



Higher National Unit Specification

General information

Unit title: Rural Land Use (SCQF level 7)

Unit code: HV9V 34

Superclass: SM

Publication date: November 2017

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit will introduce the learner to rural land use. Rural land uses such as agriculture, forestry, freshwater, field sports, leisure, tourism, energy production and mineral extraction, countryside recreation and conservation will be addressed. The unit can be taught in the context of Scottish land use but is also transferrable to other parts of the UK.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Describe a range of agricultural systems.
- 2 Describe non-agricultural rural land uses.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

There are no prescribed prior knowledge and skills required for this unit, however learners would benefit from having some understanding of rural land use, this could be gained through units such as D316 12 *Land Use in Scotland*, various related National Certificates (NCs) or relevant employment experience.

Higher National unit Specification: General information (cont)

Unit title: Rural Land Use (SCQF level 7)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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.

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.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Describe a range of agricultural systems.

Knowledge and/or skills

- ◆ Agricultural context for the study area
- ◆ Arable systems
- ◆ Livestock systems
- ◆ Land use factors which influence agricultural land use
- ◆ Potential environmental impacts and agri-environment schemes

Outcome 2

Describe non-agricultural rural land uses.

Knowledge and/or skills

- ◆ Non-agricultural land use
- ◆ Factors that determine land use and management
- ◆ Interactions between types of land use

Higher National Unit Specification: Statement of standards (cont)

Unit title: Rural Land Use (SCQF level 7)

Evidence requirements for this unit

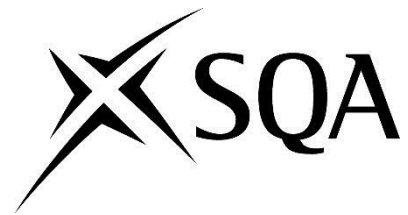
Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

For Outcome 1:

- ◆ Describe agricultural systems in a specified area with regard to:
 - arable systems and their products
 - livestock systems and their products
 - relevant statistics such as land area in agriculture, employment, Farm Business Income
 - geographic distribution of different systems
 - relevant land use factors
 - potential future developments based on land use factors
 - current agri-environment schemes
 - environmental impacts which may include those to soil, water, atmosphere, biodiversity, landscape

For Outcome 2:

- ◆ Describe a minimum of four non-agricultural rural land uses in relation to the following factors:
 - land use factors that determine suitability for selected land uses in the study area
 - management of the selected land uses
 - interactions between the land uses and agricultural land use:
 - positive interactions
 - negative interactions
 - impact on the natural heritage
 - potential future developments based on land use factors



Higher National Unit Support Notes

Unit title: Rural Land Use (SCQF level 7)

Unit support notes are offered as guidance and 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 learners a good grounding in the main rural land use systems. Agriculture, as the largest and most widespread land use, will be dealt with separately. The other suggested rural land uses are — forestry, freshwater, field sports, energy production, mineral extraction, countryside recreation and conservation.

When delivering the Unit in order to give the learners 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:

- ◆ systems and products
- ◆ management
- ◆ geographical distribution
- ◆ land use factors
- ◆ potential future developments
- ◆ environmental impacts
- ◆ interaction with other land uses occupying the same area

Guidance on approaches to delivery 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 learners as much direct contact with varying land uses as possible.

Higher National Unit Support Notes (cont)

Unit title: Rural Land Use (SCQF level 7)

Outcome 1 could consider agriculture in terms of types of agricultural land use and land use factors affecting this; outputs; hill sheep/cattle; lowland livestock/dairy; arable cropping; organic systems; policy; environmental impacts.

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

Outcome 2 could draw on case study examples to cover multiple land uses including but not limited to:

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

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 learner wished to study, even if not packaged within an easily defined boundary.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

A report based submission could be used to generate evidence for both outcomes. For the purpose of assessment, in relation to Outcome 2 it is only necessary for the learner to deal with any four of their choosing within a given area.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. 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.

Higher National Unit Support Notes (cont)

Unit title: Rural Land Use (SCQF level 7)

Opportunities for developing Core and other essential skills

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

There are also opportunities to further develop Core Skills in a number of areas within this unit. *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. *Information and Communication Technology (ICT)* skills will be developed through the sourcing and preparation of the assessment materials.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	24/11/2017

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General information for learners

Unit title: Rural Land Use (SCQF level 7)

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

This unit will introduce you to the main rural land uses: agriculture; forestry; freshwater; field sports; energy production, mineral extraction, conservation 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. You can expect to look at aspects such as:

- ◆ systems and products
- ◆ geographical distribution
- ◆ land use factors
- ◆ potential future developments
- ◆ environmental impacts
- ◆ interaction with other land uses occupying the same area

Outcome 2:

In this outcome you will look at the other land uses, for example:

- ◆ forestry
- ◆ freshwater
- ◆ field sports
- ◆ energy production
- ◆ mineral extraction
- ◆ countryside recreation
- ◆ 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 four of these land uses operate and the interaction between them.

This will normally be assessed by a single report which would allow you to demonstrate your knowledge of both outcomes.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5.