



## **Group Award Specification for:**

**Full title of qualification: NPA in Local Food Production at SCQF level 6**

**Group Award Code: GJ3V 46**

**Validation date: January 2014**

**Date of original publication: March 2014**

**Version: 01**

## **Contents**

1	Introduction .....	1
2	Qualification(s) structure.....	3
2.1	Structure.....	4
3	Aims of the qualification(s) .....	4
3.1	General aims of the qualification(s) .....	4
3.2	Specific aims of the qualification(s).....	4
4	Recommended entry to the qualification(s) .....	5
4.1	Core Skills entry profile.....	5
5	Additional benefits of the qualification in meeting employer needs .....	6
5.1	Mapping of qualification aims to Units .....	7
5.2	Mapping of National Occupational Standards (NOS) and/or trade body standards .....	8
5.3	Mapping of Core Skills development opportunities across the qualification(s) ...	10
5.4	Assessment Strategy for the qualification(s) .....	11
6	Guidance on approaches to delivery and assessment.....	12
6.1	Sequencing/integration of Units .....	12
6.2	Recognition of Prior Learning .....	12
6.3	Opportunities for e-assessment.....	13
6.4	Support materials .....	13
6.5	Resource requirements .....	13
7	General information for centres .....	14
8	Glossary of terms .....	15
9	General information for learners .....	18

# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The main aim of the National Progression Award (NPA) in Local Food Production at SCQF level 6 is to provide an insight into local food production in a local and global food market context by exploring sustainable food production, a practical understanding of primary food production and how to make an entry into the food market. This NPA is the first formal qualification in Scotland to cover this subject area. It is made up of specially written Units, developed by Comhairle nan Eilean Siar (CnES) and SQA. It provides progression and builds on a history of development of a range of vocational courses in line with CnES Vocational Education Strategy, eg NPA Crofting, NPA Harris Tweed and Traditional Boatbuilding (Customised Award).

Primarily designed for use in schools for 5<sup>th</sup> and 6<sup>th</sup> year learners, it is also appropriate for adult learners, croft and small farm entrants. While the qualification has been developed in partnership with Comhairle nan Eilean Siar it is intended to be applicable across Scotland in a range of rural, semi-urban and urban settings.

The NPA will provide an introduction to local food production by exploring:

- ◆ Issues surrounding local and global food production and consumption, considering environmental issues, food security and sustainable options.
- ◆ Practical food production skills.
- ◆ Routes to market with product development, marketing and legal requirements.

The growth in interest in food integrity and provenance, also the growth of artisan food production means there is an opportunity for self-employment or entry into an increasingly diverse food market. The NPA will raise awareness of the diversity of career opportunities and provide a pathway to further study or training in the food sector.

## Rationale for the Development of the Group Award

### Need for the qualification

Food is essential for life. Knowledge and understanding of how it is produced to sustain an individual, a family, a community, a society, a nation and a world is a priority. There is a need to encourage more people to understand how food is produced, from field to fork and to be able to recognise food production as a local economic opportunity.

This qualification will enable learners to link practical skills gained in the areas of animal husbandry, horticulture or aquaculture, an understanding of the effects of local and global food production on the environment, together with business and marketing knowledge. It will therefore provide the skills and knowledge to be able to progress towards: starting a local food enterprise, gain employment in existing enterprises or move to further training in food production, business management, marketing or agriculture. Crucially it is flexible enough to allow candidates in both rural and urban contexts to pursue an interest in food production and fulfills a local need to explore new business opportunities.

Scottish Government, national organisations and agencies have identified food production as a high priority:

Industry leadership body Scotland Food & Drink has set challenging targets:

'Our vision is to make Scotland internationally known as 'A Land of Food and Drink' and grow our industry to £12.5 billion by 2017...' and '...Our mission is to position Scotland among the world's top 3 producers of premium food and drink products and generate £12.5 billion per annum for our industry by 2017.'

(<http://www.scotlandfoodanddrink.org/about-us/our-vision-mission-and-strategy.aspx>)

Scotland Food & Drink clearly have ambitions for the industry as a whole, but they recognise that small scale enterprises have a part to play:

'Small businesses account for three-quarters of our industry. They bring the strength that comes from diversity, and the ability to respond swiftly to market trends that comes from being small... We want the industry to remain diverse, but we need more businesses that are big enough in scale to compete seriously in global markets. Again, we need entrepreneurs with vision and drive who can create more global businesses. We also need smaller businesses that are open to the benefits of collaborating in the supply chain, in product development, or in shared marketing and distribution ventures.'

