

**RURAL SKILLS**  
**Intermediate 1**

**Second edition — April 2007**

**NOTE OF CHANGES TO ARRANGEMENTS  
SECOND EDITION PUBLISHED APRIL 2007**

**COURSE TITLE** Rural Skills (Intermediate 1)

**COURSE NUMBER:** C239 10

**National Course Specification:** Minor amendments to update format

**National Unit Specification:** Minor amendments to update format

## National Course Specification

### Rural Skills (Intermediate 1)

**COURSE CODE**      **C239 10**

#### COURSE STRUCTURE

This Course has a mandatory section consisting of:

- ◆ 2 x 40 hour Units
- ◆ 1 x 20 hour Unit

and an optional section which offers a choice of two routes, each of which has:

- ◆ 1 x 40 hour Unit
- ◆ 1 x 20 hour Unit

The mandatory Units are:

<i>DV0A 10</i>	<i>Estate Maintenance: An Introduction</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DX0V 10</i>	<i>Land-based Industries: An Introduction</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DX0W 10</i>	<i>Employability Skills for Land-based Industries</i>	<i>0.5 credit</i>	<i>(20 hours)</i>

The optional Units are:

either

#### Option 1

<i>DX0X 10</i>	<i>Animal Husbandry: An Introduction</i>	<i>1 credit</i>	<i>(40 hours)</i>
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and

<i>DX0Y 10</i>	<i>Animal Handling: An Introduction</i>	<i>0.5 credit</i>	<i>(20 hours)</i>
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Or

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#### Administrative Information

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## National Course Specification: Course details (cont)

### **COURSE** Rural Skills (Intermediate 1)

#### **Option 2**

*DX12 10 Crop Production: An Introduction* *1 credit (40 hours)*

and

*DX13 10 Soft Landscaping: An Introduction* *0.5 credit (20 hours)*

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

#### **PROGRESSION**

This Course or its Units may provide progression to:

- ◆ Scottish Progression Award in Rural Skills (Intermediate 2)
- ◆ Scottish Vocational Qualifications (SVQs) in a land-based industry
- ◆ further education
- ◆ training or employment

#### **CREDIT VALUE**

The Intermediate 1 Course in Rural Skills is allocated 24 SCQF credit points at SCQF level 4\*.

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

## **National Course Specification: Course details (cont)**

### **COURSE** Rural Skills (Intermediate 1)

#### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Course.

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for 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 Intermediate 1 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 candidates 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.

## National Course Specification: Course details (cont)

### COURSE Rural Skills (Intermediate 1)

#### RATIONALE FOR SKILLS FOR WORK COURSES

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

- ◆ skills and knowledge in a broad vocational area
- ◆ 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 candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

#### CORE SKILLS

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

## National Course Specification: Course details (cont)

### COURSE Rural Skills (Intermediate 1)

#### 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
  - 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 NOS 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 and Core Skills in these Courses contribute to meeting these aspirations.

## National Course Specification: Course details (cont)

### COURSE Rural Skills (Intermediate 1)

#### RATIONALE FOR INTERMEDIATE 1 RURAL SKILLS COURSE

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 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 candidates 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 primary target group for the Course is school candidates in S3 and S4. It is anticipated that, for this group of candidates, 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.

The Course has been designed with a common core that allows candidates 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 candidates to choose a route that is related to either animals or plants where they can develop specific basic practical skills in that general category.

The general aims of the Course are to:

- ◆ widen participation in vocationally-related learning for 14–16 year olds
- ◆ allow candidates to experience vocationally-related learning
- ◆ provide candidates with a broad introduction to the land-based sector
- ◆ encourage candidates 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 candidates to take charge of their own learning and development
- ◆ provide a range of teaching, learning and assessment styles to motivate candidates to achieve their full potential
- ◆ facilitate progression to further education and/or training

## National Course Specification: Course details (cont)

### **COURSE** Rural Skills (Intermediate 1)

The specific aims of this Course are to:

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

### **COURSE CONTENT**

#### **Summary of Course content**

The Course allows all candidates 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 candidate 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**

#### **Mandatory Units**

#### **Estate Maintenance: An Introduction (Intermediate 1)**

**(1 credit)**

This Unit will be suitable for candidates who have limited or no knowledge of the craft practices in estate maintenance. The Outcomes require the candidate 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 candidate 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.

## National Course Specification: Course details (cont)

### **COURSE** Rural Skills (Intermediate 1)

#### **Land-based Industries: An Introduction (Intermediate 1) (1 credit)**

This Unit is designed to allow the candidate 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 candidate 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 (Intermediate 1) (0.5 credit)**

This Unit is designed to be integrated into practical tasks undertaken as part of this Course. It is suitable for candidates with no previous land-based or employment experience. The candidate will have the opportunity to develop some of the employability skills that are valued by the land-based sector including good timekeeping, 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 candidates 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 (Intermediate 1) (1 credit)**

This Unit allows candidates to develop some of the basic skills and knowledge required to contribute towards the health and well being of animals in a work setting. Candidates 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 (Intermediate 1) (0.5 credit)**

This Unit allows candidates to develop some of the basic knowledge and skills required to handle animals in a work setting. Candidates 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 (Intermediate 1) (1 credit)**

This Unit allows candidates to develop some of the basic skills and knowledge required to contribute towards the production of plants in a work setting. Candidates 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 (Intermediate 1) (0.5 credit)**

This Unit allows candidates to develop some of the basic knowledge and skills required for soft landscaping. Candidates 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.

## National Course Specification: Course details (cont)

### **COURSE** Rural Skills (Intermediate 1)

#### **ASSESSMENT**

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### **Assessment objectives**

Assessment is aimed at addressing the technical knowledge, skills and understanding associated with a range of land-based industries at intermediate 1 level. In particular assessment will focus on:

- ◆ Practical vocational skills
- ◆ Skills for employment in a land-based industry context
- ◆ Safe working practice

#### **Unit assessment**

##### **Mandatory Units**

##### **Estate Maintenance: An Introduction (Intermediate 1) (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 (Intermediate 1) (1 credit)**

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

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

##### **Employability Skills for Land-based Industries (Intermediate 1) (0.5 credit)**

Assessment in this Unit consists of:

- ◆ the production of at least **three** candidate 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

## National Course Specification: Course details (cont)

### **COURSE** Rural Skills (Intermediate 1)

#### **Optional Units**

#### **Animal Husbandry: An Introduction (Intermediate 1) (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 (Intermediate 1) (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 (Intermediate 1) (1 credit)**

Assessment in this Unit consists of:

- ◆ written and/or oral evidence of the candidate'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 (Intermediate 1) (0.5 credit)**

Assessment in this Unit consists of:

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

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

### **QUALITY ASSURANCE**

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk)

## National Course Specification: Course details (cont)

### COURSE Rural Skills (Intermediate 1)

#### GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

##### Suggested order/sequence of delivery

The sequence of delivery is for individual centres to decide. However, the mandatory *Land-based Industries an Introduction* 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 candidates 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 dependant on the context of delivery. Centres should give consideration to this issue when planning delivery.

The mandatory *Employability Skills for Land-based Industries* Unit should span the Course, allowing candidates ample opportunity and time to develop and review employability skills and attitudes over a reasonable period of time.

The *Estate Maintenance: an Introduction* Unit is not bound particularly by seasonal issues (with the exception of soft landscaping tasks which may be integrated with the soft landscaping Unit when 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.

##### Learning and Teaching

The Course has been designed to ensure that candidates learn through practical experience in a work setting or simulated work setting. Whilst theoretical classroom input may be necessary in order to ensure that candidates 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.

Candidates may learn through observing demonstration, practising, asking questions and reflecting on their practice. The age of the candidates should be considered and it may be useful to break tasks down beyond what would be seen as a normal work practice. However, it is important that candidates 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 candidate. The emphasis on learning should incorporate employability skills as well as vocational ones. For example, setting incremental targets for candidates 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 candidates; setting candidates 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.

