

Entry 2 Skills for Working Life (4807-02)

October 2017 Version 1.1



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October 2017
Version 1.1


**Assessment recording documents for
Conservation (Units 219, 235-238)**

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CONSERVATION E2

| Unit no: 235 | Unit title: Recognise trees and plants | Credit Value 1 | | | | | | | | | | |
|---|---|---|------------------------|--|--|--|--|--|--|--|--|--|
| <p>Guidance: For this unit, learners should recognise two trees and two plants ideally commonly found in woodland and hedgerows of the local area.</p> | | | | | | | | | | | | |
| <p>Learning Outcome: The learner will be able to:</p> <ul style="list-style-type: none"> • Recognise common trees and plants correctly | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5" style="text-align: left;">Assessor Initials/Date</th> </tr> <tr> <td style="width: 15%; height: 40px;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table> | | | Assessor Initials/Date | | | | | | | | | |
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| Practical Evidence | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Recognise two common trees (<i>state which trees were recognised</i>): | | | | | | | | | | | | |
| - Tree 1: | | | | | | | | | | | | |
| - Tree 2: | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Recognise two common plants (<i>state which plants were recognised</i>): | | | | | | | | | | | | |
| - Plant 1: | | | | | | | | | | | | |
| - Plant 2: | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Recognise four of the constituent parts of a tree or plant (<i>indicate which were correctly recognised</i>) | | | | | | | | | | | | |
| Part 1: | | <ul style="list-style-type: none"> - leaf - stem - root - branch - trunk | | | | | | | | | | |
| Part 2: | | | | | | | | | | | | |
| Part 3: | | | | | | | | | | | | |
| Part 4: | | | | | | | | | | | | |
| Knowledge Evidence (<i>evidence of answers given to be recorded in portfolio</i>) | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • A function of the tree or plant root | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • A function of the tree or plant trunk or stem | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • A function of the tree or plant leaf | | | | | | | | | | | | |
| <p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p> | | | | | | | | | | | | |
| Date all assessments completed for this unit: | | | | | | | | | | | | |
| Name of Assessor | Signature of Assessor | Name of Learner | Signature of Learner | | | | | | | | | |
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CONSERVATION E2

| Unit no: 236 | Unit title: Recognise, use and care for tools used in conservation | Credit Value 2 | | | | | | | | | | |
|---|---|--|------------------------|--|--|--|--|--|--|--|--|--|
| <p>Guidance: For this unit, the range of hand tools covered needs to be six, but if there are different tools not listed, indicate which other tools were recognised by writing them in under 'other'.</p> | | | | | | | | | | | | |
| <p>Learning Outcome: The learner will be able to:</p> <ul style="list-style-type: none"> • Recognise, use and care for hand tools correctly and safely | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5" style="text-align: left;">Assessor Initials/Date</th> </tr> <tr> <td style="width: 20%; height: 40px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | Assessor Initials/Date | | | | | | | | | |
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| Practical Evidence | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Recognise and name six tools (<i>indicate which were correctly recognised</i>): | | | | | | | | | | | | |
| | Tool 1: | <ul style="list-style-type: none"> - brushing hook - shovel - bow saw - spade - fork - rake - brush/broom - wheelbarrow - other | | | | | | | | | | |
| | Tool 2: | | | | | | | | | | | |
| | Tool 3: | | | | | | | | | | | |
| | Tool 4: | | | | | | | | | | | |
| | Tool 5: | | | | | | | | | | | |
| | Tool 6: | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Recognise and wear personal protective clothing | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Check that tools are safe to use | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Use three hand tools safely to perform tasks (<i>state the tool used and task performed</i>): | | | | | | | | | | | | |
| | Tool/task 1: | | | | | | | | | | | |
| | Tool/task 2: | | | | | | | | | | | |
| | Tool/task 3: | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Clean tools after use | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Apply rust preventative if applicable | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Store tools safely | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Remove and store personal protective clothing | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Wash and dry hands | | | | | | | | | | | | |
| Knowledge Evidence (<i>evidence of answers given to be recorded in portfolio</i>) | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • A reason for checking that tools are safe to use | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • A reason for storing tools away safely and securely after use | | | | | | | | | | | | |
| <p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p> | | | | | | | | | | | | |
| Date all assessments completed for this unit: | | | | | | | | | | | | |
| Name of Assessor | Signature of Assessor | Name of Learner | Signature of Learner | | | | | | | | | |
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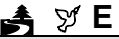
CONSERVATION E2

