

# Entry 2 Skills for Working Life (4807-02)

July 2014 Version 1.0



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July 2014  
Version 1.0


**Assessment recording documents for  
Poultry (Units 219-224)**

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## POULTRY E2

Unit no: 220		Unit title: <b>Recognise the body parts of poultry and their function</b>		Credit Value 1	
<p><b>Guidance:</b> For this unit, there should be access to male and female birds.</p> <p>The learner will be able to:</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> <li>Recognise eight parts of the body of poultry</li> </ul>					
Assessor Initials/Date					
					 <b>EM</b>
<b>Practical Evidence</b>					
					<ul style="list-style-type: none"> <li>Recognise and wear personal protective clothing</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise a male bird, eg cockerel/drake</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise a female bird, eg hen, duck</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise <b>eight</b> parts of the body of poultry (<i>indicate which parts were correctly recognised</i>)</li> </ul>
				Part 1:	<ul style="list-style-type: none"> <li>- Head</li> <li>- Eye</li> <li>- Ear</li> <li>- Beak</li> <li>- Comb</li> <li>- Wattle</li> <li>- Claws</li> <li>- Leg</li> <li>- Feet</li> <li>- Crop</li> <li>- Vent</li> <li>- Feathers</li> <li>- Spur</li> <li>- Tail</li> </ul>
				Part 2:	
				Part 3:	
				Part 4:	
				Part 5:	
				Part 6:	
				Part 7:	
				Part 8:	
					<ul style="list-style-type: none"> <li>Remove and store personal protective clothing</li> </ul>
					<ul style="list-style-type: none"> <li>Wash and dry hands</li> </ul>
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )					
					<ul style="list-style-type: none"> <li>A reason for identifying the difference between a male and a female</li> </ul>
					<ul style="list-style-type: none"> <li>A function of <b>two</b> parts of the body</li> </ul>
<p><b>DECLARATION</b> – 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	

## POULTRY E2

Unit no: 221		Unit title: <b>Provide food and water for poultry</b>		Credit Value 2	
<b>Guidance:</b> For this unit, a flock of birds that require feeding and watering should be available.					
Learning Outcome:		The learner will be able to:			
		<ul style="list-style-type: none"> <li>Provide food and water to a flock of birds correctly and safely</li> </ul>			
<b>Assessor Initials/Date</b>					
 <b>EM</b>					
<b>Practical Evidence</b>					
					<ul style="list-style-type: none"> <li>Recognise and wear personal protective clothing</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise flock of birds to be fed and watered</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise food to be fed</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise water for poultry</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise food troughs or hoppers</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise water troughs or containers</li> </ul>
					<ul style="list-style-type: none"> <li>Remove and clean food containers</li> </ul>
					<ul style="list-style-type: none"> <li>Remove and clean water containers</li> </ul>
					<ul style="list-style-type: none"> <li>Dry the food containers as appropriate</li> </ul>
					<ul style="list-style-type: none"> <li>Fill containers with appropriate food</li> </ul>
					<ul style="list-style-type: none"> <li>Fill water containers</li> </ul>
					<ul style="list-style-type: none"> <li>Place food and water in an appropriate area</li> </ul>
					<ul style="list-style-type: none"> <li>Provide grit</li> </ul>
					<ul style="list-style-type: none"> <li>Remove and store personal protective clothing</li> </ul>
					<ul style="list-style-type: none"> <li>Wash and dry hands</li> </ul>
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )					
					<ul style="list-style-type: none"> <li>A reason for identifying the correct type of food to be fed</li> </ul>
					<ul style="list-style-type: none"> <li>A reason for cleaning food and water containers</li> </ul>
					<ul style="list-style-type: none"> <li>A reason for providing grit</li> </ul>
<b>DECLARATION</b> – 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	

