



Higher National Unit Specification

General information for centres

Unit title: Rural Land Use in Scotland

Unit code: F3ST 34

Unit purpose: This Unit will introduce candidates to the main rural land uses in Scotland. Rural land uses such as agriculture, forestry, freshwater, field sports, leisure, tourism, energy production and mineral extraction, countryside recreation and biodiversity conservation will be addressed.

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

- 1 Describe agricultural land use in Scotland.
- 2 Explain non agricultural rural land uses in Scotland.

Credit points and level: 1 HN 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 Access 1 to Doctorates.*

Recommended prior knowledge and skills: Prior knowledge and skills are not essential for this Unit. However it would be beneficial if candidates had some understanding of rural land use in Scotland. This could be gained through a Unit such as D316 12 *Land Use in Scotland*, vocational employment or the completion of a suitable NC qualification at SCQF level 5 or equivalent.

Core Skills: There are opportunities to develop the Core Skills of *Communication, Problem Solving* and *IT* in this Unit at SCQF level 6 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: This Unit could be assessed by two separate assessments. Outcome 1 could be assessed by a report, while Outcome 2 could be assessed by restricted or extended response questions.

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.

Outcome 1

Describe agricultural land use in Scotland

Knowledge and/or Skills

- ◆ Arable systems
- ◆ Livestock systems
- ◆ National considerations
- ◆ Local considerations
- ◆ Political influences
- ◆ Agri-environment schemes

Evidence Requirements

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

- ◆ describe agriculture in Scotland at the national level:
 - arable systems
 - livestock systems
 - socio economic importance
 - products
 - geographic distribution of different systems
 - influence of abiotic factors
 - political influence
 - European
 - national
 - local
 - likely future developments
 - agri — environment schemes
 - environmental impact:
 - soil
 - water
 - air
 - biodiversity
 - landscape

Higher National Unit specification: statement of standards (cont)

Unit title: Rural Land Use in Scotland

- ◆ describe agriculture in Scotland at the local level:
 - one arable system:
 - annual calendar of events including correct agricultural terminology
 - associated crops and rotations
 - relationship to abiotic factors
 - products
 - associated requirements of labour and machinery
 - impact on the natural heritage
 - one livestock system:
 - annual calendar of events including correct agricultural terminology
 - products
 - impact on the natural heritage
 - relationship to abiotic factors

This is an open book assessment.

Assessment Guidelines

This Outcome could be assessed through the production of a report based submission.

Higher National Unit specification: statement of standards (cont)

Unit title: Rural Land Use in Scotland

Outcome 2

Explain non-agricultural rural land uses in Scotland

Knowledge and/or Skills

- ◆ Forestry
- ◆ Freshwater use
- ◆ Field sports
- ◆ Energy production
- ◆ Mineral extraction
- ◆ Countryside recreation
- ◆ Biodiversity conservation

Evidence Requirements

Evidence for this Outcome will be generated through sampling. **Four of the seven** Knowledge and Skills items must be sampled on each assessment occasion.

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 to prevent the candidate being able to predict what they will be asked.

Where an item is sampled, a candidate's response can be judged satisfactory where the evidence provided demonstrates they can:

- ◆ Explain a minimum of **four** non-agricultural land uses in relation to the following factors:
 - description of land uses within a defined area
 - interactions between land uses within a defined area
 - positive interaction
 - negative interaction
 - impact on the natural heritage
 - potential future developments

The assessment must be unseen and conducted under closed book, supervised conditions.

Assessment Guidelines

This Outcome could be assessed by the production of a report based submission containing evidence in the form of restricted response and extended responses to a series of questions.

Administrative Information

Unit code:	F3ST 34
Unit title:	Rural Land Use in Scotland
Superclass category:	SM
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Version:	02 (June 2009)

History of Changes:

Version	Description of change	Date
02	Superclass category changed from QA to SM.	05/06/09

Source: SQA

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Higher National Unit specification: support notes

Unit title: Rural Land Use 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 designed to give candidates a good grounding in the main rural land use systems and the issues which they generate. Agriculture, as the largest and most widespread land use in Scotland, will be dealt with separately. The other main rural uses are — forestry, freshwater, field sports, energy production, mineral extraction, countryside recreation and biodiversity.

When delivering the Unit in order to give the candidates a sound appreciation of the land use it is necessary to cover the main criteria which relate to its operation. These may include aspects such as:

- ◆ socio-economic importance
- ◆ range of operations carried out
- ◆ products
- ◆ geographic distribution of the land use or its different components
- ◆ influence of abiotic factors in determining land use — soil, geology, climate etc
- ◆ annual calendar of events
- ◆ associated terminology
- ◆ European, national and local policy directions
- ◆ environmental impacts — soil, water, air, landscape
- ◆ potential future developments
- ◆ local and national patterns of land use
- ◆ interaction with other land uses occupying the same area

As well as looking at land use in a national context there may be much to gain from a consideration of land use at a more local level — what happens where, and why?

