

NextGen: HN unit specification

Diversified Enterprises in Rural Businesses (SCQF level 7)

Unit code: JBRT 47

SCQF level: 7 (8 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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Unit purpose

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

Entry requirements

Entry to this qualification is at your centre's discretion. Before they start the unit, learners would benefit from having completed Mathematics and English at National 5, or equivalent. We recommend that learners have also completed one or more of the following:

- two Highers, preferably including a science
- an NC or SVQ Agriculture at SCQF level 6, or a relevant, alternative subject
- relevant work experience

Unit outcomes

Learners who complete this unit can:

1. identify and describe renewable technologies and diversified enterprises in a rural business
2. investigate a diversified enterprise

Evidence requirements

Outcome 1

Learners must identify and briefly describe the major features of a range of renewable technologies and diversified enterprises in a rural business.

Outcome 2

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

In their presentations, learners must:

- describe the farm business
- describe the diversified enterprise
- describe the original objectives of the diversified enterprise
- describe the physical and financial resources required to set up the enterprise
- describe the marketing and human resource requirements of the enterprise
- explain how the diversified enterprise integrates into the business
- assess how well the original objectives were achieved

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: • a range of diversified enterprises available to a rural business, for example: ○ adding value to existing products ○ tourist and recreation activities ○ retail activities ○ solar radiation ○ wind energy ○ biomass ○ anaerobic digesters ○ geothermal heat ○ hydro-electric power	Outcome 1 Learners can: • describe the components of diversified enterprises • describe the components of renewable technologies
Outcome 2 Learners should understand: • how to investigate and present information about a business	Outcome 2 Learners can: • 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 considerations when setting up a diversified enterprise

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

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 unit.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
 - filtering relevant information as they carry out their investigation
- integrity:
 - nurturing responsibility to carry out their remit in group activities

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
 - discussing and selecting a business enterprise for investigation
- collaborating:
 - working with peers to produce group presentations

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant is:

- curiosity:
 - questioning and sourcing information as they research their chosen enterprise

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

Learners develop their numeracy skills as they make financial calculations.

Communication

Learners enhance their communication skills as they research, prepare and deliver group presentations.

Digital

Learners improve their digital skills as they can digital software to produce group presentations.

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Delivery of unit

Please see the 'Additional guidance' section.

The amount of time you allocate to this unit is at your discretion. The notional delivery time is 40 hours.

Additional guidance

The guidance in this section is not mandatory.

Approaches to delivery and assessment

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 and Principles of Crop Production 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.

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 closed-book assessment, with a suggested cut-off score of 70%. Learners could do this 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.

Resources

Centres delivering this qualification must have suitably qualified staff for each of the subject components. Your centre should already have established processes to ensure staff are appropriately qualified to deliver in this subject area.

Assessors and internal verifiers must hold an industry and/or subject-specific qualification equivalent to the qualification. Centre staff should have relevant industry experience and be able to demonstrate industry-relevant CPD to maintain their subject-specific knowledge and skills.

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 must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Diversified Enterprises in Rural Businesses (SCQF level 7)

This information 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 a range of 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, giving you the opportunity to understand how these enterprises run, and what is required for them to be successful and useful to the main farm business.

Prior knowledge and skills

Before you start the unit, you would find it helpful to have completed Mathematics and English at National 5, or equivalent. We also recommend that you have completed one or more of the following:

- two Highers, preferably including a science
- an NC or SVQ Agriculture at SCQF level 6, or a relevant, alternative subject
- relevant work experience

Assessment

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.

Future progression and employment

If you study this unit as part of HNC Agriculture, you may have the opportunity to progress to a HND or degree-level course in agriculture or a related subject. Alternatively, your skills and knowledge could lead to employment at an operational level on a farm as, for example, a stockperson, general farm worker or tractor operations worker.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the agriculture sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

You develop your self-management skills as 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.

Innovation

You develop your innovation skills as you take different approaches to the investigation, during which you have the opportunity to question the business owner and source information about your chosen enterprise.

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the agriculture sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

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Superclass: SM

History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

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