## National Course Specification: Course details (cont)

### COURSE Rural Skills (Intermediate 1)

On some occasions, the demonstrator may choose to demonstrate a work practice that is mechanised and that the candidate will not carry out at this level of qualification: this is to be encouraged as a means to giving the candidates 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 work places are to be encouraged. At least one visit is strongly recommended for *Land-based Industries: an Introduction Unit*.

#### Resource requirements

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

The *Estate Maintenance: an Introduction 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 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 candidate to be able to practice planting, fertilising and pruning as well as observe commercial weed and pest control. Where mechanised production occurs, the candidate 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 candidates.

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

## National Course Specification: Course details (cont)

### **COURSE** Rural Skills (Intermediate 1)

#### **Approaches to assessment**

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

A Portfolio of evidence is required for the *Land-based Industries: an Introduction Unit*.

The *Employability Skills for Land-based Industries 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 Unit*, tasks associated with Outcomes 2 and 3 of the *Animal Husbandry: an Introduction* and tasks associated with *Crop Production: an Introduction and Soft Landscaping: an Introduction Units* provide ideal opportunities for completing the candidate review tasks of this Unit.

Each Unit is supported by a National Assessment Bank (NAB) item which exemplifies the national standard.

#### **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 this Course. 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)).

## National Course Specification: Course details (cont)

**COURSE** Rural Skills (Intermediate 1)

**Appendix:** 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.

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

<b>Employability skill/attitude</b>	<b>Evidence</b>
◆ 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 candidate planning and review sheets and assessor checklists
- B = Assessor checklists of practical tasks undertaken
- C = Candidate/assessor review sheets, risk examination log
- D = Assessor checklists and candidate log sheets of practical tasks undertaken
- E = Assessor checklists and candidate log sheets of practical tasks undertaken
- F = Assessor checklists and candidate log sheets of practical tasks undertaken
- G = Assessor checklists and candidate log sheets of practical tasks undertaken

## National Unit Specification: general information

<b>UNIT</b>	Estate Maintenance: An Introduction (Intermediate 1)
<b>CODE</b>	DV0A 10
<b>COURSE</b>	Rural Skills (Intermediate 1)

### SUMMARY

This Unit is a mandatory Unit within the SPA in Rural Skills. It can also be delivered as a stand-alone Unit.

This Unit will be suitable for candidates who have limited or no knowledge of the craft practices in estate maintenance. The Outcomes require the candidate to identify and know the use of a variety of tools and equipment and then use these to undertake a range of estate maintenance tasks. The attainment of these skills is an essential requirement for progressing to higher level skills within this area.

### OUTCOMES

- 1 Use tools and equipment commonly used in estate maintenance.
- 2 Carry out a range of estate maintenance tasks.

### RECOMMENDED ENTRY

Access to this Unit is at the discretion of the centre.

### CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*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.*

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## **National Unit Specification: general information (cont)**

**UNIT** Estate Maintenance: An Introduction (Intermediate 1)

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## National Unit Specification: statement of standards

### UNIT Estate Maintenance: An Introduction (Intermediate 1)

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 the Scottish Qualifications Authority.

#### OUTCOME 1

Use tools and equipment commonly used in estate maintenance.

##### Performance Criteria

- (a) Correct identification of tools and equipment.
- (b) Correct description of the common use of the tools and equipment in estate maintenance, including the requirement for PPE.
- (c) Basic handling of tools and operation of equipment.

##### Evidence Requirements

Written and/or oral evidence that satisfies Performance Criteria (a) and (b).

Satisfactory achievement of Performance Criteria on (c) will be based on the candidate satisfying the requirements of the performance evidence checklist.

**The tools and equipment chosen for this Outcome will normally be selected from those required to carry out the tasks in Outcome 2. A minimum of 10 items of tools and equipment should be chosen.**

#### OUTCOME 2

Carry out a range of estate maintenance tasks.

##### Performance Criteria

- (a) Correct selection of tools and equipment for the given task is correct.
- (b) The tasks are carried out appropriately and in accordance with safe working practices
- (c) Tools and equipment are cleaned and stored correctly.
- (d) The tasks are completed within a reasonable time and to a satisfactory standard.

##### Evidence Requirements

Satisfactory achievement of this Outcome will be based on the candidate satisfying the requirements of the performance evidence checklist.

Candidates must undertake a minimum of four estate maintenance tasks, one from each of the following groups:

## **National Unit Specification: statement of standards (cont)**

### **UNIT Estate Maintenance: An Introduction (Intermediate 1)**

#### **Fence and Wooden Structures**

- ◆ replace broken stob
- ◆ retensioning of fence wire
- ◆ repair to gate
- ◆ repair to fence

#### **Walls and Hard Surfaces**

- ◆ repair to estate pathways
- ◆ repair to a section of dyke
- ◆ painting/whitewashing of estate buildings
- ◆ repair to path edgings

#### **Plumbing/Drainage**

- ◆ replace a tap or valve seal
- ◆ carry out repair to a plastic or alkathane pipe
- ◆ clean and/or repair a field drain outlet
- ◆ refit a water trough/tank ball-cock

#### **Soft Landscaping**

- ◆ carry out the maintenance of a lawn
- ◆ tie and stake a tree
- ◆ plant a container or bare root shrub
- ◆ prune an area of shrubs

## **National Unit Specification: support notes**

### **UNIT Estate Maintenance: An Introduction (Intermediate 1)**

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 introduce the candidate to skills required by craft persons working in the rural skills industry. The Unit will focus on basic skills and associated tasks involved within the industry. It is envisaged that many candidates will have little or no experience of working with the range of tools and equipment. Underpinning knowledge of the practical skills is needed to ensure the candidate appreciates the reasons for carrying out the tasks in the manner directed and the reasons for using specific tools, equipment and personal protective equipment.

It is imperative that all activities are carried out in compliance with the relevant health and safety regulations.

#### **Outcome 1**

This Outcome requires the candidate to identify and describe the common use of tools and equipment used in estate maintenance. Tools and equipment that may be included are claw hammers, adjustable wrenches, spirit levels, wire cutters, saws, trowels, shovels, spades, pick axes, forks, mowers, pressure washers, secateurs etc.

This Outcome also covers the basic handling and operation of tools and equipment which candidates will need to demonstrate prior to being able to carry out the tasks covered in Outcome 2.

#### **Outcome 2**

This Outcome requires the candidate to carry out a range estate maintenance tasks as described in the Evidence Requirements. Emphasis should be placed on the importance of complying with all relevant Health and Safety requirements and on the appropriate use of PPE for all tasks.

The use of cement/concrete for repairs to hard surfaces should be encouraged.

#### **Outcome 1–2**

Health and Safety Regulations will include the HSAWA (Health and Safety at Work Act) and the COSHH (control of substances hazardous to health) regulations.

## National Unit Specification: support notes

### UNIT Estate Maintenance: An Introduction (Intermediate 1)

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Recognised working practices should be fully explained, demonstrated and practiced including manual handling techniques, posture when using tools and methods of working in a clean and tidy manner. Outcome 1 should be integrated with Outcome 2 where it is possible to do so; underpinning knowledge should be integrated with practical activities in the workshop or project area.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Centres may use the instruments of assessment that they consider to be the most appropriate.

##### Outcome 1 — Practical Exercise

The candidate should be informed that this Outcome is integrated with Outcome 2 and will be assessed as an ongoing assessment.

The candidate will be required to identify and know the use of a total of 10 items of tools and equipment. Candidates will also have to demonstrate basic handling and operation of tools and equipment.

A checklist will be used to record the evidence. Satisfactory performance in the practical content of this Outcome will be based on the candidate covering the Performance Criteria and Evidence Requirements.

##### Outcome 2 — Practical Exercise

This Outcome is integrated with Outcome 1. The candidate will be provided with instructions outlining the tasks to be undertaken, the performance required and the observations that will be made by the assessor during practical activities.

A checklist will be used to record the evidence of individual performance.

Satisfactory performance in the practical content of this Outcome will be based on the candidate successfully carrying out at least four of the tasks (one from each of the sections) listed and complying with the current health and safety regulations during practical activities. Each task when completed should be fit for purpose.

