

National 4 Skills for Work Rural Skills Course Specification (C239 74)

Valid from August 2013

This edition, October 2018, version 3.0

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

Course outline

Course title: National 4 Skills for Work Rural Skills

SCQF credit points: (24 SCQF credit points)

Course code: C239 74

Mandatory units

The course comprises the following mandatory units:

J161 74	<i>Estate Maintenance: An Introduction</i>	6 SCQF credit points
J162 74	<i>Land-based Industries: An Introduction</i>	6 SCQF credit points
J163 74	<i>Employability Skills for Land-based Industries</i>	3 SCQF credit points

The course comprises the following optional units:

Option 1 units

J164 74	<i>Animal Husbandry: An Introduction</i>	6 SCQF credit points
J165 74	<i>Animal Handling: An Introduction</i>	3 SCQF credit points

Or

Option 2 units

J166 74	<i>Crop Production: An Introduction</i>	6 SCQF credit points
J167 74	<i>Soft Landscaping: An Introduction</i>	3 SCQF credit points

Recommended entry

Entry is at the discretion of the centre.

Progression

This course or its components may provide progression to:

- ◆ Scottish Vocational Qualifications (SVQs) in a land-based industry
- ◆ further study, employment and/or training

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this course specification.

There is automatic certification of Core Skill component Working Co-operatively with Others in this course.

Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The National 4 Skills for Work Rural Skills course has been designed to link broadly to the NOS for both plant and animal land-based industries at this level. The Sector Skills Council, LANTRA, represents these industries. However, the standards for each sector are more onerous and specific than those of this introductory course. It is not expected that learners meet an occupationally competent speed for given tasks.

The course therefore provides a useful introduction and preparation for further training in specific land-based industries.

Further details are provided in the ‘Rationale’ section.

Equality and inclusion

This Course Arrangements Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Common rationale for Skills for Work Courses

Skills for Work Courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning, Skills for Life and Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

Core Skills

The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Course rationale for National 4 Skills for Work Rural Skills

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

The land-based sector is very diverse and includes a wide number of disciplines that share a common element of being active, practical and mainly based outdoors. The major disciplines that are recognised as land-based by the sector skills council for the area include the following: agricultural crops; fencing industries; land-based engineering industries; production horticulture industries; tree and timber related industries; environmental conservation industries; landscaping industries; agricultural livestock; animal care industries; aquaculture; equine industries; farriery; fisheries management; game and wildlife management and veterinary industries.

There is a very wide range of land-based businesses in Scotland with a great variety of job roles. Changes in rural land use, including the decline and change of traditional agriculture, have created a knowledge gap. Research has indicated that fewer people are likely to contribute to the rural economy and its development unless more individuals are introduced to the possible opportunities in land-based industries in the UK.

This National 4 Skills for Work Rural Skills course has been designed to provide a broad basis for progression into further education and training in the land-based sector. It allows learners to begin to develop some of the basic practical skills necessary to work in most of these disciplines as well as an opportunity to explore the very diverse employment prospects that exist.

The course has been designed with a common core that allows learners to develop an insight into the numerous opportunities of the land-based industries and to develop the basic common skills of the sector. It also allows learners to choose a route that is related to either animals or plants where they can develop specific basic practical skills in that general category.

Purposes and aims of the course

The general aims of the course are to:

- ◆ widen participation in vocationally-related learning for 14–16 year olds
- ◆ allow learners to experience vocationally-related learning
- ◆ provide learners with a broad introduction to the land-based sector
- ◆ encourage learners to develop a good work ethic including reliability, flexibility and a positive attitude to work
- ◆ provide opportunities to develop Core Skills in a realistic context
- ◆ encourage learners to take charge of their own learning and development
- ◆ provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential
- ◆ facilitate progression to further education and/or training

The specific aims of this course are to:

