

## Higher National Unit Specification

### General information for centres

**Unit title:** Countryside Sport and Recreation in Scotland

**Unit code:** DP2C 35

**Unit purpose:** This Unit is designed to enable candidates to develop their knowledge and understanding of sport and recreation in the countryside. The Unit will allow candidates to develop their knowledge and understanding of the range of activities available, the legislative framework in which they operate and current and developing opportunities. The Unit is aimed at those candidates who will work as supervisors, managers or providers in rural recreational and sports occupational areas. It will also be of value to those working in urban sport and recreation environments. If this Unit is delivered outside Scotland, the “Home Nation” may be substituted.

On completion of the Unit the candidate should be able to:

1. Understand and describe the range and extent of the provision of sport and recreation in Scotland’s countryside.
2. Describe the legislative framework which influences the provision of countryside sport and recreation.
3. Investigate and explain the environmental, social and economic implications of countryside sport and recreation provision.
4. Evaluate an example of countryside sport or recreation provision

The general principles in this Unit are about enabling candidates to develop their understanding of sport and recreation provision in Scotland’s countryside. Candidates will gain an appreciation of the range of activities available, the impact of these activities and the principles which guide users and providers. The learning is through classroom based delivery, visits, and investigation of existing/planned provision. This Unit could be delivered through e-learning. It is recommended that delivery and assessment follow the order laid out above.

**Credit points and level:** 1 HN Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit will be at the discretion of the centre. It would be useful, but not essential, if the candidate had completed the Unit "Foundations of Outdoor Activities" as the skills and knowledge gained there are relevant to participation in this Unit.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

### General information for centres (cont)

**Unit title:** Countryside Sport and Recreation in Scotland

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This Unit is included in the framework of the HNC/D Sport and recreation management and should normally be delivered in the second year of an HND programme.

**Assessment:** This Unit may be assessed by using four different methods of assessment. Outcomes 1 and 2 may be assessed by means of assignments of approximately 800 words and 1,000 words respectively. Outcome 3 may be assessed by the means of a case study in the region of 1,000 words. Outcome 4 may be assessed in two parts; a) an investigative report of approximately 1,000 words and, b) a 10 minute presentation.

## Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

(If you think holistic assessment is the best assessment strategy for the Unit and you wish to state *Knowledge and/or Skills* and *Evidence requirements* for the Unit as a whole, please add the following statement here: ‘Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.’)

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Understand and describe the range and extent of the provision of sport and recreation in Scotland’s countryside

#### Knowledge and/or skills

- ◆ Existing provision
- ◆ Existing Activities
- ◆ Types of provider
- ◆ Motivation for provision of Countryside Sport and recreation
- ◆ The market for countryside sport and recreation activities in Scotland

#### Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify the range of provision of countryside recreation in Scotland including field sports, outdoor pursuits, retail and activity based provision
- ◆ understand the designations of the providers of countryside sport and recreation including those which are private sector, voluntary sector, government (local and central)
- ◆ describe a minimum of three motivational factors that providers may consider in developing countryside sport and recreation
- ◆ describe a minimum of three target market opportunities that a provider may consider when developing countryside sport and recreation

#### Assessment guidelines

Assessment may take the format of a limited investigation describing the range of activity provision within predetermined categories. Restricted response open book assessment using library and internet resources.

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Countryside Sport and Recreation in Scotland

As a guide it is recommended that a minimum of five providers covering the range discussed in the knowledge and skills section are researched. This Outcome is a minimum of 800 words. It is recommended that Centres structure the assessment question. A table could be used for this purpose.

### **Outcome 2**

Describe the legislative framework which influences the provision of countryside sport and recreation.

#### **Knowledge and/or skills**

- ◆ Legislation which impacts on provision of countryside recreation
- ◆ Systems of land designation in Scotland
- ◆ Historical perspective of the system of land ownership and control in Scotland

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify legislation which influences provision of countryside sport and recreation
- ◆ explain the effects of selected legislation on the provision of countryside sport and recreation, including legislation affecting Field Sports and Game, Access, National Parks, Outdoor pursuits, planning
- ◆ understands and describe key differences between Scots law and that which applies in other parts of the United Kingdom
- ◆ understands and describe the historical perspectives of various systems of Land designation which exist in Scotland

#### **Assessment guidelines**

This Outcome could be assessed by an extended response, open book question paper which requires candidates to demonstrate understanding of the application of legislation and designation as it affects a minimum of three types of provision from the above list.

This assessment is between 900 and 1,000 words.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Countryside Sport and Recreation in Scotland

### **Outcome 3**

Investigate and explain the environmental and socio-economic implications of countryside sport and recreation provision.

#### **Knowledge and/or skills**

- ◆ Importance of countryside sport and recreation to the rural economy
- ◆ Local and National trends in participation in countryside sport and recreation activities
- ◆ Principles of sustainability as they apply to the provision of sport and recreation in the countryside.