This assessment is holistic in terms of covering the entire Unit.

Satisfactory performance is needed in this assessment before a candidate can be considered as being competent in the entire Unit.

#### 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)).

## National Unit Specification: general information

**UNIT** Land-based Industries: An Introduction (Intermediate 1)

**CODE** DX0V 10

**COURSE** Rural Skills (Intermediate 1)

### SUMMARY

This Unit is a mandatory Unit of the Course *Rural Skills (Intermediate 1)* and is designed to be taken as part of this Course. It is designed to allow the candidate to investigate the very diverse nature of industries that exist in the land-based sector. It also allows them to develop knowledge and understanding of the many job opportunities that exist within the sector and identify the qualities that are required to work in some of these industries. The candidate will have the opportunity to examine land-based industries. This will help them to decide if this is a suitable career path for them and to explore the potential progression routes available related to specific industries.

### OUTCOMES

- 1 Contribute to a group investigation into the nature of a range of land-based industries.
- 2 Demonstrate knowledge and understanding of a selection of jobs available in a range of land-based industries.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*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.*

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## **National Unit Specification: general information (cont)**

### **UNIT** Land-based Industries: An Introduction (Intermediate 1)

#### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## National Unit Specification: statement of standards (cont)

### UNIT Land-based Industries: An Introduction (Intermediate 1)

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 the Scottish Qualifications Authority.

#### OUTCOME 1

Contribute to a group investigation into the nature of a range of land-based industries.

##### Performance Criteria

- (a) Agree roles, methods and a plan for a group investigation into a range of land-based industries.
- (b) Identify as a group a range of land-based industries to investigate.
- (c) Carry out the agreed tasks in the investigation.
- (d) Describe the range of land-based industries selected by the group.
- (e) Contribute to the presentation of the findings of the group investigation.
- (f) Identify improvements which could be made to the investigation.

#### OUTCOME 2

Demonstrate knowledge and understanding of a selection of jobs available in a range of land-based industries.

##### Performance Criteria

- (a) Identify job opportunities available in a range of land-based industries.
- (b) Describe the conditions and type of work done by someone in each job.
- (c) State the types of appropriate qualification for each of the jobs identified.
- (d) State the progression opportunities for each of the jobs identified.

### EVIDENCE REQUIREMENTS FOR THIS UNIT

The evidence for this Unit, covering all the Outcomes and Performance Criteria will be gathered through the production of a single portfolio of evidence and an assessor observation checklist.

The portfolio should consist of:

- ◆ A brief plan for the investigation of **three** industries which will identify roles and methods
- ◆ A record sheet for each of **three** selected industries which includes:
  - what happens in the industry
  - whether the industry is land or water based
  - whether the industry has a seasonal pattern to its nature (seasonality)
  - five major resources that the industry needs
- ◆ An Investigation Review Sheet

The **three** industries must be selected from the list below, with at least one being selected from each of the two categories.

## National Unit Specification: statement of standards (cont)

### UNIT Land-based Industries: An Introduction (Intermediate 1)

Animal-Related Industries	Plant-Related Industries
Agricultural livestock	Agricultural crops
Animal care industries	Environmental conservation industries
Aquaculture	Fencing industries
Equine industries	Land-based engineering industries
Farriery	Landscaping industries
Fisheries management	Production horticulture industries
Game and wildlife management	Tree and timber based industries
Veterinary industries	Floristry

- ◆ A record sheet of each of **three jobs** with at least one from each of the two industry categories above) which should include:
  - a statement regarding types of appropriate qualification to do that job
  - a list of three characteristics of someone who is likely to be suited to do that job
  - a description of three tasks that are carried out by somebody employed in that job
  - a description of the likely working hours and salary range for somebody working in that job
  - one possible progression route from that job

The assessor observation checklist will provide evidence that the candidate has carried out the agreed tasks and contributed to the presentation.

The item for this Unit contains pro forma documentation that will clarify the amount of information required. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Land-based Industries: An Introduction (Intermediate 1)

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 intended as a basic introduction to the opportunities that exist in the land-based sector through investigation. The candidate should carry out some basic research into their selected industries, which may involve reading and researching the Internet, the use of audio-visual case study material as well as visiting real workplace settings and interviewing/ talking to people who work in the industry. **It is important that potential visits are preceded by a valid risk assessment by the delivering centre, particularly identifying any PPE that the candidate may require for the visit.** Visits may need to take into consideration the geographical location of the delivery centre.

Candidates will develop:

- ◆ communication skills by working in groups and with others in a variety of contexts
- ◆ investigative skills using a variety of research methods
- ◆ skills in presenting information through the production of the portfolio of evidence
- ◆ self-evaluation skills
- ◆ confidence to set achievable goals

#### Outcome 1

The candidate investigation should allow them to produce the following information about the industry:

- ◆ The candidate should be able to give a brief description of the industry. For example if it is a trekking centre (one of the possible equine industries), they may say that ponies and horses are kept as a service industry for pleasure riding, etc.
- ◆ The candidate should be able to identify any seasonal pattern to the practice of the industry. For example, a trekking centre is likely to be more busy in the summer tourist season and quieter during the winter months. Livestock farmers will have periods when they are lambing or calving, periods when the animals are housed and periods when they are outdoors.
- ◆ The candidate should be able to identify the most obvious necessary resources for that industry, eg trekking centres will need a selection of quiet horses and ponies of various sizes, saddles, bridles, sheds, grazing suitable for the number of horses and access to the countryside. This does not need to be in minute detail of every piece of necessary equipment.

#### Outcome 2

The candidate should be able to find out what types of job opportunities exist in the industry, eg somebody working in an equine industry may be a groom, an event rider, an instructor, coach, a riding school manager or a stud manager, etc.

## **National Unit Specification: support notes (cont)**

### **UNIT Land-based Industries: An Introduction (Intermediate 1)**

They should be able to identify the qualities of an individual who is likely to be compatible with that job profile, eg a groom has to be very flexible in the hours that they are prepared to work, like working outdoors in all weathers, not scared of horses, etc.

They should be able to recognise tasks carried out as part of the routine business of that particular job role, eg a groom will have to be able to groom horses, muck out stables, feed horses, etc.

They should develop an awareness of the likely working patterns of the industries (as many of these jobs will require very flexible working patterns) as well as the possible salary ranges for that type of job, eg a groom will work very long hours and be expected to work a lot of weekends; they will rise early and often have to go to horse shows. They are likely to receive little more than minimum wage. They should be able to identify the types of qualifications that would be appropriate to enter and progress in that industry, eg a groom may be employed with an SVQ in horse care, British Horse Society (BHS) stages exams, Association of British Riding Schools Groom's (ABRS) Certificate or a set of national certificate Units. They may be able to progress to become a yard manager by doing further qualifications or through experience.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates should be encouraged to use a variety of methods to find out information required for this Unit. Ideally, initial teaching methods should communicate all of the possible opportunities that exist in the land-based sector. Group discussion may be a useful way to disseminate experience of any of the industries, eg some candidates may live on a farm or attend a riding centre. The Sector Skills Council for the land-based sector, LANTRA, has some excellent Internet resources that candidates could be directed towards. The group investigative process should be monitored closely to ensure fair team working and allocation of tasks.

It is strongly recommended that candidates are taken on a visit to at least one of their chosen industries and to experience the environment for themselves. As previously mentioned, valid risk assessments should be carried out by the delivery centre on possible visits prior to their occurrence but candidates could be encouraged to find out what PPE and precautions that they may need to take before going.

