

## Entry 3 - Unit 3 - Green Jobs and Construction Activities

### 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 will be able to complete green construction activities

#### 1.1 I can construct and maintain garden features

The candidate should show that they can make a working installation

**Evidence:** Relevant information in their publications and documents.

#### Additional information and guidance

Candidates will be able to create a green space with a range of features as designated in their designs and practices.

#### 1.2 I can make simple wooden structures

Candidates should be able to make some supporting wooden structures in their designs

**Evidence:** From portfolio files and assessor verification.

#### Additional information and guidance

Many garden structures may require some supplementary structures made from materials such as wood. Candidates should be able to demonstrate they have these basic skills.

#### 1.3 I can use and maintain hand tools and motorised equipment

Candidates should be able to use tools, including motorised elements, and maintain them

**Evidence:** From portfolio files.

#### Additional information and guidance

Looking after tools is essential to reduce costs. It is no good buying a new spade every few months as yours has rusted away. Looking after tools also shows a wider care for the quality of your work. If you build in a water feature into a green design, such as a small fountain, you should demonstrate

that you can set it up with the water and electricity required, as well as look after it over the long term.

### 1.4 I can use tools to meet needs

Candidates will demonstrate basic competence with a range of tools

**Evidence:** Assessors observation of finalised published work.

#### Additional information and guidance

Their work should show a range of skills in different tools related to garden design and maintenance tasks.

### 1.5 I can help create decorative elements

Candidates will demonstrate basic competence in making supporting materials

**Evidence:** Assessors observation of finalised published work.

#### Additional information and guidance

The overall aesthetic of a design is greatly enhanced by supporting materials which though not obvious, as they may be small, still add to the quality of the design. Candidates should be able to design and construct these items.

### 1.6 I can apply forestry techniques

Candidates will demonstrate basic competence in this area

**Evidence:** Assessors observation of finalised published work.

#### Additional information and guidance

Planting trees is a long term undertaking. Candidates need to show awareness that if they plant a tree, such as an Oak, it will be there for many 100s of years and grown to 50 plus metres. They need to understand the implications of their decisions over the long term and how the management of trees is important.

### 1.7 I can respond to customer needs

Candidates will demonstrate basic competence in customer service

**Evidence:** Assessors observation of finalised published work.

#### Additional information and guidance

The customer is king and candidates need to show that they can change their designs and actions based on their customer needs, or at least guide the customers if they feel their choice is not what is required for the task.

### 1.8 I can work safely

Candidates will demonstrate basic safety

**Evidence:** Assessors observation of finalised published work.

#### Additional information and guidance

Working with some of the tools required for this career require a great deal of safety training and guidance. Candidates need to show they can work safely and within the laws.

#### Moderation/verification

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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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