

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

July 2014 Version 1.0



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July 2014  
Version 1.0

**Assessment recording documents for  
Agricultural – animals (Units 214-219)**

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## AGRICULTURAL ANIMALS E2

Unit 214: Recognise farm animals

Continued.....

<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )			
		• A reason for wearing personal protective clothing	
		• A reason for identifying animal sexes correctly	
<b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

# AGRICULTURAL ANIMALS E2

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

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

Learning Outcome: The learner will be able to:

- Feed farm animals correctly and safely

Species of farm animal fed: \_\_\_\_\_

Assessor Initials/Date				



**Practical Evidence**

					<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>				
					<ul style="list-style-type: none"> <li>• Recognise <b>one</b> type of bulk animal feed (<i>indicate which 1 was correctly recognised</i>):</li> </ul>				
					<table border="0"> <tr> <td>Feed type:</td> <td>- silage - hay</td> </tr> </table>	Feed type:	- silage - hay		
Feed type:	- silage - hay								
					<ul style="list-style-type: none"> <li>• Recognise <b>two</b> types of concentrate feed (<i>indicate which 2 were correctly recognised</i>)</li> </ul>				
					<table border="0"> <tr> <td>Concentrate 1:</td> <td>- nuts - cobs - cereals</td> </tr> <tr> <td>Concentrate 2:</td> <td>- pellets - other (please specify)</td> </tr> </table>	Concentrate 1:	- nuts - cobs - cereals	Concentrate 2:	- pellets - other (please specify)
Concentrate 1:	- nuts - cobs - cereals								
Concentrate 2:	- pellets - other (please specify)								
					<ul style="list-style-type: none"> <li>• Recognise <b>two</b> types of equipment used for feeding farm animals (<i>indicate which 2 were correctly recognised</i>)</li> </ul>				
					<table border="0"> <tr> <td>Equipment 1:</td> <td>- scoop - measure</td> </tr> <tr> <td>Equipment 2:</td> <td>- bucket - container</td> </tr> </table>	Equipment 1:	- scoop - measure	Equipment 2:	- bucket - container
Equipment 1:	- scoop - measure								
Equipment 2:	- bucket - container								
					<ul style="list-style-type: none"> <li>• Check that feed bucket/container is clean</li> </ul>				
					<ul style="list-style-type: none"> <li>• Collect and check that tools and equipment are safe to use</li> </ul>				
					<ul style="list-style-type: none"> <li>• Clean out feeding trough</li> </ul>				
					<ul style="list-style-type: none"> <li>• Feed animals with the correct quantity of food</li> </ul>				
					<ul style="list-style-type: none"> <li>• Check that animals are feeding</li> </ul>				
					<ul style="list-style-type: none"> <li>• Clean and store feed buckets/containers safely</li> </ul>				
					<ul style="list-style-type: none"> <li>• Remove and store personal protective clothing</li> </ul>				
					<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>				

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

	<ul style="list-style-type: none"> <li>• A reason for cleaning feeding equipment</li> </ul>
	<ul style="list-style-type: none"> <li>• A reason for feeding the correct amount of food</li> </ul>
	<ul style="list-style-type: none"> <li>• A reason for checking that animals are feeding</li> </ul>

