

Awards, Certificates and Diplomas in Skills for Working Life (4807)

Entry 2 Unit handbook for centres

July 2014 Version 1.0



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1 Introduction

City & Guilds offers the following Entry 2 Skills for Working Life qualifications:

| Qualification title | City & Guilds no. | Qualification accreditation number |
|---|-------------------|------------------------------------|
| Awards | | |
| City & Guilds Entry Level Award in Skills for Working Life (Entry 2) (QCF) | 4807-02 | 601/3708/3 |
| Certificates | | |
| City & Guilds Entry Level Certificate in Skills for Working Life (Entry 2) (QCF) | 4807-02 | 601/3709/5 |
| City & Guilds Entry Level Certificate in Skills for Working Life – Land Based (Animals) (Entry 2) (QCF) | 4807-02 | 601/3709/5 |
| City & Guilds Entry Level Certificate in Skills for Working Life – Land Based (Land and Plants) (Entry 2) (QCF) | 4807-02 | 601/3709/5 |
| City & Guilds Entry Level Certificate in Skills for Working Life – Craft Design and Technology (Entry 2) (QCF) | 4807-02 | 601/3709/5 |
| Diplomas | | |
| City & Guilds Entry Level Diploma in Skills for Working Life (Entry 2) (QCF) | 4807-02 | 601/3714/9 |

This unit handbook should be read in conjunction with the Awards, Certificates and Diplomas in Skills for Working Life (4807) Qualification Handbook for Centres, which contains the following important information:

- introduction to the qualifications
- centre requirements
- structure of the qualifications
- course design and delivery.



2 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 201

Workplace safety and emergency procedures

| | |
|----------------------|--------------------|
| UAN: | F/502/0784 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. be able to respond to a fire or smoke alarm |
| Assessment criteria |
| The learner can: 1.1 recognise the appropriate warning and fire exit signs 1.2 follow emergency fire procedures 1.3 list the emergency procedures to follow in the event of a fire. |

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| Learning outcome |
| The learner will: 2. be able to recognise hazard warning signs and symbols |
| Assessment criteria |
| The learner can: 2.1 recognise common hazard warning signs and symbols 2.2 give a reason for recognising hazard warning signs and symbols 2.3 give a reason for responding to hazard warning signs and symbols and the appropriate action that must be taken. |

Unit 201 **Workplace safety and emergency procedures**

Supporting information

Guidance

For this unit, any three hazard warning signs or symbols may be used that are appropriate to the common setting in which the learner is operating or living in. Signs/symbols could be, for example, 'caution wet floor' or 'caution hot water'.

The learner will also be able to respond appropriately to a fire or smoke alarm.

| | |
|----------------------|--------------------|
| UAN: | K/502/0861 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. be able to make a familiar journey safely |
| Assessment criteria |
| The learner can: 1.1 prepare to make a familiar journey 1.2 complete the journey safely: a. recognise hazard warning signs and symbols along the route b. choose to use safe places to cross the road/open space c. designated road crossings 1.3 cross roads safely 1.4 state a reason for keeping safe while making journeys independently. |

Unit 202 Make a familiar journey safely

Supporting information

Guidance

For this unit, the learner should undertake a real journey, either on foot or in a wheelchair.

Under 'recognise safe places to cross the road', the type of safe places recognised along the 'real' journey should be indicated. Evidence that the other safe places have been recognised could be done on a different familiar journey or by using simulation.

Unit 203

Identify hazards in familiar settings

| | |
|----------------------|--------------------|
| UAN: | M/502/0862 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. identify hazards in familiar settings |
| Assessment criteria |
| The learner can: 1.1 identify hazards in the home 1.2 identify hazards in one other familiar setting 1.3 state how hazards may pose a risk 1.4 state reporting procedures for hazards. |

Unit 203 Identify hazards in familiar settings

Supporting information

Guidance

In the interest of health and safety, hazards may be simulated.

The 'other' familiar setting could be a college, day centre or other suitable site.

Unit 204

Improve personal manner and conduct

| | |
|----------------------|--------------------|
| UAN: | T/502/0863 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. be able to conduct and present oneself appropriately |
| Assessment criteria |
| The learner can: 1.1 present self appropriately 1.2 conduct self appropriately 1.3 give reasons for presenting oneself appropriately 1.4 give reasons for conducting oneself appropriately. |

| | |
|----------------------|---|
| UAN: | T/506/2644 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 6 |
| Aim: | The aim of this unit is to introduce the learner to different ways in which they could apply for a job. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. know different ways of applying for jobs |
| Assessment criteria |
| The learner can: 1.1 list different ways of applying for jobs. |

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| Learning outcome |
| The learner will: 2. be able to apply for a job |
| Assessment criteria |
| The learner can: 2.1 give examples of information needed to apply for a job 2.2 complete an application for a job. |

Unit 205 Applying for a job

Supporting information

Guidance

For criterion 1.1 the learner must **list** different ways of applying for jobs, eg application form (paper based/ online), email, in person, telephone, Skype, letter, video. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **give examples** of information needed to apply for a job, eg name, address, telephone number, email address, education, qualifications, work experience, hobbies and interests, references. Evidence may be a written or verbal learner statement, an assessor record, images with text.

For criterion 2.2 the learner must **complete** an application for a job. Evidence must be a completed job application (this can be scribed or word processed by someone else).

Unit 206

Behaviour at work

| | |
|----------------------|---|
| UAN: | A/506/2645 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 8 |
| Aim: | The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand and demonstrate on some appropriate behaviours in the workplace |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. know about appropriate behaviour for the workplace |
| Assessment criteria |
| The learner can: 1.1 list different kinds of appropriate behaviour in the workplace 1.2 list inappropriate behaviour in the workplace 1.3 give examples of how to dress appropriately for work. |

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| Range |
| 1.2 and 1.3 borrowing money includes informal borrowing from friends and relatives and more formal arrangements such as credit accounts, overdrafts and loans. |

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| Learning outcome |
| The learner will: 2. be able to demonstrate appropriate behaviours for work |
| Assessment criteria |
| The learner can: 2.1 demonstrate how to interact appropriately with colleagues 2.2 demonstrate behaviour suitable for job role 2.3 demonstrate good timekeeping and attendance. |

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| Range |
| 2.1 interact - communicate verbally and/or non-verbally. 2.1 colleagues – people you work alongside with. |

Unit 206 Behaviour at work

Supporting information

Guidance

For criterion 1.1 the learner must **list** different kinds of appropriate behaviour in the workplace, eg polite, reliable, hard working, respectful, honest, punctual, friendly. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.2 the learner must **list** inappropriate behaviour in the workplace, eg rude, unreliable, disobedient, lazy, dishonest, lateness. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.3 the learner must **give examples** of how to dress appropriately for work, eg smart jeans, shirt, overalls, dress, hard hat, suit, steel toe capped boots, smart shoes, skirt, jacket (appropriate dress will depend on the type of job). Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

For criterion 2.1 the learner must **demonstrate** how to interact appropriately with colleagues. Evidence may include a witness statement, assessor observation and/or video of activity. This could be demonstrated in the workplace and/or the classroom with peers/colleagues.

For criterion 2.2 the learner must **demonstrate** behaviour suitable for a job role, eg polite, reliable, hard working, respectful, honest, punctual, friendly. Evidence may include a witness statement, assessor observation and/or video of activity. This could be demonstrated in the workplace and/or the classroom with peers/colleagues.

For criterion 2.3 the learner must **demonstrate** good time keeping and attendance eg arrive on time to work in the morning, back from breaks and lunch, minimal absences. Evidence may include a witness statement, assessor observation and/or video of activity. This could be demonstrated in the workplace and/or the classroom with peers/colleagues.

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|----------------------|---|
| UAN: | F/506/2646 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 13 |
| Aim: | The aim of this unit is to help the learner understand effective communication. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. be able to recognise different forms of communication |
| Assessment criteria |
| The learner can: 1.1 define communication 1.2 list different written forms of communication 1.3 list different spoken forms of communication 1.4 list different non-verbal forms of communication. |

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| Learning outcome |
| The learner will: 2. be able to recognise effective communication |
| Assessment criteria |
| The learner can: 2.1 give examples of appropriate verbal communications 2.2 give examples of appropriate nonverbal communications 2.3 give examples of inappropriate verbal communications 2.4 give examples of inappropriate nonverbal communications. |

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| Range |
| 2.1 and 2.2 appropriate – suitable and acceptable. 2.3 and 2.4 inappropriate – unsuitable and unacceptable. |

Learning outcome

The learner will:

3. be able to communicate with others

Assessment criteria

The learner can:

- 3.1 demonstrate an ability to greet **colleagues** or customers in an appropriate manner
- 3.2 demonstrate an ability to respond positively to simple questions from **colleagues** or customers
- 3.3 demonstrate an ability to obtain information from **colleagues** or customers.

Range

3.1, 3.2 and 3.3 colleagues – people you work with, could be paid or unpaid work.

Unit 207 Effective communication

Supporting information

Guidance

For criterion 1.1 the learner must **define** communication, eg the exchange of information or news, sharing of ideas or feelings, social contact, letter or message containing news. Evidence may be a written or verbal learner statement, or an assessor record.

