

Entry 3 Skills for Working Life (4807-03)

August 2014 Version 1.0



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**Unit recording documents for
Conservation (Units 345-349)**

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CONSERVATION E3

Unit no: **345** Unit title: **Recognise trees and plants and their importance to wildlife** Credit Value **2**

Guidance: For this unit, learners should recognise trees ideally commonly found in woodland and hedgerows of the local area.

Learning Outcome: The Learner will be able to name common trees and plants and their constituent parts correctly

**Assessor
Initials/Date**



Practical evidence

					<ul style="list-style-type: none"> Recognise and name four common trees (<i>state which were identified</i>) 	
					Tree 1:	
					Tree 2:	
					Tree 3:	
					Tree 4:	
					<ul style="list-style-type: none"> Recognise and name four common plants (<i>state which were identified</i>) 	
					Plant 1:	
					Plant 2:	
					Plant 3:	
					Plant 4:	
					<ul style="list-style-type: none"> Recognise and name six of the constituent parts of a tree (<i>indicate which were correctly recognised</i>): 	
					Part 1:	<ul style="list-style-type: none"> - Trunk - Roots - Bark - Branch - Leaf - Bud - Flower - Fruit - Seed
					Part 2:	
					Part 3:	
					Part 4:	
					Part 5:	
					Part 6:	

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Knowledge evidence (evidence of answers given to be recorded in portfolio)			
	• A function of each of the following parts of a tree or plant:		
	- Roots		
	- Trunk/Stem		
	- Leaf		
	- Bud		
	• Give two benefits that trees give to wildlife		
	• Give one difference between a deciduous tree and an evergreen tree		
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

CONSERVATION E3

Unit no: **346** Unit title: **Edge and repair a footpath** Credit Value **3**

Guidance: For this unit, if there are different tools not listed, indicate which other tools were recognised by writing them in under 'other'. The path maintained should be of appropriate woodland/park type, i.e. not concrete or tarmac

Learning Outcome: The Learner will be able to:

- Edge and repair footpath safely and correctly

**Assessor
Initials/Date**



Practical evidence

					<ul style="list-style-type: none"> • Choose and wear personal protective clothing
					<ul style="list-style-type: none"> • Choose and collect tools as appropriate (<i>state which tools (at least three) were used</i>):
				<p>Tools used:</p>	<ul style="list-style-type: none"> - Yard brush - Rake - Shovel - Hammer - Lump hammer - Sledge hammer - Maul - Hand saw - Pliers - Measuring tape or rod - Wheelbarrow - Other
					<ul style="list-style-type: none"> • Collect materials as appropriate (<i>indicate which materials were used</i>):
				<p>Materials used:</p>	<ul style="list-style-type: none"> - Edging timber - Stakes – wooden, metal - Nail - Aggregate
					<ul style="list-style-type: none"> • Check that tools and equipment are safe to use
					<ul style="list-style-type: none"> • Use hand tools safely
					<ul style="list-style-type: none"> • Clear away and dispose of debris
					<ul style="list-style-type: none"> • Remove damaged edging
					<ul style="list-style-type: none"> • Repair footpath surface
					<ul style="list-style-type: none"> • Cut timber to specified size
					<ul style="list-style-type: none"> • Fill holes with surfacing material


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					<ul style="list-style-type: none"> • Spread surfacing material evenly onto path
					<ul style="list-style-type: none"> • Replace damaged edging
					<ul style="list-style-type: none"> • Secure replacement edging in position safely with stakes positioned
					<ul style="list-style-type: none"> • Clear up and leave site in tidy condition
					<ul style="list-style-type: none"> • Clean and store tools and equipment safely
					<ul style="list-style-type: none"> • Store surplus material safely
					<ul style="list-style-type: none"> • Clean and store personal protective clothing
Knowledge evidence (evidence of answers given to be recorded in portfolio)					
					<ul style="list-style-type: none"> • A reason why stakes/stobs/angle iron/metal pins should be knocked in below the height of the edging
					<ul style="list-style-type: none"> • A reason why wooden stakes are cut off at an angle
					<ul style="list-style-type: none"> • A reason why secure edging is required at the sides of a path
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	

CONSERVATION E3

Unit no: 347					Unit title: Maintain an area of habitat					Credit Value 3				
<p>Guidance: For this unit, any type of maintenance work for any type of habitat may be used, for example wetland, log pile, woodland, hedge, wildflower meadow etc. If there are different tools not listed, indicate which other tools were recognised by writing them in under 'other'.</p>														
Learning Outcome:					The Learner will be able to:									
					<ul style="list-style-type: none"> Use a range of hand tools to maintain an area of habitat correctly and safely 									
Assessor Initials/Date														
														