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|--|--|--|--|-----------------------|---|
| Unit no: 237 | | Unit title: Maintain a footpath | | Credit Value 3 | |
| <p>Guidance: For this unit, if there are different tools not listed, indicate which other tools/materials were recognised by writing them in under 'other'. The path maintained should be of appropriate woodland/park type, i.e. not concrete or tarmac.</p> | | | | | |
| Learning Outcome: | | <p>The learner will be able to:</p> <ul style="list-style-type: none"> Maintain a footpath correctly and safely | | | |
| Assessor Initials/Date | | | | | |
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|  | | | | | |
| Practical Evidence | | | | | |
| | | | | | <ul style="list-style-type: none"> Recognise and wear personal protective clothing |
| | | | | | <ul style="list-style-type: none"> Recognise and name four tools (<i>indicate which were correctly recognised</i>): |
| | | | | Tool 1: | <ul style="list-style-type: none"> - shovel - other - brush/broom - rake - wheelbarrow |
| | | | | Tool 2: | |
| | | | | Tool 3: | |
| | | | | Tool 4: | |
| | | | | | <ul style="list-style-type: none"> Check that tools and equipment are safe to use |
| | | | | | <ul style="list-style-type: none"> Recognise two surfacing materials (<i>indicate which material was used</i>): |
| | | | | Material 1: | <ul style="list-style-type: none"> - fine aggregate - wood chips - coarse aggregate |
| | | | | Material 2: | |
| | | | | | <ul style="list-style-type: none"> Collect tools and materials |
| | | | | | <ul style="list-style-type: none"> Use hand tools safely |
| | | | | | <ul style="list-style-type: none"> Maintain identified length of footpath |
| | | | | | <ul style="list-style-type: none"> Remove weeds, rubbish and overhanging plants/branches |
| | | | | | <ul style="list-style-type: none"> Recycle rubbish and compost waste |
| | | | | | <ul style="list-style-type: none"> Return unused materials to store |
| | | | | | <ul style="list-style-type: none"> Clean and store tools and equipment safely |
| | | | | | <ul style="list-style-type: none"> Remove and store personal protective clothing |
| | | | | | <ul style="list-style-type: none"> Wash and dry hands |
| Knowledge Evidence (<i>evidence of answers given to be recorded in portfolio</i>) | | | | | |
| | | | | | <ul style="list-style-type: none"> A reason for maintaining a foot path |
| | | | | | <ul style="list-style-type: none"> A reason for removing rubbish or waste from and around the footpath |
| | | | | | <ul style="list-style-type: none"> A reason for recycling or composting waste |
| <p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p> | | | | | |
| Date all assessments completed for this unit: | | | | | |
| Name of Assessor | | Signature of Assessor | | Name of Learner | |
| | | | | | |
| | | | | Signature of Learner | |
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CONSERVATION E2