For criterion 1.2 the learner must **list** different written forms of communication, eg letter, email, notes, text, faxes, social media. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.3 the learner must **list** different spoken forms of communication, eg conversation, formal or informal chat, lesson/lectures, orders, instructions, discussion. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.4 the learner must **list** different non-verbal forms of communication, eg body language – hand gestures, eye contact, smiling, posture, crossed arms, sign language, lip reading. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **give examples** of appropriate verbal communications, eg will depend on the situation but could include, not swearing, level of language used, tone, polite, respectful. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 2.2 the learner must **give examples** of appropriate non-verbal communications, eg will depend on the situation but could include, smiling, making eye contact, good posture, attentive. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 2.3 the learner must **give examples** of inappropriate verbal communications, eg will depend on the situation but could include, swearing, shouting, using slang, racist, sexist or ageist comments, offensive language.

Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

For criterion 2.4 the learner must **give examples** of inappropriate non-verbal communications, eg will depend on the situation but could include, rude hand gestures, quizzical look, no eye contact, sighing, distracted, disruptive.

Evidence may be a written or verbal learner statement, an assessor record, images with text.

For criterion 3.1 the learner must **demonstrate** an ability to greet colleagues or customers in an appropriate manner. Evidence may include a witness statement, assessor observation and/or video of activity. This could be demonstrated in the workplace and/or the classroom with peers/colleagues.

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| UAN: | Y/506/2782 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |
| Aim: | The aim of this unit is to give the learner an introduction to healthy living. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. be able to recognise what is needed for healthy living |
| Assessment criteria |
| The learner can: 1.1 identify what is meant by healthy living 1.2 give examples of healthy living 1.3 give examples of unhealthy living. |

Unit 208 Healthy living

Supporting information

Guidance

For criterion 1.1 the learner must **identify** what is meant by healthy living, eg living in a healthy way, keeping your body healthy and fit. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 1.2 the learner must **give examples** of healthy living, eg taking regular exercise, limiting unhealthy food, limiting/cutting out alcohol, not smoking, not taking drugs, work/life balance, reducing stress. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

For criterion 1.2 the learner must **give examples** of unhealthy living, eg eating foods with lots of sugar and fat, not eating enough vitamins, minerals and fibre, drinking alcohol to excess, smoking, taking drugs, working too hard. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

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|----------------------|--|
| UAN: | M/501/6911 |
| Level: | Entry 2 |
| Credit value: | 3 |
| GLH: | 20 |
| Aim: | The aim of this unit is a basic introduction for the learner to ICT. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. be able to use hardware |
| Assessment criteria |
| The learner can: 1.1 recognise the main parts of an ICT system 1.2 use hardware. |

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| Learning outcome |
| The learner will: 2. be able to use a software application |
| Assessment criteria |
| The learner can: 2.1 name two software applications and their uses 2.2 use a software application for an agreed purpose 2.3 input information 2.4 present information for the agreed purpose. |

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| Learning outcome |
| The learner will: 3. be able to follow recommended safe operating practices |
| Assessment criteria |
| The learner can: 3.1 list safety points to be remembered when using an ICT system 3.2 follow safe practices. |

Unit 209 Introduction to ICT

Supporting information

Guidance

Assessors should choose a suitable ICT system to meet the needs of their learners.

For criterion 1.1 the learner needs to **recognise** the main parts of an ICT system. Evidence for 1.1 may be generated by labelling a diagram, naming the parts or using a checklist signed by assessor.

For 1.2 the learner needs to **use** hardware eg mouse, screen, keyboard. Evidence for 1.2 may be an assessor observation and is likely to be generated by completing outcome 2.2 and 2.3.

For the criterion 2.1 the learner needs to **name** two software applications and their uses. Software applications can include word processing, graphics, web browser and email.

For 2.2 the learner needs to **use** software for an agreed purpose eg a word processing application to produce a letter. Evidence for 2.2 may be an assessor observation and is likely to be generated by completing outcome(s) 2.3 and 2.4.

For 2.3 the learner needs to **input** information. This can be done by using a keyboard, mouse or point and click device. Evidence may be an assessor observation or a witness statement.

For 2.4 the learner needs to **present** information. This can include emailing and printing. Evidence may be print outs or documents saved electronically.

For this criterion (3.1) the learner needs to **list** (orally or in writing) at least two safety points to be remembered when using a computer eg sitting correctly, taking a break.

For 3.2 the learner must **follow** safe practices. The tutor/assessor should ensure the learner can work safely. Evidence may be an assessor or a witness statement.

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|----------------------|--|
| UAN: | D/506/2783 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |
| Aim: | The aim of this unit is to give the learner an introduction to personal finance. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. know the advantages and disadvantages of borrowing money |
| Assessment criteria |
| The learner can: 1.1 list the advantages of borrowing money 1.2 list the disadvantages of borrowing money . |

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| Range |
| 1.1 and 1.2 borrowing money includes informal borrowing eg from friends and relatives and more formal arrangements such as credit accounts, overdrafts and loans. |

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| Learning outcome |
| The learner will: 2. know the advantages of saving money |
| Assessment criteria |
| The learner can: 2.1 list the advantages of saving money . |

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| Range |
| 2.1 saving money includes informal saving at home and more formal arrangements such as saving stamps, savings accounts. |

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| Learning outcome |
| The learner will: 3. know how to keep personal financial information secure |
| Assessment criteria |
| The learner can: 3.1 list ways of keeping personal financial information secure. |

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| Range |
| 3.1 personal financial information includes pay slips, bank details, PIN numbers. |

Unit 210 Personal finance

Supporting information

Guidance

For criterion 1.1 the learner must **list** the advantages of borrowing money, eg to be able to buy something such as a moped or car, be able to do something such as go out with friends or go to the cinema and be able to save money over time by buying a monthly bus/train pass and buying special offers/sale offers. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.2 the learner must **list** the disadvantages of borrowing money, eg money has to be paid back, high interest rates, getting into debt and family arguments. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **list** the advantages of saving money, eg it can be kept for future use for a specific purpose or in case of emergencies, money saved in some bank accounts earns interest, it gives you financial security and financial flexibility. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 3.1 the learner must **list** ways of keeping personal financial information secure, eg regularly change pass words, pay for purchases only on secure websites, maintain computer security, do not give out personal information to people you do not know, shred all paperwork that contains names, address, date of birth, email, account numbers, erase all data from unwanted devices and do not write down your pin. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

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|----------------------|--|
| UAN: | R/506/2649 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 13 |
| Aim: | The aim of this unit is to help the learner understand, recognise and build on personal strengths. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: 1. understand the aims of own study or training programme |
| Assessment criteria |
| The learner can: 1.1 identify the aims that need to be achieved 1.2 list the actions that need to be done to achieve aims. |

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|-----------------------------------|
| Range |
| 1.1 aims – goals, targets. |

| |
|---|
| Learning outcome |
| The learner will: 2. be able to recognise personal strengths needed for learning and work |
| Assessment criteria |
| The learner can: 2.1 list attitudes needed for learning and work 2.2 list skills needed for learning and work 2.3 list own personal strengths . |

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|--|
| Range |
| 2.1 attitudes – a way of thinking and/or feeling 2.2 skills – ability to do something well 2.3 personal strengths – the ‘things’ a person is good at. |

| |
|--|
| Learning outcome |
| The learner will: 3. be able to agree an action plan for self-improvement |
| Assessment criteria |
| The learner can: 3.1 list areas for improvement. |

Unit 211 Planning for progression

Supporting information

Guidance

For criterion 1.1 the learner must **identify** the aims that need to be achieved eg to finish all coursework, pass exams/assessments, learn new skills, gain experience/further experience. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list.

For criterion 1.2 the learner must **list** the actions that need to be done to achieve aims eg work hard, turning up on time, attending all lessons/training days, completing homework/assignments, checking have all tools/equipment necessary. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **list** attitudes needed for learning and work eg polite, helpful, enthusiastic, motivated, friendly, willing, committed, respectful, flexible, adaptable. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.2 the learner must **list** skills needed for learning and work eg IT skills, numeracy, literacy, organisation, managing time, driving, supervising, teamwork. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.3 the learner must **list** own personal strengths eg hard working, calm, patient, focussed, organised, confident, caring, creative. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 3.1 the learner must **list** areas for improvement eg learn new skills, change attitude, improve time keeping, work harder, self confidence, become more organised. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

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|----------------------|--|
| UAN: | J/506/2650 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 16 |
| Aim: | The aim of this unit is to help the learner know how to search for potential jobs. |
| Assessment | Learner portfolio. |

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| Learning outcome |
| The learner will: |
| 1. know where to find work opportunities |
| Assessment criteria |
| The learner can: |
| 1.1 identify where to look for job vacancies |
| 1.2 list different types of employment . |

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|---|
| Range |
| 1.2 different types of employment – full time, part time, holiday work, voluntary, casual etc. |

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| Learning outcome |
| The learner will: |
| 2. be able to search for job vacancies |
| Assessment criteria |
| The learner can: |
| 2.1 identify a job vacancy |
| 2.2 list the key points of a job vacancy |
| 2.3 match job vacancies to own skills. |

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| Range |
| 2.3 vacancies – a minimum of two. |

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| Learning outcome |
| The learner will: |
| 3. be able to recognise own skills in relation to a job vacancy |
| Assessment criteria |
| The learner can: |
| 3.1 list own skills relevant to a job vacancy. |

Unit 212 Searching for a job

Supporting information

Guidance

For criterion 1.1 the learner must **identify** where to look for job vacancies, eg newspapers, Job Centre Plus, magazines, websites, noticeboards, recruitment agency. Evidence may be a written or verbal learner statement, an assessor record, a list, illustrations or images.

