Entry 3 - Unit 2 - Green Jobs and the Workplace

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

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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 will be able to work in a garden or green environment

1.1 I can recognise common ornamental shrubs, perennials and trees

The candidate should show that they have a working knowledge of the most common flora

Evidence: Relevant information in their publications and documents.

Additional information and guidance

Candidates will be able to document and demonstrate their knowledge of the most common types of plants and trees used in a garden design.

1.2 I can apply ecological weeding techniques

Candidates should be able to use environmental weeding methods

Evidence: From portfolio files and assessor verification.

Additional information and guidance

Increasingly these days, people do not want potent chemicals in their environment and so candidates need to explore less destructive weeding techniques.

1.3 I can read and expand a planting plan

Candidates should be able to demonstrate these basic skills

Evidence: From portfolio files.

Additional information and guidance

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Candidates may be required to implement a plan for a landscape engineer on a construction project. They need to be competent in working with plans and the measurements (sometimes mixed between imperial and metric) and apply these, as well as suggest improvements.

1.4 I can construct and maintain green beds

Candidates will demonstrate basic construction techniques

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Candidates will be able to make a green bed ona site and maintain it over a specified period of time. This will demonstrate some fundamental skills.

1.5 I can plant and bind shrubs, hedges, perennials and trees

Candidates will demonstrate basic planting and maintenance skills

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Candidates will need to work with the basic materials of planting and also show their awareness of changes in plants and trees over time by using binding techniques.

1.6 I can prevent and combat plant diseases and pests

Candidates will demonstrate skills in preventative maintenance

Evidence: Assessors observation of finalised published work.

Additional information and guidance

In many cases, it is better to prevent than to cure. Candidates should show an awareness of potential problems with disease and pests and work to mitigate these, especially if it also means using less chemicals.

1.7 I can prepare and fertilize a planting area

Candidates will demonstrate basic competence in feed regimes

Evidence: Assessors observation of finalised published work.

Additional information and guidance

The mechanical skills of digging a section to the right depth and adding the top-soil and dressing materials to make it work need to be demonstrated throughout.

1.8 I can apply techniques for plant propagation

Candidates will demonstrate basic competence in long term health and growth of a garden

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Candidates need to demonstrate their ability to choose the right cuttings or grow seedlings in order

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to ensure the health and well-being of a garden in a constant and consistent way.

1.9 I can apply different pruning techniques and remove branches

Candidates will demonstrate basic competence in preventative maintenance

Evidence: Assessors observation of finalised published work.

Additional information and guidance

Candidates need to demonstrate their ability to use pruning or pollarding techniques on their work areas.

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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