



February 2021

## Subject guidance for internally assessed qualifications in 2020–21

Please read this document in conjunction with [guidance for the assessment of internally assessed qualifications issued to centres in August 2020](#).

<b>Group award title:</b>	National 4 Skills for Work: Rural Skills
<b>Group award code:</b>	C239 74

### Course aims

- ◆ Introduce learners to the various disciplines of the land-based sector.
- ◆ Allow learners to develop a basic knowledge of a selection of land-based industries and related job roles.
- ◆ Allow learners to experience an outdoor working environment.
- ◆ Allow learners to develop an understanding of the very flexible requirements of the individual who works with plants and/or animals.
- ◆ Allow learners to develop an awareness of health and safety issues that are integral to a career in a land-based industry.
- ◆ Allow learners to develop the technical knowledge, skills and understanding of some of the commonly used practical skills associated with land-based industries at this level.
- ◆ Introduce learners to the technical knowledge, skills and understanding of some specific practical skills associated with a selection of land-based industries at this level.
- ◆ Prepare learners for more focused further learning opportunities, study and training for employment in land-based industries.

The primary target group for the course is school learners in S3 and S4. There are 30 centres offering this course in session 2020–21, 20 of which are schools.

Some rural-based schools may be able to deliver this course directly but it is anticipated that, for this group of learners, the course will rely on and build on existing partnerships between schools and further education colleges and/or land-based enterprises (e.g. estates, garden centres, farms) delivering specialisms in land-based industries. It may also be delivered in conjunction with training providers or employers specialising in the land-based industries. These partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

## Exceptions to the generic guidance on adjustments

There are elements of the course aims that cannot be achieved through adjustments made in line with the generic guidance (ie where adjustments are not acceptable for reasons of risk to self, others or critical competence).

This course has a mandatory or optional structure.

Placement or work experience plays a large part in the delivery of this course and this has been disrupted by COVID-19 restrictions. There are practical activities in each unit with an emphasis on health and safety considerations, particularly around the handling of equipment or animals. However, it is possible to teach and assess these using a combination of written and oral questioning and limited practical activities.

The practical elements of this course would be achieved, in normal circumstances, through site visits to farms, estates, garden centres etc.; volunteering or placement opportunities; and other realistic work environments such as school gardens, allotments, community gardens. Going forward, it may be possible to use virtual site visits, using video or live-streaming from a farm/market garden/allotments etc. The use of digital 'visiting speakers' is also encouraged.

There are three mandatory units:

- ◆ **J161 74** Estate Maintenance: An Introduction 6 SCQF credit points
- ◆ **J162 74** Land-based Industries: An Introduction 6 SCQF credit points
- ◆ **J163 74** Employability Skills for Land-based Industries 3 SCQF credit points

There are two sets of optional units — one set to be selected:

### Option 1 units

- ◆ **J164 74** Animal Husbandry: An Introduction 6 SCQF credit points
- ◆ **J165 74** Animal Handling: An Introduction 3 SCQF credit points

### Option 2 units

- ◆ **J166 74** Crop Production: An Introduction 6 SCQF credit points
- ◆ **J167 74** Soft Landscaping: An Introduction 3 SCQF credit points

The following section contains details of how the units may be assessed to mitigate the impact of COVID-19 restrictions. This is based on the feedback we have received and the agreed adaptations and amendments to the units.

	Risk level		
	Low	Medium	High
Risk to self	X		
Risk to others	X		
Critical competence	X		

## **Appropriate action if existing conditions of assessment cannot be met — February 2021 advice**

Restrictions on access to placements or workplaces and other sector-related sites, coupled with school closures, have had a significantly adverse effect on delivery and assessment. The impact of COVID-19 restrictions and public health advice have made it difficult for learners to gain practical experience. However, it is hoped that a return to school in the coming weeks will make it possible for practical activities to be undertaken.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education. A variety of methods can be used by learners to present their findings. Teachers and lecturers, where possible, should give learners the choice as to the preferred method. Learners should be encouraged to be as imaginative as possible. For example:

- ◆ present a report with supporting evidence
- ◆ present a video diary
- ◆ present an electronic slide show
- ◆ set up a display
- ◆ produce a local newsletter

All of these lend themselves to remote learning and assessment. Assessment Support Packs (ASP) are available to provide guidance.

Although delivery and assessment have been severely affected by lockdown and extended school and college closures, some centres have been able to complete knowledge-based outcomes and partially deliver practical components. Consequently, learners have been able to generate some evidence of practical activity and this could be used to infer knowledge and skills across other outcomes and units.