Below is a set of examples of possible appropriate visits:

- ◆ a livestock farm
- ◆ an arable farm
- ◆ a land-based engineer
- ◆ the Forestry Commission
- ◆ a garden centre
- ◆ a florist shop
- ◆ a riding school
- ◆ an equine stud
- ◆ a pet shop
- ◆ an animal welfare centre
- ◆ a farriery business
- ◆ a veterinary hospital
- ◆ a game estate
- ◆ a landscaped garden

## National Unit Specification: support notes (cont)

### UNIT Land-based Industries: An Introduction (Intermediate 1)

- ◆ a Wildlife preservation organisation (eg Royal Society for the Protection of Birds )
- ◆ an environmental conservation organisation (eg Scottish Environmental Protection Agency)

Candidates could also be given the opportunity to discuss the job role with somebody who works in each of their three chosen industries. This may be possible during the visit or at another time for example through visiting speakers. It may be necessary to communicate with somebody in a written fashion, eg by e-mail. It may be useful to help candidates to draw up a list of pertinent questions that would be suitable to use in an interview or discussion. These questions could be prepared through group discussion prior to the visits taking place.

#### Employability Skills

On completion of this Unit, the candidate will have had the opportunity to develop the following employability skills:

- ◆ acceptable time keeping and attendance
- ◆ planning and preparing for work\*
- ◆ working co-operatively with others\*
- ◆ following instructions\*
- ◆ working safely
- ◆ self review and evaluation\*

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

#### Core Skills

In this Unit candidates will be involved in:

- ◆ planning and investigating as a member of a group
- ◆ gathering and sharing information for the group
- ◆ reviewing group activities and identifying areas for improvement
- ◆ presenting information

These are good opportunities for developing aspects of:

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

## **National Unit Specification: support notes (cont)**

### **UNIT Land-based Industries: An Introduction (Intermediate 1)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

A variety of methods can be used by candidates to present their findings. Teachers/lecturers, where possible, should give candidates the choice as to the preferred method. Candidates should be encouraged to be as imaginative as possible. They could:

- ◆ present a report with supporting evidence
- ◆ present a video diary
- ◆ present an electronic slide show
- ◆ set up a display
- ◆ produce a local newsletter

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification.

Evidence for the portfolio does not need to be gathered on separate occasions. If candidates are on a visit they may gather information on a particular industry, on some of the job opportunities and information about these jobs.

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **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)).

## National Unit Specification: general information

<b>UNIT</b>	Employability Skills for Land-based Industries (Intermediate 1)
<b>CODE</b>	DX0W 10
<b>COURSE</b>	Rural Skills (Intermediate 1)

### SUMMARY

This Unit is a mandatory Unit within the *Intermediate 1 Rural Skills Course* and is designed to be taken as part of this Course. It is suitable for candidates with no previous land-based or employment experience. The candidate will have the opportunity to develop some of the employability skills that are valued by the land-based sector including good timekeeping, attendance, safe working and team working in practical contexts arising in the other Units of this Course. They will have the opportunity to review and evaluate their progress in developing these skills. The third Outcome of this Unit allows candidates to consider the assessment of risk in a specific task allowing candidates to develop a greater understanding of the need to consider safety in all land-based industries.

### OUTCOMES

- 1 Demonstrate work practices which enhance employability in land-based industries.
- 2 Review and evaluate own skills developed in practical contexts.
- 3 Demonstrate knowledge and understanding of the requirements for a safe working environment in a land-based industry.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

0.5 credit at Intermediate 1 (3 SCQF credit points at SCQF level 4\*).

*\*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.*

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## **National Unit Specification: general information (cont)**

**UNIT**    Employability Skills for Land-based Industries (Intermediate 1)

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT**    Employability Skills for Land-based Industries (Intermediate 1)

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate work practices which enhance employability in land-based industries.

##### **Performance Criteria**

- (a) Maintain time-keeping and attendance to acceptable standards.
- (b) Undertake necessary planning and preparation prior to practical work.
- (c) Work co-operatively with others.
- (d) Demonstrate awareness of efficient use of resources.
- (e) Follow instructions from person responsible.
- (f) Demonstrate a safety awareness during all tasks undertaken.

#### **OUTCOME 2**

Review and evaluate own skills developed in practical contexts.

##### **Performance Criteria**

- (a) Identify own strengths and weaknesses.
- (b) Identify areas for improvement.
- (c) Identify action points for improvement.
- (d) Respond positively to advice and feedback on performance.

#### **OUTCOME 3**

Demonstrate knowledge and understanding of the requirements for a safe working environment in a land-based industry.

##### **Performance Criteria**

- (a) Describe the common risks and hazards for a work task in a land-based industry.
- (b) Identify measures that should be taken to minimise risk in relation to the task.
- (c) Identify any personal protective clothing and equipment that is necessary when carrying out this task.

## National Unit Specification: statement of standards (cont)

### UNIT Employability Skills for Land-based Industries (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence supported by candidate review sheets and tutor observation checklists, together with written and/or recorded oral evidence is required to show that all Outcomes and Performance Criteria have been achieved.

Candidates will demonstrate the appropriate working practices and attitudes in practical contexts. They will then review and evaluate their own performance on candidate review sheets and, following a discussion with the assessor after each review, will produce a plan for improvement. The evidence required will be:

- ◆ a minimum of three candidate review sheets, supported by an assessor observation checklist
- ◆ a minimum of three progressive action plans, each relating to the associated review sheet

In relation to Outcome 3 written and/or recorded oral evidence should include:

- ◆ a description of **three** common hazards associated with a particular work task
- ◆ a description of the likely level of risk for each of the identified hazards
- ◆ a description of measures that can be taken to minimise the risk of the identified hazards
- ◆ a list of protective clothing and equipment that would be needed for somebody carrying out that task

The item for this Unit contains candidate review sheets, an assessor observation checklist and a proforma in relation to Outcome 2. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Employability Skills for Land-based Industries (Intermediate 1)

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 20 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The main purpose of the Unit is to improve candidates' preparedness for employment in the Land-based industries. To this end Outcomes 1 and 2 focus on encouraging candidates to develop the correct work practices for employment such as good time keeping and team working. Candidates will be provided with an opportunity to review how well they have progressed in developing these work practices and attitudes by comparing their own evaluation with that of their assessors

For Outcome 3, the candidate should be expected to develop an awareness of the basic risks and hazards of working in one particular land-based industry. This may be done through discussion with somebody employed in the industry. This should be at a basic level and help candidates to develop an awareness of the dangers of working in that industry and how to avoid them and minimise risk. **It is not expected that the candidate should be able to do a complete risk assessment for a given task but only to encourage them to consider the possible risks of particular situations.** For example the candidate should be able to see the obvious dangers of handling sheep such as injury and risk of infection from the dirt. However, it would not be expected that the candidates would recognise the less overt health risks such as zoonoses at this level of study.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Where this Unit is taken as part of Intermediate 1 Rural Skills Course, it is recommended that delivery is integrated with other Units in the Course. It is important that those responsible for the delivery of this Unit as part of the above Course specify and identify where opportunities arise to develop and assess employability skills.

#### Employability Skills

Achievement of the employability skills listed below will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

- ◆ acceptable time keeping and attendance\*
- ◆ planning and preparing for work\*
- ◆ working co-operatively with others\*
- ◆ awareness of efficient resource use\*
- ◆ following Instructions\*
- ◆ working safely\*
- ◆ self-review and evaluation\*

#### Core Skills

In this Unit candidates will be involved in reviewing and evaluating their progress and discussing this with their assessor. They will also be gathering information on assessing risks and presenting this information either orally or in written format. These are good opportunities for developing aspects of Communication (both oral and written).

## **National Unit Specification: support notes (cont)**

### **UNIT**    Employability Skills for Land-based Industries (Intermediate 1)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The following Units include tasks which provide opportunities for the completion of candidate review sheets and the pro forma in relation to risks and hazards:

- ◆ Estate Maintenance: An Introduction
- ◆ Animal Husbandry: An Introduction (Outcomes 2 and 3)
- ◆ Soft Landscaping: An Introduction
- ◆ Crop Production: An Introduction

Candidates are expected to show progression between review sheet completion and it is therefore useful to plan the use of these review sheets at progressive stages throughout the delivery of the Course.

