

National Unit Specification: General Information

UNIT Forestry in Britain: An Introduction (Intermediate 1)

NUMBER D866 10

COURSE

SUMMARY

This unit is designed to meet the needs of candidates with no previous experience of British forestry. The unit describes the general nature of forestry as found in Britain. The outcomes ask the candidates to identify the main types of forests found in Britain and factors affecting growth and development.

OUTCOMES

- 1 Describe the main forest types found in Britain.
- 2 Explain the factors influencing the change and development of tree cover in Britain.
- 3 Identify the main tree species growing in Britain.
- 4 Explain the factors affecting tree growth in Britain.

RECOMMENDED ENTRY

Candidates enrolling for this unit do not need to have any prior knowledge of forestry.

CREDIT VALUE

1 Credit at Intermediate 1.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: SG

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National unit specification: statement of standards

UNIT Forestry in Britain: 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

Describe the main forestry types found in Britain.

Performance Criteria

- (a) The identification of the main forest types is correct.
- (b) The description of the distribution of the main forest types is correct.
- (c) The explanation of the structure of two forest types is correct.

Evidence Requirements

Evidence of achievement for this outcome can be provided in written format and/or orally, to ensure all performance criteria are covered.

OUTCOME 2

Explain the factors influencing the change and development of tree cover in Britain.

Performance Criteria

- (a) The main historical events influencing British forest cover are identified correctly.
- (b) The historical influence on British forest cover of Britain as a colonial power is correctly explained.
- (c) The explanation of importance of the Acland Committee is explained correctly.
- (d) The 'strategic reserve' aim, as applied to British forestry is explained correctly.
- (e) The 'multipurpose' aim, as applied to British forestry is explained correctly.

Evidence Requirements

Evidence of achievement for this outcome can be provided in written format and/or orally, to ensure all performance criteria are covered.

OUTCOME 3

Identify the main tree species growing in Britain.

Performance Criteria

- (a) The identification of five conifers from green cuttings is correct.
- (b) The identification of five broadleaves from green cuttings is correct.
- (c) The identification of five broadleaves from twigs and buds is correct.
- (d) The identification of seven trees from standing specimens is correct.

Evidence Requirements

Evidence of achievement for this outcome can be provided in written format and/or orally, to ensure all performance criteria are covered.

National unit specification: statement of standards (cont)

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OUTCOME 4

Explain the factors affecting tree growth in Britain.

Performance Criteria

- (a) The influence of soil types, nutrient status and drainage is explained correctly.
- (b) The importance of climatic conditions is explained correctly.
- (c) The effects of altitude and exposure is explained correctly.
- (d) The effects of the light regime is explained correctly.
- (e) The impact of silvicultural operations is outlined correctly.

Evidence Requirements

Evidence of achievement for this outcome can be provided in written format and/or orally, to ensure all performance criteria are covered.

National unit specification: support notes

UNIT Forestry in Britain: An Introduction (Intermediate 1)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

This unit is essentially a “scene setter” for students who have had no previous involvement or knowledge of British forestry. It should be presented at an introductory level and allow students to develop an understanding of British forest cover and the influencing factors.

Outcome 1

Natural; semi-natural; plantation; continuous-cover; upland; lowland; dry heathland; broad-leaved; conifer; and mixed.

Outcome 2

Climatic changes; developments in human land management practices and farming technology; demand for timber; colonial developments; access to timber supplies; transport options; effect of world war; national timber requirements; development of a formal state forest service; development of a strategic reserve; emphasis on non-timber benefits; move to sustainable management principles.

Outcome 3

Minimum of 5 conifers and broadleaves using twigs, green cuttings and standing specimens.

Outcome 4

Soil types and general characteristics; exposure; growing seasons; moisture availability; general outline of photosynthetic response; outline explanation of individual species characteristics. General effect of silvicultural operations – ground preparation, draining, fertiliser, weeding and cleaning.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Outcomes 1 and 2

As well as formal lectures, use can be made of handouts and recommended reference texts. It would also be useful to explore the nature and reasons for change in British forest cover and integrate this into outcome 2.

Outcome 3

Use is made of existing twig and flower specimens; visits to neighbouring woodlands and arboreta are carried out and use is also made of slides of tree specimens. Candidates are introduced to and given guidance in the use of simple tree keys and encouraged to produce tree collections based on specimens legitimately collected. Use is made of “spotter” formative tests.

National unit specification: support notes (cont)

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Outcome 4

As well as formal lectures, use can be made of handouts and recommended reference texts. Use is made of visits to woodlands, with groups or individual projects set as formative exercises.

GUIDANCE ON APPROACHES TO ASSESSMENT

Centres may use the instruments of assessment which are considered by the assessors to be most appropriate and fully satisfy the outcomes, performance criteria and range statements. Examples of instruments of assessment which could be used are as follows:

Outcomes 1 and 2

Use of a project, which is supported by a detailed outline. The project report should also serve as a future reference source. The project should cover the full range of performance criteria in the outcomes.

Outcome 3

Use of a practical identification test using numbered specimens, a degree of latitude should be built into the arrangement of the specimens to allow the candidate to achieve success without having to identify all correctly eg. identify 5 conifer cuttings from the 8 present.

Outcome 4

A series of short answer questions covering the full range of performance criteria in the outcome.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).