(<http://www.scotlandfoodanddrink.org/industry-/strategy.aspx#>)

At Scotland's National Food and Drink Conference, March 2012 in Perth, the Cabinet Secretary for Rural Affairs and the Environment, Richard Lochhead, said that there has been a 25% growth in the food and drink industry over the past five years. Mr Lochhead also announced a further £2 million funding for food education in Scotland, saying he wants every child to benefit from food education by 2016.

The Future of Farming, DEFRA 2009 stressed '...the importance to ensure that our children reconnect with where — and how — the food they eat is produced'

In both farming and crofting, the average age of practitioners is exceeding 55 and there is a real need to attract young people who are both excited by the prospect of working in this area, but also have the skills either to be employable and or to be capable of setting themselves up as producers. Aquaculture attracts a younger age profile currently, but as a growth area for Scotland young people need to have a range of skills to compete for jobs or to set up in business.

### **Articulation with existing provision**

Skills for Work in Hospitality at SCQF levels 4 and 5, Skills for Work in Rural Skills at SCQF level 4, the NPA in Crofting at SCQF level 5 and the NPAs in Aquaculture at SCQF levels 4 and 5 would all provide an excellent route into the NPA in Local Food Production (SCQF level 6).

On successful completion of the NPA in Local Food Production at SCQF level 6 learners could progress to:

- ◆ Employment
- ◆ Self-employment
- ◆ Further study including:
  - more in depth study at SCQF level 6 such as National Certificate in Agriculture.
  - a range of Higher National Certificates and Diplomas (HNC/Ds) including, Horticulture, Agriculture, Aquaculture, Countryside and Environmental Management.
  - level 2 or level 3 SVQs in Horticulture, Agriculture or Aquaculture or related Modern Apprenticeships (MAs).

## **2 Qualification(s) structure**

This Group Award is made up of 3 SQA Unit credits. It comprises 18 SCQF credit points all at SCQF level 6, including 2 Mandatory SQA Unit Credits (12 SCQF Points) and a choice of one further Optional Unit Credit (6 SCQF Points) from the Optional Section.

The Design Principles for NPAs state:

- ◆ An NPA and its component Units will be allocated to a level appropriate to their position in the SCQF
- ◆ NPAs can be set at SCQF levels 2–6
- ◆ NPAs will have minimum credit value of 12 SCQF credit points.
- ◆ NPAs may have:
  - mandatory Units only
  - mandatory and optional Units
- ◆ More than half the SCQF credit points must be at the same level as the NPA.

The structure of the NPA in Local Food Production meets all these requirements.

## 2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H6RF	46	Sustainable Food Production	1	6	6
H6RG	46	Local Food Production: Routes to Market	1	6	6
Optional Section 1 Unit Credit (6 SCQF Points) Required					
H6RD	46	Primary Food Production: Horticulture	1	6	6
H6RC	46	Primary Food Production: Animal Husbandry	1	6	6
H6RE	46	Primary Food Production: Aquaculture	1	6	6

To achieve the Group Award learners are required to achieve **both** Mandatory Units and **one** of the Optional Units, for a total of 18 SCQF Credit Points.

## 3 Aims of the qualification(s)

The principal aim of this qualification is to: **develop the learners understanding of Local Food Production.**

### 3.1 General aims of the qualification(s)

The principle aims are to develop skills in:

- ◆ Practical food production
- ◆ Developing study and research skills
- ◆ Developing employment skills in the field of local food production
- ◆ Enabling progression within SCQF
- ◆ Developing Core Skills in *Communication, Numeracy, ICT, Problem Solving and Working with Others*

### 3.2 Specific aims of the qualification(s)

The specific aims of this qualification are to develop skills in:

- 1 Developing an understanding of the relative sustainability of global and local food markets in the local area
- 2 Developing basic practical skills in food production
- 3 Understanding the biological requirements of the subject of a food production project
- 4 Evaluating the success of a project
- 5 Planning for a practical food production project and for a food production business
- 6 Understanding basic business principles specifically related to food production businesses

## **4 Recommended entry to the qualification(s)**

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ NPA in Rural Skills at SCQF level 5
- ◆ NPA in Crofting at SCQF level 5
- ◆ NC in Hospitality at SCQF level 5
- ◆ Skills for Work: Hospitality National 5
- ◆ NPA in Aquaculture at SCQF level 5
- ◆ National 5 Biology
- ◆ National 5 Geography

If learners do not possess a basic food hygiene qualification it is recommended that they study for one. For learners undertaking the Primary Food Production: Aquaculture Option completion of a Sea Survival course would also be beneficial.

