Arrangements for:

National Progression Award (NPA) in

Rural Skills at SCQF level 5

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

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.

Version number	Description	Date
02	Scottish Context Unit added as an alternative: Rural Business Investigation with a Scottish Context (H6MR 75) added as an alternative to Rural Business Investigation (F6AF 11)	22/04/2014

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1 Introduction

This National Progression Award is a new qualification designed to eventually replace the current Scottish Progression Award in rural skills at SCQF level 5. The qualification allows candidates the opportunity to develop skills and knowledge relating to one area of the land-based sector and to develop knowledge and understanding of how a rural business operates. Candidates are offered a choice of eight different routes of study which give them some, but not all, of the skills and knowledge related to the national occupational standards of the chosen land-based sector route of study whilst developing their understanding of the nature of land-based industries and the issues they face.

2 Rationale for the development of the Group Award

There is a very wide range of land-based businesses in Scotland with a great variety of job roles. Changes in rural land use, including the decline and change of traditional agriculture, have created a knowledge gap. Research has indicated that fewer people are likely to contribute to the rural economy and its development unless more individuals are introduced to the possible opportunities in land-based industries in the UK.

The environmental and land-based sector is both complex and diverse including 17 recognised industry categories across the UK and representing 3.4% of the UK's total employment. The sector is dominated by small businesses across the UK, employing less than 5 people (this profile representing at least 92% of the approximately 210,000 businesses) and at least 66% of these operate as sole trader businesses. In Scotland, the land-based workforce is approximately 109,000, 4.9% of the total workforce. There are regional differences in the importance of different industries and some segments of the sector are of particular importance for the more remote rural areas.[1] Key national policies and priorities are placed upon specific industries because they are critical to the sustainability of rural economies, the priority areas currently supported by The Scottish Government are:

- Tree and timber industries
- Environmental conservation
- Aquaculture
- Fisheries management
- Agriculture (crops and livestock)
- Game and wildlife management

Agriculture and tree/timber industries currently represents around 2% of Scotland's GDP.

Where skill gaps arise, land-based and environmental sector employers most frequently cite weaknesses in other technical and practical skills. *(FutureskillsScotland Scottish Sector profile for land based and environmental industries, 2005)*

[1] *Lantra Sector Qualification Strategy, October 2007; Lantra Scotland, SSA, 2006*

The Lantra Qualification Strategy, 2007 identified main strategic issues within the sector which are key to the development of this qualification including:

- Demographic changes which create the need to attract new entrants of all ages to the sector
- The need to provide recognition for skills and knowledge and to provide opportunities to progress for those in the sector at all levels
- The need to provide higher professional standards and duty of care for those working with animals (through the new animal welfare legislation)

In response to these strategic drivers on the land-based sector, this qualification has been designed to develop:

- some (but not all) of the key competencies in a specific vocational land-based area through undertaking practical activities and developing knowledge and understanding of activity in relation to the vocational area. The eight routes of study include agriculture, animal care, equine studies, estate skills, fishery management, forestry, gamekeeping and horticulture.
- an understanding of how a land-based industry operates in a specific vocational land-based area.
- essential skills including Core Skills, employability skills and enterprise skills.
- an understanding of how sustainability issues effect land-based industries.

This qualification has been developed for a range of possible candidates from those of school age through to adults who wish to consider entering into a career in the land-based sector but are not ready to commit to a full-time programme or to work-based learning which focuses entirely on one area. For school age learners, the qualification is a natural progression route from the Skills for Work Rural Skills: Intermediate 1 (SCQF level 4) qualification which is designed to be delivered to S3, S4 pupils and is a broad general introduction to the land-based sector. This qualification allows school pupils to further explore one particular vocational area and would be suited to S5 or S6 pupils. The qualification could be attained over one year of study as it equates notionally to120 hours of learning, teaching and assessment. It is anticipated that, for this group of candidates, the course will rely on and build on existing partnerships between schools and further education colleges 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 qualification to be delivered in a variety of appropriate learning environments with access to the necessary resources and relevant teaching expertise.

For post school and adult returners, the qualification could be studied over a shorter period allowing candidates to decide on whether commitment to study of the full-time course in their chosen sector or employment with further work-based training is the correct choice for them. The design of the qualification would also make it suitable for those wishing to undertake an introductory qualification on a part-time basis.

The qualification is at SCQF level 5 as all of the Units within the qualification are at SCQF level 5.

