

## SQA Advanced Unit specification

### General information for centres

**Unit title:** Countryside Recreation and Access

**Unit code:** HV7J 47

**Unit purpose:** This Unit is designed to allow candidates to evaluate the legal and organisational framework of countryside access and recreation. It will enable candidates to explain how sustainable access is promoted and managed and to recognise the importance of the motivations and spatial behaviours of those participating in countryside recreation and access.

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

- 1 Explain the current participation, organisational and legal context for countryside recreation and access in the UK.
- 2 Analyse the key motivations and spatial behaviours of informal countryside recreation participants.
- 3 Evaluate visitor management techniques and access strategies currently operating across countryside sites.

**Credit points and level:** 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*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 National 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. This is an introductory Unit and there are no requirements regarding prior knowledge or skills.

**Core Skills:** There are opportunities to develop the Core Skills of *Communication, Working with Others, Problem Solving* and *Information Technology* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**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.

**Assessment:** Each Outcome may be assessed independently. Outcome 1 by restricted response questions reviewing legislation affecting participation in and organisations involved in countryside recreation and access, Outcomes 2 by a practical task and Outcome 3 by a submission based on production of management proposals for informal recreation and sustainable access within a named countryside area. Alternatively, the assessment for Outcomes 2 and 3 could be combined.

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### SQA Advanced 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.

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

Explain the current participation, organisational and legal context for countryside recreation and access in the UK

#### Knowledge and/or Skills

- ◆ Countryside recreation and access legislation
- ◆ Countryside recreation and access management
- ◆ UK participation trends
- ◆ Statutory organisations
- ◆ Non-statutory organisations

#### Evidence Requirements

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

- ◆ identify and explain **four** pieces of current legislation relevant to countryside recreation and the management of access and recreation in the countryside
- ◆ explain current participation in UK countryside recreation in terms of **three** different activities and **three** different participant groups
- ◆ explain where **one** of these activities takes place during the course of a year
- ◆ explain the role and structure of **one** statutory and **one** non-statutory countryside recreation and access management organisation

#### Assessment Guidelines

This Outcome could be assessed on its own as a series of restricted response questions.

The assessment could be an open-book, with candidates able to access resource materials such as books, notes and relevant internet sites.

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### Outcome 2

Analyse the key motivations and spatial behaviours of informal countryside recreation participants

#### Knowledge and/or Skills

- ◆ Primary research techniques
- ◆ Data analysis
- ◆ Countryside recreation participants
- ◆ Motivations
- ◆ Spatial behaviours

#### Evidence Requirements

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

- ◆ undertake research by observing and recording the spatial behaviour of informal recreational participants at a countryside site

Ten individuals from the **three** different participant groups should have their spatial behaviour monitored over a minimum four hour period and the results analysed.

- ◆ compare the main motivations of these **three** distinct participant groups and explain how the site catered for these differences

Evidence should be generated through a practical task undertaken in a field based, outdoor setting. A minimum of one site visit is an essential requirement to observe, collate and comment upon the evidence for this Outcome. Findings presented must contain at least two different methods of data presentation.

#### Assessment Guidelines

This assessment could be based on an identified countryside site or on the candidate's own relevant workplace experience. In all cases the candidates should generate new visitor data based on their own observations. More visits may be required in order to generate all the evidence stated above. The collection of the actual visitor data lends itself to group working but the analysis must be the candidate's own work.

The assessment for this Outcome could be combined with Outcome 3. Further details are given under Assessment Guidelines for Outcome 3.

### Outcome 3

Evaluate visitor management techniques and access strategies currently operating across countryside sites

#### Knowledge and/or Skills

- ◆ Visitor management techniques
- ◆ Visitor management issues
- ◆ Conflict resolution strategies
- ◆ Access strategies
- ◆ Countryside sites
- ◆ Sustainability

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### Evidence Requirements

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

- ◆ Explain visitor management issues surrounding sustainable countryside recreation and access currently operating across three different countryside sites.
- ◆ Evaluate a visitor management technique in operation as a conflict resolution strategy at one of these countryside sites.
- ◆ Identify and evaluate **four** visitor management techniques for sustainable visitor management at one of these countryside sites.
- ◆ Evaluate the effectiveness of the access strategies surrounding two countryside sites. (These can be two of the sites identified earlier.)
- ◆ Explain sustainable recreation in terms of economic, social and environmental impacts. (Provide two positive and two negative responses for each impact.)

### Assessment Guidelines

This Outcome could be assessed independently, based on existing countryside sites, an existing case study or on the candidate's own relevant workplace experiences.

