

## INFORMATION FOR TEACHERS

## UNIT 2 - WORKING IN THE ENVIRONMENTAL AND LAND-BASED SECTOR



This example assignment has been developed by AQA-City & Guilds as part of a QCDA funded project and has been reviewed by practitioners, representatives of sector and awarding organisations and QCDA.

# Level 2 Unit 2: Working in the Environmental and Land-based Sector

## Sample assessment material – information for teachers

This assignment is provided as an example only. Consortia should produce their own assignments in line with the assessment section of the unit, based on their local delivery circumstances.

### **Title: Review the important skills required to work safely across the sector and apply for a job**

#### **Overview**

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA/C&G.

The learner will complete one assignment, part of which will be a practical activity. The assignment should be seen as a single piece of work so that the learner appreciates the significance of the tasks and how these link together to develop their ability to source and apply for a suitable job in the Environmental and Land-based sector.

The brief for this assignment will involve learners working individually to research and prepare a report, which demonstrates their knowledge of the requirements of a variety of jobs and the development of employees, within the Environmental and Land-based sector, how they are affected by external factors and the skills needed to perform these jobs successfully. It will give them an opportunity to demonstrate their knowledge in the way businesses in the Environmental and Land-based sector protect and care for the Health and Safety of employees. The appropriate use of tools and equipment should be addressed.

Learners will then be required to respond to a job advertisement which will assess their ability to review their own skills in relation to a specific job role.

The involvement of local employers within the sector to assist the assessment of the tasks would be helpful to emphasise the applied nature of the assessment. The employer may need to explain the nature of any staff development that occurs during work.

There is an opportunity in this assessment for the learner to demonstrate the PLTS of:

- *Reflective Learning* by assessing their own skills and attributes to meet the requirements of a specific job.

Other PLTS that can be developed whilst undertaking this assignment are:

- *Creative Thinking* by identifying personal skills, knowledge and experience that can be used when applying for a job.
- *Self managers* by organising your time to meet certain deadline dates when applying for a job.

#### **Controls**

Further guidance on task setting, task taking and task marking is available from AQA in respect of Controls for the assessment of Principal Learning and must be adhered to.

## **Task setting (limited control)**

It is the responsibility of consortia to design assignments that are fit for purpose and that cover all the assessment criteria in the unit. The assignment should be coherent, have an applied and sector relevant purpose, include the activities to be undertaken and the evidence that must be produced by the learner. Each activity can be taken as and when learners are ready however; this process must not affect the holistic nature of the assessment.

The scenario given is an example of how all the tasks can be applied holistically, other scenarios may be more relevant to local circumstances eg it may be appropriate to use a number of employers to which learners will apply for relevant jobs.

## **Task taking (limited/medium control)**

### ***Time (limited control)***

The following is a guide to the approximate times for the tasks.

- Research and report writing activities – **three hours** in total (task 1)
- To complete the self-assessment and job application – **two hours** in total (task 2).

### ***Resources (limited control)***

The following list gives examples of resources that can be used for this assignment, where appropriate, others may be used.

- Skills assessment and career planning software
- Software for writing applications (letters, CVs)
- Job sections of national societies and agencies
- Publications, newspapers and journals relevant to the Environmental and Land-based Sector
- Access to businesses and employers in the sector

### ***Supervision (medium control)***

In order that the Consortium can be confident that the work submitted is the learner's own and has not been plagiarised in any way, the tasks should be carried out under the direct supervision of the teacher or support worker in, for example, a classroom or learning resource centre. However the learners can bring information sources required for the assignment eg job advertisements, to assist with the tasks, this can be unsupervised.

**The work assessed must be solely that of the learner concerned.** Any assistance given to an individual learner, which is beyond that given to the group as a whole, must be recorded on the Candidate Record Form (CRF).

### ***Collaboration (limited control)***

It is intended that learners will work independently throughout these tasks in this assignment.

## **Task marking (medium control)**

This assignment must be marked by the teacher/assessor using the assessment grid in the Principal Learning Specification. This will be subject to moderation. When assessing a learner's work, teachers/assessors should use their professional judgement to identify the mark band descriptor that the work falls within, and then the mark given within the range that best describes the depth and quality of the work. Consideration should be given to the depth and breadth of understanding, level of skills, synthesis, analysis, evaluation, independence and originality.