For criterion 1.2 the learner must **list** different types of employment, eg full time, part- time, holiday work, voluntary, casual, temporary, permanent, seasonal. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **identify** a job vacancy. Evidence may be a written or verbal learner statement, an assessor record, copy of the vacancy details/advertisement.

For criterion 2.2 the learner must **list** the key points of a job vacancy, eg job title, hours of work, duties, salary/wages, qualifications needed, experience needed, how/where to apply, closing date. Evidence may be a written or verbal learner statement, an assessor record, annotated job vacancy/advertisement, list or spider diagram.

For criterion 2.3 the learner must **match** job vacancies to own skills, eg IT skills, customer service skills, car driver, speak another language, leadership. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, table.

For criterion 3.1 the learner must **list** own skills relevant to a job vacancy. Evidence may be a written or verbal learner statement, an assessor record, annotated job vacancy/advertisement, list or spider diagram.

Unit 213

Working as part of a group

| | |
|----------------------|--|
| UAN: | L/506/2651 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 18 |
| Aim: | The aim of this unit is to help the learner to work with others and review their role. |
| Assessment | Learner portfolio. |

Learning outcome

The learner will:

1. be able to recognise different groups

Assessment criteria

The learner can:

- 1.1 list types of **groups** found in daily life.

Range

- 1.1 **Groups** – more than two people.

Learning outcome

The learner will:

2. know how to work with others in a group

Assessment criteria

The learner can:

- 2.1 list **ground rules** for working with others
- 2.2 identify **roles** within a group
- 2.3 state the importance of giving **support** within a group.

Range

- 2.1 **ground rules** – basic rules for all group members to follow.
- 2.2 **roles** – part played within a group.
- 2.3 **support** – motivation, working to timescales.

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| Learning outcome |
| The learner will: 3. be able to work as part of a group |
| Assessment criteria |
| The learner can: 3.1 identify a group activity 3.2 carry out given tasks when working with others 3.3 identify what went well and didn't go well in a group activity . |

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| Range |
| 3.1 and 3.2 group activity – activity involving more than two people. |

Unit 213 Working as part of a group

Supporting information

Guidance

For criterion 1.1 the learner needs to **list** types of groups found in daily life eg friends, family, work, social, sporting, clubs, internet, community, voluntary. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **list** the ground rules for working with others, eg listening to others, being friendly, being polite, paying attention, being respectful. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.2 the learner must **identify** roles within a group eg leader, helper, listener, boss, coordinator, motivator, planner, researcher. Evidence may be a written or verbal learner statement, an assessor record, a list, illustrations or images.

For criterion 2.3 the learner must **state** the importance of giving support within a group eg to achieve a task, to assist others, to motivate others, to meet deadlines. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.1 the learner must **identify** at least one group activity eg fundraising, study group, work activity, social activity, sport group. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.2 the learner must **carry out** given tasks when working with others eg finding out information, taking the lead, supporting others, making poster, leaflet etc., writing notes. The learner needs to carry out at least two tasks at least once for each. Evidence may be a learner statement, an assessor record or a witness statement by an appropriate person or video.

For criterion 3.3 the learner must **identify** what went well and didn't go well in a group activity eg everyone worked together, did their tasks, listened to others, some people were lazy, didn't carry out their task or argued. Evidence may be a written or verbal learner statement, an assessor record.

Unit 214

Recognise farm animals

| | |
|----------------------|-------------------|
| UAN: | K/502/0665 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise farm animals correctly. |
| Assessment criteria |
| The learner can: 1.1 recognise and name farm animal species 1.2 recognise male, female and young farm animals. |

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| Learning outcome |
| The learner will: 2. know farm animal gender and breeding terms. |
| Assessment criteria |
| The learner can: 2.1 list the male, female and young terms applied to farm animals 2.2 state why animal sexes must be identified correctly. |

Unit 214 Recognise farm animals

Supporting information

Guidance

For this unit, learners will need to be assessed in three different species of farm animal.

Learners have to physically recognise three 'real' species of farm animal. They are not required to have access to the male, female and young of each of the three species, but if they are available they could be used. Alternatively pictures or photographs of the different genders could be used.

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|----------------------|-------------------|
| UAN: | T/502/0670 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. Be able to prepare for and feed farm animals. |
| Assessment criteria |
| The learner can: 1.1 recognise bulk and concentrate farm animal foods 1.2 prepare equipment for feeding farm animals 1.3 state why feeding equipment must be cleaned 1.4 state why the correct amount of food should be fed to farm animals 1.5 feed farm animals and check they are eating properly 1.6 give a reason for checking that farm animals are eating properly 1.7 use, clean and store PPE, tools and equipment safely 1.8 maintain the safety of self, others and farm animals during the operation. |

Unit 215 Feed farm animals

Supporting information

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.

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|----------------------|-------------------|
| UAN: | F/502/0669 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. know that clean bedding needs to be provided for farm animals. |
| Assessment criteria |
| The learner can: 1.1 recognise bedding used for farm animals 1.2 apply the correct amount of bedding for farm animals 1.3 state why bedding should be provided for farm animals 1.4 dispose of waste material safely 1.5 state why waste should be disposed of correctly 1.6 use, clean and store PPE, tools and equipment safely 1.7 maintain the safety of self during the operation. |

Unit 216 **Bed down farm animals**

Supporting information

Guidance

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.

Unit 217

Recognise farm animal housing

| | |
|----------------------|-------------------|
| UAN: | A/502/0671 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise types of farm animal housing. |
| Assessment criteria |
| The learner can: 1.1 recognise different types of farm animal housing 1.2 recognise key features of areas used to house farm animals 1.3 check farm animal housing is safe and report to supervisor 1.4 state why farm animals need housing. |

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|--|
| Learning outcome |
| The learner will: 2. know why farm animal housing needs to be safe and secure. |
| Assessment criteria |
| The learner can: 2.1 state why farm animal housing needs to be free from hazards 2.2 state why farm animal housing needs to be secure. |

Unit 217 Recognise farm animal housing

Supporting information

Guidance

For this unit, learners will need access to different types of farm animal housing.

Unit 218

Move a farm animal

| | |
|----------------------|-------------------|
| UAN: | F/502/0672 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to move a farm animal |
| Assessment criteria |
| The learner can: 1.1 prepare to move a farm animal 1.2 check and clear route for the movement of farm animals 1.3 state why a route for moving farm animals needs to be checked 1.4 move farm animal(s) to new location 1.5 state why farm animals should be moved in a quiet manner 1.6 secure farm animal(s) in new location 1.7 maintain own safety and hygiene. |

Unit 218 Move a farm animal

Supporting information

Guidance

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

Unit 219

Maintain a fence

| | |
|----------------------|-------------------|
| UAN: | K/502/0827 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to maintain a fence |
| Assessment criteria |
| The learner can: 1.1 prepare tools, materials and equipment 1.2 identify the fence to be maintained 1.3 carry out activities to repair damage 1.4 dispose of waste and clear site 1.5 state why the site needs to be cleared after work 1.6 use, clean and store PPE, tools and equipment safely 1.7 maintain the safety of self and others during the operation. |

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| Learning outcome |
| The learner will: 2. know why fences need to be maintained |
| Assessment criteria |
| The learner can: 2.1 give a reason for maintaining a fence. |

Unit 219 Maintain a fence

Supporting information

Guidance

For this unit, if there are different tools/materials not listed, indicate which other tools were recognised by writing them in under 'other'. Assistance may be given in holding materials to be fixed.

Unit 220

Recognise the body parts of poultry and their function

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|----------------------|-------------------|
| UAN: | L/502/0710 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise parts of the body of a chicken or duck and their function |
| Assessment criteria |
| The learner can: 1.1 recognise a male cockerel or drake 1.2 recognise a female hen or duck 1.3 give a reason for knowing the difference between a male and female bird 1.4 recognise parts of the body of poultry 1.5 state the function of different parts of the body. |

Unit 220 **Recognise the body parts of poultry and their function**

Supporting information

Guidance

For this unit, there should be access to male and female birds.

Unit 221

Provide food and water for poultry

| | |
|----------------------|-------------------|
| UAN: | R/502/0711 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to provide food and water to poultry. |
| Assessment criteria |
| The learner can: 1.1 prepare to feed and water poultry 1.2 state why the correct food must be given 1.3 clean feeding and watering containers 1.4 give a reason for cleaning feed and water containers 1.5 provide food and water for poultry 1.6 state why grit needs to be provided for poultry 1.7 use, clean and store PPE, tools and equipment safely 1.8 maintain the safety of self, others and animals during the operation. |

Unit 221 **Provide food and water for poultry**

Supporting information

Guidance

For this unit, a flock of birds that require feeding and watering should be available.