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the economic and employment benefits of Countryside Sport and Recreation provision at Local and National level
- ◆ states the importance of countryside sport and recreation to the national economy
- ◆ identifies trends in provision and uptake of countryside sport and recreation
- ◆ understands and explains the impact of other commercial and conservation (Agriculture, forestry, housing, power generation, transport links etc. ) activities on the provision of sport and recreation
- ◆ explain the principles of sustainable provision of Sport and recreation activities
- ◆ explains the threats to continued provision of traditional activities and identifies opportunities for new activities

#### **Assessment guidelines**

##### **Case study**

This Outcome could be assessed by a case study of a selected area of land or water where Sport and Recreation provision forms part of the local economy alongside other social and business activities.

The case study should focus on how Sport and Recreation interfaces with these other activities. Subjects may be chosen from a range of Outcomes or viewpoints. For example Ski/tourism development in mountain areas (Cairngorm Funicular railway), integration of tourism business with traditional estate management (Glenlivet estates). Areas can be large (National Parks) or small (Community woodland schemes). Candidates will be expected to show an understanding of the impact of Sport and recreation provision on the local economy and identify and evaluate examples of good practice and sustainable development of such provision.

This assessment could be in the region of 1,000 words.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Countryside Sport and Recreation in Scotland

### **Outcome 4**

Evaluate an example of countryside sport or recreation provision.

#### **Knowledge and/or skills**

- ◆ Local social and economic impact of an example of Countryside sport and recreation provision
- ◆ Local environmental impact of example of Countryside sport and recreation provision
- ◆ Effect of current legislation and codes of practice on provision of Countryside sport and recreation.
- ◆ Trends in market and environment which influence the development of provision.

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ investigate and evaluate the social, economic and environmental impact of an example of an organisation or business providing Countryside Sport and recreation on its surroundings
- ◆ investigate and evaluate the threats and opportunities faced, and propose examples of sustainable development for the provision of activities by the organisation in the future
- ◆ deliver a presentation and produce a short report covering the Knowledge and skills above

#### **Assessment guidelines**

##### **Report**

This assessment will take the form of a presentation report on the selected example of provision. Working either alone or in small groups the candidate should gather sufficient information to allow a comprehensive assessment of the social, economic and environmental impact of an example of Countryside Sport and recreation Provision. The candidate will be required to give a short (10 minute) presentation of the main findings of their investigation and will be required to provide a written summary (500–1,000 words) of the main findings in the form of a handout.

## **Administrative Information**

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<b>Unit title:</b>	Countryside Sport and Recreation in Scotland
<b>Superclass category:</b>	EB
<b>Date of publication:</b>	August 2005
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## Higher National Unit specification: support notes

### Unit title: Countryside Sport and Recreation in Scotland

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is about an important aspect of the rural economy of Scotland. It will be essential to incorporate visits to sites and from people working living and working in the rural environment, into the teaching of the Unit.

Scotland's countryside is the subject of interest, opinion, discussion and debate by a large range of groups and organisations. These include landowning Charitable groups eg John Muir Trust, Royal Society for the Protection of birds, commercial organisations including landowners, power generators, forestry, and governmental organisations such as Forest enterprise, Ministry of Defence, Scottish Natural Heritage and membership organisations such as the Scottish Canoe Association, The Mountaineering Council for Scotland, The Scottish landowners Federation. New bodies such as the Local access forums and National park authorities are also emerging. Many of these groups and organisations have a significant influence on how the countryside is managed and developed. Some represent the managers and owners but many more represent a conservation or preservation viewpoint. Some bodies have a duty to provide recreational opportunities; others would seek to control or restrict such opportunities. In addition there are regulatory bodies that police activity in the countryside.

The **first Outcome** of this Unit provides an opportunity to investigate the range of bodies with an interest in Countryside Recreation.

Far from being a free and accessible place the Scottish countryside is almost entirely in private ownership. In addition to the interests of the landowners there are many pieces of legislation major and minor, old and relatively new which have significant impact on the use of countryside areas for recreation purposes. For example the Wildlife and Countryside Act 1981, Environmental Protection Act 1990, Natural Heritage (Scotland ) Act 1991, National Parks and Access to the Countryside Act 1949, National Parks (Scotland) Act 2000, Land reform (Scotland) Act 2003. Much of the land in Scotland, in addition to being in private ownership, is subject to some form of designation. These designations include conservation, science and planning categories. **Outcome 2** of this Unit allows the candidates to gain an understanding of the law as it affects land ownership and use in Scotland. This will include access legislation, the creation of National Parks, legislation covering conservation and Game.

In the third Outcome candidates will have an opportunity to investigate an area where countryside recreation and sport provision co-exists with other rural businesses. In many cases this is a comfortable and un-contentious relationship such as that between sport shooting and upland grazing as practiced on many highland estates. In other cases the relationship is more uneasy such as that between rafting/canoeing organisations and salmon fishing interests on the River Tay. In a few cases the relationship is controversial such as the development of a funicular railway in the Cairngorm National Park. This Outcome's case study will provide the vehicle for studying a selected area in some depth. Visits and speakers could be utilised to provide context and breadth to the teaching. It

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Countryside Sport and Recreation in Scotland

will be important to emphasise the importance to local employment and local economy of businesses and

organisations providing sport and recreation in the countryside. It will also be important to investigate the contribution made by such activity to the economy at a national level. Meetings with individuals who are employed in such businesses will reinforce the learning and also provide industrial links which may be explored beyond the confines of this Unit.