Where it is not possible, for the remainder of session 2020–21, for learners to generate evidence from hands-on practical experience through placement or visits, a range of approaches could be explored, including:

- ◆ remote, virtual visits with practitioners demonstrating the activities
- ◆ expert speakers
- ◆ videos
- ◆ internet research
- ◆ simulated activities to offer the opportunity to experience a range of practical activities remotely

This will give learners the opportunity to witness demonstrations of, for example, animal handling, use of tools and equipment, and planting procedures from seed to maturity.

Assessments could then focus on projects, case studies and questioning. In addition, use could be made of existing checklists to facilitate assessment.

**The following table shows the unit details and assessment guidance:**

Mand = mandatory O = optional

Unit code	Title	Outcome	Evidence requirements	Guidance
<b>J161 74 (Mand)</b>	Estate Maintenance: An Introduction	1 Use tools and equipment commonly used in estate maintenance.	Outcome 1 Written and/or oral evidence that satisfies performance criteria (a) and (b). Satisfactory achievement of performance criteria on (c) will be based on the learner satisfying the requirements of the performance evidence checklist. The tools and equipment chosen for this outcome will normally be selected from those required to carry out the tasks in outcome 2. A minimum of 74 items of tools and equipment should be chosen.	<p>It may be possible for some tasks to be completed by learners at home with photographs or videos providing evidence of performance.</p> <p>Where performance evidence is not available for performance criteria (c), questioning could be used to allow learners to identify and describe the use of selected tools and equipment. Photographs and other graphic materials could be used for assessment purposes.</p> <p>Reduce the number of tools from 74 to 50. The selection should reflect the requirements of outcome 2.</p> <p>Performance evidence of manual handling of tools could be replaced by a description of the correct use and the health and safety considerations to be taken into account.</p>

Unit code	Title	Outcome	Evidence requirements	Guidance
		2 Carry out a range of estate maintenance tasks.	<p>Outcome 2 Satisfactory achievement of this outcome will be based on the learner satisfying the requirements of the performance evidence checklist.</p> <p>Learners must undertake a minimum of four estate maintenance tasks, one from each of four groups:</p> <ul style="list-style-type: none"> <li>◆ fence and wooden structures</li> <li>◆ walls and hard surfaces</li> <li>◆ plumbing/drainage</li> <li>◆ soft landscaping</li> </ul>	<p>Reduce the number of maintenance tasks from four to two from two groups: minimum requirement.</p> <p>If the tasks cannot be completed onsite, it may be possible for these to be carried out in domestic settings with appropriate equipment being made available.</p> <p>Health and safety procedures must be maintained at all times. Where this cannot be demonstrated, learners must be able to explain relevant procedures and the reasons for them.</p>
<b>J162 74 (Mand)</b>	Land-based Industries: An Introduction	1 Contribute to a group investigation into the nature of a range of land-based industries.	<p>A portfolio of evidence covering both outcomes. An observation checklist.</p> <p>The portfolio should include:</p> <ul style="list-style-type: none"> <li>◆ a brief plan for the investigation of three industries which will identify roles and methods</li> <li>◆ a record sheet for each of three selected industries which includes: <ul style="list-style-type: none"> <li>— what happens in the industry</li> <li>— whether the industry is land or water based</li> </ul> </li> </ul>	<p>The requirement for three industries to be investigated may be reduced to one. This will ease the workload for learners and teachers.</p> <p>We acknowledge that current COVID-19 restrictions and public health advice may impact on group working. Remote learning will not offer the same opportunities for group work but, where it is possible, learners could work together in a virtual environment with tutor supervision.</p>

Unit code	Title	Outcome	Evidence requirements	Guidance
			<ul style="list-style-type: none"> <li>— whether the industry has a seasonal pattern to its nature (seasonality)</li> <li>— five major resources that the industry needs</li> </ul> <p>◆ an investigation review sheet</p>	<p>It is important to remember that this unit is intended as a basic introduction to the opportunities that exist in the land-based sector through investigation. Learners should carry out some basic research into their selected industry, which may involve reading and researching the internet, the use of audio-visual case study material. Visiting real workplace settings and interviewing or talking to people who work in the industry may still be possible in a virtual environment.</p>
		<p>2 Demonstrate knowledge and understanding of a selection of jobs available in a range of land-based industries.</p>	<p>A record sheet of each of three jobs with at least one from each of the two industry categories above, which should include:</p> <ul style="list-style-type: none"> <li>◆ a statement regarding types of appropriate qualification to do that job</li> <li>◆ a list of three characteristics of someone who is likely to be suited to do that job</li> <li>◆ a description of three tasks that are carried out by somebody employed in that job</li> <li>◆ a description of the likely working hours and salary range for somebody working in that job</li> </ul>	<p>Reduce the requirement for three jobs to be investigated to two for the industry selected in outcome 1.</p> <p>This will make the assessment more manageable during COVID-19 restrictions.</p>