Unit 222

Clean poultry accommodation by hand

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|----------------------|-------------------|
| UAN: | Y/502/0712 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to clean poultry accommodation by hand. |
| Assessment criteria |
| The learner can: 1.1 prepare poultry accommodation for cleaning 1.2 prepare tools, equipment and materials for use 1.3 clean poultry accommodation, fixtures and fittings and dispose of waste 1.4 state why waste needs to be disposed of correctly 1.5 restore the accommodation for poultry use 1.6 state why bedding needs to be provided 1.7 use, clean and store PPE, tools and equipment safely 1.8 maintain the safety of self, others and animals during the operations. |

Unit 222 Clean poultry accommodation by hand

Supporting information

Guidance

Any poultry accommodation that can be cleaned out by hand (extensive or intensive) can be used for this unit, provided it is equipped to cover all activities.

The accommodation must be emptied of birds prior to the task and this is not part of the assessment.

Fittings could include nest boxes and perches, but any other fittings that are in the accommodation that need to be, can be removed and cleaned.

Unit 223

Assist in catching poultry

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|----------------------|-------------------|
| UAN: | D/502/0713 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to catch and crate birds with assistance |
| Assessment criteria |
| The learner can: 1.1 identify birds to be caught 1.2 prepare crates to receive birds 1.3 state why crates need to be checked 1.4 catch birds and crate securely 1.5 give a reason for holding birds in the correct way 1.6 maintain own safety and hygiene throughout operations 1.7 state why personal hygiene is important when handling birds. |

Unit 223 Assist in catching poultry

Supporting information

Guidance

For this unit there must be a group of birds to be caught and put into transport crates. The crates must be safe and legal to use.

Catching is to be done with the assistance of an experienced operator.

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|----------------------|-------------------|
| UAN: | H/502/0714 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to collect and sort eggs |
| Assessment criteria |
| The learner can: 1.1 prepare to, and collect, eggs 1.2 sort and separate eggs into groups 1.3 give a reason for sorting eggs 1.4 record details of eggs 1.5 pack eggs in suitable containers and dispose of waste 1.6 give a reason for placing eggs correctly in the box or tray 1.7 state why waste need to be disposed of safely 1.8 maintain own safety and hygiene throughout operations. |

Unit 224 **Collect and sort poultry eggs**

Supporting information

Guidance

The container used to collect eggs must be suitable, but could be a box or a tray.

Unit 225

Recognise colours, markings and points of the horse

| | |
|----------------------|-------------------|
| UAN: | R/502/0269 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise colours, common markings and points of the horse |
| Assessment criteria |
| The learner can: 1.1 recognise common colours of horses 1.2 recognise common horse markings 1.3 recognise points of the horse. |

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| Learning outcome |
| The learner will: 2. know why recognition of colour and markings is important |
| Assessment criteria |
| The learner can: 2.1 give a reason why it is important to recognise individual horses. |

Unit 225 Recognise colours, markings and points of the horse

Supporting information

Guidance

For this unit, pictures of horses of different colours and markings could be used if there are not enough variations of different colours/markings in the real horses available. However, some of the colours must be recognised by using real horses or ponies.

Unit 226

Skip out a stable

| | |
|----------------------|-------------------|
| UAN: | R/502/0398 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to skip out a stable |
| Assessment criteria |
| The learner can: 1.1 prepare tools and equipment 1.2 check tools and equipment are safe to use 1.3 give a reason for checking that tools and equipment are safe to use 1.4 skip out horse accommodation 1.5 replenish bedding if required 1.6 dispose of waste safely 1.7 state why the area around the stable should be kept tidy 1.8 use, clean and store PPE, tools and equipment safely 1.9 maintain the safety of self, others and animals during the operation. |

Unit 226 **Skip out a stable**

Supporting information

Guidance

For this unit, the supervisor should remove the horse or pony from the stable before the learner commences the assessment activities.

There should be sufficient tools available to cover the range.

Unit 227

Provide food and water for horses

| | |
|----------------------|-------------------|
| UAN: | Y/502/0404 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to provide feed and water for horses |
| Assessment criteria |
| The learner can: 1.1 prepare equipment to feed and water horses 1.2 give a reason for ensuring feed and water containers are clean 1.3 recognise feed for horses 1.4 feed and water horses 1.5 give a reason for checking that a horse is eating normally 1.6 secure horse in accommodation 1.7 use, clean and store PPE, tools and equipment safely 1.8 maintain the safety of self, others and animals during the operation. |

Unit 227 **Provide food and water for horses**

Supporting information

Guidance

For this unit there must be a stable with a horse or pony in it. There must be pre-prepared food (concentrates) and hay or haylage (forage) available.

Learners are not required to tie the hay-net up with a quick release knot – this can be done by the supervisor.

Unit 228

Groom a horse

| | |
|----------------------|-------------------|
| UAN: | L/502/0402 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to groom a horse for tacking up |
| Assessment criteria |
| The learner can: 1.1 state why horses require grooming 1.2 select tools from grooming kit 1.3 restrain and secure horse for grooming 1.4 groom a horse 1.5 state why horses require hooves to be picked out 1.6 release horse after grooming 1.7 use, clean and store PPE, tools and equipment safely 1.8 maintain the safety of self, others and animals during the operation. |

Unit 228 **Groom a horse**

Supporting information

Guidance

For this unit the learner will be required to groom a horse to a sufficient standard for it to be saddled. Assistance with tying the horse up with a quick release knot may be required.

Assistance may also be required for picking out the horse's feet.

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|----------------------|-------------------|
| UAN: | R/502/0403 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise component parts of a saddle and bridle |
| Assessment criteria |
| The learner can: 1.1 recognise items of saddlery 1.2 recognise parts of a saddle 1.3 recognise parts of a bridle 1.4 check that a saddle and bridle are safe to use 1.5 give a reason for checking the stitching on stirrup leathers 1.6 state why tack must be checked for safety 1.7 maintain own safety and hygiene throughout operations. |

Unit 229 Recognise a saddle and bridle

Supporting information

Guidance

For this unit, the learner will need to recognise parts of a standard saddle (GP, jumping or dressage) and a plain snaffle bridle.

Unit 230

Recognise small animals

| | |
|----------------------|-------------------|
| UAN: | R/502/0496 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise breeds/types of common small animals |
| Assessment criteria |
| The learner can: 1.1 recognise species of small animals 1.2 recognise breeds of small animals 1.3 recognise features of breeds of small animals 1.4 maintain own safety and hygiene throughout operations 1.5 state why it is important to identify an animal. |

Unit 230 **Recognise small animals**

Supporting information

Guidance

For this unit there must be sufficient animals available from the range.

Unit 231

Recognise parts of the body of small animals and their function

| | |
|----------------------|-------------------|
| UAN: | K/502/0505 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise parts of the body of small animals |
| Assessment criteria |
| The learner can: 1.1 recognise parts of the body of small animals 1.2 recognise parts of the body that are commonly checked for health. |

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| Learning outcome |
| The learner will: 2. know the functions of parts of the body of small animals |
| Assessment criteria |
| The learner can: 2.1 list the functions of parts of the body of small animals. |

Unit 231 Recognise parts of the body of small animals and their function

Supporting information

Guidance

For this unit, the assessment must take place using one animal from the range.

Unit 232

Recognise types of animal housing and bedding for small animals

| | |
|----------------------|-------------------|
| UAN: | M/502/0506 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise types of housing and bedding for small animals |
| Assessment criteria |
| The learner can: 1.1 recognise types of animal accommodation 1.2 state why animals need housing 1.3 recognise suitable bedding for different types of animal accommodation 1.4 state why animals need bedding 1.5 maintain own safety and hygiene throughout operations. |

Unit 232 Recognise types of animal housing and bedding for small animals

Supporting information

Guidance

For this unit two types of animal housing and two types of bedding need to be available.

For each activity, the animal used and the type of housing needs to be written in the Unit Recording Document. For example under 'Recognise three types of housing for animals', write in 'dog and kennel', or 'rabbit and hutch' etc. It does not have to be a different type of animal if there is only one type available.

Unit 233

Assist with cleaning housing for small animals

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|----------------------|-------------------|
| UAN: | T/502/0507 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to clean and disinfect small animal accommodation |
| Assessment criteria |
| The learner can: 1.1 prepare small animal accommodation for cleaning 1.2 prepare tools, equipment and materials for use 1.3 clean small animal accommodation 1.4 restore the accommodation for animal use 1.5 use, clean and store ppe, tools and equipment safely 1.6 maintain the safety of self, others and animals during the operation 1.7 give a reason for cleaning small animal housing. |

Unit 233 Assist with cleaning housing for small animals

Supporting information

Guidance

For this unit, cleaning and disinfection equipment and products must be available.

The learner is required to complete a full clean of animal accommodation with assistance.

For successful completion of this unit, the assessment must take place using one animal from the range.

