

# **SEG Awards Entry Level 2 Awards, Certificates and Diplomas in Practical Countryside Skills**

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## **Qualification Guidance**

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### **England**

**Entry Level 2 Award – 600/7923/X**

**Entry Level 2 Certificate – 600/7691/4**

**Entry Level 2 Diploma – 600/7692/6**

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## About Us

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At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

### Sources of Additional Information

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Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

### Copyright

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### Specification Code, Date and Issue Number

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The specification codes are:

A9217-E2, C9217-E2, D9217-E2

Version	Date	Details of change
3.4	August 2021	Qualification guide created in new format
3.4	August 2021	New review date
3.5	July 2023	Operational end date and certification end date set

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## Qualification Summary

### SEG Awards Entry Level 2 Award/Certificate/Diploma in Practical Countryside Skills

<b>Qualifications</b>								
Entry Level 2 Award in Practical Countryside Skills Entry Level 2 Certificate in Practical Countryside Skills Entry Level 2 Diploma in Practical Countryside Skills								
<b>Qualification Purpose</b>	<b>B.</b> Prepare for further learning or training and/or develop knowledge and/or skills in a subject area <b>B1.</b> Prepare for further learning or training <b>B2.</b> Develop knowledge and/or skills in a subject area							
<b>Entry Requirements</b>	There are no formal entry requirements							
<b>Age Range</b>	Pre 16	✓	16-18	✓	18+	✓	19+	✓
<b>Regulated</b>	The qualifications identified above are regulated by Ofqual							
<b>Assessment</b>	Internal assessment, internal and external moderation							
<b>Type of Funding Available</b>	See FaLE (Find a learning aim)							
<b>Grading</b>	Pass/Fail							
<b>Operational Start Date</b>	01/01/2013							
<b>Review Date</b>	31/08/2025							
<b>Operational End Date</b>	<b>31/12/2023 All qualifications</b>							
<b>Certification End date</b>	<b>31/12/2024 All qualifications</b>							
<b>Guided Learning (GL)</b>	Entry 2 Award - 60 Entry 2 Certificate - 160 Entry 2 Diploma - 370							
<b>Total Qualification Time (TQT)</b>	Entry 2 Award - 60 Entry 2 Certificate - 160 Entry 2 Diploma - 370							
<b>Credit Value</b>	Entry 2 Award - 6 Entry 2 Certificate - 16 Entry 2 Diploma - 37							
<b>Skills and Education Group Awards Sector</b>	Land Based							
<b>Ofqual SSA Sector</b>	03.2 Horticulture and Forestry							
<b>Stakeholder Support</b>	This qualification is supported by Lantra, the Sector Skills Council for the Environmental and Land Based Sector							
<b>Administering Office</b>	See Skills and Education Group Awards web site							

# SEG Awards Entry Level 2 Award/Certificate/Diploma in Practical Countryside Skills – Rules of Combination

## Entry Level 2 Award in Practical Countryside Skills

Learners must achieve a minimum of 6 credits. This must include 4 credits from Group A, Entry Level 2 Units. The remaining credits may be made up of any other units from Group A or Group B.

## Entry Level 2 Certificate in Countryside Skills

Learners must achieve a minimum of 16 credits. This must include 9 credits from group A, Entry Level 2 Units. The remaining credits may be made from either Group A or Group B.

## Entry Level 2 Diploma in Countryside Skills

Learners must achieve a minimum of 37 credits. This must include 20 credits from Group A, Entry Level 2 Units. The remaining credits may be made up from either Group A or Group B.

Unit	Level	Credit Value	GL
<b>Group A - Entry Level 2 Units</b>			
<b>Animal Care</b>			
Recognise types of foods and feed small animals [A/502/0508]	E2	2	20
Recognise parts of the body of small animals and their function [K/502/0505]	E2	2	20
Recognise types of animal housing and bedding for small animals [M/502/0506]	E2	2	20
Recognise small animals [R/502/0496]	E2	1	10
Assist with cleaning housing for small animals [T/502/0507]	E2	2	20
Communicating with others at work [D/501/6631]	E2	1	10
Introduction to customer care [J/501/6641]	E2	1	10
<b>Horticulture and Conservation</b>			
Recognise, use and care for tools used in horticulture [A/502/0525]	E2	2	20
Recognise plants [D/502/0517]	E2	1	10
Prepare and plant an area [F/502/0526]	E2	2	20
Maintain a footpath [H/502/0826]	E2	3	30
Weed a planted area [J/502/0527]	E2	2	20
Maintain a fence [K/502/0827]	E2	2	20
Fill plant containers [L/502/0528]	E2	1	10
Plant an area to attract wildlife [M/502/0828]	E2	2	20
Recognise trees and plants [R/502/0823]	E2	1	10
Introduction to cultivating plant cuttings [T/502/3990]	E2	3	30
Introduction to the propagation of plants [L/502/3994]	E2	3	30

Introduction to potting up rooted cuttings, large seedlings or plugs by hand [H/600/0277]	E2	2	20
Introduction to sowing seed indoors in containers [L/600/0287]	E2	2	20
<b>Floristry</b>			
Prepare a container for a flower arrangement [H/502/0518]	E2	2	20
Make a round posy arrangement [K/502/0519]	E2	3	30
Identify floristry plant material [L/502/0514]	E2	1	10
Recognise use and care for hand tools used in floristry [R/502/0515]	E2	2	20
Wrap flowers and plants [Y/502/0516]	E2	1	10
<b>Agriculture</b>			
Recognise farm animal housing [A/502/0671]	E2	1	10
Assist in catching poultry [D/502/0713]	E2	2	20
Bed down farm animals [F/502/0669]	E2	2	20
Move a farm animal [F/502/0672]	E2	2	20
Collect and sort poultry eggs [H/502/0714]	E2	2	20
Recognise farm animals [K/502/0665]	E2	1	10
Recognise the body parts of poultry and their function [L/502/0710]	E2	1	10
Provide food and water for poultry [R/502/0711]	E2	2	20
Feed farm animals [T/502/0670]	E2	2	20
Clean poultry accommodation by hand [Y/502/0712]	E2	2	20
<b>Group B - Entry Level 3 Units</b>			
<b>Animal Care</b>			
Groom a small animal [D/502/0615]	E3	2	20
Show visitors around a small animal enterprise [H/502/0616]	E3	2	20
Recognise types and parts of the body of small animals [L/502/0612]	E3	2	20
Assist with catching and restraining a small animal [R/502/0613]	E3	2	20
Check that a small animal is healthy [Y/502/0614]	E3	3	30
<b>Horticulture and Conversation</b>			
Developing practical skills for maintaining plants [R/502/4550]	E3	3	30
Assist with the maintenance and repair of hand tools [A/504/5327]	E3	3	30
Introduction to cultivating plant cuttings [A/504/5330]	E3	3	30
Developing skills for using and maintaining garden tools [F/504/5328]	E3	3	30
Introduction to planting bulbs in pots [L/504/5333]	E3	2	20

Sow seed outdoors in drills by hand [H/504/5340]	E3	3	30
Tree planting and staking [K/504/5341]	E3	3	30
Identification of pests and diseases [J/504/5329]	E3	2	20
Introduction to propagation of plants [R/504/5334]	E3	3	30
Prepare and plant an area [K/504/5338]	E3	3	30
Introduction to ground preparation F/504/5331]	E3	3	30
Introduction to lawn care [J/504/5332]	E3	3	30
Prick out seedlings singly [M/504/5339]	E3	3	30
Introduction to the seasons [D/504/5336]	E3	3	30
Plant flower bulbs for naturalisation or bedding [H/504/5337]	E3	3	30
Introduction to pruning trees and shrubs [Y/504/5335]	E3	3	30
Edge and repair a footpath [D/502/0923]	E3	3	30
Shred waste vegetation [F/502/1028]	E3	2	20
Maintain an area of habitat [H/502/0924]	E3	3	30
Recognise parts of plants [K/502/0617]	E3	1	10
Edge up an amenity area [K/502/0620]	E3	1	10
Plant young trees [K/502/0925]	E3	2	20
Insert plant material [M/502/0618]	E3	1	10
Water plant material by hand [M/502/0621]	E3	1	10
Lay slabs [M/502/1011]	E3	2	20
Show visitors around a wildlife area [R/502/0935]	E3	2	20
Control weeds in a planted area [T/502/0619]	E3	2	20
Construct a composter [T/502/1026]	E3	2	20
Recognise trees and plants and their importance to wildlife [Y/502/0824]	E3	2	20
Assist with potting up rooted cuttings, large seedlings or plugs by hand [R/600/0288]	E3	2	20
Sow seed indoors in containers [L/600/0290]	E3	2	20
Identify plants [Y/600/0289]	E3	2	20
<b>Floristry</b>			
Make a single flower buttonhole [D/502/0808]	E3	3	30
Recognise materials used in floristry [L/502/0805]	E3	1	10
Gift wrap a single flower [R/502/0806]	E3	2	20
Condition floristry plant material [T/502/0636]	E3	2	20
Make a country basket arrangement [Y/502/0807]	E3	3	30
<b>Agriculture</b>			
Care of farm animals [M/502/4538]	E3	6	60
Move and prepare farm animal pens [D/502/0727]	E3	2	20
Feed young farm animals [D/502/0730]	E3	2	20
Disinfect poultry accommodation [D/502/0775]	E3	2	20
Poultry housing and bedding [F/502/0770]	E3	2	20
Clean farm animal housing [H/502/0728]	E3	2	20



Grading poultry eggs [H/502/0776]	E3	2	20
Weigh farm animals [K/502/0729]	E3	2	20
Characteristics and breeds of poultry [L/502/0769]	E3	2	20
Recognise a healthy farm animal [Y/502/0726]	E3	2	20
Check that poultry are healthy [Y/502/0774]	E3	2	20

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

**All Entry Level 3 units and supporting information can be found in:  
SEG Awards Entry Level 3 Award/Certificate/Diploma in Practical  
Countryside Skills Qualification Guide**

## Introduction

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The Entry Level Awards/Certificates/Diploma in Practical Countryside Skills qualifications have been developed in collaboration with industry, providers and Lantra, the Sector Skills Council for the Land based industries.

There are a range of unit groupings that learners can focus on to develop the necessary skills for that sector.

## Aims

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The SEG Awards Entry Level Awards/Certificates/Diplomas in Practical Countryside Skills aim to:

- Provide knowledge and understanding that will support effective and efficient working practices
- Promote and encourage good working practices in relation to safety and minimising any environmental impact of the activities undertaken
- Develop competent practical skills that will support those seeking a career in the countryside sector

## Target Group

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These qualifications are designed for those learners who are looking to start work in countryside based sectors.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Progression Opportunities

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Learners who achieve the Entry Level qualifications could progress on to the Skills and Education Group Awards Level 1 Awards/Certificates/Diplomas in Practical Countryside Skills.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## Assessment

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Internal assessment, external assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

## Teaching Strategies and Learning Activities

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Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Tutor/Assessor Requirements

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Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## Language

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These specifications and associated assessment materials are in English only.

