National Unit Specification: general information

UNIT   Crofting Year: Enterprise (SCQF level 5)

CODE   F464 11

SUMMARY

This Unit is designed to enable candidates to acquire the enterprise skills and outlook needed for diversified crofting. It builds such skills through the planning, implementing and reviewing of suitable independent projects, integrated as ongoing activities throughout The Crofting Year.

The Unit is suitable for candidates wishing to develop knowledge and skills relating to crofting.

OUTCOMES

1   Produce a plan for an Enterprise project.
2   Implement the project.
3   Review and evaluate the project.

RECOMMENDED ENTRY

Entry is at the discretion of the centre, however this Unit is designed to be undertaken simultaneously with Units in the SPA Rural Skills Crofting Year.

CREDIT VALUE

0.5 credits at SCQF level 5 (3 SCQF credit points at SCQF level 5*).

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.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

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CORE SKILLS

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

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

♦   Communication (SCQF level 4)
♦   Working with Others (SCQF level 4)
♦   Problem Solving (SCQF level 4)
♦   Numeracy (SCQF level 4)

National Unit Specification: statement of standards

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

OUTCOME 1

Produce a plan for an Enterprise project.

Performance Criteria

(a) Select a project that is feasible and suitable to local conditions.
(b) Identify the resources required, within the given budget.
(c) Identify activities, location, timescale and review dates.
(d) Prepare a brief project outline.

OUTCOME 2

Implement the project.

Performance Criteria

(a) Obtain the necessary supplies and resources required to carry out the project.
(b) Set up and carry out the planned activities.
(c) Assemble information regarding the plan and its implementation.

OUTCOME 3

Review and evaluate the project.

Performance Criteria

(a) Identify strengths and areas for improvement in the project plan.
(b) Identify strengths and areas for improvement in the implementation of the project.
(c) Identify action points to improve the planning and implementation of future projects.
(d) Deliver a presentation on the project including a question and answer session.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that Candidates have achieved all Outcomes and Performance Criteria.

For Outcome 1, product evidence in the form of a Project Outline is required, this should include details of the project selected and its location, the budget for the project and the resources required to carry it out and the timescales for the project.

For Outcome 2, performance evidence, supplemented by an assessor observation checklist, is required to show that candidates have attempted to carry out the planned activities.

For Outcome 3, performance evidence, supplemented by an assessor observation checklist, is required to show that candidates have assembled information and made a cogent presentation to the candidate group including strengths and areas for improvement in the planning and implementation of the project. Product evidence is required in the form of a short written or media based report covering all the elements of the plan.

National Unit Specification: support notes

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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 is one of eight half-units comprising The Crofting Year, which is part of the SPA in Rural Skills, and is designed to be undertaken as part of this course.

The Crofting Year intends to present crofting as it is today, with reference to its historical roots and the aim of preparing young people for their future. It is about practical agriculture and the ecological, social and cultural relationships that define crofting.

It is vital that the tutor reads the SPA Rural Skills: The Crofting Year Arrangements Document as it contains essential information on the background and character of Crofting.

Centres should be encouraged to explore a wide range of ecological, scientific, social and political matters. The Crofting Year is designed to allow the widest possible scope for such discussion and experiences, and this Unit is an essential tool for such exploration. Enterprise projects should be selected from among the following topic areas of The Crofting Year:

Land: soils, crops, weather
Plant biology, soils science, cultivation, fodder, horticulture, drainage

Livestock: cattle, sheep, pigs, poultry
Biology, life cycle, breeds, care and feeding, health, management

The Wild: ecology and relationships with the natural world
Seaweed, peat, geese, wildlife, fishing, forestry

Diversification: potential of local resources
Cheese, butchery, market gardening, crafts, training/presentation

History and Ethics: concepts and consequences for crafting
The human community, townships and grazings, animal behaviour and welfare, organics/GM/selective breeding

National Unit Specification: support notes (cont)

UNIT   Crofting Year: Enterprise (SCQF level 5)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The Crofting Year is designed to be delivered both in the classroom and on the croft. If the centre has (or plans to set up) a garden, greenhouse or even a 'school croft', these may be utilised for parts of the course. Candidates undertaking this Enterprise Unit may implement their projects either in appropriate centre facilities, on the croft with permission of the crofter, at home, or in other suitable locations.

Within the context of **The Crofting Year,** Enterprise projects are viewed as 'homework', as there are few other such assignments aside from routine observations in the community and keeping of a log/diary. Only the individual/team meetings with the tutor and the final presentation should be carried out during instructional sessions.

Enterprise projects are to be viewed as process-driven rather than product-oriented: a candidate's project to discover the cost in time and money of raising chickens to produce eggs, should be evaluated on good planning and clear presentation, not the amount of eggs produced.

Enterprise projects should not be undertaken until candidates have started on the *Crofting Year: Spring* level 4 Unit, as candidates may not have enough experience before that time to devise and plan suitable projects. Thereafter, they may be undertaken at any time during the rest of the course, according to the maturity of the candidate and the seasonal requirements of the project.

Candidates should undertake Enterprise projects either individually or as part of a team, however each candidate should be involved in two to four Enterprise projects according to his/her preference and the tutor's recommendation. More mature candidates may wish to carry out fewer projects in greater depth. The Unit's nominal requirement of 20 hours of learning should be fulfilled in the way most beneficial to each candidate. Some projects may by their nature be completed in a few days, others require waiting while the animal or plant grows — both should be viewed as equally valid. The essential purpose of this Enterprise Unit is to encourage candidates to explore their own ideas and methods, and assess them for the practical validity which is essential in crofting.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There is no automatic certification of Core Skills in this Unit. The Unit may provide a range of theoretical classroom-based and practical croft-based opportunities to develop aspects of the following Core Skills:

Communication — There may be opportunities to develop the Written Communication component in Outcome 1 (prepare a project outline) and Oral Communication in Outcome 3 (deliver a presentation).
Working with Others — There may be opportunities to develop the Core Skill of *Working with Others* in Outcome 2 (implement the project).
Problem Solving — There may be opportunities to develop the Core Skill of *Problem Solving* in Outcome 2 (implement the project).
Numeracy — there may be the opportunity to develop the Core Skill of *Numeracy* in Outcome 1 (identify the resources required, within the given budget).

National Unit Specification: support notes (cont)

UNIT   Crofting Year: Enterprise (SCQF level 5)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for this Unit would be a practical project which requires the candidate to plan, implement and evaluate a crofting based enterprise project. The tutor should provide guidance to the candidate on the selection of the project to ensure that they are realistic, feasible and would allow for sufficient evidence to be generated. As previously stated the candidate should not be assessed on the output of the project but rather on the process of planning, implementing and evaluating the project.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005).*

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**).