



## Higher National Unit specification

### General information for centres

**Unit title:** Leadership of Countryside Activities

**Unit code:** F437 34

**Unit purpose:** This Unit is designed to give candidates skills in both the planning and delivery of small scale countryside activities. It examines the principles of good leadership and gives candidates the opportunity to put their knowledge into practice through active participation in the planning and delivery of a countryside small group activity.

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

- 1 Evaluate the principles of good leadership.
- 2 Plan a countryside small group activity.
- 3 Deliver a countryside small group activity.

**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 previous experience of participating in small scale countryside group activities. This could be in different capacities from leading such an event, assisting in its delivery or taking part as a participant.

**Core Skills:** There are opportunities to develop the Core Skills of Communication, Problem Solving and Working with Others, all at SCQF level 6 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:** This Unit could be assessed through two separate assessments. Outcome 1 could be assessed by the production of a submission evaluating the principles of good leadership. Outcomes 2 and 3 could be assessed by an integrated assessment. Evidence could be presented in the form of a submission/portfolio with the candidate's practical performance recorded on an observation checklist.

## **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.

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**

Evaluate the principles of good leadership

#### **Knowledge and/or Skills**

- ◆ Leadership qualities, responsibilities and styles
- ◆ Benefits of good leadership
- ◆ Group types
- ◆ Principles of group interpersonal dynamics

#### **Evidence Requirements**

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

- ◆ evaluate a minimum of five qualities that make for good leadership in an individual
- ◆ explain leadership responsibilities in terms of the use of authority and communication within a group
- ◆ evaluate four leadership styles — autocratic, democratic, laissez-faire and action centred — and describe an example of a group activity they would each be appropriate for
- ◆ explain the benefits of good leadership in terms of achievement of the task, motivation of individuals and management of change
- ◆ explain four benefits to the individual of good group dynamics
- ◆ explain how participation, influence, sub groups and atmosphere contribute to group interpersonal dynamics

A candidate's response can be judged to be satisfactory where the evidence provided is sufficient to meet the requirements above.

#### **Assessment Guidelines**

This Outcome could be assessed through the production of a candidate submission. The format the submission takes is left to the discretion of the centre. Examples of suitable formats could be: oral questioning; candidate presentation; and candidate report.

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

**Unit title:** Leadership of Countryside Activities

### **Outcome 2**

Plan a countryside small group activity

#### **Knowledge and/or Skills**

- ◆ Target audience
- ◆ Nature of countryside group activities
- ◆ Planning process
- ◆ Action plans
- ◆ Legal considerations
- ◆ Risk assessment
- ◆ Health and safety considerations
- ◆ Resources
- ◆ Publicity arrangements

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by producing an action plan, with relevant information, for the delivery of a countryside group activity for a named target group to include as a minimum:

- ◆ Nature of activity
- ◆ Pre-planning activities
- ◆ Action plan
- ◆ Milestones with timings
- ◆ Task allocation details
- ◆ Statement detailing any legal considerations
- ◆ A risk assessment matrix for participants in the activity
- ◆ Awareness of any Health and Safety issues with pre-emptive actions
- ◆ Insurance implications where relevant
- ◆ Publicity arrangements appropriate to the scale of the activity
- ◆ Delivery of activity

The action plan details for this Outcome should be used in the assessment for Outcome 3 to form an integrated assessment.

#### **Assessment Guidelines**

The evidence could be presented in a portfolio containing all the necessary information for implementation in the assessment for Outcome 3.

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

**Unit title:** Leadership of Countryside Activities

### **Outcome 3**

Deliver a countryside small group activity

#### **Knowledge and/or Skills**

- ◆ Communication
- ◆ Authority
- ◆ Time management
- ◆ Resource management
- ◆ Group, individual and task needs
- ◆ Evaluation of performance

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by using the planning details from Outcome 2 to deliver a countryside group activity, showing that they can:

- ◆ communicate clearly and effectively with group members and participants
- ◆ be authoritative in meeting tasks and managing individuals
- ◆ utilise time effectively in the planning and delivery stages
- ◆ plan and prepare effectively and adequately for the nature and success of the group activity
- ◆ source adequate resources and manage them effectively
- ◆ manage group, individual and task needs
- ◆ evaluate the overall success of the group activity in relation to the expectation of the planned activity and the candidate's contribution to this

This Outcome should be assessed with Outcome 2 in an integrated assessment requiring submission of an action planning document, an evaluation and a practical task. Practical performance evidence should be recorded on an observation checklist.