## Unit Details

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## Recognise Types of Foods and Feed Small Animals

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<b>Unit Reference</b>	<b>A/502/0508</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise types of foods and feed small animals
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to feed and water small animals	<p><b>1.1</b> Recognise food commonly fed to small animals</p> <p><b>1.2</b> Recognise feeding equipment for small animals</p> <p><b>1.3</b> Recognise types of watering systems for small animals</p> <p><b>1.4</b> Feed and water small animals</p> <p><b>1.5</b> Give a reason for providing the correct amount of food for animals</p> <p><b>1.6</b> Give a reason for making sure water is always available</p> <p><b>1.7</b> Use, clean and store PPE, tools and equipment safely</p> <p><b>1.8</b> Maintain the safety of self, others and animals during feeding and watering</p>

# Supporting Unit Information

## A/502/0508 Recognise types of foods and feed small animals – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to feed and water small animals***

- 1.1** Learners should be able to identify which food is suitable for different types of small animals – Dogs – dry food, tinned food, treats, and meat. Rabbits – hay, vegetables, and specific rabbit feed, Cats – tinned food, dry food, meat.
- 1.2** Learners should be able to identify which feed equipment is suitable for different types of small animals – bowls, feeding tables, water bottles.
- 1.3** Learners should be able to identify which water system is suitable for different types of small animals – e.g. water bowls for dogs/cats, water bottles for rabbits.
- 1.4** Learners should demonstrate that they can feed and water small animals with the equipment mentioned in 1.2 & 1.3
- 1.5** Learners should give one reason why it is important not to over or under feed an animal
- 1.6** Learners should give one reason why it is important to provide a constant supply of water for small animals
- 1.7** Learners should state which PPE equipment (gloves, masks, aprons etc), tools and equipment they used and the safety procedures they followed
- 1.8** Learners should state how they ensured the health and safety of others during the feeding and watering of animals

### **Teaching Strategies And Learning Activities.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

**Additional Information**

See Skills and Education Group Awards website for further information



## Recognise Parts of the Body of Small Animals and Their Function

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<b>Unit Reference</b>	<b>K/502/0505</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise parts of the body of small animals and also those parts which are commonly examined for general health checks
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise parts of the body of small animals	<b>1.1</b> Recognise parts of the body of small animals <b>1.2</b> Recognise parts of the body that are commonly checked for health
<b>2.</b> Know the functions of parts of the body of small animals	<b>2.1</b> List the functions of parts of the body of small animals

# Supporting Unit Information

## K/502/0505 Recognise parts of the body of small animals and their function – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to recognise parts of the body of small animals***

- 1.1** Learners will need to identify 6 of body parts on different small animals. This could include front legs, back legs, shoulders, head, neck, paws, eyes, tail
- 1.2** Learners will need to identify 4 areas of the body that can highlight health issues in the animal such as ears, paws, and nose.

#### ***Learning Outcome 2. Know the functions of parts of the body of small animals***

- 2.1** Learners should identify 2 body parts and their function

### Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

**Additional Information**

See Skills and Education Group Awards website for further information

## Recognise Types of Animal Housing and Bedding for Small Animals

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<b>Unit Reference</b>	<b>M/502/0506</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise types of animal housing and bedding commonly used for small animals
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.5)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise types of housing and bedding for small animals	<b>1.1</b> Recognise types of animal accommodation <b>1.2</b> State why animals need housing <b>1.3</b> Recognise suitable bedding for different types of animal accommodation <b>1.4</b> State why animals need bedding <b>1.5</b> Maintain own safety and hygiene throughout operations

# Supporting Unit Information

## M/502/0506 Recognise types of animal housing and bedding for small animals

– Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to recognise types of housing and bedding for small animals***

- 1.1** Dogs – kennels, cages, Rabbits – hutches, cages, Cats – indoor and outdoor areas
- 1.2** Shelter from the weather, safe from predators, area to sleep
- 1.3** Learners should pick 2 types of animal housing and list suitable bedding – Dog kennel – pillow and blanket, Rabbit hutch – sawdust and straw
- 1.4** Comfort, odour control, re-creates natural habitat
- 1.5** Learners should state how they ensured the health and safety of others during the feeding and watering of animals

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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**Additional Information**

See Skills and Education Group Awards website for further information



## Recognise Small Animals

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<b>Unit Reference</b>	<b>R/502/0496</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise common small animals and the features of certain breeds or types
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.5)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise breeds/types of common small animals	<p><b>1.1</b> Recognise species of small animals</p> <p><b>1.2</b> Recognise breeds of small animals</p> <p><b>1.3</b> Recognise features of breeds of small animals</p> <p><b>1.4</b> Maintain own safety and hygiene throughout operations</p> <p><b>1.5</b> State why it is important to identify an animal</p>

# Supporting Unit Information

## R/502/0496 Recognise small animals – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to recognise breeds/types of common small animals***

- 1.1** Learners will need to identify a range of small animals such as dog, cat, rabbit
- 1.2** Learners will need to state the breeds of 2 small animals – this should be a dog or rabbit or cat
- 1.3** Learners will need to list 4 features of the breeds of small animal chosen in for the above criteria
- 1.4** Using PPE equipment, washing hands, storing equipment safely
- 1.5** Learners should give one reason for identifying an animal

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### Minimum requirements when assessing this unit

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

### **Additional Information**

See Skills and Education Group Awards website for further information

## Assist With Cleaning Housing for Small Animals

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<b>Unit Reference</b>	<b>T/502/0507</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to assist with the cleaning of animal housing, recognise cleaning products to be used and replace bedding
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to clean and disinfect small animal accommodation	<p><b>1.1</b> Prepare small animal accommodation for cleaning</p> <p><b>1.2</b> Prepare tools, equipment and materials for use</p> <p><b>1.3</b> Clean small animal accommodation</p> <p><b>1.4</b> Restore the accommodation for animal use</p> <p><b>1.5</b> Use, clean and store PPE, tools and equipment safely</p> <p><b>1.6</b> Maintain the safety of self, others and animals during the operation</p> <p><b>1.7</b> Give a reason for cleaning small animal housing</p>

# Supporting Unit Information

## T/502/0507 Assist with cleaning housing for small animals – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to clean and disinfect small animal accommodation***

- 1.1** Learners should say how they will prepare for cleaning animal housing – choosing cleaning equipment, wearing PPE, finding a suitable safe area for the animal
- 1.2** Learners should state how they will prepare their cleaning equipment – This could include shovels, mops, buckets etc
- 1.3** Remove soiled bedding, preparing cleaning products, using cleaning products, disposing of soiled bedding
- 1.4** Ensure the housing is completely dry, replace bedding
- 1.5** Use - PPE e.g. overalls, gloves, safety boots. Tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/blade of spade, brush out wheelbarrow. Store e.g. gloves on rack/line, rake stood in rack, wheelbarrow upside down. Safety e.g. overalls sleeves down to protect arms, refer to LO1.4 - safe use spade, wheelbarrow - tyres properly inflated.
- 1.6** Maintain the safety of self, others and animals during the operation
- 1.7** Maintaining hygiene levels, removing odours.

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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**Additional Information**

See Skills and Education Group Awards website for further information

## Communicating With Others at Work

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<b>Unit Reference</b>	<b>D/501/6631</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces learners to communicating with people in the workplace
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.4)</b> <b><i>The learner can</i></b>
<b>1.</b> Understanding how to communicate appropriately with others at work	<p><b>1.1</b> Identify people who he/she needs to communicate with in the workplace</p> <p><b>1.2</b> Identify the types of information he/she will need to communicate</p> <p><b>1.3</b> Participate in discussions with others in familiar contexts</p> <p><b>1.4</b> Ask and respond to straightforward questions</p>



# Supporting Unit Information

## D/501/6631 Communicating with others at work – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Understand how to communicate appropriately with others at work***

**1.1 Identify people who he/she needs to communicate with in the workplace.** People within the enterprise e.g. manager - about duties; supervisor - about how/when to groom plants, check out operator - about packing; work mates - to ask for/ offer help. People who visit the enterprise e.g. customer - about what customer is looking for; salesperson - about who he/she needs to speak to; other customer needs - direct towards restaurant/toilets

**1.2 Identify the types of information he/she will need to communicate** e.g. personal details - birth date, home address; educational - skills, interests, achievement; work details - asking for time off; job details - asking where to find things, how to do jobs, who working with; health and safety - asking for help to lift heavy goods, checking when to wear gloves; technical aspects - checking how to groom plants, dispose of material removed, what to do about breakages; customer needs - where to find products, find more senior staff, find facilities such as restaurant/toilets

**1.3 Participate in discussions with others in familiar contexts** Participate in discussions e.g. listen carefully to points being made, contribute own opinion tactfully and politely whether in agreement/disagreement. Familiar contexts e.g. how to arrange plants/merchandise, how much stock to put out, how to move heavy containers/plants/bags etc., from display point to check out, how to clean up/dispose of spillages

**1.4 Ask and respond to straightforward questions** Ask e.g. can I get you a trolley for that plant? Would you like me to put your plants in a box? Would you like me to load the compost bags in the boot? Respond e.g. 'please follow me and I'll show you where they are', 'yes, the stem does appear to be damaged - please let me find you a replacement', 'no problem, please give me a few seconds to fetch some steps'.

## **Teaching Strategies And Learning Activities**

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### **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Customer Care

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<b>Unit Reference</b>	<b>J/501/6641</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces learners to the concepts of caring for all types of customers in the workplace and helps them to understand what contributes to positive customer care
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
<b>1.</b> Understand what customer care means in the workplace	<b>1.1</b> Identify the customers he/she works with <b>1.2</b> Describe his/her work with them
<b>2.</b> Understand own role in providing customer care	<b>2.1</b> Identify how he/she contributes to good customer service through his/her work <b>2.2</b> Give examples of positive ways in which he/she works with customers

# Supporting Unit Information

## J/501/6641 Introduction to customer care – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Understand what customer care means in the workplace***

- 1.1** Look at the types of customers they need to deal with – members of the public, other companies etc.
- 1.2** Learners should state how they work with the different types of customers.

#### ***Learning Outcome 2. Understand own role in providing customer care***

- 2.1** Listening to customer requests, being helpful, giving advice, speaking clearly, keeping promises, keeping accurate records / information
- 2.2** Learners can give examples of helping customers with choices/directions, being friendly and any other examples of good customer service.

### Teaching Strategies And Learning Activities

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### Methods Of Assessment

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### **Evidence Of Achievement**

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**Additional Information**

See Skills and Education Group Awards website for further information

## Recognise, Use and Care for Tools Used In Horticulture

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<b>Unit Reference</b>	<b>A/502/0525</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise, use and care for tools used in horticulture
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise use and care for tools	<p><b>1.1</b> Recognise and name common tools used</p> <p><b>1.2</b> Check that tools are safe to use</p> <p><b>1.3</b> State why tools need to be checked for safety</p> <p><b>1.4</b> Perform tasks using hand tools safely</p> <p><b>1.5</b> Use, clean and store PPE, tools and equipment safely</p> <p><b>1.6</b> Give a reason for storing tools correctly</p> <p><b>1.7</b> Maintain the safety of self and others during the operation</p>



# Supporting Unit Information

## A/502/0525 Recognise, use and care for tools used in horticulture – Entry Level 2

### Indicative Content

#### **Learning Outcome 1. Be able to recognise use and care for tools**

- 1.1 Recognise and name common tools used** recognise - make examples of different types of tools available for learners to examine, handle and recognise e.g. garden fork, spade, rake, trowel, hand fork, secateurs, wheelbarrow.
- 1.2 Check that tools are safe to use** check the parts of different tools e.g. spade - check the blade, shaft and handle. Safe e.g. spade - blade firmly joined to shaft, wooden shaft/handle free of splinters, metal shaft free of rust/sharp bits, handle not loose.
- 1.3 State why tools need to be checked for safety** e.g. to avoid hurting self, to ensure that others do not hurt themselves, to be able to concentrate on the job and work comfortably without worrying about things that might go wrong/cause hurt.
- 1.4 Perform tasks using hand tools safely** tasks such as digging, raking, weeding. Safe use e.g. digging - spade - correct technique - push in with middle/ball of foot and not with heel as slip could damage Achilles tendon, lift loads of soil within own capacity, maintain good posture.
- 1.5 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, safety boots. Tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/blade of spade, brush out wheelbarrow. Store e.g. gloves on rack/line, rake stood in rack, wheelbarrow upside down. Safety e.g. overalls sleeves down to protect arms, refer to LO1.4 - safe use spade, wheelbarrow - tyres properly inflated.
- 1.6 Give a reason for storing tools correctly** e.g. so they can be found easily next time, so they cannot be fallen over or themselves fall over and hurt self or others, so they do not get wet/muddy/rusty, so they last longer, so they are not stolen.
- 1.7 Maintain the safety of self and others during the operation** safety of self-e.g. listen to and follow instructions from supervisor, wear PPE as directed, use tools correctly. Safety of others e.g. carry tools correctly so that blades or prongs are not able to hurt others, observe safe working distances.