The assessment for this Outcome could be combined with Outcome 2 and assessed by a single instrument of assessment that requires candidates to produce a submission based on site visits or on the candidate's relevant workplace experiences. More than one visit to the sites may be required in order to generate all the evidence required for both Outcomes.

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### Administrative Information

**Unit code:** HV7J 47

**Unit title:** Countryside Recreation and Access

**Superclass category:** SM

**Date of publication:** November 2017

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#### History of changes:

Version	Description of change	Date

**Source:** SQA

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### SQA Advanced Unit specification: support notes

#### Unit title: Countryside Recreation and Access

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

The aim of this Unit is to provide an introductory framework around which an understanding of the issues involved in countryside recreation and access can be developed. The Unit is intended to provide candidates with the necessary skills and experiences required for effective participation in work based countryside management roles and for candidates progressing to SQA Advanced Diploma and/or degree level it is designed to provide underpinning support for these further studies.

The Unit is designed to provide underpinning knowledge for candidates in countryside and environmental studies subjects but will be applicable to a wide range of other subject areas, notably relevant social science subjects. Therefore it is important that the material is contextualised through relevant case studies and site visits as appropriate.

Countryside recreation and access is recognised by UK and devolved governments as being crucial to the economy of rural areas and the physical and mental health of the whole nation. Changes to access legislation have provided renewed emphasis on managing land for both increasing visitor numbers and the increasing range of activities undertaken. Sustainable visitor management and sustainable tourism are now phrases commonly associated with the management of recreational visitors to the countryside.

With the many and varied differences in objectives and resources available, between state and private landowners, it is the role of proactive countryside recreation and access management to minimise the potential negative impacts associated with recreation and access, whilst accentuating the positives. This is especially true in terms of rural business opportunities for private landowners and rural communities.

As countryside recreation and access is such a cross cutting theme, the Unit is designed to provide a wide range of candidates with the necessary skills to appreciate the relevant issues and opportunities and therefore contribute to their successful resolution in their chosen industry sector. An understanding of the *who, what, where, when, why and how* of access legislation, recreation provision and management is fundamental to the Unit. Each aspect will be developed through the relevant Outcomes.

Outcome 1 provides an introduction to the participants; current state of access provision and recreational opportunities; as well as a description of the various pieces of legislation that must be understood in relation to countryside access and recreation.

Outcome 2 deals with the motivations behind why people do (*or do not*) visit the countryside and how this behaviour can be influenced by government or local recreational site management policy and good site design. A historical appreciation of access provision in the UK is covered in order to provide an appreciation of the attitudes of both those who manage access land and those that partake (*or do not partake*) in countryside access and recreation. Primary research tasks to devise recording sheets for visitor observation could form part of the delivery so as to familiarise the candidates with tasks such as data collection and the value that can be placed on the subsequent analysis of such data.

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Analysis of participant spatial behaviour on sites will help site managers to meet participant expectations whilst undertaking countryside recreation. It will also provide site managers with the necessary information to help reduce the negative impacts of recreation on the integrity and nature conservation value of the site, as well as on other site users.

Outcome 3 brings together the topics covered previously and seeks to develop an understanding of the effectiveness of the various visitor management techniques and countryside access strategies that are currently being employed. The legislative framework within which these operate is also introduced to the candidate. The site visits to observe current practice in a range of examples are crucial in order to provide a strong emphasis of the value of both individual site by site solutions as well as overarching techniques that illustrate best practice solutions to common problems.

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

This Unit, which is likely to form part of a Group Award, is designed to provide underpinning knowledge for candidates in countryside and environmental studies subjects, but will be applicable to a wide range of other subject areas. Therefore it is important that the material is contextualised through exemplars and case studies or site visits as appropriate.

In Outcome 1 the Knowledge and/or Skills could be delivered through lectures and supplemented by the candidate's own independent work.

In the assessment, candidates will be expected to identify three of the most popular countryside recreation pastimes and provide recent data on the background of participants from referenced sources.

Candidates will be expected to identify one statutory and one non-statutory organisation involved in the provision and management of countryside recreation/access and outline their organisational structure, their objectives and how they are involved in countryside recreation/access.

Outcomes 2 and 3 offer the opportunity to incorporate an applied approach to delivery. Site visits could form the backbone of the delivery strategy and could seek to demonstrate the differences in approach to countryside recreation provision and management as well as the common approaches that can be taken. Candidates should be actively encouraged to gain further experience in their own time to further their appreciation of the issues involved and will need to do so for the assessment of spatial behaviour of visitors at the study site chosen for the successful completion of Outcome 2.

