
First aid / supervision	Risk-appropriate current capability, adequate cover and a supervisor able to control the proposed work.

> Read the separate Lantra and NPTC charts on the next two pages. Confirm the current award, entry requirements and accepted equivalents with the approved provider; charts do not authorise a person for every site task.

H&W TRAINING HUB

LANTRA QUALIFICATION ROUTES

Forestry & arboriculture | Chainsaw and related tree work

16+ | Provider confirms entry and accepted equivalents

GROUND-BASED CHAINSAW ROUTE

610/6270/4
L2 Chainsaw Maintenance
No prior qualification specified

610/6589/4
L2 Maintenance and Cross-Cutting
Combined qualification route

610/6273/X
L2 Cross-Cutting Timber using a Chainsaw
Entry: maintenance or equivalent

OR

610/6781/7
L2 Felling and Processing Trees up to 380mm
Entry: cross-cutting award or accepted equivalent

610/6782/9
L3 Felling and Processing Trees over 380mm and up to 760mm
Entry: up-to-380mm felling or equivalent

AERIAL CHAINSAW ROUTE

610/6135/9
L3 Access a Tree Using a Rope and Harness and Aerial Rescue
No prior qualification specified

+ up-to-380mm felling

600/5713/0
L3 Aerial Cutting with a Chainsaw: Free-fall Techniques
Entry: access/rescue AND up-to-380mm felling

600/5714/2
L3 Aerial Tree Rigging
Entry: access/rescue AND (free-fall OR chainsaw from MEWP)

600/5712/9
L3 Aerial Tree Pruning
Entry: access/rescue AND (free-fall OR chainsaw from MEWP)

OTHER RELATED QUALIFICATIONS - SEPARATE ENTRY ROUTES

600/6732/9
L3 Chainsaw from MEWP
Provider confirms chainsaw / MEWP entry evidence*

603/5091/X
L3 Stationary Rope Work Positioning and Rescue
Entry: access and aerial rescue award

610/6136/0
L3 Thorough Examination of Arboricultural Lifting Equipment
No formal entry award; aerial experience recommended

SPECIALIST GROUND AWARDS - LEGACY SPECIFICATIONS; CONFIRM CURRENT ROUTE

600/5705/1
L3 Assisted Fell Operations
Legacy entry: over-380mm felling

600/5706/3
L3 Severing Uprooted / Windblown Trees
Legacy entry: over-380mm felling

600/5702/6
L3 Emergency Treework Operations
Legacy entry: up-to-380mm felling

600/5708/7
L2 Using a Powered Pole Pruner
No prior qualification specified

H&W reference chart | Checked 6 November 2026 | Click a qualification box in the PDF for its official source.
Read the entry requirements in each box. Arrows show progression; a qualification is not automatic permission for every site or task.

lantra.co.uk/qualification-specifications | *MEWP specification lists no formal entry award; operating competence still required.

H&W TRAINING HUB

NPTC QUALIFICATION ROUTES

City & Guilds Certificates of Competence | 0039 suite

16+ | Provider confirms entry and accepted equivalents

GROUND-BASED CHAINSAW ROUTE

0039-20
L2 Chainsaw Maintenance and Cross-Cutting
No prior qualification specified

0039-21
L2 Felling Small Trees up to 380mm
Entry: 0039-20

0039-25
L2 Branch Removal and Crown Breakdown
Entry: 0039-20

0039-33
L3 Felling and Processing Medium Trees: over 380mm to 760mm
Entry: 0039-20 AND 0039-21

0039-30
L3 Assisted Felling
Entry: 0039-20 AND 0039-21

0039-34
L3 Felling and Processing Large Trees over 760mm
Entry: 0039-20 + 21 + 33

0039-35
L3 Interwoven Stems and Part Blown Trees
Entry: 0039-20 + 21 + 33

0039-37
L3 Individual Windblown Trees
Entry: 0039-20 (limited individual-tree scope)

AERIAL CHAINSAW ROUTE

0039-22
L2 Climbing Trees and Aerial Rescue
No prior qualification specified

0039-23
L2 Using a Chainsaw from a Rope and Harness
Entry: 0039-20 AND 21 AND 22

0039-31
L3 Aerial Tree Pruning
Entry: 0039-20 + 21 + 22 + 23

0039-32
L3 Aerial Tree Rigging
Entry: 0039-20 + 21 + 22 + 23

0039-38
L3 Chainsaw from MEWP
Entry: 0039-20 + 21 AND relevant MEWP qualification / IPAF