## **Teaching Strategies And Learning Activities**

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### **Methods Of Assessment**

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### **Evidence Of Achievement**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Recognise Plants

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<b>Unit Reference</b>	<b>D/502/0517</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise one example of each of tree, shrub, vegetable and fruit commonly found in a horticultural setting
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise plants	<b>1.1</b> Recognise one of each of the plant types; tree, shrub, vegetable and fruit  <b>1.2</b> Recognise the common constituent parts of plants
<b>2.</b> Know the functions of plant constituents	<b>2.1</b> State a function of the plant root  <b>2.2</b> State a function of the plant stem  <b>2.3</b> State a function of the plant leaf

# Supporting Unit Information

## D/502/0517 Recognise plants – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to recognise plants***

**1.1 Recognise one of each of the plant types; tree, shrub, vegetable and fruit** make examples of at least one of each type of different plant available for learners to recognise either as specimens, pictures or photographs:

Tree e.g. horse chestnut, oak, silver birch

Shrub e.g. buddleia (butterfly bush), lilac, fuchsia

Vegetable e.g. potato, carrot, onion

Fruit e.g. apple, plum, strawberry.

**1.2 Recognise the common constituent parts of plants** e.g. flower, leaf, stem, roots.

Learners could identify constituent parts of live specimens, work from photographs or label diagrams of plants.

**LO2 is the key area of knowledge for this unit**

#### ***Learning Outcome 2. Know the functions of plant constituents***

**2.1 State a function of the plant root** e.g. to anchor the plant in the ground or to take in water or plant foods.

**2.2 State a function of the plant stem** e.g. to hold the leaves up so they can catch the sun or to take water and plant foods from the roots and transport them around the plant or to take foods produced by the plant down from the leaves through the stem to the roots.

**2.3 State a function of the plant leaf** e.g. to absorb sunlight and use it to make sugars which can be used as plant food or stored or to produce oxygen.

### Teaching Strategies And Learning Activities

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### **Additional Information**

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## Prepare and Plant an Area

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<b>Unit Reference</b>	<b>F/502/0526</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to prepare and plant an area of land
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare and plant an area	<b>1.1</b> Prepare tools and equipment <b>1.2</b> Identify plant material to be used <b>1.3</b> Prepare area for planting <b>1.4</b> Plant an area <b>1.5</b> State why plants need to be labelled <b>1.6</b> State why plants need to be watered after planting <b>1.7</b> Dispose of waste and tidy site <b>1.8</b> Use, clean and store PPE, tools and equipment safely



# Supporting Unit Information

## F/502/0526 Prepare and plant an area – Entry Level 2

### Indicative Content

#### **Learning Outcome 1. Be able to prepare and plant an area**

- 1.1 Prepare tools and equipment** prepare PPE e.g. get overalls, gloves and safety boots ready to use - check for cleanliness, no tears/holes. Tools e.g. garden fork/spade, rake, hand trowel/ fork - all checked for cleanliness and safe to use - no splinters/loose parts
- 1.2 Identify plant material to be used** e.g. ask supervisor what is to be planted, separate these plants - place in wheelbarrow or tray(s) and move close to the area to be planted
- 1.3 Prepare area for planting** e.g. as necessary clear weeds, stones/debris, dig ground incorporating compost if asked by supervisor, break down large clods, rake soil level, as instructed, take account of weather and soil conditions to avoid damage to soil
- 1.4 Plant an area** e.g. dig planting holes to depth/width as instructed, add compost to hole, remove plants from pots/trays, place upright in hole, refill with soil and compost, firm the soil around plant, level and tidy so soil is in keeping with rest of bed
- 1.5 State why plants need to be labelled** e.g. to inform people what the name of the plant is, when it was planted, how high it grows and how wide it spreads
- 1.6 State why plants need to be watered after planting** e.g. to assist the roots to make good contact with the soil, to ensure that the soil is moist, to encourage root development, to add moisture before mulching
- 1.7 Dispose of waste and tidy site** waste e.g. weeds, roots, plastic bags, stones. Recycle/reuse or bag/bin and dispose of as instructed. Tidy site e.g. tools and equipment tidied away / stored, paths swept, pleasing appearance restored
- 1.8 Use, clean and store PPE, tools and equipment safely** use - PPE, tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/spade blade, brush out wheelbarrow. Store e.g. overalls hung from peg - well ventilated, trowel on shadow board, wheelbarrow upside down. Safely e.g. good posture when planting - care not to bend forward or crouch for long periods, overall sleeves down to protect arms - sun, wheelbarrow - tyres properly inflated and weight of plants within capacity to lift and push

## **Teaching Strategies And Learning Activities**

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### **Methods Of Assessment**

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- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Maintain a Footpath

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<b>Unit Reference</b>	<b>H/502/0826</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to maintain a footpath
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.9)</b> <i>The learner can</i>
<b>1.</b> Be able to maintain a footpath	<b>1.1</b> Prepare tools and equipment for use <b>1.2</b> Check tools and equipment for safety <b>1.3</b> State why footpaths should be maintained <b>1.4</b> Recognise surfacing materials <b>1.5</b> Maintain an area of footpath <b>1.6</b> Dispose of waste and tidy site <b>1.7</b> Give a reason for keeping the area free from rubbish <b>1.8</b> Give a reason for recycling or composting <b>1.9</b> Use, clean and store PPE, tools and equipment safely

# Supporting Unit Information

## H/502/0826 Maintain a footpath – Entry Level 2

### Indicative Content

#### **Learning Outcome 1. Be able to maintain a footpath**

##### **1.1 Prepare tools and equipment for use**

**Tools and equipment** e.g. spades, shovels, pick-axe, wheelbarrow, rakes, brushes, PPE (e.g. boots, overalls, gloves, eye protection).

**Prepare by** e.g. selection and collection from store, transport to work site, checking for condition making sure sharp, clean, in full working order, handles free from damage (e.g. splinters), make sure PPE is clean and not damaged

##### **1.2 Check tools and equipment for safety** refer to LO1.1

##### **1.3 State why footpaths should be maintained** e.g. to ensure fit for purpose, to reduce chances of slips, trips and falls, to ensure surface lasts, reduce further damage to surface

##### **1.4 Recognise surfacing materials** e.g. gravel, quarry waste, concrete, tarmac, paving, woodchip, boards and non-slip surfaces.

**Recognise by** e.g. selecting material as instructed, use of labels, naming

##### **1.5 Maintain an area of footpath** maintain by e.g. removing weeds and surface debris, filling in holes and low areas, rebuilding edges and revetments, draining, resurfacing,

##### **1.6 Dispose of waste and tidy site**

**Waste** e.g. weeds and plant debris shredded for re-use or composting, used in habitat piles, soil, stones and other inert material reused or recycled, inorganic waste (e.g. empty containers) recycled or placed in skip to await collection by authorised waste contractor.

**Clear site** e.g. remove all tools, waste, unused materials, return to store, or vehicle as instructed.

##### **1.7 Give a reason for keeping the area free from rubbish** e.g. to reduce hazards to workers and other people during operations, to reduce clearing up afterwards, to minimise wastage of materials.

##### **1.8 Give a reason for recycling or composting** e.g. to reduce environmental impact, to reduce wastage of materials,

##### **1.9 Use, clean and store PPE, tools and equipment safely**

**Range of tools and equipment** refer to LO1.1

**Use** e.g. use only for intended purpose, according to instructions (supervisor), after appropriate training. **Clean** e.g. by removing soil

from tools on site, washing, brushing off, wiping and oiling as appropriate. **Storage** e.g. place in safe and secure store or on vehicle for transport to store.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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- Reports/notes

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Weed a Planted Area

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<b>Unit Reference</b>	<b>J/502/0527</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to weed a planted area by hand, hoe or fork
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to weed a planted area by hand	<p><b>1.1</b> Collect tools and check they are safe to use</p> <p><b>1.2</b> Distinguish between plants to be kept and weeds to be removed</p> <p><b>1.3</b> Give a reason for identifying weeds correctly</p> <p><b>1.4</b> Give a reason for checking with the supervisor before removing weeds</p> <p><b>1.5</b> Carry out activities to remove weeds</p> <p><b>1.6</b> Dispose of waste and tidy site</p> <p><b>1.7</b> Use, clean and store PPE, tools and equipment safely</p> <p><b>1.8</b> Maintain the safety of self and others during the operation</p>



# Supporting Unit Information

## J/502/0527 Weed a planted area – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to weed a planted area by hand***

- 1.1 Collect tools and check they are safe to use** tools e.g. spade, garden fork, hand fork, hoe, and wheel barrow. Safe to use e.g. garden fork - check if prongs bent or missing, splinters/rust on shaft, loose handle. Hand tools e.g. check for splinters, secure handle.
- 1.2 Distinguish between plants to be kept and weeds to be removed** mark identified plants for retention e.g. canes/string. Small numbers - dig up, store in pots until needed.
- 1.3 Give a reason for identifying weeds correctly** to ensure e.g. that flowers are not removed, all weeds are removed, difficult weeds - couch grass are dealt with correctly.
- 1.4 Give a reason for checking with the supervisor before removing weeds** e.g. to check correct identification, to check how best to remove a type of weed - dig it out or hoe the top off, how to dispose of it so that it does not spread.
- 1.5 Carry out activities to remove weeds** e.g. use spade to dig up deep roots, garden fork for loosening roots, hand fork for weeding small areas, hoe for borders/vegetable beds, hand manual cultivator to loosen weeds where accuracy is needed in rows  
**Dispose of waste and tidy site** waste e.g. organic - weeds, roots or inorganic – plastic bags, stones. Recycle/reuse or bag/bin and dispose of as instructed. Tidy site e.g. tools/equipment tidied away/stored, paths swept, pleasing appearance restored.
- 1.6 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, safety boots, kneeler. Tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/blade of spade, brush out wheelbarrow. Store e.g. gloves on rack/line, trowel on shadow board, wheelbarrow upside down. Safety e.g. maintain good posture when hoeing, overalls sleeves down to protect arms - sun/prickles, wheelbarrow - tyres properly inflated and weight within capacity to lift and push.
- 1.7 Maintain the safety of self and others during the operation** safety of self-e.g. listen to and follow instructions from supervisor, wear PPE as directed, use tools correctly. Safety of others e.g. carry tools correctly so that blades are not able to hurt others, observe safe working distances when using hoe/fork.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Maintain a Fence

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<b>Unit Reference</b>	<b>K/502/0827</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to maintain a fence
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to maintain a fence	<b>1.1</b> Prepare tools, materials and equipment <b>1.2</b> Identify the fence to be maintained <b>1.3</b> Carry out activities to repair damage <b>1.4</b> Dispose of waste and clear site <b>1.5</b> State why the site needs to be cleared after work <b>1.6</b> Use, clean and store PPE, tools and equipment safely <b>1.7</b> Maintain the safety of self and others during the operation
<b>2.</b> Know why fences need to be maintained	<b>2.1</b> Give a reason for maintaining a fence

# Supporting Unit Information

## K/502/0827 Maintain a fence – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to maintain a fence***

- 1.1 Prepare tools, materials and equipment. Tools and equipment** e.g. hammers, saws pliers, wire strainers, wire brushes, paint brushes, PPE (e.g. boots, overalls, gloves, eye protection). **Materials** e.g. wire netting, posts, panels, wood preservative, and sandpaper. **Prepare by** e.g. selection and collection from store, transport to work site, checking for condition
- 1.2 Identify the fence to be maintained** identify by e.g. taking tools to work-site, pointing out site and fence to be maintained or directing supervisor to fence.
- 1.3 Carry out activities to repair damage** e.g. on a post and panel fence, replacement of damaged panels or posts, re-positioning posts that have moved, repairing panels, brushing down, treating with wood preservative
- 1.4 Dispose of waste and clear site** waste e.g. damaged panels or posts reused or recycled, empty containers, wire, wire netting recycled or placed in skip to await collection by authorised waste contractor. **Clear site** e.g. remove tools, waste, unused material, return to store or vehicle as instructed.
- 1.5 State why the site needs to be cleared after work** e.g. to reduce hazards to other users or harm to equipment, to leave site looking tidy, legal or contractual requirement.
- 1.6 Use, clean and store PPE, tools and equipment safely** range of tools and equipment refer to LO1.1  
**Use** e.g. use only for intended purpose, according to instructions (supervisor), after appropriate training. **Clean** e.g. by removing soil from tools on site, washing, brushing off, wiping and oiling as appropriate. **Storage** e.g. place in safe and secure store or on vehicle for transport to store.
- 1.7 Maintain the safety of self and others during the operation** e.g. listening, remembering and following instructions. Complying with health and safety legislation and policies e.g. responsibility to take care of own and others' health and safety, wearing appropriate PPE.