- ◆ introduce learners to the various disciplines of the land-based sector
- ◆ allow learners to develop a basic knowledge of a selection of land-based industries and related job roles
- ◆ allow learners to experience an outdoor working environment
- ◆ allow learners to develop an understanding of the very flexible requirements of the individual who works with plants and/or animals
- ◆ allow learners to develop an awareness of health and safety issues that are integral to a career in a land-based industry
- ◆ allow learners to develop the technical knowledge, skills and understanding of some of the commonly used practical skills associated with land-based industries at this level
- ◆ introduce learners to the technical knowledge, skills and understanding of some specific practical skills associated with a selection of land-based industries at this level
- ◆ prepare learners for more focused further learning opportunities, study and training for employment in land-based industries

Information about typical learners who might do the course

The primary target group for the course is school learners in S3 and S4. It is anticipated that, for this group of learners, the course will rely on and build on existing partnerships between schools and further education colleges delivering specialisms in land-based industries. It may also be delivered in conjunction with training providers or employers specialising in the land-based industries. These partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

Course structure and conditions of award

Summary of course content

The course allows all learners to begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines as well as an opportunity to explore the very diverse employment prospects that exist in land-based industries. The learner is then offered the choice of a plant or an animal route where they can develop some of the basic practical skills for the chosen route. The course has been designed to be based on experiential and practical learning in all of the units. Partnerships with land-based colleges, training providers and employers will all be appropriate.

Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

Mandatory units

Estate Maintenance: An Introduction (National 4) (1 credit)

This unit will be suitable for learners who have limited or no knowledge of the craft practices in estate maintenance. The outcomes require the learner to identify and describe the use of a range of tools and equipment and then use these to undertake a range of estate maintenance tasks. The learner will have the opportunity to develop manual dexterity that will be useful for progression to higher levels of manual and machinery skills required in specific land-based industries.

It should be noted that the word 'estate' can be interpreted in any manner referring to lands and this unit may be delivered in the context of any land relating to land-based industries including crofts, farms, town parks, etc.

Land-based Industries: An Introduction (National 4) (1 credit)

This unit is designed to allow the learner to explore the very diverse nature of industries that exist in the land-based sector. It also allows them to explore some of the many job opportunities that exist within the sector, identify the qualities that are required to work in some of these industries as well as to find out what skills are required for these jobs. The learner will have the opportunity to examine land-based industries with a view to helping them to decide if this is a suitable career path for them and to explore the potential progression routes available related to specific industries.

Employability Skills for Land-based Industries (National 4) (0.5 credit)

This unit is designed to be integrated into practical tasks undertaken as part of this course. It is suitable for learners with no previous land-based or employment experience. The learner will have the opportunity to develop some of the employability skills that are valued by the land-based sector including good time-keeping, attendance, safe working and team working. They will have the opportunity to review and evaluate their progress in developing these skills. The third outcome allows learners to consider the examination of risk in a specific task allowing them to develop a greater understanding of the need to consider safety in all land-based industries.

Optional units

Animal Husbandry: An Introduction (National 4) **(1 credit)**

This unit allows learners to develop some of the basic skills and knowledge required to contribute towards the health and wellbeing of animals in a work setting. Learners will have the opportunity to develop the basic skills of caring for animals including preparing and maintaining their accommodation as well as feeding them. They will also learn some of the important physical characteristics of animals. This unit has been designed for delivery in context for one or more categories of animal and to be delivered in a work setting or simulated work setting.

Animal Handling: An Introduction (National 4) **(0.5 credit)**

This unit allows learners to develop some of the basic knowledge and skills required to handle animals in a work setting. Learners will develop the basic skills and knowledge required to move and restrain animals for a purpose that is pertinent to that species. This unit has been designed for delivery in context for one or more categories of animal within a work setting or simulated work setting.

Crop Production: An Introduction (National 4) **(1 credit)**

This unit allows learners to develop some of the basic skills and knowledge required to contribute towards the production of plants in a work setting. Learners will have the opportunity to develop some of the basic skills relating to preparing the growing medium, establishing and maintaining the plant. Plants may be agricultural, forestry, horticultural, edible or non-edible.