The knowledge and understanding developed is mainly factual and they will develop an understanding of basic processes, materials and terminology, as well as demonstrating an understanding of a range of facts and ideas about their chosen vocational route. This knowledge will be applied to practical contexts allowing candidates to complete routine tasks in the land-based vocational area using appropriate equipment and tools in a safe and effective manner. They will be expected to problem solve in relation to routine issues, operating in a familiar context. In some of the Units candidates will be expected to extrapolate information in order to draw appropriate conclusions. Where *Communication, ICT a*nd *Numeracy* skills are utilised these will be within a routine and familiar context. Team work is appropriate in many of the Units of this qualification and these Units are written to ensure that autonomy, accountability and working with others standards are commensurate with those set out in the SCQF level descriptors (4 and 5)

This Group Award is not designed to confer full occupational competence to candidates who successfully complete any of the eight land-based strands that the qualification can be undertaken. However, successful candidates will have gained some of the competencies and employers may see it as an appropriate programme-led pathway into a modern apprenticeship or other work-based learning qualification.

Progression into this qualification could be from the Skills for Work in Rural Skills: Intermediate 1 qualification or other introductory SCQF level 4 qualification pertaining to the land-based industries including groups of national Units at SCQF level 4. The progression routes from this qualification could be to a nationally recognized qualification such as a National Certificate, a SVQ or a set of nationally-devised Units which allows the candidate to develop all of the competencies required at SCQF level 5 for the chosen specialism. Possible progressions into and from this award are outlined in Appendix 1 of this document:

National Occupational Standards (NOS) are developed for the key employment sectors of the United Kingdom. These standards define the competences required for job roles within a particular employment sector. The NPA Rural Skills qualification has been designed to reflect the level and requirements of the National Occupational Standards for practical and knowledge competencies in each of the eight specialisms which are all represented by LANTRA, the Sector Skills Council. A high level mapping of Unit competencies to the relevant NOS is attached as Appendix 2 to this document.

This National Progression award is designed to replace the current Scottish Progression Award in Rural Skills at Intermediate 2. This award is much smaller than the SPA to reflect the need to develop a more flexible qualification which could be delivered to a wider range of potential candidates as a pathway into specific land-based industries.

3 Aims of the Group Award

3.1 General aims of the Group Award

The general aims of this course are to:

- provide candidates with skills and knowledge in a specific land-based vocational area
- provide opportunities to develop core skills including *Communication, Working with Others, Problem Solving, Numeracy* and *ICT* in a realistic work setting
- provide candidates with an understanding of the nature of land-based workplaces
- provide candidates with an understanding of sustainability issues relating to the workplace
- provide candidates with an understanding of different types of rural business
- encourage candidates to develop a positive attitude to their own learning
- allow candidates to develop skills and attitudes required for employability in the land-based sector
- allow candidates to experience a range of learning, teaching and assessment styles which motivate them to achieve their full potential
- facilitate progression to further study in a specific land-based industry

3.2 Principal aims of the Group Award

The principal aims of this course are to:

- prepare candidates for progression to further studies in a specialist land-based area
- develop candidate knowledge of land-based business enterprise operation
- develop candidate knowledge of sustainability issues relating to land-based business
- develop candidate knowledge and skills of a specific land-based sector for one of the specialist strands (agriculture, animal care, equine studies, estate skills, fishery management, forestry, gamekeeping and horticulture)
- develop candidate communication and team working skills

4 Recommended access to Group Award

Whilst entry is at the discretion of the Centre, it is recommended that candidates have a broad understanding of the land-based sector and have skills and knowledge of their chosen specialism at SCQF level 4. This may be evidenced by the possession of the qualification *Rural Skills: Intermediate 1* in either the 'plant' or 'animal' route. It may also be evidenced by appropriate NQ Units at Intermediate 1 or similar qualifications and/or experience.

Candidates entering this qualification should have *Communication, Problem Solving* and *Working with Others* skills of SCQF level 3 or above. *Numeracy* and *ICT* skills at SCQF level 3 or above are recommended but not essential.

5 Group Award structure

Candidates will be awarded the NPA in Rural Skills at SCQF level 5 on successful completion of the Rural Business Investigation Unit and two Units relating to one of the chosen option routes from the following categories: agriculture, animal care, equine studies, estate skills, fishery management, forestry, gamekeeping and horticulture. The whole award equates to three credits of learning (18 credit points at SCQF level 5).