#### ***Learning Outcome 2. Know why fences need to be maintained***

**2.1 Give a reason for maintaining a fence e.g.** to ensure the fence is fit for purpose (e.g. to support plants, prevent access/exit of livestock or people, provide visual barrier), improve life of fence, improve look of fence.

## **Teaching Strategies And Learning Activities**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Fill Plant Containers

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<b>Unit Reference</b>	<b>L/502/0528</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to fill plant containers with growing medium
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to fill plant containers with growing medium	<b>1.1</b> Identify suitable plant containers <b>1.2</b> Check containers are safe and suitable to use <b>1.3</b> State why containers should be clean <b>1.4</b> Collect tools and check for safety to use <b>1.5</b> Carry out activities to fill plant containers <b>1.6</b> Give a reason for firming the compost/medium <b>1.7</b> Use, clean and store PPE, tools and equipment safely <b>1.8</b> Maintain the safety of self, others and animals during the operation



# Supporting Unit Information

## L/502/0528 Fill plant containers – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to fill plant containers with growing medium***

- 1.1 Identify suitable plant containers** make examples of container types available for learners to examine/identify e.g. hanging basket, flower pot, seed tray, different types of tubs, window box. Suitability e.g. container suitable for situation/number/size of plants
- 1.2 Check containers are safe and suitable to use** check e.g. inside/outside, rims, base Safe e.g. no cracks in sides, sharp edges, rotting wood, stable on base. Suitable e.g. water drainage, holds enough compost for size of plant(s)/root development (LO1.1)
- 1.3 State why containers should be clean** e.g. to protect against the transfer of pests, diseases or weeds from previously grown plants, outside is nicer to look at when clean
- 1.4 Collect tools and check for safety to use** tools e.g. spade, trowel, hand fork, wheelbarrow. Check for safety e.g. spade - check the blade for rust, splinters or rust on shaft, loose handle. Hand tools e.g. check for splinter/sharp bits, secure handle
- 1.5 Carry out activities to fill plant containers** e.g. make sure container is stable, add crocks over drainage holes, gravel then compost, firm compost to level below rim as instructed
- 1.6 Give a reason for firming the compost/medium** e.g. reduce air pockets that prevent water being drawn up through the compost, improve stability of plant and support
- 1.7 Use, clean and store PPE, tools and equipment safely** use - PPE e.g. overalls, gloves, safety boots. Tools and equipment - refer to LO1.4. Clean e.g. scrape mud off safety boots/blade of spade, brush out wheelbarrow. Store e.g. overalls on peg, trowel on shadow board, wheelbarrow upside down. Safety e.g. overalls sleeves down –protect arms, good posture when filling containers, wheelbarrow - load containers in balance
- 1.8 Maintain the safety of self, others and animals during the operation** safety of self, e.g. listen to and follow instructions from supervisor, wear PPE as directed, use tools correctly. Safety of others e.g. carry tools correctly so that blades are not able to hurt others, where applicable ensure containers securely attached. Safety of animals e.g. ensure containers cannot fall over on animals that may knock against them.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Plant an Area to Attract Wildlife

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<b>Unit Reference</b>	<b>M/502/0828</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to plant an area that may attract wildlife
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
<b>1.</b> Be able to plant plants or trees to attract wildlife	<b>1.1</b> Collect tools and equipment <b>1.2</b> Check equipment is safe to use <b>1.3</b> Prepare area for planting <b>1.4</b> Carry out activities to plant an area <b>1.5</b> Use, clean and store PPE, tools and equipment safely
<b>2.</b> Know the plants and animals that exist in wildlife sites	<b>2.1</b> Name two plants in a wildlife area <b>2.2</b> Name two insects in a wildlife area <b>2.3</b> Name two animals in a wildlife area

# Supporting Unit Information

## M/502/0828 Plant an area to attract wildlife – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to plant plants or trees to attract wildlife***

- 1.1** Learners will need to collect suitable tools such as garden fork, spade, rake, trowel, hand fork, secateurs, and wheelbarrow.
- 1.2** Check the parts of different tools e.g. spade - check the blade, shaft and handle. Safe e.g. spade - blade firmly joined to shaft, wooden shaft/handle free of splinters, metal shaft free of rust/sharp bits, handle not loose.
- 1.3** Clear weeds and debris, dig over with fork to break up soil/break down clods, add organic matter and dig in, and rake surface level. Take account of weather and soil conditions to avoid damage to soil
- 1.4** Dig planting holes to depth/width as instructed, add compost to hole, remove plants from pots/trays, place upright in hole, refill with soil and compost, firm the soil around plant, level and tidy so soil is in keeping with rest of bed
- 1.5** Use - PPE e.g. overalls, gloves, safety boots. Tools and equipment - refer to LO1.1. Clean e.g. scrape mud off safety boots/blade of spade, brush out wheelbarrow. Store e.g. gloves on rack/line, rake stood in rack, wheelbarrow upside down. Safety e.g. overalls sleeves down to protect arms.

#### ***Learning Outcome 2. Know the plants and animals that exist in wildlife sites***

- 2.1** Examples could be Sunflowers, Foxglove, Thyme, Lavender, Honeysuckle, Rowan, Ice Plant, Firethorn, and Barberry.
- 2.2** Examples could be different species of Butterflies (Peacock, Dark Green, and Monarch), Ladybirds, Beetles, Dragon Flies, Wasps, Bumble Bees, and Hornets etc.
- 2.3** Examples could be Badgers, Owls, Grey Squirrels, Mice, Hedgehogs, Rabbits, and Deer.

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### **Additional Information**

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## Recognise Trees and Plants

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<b>Unit Reference</b>	<b>R/502/0823</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise trees and plants commonly found in woodland or hedgerows of the local area
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
<b>1.</b> Recognise common trees and plants	<b>1.1</b> Recognise common trees <b>1.2</b> Recognise common plants <b>1.3</b> Recognise constituent parts of trees and plants
<b>2.</b> Understand the function of parts of trees and plants	<b>2.1</b> Give a function of a tree or plant root <b>2.2</b> Give a function of a tree or plant trunk or stem <b>2.3</b> Give a function of a tree or plant leaf



# Supporting Unit Information

## R/502/0823 Recognise trees and plants – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Recognise common trees and plants***

- 1.1** Recognise common trees – Examples could include Ash, Oak, Cherry, Common Beech, Holly, Willow, Birch.
- 1.2** Recognise common plants - **shrub, vegetable and fruit** make examples of at least one of each type of different plant available for learners to recognise either as specimens, pictures or photographs:  
Shrub e.g. buddleia (butterfly bush), lilac, fuchsia  
Vegetable e.g. potato, carrot, onion  
Fruit e.g. apple, plum, strawberry
- 1.3** Recognise constituent parts of trees and plants - flower, leaf, stem, and roots. Learners could identify constituent parts of live specimens, work from photographs or label diagrams of plants

### **LO2 is the key area of knowledge for this unit**

#### ***Learning Outcome 2. Understand the function of parts of trees and plants***

- 2.1 Give a function of a tree or plant root** e.g. to anchor the tree or plant in the ground or to take in water and tree/plant foods
- 2.2 Give a function of a tree or plant trunk or stem.** Tree trunk e.g. to take water and tree foods up from the roots and transport them around the tree or to take foods produced by the leaves through the branches and trunk to the roots. OR Plants e.g. to hold the leaves up so they can catch the sun or to take water and plant foods from the roots and transport them around the plant, or to take foods produced by the leaves down through the stem to the roots
- 2.3 Give a function of a tree or plant leaf** e.g. to absorb sunlight and use it to make sugars which can be used as tree/plant food or stored or to produce oxygen

### **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

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- Tool / equipment inventory lists / maintenance schedules

- Pictorial identifications
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Cultivating Plant Cuttings

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<b>Unit Reference</b>	<b>T/502/3990</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit provides a basic introduction to cultivating plant cuttings
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
<b>1.</b> Know how to take a cutting	<b>1.1</b> Choose a plant from a given selection <b>1.2</b> Take a cutting with assistance
<b>2.</b> Know how to root cuttings	<b>2.1</b> Remove leaves from cutting as instructed <b>2.2</b> Dip cutting in rooting compound <b>2.3</b> Assist in filling pot with compost <b>2.4</b> Make a hole in compost
<b>3.</b> Know how to plant cuttings	<b>3.1</b> Push cutting into prepared pot <b>3.2</b> Water cutting as instructed <b>3.3</b> Place cane in pot as instructed
	<b>4.1</b> Assist in covering pot with polythene

<b>4.</b> Know how to cultivate plant cuttings	<b>4.2</b> Choose a bright spot for the pot to be placed <b>4.3</b> Assist in picking off yellowing leaves
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# Supporting Unit Information

## T/502/3990 Introduction to cultivating plant cuttings – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Know how to take a cutting***

- 1.1 Choose a plant from a given selection** e.g. geraniums, lavender, busy lizzie
- 1.2 Take a cutting with assistance** e.g. choose new shoot, cut under supervision with knife/sharp scissors, cut to length appropriate for plant - busy lizzie - 5-8 cm.

#### ***Learning Outcome 2. Know how to root cuttings***

- 2.1 Remove leaves from cutting as instructed** e.g. remove any leaves from lower part of stem using knife/sharp scissors as instructed, cut across stem a little below leaf joint.
- 2.2 Dip cutting in rooting compound** e.g. pour small quantity of rooting compound into a separate container, dip cut end of cutting in rooting compound.
- 2.3 Assist in filling pot with compost** e.g. add crocks over drainage holes, gravel then compost, firm compost one third up pot, fill pot and firm to depth below rim as instructed.
- 2.4 Make a hole in compost** e.g. use blunt ended dibber to make hole to depth instructed - soil may need to be a little moist to retain shape.

#### ***Learning Outcome 3. Know how to plant cuttings***

- 3.1 Push cutting into prepared pot** e.g. hold cutting gently so stem/leaves are not bruised, care not to wipe potting compound off cut end as pushed into hole, insert up to half length, gently firm compost around base of cutting to remove air pockets.
- 3.2 Water cutting as instructed** e.g. water sparingly to moisten soil but not soak.
- 3.3 Place cane in pot as instructed** e.g. insert cane or wire frame at edges of pot to support polythene as instructed.

#### ***Learning Outcome 4. Know how to cultivate plant cuttings***

- 4.1 Assist in covering pot with polythene** e.g. place clear plastic bag over pot, refer to LO3.3 - make sure polythene is not in contact with cuttings, secure.
- 4.2 Choose a bright spot for the pot to be placed** e.g. windowsill, greenhouse or conservatory.

**4.3 Assist in picking off yellowing leaves** e.g. snip off and dispose of yellow leaves taking care not to damage rest of cutting.

### **Teaching Strategies And Learning Activities**

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### **Additional Information**

See Skills and Education Group Awards website for further information



## Introduction to the Propagation of Plants

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<b>Unit Reference</b>	<b>L/502/3994</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	The purpose of this unit is to enable the learner to begin to understand how to propagate plants
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
<b>1.</b> Recognise different forms of embryo plants	<b>1.1</b> Choose two different types of seed from a given selection  <b>1.2</b> Identify a bulb from a given selection
<b>2.</b> Be aware of sources of embryo plants	<b>2.1</b> Suggest places where plants may be purchased  <b>2.2</b> Suggest where else new plants may be obtained (for example: friends; cuttings etc)
<b>3.</b> Be aware of the need to plant appropriately	<b>3.1</b> Select possible containers for planting from a given range  <b>3.2</b> State what may be needed for planting new seeds or cuttings  <b>3.3</b> Suggest what plants need in order to grow  <b>3.4</b> Say why it is important to care for plants

# Supporting Unit Information

## L/502/3994 Introduction to the propagation of plants – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Recognise different forms of embryo plants***

- 1.1 Choose two different types of seed from a given selection** e.g. fleshy seeds such as broad beans, peas or chestnuts, small seeds such as poppy or lobelia, seeds with hard coats such as sweet pea or hazel nut - identify and/or name the chosen seeds.
- 1.2 Identify a bulb from a given selection** e.g. daffodil, tulip, snowdrop or hyacinth.