OTHER ROLE-SPECIFIC AWARDS - SEPARATE ENTRY ROUTES

0039-24
L2 Arboricultural Ground Worker
No prior qualification specified; not a cutting award

0039-26
L2 Powered Pole Pruner Maintenance and Operation
No prior qualification specified

0039-27
L2 Felling Utility Poles
Entry: 0039-20; utility-owner authorisation separate

0039-36
L3 Emergency Treework Planning
No prior award specified; planning, not cutting

H&W reference chart | Checked 6 November 2026 | Click a qualification box in the PDF for its official source.
Read the entry requirements in each box. Arrows show progression; a qualification is not automatic permission for every site or task.

nptc.org.uk | Numbers after + use the 0039 prefix. All listed entry awards are required; centre confirms equivalents.

MODULE 4 - LEARNING RECORD

Contractor competence check

Complete one record for each person and assigned role. Resolve missing or unclear evidence before allocating the affected task.

Contractor / named person / proposed role

Task / tree condition / equipment / limits of allocation

Awarding body / exact award / units / restrictions

Certificate evidence seen / verification method / date

Relevant recent experience and equipment familiarity

Refresher date / provider / exact skills covered

First-aid / rescue role and available cover

Client requirements / remaining gaps / action owner

Permitted duties / excluded work / supervision needed

Checked by / contractor agreement / review trigger

MODULE 4 - LEARNING RECORD

Phased safe system of work

Site / plan version / defined work phase

Limited objective / work that can wait

Relevant permissions / incident lead / agency liaison

Competent method planner / supervisor / team roles

Proposed method / safer alternative / specialist input

Equipment / attachments / capacity / inspections

Ground support / access / services / public controls

Communication / stop signal / loss-of-contact response

Emergency and rescue resources confirmed

Start conditions / hold-point release / restart authority

MODULE 4 - LEARNING RECORD

Brief the team and confirm



Planning illustration: ask the team to explain critical instructions back to you.

People present / roles / plan version / time

Phase objective / boundaries / no-go areas

Critical controls / hold points / stop signal

Communication check / acknowledgement / failed-contact response

Emergency arrangements / first-aid and rescue roles

Questions / misunderstandings resolved / authority to start

MODULE 4 - VISUAL ACTIVITY

Check the actual machine and task

The machine is parked while the plan is reviewed. Its presence does not demonstrate suitability, capacity or an approved operating position.



Training illustration: use for planning discussion; not an approved work arrangement.

Defined phase / operator scope / attachment familiarity

Ground, access, utilities and equipment checks

Changed attachment: hold point / reviewer / authorisation

MODULE 5

Make the emergency plan work



Planning illustration: test the actual route, contact method and rendezvous.

- Assess the work, injuries that could occur, workforce, site remoteness, terrain and responder access. Provide enough trained first aiders and appropriate equipment, including cover for absences.

- Record the work position, grid reference or coordinates, access route and meeting point. What3words can supplement other location information.

- Check communications where they are needed, with a practical fallback. Assign who calls, gives first aid, controls the area and meets responders.

- Identify task-specific rescue people and equipment. Test the plan through discussion or a controlled exercise, including what happens if the supervisor is the casualty.

> For a real emergency, call 999 or 112 and follow the call-handler. Never place a practice emergency call. Helicopter landing decisions belong to the pilot; an open area on a plan is not an approved landing site.

Which gap would prevent work starting at your example site?

MODULE 5 - LEARNING RECORD

Emergency arrangements record

Work position / grid reference or GPS coordinates
Supplementary location aid / clear description
Main-road access / gates / keys / vehicle limitations
Rendezvous / safe route / person meeting responders
Primary contact method / coverage check / fallback
Named caller / first aiders / site control / relief
Personal and worksite first-aid equipment / location
Rescue capability / resources / access to casualty
Utility / water / slope / structural rescue constraints
Contacts / appropriate hospital information / plan test

MODULE 5 - LEARNING RECORD

PPE and first-aid readiness

Match protection to the task and the person. Check fit, compatibility, condition, inspection and replacement requirements. A CE or UKCA marking is not a complete task-suitability check; read the product standard, protection rating and manufacturer information.