Unit 234

Recognise types of foods and feed small animals

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|----------------------|-------------------|
| UAN: | A/502/0508 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to feed and water small animals |
| Assessment criteria |
| The learner can: 1.1 recognise food commonly fed to small animals 1.2 recognise feeding equipment for small animals 1.3 recognise types of watering systems for small animals 1.4 feed and water small animals 1.5 give a reason for providing the correct amount of food for animals 1.6 give a reason for making sure water is always available 1.7 use, clean and store PPE, tools and equipment safely 1.8 maintain the safety of self, others and animals during feeding and watering. |

Unit 234 Recognise types of foods and feed small animals

Supporting information

Guidance

Different types of food, feeding and watering equipment must be available.

For each activity, the animal used and the type of food or equipment needs to be written in the Unit Recording Document. For example under 'Recognise three types of food commonly fed to dogs or cats or rabbits or rodents, write in 'dog and tinned food', or 'rabbits and vegetables' etc. It does not have to be a different type of animal if there is only one type available.

Unit 235

Recognise trees and plants

| | |
|----------------------|-------------------|
| UAN: | R/502/0823 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. recognise common trees and plants |
| Assessment criteria |
| The learner can: 1.1 recognise common trees 1.2 recognise common plants 1.3 recognise constituent parts of trees and plants. |

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| Learning outcome |
| The learner will: 2. understand the function of parts of trees and plants |
| Assessment criteria |
| The learner can: 2.1 give a function of a tree or plant root 2.2 give a function of a tree or plant trunk or stem 2.3 give a function of a tree or plant leaf. |

Unit 235 Recognise trees and plants

Supporting information

Guidance

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

Unit 236

Recognise, use and care for tools used in conservation

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|----------------------|-------------------|
| UAN: | D/502/0825 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to recognise and use tools used in conservation |
| Assessment criteria |
| The learner can: 1.1 recognise and name hand tools 1.2 check tools are safe to use 1.3 work with hand tools 1.4 use, clean and store PPE, tools and equipment safely 1.5 maintain safety and personal hygiene during operations 1.6 give a reason for storing tools safely and securely. |

Unit 236 **Recognise, use and care for tools used in conservation**

Supporting information

Guidance

For this unit, the range of hand tools covered needs to be six, but if there are different tools not listed, indicate which other tools were recognised by writing them in under 'other'.

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| UAN: | H/502/0826 |
| Level: | Entry 2 |
| Credit value: | 3 |
| GLH: | 30 |

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| Learning outcome |
| The learner will: 1. be able to maintain a footpath |
| Assessment criteria |
| The learner can: 1.1 prepare tools and equipment for use 1.2 check tools and equipment for safety 1.3 state why footpaths should be maintained 1.4 recognise surfacing materials 1.5 maintain an area of footpath 1.6 dispose of waste and tidy site 1.7 give a reason for keeping the area free from rubbish 1.8 give a reason for recycling or composting 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 237 Maintain a footpath

Supporting information

Guidance

For this unit, if there are different tools, not listed in the Unit Recording Document, indicate which other tools/materials were recognised by writing them in under 'other'. The path maintained should be of appropriate woodland/park type, ie not concrete or tarmac.

Unit 238

Plant an area to attract wildlife

| | |
|----------------------|-------------------|
| UAN: | M/502/0828 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to plant plants or trees to attract wildlife |
| Assessment criteria |
| The learner can: 1.1 collect tools and equipment 1.2 check equipment is safe to use 1.3 prepare area for planting 1.4 carry out activities to plant an area 1.5 use, clean and store PPE, tools and equipment safely. |

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| Learning outcome |
| The learner will: 2. know the plants and animals that exist in wildlife sites |
| Assessment criteria |
| The learner can: 2.1 name two plants in a wildlife area 2.2 name two insects in a wildlife area 2.3 name two animals in a wildlife area. |

Unit 238 Plant an area to attract wildlife

Supporting information

Guidance

For this unit, any suitable area, plants or trees can be used that might encourage insects and animals in a wildlife area or enhance a wildlife area.

One or more plants and trees can be planted. The tutor should give assistance in identifying appropriate area and plants to be used.

Unit 239

Recognise plants

| | |
|----------------------|-------------------|
| UAN: | D/502/0517 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise plants |
| Assessment criteria |
| The learner can: 1.1 recognise one of each of the plant types: a. tree b. shrub c. vegetable d. fruit 1.2 recognise the common constituent parts of plants. |

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|---|
| Learning outcome |
| The learner will: 2. know the functions of plant constituents |
| Assessment criteria |
| The learner can: 2.1 state a function of the plant root 2.2 state a function of the plant stem 2.3 state a function of the plant leaf. |

Unit 239 **Recognise plants**

Supporting information

Guidance

For this unit, there should be at least one of each of the different plant types available.

Unit 240

Recognise use and care for tools used in horticulture

| | |
|----------------------|-------------------|
| UAN: | A/502/0525 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to recognise use and care for tools |
| Assessment criteria |
| The learner can: 1.1 recognise and name common tools used 1.2 check that tools are safe to use 1.3 state why tools need to be checked for safety 1.4 perform tasks using hand tools safely 1.5 use, clean and store PPE, tools and equipment safely 1.6 give a reason for storing tools correctly 1.7 maintain the safety of self and others during the operation. |

Unit 240 **Recognise use and care for tools used in horticulture**

Supporting information

Guidance

For this unit, there should be enough tools available to cover the range.

When choosing tools, those appropriate to the task should be chosen.
Please state which tools were used on the Assessment Record Sheet.

Unit 241

Prepare and plant an area

| | |
|----------------------|-------------------|
| UAN: | F/502/0526 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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|--|
| Learning outcome |
| The learner will: 1. be able to prepare and plant an area |
| Assessment criteria |
| The learner can: 1.1 prepare tools and equipment 1.2 identify plant material to be used 1.3 prepare area for planting 1.4 plant an area 1.5 state why plants need to be labelled 1.6 state why plants need to be watered after planting 1.7 dispose of waste and tidy site 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 241 Prepare and plant an area

Supporting information

Guidance

For this unit, there should be a sufficient area available for planting.

When choosing tools, those appropriate to the task should be chosen.
Please state which tools were used on the Assessment Record Sheet.

Unit 242

Weed a planted area

| | |
|----------------------|-------------------|
| UAN: | J/502/0527 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to weed a planted area by hand |
| Assessment criteria |
| The learner can: 1.1 collect tools and check they are safe to use 1.2 distinguish between plants to be kept and weeds to be removed 1.3 give a reason for identifying weeds correctly 1.4 give a reason for checking with the supervisor before removing weeds 1.5 carry out activities to remove weeds 1.6 dispose of waste and tidy site 1.7 use, clean and store PPE, tools and equipment safely 1.8 maintain the safety of self and others during the operation. |

Unit 242 Weed a planted area

Supporting information

Guidance

For this unit, the weeds to be removed must be safe for the learner to handle.

When choosing tools, those appropriate to the task should be chosen. Please state which tools were used on the Assessment Record Sheet.

| | |
|----------------------|-------------------|
| UAN: | L/502/0528 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to fill plant containers with growing medium |
| Assessment criteria |
| The learner can: 1.1 identify suitable plant containers 1.2 check containers are safe and suitable to use 1.3 state why containers should be clean 1.4 collect tools and check for safety to use 1.5 carry out activities to fill plant containers 1.6 give a reason for firming the compost/medium 1.7 use, clean and store PPE, tools and equipment safely 1.8 maintain the safety of self, others and animals during the operation |

Unit 243 Fill plant containers

Supporting information

Guidance

For this unit, suitable containers and growing medium should be available.

When choosing tools, those appropriate to the task should be chosen. Please state which tools were used on the Assessment Record Sheet.

Unit 244

Identify floristry plant material

| | |
|----------------------|-------------------|
| UAN: | L/502/0514 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise and name flowers and leaves |
| Assessment criteria |
| The learner can: 1.1 identify and name flowers used in floristry 1.2 identify and name leaves used in floristry 1.3 state how long flowers and leaves will last in water. |

| |
|---|
| Learning outcome |
| The learner will: 2. know sources of flowers and leaves |
| Assessment criteria |
| The learner can: 2.1 state where flowers and leaves can be obtained. |

Unit 244 Identify floristry plant material

Supporting information

Guidance

For this unit, all flowers and leaves should be real, but if they are not available, pictures may be used. As a minimum, at least one flower and one leaf must be real.

Unit 245

Recognise use and care for hand tools used in floristry

| | |
|----------------------|-------------------|
| UAN: | R/502/0515 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to recognise, use and care for hand tools used in floristry |
| Assessment criteria |
| The learner can: 1.1 identify hand tools used in floristry 1.2 check tools are safe to use 1.3 give a reason for checking tools are safe to use 1.4 use hand tools to carry out basic floristry tasks 1.5 use, clean and store PPE, tools and equipment safely 1.6 state why tools must be cleaned after use 1.7 state why tools must be stored properly 1.8 maintain own safety and hygiene. |

Unit 245 **Recognise use and care for hand tools used in floristry**

Supporting information

Guidance

For this unit hand tools cutting with scissors, secateurs or a knife must be done under supervision. Stapling also needs to be supervised.