Soft Landscaping: An Introduction (National 4) **(0.5 credit)**

This unit allows learners to develop some of the basic knowledge and skills required for soft landscaping. Learners will develop the basic skills and knowledge required to establish and maintain soft landscaping. The unit is appropriate for a range of contexts including agriculture, countryside management, and landscape horticulture. This unit has been designed for delivery within the context of a landscape project.

Conditions of award

To achieve the award of National 4 Skills for Work Rural Skills course, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

Assessment

Assessment objectives

Assessment is aimed at addressing the technical knowledge, skills and understanding associated with a range of land-based industries at National 4 level. In particular assessment will focus on:

- ◆ practical vocational skills
- ◆ skills for employment in a land-based industry context
- ◆ safe working practice

Unit assessment

The assessment of the units in this course will be as follows:

Mandatory units

Estate Maintenance: An Introduction (National 4) (1 credit)

Assessment in this unit consists of:

- ◆ the practical assessment of four estate maintenance tasks evidenced by assessor checklists

Land-based Industries: An Introduction (National 4) (1 credit)

Assessment in this unit consists of an assessor checklist together with a portfolio produced by the learner which will include information about:

- ◆ three land-based industries
- ◆ three land-based job roles

Employability Skills for Land-based Industries (National 4) (0.5 credit)

Assessment in this unit consists of:

- ◆ the production of at least **three** learner review sheets and associated action plans relating to a self-evaluation of employability skills developed in practical tasks, together with written and/or oral evidence in relation to assessing risks

Optional units

Animal Husbandry: An Introduction (National 4) (1 credit)

Assessment in this unit consists of:

- ◆ the practical assessment of husbandry tasks relating to one or more categories of animal evidenced by assessor checklists

Animal Handling: An Introduction (National 4) (0.5 credit)

Assessment in this unit consists of:

- ◆ the practical assessment of handling tasks relating to one or more categories of animal evidenced by assessor checklists

Crop Production: An Introduction (National 4)**(1 credit)**

Assessment in this unit consists of:

- ◆ written and/or oral evidence of the learner's understanding of the basic requirements to grow a crop, together with the practical assessment of activities relating to the production of plants evidenced by an assessor checklist

Soft Landscaping: An Introduction (National 4)**(0.5 credit)**

Assessment in this unit consists of:

- ◆ the practical assessment of tasks relating to soft landscaping evidenced by an assessor checklist

Exemplification of possible assessment approaches for these units will be provided in the *Assessment Support Pack*.

Quality assurance

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others
- 4.4 Enterprise

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

Employability skills profile

In addition to the specific, vocational skills developed and assessed in this course, employability skills are addressed as detailed in the table below. For the purposes of the table, the units are referred to as A, B, C, D, E, F and G as indicated.

<i>Land-based Industries: An Introduction</i> (National 4)	= A
<i>Estate Maintenance: An Introduction</i> (National 4)	= B
<i>Employability Skills for Land-based Industries</i> (National 4)	= C
<i>Animal Husbandry: An Introduction</i> (National 4)	= D
<i>Animal Handling: An Introduction</i> (National 4)	= E
<i>Crop Production: An Introduction</i> (National 4)	= F
<i>Soft Landscaping: An Introduction</i> (National 4)	= G

Employability skill/attitude	Evidence
◆ Acceptable time-keeping and attendance	C
◆ Understanding roles and responsibilities in the workplace	A
◆ Planning and preparing for work	A, C
◆ Working co-operatively with others	A, C, D, E, F, G
◆ Awareness of efficient resource use	C
◆ Following instructions	A, B, C, D, E, F, G
◆ Health and safety awareness	B, C, D, E, F, G
◆ Self-review and evaluation	A, C
◆ Positive attitude to learning	C

Assessment evidence in all units:

A = Portfolio containing learner planning and review sheets and assessor checklists

B = Assessor checklists of practical tasks undertaken

C = Learner/assessor review sheets, risk examination log

D = Assessor checklists and learner log sheets of practical tasks undertaken

E = Assessor checklists and learner log sheets of practical tasks undertaken

F = Assessor checklists and learner log sheets of practical tasks undertaken

G = Assessor checklists and learner log sheets of practical tasks undertaken

Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

Guidance on approaches to delivery and assessment for this course

The course has been designed to ensure that learners learn through practical experience in a work setting or simulated work setting. Whilst theoretical classroom input may be necessary in order to ensure that learners approach tasks with a basic knowledge, it should be kept to a relevant minimum. It is recommended that each practical session is preceded by a short talk about health and safety relevant to the work in hand and that centres ensure appropriate fitting of personal protective equipment (PPE) prior to beginning any tasks.