Check	What will you verify?
Head, eyes, face and hearing	Protection appropriate to the task; compatible fit; visible defects; service-life and care instructions.
Chainsaw legs, boots and hands	Task-appropriate design and protection class, correct size and condition. Class 1 trousers are not inherently unsafe; selection depends on the task and risk assessment.
Visibility and weather	Visibility where required, suitable layers and grip, and controls for heat, cold and wet conditions.
First aid	Needs assessment, trained people and relief cover, personal and worksite kits, access and replenishment. Ensure users are trained for the equipment provided.

PPE item / selected protection / reason / evidence checked

Defect or missing item / restriction / replacement owner

First-aid cover and kit checks still to confirm

MODULE 5 - LEARNING RECORD

Fatigue, welfare and lone work

Consider the whole shift, previous work, travel, darkness, weather and workload. Agree breaks, food, drink, shelter and relief before pressure builds. Allow people to report fatigue or inability to work safely.

> A lone-working check-in is not a substitute for the rescue capability the task requires. Review what happens if a check-in is missed and whether a person can be reached without exposing others.

Start time / prior work / travel / expected finish

Weather / physical load / signs that fitness is changing

Breaks / food / water / shelter / warm or dry clothing

Relief crew / driver / supervisor / handover arrangements

Check-in method / interval / failed-check-in response

Task restrictions / stop trigger / person deciding

Safe return journey / review time / unresolved gaps

MODULE 5 - VISUAL ACTIVITY

Is emergency cover really ready?

Equipment groups are illustrative, not a complete kit list. Check labels, suitability, condition and the trained people who will use the equipment.



Training illustration: use for planning discussion; not an approved work arrangement.

PPE choice / fit / compatibility / evidence to check

First-aid and rescue people / kit access / cover

Supervisor is the casualty: caller / location / responder access

MODULE 6

Protect the site and plan phases



Illustration: combined structure, water and pollution hazards need specialist coordination.

Identify sensitive habitats, retained trees, roots, soils, water and drains. Choose access, storage, fuel handling and spill arrangements that avoid unnecessary damage. Obtain the relevant permissions and specialist advice; an emergency description does not remove every legal duty.

Phase	Your decision and justification
Protect now	What immediate protective action can be achieved safely? Who controls the remaining exposure?
Authorised technical work	What defined phase has suitable people, method, equipment, agency arrangements and emergency provision?
Defer and monitor	What can wait? Identify residual hazards, restrictions, responsible person and review triggers.
Hand back	Who checks retained trees, ground, services and routes, and who has authority to reopen or accept the site?

Environmental control / permission / specialist confirmation needed

What could be deferred safely in your example?

MODULE 6 - LEARNING RECORD

Handover and follow-up

Job / location / date / handing-over person

Completed work / time / limits of inspection

Outstanding work / reason for deferral

Remaining tree / ground / utility / structure hazards

Closures / boundaries / monitoring / named owner

Environmental controls / waste / reinstatement

Asset-owner confirmation / permission to reopen

Receiving person / understanding and acceptance

Review time / escalation trigger / follow-up owners

Incidents / debrief / equipment and readiness actions

MODULE 6 - VISUAL ACTIVITY

Who owns the remaining risk?

The initial response is complete but the woodland route remains closed overnight. Hand over the restrictions and actions as well as the record.



Training illustration: use for planning discussion; not an approved work arrangement.

Completed phase / limits of inspection / residual hazards

Boundary and controls / receiving person / acknowledgement

Monitoring / escalation / review time / reopening authority

MODULE 7 - SCENARIO WORKSHOP

A. Night call: road and overhead line



Planning illustration. Use the written brief; label any assumptions.

At 22:40 a caller reports a tree across a rural road. A line is visible in its crown, the caller says the village has lost power, vehicles are approaching a bend and wind is increasing. The crew has completed a full day of work. The nearest suitable specialist team is not yet on site.

> **Change to consider:** Update: a member of the public offers to move a small branch with a vehicle. Your radio signal fails at the proposed work position.

Priority / missing information / immediate protection

Specialists / crew competence / work phase and hold points

How does the update change your plan, briefing and handover?

Use the records on pages 4, 7, 10, 16-18, 21 and 26 for a fuller plan.

MODULE 7 - SCENARIO WORKSHOP

B. Root plate above a forest track



Planning illustration. Use the written brief; label any assumptions.

Several trees have fallen across a wet, sloping extraction route. A raised root plate is close to a marked public route below. One stem is supported by a standing tree. There is no reliable casualty-access route and a contractor proposes using the nearest machine without a revised plan.

> **Change to consider:** Update: overnight rain is forecast and walkers have been seen using an informal path beyond the signed entrance.

