

National Unit Specification: General Information

UNIT Countryside Recreation (Intermediate 2)

NUMBER D839 11

COURSE

SUMMARY

The unit is designed to meet the needs of candidates following a range of programmes and is particularly suitable for the land-based sector. On completion of the unit candidates will be able to describe how countryside recreation is catered for in this country and what the requirements are for a range of activities. They will also be able to carry out investigations of countryside recreation sites.

OUTCOMES

- 1 Describe current provision for countryside recreation.
- 2 Describe the requirements for countryside recreation.
- 3 Collect and describe information obtained by investigation of a local countryside recreation site.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Standard Grade Biology, Chemistry, Geography, Physics or Science at grade 3 or 4
- Intermediate 1 Managing Environmental Resources or its components units.

CREDIT VALUE

1 Credit at Intermediate 2

Administrative Information

Superclass: SM

Publication date: April 2008

Source: Scottish Qualifications Authority

Version: 02

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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).

National unit specification: statement of standards

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

OUTCOME 1

Describe current provision for countryside recreation.

Performance Criteria

- a) Current physical and non-physical countryside recreation activities are identified correctly.
- b) The roles of national and local government departments in countryside recreation provision and management are described clearly with respect to National, Regional and Country Parks.
- c) The roles of commercial organisations and private enterprise in local countryside recreation provision and management are described accurately.
- d) The role of the voluntary sector in countryside recreation provision and management is described accurately with respect to the major organisations involved.

Evidence Requirements

Written and/or oral evidence of the candidate's ability to identify types of countryside recreation activities and describe the current provision for, and management of these activities.

OUTCOME 2

Describe the requirements for countryside recreation.

Performance Criteria

- a) The main benefits people expect to experience by participating in countryside recreation activities are described accurately.
- b) The role of man-made facilities in countryside recreation activities is described appropriately for given situations.

Evidence Requirements

Written and/or oral evidence of the candidate's ability to describe four main benefits people expect to experience by participating in countryside recreation from:

solitude; naturalness; relics of past life; fresh air; challenge; spectacle.

National unit specification: statement of standards (cont)

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Written and/or oral evidence of the candidate's ability to describe the role of six man-made facilities required for countryside recreation from:

access routes; stopping places; on-site access; on-site orientation; off-site promotion; manned advice/information points; guided activity/exploration; safety provisions; refreshments and toilets; equipment hire/sale; accommodation ; souvenir/retail outlet.

OUTCOME 3

Collect and describe information obtained by investigation of a local countryside recreation site.

Performance Criteria

- a) Information is obtained by active participation in the investigation.
- b) The investigation of a given site is comprehensive with respect to funding, staffing and planning.
- c) The investigation of the given site is comprehensive with respect to all current user-groups.
- d) The investigation of the given site is comprehensive with respect to all current visitor facilities.
- e) The investigation of the given site is comprehensive in terms of interactions with neighbouring land users.
- f) The investigation of the given site is comprehensive with respect to the constraints and opportunities related to conserving features of interest.
- g) The investigation of the given site is comprehensive with respect to suggested improvements which balance its strengths and weaknesses.

Evidence Requirements

Evidence of an appropriate level of attainment must be generated with items covering all performance criteria. A report of one investigation is required and must be the individual work of the candidate. The report must be based on an investigation in which the candidate has demonstrated an acceptable level of participation. The collection of the information may involve group work.

National unit specification: support notes

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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

- 1 The roles of local and national government as set out in the National Parks and Access to the Countryside Act, 1949, the Countryside Act, 1968, together with the Countryside Commission (Scotland) Act, 1967 and the Natural Heritage Scotland Act, 1991, should be described. The role of the Countryside Commission for Scotland, now Scottish Natural Heritage, in the designation of Regional and Country Parks should be included.

Grant aid should include sources such as the Scottish Sports Council and the Scottish Tourist Board. Reference could be made to local sites which have received grant aid. A local independent enterprise could be considered by comparing it with a local and/or regional authority recreation site. The National Trust for Scotland, the Royal Society for the Protection of Birds and Scottish Wildlife Trust could be considered as representative of the voluntary sector.

- 2 While not an exhaustive list, the evidence requirements for this outcome provide the basis for a comprehensive treatment of this topic.
- 3 The site chosen for the investigation should be fairly extensive and should have a regional function, for example, a forest park or a national park. Aspects of funding, grant aid, etc., considered in Outcome 1 should be brought in. The monitoring of the site by staff could be investigated. Planning for any future developments should consider phasing and budgeting. The devising and use of questionnaires to investigate user-groups should be covered. The extent and quality of visitor facilities and the importance of design and maintenance could all be investigated. Interactions with neighbouring land users will vary widely from site to site. Practices for conserving features of interest could be investigated by examining whether sensitivity zones exist and how footpath layout addresses any problems. The potential for on-site education and interpretation could be investigated. Suggested improvements should consider what is already there and the demands made of these features.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

The delivery of this unit should reflect a strongly candidate-centred approach.

Although the first part of the unit could be delivered in a classroom situation, most of the remainder could be carried out by site visits involving inputs by relevant personnel wherever possible.

Formal instruction could be minimal with most of the work being done by investigative projects carried out by individuals or small groups and supplemented by intergroup talks, discussions, etc.

National unit specification: support notes (Cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT

Centres may use the instruments of assessment which are considered by teachers/lecturers to be the most appropriate. Outcomes 1 and 2 can be assessed by an appropriate level of attainment in an integrated end-of-unit test with questions covering all performance criteria. Outcome 3 can be assessed by participation in an investigation and an appropriate level of attainment in the associated report.

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).