

Next Generation Higher National Unit Specification

Diversified Enterprises in Rural Businesses (SCQF level 7)

Unit code: J6FG 47
SCQF level: 7 (8 SCQF credit points)
Valid from: session 2022–23

Prototype unit specification for use in pilot delivery only (version 1.0) August 2022

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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This edition: August 2022 (version 1.0)

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Unit purpose

This unit introduces learners to a range of diversified farming systems used in the UK and provides an overview of the main components of these systems. It also shows how these diversified systems can integrate into various rural businesses.

Unit outcomes

Learners who complete this unit can:

- 1 identify and describe diversified enterprises in a rural business
- 2 investigate a diversified enterprise

Evidence requirements

Outcome 1

Learners can identify and briefly describe the major features of a range of renewable technologies and diversified enterprises available to rural businesses.

Outcome 2

Learners carry out an investigation into a selected business and produce a presentation.

The presentation should include:

- ◆ a description of the farm business
- ◆ a description of the renewable technology or diversified enterprise
- ◆ the original objectives of the renewable technology or diversified enterprise
- ◆ a description of the physical and financial resources required to set up the enterprise
- ◆ a description of the marketing and human resource requirements of the enterprise
- ◆ an explanation of how the renewable technology or diversified enterprise integrates into the business
- ◆ an assessment of how well the original objectives were achieved

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ a range of diversified enterprises available to a rural business, for example: <ul style="list-style-type: none"> — adding value to existing products — tourist and recreation activities — retail activities — solar radiation — wind energy — biomass — anaerobic digesters — geothermal heat — hydro-electric power 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ describe the components of diversified enterprises ◆ describe the components of renewable technologies
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to investigate and present information about a business 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ produce a presentation from the information they have collected about a business ◆ collect information to describe the physical and financial components of a diversified enterprise ◆ identify the key aspects required to set up a diversified enterprise

Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the agriculture sector.

Where possible you should deliver and assess the unit holistically, in accordance with the integrated nature of agriculture, so that learners gain and develop meta-skills throughout the course.

Self-management

Learners develop their focusing skills as they carry out the investigation. You can ensure they develop the skill of responsibility by giving each learner responsibility for a different section of the investigation.

Social intelligence

Learners develop skills of communicating and collaborating when they select the business enterprise they are going to investigate. Producing group presentations can also help learners develop these skills.

Innovation

Learners develop skills of questioning and information sourcing as they research their chosen enterprise.

Literacies

Learners develop core skills in the following literacies:

Numeracy

Learners develop numeracy skills by doing financial calculations.

Communication

Learners develop communication skills by researching, preparing and delivering group presentations.

Digital

Learners can use digital software to produce group presentations.

Additional guidance

The guidance in this section is not mandatory.

Approaches to delivery and assessment

Identify and describe diversified enterprises in a rural business (outcome 1)

This outcome gives learners knowledge of:

- ◆ adding value to existing products
- ◆ tourist and recreation activities
- ◆ retail activities
- ◆ solar radiation
- ◆ wind energy
- ◆ biomass
- ◆ anaerobic digesters
- ◆ geothermal heat
- ◆ hydro-electric power and any other appropriate diversified enterprise

You could assess outcome 1 by a multiple-choice assessment, with a suggested cut-off score of 70%. This could be closed book, and could be done either online or on paper.

Investigate a diversified enterprise (outcome 2)

This outcome gives learners knowledge of:

- ◆ physical and financial resources required
- ◆ inputs and outputs of the production systems
- ◆ marketing and human resource requirements
- ◆ integration with other farming practices (if applicable)
- ◆ environmental considerations
- ◆ sustainable practices within these systems

The investigation and presentation can include both a written summary and an oral presentation.

You can deliver this unit as a mix of lectures, tutorials and farm visits. Select farm visits carefully, ensuring they offer good examples of the range of diversified enterprises found in the UK. The visits you arrange for the Principles of Livestock Production at SCQF level 7 and Principles of Crop Production at SCQF level 7 units should show how diversified enterprises can be integrated into rural businesses. Learners should be able to obtain the necessary information during farm visits to adequately describe the production system present.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Information for learners

Diversified Enterprises in Rural Businesses (SCQF level 7)

This section explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

In this unit, you identify alternative enterprises (not mainstream livestock or crop enterprises) that farms or rural businesses can incorporate. You look at renewable energy systems that are alternative enterprises on farms, and a range of other diversification enterprises such as:

- ◆ adding value to existing products
- ◆ tourist and recreation activities
- ◆ retail activities
- ◆ solar radiation
- ◆ wind energy
- ◆ biomass
- ◆ anaerobic digesters
- ◆ geothermal heat
- ◆ hydro-electric power

The unit involves visits to alternative enterprises, allowing you to understand how these enterprises run, and what is required for them to be successful and useful to the main farm business. You choose enterprises to further research and investigate, and then you present an overview of what they need physically and financially to operate successfully. This is the assessment for the unit. You can work as a group to produce this project.

The knowledge and skills you develop during the unit are invaluable if you are, or want to be, employed within an agricultural business and want to develop an enterprise to benefit the business.

Meta-skills

Throughout the unit, you develop meta-skills to enhance your employability in the agriculture sector.

Meta-skills include self-management, social intelligence and innovation.

In the unit, you communicate, collaborate and negotiate when you select the business enterprise to investigate (social intelligence). You develop the skills of focusing and responsibility as you work on the investigation (self-management). You also have the opportunity to question the business owner and source information about the chosen enterprise (innovation).

Administrative information

Published: August 2022 (version 1.0)

Superclass: SM

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.