While entry is at the discretion of the Centre, enthusiasm for the subject is very important.

### **4.1 Core Skills entry profile**

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	5	Very good Communications Skills are essential for learners undertaking this qualification because they will need to read, evaluate and summarise a wide range of documentation. For example: Unit 1, Outcome 1: 'Produce a report to identify 4 key developments in the history of food production from pre-history to the present day.'
Numeracy	4	Good Numeracy Skills will be required by learners as calculations will need to be undertaken in, for example: Unit 2a, Outcome 2: 'Produce a plan for production of at least 2 edible crops' and Unit 3, Outcome 2: 'Use figures to produce a balance sheet, explain how it maps income and expenditure and how a profit or loss is calculated.'

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Information and Communication Technology (ICT)	4	There will be a need for extensive internet research and preparation of reports (although the reports can be in other formats) and so a basic level of ICT skill is required.
Problem Solving	5	In Unit 2, Outcome 2 is will be necessary to put theory into practice in order to carry out the practical aspect of the course. Problems will inevitably be encountered (for example in the form of pests or diseases) and the learners will be expected to identify and implement suitable solution.
Working with Others	5	In Unit 2 it will be necessary to work with partners.

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to Units

**Note to writers:** here you should show how the Units map to the aims of the qualification(s).

Code	Unit title	Aims					
		1	2	3	4	5	6
H6RF 46	Sustainable Food Production	x					
H6RD 46	Primary Food Production: Horticulture		x	x	x	x	
H6RC 46	Primary Food Production: Animal Husbandry		x	x	x	x	
H6RE 46	Primary Food Production: Aquaculture		x	x	x	x	
H6RG 46	Local Food Production: Routes to Market			x		x	x

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

<b>Code</b>	<b>Unit title</b>	<b>National Occupational Standard</b>
H6RF 46	Sustainable Food Production	Establish and maintain effective working relationships with others
H6RD 46	Primary Food Production: Horticulture	Monitor and maintain health, safety and security Develop an awareness of environmental good practice Establish and maintain effective working relationships with others Agree how to manage and improve own performance in a business environment Establish crops or plants Prepare growing media Collect and store propagation materials Prepare and establish propagation materials Propagate plants from seed Maintain the growth of crops or plants Monitor and maintain the healthy growth of crops Maintain irrigation systems Harvest crops by hand Maintain and store records within the workplace Identify the presence of pests, diseases and disorders Assist with the control of pests, diseases and disorders Prepare and cultivate sites for planting Store harvested crops

<b>Code</b>	<b>Unit title</b>	<b>National Occupational Standard</b>
H6RC 46	Primary Food Production: Animal Husbandry	Monitor and maintain health, safety and security Develop an awareness of environmental good practice Establish and maintain effective working relationships with others Agree how to manage and improve own performance in a business environment Maintain the health and well-being of livestock Prepare indoor accommodation for livestock Establish, monitor and maintain livestock within indoor accommodation Prepare outdoor sites for livestock Establish, monitor and maintain livestock on outdoor sites Maintain site hygiene and bio-security Select and move animals from one location to another Prepare for the transportation of animals Load and unload animals for transportation Maintain the health and welfare of animals during transportation
H6RE 46	Primary Food Production: Aquaculture	Monitor and maintain health, safety and security Develop an awareness of environmental good practice Establish and maintain effective working relationships with others Agree how to manage and improve own performance in a business environment
H6RG 46	Local Food Production: Routes to Market	Establish and maintain effective working relationships with others

## 5.3 Mapping of Core Skills development opportunities across the qualification(s)

Opportunities to develop Core Skills at SCQF level 6

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving		Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others
H6RF 46	Sustainable Food Production	X	X		X	X	X	X	X	X	X
H6RD 46	Primary Food Production: Horticulture	X	X	X	X	X	X	X	X	X	X
H6RC 46	Primary Food Production: Animal Husbandry	X	X	X	X	X	X	X	X	X	X
H6RE 46	Primary Food Production: Aquaculture	X	X	X	X	X	X	X	X	X	X
H6RG 46	Local Food Production: Routes to Market	X	X	X	X	X	X	X	X	X	X