| Unit no: 219 | Unit title: Maintain a fence | Credit Value 2 | | | | | | | | | | |
|---|--|-----------------------|------------------------|--|--|-------------|--|--|--|--|--|--|
| <p>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.</p> <p>Learning Outcome: The learner will be able to:</p> <ul style="list-style-type: none"> • Maintain a fence correctly and safely | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5" style="text-align: left; padding: 5px;">Assessor Initials/Date</th> </tr> <tr> <td style="width: 20%; height: 40px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | Assessor Initials/Date | | | | | | | | | |
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| Practical Evidence | | | | | | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Recognise and wear personal protective clothing | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Recognise and check the fence to be maintained | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Check with supervisor what needs to be maintained or mended | | | | | | | |
| <ul style="list-style-type: none"> • Collect tools as appropriate (<i>indicate which tools (at least two) were used:</i>) | | | | | | | | | | | | |
| | | | | | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;">Tools used:</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - crowbar - saw - claw hammer - fencing pliers - spade/spit - other </td> </tr> </table> | Tools used: | <ul style="list-style-type: none"> - crowbar - saw - claw hammer - fencing pliers - spade/spit - other | | | | | |
| Tools used: | <ul style="list-style-type: none"> - crowbar - saw - claw hammer - fencing pliers - spade/spit - other | | | | | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Check tools are safe to use | | | | | | | |
| <ul style="list-style-type: none"> • Collect materials required (<i>indicate which materials (at least two) were used</i>) | | | | | | | | | | | | |
| | | | | | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;">Tools used:</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - nails/staples - panels - rails - wire - posts/stakes - other </td> </tr> </table> | Tools used: | <ul style="list-style-type: none"> - nails/staples - panels - rails - wire - posts/stakes - other | | | | | |
| Tools used: | <ul style="list-style-type: none"> - nails/staples - panels - rails - wire - posts/stakes - other | | | | | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Repair damage, with assistance if required | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Clear the site after work has been completed | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Clean and store tools correctly and safely | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Return unused materials to store | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Dispose of waste | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Remove and store personal protective clothing | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • Wash and dry hands | | | | | | | |
| Knowledge Evidence (<i>evidence of answers given to be recorded in portfolio</i>) | | | | | | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • A reason for maintaining a fence | | | | | | | |
| | | | | | <ul style="list-style-type: none"> • A reason for clearing the site after work has been completed | | | | | | | |
| <p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p> | | | | | | | | | | | | |
| Date all assessments completed for this unit: | | | | | | | | | | | | |
| Name of Assessor | Signature of Assessor | Name of Learner | Signature of Learner | | | | | | | | | |
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CONSERVATION E2

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|--|-----------------------|--|--|---|
| Unit no: | 238 | Unit title: | Plant an area to attract wildlife | Credit Value 2 |
| <p>Guidance: For this unit, any suitable area, plants or trees can be used that might encourage insects and animals in a wildlife area or enhance a wildlife area. One or more plants and trees can be planted. Tutor should give assistance in identifying appropriate area and plants to be used.</p> | | | | |
| Learning Outcome: | | The learner will be able to: | | |
| | | <ul style="list-style-type: none"> Plant an area to attract wildlife correctly and safely | | |
| Assessor Initials | | | | |
| | | | | |
|  | | | | |
| Practical Evidence | | | | |
| | | | | <ul style="list-style-type: none"> Recognise and wear personal protective clothing |
| | | | | <ul style="list-style-type: none"> Collect tools and equipment |
| | | | | <ul style="list-style-type: none"> Collect and check that the spade/planting tool is safe to use |
| | | | | <ul style="list-style-type: none"> Clear the area if required |
| | | | | <ul style="list-style-type: none"> Recognise the plants or trees to be planted |
| | | | | <ul style="list-style-type: none"> Collect the plants or trees to be planted |
| | | | | <ul style="list-style-type: none"> Prepare hole in the ground for planting as directed |
| | | | | <ul style="list-style-type: none"> Insert plant or tree in identified positions |
| | | | | <ul style="list-style-type: none"> Dispose of waste material correctly and safely if appropriate |
| | | | | <ul style="list-style-type: none"> Clean and store spade/planting tool safely |
| | | | | <ul style="list-style-type: none"> Remove and store personal protective clothing |
| | | | | <ul style="list-style-type: none"> Wash and dry hands |
| Knowledge Evidence <i>(evidence of answers given to be recorded in portfolio)</i> | | | | |
| | | | | <ul style="list-style-type: none"> Name two plants in a wildlife area |
| | | | | <ul style="list-style-type: none"> Name two insects in a wildlife area |
| | | | | <ul style="list-style-type: none"> Name two animals in a wildlife area |
| <p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p> | | | | |
| Date all assessments completed for this unit: | | | | |
| Name of Assessor | Signature of Assessor | Name of Learner | Signature of Learner | |
| | | | | |

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

| | |
|---|--|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
| Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
| Publications Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 |

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