5.1 Framework

Unit code	Unit name	Mandatory/Option route	SQA credit value (1 credit = 40 hours)	SCQF level and credit points
F6AF 11 **Or** H6MR 75	Rural Business Investigation (SCQF level 5) Rural Business Investigation with a Scottish Context (SCQF level 5)	Mandatory (All) Mandatory (All)	1 1	6 SCQF credit points at SCQF level 5 6 SCQF credit points at SCQF level 5
F6AK 11	Crop Production (SCQF level 5)	Option Route 1: Agriculture	1	6 SCQF credit points at SCQF level 5
F6AJ 11	Livestock Production (SCQF level 5)	Option Route 1: Agriculture	1	6 SCQF credit points at SCQF level 5
F6SM 11	Animal Care: Accommodation and Handling (SCQF level 5)	Option Route 2: Animal Care	1	6 SCQF credit points at SCQF level 5
F6SJ 11	Animal Care: Small Animal Feeding (SCQF level 5)	Option Route 2: Animal Care	1	6 SCQF credit points at SCQF level 5

Unit code	Unit name	Mandatory/Option route	SQA credit value (1 credit = 40 hours)	SCQF level and credit points
F6AG 1	Equine Housing and Handling (SCQF level5)	Option Route 3: Equine Studies	1	6 SCQF credit points at SCQF level 5
F6AH 11	Feeding Horses and Ponies (SCQF level 5)	Option Route 3: Equine Studies	1	6 SCQF credit points at SCQF level 5
F6AL 11	Estate Skills (SCQF level 5)	Option Route 4: Estate Skills	1	6 SCQF credit points at SCQF level 5
F6AW 11	Soft Landscaping: General Plantings (SCQF level 5)	Option Route 4: Estate Skills	1	6 SCQF credit points at SCQF level 5
F6AM 11	Fisheries Management: An Introduction (SCQF level 5)	Option Route 5: Fisheries Management	1	6 SCQF credit points at SCQF level 5
F6AN 11	Fish Capture and Handling (SCQF level 5)	Option Route 5: Fisheries Management	1	6 SCQF credit points at SCQF level 5
F6AP 11	Forests and Woodlands: An Introduction (SCQ level 5)	Option Route 6: Forestry	1	6 SCQF credit points at SCQF level 5

Unit code	Unit name	Mandatory/Option route	SQA credit value (1 credit = 40 hours)	SCQF level and credit points
F6AR 11	Production and Care of Young Trees (SCQF level 5)	Option Route 6: Forestry	1	6 SCQF credit points at SCQF level 5
F6AS 11	Gamekeeping: Role of the Gamekeeper (SCQF level 5)	Option Route 7: Gamekeeping	1	6 SCQF credit points at SCQF level 5
F6AT 11	Quarry Species: An Introduction (SCQF level 5)	Option Route 7: Gamekeeping	1	6 SCQF credit points at SCQF level 5
F6AW 11	Soft Landscaping: General Plantings (SCQF level 5)	Option Route 8: Horticulture	1	6 SCQF credit points at SCQF level 5
F6AV 11	Horticultural Skills (SCQF level 5)	Option Route 8: Horticulture	1	6 SCQF credit points at SCQF level 5

Routes for attainment of the NPA Rural Skills (SCQF level 5)

Route	Units undertaken
Route 1: Agriculture	Rural Business Investigation (SCQF level 5) Crop Production(SCQF level 5) Livestock Production (SCQF level 5)
Route 2: Animal Care	Rural Business Investigation (SCQF level 5) Animal Care: Accommodation and Handling (SCQF level 5) Animal Care: Small Animal Feeding (SCQF level 5)
Route 3: Equine Studies	Rural Business Investigation (SCQF level 5) Equine Housing and Handling (SCQF level5) Feeding Horses and Ponies (SCQF level 5)
Route 4: Estate Skills	Rural Business Investigation (SCQF level 5) Estate Skills (SCQF level 5) Soft Landscaping: General Plantings (SCQF Level 5)
Route 5: Fisheries Management	Rural Business Investigation (SCQF level 5) Fisheries Management: An Introduction (SCQF level 5) Fish Capture and Handling (SCQF level 5)
Route 6: Forestry	Rural Business Investigation (SCQF level 5) Forests and Woodlands: An Introduction (SCQ level 5) Production and Care of Young Trees (SCQF level 5)
Route 7: Gamekeeping	Rural Business Investigation (SCQF level 5) Gamekeeping: Role of the Gamekeeper (SCQF level 5) Quarry Species: An Introduction (SCQF level 5)
Route 8: Horticulture	Rural Business Investigation (SCQF level 5) Horticultural Skills (SCQF level 5) Soft Landscaping: General Plantings (SCQF level 5)

6 Core Skills

There is no automatic certification of Core Skills in any of the Units of this award. The opportunities to develop aspects of the Core Skills at SCQF levels 4 and 5 are identified in the table below. Opportunities to develop all five of the Core Skills are available but dependant on the delivery centre resources and the approaches taken to learning and teaching. For example, candidates may be asked to utilise *ICT* in their research and basic numeracy may be incorporated into some skills such as weighing feeding, counting equipment items etc. More information regarding the development of Core Skills can be found in the support notes of the individual Units which make up this award.