Priority / missing information / immediate protection

Specialists / crew competence / work phase and hold points

How does the update change your plan, briefing and handover?

Use the records on pages 4, 7, 10, 16-18, 21 and 26 for a fuller plan.

MODULE 7 - SCENARIO WORKSHOP

C. Damaged roof beside a watercourse



Planning illustration. Use the written brief; label any assumptions.

A large limb rests on an occupied workshop roof. Masonry is visibly damaged, a stream runs beside the building, an underground service route is uncertain and a small fluid spill is present near a drain. The caller asks for complete clearance before morning.

> **Change to consider:** Update: the immediate area can be securely closed and the owner can relocate staff until daylight. A crane is suggested but has not been assessed for this ground.

Priority / missing information / immediate protection

Specialists / crew competence / work phase and hold points

How does the update change your plan, briefing and handover?

Use the records on pages 4, 7, 10, 16-18, 21 and 26 for a fuller plan.

MODULE 7 - VISUAL ACTIVITY

D. Damaged crossing after rain

The caller reports a regularly used bridge, rising water and a path from the far bank. Separate these reports from what the picture actually shows.



Training illustration: use for planning discussion; not an approved work arrangement.

> **Update:** the owner asks the crew to cross the bridge; a visitor starts along the informal path. Explain how your priorities change. Do not assume the bridge or banks are safe.

Observed facts / reports to verify / people exposed

Immediate priorities / specialists / work that must wait

Changed request: controls / emergency access / handover

MODULE 7 - PRACTICE QUESTIONS

Explain your decisions: 1-4

Write your response before the tutor discussion. Add a numbered sheet where a full explanation needs more space.

1. A storm-damaged tree is beside an occupied footpath. Talk through how you would build, implement and review the site risk assessment.

Revise Module 2.

2. A crew is sent to a remote woodland entrance. What information must be usable before they can rely on the emergency plan?

Revise Module 5.

3. During a standby check you find an uncharged radio and an overdue equipment inspection. Explain why dealing with these now matters.

Revise Module 1.

4. A social-media post says the wind will ease. How would you verify the forecast and decide whether it changes your plan?

Revise Module 1.

MODULE 7 - PRACTICE QUESTIONS

Explain your decisions: 5-8

Write your response before the tutor discussion. Add a numbered sheet where a full explanation needs more space.

5. A fallen tree lies across a stream beside retained woodland. Identify the environmental consequences your plan needs to control.

Revise Module 6.

6. The call-out description changes after arrival. Which records would show what was reported, what was agreed and what was actually done?

Revise Module 1.

7. Compare a split tree threatening a busy pavement with a fallen tree inside a securely closed area. How would you rank and review the calls?

Revise Module 1.

8. A client asks you to promise that the road will reopen within an hour. What should you say and do before committing?

Revise Module 1.

MODULE 7 - PRACTICE QUESTIONS

Explain your decisions: 9-12

Write your response before the tutor discussion. Add a numbered sheet where a full explanation needs more space.

9. Your nearest crew has only routine ground-work competence, but the report describes suspended storm-damaged branches. How do you allocate the response?

Revise Module 4.

10. Give three changes that would make an apparently straightforward fallen-tree call more complex, and explain what each changes in the plan.

Revise Module 2.

11. For each setting, describe a credible hazard and a planning response: occupied building, damaged building, road, water, fallen timber, severe weather, overhead line, buried service, pollution and artificial lighting.

Revise Module 3.

12. A tree has struck a building and a road, with a possible cable involved. Which outside organisations would you involve, and for what purpose?

Revise Module 3.

MODULE 7 - PRACTICE QUESTIONS

Explain your decisions: 13-16

Write your response before the tutor discussion. Add a numbered sheet where a full explanation needs more space.

13. Two agencies and two contractors arrive with different radios. How do you establish a workable communication arrangement?

Revise Module 4.

14. No service drawing was included with the call. How would you check for utility constraints without entering an unsafe area?

Revise Module 3.

15. An overhead conductor may be in the tree and a water main may run beneath the proposed machine position. How does this affect your plan?

Revise Module 3.

16. A footpath has several informal entrances and runs alongside the incident. Describe an effective site-security plan.

Revise Module 3.

MODULE 7 - PRACTICE QUESTIONS

Explain your decisions: 17-20

Write your response before the tutor discussion. Add a numbered sheet where a full explanation needs more space.

