

Entry 3 - Unit 1 - Green Jobs and Environmental Impact

Assessor's guide to interpreting the criteria

General Information

- Entry Level 3 in the Qualification Credit Framework. It is mapped to the National curriculum at levels 3 and 4.
- The definition of an entry level qualification is to recognize basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
- The criteria are designed to provide opportunities to promote numeracy, literacy and social skills as well as ICT capability and are fully compatible with the UK National Curriculum programmes of study with some strengthening of important contemporary issues related to open systems providing support for PLTS and citizenship.
- Bronze 3 is designed to promote a wider range of participation by providing a progression pathway from Bronze 2 to Level 1 in the RQF and from national curriculum levels 3 and 4 to level 5.
- The specification for the Entry Level 3 certificate provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with young children or adults.

Requirements

- Standards must be confirmed by a trained Bronze Assessor or higher
- Assessors must at a minimum record assessment judgements as entries in the on-line mark book on the INGOTs.org certification site
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work. Samples should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of children will be different from the needs of adults with learning disabilities.
- Completing the criteria for this unit entitles the candidate to the Award of the Entry level 3 Unit . In general, the candidate should demonstrate that criteria related to co-operative behaviour can be sustained over time.
- We expect at least 15 hours of guided study to be under-taken before this Unit Award is made to those new to computers but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the award, what matters is outcomes.
- Certificates must be printed on INGOT logo template paper for which there is a charge of 50p per template

Assessment Method

Assessors can use the criteria to determine levels of prior learning through dialog with the candidate, direct observation and any other appropriate and relevant evidence. They can score each of the criteria "L", "S", "H". An "N" indicates no evidence and this is the default setting. "L" indicates some capability but some help still required and the candidate is not secure with that particular criterion. "S" indicates secure mastery of the criterion. "H" indicates that the candidate is operating beyond the basic requirements of the criterion. If all criteria are matched with "S" or "H" the unit is passed. All criteria must be at least "S" for a pass.

Expansion of the assessment criteria

The Entry 3 learner will be becoming increasingly capable of making use of skills, knowledge and understanding to carry out simple structured tasks and activities with occasional guidance and intervention. They will start to relate tasks to contexts and be aware of consequences of actions for themselves and others. While support and guidance are still needed they will demonstrate increasing capability of working self-sufficiently with simple structured tasks.

An activity will typically be 'structured' when:

- * there are several steps that need to be sequential; and
- * the learner has opportunities to practice the sequence or clear guidance is provided.

1. The candidate identify the impact of activities on the environment

1.1 I can complete an eco-card

The candidate should show that they can keep track of their environmental activities and understanding

Evidence: Relevant information in their publications and documents.

Additional information and guidance

An eco-card is something the learner can carry around to demonstrate their eco credentials to employers or potential customers. It should list the ways they meet their eco credentials with work based examples or other qualifications.

1.2 I can identify my impact on the environment

Candidates should be able to show their own impact

Evidence: From portfolio files and assessor verification.

Additional information and guidance

A clear awareness of the environment should be demonstrated by candidates in relation to their own practice. If they travel by public transport or by bicycle where possible, they are more likely to "practice what they preach" on the environment. They should also know how much carbon they use each year in travel and what sort of pollution, in general, they generate. For example, how much recycling do they do.

1.3 I can adopt best environmental practices

Candidates should demonstrate best practice in their work

Evidence: From portfolio files.

Additional information and guidance

In general, they should use biodegradable items where possible, avoid chemicals and other contaminants etc. Their overall behaviour should always put the environment first.

1.4 I can identify best environmental practices

Candidates will show which practices they adopt

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Candidates should be able to give a short list of the things they do in their own life to live in an environmentally friendly way.

1.5 I can identify key environmental stakeholders

Candidates will identify which people or organisations have the most impact

Evidence: Assessors observation of finalised published work.

Additional information and guidance

The government and large companies will have the most impact on the environment, in terms of scale, but an entire population will also impact. There is no one person or company can be blamed for the massive plastic island in the middle of the Pacific Ocean as we are all to blame. Other stakeholders might be Greenpeace or other organisations that fight to protect our environment.

1.6 I can identify improvements to environmental activities

Candidates will identify possible improvements to activities

Evidence: Assessors observation of finalised published work.

Additional information and guidance

As candidates work through these materials they should begin to get more of an idea of what works and what doesn't work and might begin to see how they can change things. This could be things that they do, i.e. writing or speaking more clearly about issues, engaging more local companies etc.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessors judgements are sound.

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