Learners may learn through observing demonstration, practising, asking questions and reflecting on their practice. The age of the learners should be considered and it may be useful to break tasks down beyond what would be seen as normal work practice. However, it is important that learners are being constantly supervised and supported by a suitably qualified person.

It is important for centres to adopt an approach that enhances the employability skills of the learner. The emphasis on learning should incorporate employability skills as well as vocational ones. For example, setting incremental targets for learners in terms of time for given tasks once they have developed reasonable competence; setting particular start times for tasks; monitoring the preparation and planning of the learners; setting learners a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working; encouraging an awareness of the economical use of resources. Reflecting on practical experiences and learning from them is an important approach that is embedded throughout the course.

On some occasions, the demonstrator may choose to demonstrate a work practice that is mechanised and that the learner will not carry out at this level of qualification: this is to be encouraged as a means to giving the learners a realistic insight into the land-based industries that they may enter.

Centres are also encouraged to emphasise the reality of the land-based working environment and visiting speakers from local industries as well as visits to real workplaces are to be encouraged. At least one visit is strongly recommended for *Land-based Industries: An Introduction* (National 4) unit.

Sequencing/integration of units

The sequence of delivery is for individual centres to decide. However, the mandatory *Land-based Industries: An Introduction* (National 4) unit is a good starting point of delivery for both those who choose to follow the plant and the animal optional routes. This unit allows learners to gain an insight into the industries that they are exploring and where they are hoping to develop some basic skills.

Centres delivering the animal units in the context of some species such as cattle, sheep and horses, need to consider the seasonal changes of husbandry patterns in these species: it is wise for the husbandry and handling units to be delivered during the winter months when these species are more likely to be housed, fed and handled more frequently. Ideally, any

theoretical input for both the animal husbandry and handling units should be delivered prior to the practical aspects of both units (which are suitable for concurrent delivery).

Seasonal issues also exist for the delivery of the plant units and this will be dependent on the context of delivery. Centres should give consideration to this issue when planning delivery. The mandatory *Employability Skills for Land-based Industries* (National 4) unit should span the course, allowing learners ample opportunity and time to develop and review employability skills and attitudes over a reasonable period of time.

The *Estate Maintenance: An Introduction* (National 4) unit is not bound particularly by seasonal issues (with the exception of soft landscaping tasks which may be integrated with the soft landscaping unit where appropriate) and it does not necessarily require a specific sequence. Centres could plan to deliver this unit at a time when conditions are unsuitable for the delivery of the plant or animal units.

Guidance on approaches to delivery

Resource requirements

Appropriate PPE will be essential for all learners and may vary according to the route and context chosen.

The *Estate Maintenance: An Introduction* (National 4) unit will require a selection of basic hand tools, fences, simple plumbing and drainage equipment, basic painting equipment, spades, shovels and basic horticultural equipment.

The *Land-based Industries: An Introduction* (National 4) unit will require a range of resources. These are likely to include internet access, classroom resources and facilities and any PPE deemed necessary for visits undertaken.

The animal units will require access to a group of one or more categories of animal kept in a work setting or simulated work setting from the following categories: horses, sheep, cattle, pigs, game birds, small 'cage' companion mammals, dogs and cats. There must be suitable handling and housing facilities for these animals.

The plant units will require access to an area where plants are produced in a realistic work setting. This could mean a horticultural, forestry or agricultural crops environment. There should be sufficient resources for the learner to be able to practise planting, fertilising and pruning as well as observe commercial weed and pest control. Where mechanised production occurs, the learner may observe demonstrations of such practice but will not be expected to participate in the use of machinery at this level.