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


Date all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

# AGRICULTURAL ANIMALS E2

Unit no:	216	Unit title:	Bed down farm animals	Credit Value 2
<p><b>Guidance:</b> For this unit, learners will need to prepare a bed for one species of farm animal. This might be a single animal or a group of animals.</p>				
Learning Outcome:		The learner will be able to: <ul style="list-style-type: none"> <li>• Prepare a bed for a farm animal correctly and safely</li> </ul>		
		Species of farm animal: _____		
<b>Assessor Initials/Date</b>				
<b>E</b>				
<b>Practical Evidence</b>				
<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>				
<ul style="list-style-type: none"> <li>• Recognise <b>two</b> of the following types of bedding (<i>indicate which 2 types were correctly recognised</i>)</li> </ul>				
Bedding type 1:			- shavings - wheat straw - barley straw	
Bedding type 2:				
<ul style="list-style-type: none"> <li>• Apply the correct amount of bedding using <b>one</b> of the following bedding types (<i>indicate which source of bedding was used</i>)</li> </ul>				
Bedding type:			- bales of shavings - small bales of straw - large bales of straw	
<ul style="list-style-type: none"> <li>• Dispose of waste material safely</li> </ul>				
<ul style="list-style-type: none"> <li>• Clean and store tools and equipment safely</li> </ul>				
<ul style="list-style-type: none"> <li>• Remove and store personal protective clothing</li> </ul>				
<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>				
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )				
<ul style="list-style-type: none"> <li>• A reason for using good quality bedding for animals</li> </ul>				
<ul style="list-style-type: none"> <li>• A reason for providing bedding for animals</li> </ul>				
<ul style="list-style-type: none"> <li>• A reason for disposing of waste correctly</li> </ul>				
<b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above				
Date all assessments completed for this unit:				
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner	

# AGRICULTURAL ANIMALS E2

Unit no:	217	Unit title:	Recognise farm animal housing	Credit Value 1
<b>Guidance:</b> For this unit, learners will need access to different types of farm animal housing.				
Learning Outcome:		The learner will be able to		
		<ul style="list-style-type: none"> <li>Recognise four types of farm animal housing correctly and safely</li> </ul>		
<b>Assessor Initials/Date</b>				
				
<b>Practical Evidence</b>				
<ul style="list-style-type: none"> <li>Recognise and wear personal protective clothing</li> </ul>				
<ul style="list-style-type: none"> <li>Recognise <b>four</b> types of farm animal housing (<i>indicate which 4 types have been correctly recognised</i>)</li> </ul>				
Animal housing type 1:			<ul style="list-style-type: none"> <li>- yard</li> <li>- fields</li> <li>- paddock</li> <li>- cow shed</li> <li>- ark/house</li> <li>- stable</li> </ul>	
Animal housing type 2:				
Animal housing type 3:				
Animal housing type 4:				
<ul style="list-style-type: none"> <li>Recognise <b>six</b> key features of areas used to house farm animals (<i>indicate which 6 features were correctly recognised</i>)</li> </ul>				
Feature 1:			<ul style="list-style-type: none"> <li>- free from weeds</li> <li>- appropriate temperature for animal</li> <li>- dry</li> <li>- free from sharp objects</li> <li>- safe</li> <li>- secure</li> <li>- clean</li> <li>- free from hazards</li> <li>- good ventilation</li> </ul>	
Feature 2:				
Feature 3:				
Feature 4:				
Feature 5:				
Feature 6:				
<ul style="list-style-type: none"> <li>Check that animal housing is safe</li> </ul>				
<ul style="list-style-type: none"> <li>Report findings to supervisor</li> </ul>				
<ul style="list-style-type: none"> <li>Remove and store personal protective clothing</li> </ul>				
<ul style="list-style-type: none"> <li>Wash and dry hands</li> </ul>				
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )				
<ul style="list-style-type: none"> <li>A reason why farm animals need housing</li> </ul>				
<ul style="list-style-type: none"> <li>A reason why farm animal housing needs to be free from hazards and sharp objects</li> </ul>				
<ul style="list-style-type: none"> <li>A reason why the animal housing needs to be secure</li> </ul>				
<b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above				
Date all assessments completed for this unit:				
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner	

# AGRICULTURAL ANIMALS E2

Unit no: 218

Unit title: **Move a farm animal**

**Credit Value 2**

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

Learning Outcome:

The Learner will be able to:

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

Species of farm animal moved: \_\_\_\_\_

**Assessor Initials/Date**

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**Practical Evidence**

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

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

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

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

Date all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner





## Appendix 1 Sources of general information

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

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

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

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

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

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

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

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

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

## Useful contacts

<b>UK learners</b> <b>General qualification</b>	<b>T: +44 (0)844 543 0033</b> <b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b><a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b><a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b><a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b><a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills,	T: +44 (0)121 503 8993 E: <b><a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></b>
<b>Publications</b> Logbooks, Centre documents,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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## City & Guilds Group

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