

Sample Competence: Tech 6

Competency	Description	Indicator Activities		BCT Professional Training Standards ref	ER Accreditation Level		
		= Capable	= Accomplished		1	2	3
Tech6: Design and preparation of management, mitigation and enhancement plans and projects	Collecting and scrutinising all relevant information in order to establish baselines and set objectives for habitat/species management plans, mitigation, compensation and/or enhancement plans. Designing effective sustainable environmental management solutions for biodiversity benefit. Designing appropriate schemes to monitor outcomes. Design and implement strategy to minimise impacts arising from roost modification, disturbance and/or loss (structures OR trees)	You can demonstrate a good understanding of the principles involved in designing measures for impact avoidance, mitigation and compensation for bat habitats and features, the importance of adherence to the mitigation hierarchy, and the difference between avoidance, mitigation, compensation and enhancement. You can demonstrate knowledge of the sources of up-to-date advice, guidance and evidence on mitigation and compensation for Group 1 and Group 2 species relevant to Level 1 situations.*		Unit 12	√	√	√
		You can evidence experience of setting appropriate objectives for habitat management, mitigation and enhancement plans designed to benefit a range of Group 1 and Group 2 species relevant to Level 1 situations.* You can demonstrate how such plans identify features to be protected/retained or enhanced justifying your reasoning.		Unit 12	√	√	√
		You can provide examples of suitable strategies you have designed to avoid or minimise short term disturbance to Group 1 and Group 2 species (relevant to Level 1 situations)* in their roosts, in a range of development scenarios, explaining how you have justified your strategies. You can describe how the effectiveness of such strategies would be monitored.		Unit 12	√	√	√
		You can provide examples of suitable mitigation strategies used to minimise impacts on Group 1 and Group 2 species (relevant to Level 1 situations)* arising from roost modification in structures and/or trees, explaining how you have justified your strategies.		Unit 12	√	√	√

	You can describe how the effectiveness of such strategies would be monitored.				
	You can provide examples of suitable compensation strategies for roost loss arising from development involving impacts on Group 1 and Group 2 species (relevant to Level 1 situations)* using buildings and/or trees/woodlands, explaining how you have justified your strategies. You can describe how the effectiveness of such strategies would be monitored.	Unit 12	√	√	√
	You can recognise when a habitat management / mitigation / compensation plan is likely to be ineffective and describe what measures could be taken to correct the situation.	Unit 12	√	√	√
	You can demonstrate knowledge of the sources of up-to-date advice, guidance and evidence on mitigation and compensation for Group 2 and Group 3 species.	Unit 12	n/a	√	√
	You can provide examples of suitable strategies that you have designed to mitigate and/or compensate for significant roost impacts on a wide range of bat species in a range of large-scale or complex development scenarios, explaining how you have justified your strategies. You can describe how the effectiveness of such mitigation and/or compensation would be monitored and secured in the long term.	Unit 12	n/a	√	√
	You can evidence experience of setting appropriate objectives and designing strategies for mitigation, compensation and/or enhancement plans designed to benefit a range of Group 2 and/or Group 3 species, including situations involving roost modification and roost loss. You can demonstrate how such a plan would identify features to be protected/retained or enhanced as well as opportunities for habitat/structure creation, justifying your reasoning. You can describe how the effectiveness of such mitigation or compensation would be monitored.	Unit 12	n/a	√	√

* See *Earned Recognition Accreditation Levels* document