Higher National Unit specification: support notes (cont)

Unit title: Rural Land Use in Scotland

Guidance on the delivery and assessment of this Unit

To derive the best from this Unit it may be necessary to adopt a variety of delivery modes. The following are some suggestions:

- ◆ structured group work
- ◆ individual research and presentation
- ◆ class debate and discussion
- ◆ field visits to a variety of land uses
- ◆ vocational speakers
- ◆ directed reading and research

In particular the use of field trips and vocational speakers would be strongly advised. This would give the candidates as much direct contact with varying land uses as possible.

Outcome 1 could firstly look at agriculture in a national context before going on to consider the local situation. When looking at agriculture on a national scale there are a wide variety of topics which could be covered: types of agricultural land use; outputs; hill sheep/cattle; lowland livestock/dairy; arable cropping; organic systems; Common Agricultural Policy; national agricultural policy; agri-environment reform and environmental impacts.

It may be wise to concentrate on the systems most prevalent in the immediate area of the delivering centre.

After considering agricultural production at national level it would be good to look at it at the local level and to try and make sense of the picture. The relationship between agricultural patterns of use and environmental factors, for example, could be explored — soil, geology etc.

Outcome 2 could draw on case study examples to cover all seven of the land uses listed — forestry, freshwater, field sports, energy production, mineral extraction, biodiversity conservation and countryside recreation. However for the purpose of assessment it is only necessary for the candidate to deal with any four of their choosing.

Once these land uses have been considered in class it may be that the candidates could investigate land use within a given area. Four from the list could be looked at and the interaction between them explored. Suitable land use areas would include a river catchment, regional parks, national parks, private estates and any individual large land holding including those of organisations such as the National Trust for Scotland or Royal Society for the Protection of Birds. More arbitrary definitions would also be appropriate — any appropriate land area which the tutor or candidate wished to study, even if not packaged within an easily defined boundary.

Higher National Unit specification: support notes (cont)

Unit title: Rural Land Use in Scotland

Opportunities for developing Core Skills

Although there is no automatic certification of Core Skills within this Unit there are opportunities to develop them in a number of areas. Communication skills will be developed through the completion of the assessment material and during class, group and individual discussion during delivery. *Problem Solving* will be developed through the sourcing, selection and omission of material relating to assessment and in relation to any tasks set during delivery. IT skills will be developed through the sourcing and preparation of the assessment materials.

Open learning

This Unit does offer the potential for open learning, but the assessment conditions for the sampling tasks for Outcome 2 will need to be authenticated by the centre.

Candidates with disabilities and/or additional support needs

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 on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

General information for candidates

Unit title: Rural Land Use in Scotland

This Unit will introduce you to the main rural land uses in Scotland: agriculture; forestry; freshwater; field sports; energy production, mineral extraction, biodiversity and countryside recreation.

As well as looking at these individual land uses you will also consider how they interact with each other. Where possible, field trips will play an integral part of the Unit.

There are two Outcomes.

Outcome 1

This Outcome looks at agriculture in Scotland at both the national and local level. You can expect to look at aspects such as:

- ◆ national and local patterns of use
- ◆ socio-economic importance
- ◆ range of operations carried out and annual calendar of events
- ◆ products
- ◆ geographic distribution and the influence of abiotic factors — soil, geology, climate etc
- ◆ associated terminology
- ◆ European, national and local policy directions including agri- environmental schemes
- ◆ environmental impacts — soil, water, air, landscape
- ◆ potential future developments

After considering agriculture at the national level you will be given the chance to look at the local situation — what happens, where and why? This will look at the interaction between agricultural use and environmental considerations such as geology, soil and climate.

The Unit could be assessed by report based submissions.

Outcome 2:

In this Outcome you will look at the following land uses:

- ◆ forestry
- ◆ freshwater
- ◆ field sports
- ◆ energy production
- ◆ mineral extraction
- ◆ countryside recreation
- ◆ biodiversity conservation

After considering these individually you will switch attention to a particular area. This could be a river catchment, regional park, national park, private estate and any individual large land holding including those of organisations such as the NTS or RSPB. Here you will consider how a minimum of two of these land uses operate and the interaction between them.

General information for candidates (cont)

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This Unit could be assessed by two separate assessments. Outcome 1 could be assessed by a report, while Outcome 2 could be assessed by restricted or extended response questions.