Unit Name	**Communication**	**Working with Others WWO**	**Problem Solving**	**Numeracy**	**ICT**
Rural Business Investigation (SCQF level 5)	✓(5)	✓(5)	✓(5)		✓(5)
Crop Production (SCQF level 5)	✓(4)	✓(4)	✓(4)		
Livestock Production (SCQF level 5)	✓(4)	✓(4)	✓(4)		
Animal Care: Accommodation and Handling (SCQF level 5)	✓(5)	✓(5)			
Animal Care: Small Animal Feeding (SCQF level 5)	✓(5)	✓(5)			
Equine Housing and Handling (SCQF level5)	✓(5)	✓(5)			
Feeding Horses and Ponies (SCQF level 5)	✓(5)	✓(5)			
Estate Skills (SCQF level 5)	✓(5)	✓(5)	✓(5)	✓(5)	
Soft Landscaping: General Plantings (SCQF level 5)		✓(5)	✓(5)		
Fisheries Management: An Introduction (SCQF level 5)	✓(5)	✓(5)	✓(5)		✓(5)
Fish Capture and Handling (SCQF level 5)	✓(5)	✓(5)	✓(5)		
Forests and Woodlands: An Introduction (SCQ level 5)	✓(5)	✓(5)	✓(5)		
Production and Care of Young Trees (SCQF level 5)	✓(5)	✓(5)	✓(5)		

Unit Name	Communication	Working with Others WWO	Problem Solving	Numeracy	ICT
Gamekeeping: Role of the Gamekeeper (SCQF level 5)	✓(4)	✓(4)	✓(5)		
Quarry Species: An Introduction (SCQF level 5)	✓(4)	✓(4)			
Soft Landscaping: General Plantings (SCQF level 5)		✓(5)	✓(5)		
Horticultural Skills (SCQF level 5)	✓(5)	✓(5)	✓(5)		

6 Approaches to delivery and assessment

Suggested delivery approach

Modes of delivery will be at the discretion of the Centre but the award is notionally 120 hours of teaching and assessment. This could be delivered as a short, full-time course, a flexible blended learning package or a part-time course over a longer period. This qualification combines both theoretical knowledge and practical activity. Practical learning should take place in a realistic work setting and it is a condition of assessment that candidates do visit an actual rural business on at least one occasion to achieve the mandatory Unit *Rural Business Investigation*. It is recommended that each practical session is preceded by a short talk about health and safety relevant to the work in hand and that centres ensure appropriate fitting of Personal Protective Equipment (PPE) prior to beginning any tasks.

The sequence and model of delivery is for individual centres to decide. However, it is likely that centres will encourage candidates to undertake the *Rural Business Investigation* Unit in relation to the chosen option strand. This will often allow candidates to make more sense of their learning in a real working environment. Candidates should be able to put the practical knowledge and skills learned in their chosen specialism into the context of the business.

Centres need to give some consideration to the option choice of the candidates in relation to any seasonal patterns of activity which may affect the delivery and assessment processes. For example, if the award is delivered within the school year there may be limited opportunity for candidates to experience the harvest of some crops in relation to the agriculture option. Centres should therefore plan both the delivery and assessment processes well in advance of delivery to maximise opportunities on real workplaces.

Ideally, theoretical input should precede practice in order for candidates to have a greater depth of understanding of their practice.

In many of the animal related Units, there is opportunity for integrated approaches to delivery and assessment of the practical aspects of the Units. For example, in the equine and animal care Units, all the practical tasks in the two optional Units can be delivered and assessed as part of general husbandry.

Learning and teaching methods

Candidates may learn through tutor and guest presentation, research (group and individual) activities, observing demonstration, practising, asking questions and reflecting on their practice. It is important that candidates are being constantly supervised and supported by a suitably qualified person.

It is important for centres to adopt an approach that enhances the employability skills of the candidate. The emphasis on learning should incorporate employability skills as well as vocational ones. For example, setting incremental targets for candidates in terms of time for given tasks once they have developed reasonable competence; setting particular start times for tasks; monitoring the preparation and planning of the candidates; setting candidates a task as a group and allowing them to be responsible for the allocation of subsets of tasks to encourage team working; encouraging an awareness of the economical use of resources. Reflecting on practical experiences and learning from them is an important approach that is embedded throughout the qualification.