The item for this Unit contains candidate review sheets, an assessor observation checklist and a pro forma in relation to Outcome 2. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

#### **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)).

## National Unit Specification: general information

<b>UNIT</b>	Animal Husbandry: An Introduction (Intermediate 1)
<b>CODE</b>	DX0X 10
<b>COURSE</b>	Rural Skills (Intermediate 1)

### SUMMARY

This Unit is an optional Unit within the Rural Skills Course at Intermediate 1 and is designed to be taken as part of this Course. It is suitable for candidates with no previous land-based or employment experience. The Unit allows candidates to develop some of the basic skills and knowledge required to contribute towards the health and well being of animals. Candidates 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.

### OUTCOMES

- 1 Identify basic characteristics of animals.
- 2 Assist with the preparation and maintenance of accommodation for animals.
- 3 Assist with the preparation and provision of food and water for animals.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*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.*

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## **National Unit Specification: general information (cont)**

### **UNIT**    Animal Husbandry: An Introduction (Intermediate 1)

#### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT    Animal Husbandry: An Introduction (Intermediate 1)**

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Identify basic characteristics of animals.

##### **Performance Criteria**

- (a) Correctly identify gender differences of animals.
- (b) Correctly identify signs of health of animals.
- (c) Correctly identify the breed of animals.
- (d) Correctly identify the life stage of animals.

#### **OUTCOME 2**

Assist with the preparation and maintenance of accommodation for animals.

##### **Performance Criteria**

- (a) Assist in setting up animal accommodation.
- (b) Assist in cleaning animal accommodation.
- (c) Demonstrate safe working practices.

#### **OUTCOME 3**

Assist with the preparation and provision of food and water for animals

##### **Performance Criteria**

- (a) Assist in the preparation of appropriate food for animals, following instructions.
- (b) Assist in the provision of food for animals.
- (c) Provide water in an appropriate manner for animals.
- (d) Demonstrate safe working practices.

## National Unit Specification: statement of standards (cont)

### UNIT Animal Husbandry: An Introduction (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

Evidence must be gathered in an appropriate context where live animals are kept in work settings or simulated work settings.

For each Outcome, evidence is required in relation to **one** category of animal. The animal(s) can be selected from the following:

- ◆ horses
- ◆ sheep
- ◆ cattle
- ◆ pigs
- ◆ game birds
- ◆ small 'cage' companion mammals
- ◆ domestic dogs
- ◆ domestic cats

The first section of the assessor observation checklist confirms that the candidate has identified:

- ◆ two physical characteristics that allow gender identification
- ◆ five signs of good health
- ◆ two breeds of the same category of animal (photographic identification is acceptable)
- ◆ two life stages selected from young, adolescent, adult, old, pregnant, lactating (photographic identification is acceptable)

The second section of the assessor observation checklist confirms that the candidate has assisted in:

- ◆ setting up accommodation for the animal(s)
- ◆ cleaning the accommodation for the animal(s)
- ◆ preparing food for the animals
- ◆ providing food for the animals
- ◆ providing water in an appropriate manner for the animals

The item for this Unit contains assessor observation checklists. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Animal Husbandry: An Introduction (Intermediate 1)

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 allow the candidate to develop the basic skills required to contribute towards the health and well being of animals as well as developing a basic understanding of normal characteristics of animals.

This Unit can be delivered in the context of one or more of the following categories:

- ◆ horses
- ◆ sheep
- ◆ cattle
- ◆ pigs
- ◆ game birds
- ◆ small 'cage' companion mammals
- ◆ domestic Dogs
- ◆ domestic Cats

It is important that learning takes place involving live animals in either a work setting or simulated work setting. Partnerships with land-based colleges, training providers or employers are likely to provide the most appropriate settings. Candidates should experience the proximity of animals, the outdoor working conditions and the associated effects on their senses (smells, dirt, ambient temperatures and noise levels) **It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment by the centre, particularly identifying any protective clothing and equipment that the candidate may require and any regulations applying to the specific context.**

This Unit should be delivered using live animals and the use of textbooks is only appropriate as an introduction to working with animals.

In relation to Outcome 1, the candidate should not be expected to restrain the animal for the purpose of gender identification. In some species, where gender identification is difficult (eg some small companion animals), candidates are only expected to know the features that are used to identify gender. The breed of animal may be difficult to identify when dealing with animals in some contexts, eg commercial fattening cattle or sheep. In such cases, breeds can be learned using suitable photographic evidence. Life stage refers to the age and state of production of the animal from the following categories: young, adolescent, adult, old, pregnant, lactating. Centres should not use examples of life stages which are difficult to identify visually for that category of animal.

It may be beneficial in some contexts, to refer to the production systems in which animals are raised, for example beef cattle systems, dairy cattle systems.

## **National Unit Specification: support notes (cont)**

### **UNIT     Animal Husbandry: An Introduction (Intermediate 1)**

Outcomes 2 and 3 should be delivered in the context of daily husbandry routines in a work setting or simulated work setting for the category of animal chosen. It is not expected that the candidate should be able to perform these tasks at a commercially acceptable speed and efficiency but that they should be able to assist in all aspects whilst showing a strong awareness for health and safety of all involved. It should be noted that for some categories, Outcome 2 and 3 may require to be delivered at a time of year when animals are housed in order to be realistic and assessable, eg cattle and sheep are normally only housed between the Autumn and the Spring of the year, with some sheep never being housed. The centre should bear this in mind when planning delivery.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It would be useful for all three of the Outcomes to have some theoretical classroom input prior to undertaking the practical activities. In Outcome 1, initial presentations can introduce categories of animal, how to recognise gender, appropriate nomenclature for genders and age groups, signs of health, breeds, types and life stages relevant to the species. However, it is important to stress the level of this award and it is not appropriate to examine any of these aspects in detail. Candidates should gain in particular an understanding of the animals that they are being asked to work with.

Learning and teaching in relation to Outcome 2 should include initial presentations introducing types of accommodation and accommodation requirements for the category of animal and appropriate maintenance routines would be useful. In relation to Outcome 3 initial presentations introducing appropriate foodstuffs and water delivery systems and their basic routine maintenance and use for that category of animal, as well as methods of providing food, would be appropriate

The candidates should be thoroughly briefed on health and safety practices before entering the work setting. The practical skills of Outcomes 1, 2 and 3 can then be demonstrated and practised. Ideally, partnerships with land-based colleges would be appropriate but training providers or employers may also offer suitable opportunities. Emphasis on experiential learning using live animals and a mentoring/coaching approach whilst the candidate assists with the husbandry routines would be appropriate.

For Outcomes 2 and 3, it may be useful to adopt an approach of emphasising not only the vocational skills development but also the development of employability skills in this Unit. This could be done by: setting incremental targets for candidates 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 candidates; setting candidates a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working; encouraging the consideration of economical use of resources. Candidates could be encouraged to review and evaluate tasks undertaken.

## National Unit Specification: support notes (cont)

### UNIT Animal Husbandry: An Introduction (Intermediate 1)

#### Employability Skills

On completion of this Unit, the candidate will have had the opportunity to develop the following employability skills:

- ◆ acceptable time keeping and attendance
- ◆ planning and preparing for work
- ◆ working co-operatively with others
- ◆ awareness of efficient resource use
- ◆ following instructions\*
- ◆ working safely\*
- ◆ self review and evaluation

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Tasks undertaken in Outcomes 2 and 3 provide ideal opportunities to complete the candidate review sheets for the *Intermediate 1 Rural Skills: Employability Skills for Land-based Industries*.

#### Core Skills

In this Unit candidates will be involved in a range of practical tasks which may well involve working as part of a small team, and will involve some discussion with their assessor. These are good opportunities for developing aspects of

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

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### 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)).

## National Unit Specification: general information

<b>UNIT</b>	Animal Handling: An Introduction (Intermediate 1)
<b>CODE</b>	DX0Y 10
<b>COURSE</b>	Rural Skills (Intermediate 1)

### SUMMARY

This Unit is an optional Unit within the Rural Skills Course at Intermediate 1 and is designed to be taken as part of this Course. It is suitable for candidates with no previous land-based or employment experience. The Unit allows candidates to develop some of the basic knowledge and skills required to handle animals in a work setting. Candidates will develop the basic skills and knowledge required to move and restrain animals for a purpose that is usual for that species. This Unit has been designed for delivery in context for one or more categories of animal.