## POULTRY E2

Unit no:	222	Unit title:	<b>Clean poultry accommodation by hand</b>	Credit Value	<b>2</b>
<p><b>Guidance:</b> Any poultry accommodation that can be cleaned out by hand (extensive or intensive) can be used for this unit provided it is equipped to cover all activities. The accommodation must be emptied of birds prior to the task and this is not part of the assessment. Fittings could include nest boxes and perches, but any other fittings that are in the accommodation that need to be, can be removed and cleaned.</p>					
Learning Outcome:		The learner will be able to:			
		<ul style="list-style-type: none"> <li>Clean poultry accommodation by hand</li> </ul>			
<b>Assessor Initials/Date</b>					
 <b>E</b>					
<b>Practical Evidence</b>					
					<ul style="list-style-type: none"> <li>Recognise and wear personal protective clothing</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise accommodation to be cleaned</li> </ul>
					<ul style="list-style-type: none"> <li>Recognise <b>four</b> tools to be used as appropriate (<i>indicate which tools were correctly recognised</i>):</li> </ul>
				Tool 1:	<ul style="list-style-type: none"> <li>- muck fork</li> <li>- scraper</li> <li>- wheelbarrow</li> <li>- yard brush</li> <li>- shovel</li> <li>- hand brush</li> </ul>
				Tool 2:	
				Tool 3:	
				Tool 4:	
					<ul style="list-style-type: none"> <li>Recognise <b>one</b> type of bedding material (<i>indicate which type was correctly recognised</i>):</li> </ul>
				Bedding type:	<ul style="list-style-type: none"> <li>- straw</li> <li>- wood savings</li> <li>- shredded paper</li> </ul>
					<ul style="list-style-type: none"> <li>Check accommodation is empty</li> </ul>
					<ul style="list-style-type: none"> <li>Remove fittings as appropriate e.g. perches, nest boxes</li> </ul>
					<ul style="list-style-type: none"> <li>Clean floors and walls of accommodation</li> </ul>
					<ul style="list-style-type: none"> <li>Clean fittings as appropriate</li> </ul>
					<ul style="list-style-type: none"> <li>Dispose of waste material safely and correctly</li> </ul>
					<ul style="list-style-type: none"> <li>Collect and spread replacement bedding material</li> </ul>
					<ul style="list-style-type: none"> <li>Clean and replace all fittings</li> </ul>
					<ul style="list-style-type: none"> <li>Clean and store tools safely</li> </ul>
					<ul style="list-style-type: none"> <li>Remove and store personal protective clothing</li> </ul>
					<ul style="list-style-type: none"> <li>Wash and dry hands</li> </ul>
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )					
					<ul style="list-style-type: none"> <li>A reason for wearing personal protective clothing and equipment</li> </ul>
					<ul style="list-style-type: none"> <li>A reason for cleaning poultry accommodation</li> </ul>
					<ul style="list-style-type: none"> <li>A reason for disposing of waste material correctly</li> </ul>
					<ul style="list-style-type: none"> <li>A reason for providing clean bedding material</li> </ul>

Continued.....


**POULTRY E2**

Unit 222: Clean poultry accommodation by hand


Continued.....

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

## POULTRY E2

Unit no: 223	Unit title: <b>Assist in catching poultry</b>	<b>Credit Value 2</b>										
<p><b>Guidance:</b> For this unit there must be a group of birds to be caught and put into transport crates. The crates must be safe and legal to use. Catching is to be done with the assistance of an experienced operator.</p>												
<p>Learning Outcome:           The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Catch and crate birds correctly and safely with assistance</li> </ul>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: left;"><b>Assessor Initials/Date</b></td> </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>			<b>Assessor Initials/Date</b>									
<b>Assessor Initials/Date</b>												
												