## 5.4 Assessment Strategy for the qualification(s)

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Sustainable Food Production	Single or separate reports with written or recorded evidence.	Single or separate reports with written or recorded evidence.	Single or separate reports with written or recorded evidence.
Primary Food Production: Horticulture	Integrated portfolio of evidence to include written or recorded evidence and direct observation or photographic and/or video evidence.		
Primary Food Production: Animal Husbandry	Integrated portfolio of evidence to include written or recorded evidence and direct observation or photographic and/or video evidence.		
Primary Food Production: Aquaculture	Integrated portfolio of evidence to include written or recorded evidence and direct observation or photographic and/or video evidence.		
Routes to Market	Single or separate reports with written or recorded evidence.	Single or separate reports with written or recorded evidence.	Single or separate reports with written or recorded evidence.

It is recommended that wherever possible opportunities are taken to record naturally occurring sources of evidence. This will help reduce the assessment burden for both learners and assessors while also helping to link the work learners are undertaking to real world situations.

## **6 Guidance on approaches to delivery and assessment**

## **6.1 Sequencing/integration of Units**

The 3 Units are best delivered as a Group Award rather than as separate Units as they provide learners with a background to local food production, through comparison with the global food market, some practical experience of food production and basic business skills which could enable a learner to start up a food business. Equally the Group Award could provide a learner with the background for further study or training in food production.

The table below gives a suggested timetable for the sequence of delivery of the Units. Sustainable Food Production naturally fulfills the function of an introduction to the course and would be best delivered at the outset (model 1). However it will also be necessary to embark on the Primary Food Production (with a choice of one of the three options) from the outset because the practical work will need to run over a period of at least 5 months and therefore the Unit as a whole will run throughout most of the course. On completion of Unit 1, Routes to Market could then be started (model 1) while the practical Work in Primary Food Production is moving towards completion and before the evaluation phase starts.

Alternatively, the three Units could be covered concurrently as shown in model 2.

TERM	UNIT 1 Sustainable Food Production		UNIT 2 Primary Food Production		UNIT 3 Local Food Production: Routes to Market	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
1	Content	Content	Planning	Planning		Content
2		Report writing				
3			Evaluation	Evaluation	Content	
4		Report writing			Report writing	Report writing

## 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk)

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

### **6.3 Opportunities for e-assessment**

The practical nature of much of this NPA may mean that e-assessment is not the most suitable method of assessments, however an e-portfolio would be an ideal way for learners to collate and present evidence they have produced while undertaking the award. The e-portfolio could be supported by assessor checklists and photographic or video evidence for the practical elements.

### **6.4 Support materials**

A list of existing ASPs is available to view on SQA's website.

### **6.5 Resource requirements**

The nature of this Group Award is that it covers a diverse range of specialist areas and it may therefore necessitate delivery by two or even three different teachers/tutors depending on their experience, interest or knowledge. Unit 1 would be best taught by a teacher/tutor with an environmental (Biology or Geography) background and Unit 3 needs someone with knowledge and background in Business education.

Clearly the greatest resource implication is the Unit 2, the practical primary food production. It would be essential for the Centre to form a working partnership with a local Farmer/Crofter for Unit 2b (Animal Husbandry) and with a local fish farm for Unit 2c (Aquaculture).

The actual nature of the agreement with the partner would be open to negotiation, but ideally learners opting for Unit 2b (Animal Husbandry) would need to take on a high degree of responsibility for some animals that they would raise during the period of the Unit, together with the necessary land and any equipment/housing that would be needed. Clearly the learners would only be present to attend to the animals for a relatively restricted amount of time each week, and probably only during term time, and therefore the partner would need to fill in at other times and would clearly need to be overseeing the work of the learners to ensure that the welfare of the animals was being properly attended to.

The arrangement with the fish farm for learners opting for Unit 2c (Aquaculture) would be rather different as it would be unlikely that the learners would be able to take such a level of responsibility. It would be more likely that they would be given the opportunity to participate in the daily staff routines and operate more like apprentices.