The fourth Outcome provides an opportunity to bring together the knowledge and investigative skills developed in the preceding Outcomes. Students will select an organisation or business providing a sporting or recreational opportunity in the countryside and will investigate the impact of an existing activity on the local economy and environment and identify strategies for future sustainable development of the activity. A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis could be utilised.

This Outcome will be best delivered in the context of a visit or series of visits to appropriate sites. The investigation must address issues of changing land ownership and management and the importance of sustainability and viability for sport and recreation businesses and organisations. The findings of this investigation will be delivered in a short presentation which should utilise, where appropriate, audio visual aids such as presentation software, print and digital media. Where the Unit is delivered in an on-line format the presentation could be web based or video or delivered in an online conference setting.

### **Guidance on the delivery and assessment of this Unit**

It is envisaged that this Unit will be delivered in two main parts which may overlap or run concurrently. In the first part the student will identify the main players in the provision of countryside recreation and sport. They will investigate the range of activity which is available in the Scottish countryside. They will learn the rules and traditions and laws which shape the way our countryside is presented and the hopes and worries of the people who live and work in it. They will learn the importance of the rural economy not only for the rural inhabitants but also as an essential part of Scotland's national economy and image.

In the second part of the Unit students will develop and use investigative and reporting skills to focus on how various businesses and organisations coexist in the countryside and on how a single, selected example impacts on its local economy and environment.

In Outcome 1 the candidate constructs a table of information about the range of organisations and businesses which provide countryside sport and recreation. Internet searching and access to library resources will be important.

## Higher National Unit specification: support notes (cont)

### Unit title: Countryside Sport and Recreation in Scotland

In Outcome 2 the learning will include a didactic approach with lectures and visiting speakers covering the legislation and codes of practice and land designations in force. Visiting speakers could include members of local access forums, gamekeepers and ghillies, landowners and outdoor pursuits providers. Access to the internet will provide a ready source of up to date information on matters such as access and game legislation.

Outcome 3 is a case study. Students should select an **AREA** of land or water to investigate. This could be for example — a length of river, a loch and its surroundings, a national park or a small local woodland scheme. It will be important to ensure that the selected area will provide sufficient information and opportunity to enable the student to conduct a detailed study. Lecturers should ensure that students quickly identify resources and individuals from whom they can gain relevant information which will contribute to the case study and inform their understanding of sport and recreation in the countryside. The case study should focus on the relationships between the users of the area and seek to identify how the various users needs are addressed. Students should be encouraged to seek out areas of good practice and to pay attention to the sustainability and viability of the chosen area in the context of prevailing policies on conservation and land use.

In Outcome 4 students will investigate a single business or organisation providing sport or recreation activities in the countryside. This investigation will almost certainly require a visit to a business or organisation and the co-operation of that business in discussing their operations in some detail. Many large organisations are well set up for such interaction and provide excellent educational facilities and support. Smaller businesses may be of more interest from a commercial point of view and may provide students with a more manageable amount of information. Lecturers should ensure that selected organisations are willing to allow supplemental contacts from students in the course of their studies. It is likely that this Outcome will require significant levels of research and investigation outwith organised lectures. Working either alone or in small groups the candidate should gather sufficient information to allow a comprehensive assessment of the social, economic and environmental impact of an example of Countryside Sport and recreation provision. Each candidate should deliver an individual presentation. Where group work has been used candidates may use their individual presentation to focus on one aspect of the impact of the organisation in order to contribute to a larger piece of collective work. Each presentation in a group must be unique and presented independently.

### Open learning

Where this Unit is delivered by open learning students may be encouraged to conduct their own visits and may substitute visiting speakers with interviews. All the assessment may be submitted online. In Outcome 4 the candidate may wish to submit the assessment by video or multimedia presentation. It may be appropriate to use online conferencing or other digital media to deliver the presentation.

### Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk)

## General information for candidates

### Unit title: Countryside Sport and Recreation in Scotland

This Unit introduces you to the range of sport and recreation activities available in Scotland and to the operating conditions in which they are delivered.

Few people have a complete understanding of the breadth of activities and the sheer number of businesses and organisations which exist to provide sport and recreation in the countryside. This Unit will introduce you to Scottish recreation and sport opportunities from field sports to rural retailing.

The Unit introduces students to the legislation which governs sport and recreation in the countryside. This is a rapidly developing subject area with the introduction of National parks and the Land reform legislation bringing more local control to land use and ownership in the countryside. In addition there are the complex and often competing areas of Game and Conservation legislation.

On completion of this Unit you will be able to understand the range of organisations providing sport and recreation in the Scottish countryside and the legislation which controls their activities. You will learn through investigation, the importance of countryside sport and recreation to the local and national economies and will identify examples of good practice and sustainability. You will understand the environmental and social impact of the provision of these activities.

Outcomes 1, 2 and 3 may be assessed by written submissions totalling in the region of 2,400 words and Outcome 4 will be assessed by a 10 minute presentation supported by a report of approximately 500 words.

### Bibliography:

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