Practical evidence														
					<ul style="list-style-type: none"> Choose and wear personal protective clothing 									
					<ul style="list-style-type: none"> Choose and collect tools and equipment as appropriate (<i>indicate which tools (at <u>least</u> three) were used</i>): 									
					Tools used:					<ul style="list-style-type: none"> - Rake - Spade - Fork - Weeding hook - Brushing hook - Slasher - Other 				
					<ul style="list-style-type: none"> - Loppers - Wheelbarrow - Sickle - Shears - Bow saw - Mattock 									
					<ul style="list-style-type: none"> Check that tools and equipment are safe to use 									
					<ul style="list-style-type: none"> Use tools and equipment correctly and safely to carry out maintenance appropriate to the habitat 									
					<ul style="list-style-type: none"> Recognise and name three plants or animals commonly found in the habitat (<i>state which animals/plants were identified</i>): 									
					Plant/animal 1:									
					Plant/animal 2:									
					Plant/animal 3:									
					<ul style="list-style-type: none"> Dispose of debris and weeds correctly and safely 									
					<ul style="list-style-type: none"> Leave the cleared area clean and tidy 									
					<ul style="list-style-type: none"> Clean and store tools and equipment safely 									
					<ul style="list-style-type: none"> Clean and store personal protective clothing 									
					<ul style="list-style-type: none"> Wash and dry hands 									

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CONSERVATION E3

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Knowledge evidence (evidence of answers given to be recorded in portfolio)			
	• A reason for maintaining habitats/wildlife areas		
	• A reason for encouraging animals, birds and insects in a habitat/wildlife area		
	• Two key features of the habitat/wildlife area chosen		
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

CONSERVATION

Unit no: **348** Unit title: **Plant young trees** Credit Value **2**

Guidance: For this unit, any suitable type of tree can be used, as appropriate to the area.

Learning Outcome: The Learner will be able to:

- Plant young trees (pit planting) correctly and safely

Assessor Initials/Date				



Practical evidence

					<ul style="list-style-type: none"> • Choose and wear personal protective clothing
					<ul style="list-style-type: none"> • Choose and collect tools as appropriate (<i>indicate which tools (at least three) were chosen</i>):
				Tools chosen:	<ul style="list-style-type: none"> - Spade - - Fork - - Line and pins - - Hammer - - Maul or drivall - - Wheelbarrow - - Watering can - - Other -
					<ul style="list-style-type: none"> • Recognise and collect materials as appropriate (<i>indicate which materials (at least three) were used</i>):
				Materials used:	<ul style="list-style-type: none"> - Nails - - Tree guards - - Compost - - Manure - - Tree ties - - Stakes - - Peat - - Mulch -
					<ul style="list-style-type: none"> • Check that tools and equipment are safe to use
					<ul style="list-style-type: none"> • Collect young trees
					<ul style="list-style-type: none"> • Recognise and name the species being planted
					<ul style="list-style-type: none"> • Prevent tree roots from drying out
					<ul style="list-style-type: none"> • Use hand tools safely
					<ul style="list-style-type: none"> • Prepare hole in the ground of suitable size
					<ul style="list-style-type: none"> • Loosen subsoil and mix in manure/compost/peat
					<ul style="list-style-type: none"> • Lay out line
					<ul style="list-style-type: none"> • Dig and position holes at correct spacing
					<ul style="list-style-type: none"> • Drive in stake in correct position

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					<ul style="list-style-type: none"> Plant the tree
					- Centrally
					- With root ball loosened
					- At appropriate distance from the stake
					- On side of stake away from prevailing wind
					<ul style="list-style-type: none"> Backfill the hole with soil and firm up
					<ul style="list-style-type: none"> Apply tree guard
					<ul style="list-style-type: none"> Attach tree tie to stake and tree
					<ul style="list-style-type: none"> Apply water as required
					<ul style="list-style-type: none"> Apply mulch
					<ul style="list-style-type: none"> Clear and tidy up site, tools and equipment
					<ul style="list-style-type: none"> Clean and store personal protective clothing
Knowledge evidence (evidence of answers given to be recorded in portfolio)					
					<ul style="list-style-type: none"> The best time of year to plant trees
					<ul style="list-style-type: none"> Two conditions when it is unsuitable to plant trees
					<ul style="list-style-type: none"> Two maintenance tasks to be undertaken after the tree has been planted
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		

CONSERVATION E3

Unit no: **349** Unit title: **Show visitors around a wildlife area** Credit Value **2**

Guidance: For this unit, the wildlife area could be any type of habitat, conservation or wildlife area. The visitors do not need to be strangers and they can be individuals who are known to the learner.

Learning Outcome: The Learner will be able to:

- Greet and show visitors around a wildlife area

Assessor Initials/Date				



Practical evidence

					• Dress appropriately
					• Greet visitors politely
					• Show visitors around an area of habitat, conservation or wildlife area
					• Identify one plant and one tree that are common to the area to the visitors
					Plant Identified:
					Tree Identified:
					• Identify one animal or bird or insect that is common to the area to the visitors: Species identified:
					• Be polite when visitors leave the area

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

	• A reason for greeting visitors politely
	• A reason why visitors should not trample on plants

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

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
- **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.

Useful contacts

UK learners General qualification	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
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
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
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
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
Employer Employer solutions, Mapping, Accreditation, Development Skills,	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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