17. You are asked to authorise the first work phase. What evidence must be confirmed at the start-work briefing?

Revise Module 4.

18. A relief crew arrives during the response. Why is a proper handover essential, and what would you include?

Revise Module 4.

19. A caller wants immediate cutting, but gusts are increasing and the crew cannot provide the rescue capability required. What is your decision?

Revise Module 2.

20. The original van and chainsaws are insufficient. Suggest additional resources and explain what must be checked before using them.

Revise Module 4.

MODULE 7 - PRACTICE QUESTIONS

Explain your decisions: 21-23

Write your response before the tutor discussion. Add a numbered sheet where a full explanation needs more space.

21. Which outcomes might justify action during the initial emergency, and who decides whether the planned phase can proceed?

Revise Module 6.

22. The immediate threat is controlled. Identify work that could be deferred and explain the conditions needed for that decision.

Revise Module 6.

23. Before handing the site back, what checks and records are needed to avoid leaving an unmanaged hazard?

Revise Module 6.

Notes / topic to revisit with the tutor

MODULE 8 - VISUAL ACTIVITY

Explain your decisions clearly

Choose any course picture and give a two-minute planning explanation. Ask a colleague to identify an unclear control or unsupported assumption.



Training illustration: use for planning discussion; not an approved work arrangement.

Evidence: what is known / source / uncertainty

Decision: objective / controls / resources / hold points

Review: change trigger / next-phase authority / handover

MODULE 8

Tutor review and next steps

Review the workbook and scenarios with your tutor. Record the learning still required and how it will be addressed. A percentage score must not conceal an unsafe decision.

Review area	Evidence / action needed
Call-out and priorities	
Site risk assessment / stop decisions	
Utilities and public interfaces	
Contractor competence / resources / briefing	
Emergency arrangements / PPE / welfare	
Environment / phased work / handover	
Scenarios / practice questions	

Further learning / responsible person / target date

Learner acknowledgement / date

Tutor review / date / next review

Before an independent assessment

- Confirm registration, eligibility, current candidate documents and arrangements with the approved centre.

- Discuss support needs and any reasonable adjustments in advance. Follow the centre's rules on reference materials.

> This is a learning-review record. It does not award or recommend a qualification, certify operational competence or replace the approved assessor's judgement.

REFERENCE AND PRINTING

Keep your guidance current

Use the Hub for the full lessons, current downloads and links. Confirm awarding-body and client requirements before allocating live work. Core guidance reviewed 7 November 2026; visual activities added 8 November 2026.

H&W Emergency Tree Work Planning
https://hwtraininghub.co.uk/courses/emergency-tree-work-planning/

HSE - Training and certification
https://www.hse.gov.uk/treework/site-management/training.htm

HSE - Chainsaws at work (INDG317)
https://www.hse.gov.uk/pubns/indg317.pdf

HSE - First aid and emergency procedures
https://www.hse.gov.uk/treework/site-management/first-aid.htm

HSE - Overhead lines / HSG47 buried services
https://www.hse.gov.uk/treework/safety-topics/power-lines.htm

HSE - Avoiding danger from underground services
https://www.hse.gov.uk/pubns/books/hsg47.htm

FISA 802 / 804 / 805 / 306 - Safety guides
https://ukfisa.com/Safety/Safety-Guides

Lantra - Qualification specifications
https://lantra.co.uk/qualification-specifications

NPTC 0039-36 - Emergency Tree Work Planning
https://www.nptc.org.uk/qualificationschemedetail.aspx?back=qual&id=56

Choose one printing route

Normal A4 copy: use the A4 workbook, portrait, one page per side. For two-sided printing, turn on long-edge duplex. Use actual size, or fit to printable area if your printer requires it.

A3 fold-and-staple copy: use the separate A3 file. It is already arranged for booklet printing: 20 A3 sides on 10 sheets, folded to 40 A4 pages. Select A3 landscape, two-sided short-edge binding and one PDF page per side. Leave Booklet and multiple-pages-per-sheet options off.

Konica Minolta C300i: where a compatible booklet finisher is fitted, choose Layout / Finish > Fold & Staple > Center Staple and Fold. Otherwise fold and centre-staple manually. For multiple copies, send each complete workbook as a separate one-copy job. Do not combine copies into one long document.

Konica Minolta: official finishing instructions

> H&W course illustrations are learning scenes, not scale diagrams or verified traffic/electrical layouts. Qualification charts are H&W references dated 6 November 2026. The official assessor answer pack is not included.