### OUTCOMES

- 1 Assist with the movement and control of animals.
- 2 Assist with the restraint of animals for the purpose of examination.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

0.5 credit at Intermediate 1 (3 SCQF credit points at SCQF level 4\*).

*\*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.*

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**    Animal Handling: An Introduction (Intermediate 1)

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## National Unit Specification: statement of standards

### UNIT Animal Handling: An Introduction (Intermediate 1)

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 the Scottish Qualifications Authority.

#### OUTCOME 1

Assist with the movement and control of animals.

##### Performance Criteria

- (a) Contribute to a method of movement that ensures stress is minimised for the animals at all times.
- (b) Demonstrate an understanding of the behaviour of animals when being moved.
- (c) Demonstrate safe working practices.

#### OUTCOME 2

Assist with the restraint of animals for the purpose of examination.

##### Performance Criteria

- (a) Assist in catching an identified animal that is loose in an enclosure.
- (b) Effectively assist in using one type of restraint appropriate for the animal.
- (c) Assist in the presentation of an animal for examination.
- (d) Demonstrate safe working practices.

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

Evidence must be gathered in an appropriate context where live animals are kept in working environments or simulated working environments. For each Outcome, evidence is required in relation to **one or more categories** of animal. The animal(s) can be selected from the following:

- ◆ horses
- ◆ sheep
- ◆ cattle
- ◆ pigs
- ◆ game birds
- ◆ small 'cage' companion mammals
- ◆ domestic dogs
- ◆ domestic cats

Candidates should be involved in the movement of at least two animals for a given purpose which has been explained to the candidate.

## **National Unit Specification: statement of standards (cont)**

### **UNIT    Animal Handling: An Introduction (Intermediate 1)**

The assessor observation checklist confirms that the candidate:

- ◆ has contributed to a stress-free movement of animals
- ◆ demonstrated an understanding of behaviour of animals being moved
- ◆ has assisted in catching the identified animal
- ◆ has assisted in restraining an animal
- ◆ has assisted in presenting the animal for examination
- ◆ demonstrated safe working practices throughout

The assessor may choose to carry out the different assessment activities on separate occasions.

The item for this Unit contains an assessor observation checklist. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Animal Handling: An Introduction (Intermediate 1)

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 20 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to allow the candidate to develop the basic skills required to move and handle animals as well as developing a basic understanding of expected normal behavioural characteristics of animals when being moved.

This Unit can be delivered in the context of one or more of the following categories:

- ◆ horses
- ◆ sheep
- ◆ cattle
- ◆ pigs
- ◆ game birds
- ◆ small 'cage' companion mammals
- ◆ domestic dogs
- ◆ domestic cats

It is important that learning takes place involving live animals in either a work setting or simulated work setting. Partnerships with Land-based colleges, training providers or employers are likely to provide the most appropriate settings. Candidates should experience the proximity of animals, the working conditions and the associated effects on their senses (smells, dirt, ambient temperatures and noise levels). **It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment, particularly identifying any protective clothing that the candidate may require and any regulations applying to the specific context.**

#### Outcome 1

The context of delivery for moving animals will vary according to the category chosen. For example, cattle will often be moved from fields to a collecting court for vaccination, dosing, and veterinary inspection. Cattle and sheep may be moved between fields. It would be appropriate to use herding methods for these species. It is important that candidates are made aware of the legal requirements of moving farm livestock off the premises but this need not be an exhaustive examination of the pertinent legislation.

Horses are often moved out from stables to fields for exercise. They are likely to be moved in a much more controlled fashion by leading them. Dogs may be moved out into exercise pens. They are likely to be moved on slip leads and kept apart to avoid fighting. Whatever context is chosen, it is important that the candidate develops an understanding of the appropriate methods for that particular category and how to assist the process in a safe manner. This will mean that the candidate requires a basic understanding of the behavioural norms of that category when being handled in groups or as an individual animal.

## **National Unit Specification: support notes (cont)**

### **UNIT Animal Handling: An Introduction (Intermediate 1)**

#### **Outcome 2**

Catching the animal may mean securing it in a pen or crush in the context of livestock. The candidate should develop an understanding of appropriate methods of identifying the individual animal in question, eg ear tags, colourings and markings, brandings, collar discs, etc. The context of delivery for restraining animals will vary according to the species chosen. For example, dogs will often be restrained for grooming or veterinary examination and appropriate restraint aids may be grooming nooses for the former or slip leads for the latter. The candidate should develop an understanding and familiarity with the common types of restraint aids that may be used and should be able to use them but not be expected to fit them. They should be able to demonstrate the skills necessary to help to restrain the animal effectively.

Candidates should not be expected to restrain animals that are known or are assessed to be particularly dangerous at this level: for example aggressive dogs, bulls or excitable horses would not be appropriate.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It would be useful for both of the Outcomes to have some classroom-based theoretical input prior to undertaking the practical activities. Outcome 1 may benefit from initial presentations and classroom delivery methods on reasons for moving animals. In the context of some animals, they should develop an awareness of the legal restrictions that exist in terms of moving them off the premises. Candidates should be able to identify safe practice (including appropriate PPE) and appropriate methods depending on the species context that this Unit is taken in. The candidate should also learn about the normal behaviour of the animal when being moved. For example, if it is a herd animal, the likely behaviour of the species when it is removed from the herd and how to act appropriately.

For Outcome 2, initial presentations on the common methods of identifying individual animals within the selected category would be useful as well as classroom delivery on appropriate restraint techniques for various purposes and identification of reasons for restraining animals. For example, horses can usually be identified visually from colourings and markings, they may be restrained using a headcollar or a bridle, they may be restrained for clipping, shoeing and veterinary examination.

The candidate may need some basic knowledge and understanding of the basic types of restraint methods and restraint aids available for that category. However, if restraint is more related to a specific handling technique in the context of that species, there is no requirement to discuss restraint aids, eg cats and small companion animals. Candidates should gain an understanding of the particular restraint form that they are being asked to work with.

Classroom simulated models may be useful to practice on before using live animals (eg practise putting a head collar or halter on a 'dummy' horse). However, this is not a substitute for working with live animals. The tutor need not go through every type of identification method and restraint aid that is used for the selected animal.

The candidates should be thoroughly briefed on health and safety practices before entering the work setting and beginning the task. Emphasis on experiential learning using live animals and a mentoring/coaching approach whilst the candidate assists with the handling of animals would be appropriate. It should be emphasised that animals that have a greater potential of being dangerous or are placed in a very stressful situation should not be used at this level.

## National Unit Specification: support notes (cont)

### UNIT Animal Handling: An Introduction (Intermediate 1)

It may be useful to adopt an approach of emphasising not only the vocational skills development but also the development of employability skills in this Unit. This could be done by: setting incremental targets for candidates 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 candidates; setting candidates a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working. Candidates could be encouraged to review and evaluate tasks undertaken.

#### Employability Skills

On completion of this Unit, the candidate will have had the opportunity to develop the following employability skills:

- ◆ acceptable time keeping and attendance
- ◆ planning and preparing for work
- ◆ working co-operatively with others
- ◆ following instructions\*
- ◆ working safely\*
- ◆ self review and evaluation

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

#### Core Skills

In this Unit candidates will be involved a range of practical tasks which may well involve working as part of a small team. These offer good opportunities for developing aspects of:

- ◆ Working with Others
- ◆ Communication (oral)

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### 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)).

## National Unit Specification: general information

<b>UNIT</b>	Crop Production: An Introduction (Intermediate 1)
<b>CODE</b>	DX12 10
<b>COURSE</b>	Rural Skills (Intermediate 1)

### SUMMARY

This Unit is an optional Unit within the *Intermediate 1 Rural Skills Course* and is designed to be taken as part of this Course. It is suitable for candidates with no previous land-based or employment experience. The Unit allows candidates to develop some of the basic skills and knowledge required to contribute towards the production of a crop in a work setting. Candidates will have the opportunity to develop the basic skills of preparing the growing medium, establishing and maintaining the crop. This Unit has been designed for delivery in context for one or more crop species and to be delivered in a work or simulated work setting. Crops may be agricultural, forestry, horticultural, edible or non-edible.