Unit 246

Wrap flowers and plants

| | |
|----------------------|-------------------|
| UAN: | Y/502/0516 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to wrap flowers and plants |
| Assessment criteria |
| The learner can: 1.1 recognise all materials and accessories 1.2 check tools are safe to use 1.3 carry out activities to wrap flowers and plants 1.4 decorate wrapped flowers and plants 1.5 dispose of waste and store unused materials 1.6 maintain own safety and hygiene. |

| |
|--|
| Learning outcome |
| The learner will: 2. understand why flowers and plants are wrapped. |
| Assessment criteria |
| The learner can: 2.1 give a reason for wrapping flowers and plants 2.2 give reasons for including attachments to wrapped flowers and plants. |

Unit 246 Wrap flowers and plants

Supporting information

Guidance

For this unit, cutting must be done under supervision.

Unit 247

Prepare a container for a flower arrangement

| | |
|----------------------|-------------------|
| UAN: | H/502/0518 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to prepare a container for a flower arrangement |
| Assessment criteria |
| The learner can: 1.1 recognise all materials and accessories 1.2 check tools are safe to use 1.3 carry out activities to prepare a container for a flower arrangement 1.4 give a reason for securing foam in the container 1.5 give a reason for preparing floral foam by soaking in water 1.6 dispose of waste and store unused materials 1.7 maintain own safety and hygiene. |

Unit 247 **Prepare a container for a flower arrangement**

Supporting information

Guidance

For this unit, all of the materials and equipment for preparing a container for a flower arrangement must be available.

Cutting must be done under supervision.

Unit 248

Make a round posy arrangement

| | |
|----------------------|-------------------|
| UAN: | K/502/0519 |
| Level: | Entry 2 |
| Credit value: | 3 |
| GLH: | 30 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to make a round posy arrangement |
| Assessment criteria |
| The learner can: 1.1 recognise all materials and accessories 1.2 check tools are safe to use 1.3 carry out activities to make a round posy arrangement 1.4 state why it is important to cut stems to correct length 1.5 state why it may be necessary to spray completed arrangement with water 1.6 dispose of waste and store unused materials 1.7 maintain own safety and hygiene. |

Unit 248 Make a round posy arrangement

Supporting information

Guidance

For this unit, all of the materials and equipment necessary for making a simple posy arrangement must be available.

Cutting must be done under supervision.

Unit 249

Recognise outside parts of a motor car or van

| | |
|----------------------|-------------------|
| UAN: | L/502/0660 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to recognise external parts of a motor car or van |
| Assessment criteria |
| The learner can: 1.1 recognise the main external parts of a vehicle. |

| |
|---|
| Learning outcome |
| The learner will: 2. know the function of the external parts of a vehicle |
| Assessment criteria |
| The learner can: 2.1 state the function/purpose of outside parts of a vehicle. |

Unit 249 **Recognise outside parts of a motor car or van**

Supporting information

Guidance

Identification of outside parts can be done using more than one vehicle if required.

Unit 250

Recognise inside parts of a motor car or van

| | |
|----------------------|-------------------|
| UAN: | R/502/0661 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to recognise the inside parts of a motor car or van |
| Assessment criteria |
| The learner can: 1.1 recognise the main internal parts of a vehicle. |

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| Learning outcome |
| The learner will: 2. know the function of internal parts of a vehicle |
| Assessment criteria |
| The learner can: 2.1 state the purpose/function of internal parts of a vehicle. |

Unit 250 **Recognise inside parts of a motor car or van**

Supporting information

Guidance

It is acceptable to use more than one vehicle for this unit. Pictures can also be used for identification if, for example, the learner has difficulty in accessing the inside of the vehicle.

Unit 251

Wash the outside of a motor car or van

| | |
|----------------------|-------------------|
| UAN: | Y/502/0662 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to wash the outside of a motor car or van |
| Assessment criteria |
| The learner can: 1.1 recognise equipment and check for safety to use 1.2 prepare equipment and materials to clean the outside of a vehicle 1.3 carry out activities to wash, rinse and dry the vehicle 1.4 give a reason for removing excess dirt and mud with water 1.5 state why washing should be done in a logical manner 1.6 dispose of waste 1.7 state why rinsing is required 1.8 use, clean and store PPE and unused materials and equipment safely. |

Unit 251 **Wash the outside of a motor car or van**

Supporting information

Guidance

For this unit a motor car or vehicle, bucket, brush, hose-pipe and fittings, sponge, cloths, chamois leather, detergent and shampoo must be available.

Unit 252

Clean the inside of a motor car or van

| | |
|----------------------|-------------------|
| UAN: | D/502/0663 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to clean the inside of a motor vehicle |
| Assessment criteria |
| The learner can: 1.1 recognise equipment and check for safety for use 1.2 prepare equipment and materials to clean the inside of a vehicle 1.3 give a reason for using a circuit breaker 1.4 carry out activities to clean the inside of a vehicle 1.5 give a reason for cleaning the inside of a vehicle 1.6 dispose of waste 1.7 give a reason for disposing of waste correctly 1.8 use, clean and store PPE and unused materials and equipment safely. |

Unit 252 **Clean the inside of a motor car or van**

Supporting information

Guidance

Learners should be guided to ensure the appropriate use of cleaner/polish in the vicinity of the windscreen and steering wheel.

Unit 253

Repair a puncture

| | |
|----------------------|-------------------|
| UAN: | H/502/0664 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
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| Learning outcome |
| The learner will: 1. be able to repair a puncture in an inner tube. |
| Assessment criteria |
| The learner can: 1.1 recognise tyre to be repaired 1.2 recognise tools and equipment and check for safety to use 1.3 prepare tyre, tools and equipment to repair a puncture 1.4 state why puncture sites should be dried and prepared before repair 1.5 carry out activities to repair a puncture 1.6 give a reason for inflating the tyre correctly 1.7 use, clean and store PPE and other equipment safely 1.8 dispose of waste. |

Unit 253 Repair a puncture

Supporting information

Guidance

For this unit a bicycle, wheel barrow or wheel chair wheel may be used (motor vehicle wheels should not be used as these should only be repaired by a qualified technician).

Unit 254

Collect kerbside waste materials

| | |
|----------------------|-------------------|
| UAN: | Y/502/1021 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to collect kerbside waste materials. |
| Assessment criteria |
| The learner can: 1.1 recognise collection equipment and containers 1.2 carry out activities to fill, handle and replace containers 1.3 give a reason for collecting waste material 1.4 give a reason for providing replacement containers 1.5 collect materials for recycling 1.6 transport materials to collection points 1.7 use, clean and store PPE safely. |

Unit 254 Collect kerbside waste materials

Supporting information

Guidance

For this unit, any type of waste material could be collected, but the materials should be safe for the learner to handle and lift.

The kerbside should be simulated for the safety of the learner. Also refer to the Energy & Utility Skills interactive safety programme 'A Day in the Life of Streetsafe Sam' - Module 1 - Waste Collection'. Available from Energy & Utility Skills.

Unit 255

Separate waste materials

| | |
|----------------------|-------------------|
| UAN: | D/502/1022 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to separate waste materials |
| Assessment criteria |
| The learner can: 1.1 prepare work area and materials for processing 1.2 state why it is necessary to lift and handle containers correctly 1.3 state why it is important to identify materials to be recycled 1.4 carry out activities to separate materials into appropriate containers 1.5 use, clean and store PPE safely. |

Unit 255 Separate waste materials

Supporting information

Guidance

For this unit, any type of waste material could be collected, but the materials should be safe for the learner to handle and sort.

| | |
|----------------------|-------------------|
| UAN: | H/502/1023 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to recycle glass bottles |
| Assessment criteria |
| The learner can: 1.1 recognise different glass bottles 1.2 recognise contaminants 1.3 carry out activities to separate glass bottles by colour 1.4 load, transport and deposit bottles into designated receptacles 1.5 state why it is important to handle glass bottles safely 1.6 state why it is necessary to separate bottles by colour 1.7 use, clean and store PPE safely. |

Unit 256 Glass bottle processing

Supporting information

Guidance

For this unit, any type of waste material could be collected, but the materials should be safe for the learner to handle and sort.

Unit 257

Separate waste plastic containers

| | |
|----------------------|-------------------|
| UAN: | K/502/1024 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to recognise, sort and separate plastic containers into appropriate groups |
| Assessment criteria |
| The learner can: 1.1 recognise different types of plastic containers by appearance 1.2 carry out activities to separate plastic containers 1.3 sort plastic containers into appropriate groups 1.4 state a reason for separating plastic containers into appropriate groups 1.5 use, clean and store PPE safely 1.6 state why it is important to remove bottle tops/caps. |

Unit 257 Separate waste plastic containers

Supporting information

Guidance

For this unit, any type of waste material could be collected, but the materials should be safe for the learner to handle and sort.

Unit 258

Separate waste metal containers

| | |
|----------------------|-------------------|
| UAN: | M/502/1025 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to separate and store waste metal containers |
| Assessment criteria |
| The learner can: 1.1 recognise different metal containers 1.2 carry out activities to separate waste metal containers 1.3 give a reason for separating metals 1.4 store separated metal containers 1.5 give a reason for storing separated metals correctly 1.6 use, clean and store PPE safely. |

Unit 258 Separate waste metal containers

Supporting information

Guidance

For this unit, any type of waste material could be collected, but the materials should be safe for the learner to handle and sort.