<b>Practical Evidence</b>												
					<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>							
					<ul style="list-style-type: none"> <li>• Recognise birds to be caught</li> </ul>							
					<ul style="list-style-type: none"> <li>• Check holding crate is open and ready</li> </ul>							
					<ul style="list-style-type: none"> <li>• Approach bird to be caught quietly and slowly</li> </ul>							
					<ul style="list-style-type: none"> <li>• Catch bird firmly and gently with assistance</li> </ul>							
					<ul style="list-style-type: none"> <li>• Hold caught bird correctly around body</li> </ul>							
					<ul style="list-style-type: none"> <li>• Ensure that wings and legs are restrained</li> </ul>							
					<ul style="list-style-type: none"> <li>• Place bird in holding crate</li> </ul>							
					<ul style="list-style-type: none"> <li>• Close and secure crate</li> </ul>							
					<ul style="list-style-type: none"> <li>• Catch and crate the correct number of birds</li> </ul>							
					<ul style="list-style-type: none"> <li>• Remove and store personal protective clothing</li> </ul>							
					<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>							
<b>Knowledge Evidence</b> <i>(evidence of answers given to be recorded in portfolio)</i>												
					<ul style="list-style-type: none"> <li>• A reason for checking the crate</li> </ul>							
					<ul style="list-style-type: none"> <li>• A reason for washing hands</li> </ul>							
					<ul style="list-style-type: none"> <li>• A reason for holding the bird in the correct manner</li> </ul>							
<p><b>DECLARATION</b> – 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									

## POULTRY E2

Unit no: 224	Unit title: <b>Collect and sort poultry eggs</b>	Credit Value 2										
<p><b>Guidance:</b> The container used to collect eggs must be suitable, but could be a box or a tray.</p>												
<p>Learning Outcome: The learner will be able to:</p> <ul style="list-style-type: none"> <li>Collect and sort poultry eggs correctly and safely</li> </ul>												
<table border="1"> <thead> <tr> <th colspan="5">Assessor Initials/Date</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Assessor Initials/Date									
Assessor Initials/Date												
												
<b>Practical Evidence</b>												
		<ul style="list-style-type: none"> <li>Recognise and wear personal protective clothing</li> </ul>										
		<ul style="list-style-type: none"> <li>Recognise <b>all</b> of the equipment needed to collect eggs:</li> </ul>										
		- container for collecting eggs (a box or tray)										
		- container for waste eggs										
		<ul style="list-style-type: none"> <li>Collect eggs</li> </ul>										
		<ul style="list-style-type: none"> <li>Record number of eggs collected</li> </ul>										
		<ul style="list-style-type: none"> <li>Sort and separate eggs into groups, as appropriate (<i>indicate which types have been correctly recognised</i>):</li> </ul>										
		<table border="1"> <tr> <td>Types:</td> <td> <ul style="list-style-type: none"> <li>- dirty</li> <li>- mis-shapen, cracked or broken</li> <li>- saleable</li> </ul> </td> </tr> </table>	Types:	<ul style="list-style-type: none"> <li>- dirty</li> <li>- mis-shapen, cracked or broken</li> <li>- saleable</li> </ul>								
Types:	<ul style="list-style-type: none"> <li>- dirty</li> <li>- mis-shapen, cracked or broken</li> <li>- saleable</li> </ul>											
		<ul style="list-style-type: none"> <li>Record details of eggs produced correctly</li> </ul>										
		<ul style="list-style-type: none"> <li>Record number of saleable eggs</li> </ul>										
		<ul style="list-style-type: none"> <li>Pack sorted eggs correctly in tray or box</li> </ul>										
		<ul style="list-style-type: none"> <li>Dispose of rejected waste eggs safely</li> </ul>										
		<ul style="list-style-type: none"> <li>Store eggs correctly and safely</li> </ul>										
		<ul style="list-style-type: none"> <li>Remove and store personal protective clothing</li> </ul>										
		<ul style="list-style-type: none"> <li>Wash and dry hands</li> </ul>										
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )												
		<ul style="list-style-type: none"> <li>A reason for placing eggs correctly in the box or tray</li> </ul>										
		<ul style="list-style-type: none"> <li>A reason for sorting eggs</li> </ul>										
		<ul style="list-style-type: none"> <li>A reason why an egg might be rejected</li> </ul>										
		<ul style="list-style-type: none"> <li>A reason for disposing of waste eggs safely</li> </ul>										

Continued.....



**POULTRY E2**

**Unit 224: Collect and sort poultry eggs**

Continued.....

