Entry 2 Skills for Working Life (4807-02)

October 2017 Version 1.1

Assessment recording documents for Agricultural – animals (Units 214-219)
City & Guilds
Believe you can

www.cityandguilds.com
## Recognise farm animals

### Guidance
For this unit, learners will need to be assessed in three different species of farm animal. Learners have to physically recognise three ‘real’ species of farm animal. They are not required to have access to the male, female and young of each of the three species, but if they are available they could be used. Alternatively pictures or photographs of the different genders could be used.

### Learning Outcome
The learner will be able to:
- Recognise farm animals correctly
- Use gender and breeding terms

### Practical Evidence

<table>
<thead>
<tr>
<th>Species 1:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Male:</td>
<td></td>
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<tr>
<td>Female:</td>
<td></td>
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<tr>
<td>Young:</td>
<td>- a cow (bull, cow, calf)</td>
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<tr>
<th>Species 2:</th>
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<tbody>
<tr>
<td>Male:</td>
<td></td>
</tr>
<tr>
<td>Female:</td>
<td></td>
</tr>
<tr>
<td>Young:</td>
<td>- a sheep (ram, ewe, lamb)</td>
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<table>
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<tr>
<th>Species 3:</th>
<th></th>
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<tbody>
<tr>
<td>Male:</td>
<td></td>
</tr>
<tr>
<td>Female:</td>
<td></td>
</tr>
<tr>
<td>Young:</td>
<td>- a pig (boar, sow, piglet)</td>
</tr>
</tbody>
</table>

- a goat (billy, nanny, kid)
- a horse (stallion/gelding, mare, foal)

- Remove and store personal protective clothing
- Wash and dry hands

Continued.....
### Knowledge Evidence (evidence of answers given to be recorded in portfolio)

- A reason for wearing personal protective clothing
- A reason for identifying animal sexes correctly

### DECLARATION

The Learning Outcome has been achieved by satisfactory performance of all the components listed above.

Date all assessments completed for this unit:

<table>
<thead>
<tr>
<th>Name of Assessor</th>
<th>Signature of Assessor</th>
<th>Name of Learner</th>
<th>Signature of Learner</th>
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<tbody>
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</table>
AGRICULTURAL ANIMALS E2

Unit no: 215  Unit title: Feed farm animals  Credit Value 2

Guidance: For this unit, learners will need to feed one species of farm animal safely and correctly. This might be a single animal or a group of animals.

Learning Outcome: The learner will be able to:

- Feed farm animals correctly and safely

Species of farm animal fed: __________________________

Assessor Initials/Date

Practical Evidence

- Recognise and wear personal protective clothing
- Recognise one type of bulk animal feed (indicate which 1 was correctly recognised):
  - silage
  - hay
- Recognise two types of concentrate feed (indicate which 2 were correctly recognised):
  - nuts
  - cobs
  - cereals
  - pellets
  - other (please specify)
  Concentrate 1:
  Concentrate 2:
- Recognise two types of equipment used for feeding farm animals (indicate which 2 were correctly recognised):
  - scoop
  - measure
  - bucket
  - container
  Equipment 1:
  Equipment 2:

- Check that feed bucket/container is clean
- Collect and check that tools and equipment are safe to use
- Clean out feeding trough
- Feed animals with the correct quantity of food
- Check that animals are feeding
- Clean and store feed buckets/containers safely
- Remove and store personal protective clothing
- Wash and dry hands

Knowledge Evidence (evidence of answers given to be recorded in portfolio)

- A reason for cleaning feeding equipment
- A reason for feeding the correct amount of food
- A reason for checking that animals are feeding

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

Name of Assessor  Signature of Assessor  Name of Learner  Signature of Learner
**AGRICULTURAL ANIMALS E2**

Unit no: 216  
Unit title: **Bed down farm animals**  
Credit Value 2

**Guidance:** For this unit, learners will need to prepare a bed for one species of farm animal. This might be a single animal or a group of animals.

**Learning Outcome:** The learner will be able to:
- Prepare a bed for a farm animal correctly and safely

Species of farm animal: ________________________________

**Assessor Initials/Date**

|  |  |

**Practical Evidence**

- Recognise and wear personal protective clothing
- Recognise **two** of the following types of bedding *(indicate which 2 types were correctly recognised)*

| Bedding type 1: | - shavings          
                | - wheat straw      
                | - barley straw     

| Bedding type 2: |

- Apply the correct amount of bedding using **one** of the following bedding types *(indicate which source of bedding was used)*

| Bedding type: | - bales of shavings  
                | - small bales of straw 
                | - large bales of straw 

- Dispose of waste material safely
- Clean and store tools and equipment safely
- Remove and store personal protective clothing
- Wash and dry hands

**Knowledge Evidence** *(evidence of answers given to be recorded in portfolio)*

- A reason for using good quality bedding for animals
- A reason for providing bedding for animals
- A reason for disposing of waste correctly

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

<table>
<thead>
<tr>
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AGRICULTURAL ANIMALS E2

Unit no: 217  Unit title: Recognise farm animal housing  Credit Value 1

Guidance: For this unit, learners will need access to different types of farm animal housing.