#### **LO2 and LO3 are the key areas of knowledge for this unit**

#### ***Learning Outcome 2. Be aware of sources of embryo plants***

- 2.1 Suggest places where plants might be purchased** e.g. garden centre, nursery, market, country or DIY store, catalogue, mail order using the internet.
- 2.2 Suggest where else new plants might be obtained (for example: friends, cuttings etc)** e.g. friends garden, cuttings, grown from seed.

#### ***Learning Outcome 3. Be aware of the need to plant appropriately***

- 3.1 Select possible containers for planting from a given range** e.g. seed tray, flower pot, hanging basket, ornamental tub or container.
- 3.2 State what may be needed for planting new seeds or cuttings** e.g. hand fork, dibber, suitable compost, and crocks for bottom of container, rooting powder, labels and pencil.
- 3.3 Suggest what plants need in order to grow** e.g. water, warmth, light, plant foods, and protection from insects and weeds - plants become ill or die if these are not supplied or for the first four if the amounts are too large or small.
- 3.4 Say why it is important to care for plants** e.g. because we want to eat them or admire their flowers and if we don't care for them by providing the things they need to grow and protecting them from insects and weeds they may become ill or die or not be ready when we need them.

## **Teaching Strategies And Learning Activities**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Potting Up Rooted Cuttings, Large Seedlings or Plugs by Hand

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<b>Unit Reference</b>	<b>H/600/0277</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for and demonstrate the potting by hand and immediate aftercare of rooted cuttings, large seedlings or plugs and leave the work area clean and tidy
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to prepare for potting	<p><b>1.1</b> Wear suitable protective clothing as instructed</p> <p><b>1.2</b> Arrange supplied tools, materials and equipment before use under supervision</p> <p><b>1.3</b> Check that pots or modules are clean and undamaged</p> <p><b>1.4</b> Place drainage materials and/or compost in pots/modules and consolidate as instructed</p>
<b>2.</b> Be able to pot up rooted cuttings, large seedlings or plugs	<p><b>2.1</b> Make planting holes in suitable positions and at correct depths as instructed</p> <p><b>2.2</b> Plant rooted cuttings, large seedlings or plugs and firm as directed</p>

	<b>2.3</b> Handle plants carefully under supervision
<b>3.</b> Be able to care for cuttings, seedlings or plugs immediately after potting	<b>3.1</b> Position labels as instructed <b>3.2</b> Provide water to plants and drain off excess under supervision
<b>4.</b> Be able to clear up after potting	<b>4.1</b> Clean tools and equipment after use as instructed <b>4.2</b> Clear and tidy the work area after use under supervision

# Supporting Unit Information

## H/600/0277 Introduction to potting up rooted cuttings, large seedlings or plugs by hand

### Indicative Content

#### ***Learning Outcome 1. Be able to prepare for potting***

- 1.1 Wear suitable protective clothing as instructed** e.g. overalls, gloves, safety boots, and dust mask for adding compost.
- 1.2 Arrange supplied tools, materials and equipment before use under supervision** e.g. working tray with compost and clean empty pots, crocks/gravel, and material to be potted, presser/dibber/widger arranged around it. Supervision to ensure items arranged to allow learner to use materials and equipment efficiently with minimum wastage.
- 1.3 Check that pots or modules are clean and undamaged** e.g. no cracks or residues, caked on roots from previous plantings that may transfer fungi or pests.
- 1.4 Place drainage materials and/or compost in pots/modules and consolidate as instructed** e.g. add crocks over drainage holes, add and firm compost to depth below rim of pot/module as instructed.

#### ***Learning Outcome 2. Be able to pot up rooted cuttings, large seedlings or plugs***

- 2.1 Make planting holes in suitable positions and at correct depths as instructed** e.g. Use dibber to make planting holes - suitable size/depth for cuttings/large seedlings, trowel to make planting holes for plugs. Suitable position e.g. well centred in pot.
- 2.2 Plant rooted cuttings, large seedlings or plugs and firm as directed** e.g. place cutting/seedling/plug in planting hole, adjust level, firm using light finger pressure.
- 2.3 Handle plants carefully under supervision** e.g. care not to bruise stem/leaves or to damage roots by pulling up rooted cuttings/seedlings, pressing into planting hole too firmly or pinching the roots of plugs - lightly water plugs before removal.

#### ***Learning Outcome 3. Be able to care for cuttings, seedlings or plugs immediately after potting***

- 3.1 Position labels as instructed** e.g. facing outward, writing not covered with compost.

### **3.2 Provide water to plants and drain off excess under supervision**

e.g. watering can/fine rose, ensure water flow does not wash compost out, stand pot in free draining area.

### ***Learning Outcome 4. Be able to clear up after potting***

**4.1 Clean tools and equipment after use as instructed** e.g. clean dibber and compost presser tool, empty watering can.

**4.2 Clear and tidy the work area after use under supervision** e.g. brush up wasted drainage materials/compost, sweep up debris on floor.

### **Teaching Strategies And Learning Activities**

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### **Methods Of Assessment**

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## **Additional Information**

See Skills and Education Group Awards website for further information

## Introduction to Sowing Seed Indoors In Containers

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<b>Unit Reference</b>	<b>L/600/0287</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the learner to the knowledge, understanding and skills needed to prepare for, sow and care for seed immediately after sowing and leave the work area clean and tidy
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to prepare to sow seed indoors	<p><b>1.1</b> Wear suitable protective clothing as instructed</p> <p><b>1.2</b> Arrange supplied tools, materials and equipment before use under supervision</p> <p><b>1.3</b> Check that pots or trays are clean and undamaged</p> <p><b>1.4</b> Place drainage materials and compost in pots/trays, level and consolidate as instructed</p>
<b>2.</b> Be able to sow seed	<p><b>2.1</b> Evenly sow seed in containers as instructed</p> <p><b>2.2</b> Cover seed with compost to a depth suitable for the type of seed under supervision</p>

<p><b>3.</b> Be able to care for seed immediately after sowing</p>	<p><b>3.1</b> Position labels as instructed</p> <p><b>3.2</b> Water the compost and drain off excess under supervision</p>
<p><b>4.</b> Be able to clear up after sowing</p>	<p><b>4.1</b> Clean tools and equipment after use as instructed</p> <p><b>4.2</b> Clear and tidy the work area after use under supervision</p>

# Supporting Unit Information

L/600/0287 Introduction to sowing seed indoors in containers – Entry Level 2

## Indicative Content

### ***Learning Outcome 1. Be able to prepare to sow seed indoors***

- 1.1 Wear suitable protective clothing as instructed** e.g. overalls to keep clothes clean, safety boots in case pot falls from shelf, dust mask when adding compost.
- 1.2 Arrange supplied tools, materials and equipment before use under supervision** e.g. arrange working tray with empty pots / trays, drainage materials, compost, seeds to be sown, tools for levelling and consolidating, sieve, labels etc - supervision to ensure items arranged to allow learner to work at correct height in conditions of good lighting and able to use materials and equipment efficiently with minimum wastage.
- 1.3 Check that pots or trays are clean and undamaged** e.g. no cracks that may develop or residues from previous plantings which may transfer fungi or pests.
- 1.4 Place drainage materials and compost in pots/trays, level and consolidate as instructed** e.g. crocks or gravel placed, compost added to fill pot/tray, level with striking board, consolidate with bottom of clean pot/presser board to required depth below rim.

### ***Learning Outcome 2. Be able to sow seed***

- 2.1 Evenly sow seed in containers as instructed** e.g. required spacing of larger seeds.
- 2.2 Cover seed with compost to a depth suitable for the type of seed under supervision** e.g. large seeds covered with own depth of compost.

### ***Learning Outcome 3. Be able to care for seed immediately after sowing***

- 3.1 Position labels as instructed** e.g. position of placement in pots or trays, direction writing faces, consistency of positioning.
- 3.2 Water the compost and drain off excess under supervision** e.g. supervision to ensure water flow is not too heavy, does not wash seeds to edges of pot or end of tray, or if standing in water how long to leave.

### ***Learning Outcome 4. Be able to clear up after sowing***

**4.1 Clean tools and equipment after use as instructed** e.g. watering can empty, remove any debris from sieve, clean tools for levelling and consolidating.

**4.2 Clear and tidy the work area after use under supervision** e.g. move seeded pots / trays to germination area / propagator, collect up unused labels, brush up wasted drainage materials or compost, sweep up debris on floor.

### **Teaching Strategies And Learning Activities**

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### **Methods Of Assessment**

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## **Additional Information**

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## Prepare a Container for a Flower Arrangement

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<b>Unit Reference</b>	<b>H/502/0518</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to prepare a container for a flower arrangement
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare a container for a flower arrangement	<p><b>1.1</b> Recognise all materials and accessories</p> <p><b>1.2</b> Check tools are safe to use</p> <p><b>1.3</b> Carry out activities to prepare a container for a flower arrangement</p> <p><b>1.4</b> Give a reason for securing foam in the container</p> <p><b>1.5</b> Give a reason for preparing floral foam by soaking in water</p> <p><b>1.6</b> Dispose of waste and store unused materials</p> <p><b>1.7</b> Maintain own safety and hygiene</p>

# Supporting Unit Information

## H/502/0518 Prepare a container for a flower arrangement – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to prepare a container for a flower arrangement***

- 1.1 Recognise all materials and accessories** Encourage learners to identify common materials and accessories e.g. flowers, foliages, mediums, containers.
- 1.2 Check tools are safe to use** Do a risk assessment and visual check e.g. are blades sharp, scissor joints secure.
- 1.3 Carry out activities to prepare a container for a flower arrangement** Follow a basic plan of preparation e.g. to include correct soaking of floral foam, attachment of foam.
- 1.4 Give a reason for securing foam in the container** Discuss the security of arrangement in transportation/delivery.
- 1.5 Give a reason for preparing floral foam by soaking in water** Know how to correctly follow a soak plan for floral foam - discuss potential issues when floral foam is incorrectly soaked e.g. flower material not getting correct nutrients.
- 1.6 Dispose of waste and store unused material** Demonstrate an awareness of waste disposal and the consequences of incorrect waste disposal on the environment e.g. recycling, green waste.
- 1.7 Maintain own safety and hygiene** Demonstrate good safe working manner wearing appropriate PPE.

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### **Additional Information**

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## Make a Round Posy Arrangement

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<b>Unit Reference</b>	<b>K/502/0519</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to make a round posy arrangement using either fresh or artificial plant material
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to make a round posy arrangement	<p><b>1.1</b> Recognise all materials and accessories</p> <p><b>1.2</b> Check tools are safe to use</p> <p><b>1.3</b> Carry out activities to make a round posy arrangement</p> <p><b>1.4</b> State why it is important to cut stems to correct length</p> <p><b>1.5</b> State why it may be necessary to spray completed arrangement with water</p> <p><b>1.6</b> Dispose of waste and store unused materials</p> <p><b>1.7</b> Maintain own safety and hygiene</p>

# Supporting Unit Information

## K/502/0519 Make a round posy arrangement – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to make a round posy arrangement***

- 1.1 Recognise all materials and accessories** Encourage learners to identify common materials and accessories e.g. flowers, foliages, mediums, containers.
- 1.2 Check tools are safe to use** Do a risk assessment and visual check e.g. are blades sharp, scissor joints secure.
- 1.3 Carry out activities to make a round posy arrangement** Follow a basic plan of preparation e.g. to include correct soaking of floral foam, good outline created following round shape.
- 1.4 State why it is important to cut stems to correct length** Discuss construction methods and why it's important to plan stem length before cutting e.g. so that the profile is correct.
- 1.5 State why it may be necessary to spray completed arrangement with water** Discuss the environmental issues, weather conditions and why/when it may help to spray design e.g. de-hydration issues.
- 1.6 Dispose of waste and store unused materials** Discuss the fact that the tools are to be stored to prolong the life and discuss the safety/security.
- 1.7 Maintain own safety and hygiene** Demonstrate good safe working manner, wearing appropriate PPE.

### Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

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**It is important that practical assessment activities are supervised appropriately.**

### **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
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- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
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### **Additional Information**

See Skills and Education Group Awards website for further information

## Identify Floristry Plant Material

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<b>Unit Reference</b>	<b>L/502/0514</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise and name three different flowers and three leaves
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise and name flowers and leaves	<b>1.1</b> Identify and name flowers used in floristry <b>1.2</b> Identify and name leaves used in floristry <b>1.3</b> State how long flowers and leaves will last in water
<b>2.</b> Know sources of flowers and leaves	<b>2.1</b> State where flowers and leaves can be obtained

# Supporting Unit Information

## L/502/0514 Identify floristry plant material – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to recognise and name flowers and leaves***

- 1.1 Identify and name flowers used in floristry** List three different flower types used in designs e.g. carnations, roses, chrysanthemums.
- 1.2 Identify and name leaves used in floristry** List three different foliage types used in designs e.g. leatherleaf, beargrass, and salal.
- 1.3 State how long flowers and leaves will last in water**  
Demonstrate a knowledge of conditioning methods suitable for materials identified e.g. importance of flower food, clean water, and regular changes.

#### ***Learning Outcome 2. Know sources of flowers and leaves***

- 2.1 State where flowers and leaves can be obtained** Show knowledge of flower producing countries and what they produce e.g. roses, which country it originates from and look at suppliers/wholesalers.

### Teaching Strategies And Learning Activities.

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### Methods Of Assessment

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**Additional Information**

See Skills and Education Group Awards website for further information

## Recognise Use and Care For Hand Tools Used In Floristry

<b>Unit Reference</b>	<b>R/502/0515</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise use and care for hand tools used in floristry
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise, use and care for hand tools used in floristry	<b>1.1</b> Identify hand tools used in floristry <b>1.2</b> Check tools are safe to use <b>1.3</b> Give a reason for checking tools are safe to use <b>1.4</b> Use hand tools to carry out basic floristry tasks <b>1.5</b> Use, clean and store PPE, tools and equipment safely <b>1.6</b> State why tools must be cleaned after use <b>1.7</b> State why tools must be stored properly <b>1.8</b> Maintain own safety and hygiene

# Supporting Unit Information

## R/502/0515 Recognise use and care for hand tools used in floristry – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to recognise, use and care for hand tools used in floristry***

- 1.1 Identify hand tools used in floristry** To include scissors, knife, secateurs.
- 1.2 Check tools are safe to use** Carry out a risk assessment / training plan and carry out visual checks.
- 1.3 Give a reason for checking tools are safe to use** Discuss the potential damage to self or others e.g. cuts, stab wounds.
- 1.4 Use hand tools to carry out basic floristry tasks** e.g. cutting stems, cellophane, floral foam, pot tape.
- 1.5 Use, clean and store PPE, tools and equipment safely** Discuss suitable PPE in floristry e.g. gloves, mask, closed toe shoes.
- 1.6 State why tools must be cleaned after use** Discuss the importance of cleaning tools to keep in good working order, opportunity to check them over e.g. devise a workroom checklist.
- 1.7 State why tools must be stored properly** Discuss the fact that the tools are to be stored to prolong the life and discuss the safety/security issues e.g. getting into wrong hands and consequences.
- 1.8 Maintain own safety and hygiene** Discuss the importance of personal hygiene .e.g. explain why. Discuss the safety issues with working with sharp tools and the potential harm if not trained correctly in their use.

### Teaching Strategies And Learning Activities

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## **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Wrap Flowers and Plants

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<b>Unit Reference</b>	<b>Y/502/0516</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise, name and wrap flowers and plants for presentation
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
<b>1.</b> Be able to wrap flowers and plants	<b>1.1</b> Recognise all materials and accessories <b>1.2</b> Check tools are safe to use <b>1.3</b> Carry out activities to wrap flowers and plants <b>1.4</b> Decorate wrapped flowers and plants <b>1.5</b> Dispose of waste and store unused materials <b>1.6</b> Maintain own safety and hygiene
<b>2.</b> Understand why flowers and plants are wrapped	<b>2.1</b> Give a reason for wrapping flowers and plants <b>2.2</b> Give reasons for including attachments to wrapped flowers and plants

# Supporting Unit Information

## Y/502/0516 Wrap flowers and plants – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to wrap flowers and plants***

- 1.1 Recognise all materials and accessories** Make available a range of different wrapping materials and accessories/ancillary items to examine/identify e.g. cellophane, kraft paper, tissue, boxes, bags, baskets; accessories/ancillary items to include care cards/ flower food.
- 1.2 Check tools are safe to use** Check condition of tools to be used e.g. knife, scissors, secateurs and ensure that a visual check is made to ensure they are safe to use.
- 1.3 Carry out activities to wrap flowers and plants** Select sufficient, suitable wrapping materials appropriate to plant/flower type, sealing the product and attaching ancillary items as appropriate.
- 1.4 Decorate wrapped flowers and plants** Ensure that the chosen method of decoration is appropriate, covering a range of methods e.g. cone wrap, flat backed, boxed.
- 1.5 Dispose of waste and store unused materials** Ensure that disposal of any waste is appropriately dealt with to minimise environmental damage and any unused materials correctly stored e.g. following a basic stock rotation plan.
- 1.6 Maintain own safety and hygiene** The safety of yourself is essential e.g. listen and follow instructions from supervisor, wear PPE as directed, use tools safely in accordance with manufacturers regulations. Ensure that tools are stored correctly e.g. blades covered. Ensure that the finished designs are stored so as not to cause a hazard.

#### ***Learning Outcome 2. Understand why flowers and plants are wrapped***

- 2.1** The importance of why we wrap flowers and plants e.g. for protection and presentation. Protect from the elements e.g. heat/cold/wind/sun explain the requirements of plants/ flowers.
- 2.2** Importance of attaching ancillary items for delivery, care card, message card and flower food



## **Teaching Strategies And Learning Activities**

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### **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Recognise Farm Animal Housing

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<b>Unit Reference</b>	<b>A/502/0671</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise four types of animal housing
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise types of farm animal housing	<p><b>1.1</b> Recognise different types of farm animal housing</p> <p><b>1.2</b> Recognise key features of areas used to house farm animals</p> <p><b>1.3</b> Check farm animal housing is safe and report to supervisor</p> <p><b>1.4</b> State why farm animals need housing</p>
<b>2.</b> Know why farm animal housing needs to be safe and secure	<p><b>2.1</b> State why farm animal housing needs to be free from hazards</p> <p><b>2.2</b> State why farm animal housing needs to be secure</p>

# Supporting Unit Information

## A/502/0671 Recognise farm animal housing – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to recognise types of farm animal housing***

- 1.1 Recognise different types of farm animal housing** Provide access to a range of farm animal housing, at least one type of which must be being used to house farm animals and with the range being made up by additional buildings, photographs or pictures. Ask learners to recognise and point out four different types of animal housing e.g. dairy cows/beef animals - traditional barn or big open span barn with cubicles/pens, calves - calf hutches, sheep - open span buildings for winter or lambing, pigs - maternity house where sows give birth, sheds to hold pigs that are being fattened for market, outdoor sow arcs or young pig sheds.
- 1.2 Recognise key features of areas used to house farm animals** Ask learners to recognise three of the following areas e.g. sleeping area/accommodation, feeding area, watering sites, dunging area, pen structure - railings or walls, access – gates.
- 1.3 Check farm animal housing is safe and report to supervisor** Check e.g. gate open/closes properly/is secure, gate and pen walls - no sharp projections/edges, floor - no holes/slippery areas/anything sticking up that might damage animals hooves, drinkers/ water troughs working properly. Verbally report any problems identified to supervisor.
- 1.4 State why farm animals need housing** e.g. when grass is in short supply in winter - fed on hay/silage/concentrates instead, provide more comfortable conditions for animals to give birth and allow them to be watched in case they need help, provide conditions that will help the newly born/young animals to stay alive, provide the best conditions for animals to grow quickly.

### **LO2 is the key area of knowledge for this unit**

#### ***Learning Outcome 2. Know why farm animal housing needs to be safe and secure***

- 2.1 State why farm animal housing needs to be free from hazards** hazards could harm the people looking after farm animals or the animals themselves e.g. slippery areas, sharp edges on the walls or

projections from the floor, dusty air - all could harm both people and animals.

**2.2 State why farm animal housing needs to be secure** e.g. stop animals escaping and running away, stop one pen of animals getting mixed in with another, stop male and female animals mixing, stop animals from harming people - bulls, boars or rams or any animal that is heavy and can cause harm.

### **Teaching Strategies And Learning Activities**

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### **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Assist In Catching Poultry

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<b>Unit Reference</b>	<b>D/502/0713</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to catch and crate birds with assistance
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to catch and crate birds with assistance	<b>1.1</b> Identify birds to be caught <b>1.2</b> Prepare crates to receive birds <b>1.3</b> State why crates need to be checked <b>1.4</b> Catch birds and crate securely <b>1.5</b> Give a reason for holding birds in the correct way <b>1.6</b> Maintain own safety and hygiene throughout operations <b>1.7</b> State why personal hygiene is important when handling birds

# Supporting Unit Information

## D/502/0713 Assist in catching poultry – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to catch and crate birds with assistance***

- 1.1 Identify birds to be caught** initially identify bird breed or type e.g. Broiler, turkey, duck, geese, hen, quail, chicken. Identify birds within flocks for catching e.g. healthy broilers going to market or individual's lame, injured, old, and young or select birds for sale or culling.
- 1.2 Prepare crates to receive birds** Crates checked for breaks, sharp edges, holes etc. Position on flat surface as close to birds to be caught as possible.
- 1.3 State why crates need to be checked** To prevent injuries to birds and handlers, prevent birds escaping, reduce stress in birds and handlers.
- 1.4 Catch birds and crate securely** Different breeds have different catching requirements For example loose housed hens, moved into small area to eliminate chasing running etc or catch at night when perched and sleepy. Hens caught by both legs, flapping of wings reduced by resting bird's breast against handlers leg. Preferably only catch one bird at a time, but no more than three birds to be held in one hand. Bird lowered into crate, gently onto their breasts to regain balance before more birds added. Crate lid shut between addition of birds to prevent escape and panic. Once crates are full place straight into transport, or stack securely in shade safely out of the way, to avoid crate becoming a trip hazard.
- 1.5 Give a reason for holding birds in the correct way** To reduce pain, injury, stress and to ease handling.
- 1.6 Maintain own safety and hygiene throughout operations** Hazards include slips, trips, and scratches and bruises from poultry. Select PPE as required e.g. gloves boots overalls, launder after each day's work. Poultry houses can also be very dusty so respiratory protective equipment (RPE) should be worn. Consider tetanus immunisation and lung diseases such as asthma.
- 1.7 State why personal hygiene is important when handling birds** Poultry houses harbour diseases such as E. Coli and Salmonella which can cause stomach upsets and Zoonosis such as Leptospirosis (Weil's disease) which is potentially fatal if not diagnosed early so it is important that learners are encouraged to wash properly after



handling poultry and launder clothing after work. They also need to understand that they can catch diseases from poultry houses.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Bed Down Farm Animals

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<b>Unit Reference</b>	<b>F/502/0669</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to prepare a bed for a farm animal
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Know that clean bedding needs to be provided for farm animals	<b>1.1</b> Recognise bedding used for farm animals <b>1.2</b> Apply the correct amount of bedding for farm animals <b>1.3</b> State why bedding should be provided for farm animals <b>1.4</b> Dispose of waste material safely <b>1.5</b> State why waste should be disposed of correctly <b>1.6</b> Use, clean and store PPE, tools and equipment safely <b>1.7</b> Maintain the safety of self during the operation