Unit code	Title	Outcome	Evidence requirements	Guidance
			<ul style="list-style-type: none"> <li>◆ one possible progression route from that job</li> </ul>	
<b>J163 74 (Mand)</b>	Employability Skills for Land-based Industries	1 Demonstrate work practices which enhance employability in land-based industries.	A minimum of three learner review sheets, supported by an assessor observation checklist	<p>This unit may be delivered and assessed by delivering theory online, simulated assessment and limited practical activities in other units.</p> <p>The minimum requirement may be reduced to two learner review sheets. Evidence could be gathered from the other component units.</p> <p>Case studies could be used for assessment where it is not possible to produce performance evidence. However, it is anticipated that some practical activity will be possible.</p>
		2 Review and evaluate own skills developed in practical contexts.	A minimum of three progressive action plans, each relating to the associated review sheet	This may be reduced to two action plans.
		Demonstrate knowledge and understanding of the requirements for a safe	<p>Written and/or recorded oral evidence should include:</p> <ul style="list-style-type: none"> <li>◆ a description of three common hazards associated with a particular work task</li> </ul>	This should be possible to complete based on the evidence for outcome 1 and outcome 2.

Unit code	Title	Outcome	Evidence requirements	Guidance
		working environment in a land-based industry.	<ul style="list-style-type: none"> <li>◆ a description of the likely level of risk for each of the identified hazards</li> <li>◆ a description of measures that can be taken to minimise the risk of the identified hazards</li> <li>◆ a list of protective clothing and equipment that would be needed for somebody carrying out that task</li> </ul>	
<b>J164 74 (O)</b>	Animal Husbandry	1 Identify basic characteristics of animals	<p>For each outcome, evidence is required in relation to one category of animal. The animal(s) can be selected from the following:</p> <ul style="list-style-type: none"> <li>◆ horses</li> <li>◆ sheep</li> <li>◆ cattle</li> <li>◆ pigs</li> <li>◆ game birds</li> <li>◆ small 'cage' companion mammals</li> <li>◆ domestic dogs</li> <li>◆ domestic cats</li> </ul> <p>The first section of the assessor observation checklist confirms that the learner has identified:</p>	Online teaching resources and video demonstrations should be used to support development of knowledge and understanding. Using the unit-specific observation checklists and remotely delivered practical demonstration would support learners to complete practical outcomes successfully.

Unit code	Title	Outcome	Evidence requirements	Guidance
			<ul style="list-style-type: none"> <li>◆ two physical characteristics that allow gender identification</li> <li>◆ five signs of good health</li> <li>◆ two breeds of the same category of animal (photographic identification is acceptable)</li> <li>◆ two life stages selected from young, adolescent, adult, old, pregnant, lactating (photographic identification is acceptable)</li> </ul> <p>The ASP for this unit contains assessor observation checklists.</p>	
		<p>2 Assist with the preparation and maintenance of accommodation for animals.</p>	<p>The second section of the assessor observation checklist confirms that the learner has assisted in:</p> <ul style="list-style-type: none"> <li>◆ setting up accommodation for the animal(s)</li> <li>◆ cleaning the accommodation for the animal(s)</li> </ul>	<p>For Outcomes 2 and 3, a combination of practical activity, where possible, and case studies with questions could be used.</p> <p>Learners should be thoroughly briefed on health and safety practices before entering the work setting. The practical skills of outcomes 1, 2 and 3 can then be demonstrated and practised. Emphasis on experiential learning using live animals and a mentoring or coaching approach while the learner assists with the husbandry routines would be appropriate if placement opportunities</p>

Unit code	Title	Outcome	Evidence requirements	Guidance
				<p>are available. Practice and demonstration using stuffed animals is allowable if placements are not available.</p> <p>Learners could be asked to describe the preparation and maintenance of accommodation if they are unable to demonstrate the skills.</p>
		<p>3 Assist with the preparation and provision of food and water for animals.</p>	<p>The second section of the assessor observation checklist confirms that the learner has assisted in:</p> <ul style="list-style-type: none"> <li>◆ preparing food for the animals</li> <li>◆ providing food for the animals</li> <li>◆ providing water in an appropriate manner for the animals</li> </ul>	<p>As with outcome 2, this could be adapted to describing the preparation and provision of food and water appropriate to the chosen animal.</p> <p>Learners should be thoroughly briefed on health and safety practices even if they are not able to enter the work setting. The practical skills of outcomes 1, 2 and 3 can then be demonstrated and practised. Emphasis on experiential learning using live animals and a mentoring/coaching approach whilst the learner assists with the husbandry routines would be appropriate.</p>
<p><b>J165 74</b></p>	<p>Animal Handling: an Introduction</p>	<p>1 Assist with the movement and control of animals.</p>	<p>Performance evidence supported by an assessor observation checklist.</p>	<p>The ASP for this unit contains an assessor observation checklist that could be utilised to produce an alternative</p>