### OUTCOMES

- 1 Assist with preparing the site/growing medium and establishing a selected crop.
- 2 Assist with maintaining healthy growth of a selected crop.
- 3 Demonstrate knowledge and understanding in relation to selecting, establishing and maintaining a selected crop.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*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.*

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## **National Unit Specification: general information (cont)**

### **UNIT** Crop Production: An Introduction (Intermediate 1)

#### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT Crop Production: An Introduction (Intermediate 1)**

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Assist with preparing the site/growing medium and establishing a selected crop.

##### **Performance Criteria**

- (a) Assist with preparing the site/growing medium for growing the crop.
- (b) Assist with establishing the crop in the growing medium.
- (c) Demonstrate safe working practices.

#### **OUTCOME 2**

Assist with maintaining healthy growth of a selected crop.

##### **Performance Criteria**

- (a) Assist with monitoring the progress and health of the crop.
- (b) Assist with procedures to maintain the healthy growth of the crop.
- (c) Demonstrate safe working practices.

#### **OUTCOME 3**

Demonstrate knowledge and understanding in relation to selecting, establishing and maintaining a selected crop.

##### **Performance Criteria**

- (a) State the reason for growing the selected crop.
- (b) State basic requirements for growth of the selected crop.
- (c) Identify the stages of production of the selected crop.
- (d) Identify signs of damage or disease to the selected crop.

## National Unit Specification: statement of standards (cont)

### UNIT Crop Production: An Introduction (Intermediate 1)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence supported by an assessor observation checklist together with written and/or recorded oral evidence is required to show that all Outcomes and Performance Criteria have been achieved.

Evidence must be gathered in an appropriate context where crops are kept in working environments or simulated working environments.

**In relation to Outcomes 1 and 2** evidence is required in relation to **one or more crop/s** from the following categories:

- ◆ arable crops
- ◆ silage and fodder crops
- ◆ biomass energy crops
- ◆ field-grown vegetables
- ◆ field-grown fruit
- ◆ protected edible crops
- ◆ protected non-edible crops
- ◆ ornamental nursery stock
- ◆ bedding plants
- ◆ forestry tree nurseries

The assessor observation checklist confirms that the candidate has:

- ◆ assisted with preparing the site
- ◆ assisted with establishing the crop
- ◆ assisted with monitoring the health and progress of the crop
- ◆ assisted with maintaining the healthy growth of the crop
- ◆ demonstrated safe working practices throughout

**In relation to Outcome 3**, evidence must relate to only one crop from the above list. Written and/or oral evidence should be noted in a record sheet, and should include:

- ◆ a statement of the reason for growing the crop
- ◆ a statement of the basic requirements of one crop
- ◆ identification of the stages of production of this crop
- ◆ identification of signs of damage or disease to this crop

The item for this Unit contains an assessor observation checklist and a record sheet for the written or recorded oral evidence. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Crop Production: An Introduction (Intermediate 1)

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 allow the candidate to develop the basic skills required to contribute towards the production of plants on a large-scale setting. The word crop has therefore been used to place the Unit in context. Crops may be grown in organic or intensive systems. It is envisaged that this Unit can be delivered in the context of one or more crop species from the following categories:

- ◆ arable crops
- ◆ silage and fodder crops
- ◆ biomass energy crops
- ◆ field-grown vegetables
- ◆ field-grown fruit
- ◆ protected edible crops
- ◆ protected non-edible crops
- ◆ ornamental nursery stock (production of liners from cuttings and potting on liners can be considered distinct crops)
- ◆ bedding plants
- ◆ forestry tree nurseries

It is important that learning takes place involving a crop in either a work setting or simulated work setting. Partnerships with land-based colleges, training providers or employers are likely to provide the most appropriate settings. Candidates should experience working with crops, the associated working environment and the effects on their senses (smells, dirt, ambient temperatures and noise levels). **It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment by the centre, particularly identifying any protective clothing and equipment that the candidate may require. Risks associated with the operation of machinery and pesticides should be assessed thoroughly.**

The practical elements of this Unit should be delivered through the candidate's contribution to the production of a commercial crop. However, in some cases it will not be possible to generate all the evidence in the context of one crop. It is therefore acceptable for candidates to generate this evidence in the context of more than one crop.

#### Outcome 1

Candidates should help with operations to prepare the site and plant the crop. Site might mean field, smallholding (including crofts), glasshouse, etc. depending on the crop and growing system selected. The particular operations will vary depending on the crop and growing system. For instance in an organic smallholding it may involve manual operations to clear the site and cultivate it, whereas in intensive mechanised crops it may be limited to helping to select and set machinery, and inspecting of operations. In containerised crops it may include collating containers and media.

## **National Unit Specification: support notes (cont)**

### **UNIT Crop Production: An Introduction (Intermediate 1)**

Establishing the crop includes sowing, planting, or preparing cuttings depending on the crop. The level of involvement may vary from hand planting to calibration and monitoring of machinery depending on the crop and the method of establishment.

#### **Outcome 2**

Candidates should be involved in monitoring the crop to ascertain its progress and health. Wherever, possible, the candidate should assist in harvesting operations. The level of assistance will depend on the crop and growing system and it is recognised that the constraints of season may be an issue for delivery of this element. They should assist in routine maintenance operations (eg irrigation, staking, pest and disease control) of the crop.

Throughout, candidates should be made aware of the importance of safe working practices and individual responsibility for safe working and adherence to legislation governing health and safety and the use of chemicals, paying particular attention to relevant COSHH Regulations.

#### **Outcome 3**

This Outcome should cover the knowledge and understanding for one crop only and is designed to give candidates an understanding of the skills that they are developing.

Consideration of the basic requirements of crops should include reference to growing medium (type, fertility, moisture holding capacity); environment (temperature, length of growing season; light; rainfall; water supply and factors that influence the incidence of pests and diseases).

Description of the stages in production of a crop should cover preparation, establishment, and harvesting. Candidates should understand the timescales of production for the selected crop but are not expected to have a detailed understanding of the biological development of the plant. It would be useful for candidates to be aware of the criteria used to determine when the crop is ready for harvesting

Monitoring of crops should include recognising signs of unacceptable growth or ill health in the crop but candidates should not be expected to recognise specific diseases of the crop.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It would be useful for all three of the Outcomes to have some classroom theoretical input prior to undertaking the practical activities. The candidates should also be thoroughly briefed on health and safety practices before entering the real or simulated working environment. The practical skills of Outcomes 1 and 2 can then be demonstrated and practised in a work setting or simulated work setting. Ideally, partnerships with land-based colleges would be appropriate but training providers or employers may also offer suitable opportunities.

Emphasis is placed on experiential learning with candidates undertaking or observing operations in preparing the site and establishing the crop. Coaching/mentoring should explain the reasons for particular operations.

## National Unit Specification: support notes (cont)

### UNIT Crop Production: An Introduction (Intermediate 1)

#### Employability Skills

On completion of this Unit, the candidate will have had the opportunity to develop the following employability skills:

- ◆ acceptable time keeping and attendance
- ◆ planning and preparing for work
- ◆ working co-operatively with others
- ◆ using resources efficiently
- ◆ following instructions\*
- ◆ working safely\*
- ◆ self review and evaluation

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

**Tasks undertaken in Outcomes 1 and 2 provide ideal opportunities to complete the review sheets of the *Employability Skills Unit of the Intermediate 1 Rural Skills Course*.**

#### Core Skills

In this Unit candidates will be involved a range of practical tasks which may well involve working as part of a small team, and will also gather and present information in written or oral format. These are good opportunities for developing aspects of:

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

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Performance evidence supported by an assessor observation checklist is required to show that all Outcomes and Performance Criteria have been achieved.

The assessor checklist should be used to record that the candidate has completed the tasks identified to a satisfactory standard. The candidate record sheet will help candidates provide evidence of their knowledge and understanding of selecting, establishing and maintaining their selected crop.

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### 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)).