Unit 259

Recognise, use and care for basic construction hand tools

| | |
|----------------------|-------------------|
| UAN: | M/502/0716 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to use and care for basic construction hand tools |
| Assessment criteria |
| The learner can: 1.1 recognise hand tools and check for safety to use 1.2 give a reason for checking tools for safety to use 1.3 carry out activities to use hand tools safely 1.4 clean and store tools 1.5 give a reason for cleaning tools after use 1.6 use, clean and store PPE safely 1.7 state why rust preventative might be applied to tools. |

Unit 259 **Recognise, use and care for basic construction hand tools**

Supporting information

Guidance

A selection of basic hand tools used in construction should be available.

Unit 260

Mix cement bonding materials by hand

| | |
|----------------------|-------------------|
| UAN: | T/502/0717 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to mix bonding materials by hand |
| Assessment criteria |
| The learner can: 1.1 recognise different bonding materials 1.2 recognise tools and equipment and check for safety to use 1.3 give a reason for measuring the correct amounts of bonding material 1.4 carry out activities to mix bonding materials by hand 1.5 give a reason for mixing bonding materials correctly 1.6 identify correct consistency of bonding material 1.7 use, clean and store PPE safely. |

Unit 260 Mix cement bonding materials by hand

Supporting information

Guidance

This can be assessed in conjunction with the building of a wall in Unit 262.

Unit 261

Recognise and use tools to cut masonry building materials

| | |
|----------------------|-------------------|
| UAN: | A/502/0718 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to use cutting tools to cut building materials. |
| Assessment criteria |
| The learner can: 1.1 recognise cutting tools 1.2 check tools for safety to use 1.3 give a reason for cutting materials 1.4 carry out activities to use cutting tools to cut building materials 1.5 give a reason for using tools correctly 1.6 use, clean and store PPE, tools and equipment safely. |

Unit 261 **Recognise and use tools to cut masonry building materials**

Supporting information

Guidance

This unit is for the use of a hammer and bolster chisel type tools for cutting rather than power tools.

Assistance should be given if materials are being cut to a specification to ensure accuracy.

Unit 262

Recognise and use masonry building materials

| | |
|----------------------|-------------------|
| UAN: | F/502/0719 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to use building materials |
| Assessment criteria |
| The learner can: 1.1 recognise common bricks and blocks 1.2 recognise tools and equipment and check for safety to use 1.3 give a reason for checking that tools are safe to use 1.4 carry out activities to build a wall 1.5 give a reason for building a wall correctly 1.6 use, clean and store PPE, tools and equipment safely. |

Unit 262 **Recognise and use masonry building materials**

Supporting information

Guidance

Learners are required to construct a wall using a chosen building material. There is no required specification for size or type.

Unit 263

Mix and lay concrete

| | |
|----------------------|-------------------|
| UAN: | T/502/0720 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to mix and lay concrete |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment and check for safety to use 1.2 recognise concreting materials 1.3 prepare tools, materials and work area 1.4 carry out activities to mix concrete 1.5 carry out activities to lay concrete 1.6 give a reason for laying concrete 1.7 give reasons for following the correct procedures when mixing and laying concrete 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 263 **Mix and lay concrete**

Supporting information

Guidance

For this unit, a suitable area in which the learner can lay concrete should be provided. This can be either part of a landscaping project (path, hard standing etc) or simulated by creating an area using shuttering.

Unit 264

Recognise, use and care for woodworking hand tools

| | |
|----------------------|-------------------|
| UAN: | J/502/0673 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to recognise, use and care for woodworking hand tools |
| Assessment criteria |
| The learner can: 1.1 recognise hand tools 1.2 recognise marking devices 1.3 give a reason for securing wood to be sawn 1.4 give a reason for marking out wood correctly 1.5 carry out activities to use hand tools and marking devices 1.6 use, clean and store PPE, tools and equipment safely 1.7 state why the work area should be left clean and tidy. |

Unit 264 **Recognise, use and care for woodworking hand tools**

Supporting information

Guidance

For this unit, the learner should be able to saw through an appropriate piece of softwood correctly and safely.

Unit 265

Recognise and cut wood-based materials

| | |
|----------------------|-------------------|
| UAN: | J/502/0706 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to recognise and cut wood-based materials |
| Assessment criteria |
| The learner can: 1.1 recognise types of wood 1.2 recognise tools and check for safety to use 1.3 give a reason for checking that tools are safe to use 1.4 carry out activities to use tools to cut materials 1.5 state why care must be taken when using cutting tools 1.6 use, clean and store PPE, tools and equipment safely. |

Unit 265 **Recognise and cut wood-based materials**

Supporting information

Guidance

For this unit, the learner will need to cut three materials correctly and safely.

Unit 266

Use a hammer and nails in wood-based materials

| | |
|----------------------|-------------------|
| UAN: | L/502/0707 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
|--|
| Learning outcome |
| The learner will: 1. be able to use a hammer and nails correctly and safely |
| Assessment criteria |
| The learner can: 1.1 recognise tools, nails and materials 1.2 give a reason for checking that tools are safe to use 1.3 prepare to join items 1.4 carry out activities to join wood-based materials 1.5 give a reason for pre-drilling holes 1.6 use, clean and store PPE, spare nails and tools safely. |

Unit 266 Use a hammer and nails in wood-based materials

Supporting information

Guidance

For this unit, learners will need to recognise all four materials listed in the Unit Recording Document, but will be required to insert suitable nails into one type of material correctly and safely.

Unit 267

Use a screwdriver for joining wood-based materials

| | |
|----------------------|-------------------|
| UAN: | R/502/0708 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

Learning outcome

The learner will:

1. be able to use a screwdriver to insert screws

Assessment criteria

The learner can:

- 1.1 recognise screws, screwdrivers and materials
- 1.2 prepare to join items
- 1.3 give a reason for checking that tools are safe to use
- 1.4 carry out activities to join wood-based materials
- 1.5 give a reason for pre-drilling holes
- 1.6 use, clean and store PPE, spare nails and tools safely.

Unit 267 Use a screwdriver for joining wood-based materials

Supporting information

Guidance

For this unit, the learner will be able to insert screws safely and correctly into all of the materials listed in the Unit Recording Document.

Unit 268

Use sandpaper on wood-based materials

| | |
|----------------------|-------------------|
| UAN: | Y/502/0709 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

| |
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| Learning outcome |
| The learner will: 1. be able to use sandpaper on wood-based material |
| Assessment criteria |
| The learner can: 1.1 recognise sandpaper, equipment and materials 1.2 prepare to sand items 1.3 state why items need to be secured before sanding 1.4 carry out activities to sand items 1.5 give a reason for using different grades of sandpaper 1.6 use, clean and store PPE, equipment and materials safely. |

Unit 268 Use sandpaper on wood-based materials

Supporting information

Guidance

The learner will need to sand down wood safely and correctly.

| | |
|----------------------|-------------------|
| UAN: | L/502/0786 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to prepare clay for use |
| Assessment criteria |
| The learner can: 1.1 recognise clay for use 1.2 carry out activities to collect, cut and prepare clay 1.3 give a reason for preparing clay before use 1.4 give a reason for using the correct tools 1.5 demonstrate correct storage of clay 1.6 clean and tidy work area 1.7 use, clean and store PPE, tools and equipment safely 1.8 state why PPE should be worn. |

Unit 269 Prepare pottery clay for use

Supporting information

Guidance

For this unit, one type of clay needs to be prepared using one of the methods.

Unit 270

Press-mould clay

| | |
|----------------------|-------------------|
| UAN: | R/502/0787 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to produce an item of pottery by press moulding clay |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment 1.2 prepare area and materials for use 1.3 carry out activities to press-mould clay 1.4 state why clay should be rolled out to the correct thickness 1.5 state why surplus clay should be removed 1.6 demonstrate correct storage of item produced 1.7 clean and tidy work area 1.8 state why it is important to clean and tidy the work area 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 270 **Press-mould clay**

Supporting information

Guidance

For this unit clay, the tools and equipment used need to be listed on the Assessment Record Sheet as appropriate to the activity undertaken.

Unit 271

Make a slab-built box

| | |
|----------------------|-------------------|
| UAN: | M/502/0926 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

| |
|---|
| Learning outcome |
| The learner will: 1. be able to produce a slab built box from clay |
| Assessment criteria |
| The learner can: 1.1 recognise tools and equipment 1.2 prepare area and materials for use 1.3 carry out activities to roll out, cut and dry sections of clay 1.4 give a reason for setting out guide sticks 1.5 produce a slab-built box from clay and store 1.6 give a reason for leaving rolled out sections to dry 1.7 state why seams should be smoothed down 1.8 clean and tidy work area 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 271 Make a slab-built box

Supporting information

Guidance

For this unit, the learner must be able to produce a slab built box safely and correctly.

Unit 272

Hand model a shape in clay

| | |
|----------------------|-------------------|
| UAN: | T/502/0927 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to model shapes in clay by hand |
| Assessment criteria |
| The learner can: 1.1 prepare for work activities 1.2 carry out activities to produce shapes by hand modelling prepared clay 1.3 demonstrate correct drying and storage of modelled shapes 1.4 state why an item should be left to become leather hard 1.5 clean and tidy work area 1.6 give a reason for cleaning and tidying the work area 1.7 use, clean and store PPE, tools and equipment safely 1.8 give a reason for cleaning and storing tools and equipment. |

Unit 272 Hand model a shape in clay

Supporting information

Guidance

For this unit. The learner will need to produce any two shapes from the list in the Unit Recording Document.