Option 2a would require horticultural land and ideally access to a large greenhouse or polytunnel, given the time of year when the growing would have to be taking place. It would be entirely feasible for the work to be carried out in local allotments, if land were available, or even in a medium to large vegetable garden. The scale required is ‘medium to large domestic rather than commercial’. It would also be necessary to have basic gardening tools available and there would be the possibility of using machinery, such as a rotovator with appropriate supervision. It would be ideal again to work in partnership with a professional grower, but this might not be necessary depending on the expertise of the teacher/tutor.

The appropriate PPE needs must be used in accordance with the risk assessments and relevant health and safety requirements.

## 7 General information for centres

### Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

### Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA’s *Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## **History of changes**

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

<b>Version Number</b>	<b>Description</b>	<b>Date</b>

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## **9 General information for learners**

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

### **The National Progression Award in Local Food Production at SCQF level 6.**

Food is essential for life and the economy and its production from field to fork offers a range of employment and self-employment opportunities to people with the right qualifications. The National Progression Award (NPA) in Local Food Production provides insight into local food production in a global market. There is the opportunity to develop food ready for market through the practical aspects within the Units of the course:

#### **Unit 1: Sustainable Food Production**

This Unit will help you develop skills in:

- 1 Developing an understanding of the global food market and how it developed through history.
- 2 Developing an understanding of local food markets, their particular characteristics and their recent resurgence in popularity.
- 3 Comparing global and local food markets in terms of economic sustainability and their effects on the economy of local communities.
- 4 Comparing global and local food markets in terms of social sustainability and their possible influences on health and rural depopulation.
- 5 Comparing global and local food markets in terms of environmental sustainability and their relative effects on carbon emissions, soil fertility, biodiversity and pest infestation.
- 6 Developing an understanding about the challenges facing both producers and consumers in moving from the global to a local food market.

#### **Unit 2a: Primary Food Production: Horticulture**

The specific aims of this Unit are to help you develop skills in:

- 1 Developing an understanding of the basic biology and growing requirements of edible crops.
- 2 Describing the techniques required to grow edible crops.
- 3 Identifying common pests and diseases of edible crops and describing suitable treatments.
- 4 The practical production of edible crops.
- 5 Evaluating the success of a horticultural production enterprise.

#### **Unit 2a: Primary Food Production: Animal Husbandry**

The specific aims of this Unit are to help you develop skills in:

- 1 Developing an understanding of the basic biology and husbandry requirements of a chosen farm animal.
- 2 Describing the techniques required to raise farm animals.
- 3 Identifying common diseases and ailments of farm animals and describing suitable treatments.
- 4 The practical raising of a chosen farm animal.
- 5 Evaluating the success of an animal husbandry enterprise.

## **Unit 2c: Primary Food Production: Aquaculture**

The specific aims of this Unit are to help you develop skills in:

- 1 Developing an understanding of the basic biology and aquacultural requirements of a chosen finfish or shellfish.
- 2 Describing the techniques required to raise finfish or shellfish.
- 3 Describing common diseases of finfish or shellfish and describing suitable treatments.
- 4 Contributing to the practical aquaculture of a chosen finfish or shellfish
- 5 Evaluating the success of an aquaculture enterprise.

## **Unit 3: Routes to Market**

The specific aims of this Unit are to help you develop skills in:

- 1 Understanding the food market in the local area.
- 2 Developing a local food product which includes a degree of processing to add value.
- 3 Describing methods of market research.
- 4 Understanding of customer profiling, customer care and marketing strategies.
- 5 Understanding the need for careful financial planning with the use of Cash -Flow Forecasts and calculation of profit and loss.
- 6 Identifying specific issues for food enterprises that make financial planning a particular challenge.
- 7 Explaining how the food business would manage its tax obligations.
- 8 Identifying sources of business advice.
- 9 Identifying a suitable business model for the food business.
- 10 Determining the viability of the food business.
- 11 Identifying aspects specific to a food business that need to be explored, such as food specific legislation.
- 12 Understanding how to respond to demand and expand the business.
- 13 Producing an action plan that would take the business to start-up.

The range of practical Units means you will be able to explore and develop a food production concept into reality in whichever aspect of food production you are interested in.

Successful completion of this course will provide a pathway:

- ◆ towards further industry specific qualifications
- ◆ towards further study at Further or Higher Education
- ◆ as broad general knowledge towards setting up a local food business

Assessment will be by direct observation and reports over the duration of the course.