#### **Assessment Guidelines**

The assessment of this Outcome can be combined with Outcome 2. Evidence for the integrated assessment could take the form of a portfolio of evidence to include planning details, an action plan and observational checklist which together address all the Evidence Requirements of Outcomes 2 and 3.

## Administrative Information

**Unit code:** F437 34  
**Unit title:** Leadership of Countryside Activities  
**Superclass category:** SM  
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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## Higher National Unit specification: support notes

### Unit title: Leadership of Countryside Activities

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 skills in the planning and delivery of small scale countryside activities. Leadership of group activities in the countryside is a key vocational skill for anyone involved in the management of the countryside and its natural heritage. It is likely that candidates undertaking this Unit will have a wide range of previous experience when it comes to involvement with group activities. Some may perhaps already have developed and led such tasks, others may be completely new to the experience. Given the likely diversity of candidate groups, this Unit concentrates on the basics involved:

- ◆ Leadership qualities
- ◆ Planning a countryside group activity
- ◆ Delivery of an activity and appraisal of its success

Candidates will be able to either develop the necessary skills or build upon those they already have.

**Outcome 1** provides an opportunity to emphasise that good leadership is central to the effective development and delivery of group activities. Once this principle is established the qualities for good leadership should be developed.

- ◆ Qualities of good leadership which are desirable in individuals could be explored — supportive of individuals, ability to plan, ability to modify plans, good people skills, understands the task, needs, defines objectives, can allocate tasks, knows own strengths, effective communicator.
- ◆ Responsibilities could be broken down into two areas: the appropriate use of authority and clear communication of what is expected and needed.
- ◆ Styles of leadership covered could include: autocratic, democratic, laissez-faire and action centred. The benefits and disadvantages of each should be explored and their suitability to a number of different group tasks evaluated. The action centred model may be a useful one to concentrate on with its emphasis on the balance of tasks, team and individual needs.
- ◆ Tasks could be drawn from a wide range of examples and situations, for example: one off school visit with primary children, practical conservation task with long term ‘conservation volunteer group’, special themed ‘event day’ with the general public, etc. It is important to differentiate between groups known to the leader and groups with which the leader is unfamiliar as these will require differing approaches.
- ◆ Benefits of good leadership to explore could include aspects such as: achievement of task, management of change, motivation of individuals, high level of performance, positive attitude, commitment, adaptation, good group dynamics, etc.
- ◆ Benefits to the individual of working in a group could include a wide range of things: enhanced problem solving; development of interpersonal skills; satisfaction; intrinsic motivation; positive self concept; improved confidence; expression of feelings; reduction in prejudice; development of friendships.

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

### Unit title: Leadership of Countryside Activities

- ◆ Aspects to consider in relation to group interpersonal dynamics include participation, influence, sub groups and atmosphere within the group. Who are the high and low participators? How are quiet members treated? Which members have high and low influence within the group? Are there rivalries? Are there any sub groups and are there any members 'outside' the main group? What is the general group atmosphere — formal/informal, supportive/hostile, competitive/co-operative, inhibited/permissive, etc.
- ◆ Responsibilities could be broken down into three areas — task, group and individual needs. The task must be achieved, resources and equipment secured, individuals made to feel worthwhile and the group function to its best capability.
- ◆ Qualities of leadership for exploration could include clear communication, use of authority and motivation of people.

**Outcome 2 and Outcome 3** should be introduced at the same time.

- ◆ The nature of the target audience and how this can influence the nature of the activity chosen for them should be considered. Different audiences with different requirements need different approaches in terms of what they can be expected to participate in and what they need to get out of the experience.
- ◆ The importance of proper attention being paid to planning, risk assessment and legal considerations should be highlighted.
- ◆ Planning should include attention to matters such as: timescale leading up to the event; timings for the event itself; task allocation; resource procurement; publicity; rehearsal etc. The questions who, what, where, when, why and how should be covered.
- ◆ Risk assessment could be done in a simple effect/probability matrix and legal considerations could encompass matters such as insurance, access, permissions, etc. The need to consider participants and others who may be affected should be covered.
- ◆ While the need to address these matters is universal to any group activity in the countryside, the requirements for publicity are subject to much greater variation. Various means, dependant on the activity, should be considered before an appropriate one is decided on. These could range from the simple phone round or the 'same time next week' speech at the end of an activity to promotion in the local press or radio.
- ◆ Evaluation could be based on a number of things — whether objectives were met or not, how smoothly the process went, audience response or feedback, group discussion after the event, individual reflection on performance, tutor feedback, etc. Thoughts on how to improve the process should form part of this — both in terms of group and individual performance.