# Supporting Unit Information

## F/502/0669 Bed down farm animals – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Know that clean bedding needs to be provided for farm animals***

- 1.1 Recognise bedding used for farm animals** e.g. straw, wood shavings, shredded paper
- 1.2 Apply the correct amount of bedding for farm animals** Apply e.g. straw, shavings or shredded paper, breaking up wads or clumps where farm animals are not likely to do this themselves - young animals. Correct amount - follow guidance of supervisor for correct amount in relation to animals behaviour e.g. more bedding needed in cold temperatures, in sleeping quarters and for young or sick animals; less bedding needed when it is hot, in dunging areas and for older healthy animals.
- 1.3 State why bedding should be provided for farm animals** e.g. to sleep in, to help keep them warm in cold weather, to allow them to behave naturally by nosing and playing in the bedding.
- 1.4 Dispose of waste material safely** e.g. scrape or brush soiled bedding into piles, fork or shovel waste material into a wheelbarrow, dispose of waste on closest muck heap.
- 1.5 State why waste should be disposed of correctly** Why e.g. if waste is left close to the animals it will smell, attract flies and rats, be unpleasant to work near, hinder access and will be a safety risk. Correctly e.g. follow supervisor's guidance - each farm animal system will have developed a correct way of removing waste including systems of cleaning pens/yards, the routes and methods of removing the waste to the muck heap, storing muck so that it does not pollute the environment.
- 1.6 Use, clean and store PPE, tools and equipment safely** Use PPE e.g. Wellington boots/steel toe capped boots, overalls, gloves, dust mask. Tools and equipment e.g. scraper, brush, fork, shovel, wheelbarrow. Clean e.g. wash bedding and muck off boots/fork/shovel, disinfect if required, hose out wheelbarrow. Store e.g. cleaned boots on pegs or in clothes locker, tools stood/hung in tool shed or designated part of livestock building, wheelbarrow turned upside down and parked off access routes. Safely e.g. refer to LO1.7.
- 1.7 Maintain the safety of self during the operation** e.g. safe manual handling - lift loads/push piles of waste materials with brush/scrapper within capacity, safe use of tools - safe working distances, awareness of catching hands on fixtures and fittings; awareness of farm animals -

closeness/behaviour; care when accessing yards/pens - close gates; tripping/slipping hazards - piles of muck or formation of slippery areas due to routine washing/scraping, load wheelbarrow within capacity to lift - follow safe route to muck heap, wear dust mask as instructed, keep PPE clean and maintain good personal hygiene after operations - wash hands and dry with clean towel.

## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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## **Evidence Of Achievement**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Move a Farm Animal

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<b>Unit Reference</b>	<b>F/502/0672</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to move a farm animal(s) safely along identified route
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.7)</b> <i>The learner can</i>
<b>1.</b> Be able to move a farm animal	<p><b>1.1</b> Prepare to move a farm animal</p> <p><b>1.2</b> Check and clear route for the movement of farm animals</p> <p><b>1.3</b> State why a route for moving farm animals needs to be checked</p> <p><b>1.4</b> Move farm animal(s) to new location</p> <p><b>1.5</b> State why farm animals should be moved in a quiet manner</p> <p><b>1.6</b> Secure farm animal(s) in new location</p> <p><b>1.7</b> Maintain own safety and hygiene</p>

# Supporting Unit Information

## F/502/0672 Move a farm animal – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to move a farm animal***

- 1.1 Prepare to move a farm animal** Identify correct farm animal to be moved - ear tag/pen number/marked. Gather equipment e.g. PPE and moving board. Check e.g. route - refer to LO1.2, pen/field/loading ramp animal to be taken to, check animal ready to be received/movement will not clash with other activities - mucking out.
- 1.2 Check and clear route for the movement of farm animals** Walk route to be taken by farm animals. Check e.g. gates are opened or closed as necessary, route is safe - free from things that could be knocked over, sharp edges screened, slippery areas covered with sawdust/straw. Clear e.g. feed barrows, hose pipes, tools, plastic bags.
- 1.3 State why a route for moving farm animals needs to be checked** e.g. to prevent farm animals going the wrong way, meeting an obstruction/being frightened and stopping or turning back, safety of self, others and farm animals, efficient movement.
- 1.4 Move farm animal(s) to new location** e.g. move towards farm animal until it responds and starts to move away, follow the animal at such a distance as to keep it moving, be aware of how the animal is behaving - frightened/skittish/wants to return to pen/field, close gates behind animal to prevent return back down route followed. Freedom from pain, injury or fear e.g. use the minimum of contact/shouting/waving consistent with keeping the animal moving, do not hit animal with moving board or stick.
- 1.5 State why farm animals should be moved in a quiet manner** e.g. to avoid causing the animals fear, to avoid stress to the animal and stockperson.
- 1.6 Secure farm animal(s) in new location** e.g. shut gates behind animals, secure locking mechanism and double check gate is properly shut .
- 1.7 Maintain own safety and hygiene** PPE e.g. steel toe cap Wellington boots, overalls, gloves. Manner e.g. calm, confident. Escape routes e.g. be aware of own escape routes if animal turns and own size/weight in relation to animal - do not try to stand in the way of an animal and block it if it is determined to go back. Hygiene e.g. keep overalls and boots clean, wash hands with soap and water after moving the animal.



## **Teaching Strategies And Learning Activities**

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## **Methods Of Assessment**

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### **Additional Information**

See Skills and Education Group Awards website for further information

## Collect and Sort Poultry Eggs

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<b>Unit Reference</b>	<b>H/502/0714</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to collect and sort poultry eggs
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to collect and sort eggs	<p><b>1.1</b> Prepare to, and collect, eggs</p> <p><b>1.2</b> Sort and separate eggs into groups</p> <p><b>1.3</b> Give a reason for sorting eggs</p> <p><b>1.4</b> Record details of eggs</p> <p><b>1.5</b> Pack eggs in suitable containers and dispose of waste</p> <p><b>1.6</b> Give a reason for placing eggs correctly in the box or tray</p> <p><b>1.7</b> State why waste need to be disposed of safely</p> <p><b>1.8</b> Maintain own safety and hygiene throughout operations</p>

# Supporting Unit Information

## H/502/0714 Collect and sort poultry eggs – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to collect and sort eggs***

- 1.1 Prepare to, and collect, eggs** Wear correct PPE for entering poultry house, preferably time collection for end of daytime laying period. Have basket or container to hold eggs to keep them safe during collection.
- 1.2 Sort and separate eggs into groups** Take eggs to sorting room or on to sorting table. Sort eggs into different sizes and clean soiled and very dirty eggs.
- 1.3 Give a reason for sorting eggs** Different sizes for sale at different prices. Dirty eggs need to be cleaned. Either small amount cleaned with dry abrasive cloth if water is needed eggs should be sold as seconds as they have a reduced shelf life.
- 1.4 Record details of eggs** Details recorded in book or form as required by farmer or supervisor.
- 1.5 Pack eggs in suitable containers and dispose of waste** Eggs placed in egg boxes, trays or container as provided by farm. Waste placed in municipal bins or if organic to muck or compost heap. Ref LO1.7.
- 1.6 Give a reason for placing eggs correctly in the box or tray** To keep safe, in sellable lots, keep clean, to ease counting.
- 1.7 State why waste needs to be disposed of safely** All animal waste including feed should be removed and disposed of correctly in the muck heap or spreader depending on farm system. Inorganic waste including paper, glass, metal and plastic waste must be recycled or disposed of in the municipal bins as instructed. The importance of environmental issues when disposing of all categories of livestock waste products is of utmost importance. Know the consequences of pollution with organic effluent and inorganic waste. E.g. water pollution effect on river stocks and litter effect on wildlife, spread of disease, and working within the law.
- 1.8 Maintain own safety and hygiene throughout operations** All animal environments are inherently dangerous and the learners must know their responsibilities for themselves, others and the animals under their care. Ref LO1.1 Hazards include slips, trips, and scratches and bruises from poultry. Select PPE as required e.g. gloves, boots overalls, launder after each day's work. Poultry houses can also be very dusty so respiratory protective equipment (RPE) may need to be

worn. Consider tetanus immunisation, and lung diseases such as asthma. Poultry houses harbour diseases such as E. Coli and Salmonella, which can cause stomach upsets, and Zoonosis such as Leptospirosis (Weils disease), which is potentially fatal if not diagnosed early, so it is important that cleaners are encouraged to wash properly after handling poultry and launder clothing after work. They need to understand that they can catch diseases from poultry houses.

### **Teaching Strategies And Learning Activities.**

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### **Methods Of Assessment**

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## **Evidence Of Achievement**

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## **Additional Information**

See Skills and Education Group Awards website for further information

## Recognise Farm Animals

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<b>Unit Reference</b>	<b>K/502/0665</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise farm animals and know their gender and breeding terms
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise farm animals correctly	<b>1.1</b> Recognise and name farm animal species <b>1.2</b> Recognise male, female and young farm animals
<b>2.</b> Know farm animal gender and breeding terms	<b>2.1</b> List the male, female and young terms applied to farm animals <b>2.2</b> State why animal sexes must be identified correctly

# Supporting Unit Information

## K/502/0665 Recognise farm animals – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to recognise farm animals correctly***

- 1.1 Recognise and name farm animal species.** Provide access to a range of farm animals either as live animals, photographs or pictures and ask learners to recognise and name three species e.g. cattle, sheep, goats, pigs.
- 1.2 Recognise male, female and young farm animals.** Provide access to live farm animals, photographs or pictures representing males, females and young animals of the species in LO1.1 and ask learners to recognise the males, females and young from two different species.

#### ***Learning Outcome 2. Know farm animal gender and breeding terms***

##### **2.1 List the male, female and young terms applied to farm animals**

Pig e.g. Male - Boar. Female - Sow. Young - Piglet

Sheep e.g. Male - Ram. Female - Ewe. Young - Lamb

Cattle e.g. Male - Bull. Female - Cow. Young - Calf

Goat e.g. Male - Billy/Buck. Female - Nanny/Doe. Young - Kid.

- 2.2 State why animal sexes must be identified correctly** e.g. to prevent males mating with females at the wrong time, so that females can be looked after when they are close to giving birth, to allow them to be housed/kept/fed differently because males have different needs to females.

### Teaching Strategies And Learning Activities

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### **Additional Information**

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## Recognise the Body Parts Of Poultry and Their Function

<b>Unit Reference</b>	<b>L/502/0710</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to recognise the parts and function of the body of a hen, cockerel, duck or drake
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.5)</b> <i>The learner can</i>
<b>1.</b> Be able to recognise parts of the body of a chicken or duck and their function	<p><b>1.1</b> Recognise a male cockerel or drake</p> <p><b>1.2</b> Recognise a female hen or duck</p> <p><b>1.3</b> Give a reason for knowing the difference between a male and female bird</p> <p><b>1.4</b> Recognise parts of the body of poultry</p> <p><b>1.5</b> State the function of different parts of the body</p>

# Supporting Unit Information

## L/502/0710 Recognise the body parts of poultry and their function – Entry Level 2

### Indicative Content

**LO1 is the key area of achievement and knowledge for this unit**

***Learning Outcome 1. Be able to recognise parts of the body of a chicken or duck and their function***

- 1.1 Recognise a male cockerel or drake** Recognised by colour markings, (see breed charts), Cockerels also possess larger combs, spurs and crow. Drakes often have a curl on their tail and do not usually quack as deeply as ducks. Drakes have deeper more masculine heads than ducks.
- 1.2 Recognise a female hen or duck** Hens and ducks usually drabber than the males and smaller. Hens cluck and cackle, ducks quack. Also see above Ref LO1.1.
- 1.3 Give a reason for knowing the difference between a male and female bird** To be able to separate into breeding flocks, one cockerel or drake can serve many females. Females need to be kept for laying eggs, males selected for breeding, extra feeding, culling or slaughter. Adult males fight if left together.
- 1.4 Recognise parts of the body of poultry** See table below - learner must be able to point out parts on a live bird.
- 1.5 State the function of different parts of the body** See table below for examples, learners are not expected to know all parts.