Unit code	Title	Outcome	Evidence requirements	Guidance
(O)				<p>assessment that simulates a working environment.</p> <p>Models may be useful to practise on before using live animals (eg practise putting a head collar or halter on a stuffed animal such as a horse). However, this is not a substitute for working with live animals and learners should be able to describe an appropriate method and restraint aid that is commonly used for the selected animal. Learners should be thoroughly briefed on health and safety practices</p>
		2 Assist with the restraint of animals for the purpose of examination.	Performance evidence supported by an assessor observation checklist.	As per outcome1 above.
<b>J16674</b> (O)	Crop Production: an Introduction	1 Assist with preparing the site/growing medium and establishing a selected crop.		<p>The item for this unit contains an assessor observation checklist and a record sheet for the written or recorded oral evidence.</p> <p>Outcome 1 could be changed to 'Describe how to prepare and establish...' if it is not possible to access suitable placements or work experience.</p>

Unit code	Title	Outcome	Evidence requirements	Guidance
				<p>Alternatively, the activity could be in a domestic garden, school garden, allotment or community garden.</p> <p>Evidence could be gathered by photographs and/or videos of the tasks learners are required to do, followed by questioning in class or remotely. Witness testimonies could also be used.</p>
		2 Assist with maintaining healthy growth of a selected crop.		As with outcome 1, this could be changed to 'Describe how to maintain...' if no practical activity is possible.
		3 Demonstrate knowledge and understanding in relation to selecting, establishing and maintaining a selected crop.		<p>In relation to outcome 3, evidence should relate to only one crop. Written and/or oral evidence should be noted in a record sheet, and should include:</p> <ul style="list-style-type: none"> <li>◆ a statement of the reason for growing the crop</li> <li>◆ a statement of the basic requirements of one crop</li> <li>◆ identification of the stages of production of this crop</li> <li>◆ identification of signs of damage or disease to this crop</li> </ul>

Unit code	Title	Outcome	Evidence requirements	Guidance
				<p>The assessor observation checklist can be adapted and used to confirm that the learner has:</p> <ul style="list-style-type: none"> <li>◆ assisted with preparing the site or described the correct procedures</li> <li>◆ assisted with establishing the crop or described the correct procedures</li> <li>◆ assisted with monitoring the health and progress of the crop or described the importance of monitoring</li> <li>◆ assisted with maintaining the healthy growth of the crop or described how to maintain healthy growth</li> <li>◆ demonstrated safe working practices throughout or described appropriate safety measures and explained the importance of adhering to safe working practices</li> </ul>
<b>J167 74 (O)</b>	Soft landscaping: an introduction	1 Assist with the establishment of a soft landscaped area	<p>The assessor observation checklist confirms that the learner has:</p> <ul style="list-style-type: none"> <li>◆ helped to clear the site</li> <li>◆ helped to mark out the site</li> <li>◆ helped to cultivate the site</li> <li>◆ helped to improve the soil of the site</li> <li>◆ correctly spaced the plants</li> </ul>	<p>This guidance relates to both Outcomes.</p> <p>Where practical activities cannot be carried out, learners could be asked to research and describe how to establish a soft landscaped area.</p> <p>Where placement or work experience is possible, the activity could be in a</p>

Unit code	Title	Outcome	Evidence requirements	Guidance
			<ul style="list-style-type: none"> <li>◆ planted the plants to the correct depth with the correct diameter of hole</li> <li>◆ added soil improver or fertiliser when necessary</li> <li>◆ placed, back-filled and firmed in the plants</li> <li>◆ carried out two post-planting activities (selected from staking, placing in gro-tubes, shelter provision, guard provision, water provision, mulching)</li> <li>◆ carried out two different methods of weed control</li> <li>◆ carried out deadheading and/or pruning</li> <li>◆ demonstrated safe working practices throughout</li> </ul> <p>Additional evidence will confirm that the learner can give one reason for choosing the selected plants.</p>	<p>domestic garden, school garden, allotment or community garden. Learners should be supported to complete as many of the tasks listed as possible and evidence could include photographs/videos of the learner's contribution.</p> <p>The ASP for this unit contains an assessor observation checklist, with a section to record the additional evidence. The support notes in the unit specification contain additional advice on delivery.</p>
		2 Assist with the maintenance of soft landscaped areas	As above	

The above guidance is subject to review and relates to assessment for session 2020–21.

If you have any questions, please contact [qualification.development@sqa.org.uk](mailto:qualification.development@sqa.org.uk).