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

This Unit is likely to form part of a Group Award designed to provide candidates with knowledge and skills for employment within a countryside management environment. There may be opportunities for integration of delivery and assessment with some of the environmental Units within the Group Award.

The Unit may benefit from being delivered in two parts. The first part could deal with the question 'what makes good leadership?' The second part — and the larger of the two — concentrates on the development and delivery of the activity.

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

### Unit title: Leadership of Countryside Activities

In exploring what makes good leadership, use could be made of candidate experience in group discussion — what leaders have they found to be effective, and why? What leaders have they found to be ineffective, and why?

Involving the candidates in a range of led countryside activities would be advantageous in promoting discussion of what they found to be strengths and weaknesses. Time should also be devoted to differing leadership styles, their advantages and disadvantages and their appropriateness for a variety of situations. The action centred model is perhaps the one to focus on. Candidates could be encouraged to lead small plan and lead parts of such visits they may be involved in.

However, the majority of the time available may be profitably spent on the development and delivery of the activity. The candidates would benefit from the tutor taking a step back from the process and acting as facilitator and advisor on what the candidates come up with rather than directing procedures. As much responsibility as is fair should be devolved to the candidates for the planning and delivery of the activity.

The timing of the activity is a matter of centre choice. It may be advantageous to leave it until later in the course to allow candidates maximum time to come together as a group, and for individuals to build up their confidence managing small group activities and developing greater experience of matters pertaining to the countryside and working with groups within it. If it can be timed to fit in with a 'real' event — college open day, nature reserve open day or some such – then so much the better.

If an observation checklist is to be used to assess performance, this should be made clear to the candidates at the start of the Unit so the criteria they are being assessed against is explicit.

For assessment purposes several candidates could combine to plan and deliver one countryside activity. Alternatively an individual candidate may work alone. Where there is combined effort the assessor must ensure that the contribution of **each** candidate is assessed and meets the Evidence Requirements.

### *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. The process of planning and delivering a countryside activity will necessitate candidates developing their skills in relation to Communication (especially oral), Problem Solving and Working with Others, all at SCQF level 6. In exploring what makes good leadership, use could be made of candidate experience in group discussion, thus developing Working with Others and Communication techniques.

### **Open learning**

This Unit does offer the potential for Open Learning provision. However, it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence particularly in relation to Outcome 3.



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

**Unit title:** Leadership of Countryside Activities

### **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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title: Leadership of Countryside Activities**

This Unit is designed to give you skills in the planning and delivery of small scale countryside activities. It will involve you in four main activities: exploring what makes a good leader, planning and delivering a countryside small group activity and reviewing the success of the activity and your part in it.

In Outcome 1 you will evaluate the principles of good leadership. You will consider matters such as:

- ◆ What makes for a good leader? You will be encouraged to think in terms of: achievement of objectives; performance levels; attitude; management of change; adaptability; ‘buying in’ to the project; satisfaction etc
- ◆ The importance of leadership responsibilities and qualities to the achievement of small countryside activities — what is liable to happen if leadership is poor?, use of qualities such as authority and responsibility etc
- ◆ What makes for good small group dynamics — needs of individuals and group; processes and interpersonal interaction etc
- ◆ Variety of leadership styles and the sort of groups and activities they would be most appropriate to — different styles, their strengths and weaknesses and their suitability to a variety of situations

### **Outcomes 2 and 3: Plan and deliver a countryside small group activity**

In these Outcomes you will be required to decide upon, plan and deliver a countryside group activity such as would be typical for a natural heritage practitioner – educational event, guided programme, practical conservation task or such. This may be done alone or in co-operation with others.

An integrated task may be used to assess Outcomes 2 and 3. Evidence of planning the activity could be presented in a portfolio containing an action plan for the event along with a consideration of legal requirements, a risk assessment, any Health and safety considerations pertinent to the activity and an evaluation of the success of the activity. Evidence of your practical involvement in the planning and delivery of the activity in terms of the part you play — how well you communicated and contributed to the project — could be recorded on an observation checklist.