**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
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## POULTRY E2

Unit no: 219	Unit title: <b>Maintain a fence</b>	Credit Value <b>2</b>										
<p><b>Guidance:</b> 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>												
Learning Outcome:		The learner will be able to:										
		<ul style="list-style-type: none"> <li>• Maintain a fence correctly and safely</li> </ul>										
<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: 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									
Assessor Initials/Date												
<b>EM</b>												
Practical Evidence												
				<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>								
				<ul style="list-style-type: none"> <li>• Recognise and check the fence to be maintained</li> </ul>								
				<ul style="list-style-type: none"> <li>• Check with supervisor what needs to be maintained or mended</li> </ul>								
<ul style="list-style-type: none"> <li>• Collect tools as appropriate (<i>indicate which tools (at least two) were used:</i>)</li> </ul>												
				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Tools used:</td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>- crowbar</li> <li>- saw</li> <li>- claw hammer</li> <li>- fencing pliers</li> <li>- spade/spit</li> <li>- other</li> </ul> </td> </tr> </table>	Tools used:	<ul style="list-style-type: none"> <li>- crowbar</li> <li>- saw</li> <li>- claw hammer</li> <li>- fencing pliers</li> <li>- spade/spit</li> <li>- other</li> </ul>						
Tools used:	<ul style="list-style-type: none"> <li>- crowbar</li> <li>- saw</li> <li>- claw hammer</li> <li>- fencing pliers</li> <li>- spade/spit</li> <li>- other</li> </ul>											
				<ul style="list-style-type: none"> <li>• Check tools are safe to use</li> </ul>								
<ul style="list-style-type: none"> <li>• Collect materials required (<i>indicate which materials (at least two) were used</i>)</li> </ul>												
				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Tools used:</td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> <li>- nails/staples</li> <li>- panels</li> <li>- rails</li> <li>- wire</li> <li>- posts/stakes</li> <li>- other</li> </ul> </td> </tr> </table>	Tools used:	<ul style="list-style-type: none"> <li>- nails/staples</li> <li>- panels</li> <li>- rails</li> <li>- wire</li> <li>- posts/stakes</li> <li>- other</li> </ul>						
Tools used:	<ul style="list-style-type: none"> <li>- nails/staples</li> <li>- panels</li> <li>- rails</li> <li>- wire</li> <li>- posts/stakes</li> <li>- other</li> </ul>											
				<ul style="list-style-type: none"> <li>• Repair damage, with assistance if required</li> </ul>								
				<ul style="list-style-type: none"> <li>• Clear the site after work has been completed</li> </ul>								
				<ul style="list-style-type: none"> <li>• Clean and store tools correctly and safely</li> </ul>								
				<ul style="list-style-type: none"> <li>• Return unused materials to store</li> </ul>								
				<ul style="list-style-type: none"> <li>• Dispose of waste</li> </ul>								
				<ul style="list-style-type: none"> <li>• Remove and store personal protective clothing</li> </ul>								
				<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>								
Knowledge Evidence ( <i>evidence of answers given to be recorded in portfolio</i> )												
				<ul style="list-style-type: none"> <li>• A reason for maintaining a fence</li> </ul>								
				<ul style="list-style-type: none"> <li>• A reason for clearing the site after work has been completed</li> </ul>								
<p><b>DECLARATION</b> – 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									

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](http://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
- **Qualifications and Credit Framework** : general guidance about the and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

**UK learners**

**General qualification**

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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**International learners**

General qualification information

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F: +44 (0)20 7294 2413

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**Centres**

Exam entries, Certificates,  
Registrations/enrolment, Invoices,  
Missing or late exam materials,

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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**Single subject qualifications**

Exam entries, Results, Certification,  
Missing or late exam materials,  
Incorrect exam papers, Forms  
request (BB, results entry), Exam

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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**International awards**

Results, Entries, Enrolments,  
Invoices, Missing or late exam

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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**Walled Garden**

Re-issue of password or username,  
Technical problems, Entries,  
Results, e-assessment, Navigation,

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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**Employer**

Employer solutions, Mapping,  
Accreditation, Development Skills,

T: +44 (0)121 503 8993

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**Publications**

Logbooks, Centre documents,

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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