It is possible to assess the Unit using three separate assessment events that would assess each Outcome separately. Alternatively, Outcomes 2 and 3 could be integrated.

If it is decided to assess Outcomes 2 and 3 through an integrated assessment, then the assessment instrument should be issued at the start of the Unit to allow candidates to work through the different parts at the same time as the material is being covered in class. This would allow the candidate to produce a submission based on a combination of site visits, case studies and/ or on their own relevant workplace experience.

Candidates will be expected to identify a range of visitor management issues and techniques operating across three countryside sites, these include impacts of recreation/reasons for lack of visitors/visitor dissatisfaction and issues affecting long term sustainability of the visitor resource in its widest sense.

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### ***Opportunities for developing Core Skills***

Although the Unit is designed to provide candidates with the knowledge and skills related to their specific occupational area there are opportunities to develop the Core Skills of *Communication*, *Problem Solving*, *Information Technology* and *Working with Others* all at SCQF level 5.

In order to satisfy the requirements of the assessment material, candidates would be expected to research the topics by accessing information (including from the internet), to assess the quality and relevance of the material, and to create their own sources of data (on the observation of spatial behaviours) and to provide an accurate analysis of the information. This would contribute towards the Core Skill of *Problem Solving*.

Any submission would need to be well structured and follow a clear style that complied with accepted practice in terms of referencing and format. Such a submission could contribute towards the Component '*Written Communication*' of the Core Skill *Communication* at SCQF level 5. The general skill for this component is 'Produce a well-structured written communication on complex topics'. This relates to Outcomes 2 and 3 in particular.

The Core Skill of *Working with Others* at SCQF level 5 could also be developed in this Unit through the observational research relating to spatial behaviour for Outcomes 2. *Working with Others* involves the ability to work with others to plan, agree, and take responsibility for tasks; to support co-operative working in appropriate ways; and to review the effectiveness of one's own contribution. This would fit with a group task to carry out research suitable for Outcome 2. A group could carry out the tasks for Outcome 2 as it is a complex activity, although any evidence provided for summative assessment of this Unit has to be candidate's own work. Candidates could be encouraged to analyse the task and negotiate goals, roles, and responsibilities, anticipating and responding to needs of others, supporting cooperative working, and evaluating and drawing conclusions about the effectiveness of one's own contribution.

### **Open learning**

This Unit is suited to delivery by distance learning for those candidates with workplace access. The evidence for all Outcomes could be held in a portfolio (or electronic portfolio) and sent to the assessor. This must include testimony of the primary research task being undertaken by the candidate and authentication of other related analysis and evaluation.

### **Equality and inclusion**

This Unit 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](http://www.sqa.org.uk/assessmentarrangements).

### General information for candidates

#### Unit title: Countryside Recreation and Access

Increasingly, the value of countryside recreation and access to the health and wealth of the nation is being recognised, both by government and the population as a whole. In this Unit you will be introduced to the various types of countryside recreation, the potential benefits and drawbacks that are associated with increased access provision and how relevant legislation impacts on access provision and management.

The Unit is divided into three main areas of study, each the subject of a separate Outcome.

In Outcome 1 you will see how far access provision and rights have improved over recent years. You will also look at the participants in recreation and determine which activities they take part in and why. You need also consider the legal framework of access and recreational provision. This is a rapidly changing area and one that practitioners must be continually updated in order to maximise the recreational opportunities open to both members of the public and landowners.

Outcome 2 concentrates on understanding what motivates people to either participate or decide not to participate in access/recreation in the countryside. How can government policy encourage more of us into the great outdoors and how can land managers play their part in ensuring a great experience is had by those carrying out recreation? Understanding what people do when they get out on site is all about analysing their spatial distribution and behaviour. If this is understood then careful site design and management can result in a very positive Outcome for user and manager alike.

In Outcome 3 you will be tasked with evaluating visitor management techniques and access strategies. Which ones are relevant to a certain set of circumstances and how can they be adapted to suit more complex situations? Relevant site visits and case studies are key to demonstrating the wide range of techniques and strategies that are commonly employed throughout the UK to manage visitors and to encourage more people into increasingly pressured landscapes.

The Unit could be assessed by two separate assessments that cover Outcome 1 and Outcomes 2 & 3 respectively. Outcome 1 could involve restricted response questions reviewing legislation affecting, participation in, and organisations involved in countryside recreation and access.

There are opportunities to develop the Core Skills of *Communication* (SCQF level 5), *Working with Others* (SCQF level 5), *Problem Solving* (SCQF level 5) and *Information Technology* (SCQF level 5) in this Unit, although there is no automatic certification of Core Skills or Core Skills components.