## National Unit Specification: general information

<b>UNIT</b>	Soft Landscaping: An Introduction (Intermediate 1)
<b>CODE</b>	DX13 10
<b>COURSE</b>	Rural Skills (Intermediate 1)

### SUMMARY

This Unit is an optional Unit within the *Rural Skills Intermediate 1 Course* and is designed to be taken as part of this Course. It is suitable for candidates with no previous land-based or employment experience. The Unit allows candidates to develop some of the basic knowledge and skills required for soft landscaping. Candidates will develop the basic skills and knowledge required to establish and maintain a soft landscaped area. 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 landscape projects.

### OUTCOMES

- 1 Assist with the establishment of a soft landscaped area.
- 2 Assist with the maintenance of soft landscaped areas.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

0.5 credit at Intermediate 1 (3 SCQF credit points at SCQF level 4\*).

*\*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.*

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## **National Unit Specification: general information (cont)**

**UNIT** Soft Landscaping: An Introduction (Intermediate 1)

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT    Soft Landscaping: An Introduction (Intermediate 1)**

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Assist with the establishment of a soft landscaped area.

##### **Performance Criteria**

- (a) Assist with the preparation of a soft landscaped area.
- (b) Give a reason for choosing the selected plants.
- (c) Assist with the planting of a soft landscaped area.
- (d) Assist with post-planting activities.
- (e) Demonstrate safe working practices.

#### **OUTCOME 2**

Assist with the maintenance of soft landscaped areas.

##### **Performance Criteria**

- (a) Assist with control measures for weeds.
- (b) Assist with pruning and/or deadheading plants.
- (c) Demonstrate safe working practices.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Performance evidence supported by an assessor checklist together with additional evidence is required to show that all Outcomes and Performance Criteria have been achieved.

Evidence must be gathered in a context of soft landscaping projects being implemented by an employer, voluntary organisation, training organisation or college. Examples of appropriate landscape projects can be found in Guidance on Content and Context for this Unit, in the support notes of this Unit specification.

The assessor observation checklist confirms that the candidate has:

- ◆ helped to clear the site
- ◆ helped to mark out the site
- ◆ helped to cultivate the site
- ◆ helped to improve the soil of the site
- ◆ correctly spaced the plants
- ◆ planted the plants to the correct depth with the correct diameter of hole
- ◆ added soil improver or fertiliser when necessary
- ◆ placed, back filled and firmed-in the plants
- ◆ carried out two post-planting activities (selected from staking, placing in gro-tubes, shelter provision, guard provision, water provision, mulching)
- ◆ carried out two different methods of weed control

## **National Unit Specification: statement of standards (cont)**

### **UNIT**    Soft Landscaping: An Introduction (Intermediate 1)

- ◆ carried out deadheading and/or pruning
- ◆ demonstrated safe working practices throughout

Additional evidence will also be recorded. This additional evidence will confirm that the candidate can give one reason for choosing the selected plants.

The item for this Unit contains an assessor observation checklist, with a section to record the additional evidence. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Soft Landscaping: An Introduction (Intermediate 1)

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 20 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to allow the candidate to develop the basic skills required for soft landscaping. It is envisaged that this Unit can be delivered in the context of various landscape projects such as:

- ◆ hedge (amenity, boundary, farm) planting
- ◆ tree (woodland, amenity) planting
- ◆ shrub planting
- ◆ herbaceous plant displays
- ◆ bedding plant displays

Candidates may be involved in a number of different projects as the objective is to introduce them to a range of skills rather than the implementation of a single project. However it is important that learning take place within the context of landscape projects. Partnerships with employers, voluntary organisations, land-based colleges or training providers are likely to provide the most appropriate settings. Candidates should experience outdoor working conditions and the associated effects on their senses (smells, dirt, ambient temperatures and noise levels). It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment, particularly identifying any protective clothing that the candidate may require. The level of involvement of the candidates will depend on the risk assessment. Involvement in mechanical operations may have to be limited to observation, calibration and monitoring when specialist equipment is being used.

#### Outcome 1

Candidates should be involved and contribute to all aspects of site preparation including ground clearance, cultivation, incorporation of organic matter, and marking out. Where machinery is being used then it may be appropriate for candidates to observe the operations and monitor the effectiveness. They should not be expected to operate machinery where risk assessment identifies the risk as high. Candidates should state the reason for selecting particular plants. For example woodland planting may be a mixture of native species whereas in a park trees may be selected for aesthetic reasons. Hedges may be double row, native, thorny species for stock proofing or evergreens to provide a backdrop in a garden. Shrub planting may be for screening, security or as a barrier. Plant types may be selected to encourage wildlife, etc.

Candidates should contribute to the planting of material with attention to preparation of the hole and planting to correct depth, spacing and orientation. If possible, candidates should be introduced to a range of planting materials. Candidates should also contribute to implementing measures for establishing plants including staking, ties, gro-tubes, shelter, guards, watering and mulching. Candidates should be made aware of the risks of particular operations. They should also be advised on the correct care and maintenance of equipment and of health and safety issues.

## **National Unit Specification: support notes (cont)**

### **UNIT    Soft Landscaping: An Introduction (Intermediate 1)**

#### **Outcome 2**

Candidates should be introduced to the range of skills involved in the maintenance of soft landscaping. They should be introduced to the skills of hoeing, mulching and manual weeding. It would be useful for the candidates to be aware of chemical methods of controlling weeds. Reasons for pruning and the timing of pruning should be considered. Methods of pruning should be introduced and the purpose of various types of cut should be explained. Candidates might assist with manual pruning, hedge cutting or deadheading.

Candidates should also be advised on the correct care and maintenance of equipment and of health and safety issues.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It would be useful for both the Outcomes to have some classroom theoretical input prior to undertaking the practical activities. The candidates should also be thoroughly briefed on health and safety practices before entering the work setting or simulated work setting. The practical skills can then be demonstrated and practised on landscape projects. Ideally, partnerships with land-based colleges would be appropriate but training providers, voluntary organisations or employers may also offer suitable opportunities.

#### **Outcome 1**

Emphasis on experiential learning with a mentoring/coaching approach whilst the candidate undertakes or assists with operations. Reasons for selecting plant types, positioning and spacing should be explained along with theory behind practical operations.

#### **Outcome 2**

Emphasis is placed on experiential learning with candidates undertaking or observing operations. Coaching/mentoring should explain the reasons for particular operations and compare the advantages and disadvantages of different methods used.

It may be useful to adopt an approach of emphasising not only the vocational skills development but also the development of employability skills in this Unit. This could be done by: setting incremental targets for candidates 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 candidates; setting candidates a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working. Candidates could be encouraged to review and evaluate tasks undertaken.

## National Unit Specification: support notes (cont)

### UNIT Soft Landscaping: An Introduction (Intermediate 1)

#### Employability Skills

On completion of this Unit, the candidate will have had the opportunity to develop the following employability skills:

- ◆ acceptable time keeping and attendance
- ◆ planning and preparing for work
- ◆ working co-operatively with others
- ◆ awareness of efficient resource use
- ◆ following instructions\*
- ◆ working safely\*
- ◆ self review and evaluation

Achievement in a number of these employability skills (those marked with an asterisk\*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Tasks undertaken in Outcomes 1 and 2 provide ideal opportunities to complete the review sheets of the *Employability Skills for Land-based Industries* Unit of the Rural Skills (intermediate 1) Course.

#### Core Skills

In this Unit candidates will be involved a range of practical tasks which may well involve working as part of a small team. These tasks are good opportunities for developing aspects of:

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

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Performance evidence supported by an assessor checklist together with additional evidence is required to show that all Outcomes and Performance Criteria have been achieved.

The assessor observation checklists should be used at a point when the assessor identifies that the candidate is ready to be assessed for competence in the tasks identified. The number of plants used in the tasks will depend on the particular project and the type of planting material. For example: if planting trees, two standard trees may be appropriate; if planting bedding plants or bulbs, ten to twenty plants may be more appropriate.

The learning and teaching advice above encompasses the gathering of evidence for assessment. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### 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)).