Health and safety

Risk assessment and compliance with health and safety legislation is of paramount importance in this course. **Centres will need to adhere to all current health and safety legislation and carry out appropriate risk assessments before learning and teaching begin.**

Appropriate PPE should be provided which is suitable for the context of delivery. Particular attention should be given to group sizes and supervisor numbers, considering the likely age and inexperience of learners.

Particular consideration should be given to the specific health risks that may exist working with either plants or animals.

Guidance on approaches to assessment

Assessment in this course will be based mainly on a range of practical activities supported by tutor observation checklists, together with learner self-assessment checks and log sheets.

A portfolio of evidence is required for the *Land-based Industries: An Introduction* (National 4) unit.

The *Employability Skills for Land-based Industries* (National 4) unit should be integrated with the other units and cannot be discretely assessed outwith practical contexts. Opportunities to develop and assess employability skills have been highlighted in the support notes of each unit of this course. Tasks undertaken in the *Estate Maintenance: An Introduction* (National 4) unit, tasks associated with outcomes 2 and 3 of the *Animal Husbandry: An Introduction* (National 4) and tasks associated with *Crop Production: An Introduction* (National 4) and *Soft Landscaping: An Introduction* (National 4) units provide ideal opportunities for completing the learner review tasks of this unit.

Each unit is supported by an ASP which exemplifies the national standard.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills

Throughout the course learners are involved in a range of practical tasks which could involve working as part of a small team, and will involve some discussion with their assessor. They will also gather information on assessing risks and present this either orally or in written format. Learners are involved in reviewing and evaluating their progress and discussing this with their assessor.

These are good opportunities for developing aspects of:

- ◆ Working with Others
- ◆ Communication (written and oral)
- ◆ Problem Solving

Some units within the course have the Working Co-operatively with Others component of Working with Others embedded in them.

General information for learners

This section will help you decide whether this is the course for you by explaining what the course is about, what you should know or be able to do before you start, what you will need to do during the course and opportunities for further learning and employment.

The course focuses on:

- ◆ How to use a variety of tools and equipment to carry out a range of estate maintenance tasks.
- ◆ The different types of industries that exist in the land-based sector and will give you an understanding of career paths.
- ◆ The employability skills that are valued by the land-based sector including good time-keeping, attendance, safe working and team working.
- ◆ Some of the basic skills and knowledge required to contribute towards the health and wellbeing of animals.
- ◆ Some of the basic knowledge and skills required to handle animals in a workplace.
- ◆ Some of the basic skills and knowledge required to contribute towards the production of a crop in a work setting.
- ◆ Some of the basic knowledge and skills required for soft landscaping including agriculture, countryside management, and landscape horticulture.

You will learn how to:

- ◆ Use tools and equipment commonly used in estate maintenance.
- ◆ Carry out a range of estate maintenance tasks.
- ◆ Work together as part of a group to contribute to an investigation into the nature of a range of land-based industries.
- ◆ Demonstrate knowledge of jobs available in a range of land-based industries.
- ◆ Demonstrate positive work practices which enhance your employability skills in this sector.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Demonstrate knowledge and understanding of a safe working environment.
- ◆ Identify basic characteristics of animals.
- ◆ Prepare and maintain accommodation for animals.
- ◆ Assist with the preparation of food and water for animals.
- ◆ Assist with the movement and control of animals.
- ◆ Assist with the restraint of an animal for the purpose of an examination.
- ◆ Assist with preparing the growing site and establishing a selected crop.
- ◆ Maintain the healthy growth of a selected crop.
- ◆ Demonstrate knowledge and understanding in relation to selecting, establishing and maintaining a selected crop.
- ◆ Assist with the establishment of a soft landscaped area.
- ◆ Assist with the maintenance of soft landscaped areas.

You do not need to have any previous qualifications or experience.

After you finish this course, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

Administrative information

Published: October 2018 (version 3.0)

History of changes to national course specification

Version	Description of change	Date
2.0	2013 — Course re-coded as part of CfE development programme but no change to course and unit content.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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