Learning Outcome: The learner will be able to
- Recognise four types of farm animal housing correctly and safely

Assessor Initials/Date

Practical Evidence
- Recognise and wear personal protective clothing
- Recognise **four** types of farm animal housing *(indicate which 4 types have been correctly recognised)*
  - Animal housing type 1:
    - yard
    - fields
    - paddock
    - cow shed
    - ark/house
    - stable
  - Animal housing type 2:
  - Animal housing type 3:
  - Animal housing type 4:

- Recognise **six** key features of areas used to house farm animals *(indicate which 6 features were correctly recognised)*
  - Feature 1:
    - free from weeds
    - appropriate temperature for animal
    - dry
    - free from sharp objects
    - safe
    - secure
    - clean
    - free from hazards
    - good ventilation
  - Feature 2:
  - Feature 3:
  - Feature 4:
  - Feature 5:
  - Feature 6:

- Check that animal housing is safe
- Report findings to supervisor
- Remove and store personal protective clothing
- Wash and dry hands

Knowledge Evidence *(evidence of answers given to be recorded in portfolio)*
- A reason why farm animals need housing
- A reason why farm animal housing needs to be free from hazards and sharp objects
- A reason why the animal housing needs to be secure

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

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</table>
Unit no: 218  Unit title: **Move a farm animal**  Credit Value 2

**Guidance:** For this unit, learners will need to move one species of farm animal.

**Learning Outcome:** The Learner will be able to:

- Move a farm animal(s) safely along identified route correctly and safely

Species of farm animal moved: ____________________________

<table>
<thead>
<tr>
<th>Assessor Initials/Date</th>
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</thead>
</table>

**Practical Evidence**

- Recognise and wear personal protective clothing
- Recognise the animal(s) to be moved
- Recognise where the animal(s) are to be moved to
- Check that the route is free from obstacles and hazards
- Report to supervisor when they have checked the route
- Move the animal(s) to the new location
- Secure the animal(s) in the new location
- Remove and store personal protective clothing
- Wash and dry hands

**Knowledge Evidence** *(evidence of answers given to be recorded in portfolio)*

- A reason for walking the route the animal is to take
- A reason for moving animals in a quiet manner

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above.

Date all assessments completed for this unit:

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### Entry 2 Skills for Working Life (4807-02)
**AGRICULTURAL ANIMALS E2**

**Unit no:** 219  
**Unit title:** Maintain a fence  
**Credit Value:** 2

**Guidance:** For this unit, if there are different tools/materials not listed, indicate which other tools were recognised by writing them in under ‘other’. Assistance may be given in holding materials to be fixed.

**Learning Outcome:** The learner will be able to:
- Maintain a fence correctly and safely

<table>
<thead>
<tr>
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**Practical Evidence**

- Recognise and wear personal protective clothing
- Recognise and check the fence to be maintained
- Check with supervisor what needs to be maintained or mended
- Collect tools as appropriate *(indicate which tools (at least two) were used):*
  - crowbar
  - saw
  - claw hammer
  - fencing pliers
  - spade/spit
  - other
- Check tools are safe to use
- Collect materials required *(indicate which materials (at least two) were used):*
  - nails/staples
  - panels
  - rails
  - wire
  - posts/stakes
  - other
- Repair damage, with assistance if required
- Clear the site after work has been completed
- Clean and store tools correctly and safely
- Return unused materials to store
- Dispose of waste
- Remove and store personal protective clothing
- Wash and dry hands

**Knowledge Evidence** *(evidence of answers given to be recorded in portfolio)*

- A reason for maintaining a fence
- A reason for clearing the site after work has been completed

**DECLARATION** – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

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Appendix 1  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information on such things as:

- Walled Garden: how to register and certificate candidates on line
- Events: dates and information on the latest Centre events
- Online assessment: how to register for e-assessments.
### Useful contacts

<table>
<thead>
<tr>
<th>Category</th>
<th>UK learners (General qualification information)</th>
<th>International learners (General qualification information)</th>
<th>Centres (Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results)</th>
<th>Single subject qualifications (Exam entries, Results, Certificates, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change)</th>
<th>International awards (Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports)</th>
<th>Walled Garden (Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems)</th>
<th>Employer (Employer solutions, Mapping, Accreditation, Development Skills, Consultancy)</th>
<th>Publications (Logbooks, Centre documents, Forms, Free literature)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T: +44 (o)844 543 0033 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
<td>T: +44 (o)844 543 0033 F: +44 (o)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td>T: +44 (o)844 543 0000 F: +44 (o)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
<td>T: +44 (o)844 543 0000 F: +44 (o)20 7294 2413 E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
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<td>T: +44 (o)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></td>
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