Part	Function
Comb	Show; intensity of red shows sexual activity
Wattle	Show especially on males
Eye	To see
Ear lobe	To hear
Beak	To eat
Crop	To collect food
Breast	Strong muscles to move wings
Thigh	Movement
Wing	To fly or flutter
Leg	Movement
Spur	Fighting

Toes	Scratching for food
Claw	Gripping perching fighting
Vent	Reproduction, urination defecation
Tail feathers	Show
Fluff	Warmth
Webs	Swimming

## Teaching Strategies And Learning Activities

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### **Additional Information**

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## Provide Food and Water for Poultry

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<b>Unit Reference</b>	<b>R/502/0711</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to feed and water a poultry flock
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to provide food and water to poultry	<b>1.1</b> Prepare to feed and water poultry <b>1.2</b> State why the correct food must be given <b>1.3</b> Clean feeding and watering containers <b>1.4</b> Give a reason for cleaning feed and water containers <b>1.5</b> Provide food and water for poultry <b>1.6</b> State why grit needs to be provided for poultry <b>1.7</b> Use, clean and store PPE, tools and equipment safely <b>1.8</b> Maintain the safety of self, others and animals during the operation

# Supporting Unit Information

## R/502/0711 Provide food and water for poultry – Entry Level 2

### Indicative Content

#### **Learning Outcome 1. Be able to provide food and water to poultry**

- 1.1 Prepare to feed and water poultry** Correct PPE to be worn e.g. boots, overalls, gloves, respiratory protective equipment if used, dependent on size, type and cleanliness of poultry house. Have feed and feeding equipment clean, check for faults and suitability to carrying feed and water.
- 1.2 State why the correct food must be given** Check the feed is suitable for poultry, such as wheat, poultry mixed corn or proprietary layers pellet or mash. Correct feed required to encourage laying or meat production. Grains pellets or mash to enable birds to peck and eat easily.
- 1.3 Clean feeding and watering containers** Before feeding and watering, check containers; and clean with water by using brush or pressure washer if muck is stuck on, or remove dry debris from feeders by tipping or brushing out.
- 1.4 Give a reason for cleaning feed and water containers** containers need to be cleaned to prevent contamination and wastage of fresh water and feed. Also birds do not like to eat and drink contaminated feed and water.
- 1.5 Provide food and water for poultry** Place feed and water in correct containers and position correctly in the poultry house or pen, without spilling and wasting feed and water.
- 1.6 State why grit needs to be provided for poultry** poultry need grit to help the gizzard grind up the food before it passes into the stomach. Laying poultry also need oyster grit in their compound food or fed loose to help strengthen the egg shells.
- 1.7 Use, clean and store PPE, tools and equipment safely** Equipment Ref LO 1.1 LO 1.3 used, cleaned, checked and replaced if broken. Tools and equipment checked for breaks etc. Repaired if possible or report to supervisor or farmer.
- 1.8 Maintain the safety of self, others and animals during the operation** Hazards include slips, trips, and scratches and bruises from poultry. Ref LO1.1. Consider tetanus immunisation and lung diseases such as asthma. Ensure colleagues and animals are not put at risk from learners actions. Poultry houses harbour diseases such as E. Coli and Salmonella which can cause stomach upsets and Zoonosis such as Leptospirosis (Weil's disease) which is potentially fatal if not diagnosed



early so it is important that learners are encouraged to wash properly after handling poultry and launder clothing after work. They also need to understand that they can catch diseases from poultry houses.

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### **Additional Information**

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## Feed Farm Animals

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<b>Unit Reference</b>	<b>T/502/0670</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	The candidate will be able to feed farm animals safely and correctly
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.8)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare for and feed farm animals	<p><b>1.1</b> Recognise bulk and concentrate farm animal foods</p> <p><b>1.2</b> Prepare equipment for feeding farm animals</p> <p><b>1.3</b> State why feeding equipment must be cleaned</p> <p><b>1.4</b> State why the correct amount of food should be fed to farm animals</p> <p><b>1.5</b> Feed farm animals and check they are eating properly</p> <p><b>1.6</b> Give a reason for checking that farm animals are eating properly</p> <p><b>1.7</b> Use, clean and store PPE, tools and equipment safely</p> <p><b>1.8</b> Maintain the safety of self, others and farm animals during the operation</p>

# Supporting Unit Information

## T/502/0670 Feed farm animals – Entry Level 2

### Indicative Content

#### **Learning Outcome 1. Be able to prepare for and feed farm animals**

- 1.1 Recognise bulk and concentrate farm animal foods** Bulk foods e.g. hay, silage, cereal straw. Concentrates e.g. grains - barley/oats and feed concentrate pellets
- 1.2 Prepare equipment for feeding farm animals** Equipment e.g. scales, scoop, buckets, feed barrow. Prepare e.g. check equipment is clean, calibrate scales, check weights/volumes of feed to be given
- 1.3 State why feeding equipment must be cleaned** Hygiene e.g. stop germs spreading between animals, clear away any muck that gets into feeders. Encourage animals to eat e.g. keep food fresh - avoid staleness especially in hot conditions. Efficient working of feeders e.g. flow of food blocked by caked stale food
- 1.4 State why the correct amount of food should be fed to farm animals** e.g. to keep them in the right condition for their stage of production - growing, pregnant, so they do not get too fat or thin, to prevent wastage of expensive food
- 1.5 Feed farm animals and check they are eating properly** Prepare to feed e.g. mark scoop, fill feed barrow, weigh concentrate feed into buckets/fill buckets correct volume of milk replacer. Feed farm animals e.g. move along feed trough or between troughs or bucket holders placing wads of hay/forkfuls of silage/measured amounts concentrate/milk substitute at each station as directed. Check eating e.g. allow time for animals to clear up, walk the feeders and check each trough empty, note any remaining feed, return and check later, inform supervisor of any animals that are not eating
- 1.6 Give a reason for checking that farm animals are eating properly** Health e.g. animal may be becoming ill - not wanting to get up to eat, nosing feed disinterestedly etc are early warning signs to watch/treat the animal, some animals get bullied away from the feeders by pen mates. Wastage e.g. leftovers may indicate overfeeding
- 1.7 Use, clean and store PPE, tools and equipment safely** Use PPE e.g. steel toe cap Wellington boots, overalls, gloves, dust mask. Tools e.g. silage fork, brush. Equipment e.g. refer to LO1.2. Clean e.g. wash overalls/buckets, feed barrow. Store e.g. overalls hung up in clothes

locker - good ventilation, tools stood/hung in tool shed or designated part of livestock building. Safely e.g. refer to LO1.8

**1.8 Maintain the safety of self, others and farm animals during the operation** Safety of self, e.g. safe manual handling - feed buckets/bales of hay, lift loads/push barrow within capacity, awareness of being knocked by excited animals/catching hands on fixtures and fittings, wear dust mask as instructed, maintain good personal hygiene. Safety of others e.g. leave buckets/bales/feed bags safely - tripping hazards. Safety of farm animals e.g. avoid undue delay in start time for feeding and in the feeding process - excited animals may hurt themselves/others, securely close gates

### **Teaching Strategies And Learning Activities.**

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The assessment of some knowledge and understanding may take place in a non-work based environment e.g. training centre, however it must link directly to workplace performance and include performance evidence.

All learners must complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

### **Minimum requirements when assessing this unit**

Skills and Education Group Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

**It is important that practical assessment activities are supervised appropriately.**

## **Evidence Of Achievement**

Evidence presented to support achievement is not prescribed for each learning outcome. It **could** typically include

- Product evidence
- Observation reports
- Oral/written questions and answers
- Reports/notes
- Worksheets/job sheets/workbooks
- Witness statements
- Taped evidence (video or audio)
- Photographic evidence
- Case studies/assignments/projects
- Interview/professional discussion
- Site risk assessment
- Tool / equipment inventory lists / maintenance schedules
- Pictorial identifications
- Letters / emails seeking clarification / confirmation of understanding
- Internet research / copies of items with relevant knowledge highlighted

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the Skills and Education Group Awards web site).

## **Additional Information**

See Skills and Education Group Awards website for further information

## Clean Poultry Accommodation By Hand

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<b>Unit Reference</b>	<b>Y/502/0712</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	To enable learners to demonstrate their ability to clean poultry accommodation by hand
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can</i>
<b>1.</b> Be able to clean poultry accommodation by hand	<p><b>1.1</b> Prepare poultry accommodation for cleaning</p> <p><b>1.2</b> Prepare tools, equipment and materials for use</p> <p><b>1.3</b> Clean poultry accommodation, fixtures and fittings and dispose of waste</p> <p><b>1.4</b> State why waste needs to be disposed of correctly</p> <p><b>1.5</b> Restore the accommodation for poultry use</p> <p><b>1.6</b> State why bedding needs to be provided</p> <p><b>1.7</b> Use, clean and store PPE, tools and equipment safely</p> <p><b>1.8</b> Maintain the safety of self, others and animals during the operations</p>

<b>2.</b> Know why poultry accommodation is cleaned	<b>2.1</b> Give a reason for cleaning out poultry accommodation
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# Supporting Unit Information

## Y/502/0712 Clean poultry accommodation by hand – Entry Level 2

### Indicative Content

#### ***Learning Outcome 1. Be able to clean poultry accommodation by hand***

- 1.1 Prepare poultry accommodation for cleaning** Remove poultry, remove all moveable equipment such as feeders, drinkers, and nest boxes. Turn off water and power supplies if applicable. Provide clear access for equipment such as barrows. Provide good lighting, natural or electric if needed.
- 1.2 Prepare tools, equipment and materials for use** Correct PPE to be worn e.g. boots, overalls, gloves, respiratory protective equipment if used. Wheel barrow or muck spreader in optimal position for filling. Checked for faults e.g. tyre pressure, axle lubrication, handle grips and fit for purpose. Shovel, fork, brush etc checked for faults e.g. loose heads, shafts for splits splinters, nails etc. Pressure washer if used, PAT checked yearly, and checked by competent person before use.
- 1.3 Clean poultry accommodation, fixtures and fittings and dispose of waste** Complete cleaning advised at six monthly intervals, remove all dry and mucky bedding from floors and nest boxes, into barrow or spreader. Organic waste spread on land or placed on muck heap. Clean all internal fixtures and fittings initially with water until clean, then with appropriate disinfectant or cleaning agent. General cleaning required at least weekly to reduce build-up of muck, and keep nest boxes clean.
- 1.4 State why waste needs to be disposed of correctly** all animal waste including feed should be removed and disposed of correctly in the muck heap or spreader depending on farm system. Inorganic waste including paper, glass, metal and plastic waste must be recycled or disposed of in the municipal bins as instructed. The importance of environmental issues when disposing of all categories of livestock waste products is of utmost importance. Know the consequences of pollution with organic effluent and inorganic waste. E.g. water pollution effect on river stocks and litter effect on wildlife, spread of disease, and working within the law.
- 1.5 Restore the accommodation for poultry use** when dry replace all fixtures and fittings, and provide feed, bedding and water as previously supplied.
- 1.6 State why bedding needs to be provided** Required to keep poultry at an optimum temperature, clean and dry, nest boxes well bedded to

encourage use and to keep eggs clean, prevent breaks and cracks, and egg eating.

**1.7 Use, clean and store PPE, tools and equipment safely** Equipment ref LO1.1 cleaned checked and replaced. Tools and equipment check for breaks etc repaired or reported to supervisor or farmer. All used with due regard to H & S.

**1.8 Maintain the safety of self, others and animals during the operations** All animal environments are inherently dangerous and the candidates must know their responsibilities for themselves, others and the animals under their care.

## ***Learning Outcome 2. Know why poultry accommodation is cleaned***

**2.1 Give a reason for cleaning out poultry accommodation** Ref LO1.6 and to prevent the spread of diseases and parasites such as Red Mite.

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### **Additional Information**

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# Recognition of Prior Learning (RPL), Exemption, Credit Transfer and equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from

<https://skillsandeducationgroupawards.co.uk/for-centres/>

## Certification

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the Skills and Education Group Awards web site.

## Glossary of Terms

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### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.