

## 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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### Administrative Information

**Superclass:** SA

**Publication date:** April 2007

**Source:** Scottish Qualifications Authority

**Version:** 02

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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)

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- ◆ 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)).