Unit 273

Glaze a pot

| | |
|----------------------|-------------------|
| UAN: | A/502/0928 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to apply glaze to a pot |
| Assessment criteria |
| The learner can: 1.1 prepare for work activities 1.2 state why the surface of a pot may need cleaning 1.3 carry out activities to glaze inside and outside of pot 1.4 state why liquid glaze should be stirred 1.5 state a reason for disposing of surplus glaze 1.6 give a reason for glazing a pot 1.7 clean and tidy work area 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 273 Glaze a pot

Supporting information

Guidance

For this unit, a pot that has already been prepared (either by the learner or another person) needs to be glazed. The glaze also needs to be prepared by the supervisor or other suitable person.

Unit 274

Recognise use and care for hand tools used in metalwork

| | |
|----------------------|-------------------|
| UAN: | Y/502/0788 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to recognise use and care for hand tools used in metalwork |
| Assessment criteria |
| The learner can: 1.1 recognise hand tools and check for safety to use 1.2 recognise marking devices 1.3 state why metal should be secured before being worked on 1.4 carry out activities to measure, mark and cut metal 1.5 state why metal should be marked out correctly 1.6 dispose of waste 1.7 use, clean and store PPE, tools and equipment safely 1.8 state why tools should be cleaned after use. |

Unit 274 **Recognise use and care for hand tools used in metalwork**

Supporting information

Guidance

For this unit a range of hand tools must be available. The recognition can be done using pictures or diagrams if required. Please indicate which tools have been used.

The learner is required to use just three tools to carry out appropriate tasks (eg measuring, marking and cutting).

Unit 275

Recognise and cut metal

| | |
|----------------------|-------------------|
| UAN: | D/502/0789 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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|---|
| Learning outcome |
| The learner will: 1. be able to recognise and cut metal materials |
| Assessment criteria |
| The learner can: 1.1 recognise materials to be cut 1.2 recognise cutting tools and check for safety to use 1.3 prepare and mark out materials 1.4 carry out activities to cut materials 1.5 state why care must be taken when using cutting tools 1.6 clean and tidy work area 1.7 use, clean and store PPE, tools and equipment safely. |

Unit 275 Recognise and cut metal

Supporting information

Guidance

For this unit a range of metal materials must be available and appropriate tools for cutting each type. The learner will need to mark up and make a cut in each of the metal types listed in the Unit Recording Document.

Unit 276

Use a screwdriver in metal

| | |
|----------------------|-------------------|
| UAN: | R/502/0790 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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|---|
| Learning outcome |
| The learner will: 1. be able to use a screwdriver to insert screws in metal |
| Assessment criteria |
| The learner can: 1.1 recognise screwdrivers 1.2 recognise screw types 1.3 prepare to join materials 1.4 give a reason for securing items that are to be joined 1.5 carry out activities to join materials using a screwdriver and screws 1.6 state why the screwdriver and screw head should match 1.7 clean and tidy work area 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 276 Use a screwdriver in metal

Supporting information

Guidance

For this unit a range of screwdrivers (slot head, cross head, hand operated or battery operated) and screws (slot head, cross head and self tapping) should be available. For the purposes of recognition, pictures may be used.

The learner need only use one type of screw and screwdriver for the practical.

Holes should be pre-drilled by the tutor.

Unit 277

Bend metal to shape

| | |
|----------------------|-------------------|
| UAN: | Y/502/0791 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to bend metal to shape |
| Assessment criteria |
| The learner can: 1.1 recognise tools and check for safety to use 1.2 recognise metal to be bent to shape 1.3 carry out activities to mark, secure and bend metal to shape 1.4 give a reason for securing metal safely 1.5 give a reason for marking metal 1.6 demonstrate correct storage of bent metal 1.7 clean and tidy work area 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 277 Bend metal to shape

Supporting information

Guidance

For this unit the learner is required to bend one piece of metal to an agreed shape using the appropriate tools, all of which should be available.

For the purposes of recognition, pictures can be used.

Unit 278

Remove a burr from a piece of metal

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|----------------------|-------------------|
| UAN: | D/502/0792 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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|---|
| Learning outcome |
| The learner will: 1. be able to remove a burr from a piece of metal |
| Assessment criteria |
| The learner can: 1.1 recognise hand tools 1.2 recognise metal to be de-burred 1.3 a reason for de-burring metal 1.4 prepare metal to be de-burred 1.5 a reason for securing the metal to be de-burred 1.6 carry out activities to de-burr edge 1.7 clean and tidy work area 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 278 Remove a burr from a piece of metal

Supporting information

Guidance

This unit can be done in conjunction with the cutting Unit **293**.

Unit 279

Prepare a work area ready to commence decorating

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|----------------------|-------------------|
| UAN: | A/502/0721 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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|---|
| Learning outcome |
| The learner will: 1. be able to prepare a work area ready to commence decorating |
| Assessment criteria |
| The learner can: 1.1 display safety signs 1.2 give a reason for displaying safety signs 1.3 demonstrate methods of ventilating the area 1.4 give a reason for ventilating the work area 1.5 recognise protective coverings for area to be decorated 1.6 state why the work area needs protecting 1.7 prepare an area for painting or decorating 1.8 use, clean and store PPE, tools and equipment safely. |

Unit 279 **Prepare a work area ready to commence decorating**

Supporting information

Guidance

For this unit, any area that is suitable for painting and decorating may be used.

Unit 280

Recognise and care for painting tools

| | |
|----------------------|-------------------|
| UAN: | F/502/0722 |
| Level: | Entry 2 |
| Credit value: | 1 |
| GLH: | 10 |

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| Learning outcome |
| The learner will: 1. be able to select, clean and store painting tools after use |
| Assessment criteria |
| The learner can: 1.1 recognise paint applicators 1.2 recognise tools used in painting 1.3 prepare work area 1.4 state hazards associated with using cleaning solvents and detergents 1.5 clean, dry and store tools 1.6 give a reason for cleaning tools after use 1.7 use, clean and store PPE, safely. |

Unit 280 **Recognise and care for painting tools**

Supporting information

Guidance

For this unit, all four paint applicators need to be correctly recognised. If there are other tools used in painting that were recognised and are not on listed in the Unit Recording Document, add these in under 'other' (specify).

Unit 281

Prepare a surface for decorating

| | |
|----------------------|-------------------|
| UAN: | J/502/0723 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to use tools and materials to prepare a surface ready for decorating |
| Assessment criteria |
| The learner can: 1.1 recognise preparation materials 1.2 recognise tools and equipment 1.3 prepare a surface ready for decorating 1.4 give a reason for using different grades of abrasive/glass papers 1.5 give a reason for ensuring surfaces are free from grease and dirt 1.6 dispose of waste 1.7 use, clean and store PPE, tools and equipment safely 1.8 give a reason for cleaning and caring for tools after use. |

Unit 281 Prepare a surface for decorating

Supporting information

Guidance

For this unit, any surface that is suitable for painting and decorating may be used.

Unit 282

Prepare a plastered surface for painting

| | |
|----------------------|-------------------|
| UAN: | L/502/0724 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to select and use hand tools to prepare a plastered surface to receive paint |
| Assessment criteria |
| The learner can: 1.1 recognise tools and materials 1.2 prepare a safe protected work area 1.3 carry out activities to prepare a plastered surface to receive paint 1.4 give a reason for creating a smooth finish 1.5 remove dustsheets and clean and tidy work area 1.6 use, clean and store PPE, tools and equipment safely 1.7 state the importance of wearing PPE. |

Unit 282 Prepare a plastered surface for painting

Supporting information

Guidance

For this unit, the learner will prepare a plastered surface to a smooth finish and in a condition ready for paint to be applied to it.

Unit 283

Paint a plastered wall to an acceptable emulsion finish

| | |
|----------------------|-------------------|
| UAN: | R/502/0725 |
| Level: | Entry 2 |
| Credit value: | 2 |
| GLH: | 20 |

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| Learning outcome |
| The learner will: 1. be able to paint a plastered wall with emulsion to an industrial/domestic standard |
| Assessment criteria |
| The learner can: 1.1 prepare for work activities 1.2 prepare the surface to be painted 1.3 give a reason for applying a sealant prior to painting 1.4 carry out activities to paint a plastered wall 1.5 give an advantage of using a roller as opposed to a paint brush 1.6 dispose of waste 1.7 clean and tidy work area 1.8 state why it is important to work in a safe environment 1.9 use, clean and store PPE, tools and equipment safely. |

Unit 283 **Paint a plastered wall to an acceptable emulsion finish**

Supporting information

Guidance

For this unit, the learner will be able to paint one wall to a good standard.



Sources of general information

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

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

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

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

- Regulatory Arrangements for the Qualifications and Credit Framework
- SQA Awarding Body Criteria
- NVQ Code of Practice

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 (QCF):** general guidance about the QCF 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.

Centre Guide – Delivering International Qualifications 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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Useful contacts

| | |
|---|---|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com