## Marking

The marking grid for this unit can be found on page 34 of the specification. Please note that the descriptions in the marking grid relate to the top of each band. Further guidance on using marking grids is available in the assessment section of the specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
1 Understand the requirements of jobs in the Environmental and Land-based sector	<p>Identified a limited range of enterprises in the Environmental and Land-based sector.</p> <p>Described some of the skills and attributes required with a limited degree of accuracy.</p> <p>Outlined the use of tools and equipment required for some Environmental and Land-based jobs, showing a limited knowledge of safety.</p>	<p>Identified a range of enterprises in the Environmental and Land-based sector.</p> <p>Accurately described the skills and attributes required.</p> <p>Outlined the appropriate use of tools and equipment required for Environmental and Land-based jobs.</p>	<p>Identified a comprehensive range of enterprises in the Environmental and Land-based sector.</p> <p>Comprehensively described the skills and attributes required with high degree of accuracy.</p> <p>Outlined comprehensively the safe and appropriate use of tools and equipment required for Environmental and Land-based jobs.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
2 Know the responsibilities that Environmental and Land-based organisations have to their employees	<p>Explained how some of the common hazards influencing the ways that Environmental and Land-based organisations protect the health and safety of people.</p> <p>Explained how some Environmental and Land-based organisations support some employees' development.</p> <p>Outlined some of the duty of care obligations for some of the different jobs in the sector.</p>	<p>Accurately explained how common hazards influence the ways that Environmental and Land-based organisations protect the health and safety of people.</p> <p>Accurately explained how Environmental and Land-based organisations support employees' development.</p> <p>Accurately outlined duty of care obligations for different jobs in the sector.</p>	<p>Explained, comprehensively and with consistent accuracy, how all the common hazards influence the ways that Environmental and Land-based organisations protect the health and safety of people.</p> <p>Explained, comprehensively and with consistent accuracy, how Environmental and Land-based organisations support all employees' development.</p> <p>Outlined, comprehensively and with consistent accuracy, the duty of care obligations of different jobs, in the sector.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand how external pressures affect the job market in the Environmental and Land-based sector	<p>Outlined some external factors that affect the job market in the Environmental and Land-based sector.</p> <p>Analysed how the Environmental and Land-based sector responds to external factors, showing limitations.</p>	<p>Accurately outlined some external factors that affect the job market in the Environmental and Land-based sector.</p> <p>Analysed how the Environmental and Land-based sector is affected by external factors.</p>	<p>Outlined, accurately and in detail, external factors that affect the job market in the Environmental and Land-based sector.</p> <p>Analysed with accuracy and detail how the Environmental and Land-based sector is affected by external factors.</p>

## Assessment Grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
4 Be able to apply for a job within the Environmental and Land-based sector	<p>Assessed some of own skills and attributes to meet requirements for a specific job in the Environmental and Land-based sector, identifying some opportunities and some of their achievements.</p> <p>Sourced a job for application from a limited range of employment opportunities.</p> <p>Prepared an application for a job within the sector, showing limitations.</p>	<p>Assessed own skills and attributes to meet requirements for a specific job in the Environmental and Land-based sector, identifying opportunities and achievements.</p> <p>Sourced a suitable job for application from a range of employment opportunities.</p> <p>Prepared an application for a job within the sector.</p>	<p>Comprehensively and with consistent accuracy assessed all own skills and attributes to meet requirements for a specific job in the Environmental and Land-based sector, precisely identifying all the opportunities and achievements.</p> <p>Sourced a highly suitable job for application from a comprehensive range of employment opportunities.</p> <p>Prepared an accurate and detailed application for a job within the sector.</p>

## Level 2 Unit 2: Working safely in the Environmental and Land-based Sector

### Sample assessment material – information for learners

#### Title: Review the important skills required to work safely across the sector and apply for a job

#### Assignment overview

This assignment is about the industries within the Environmental and Land-based sector. It will require you to work individually to prepare a report which demonstrates your knowledge of the requirements of a variety of jobs and the development of employees within the Environmental and Land-based sector, how they are affected by external factors and the skills needed to perform these jobs successfully. It will give you an opportunity to demonstrate your knowledge of the way businesses in the Environmental and Land-based sector protect and care for the Health and Safety of employees. You should also include the appropriate use of tools and equipment in the sector.

The purpose of the assignment is to demonstrate your understanding of the wide range of enterprises within the sector and the skills required for different job roles. You will be required to find some suitable jobs and apply for one of them. When assessing your work, your teacher may involve local employers or take the role of an employer within the sector

You will be required to produce the following evidence:

- a short booklet which includes some of the essential knowledge you will require before you start working
- an application for a job and support your application, with whatever evidence the job requires

There is an opportunity in this assignment for you to demonstrate the PLTS of:

- *Reflective Learning* by assessing your own skills and attributes to meet the requirements of a specific job.

#### Time

You will have five hours to complete the assessment and you will be given approximately **three hours** for research and report writing and **two hours** to complete the self assessment and job application.

#### Assessment brief/Scenario

Your school is preparing for the year 9 options evenings and the school careers officer has asked the Environmental and Land-based Diploma students to develop a short booklet which describes the sector and which can be circulated to parents prior to the careers evening

The school careers officer has also suggested that you start thinking about what you are going to do after completing your Diplomas and to research job opportunities in the Environmental and Land-based sector. The sector covers many different industries, so it is important that you have a good understanding of employment issues and the skills required to work within it. There are a number of useful websites that could help you source and apply for a suitable job eg

- [www.environmentjob.co.uk](http://www.environmentjob.co.uk)
- [www.jobs.guardian.co.uk/jobs/environment](http://www.jobs.guardian.co.uk/jobs/environment)

The first place to look for a suitable job is the specialist journal that supports each industry. For example if you are interested in becoming a groom in an equestrian centre, the best place to look is in the Horse and Hound. Remember you will be looking for a job as a groom who has limited work experience but has the personal skills required to become a very good worker.

### **Task 1**

Produce a short booklet which describes the sector and includes the following aspects:

- Identifies the range of enterprises in the Environmental and Land-based sector and describes the skills and attributes required in order to work in the sector.
- Outlines the appropriate use of tools and equipment used in **one** industry in the sector.
- Identifies the common hazards in the Environmental and Land-based sector and outlines how the Health and Safety of people are protected. Employers in the sector have an obligation to care for their employees; outline these duties and responsibilities.
- Identifies how Environmental and Land-based businesses support an employee's development.
- Analyses how the sector is affected by external factors and outlines how these affect the job market specifically within the sector.

### **Task 2**

Using the knowledge and information you have gained from Task 1 and any other sources, identify an area within the sector in which you would like to work.

- Investigate a range of employment opportunities and select one for which you could apply.
- Review your own skills, knowledge and qualifications and match them against those required for the selected job.
- Prepare an application for the job to include a letter of application for the job selected and a personal and relevant Curriculum Vitae.