Resource requirements

Appropriate personal protective equipment (PPE) will be essential for all candidates and may vary according to the route and context chosen. In any of the eight option routes, centres should carefully review the Evidence Requirements of the Unit specifications to ensure that the facilities they plan to use meet these requirements.

The Unit *Rural Business Investigation* will require a range of resources. These are likely to include internet access, classroom resources and facilities and any PPE deemed necessary for visits undertaken. Candidates must also be allowed to visit at least one business.

The Agriculture option route will require access to holdings with suitable crops as well as suitable livestock and suitable livestock handling facilities to be able to undertake the practical assessments.

The Animal Care route will require access to holdings which have a selection of small animals such as a college, pet farm or pet shop.

The Estate Skills route will require a selection of basic hand tools, fences, simple plumbing and drainage equipment, basic painting equipment, spades, shovels and basic horticultural equipment and access to suitable lands for development.

The Equine Studies Route will require access to horses and/or ponies that are housed as well as appropriate handling equipment and tools.

The Fisheries Management Route will require access to a functional fishery.

The Forestry Route will require access to commercially grown tree planting facilities as well as a selection of trees that can be identified.

The Gamekeeping route will require access to an estate where active gamekeeping occurs.

The Horticulture route will require access to horticultural propagation live plant materials and maintenance facilities.

Health and Safety

Risk assessment and compliance with health and safety legislation is of paramount importance in the delivery of this qualification **Centres will need to adhere to all current, relevant health and safety legislation and carry out appropriate risk assessments before learning and teaching begins.**

Appropriate PPE should be provided which is suitable for the context of delivery. Particular attention should be given to group sizes and supervisory numbers, considering the likely age and inexperience of candidates.

Animal health and welfare

Learning, teaching and assessment of all animal related knowledge and skills should relate to nationally recognized standards as laid down by current Animal welfare legislation in Scotland. The required standard of animal husbandry must be in line with the most current Code of Practice issued by DEFRA or ERAD pertinent to the strand of delivery. Delivery sites where teaching, learning and assessment takes place must also exemplify these standards and the five freedoms of animals should be emphasised throughout.

Approach to assessment

The mandatory Unit requires candidates to develop a portfolio of evidence and this Unit may lend itself to the development of an e-portfolio which could be combined with some of the theoretical assessment components of the candidate's option specialist choice. In some of the option choices, there is scope for e-learning and e-assessment of theoretical components. However, in the case of practical activities, e-assessment is not appropriate.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All instruments of assessment used within this/these Group Award(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 and Quality Assurance for Colleges of Further Education* **(www.sqa.org.uk)**.

8 General information for candidates

This National Progression Award in Rural Skills (SCQF level 5) is an introductory award designed to develop the knowledge and skills relating to one particular route of rural skills. You can undertake this qualification in one of eight different routes:

- Agriculture
- Animal Care
- Equine Studies
- Estate Skills
- Fishery Management
- Forestry
- Gamekeeping
- Horticulture

Much of your learning will be in a real or realistic work-setting and you will be learning often by experience, often undertaking practical tasks in an outdoor environment although there will be some theoretical classroom sessions for some of the specialisms.

Whichever route you choose you will undertake an investigation of a rural business, examining how it is run, how it fits in with the local community and how the business could diversify into other areas. This Unit is called *Rural Business Investigation* (SCQF level 5).This Unit will be assessed through the production of a portfolio of your evidence.

Depending on your chosen route of study, you will undertake two further Units of study that combine both practical activity and underpinning theory relating to the route. These Units will be assessed by a combination of practical tests for which you will be observed and some written/oral theoretical tests which will vary according to your chosen route.

Through undertaking this qualification you will develop your Core Skills of *Communication, Working with Others, Problem Solving, ICT* and *Numeracy*.

In order to gain this NPA in *Rural Skills* (SCQF level 5) you will require to gain 3 credits of learning (18 credit points at SCQF level 5) or notionally 120 hours: *Rural Business Investigation* (SCQF level 5) and 2 credits from one of the option choices mentioned above.

Successful completion of this qualification can provide you with an opportunity to progress to a full-time course in your chosen specialism at either a College or a work-based learning programme such as a SVQ or modern apprenticeship. Note that this qualification alone does not make you completely ready for the land based workplace without further training.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. 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.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

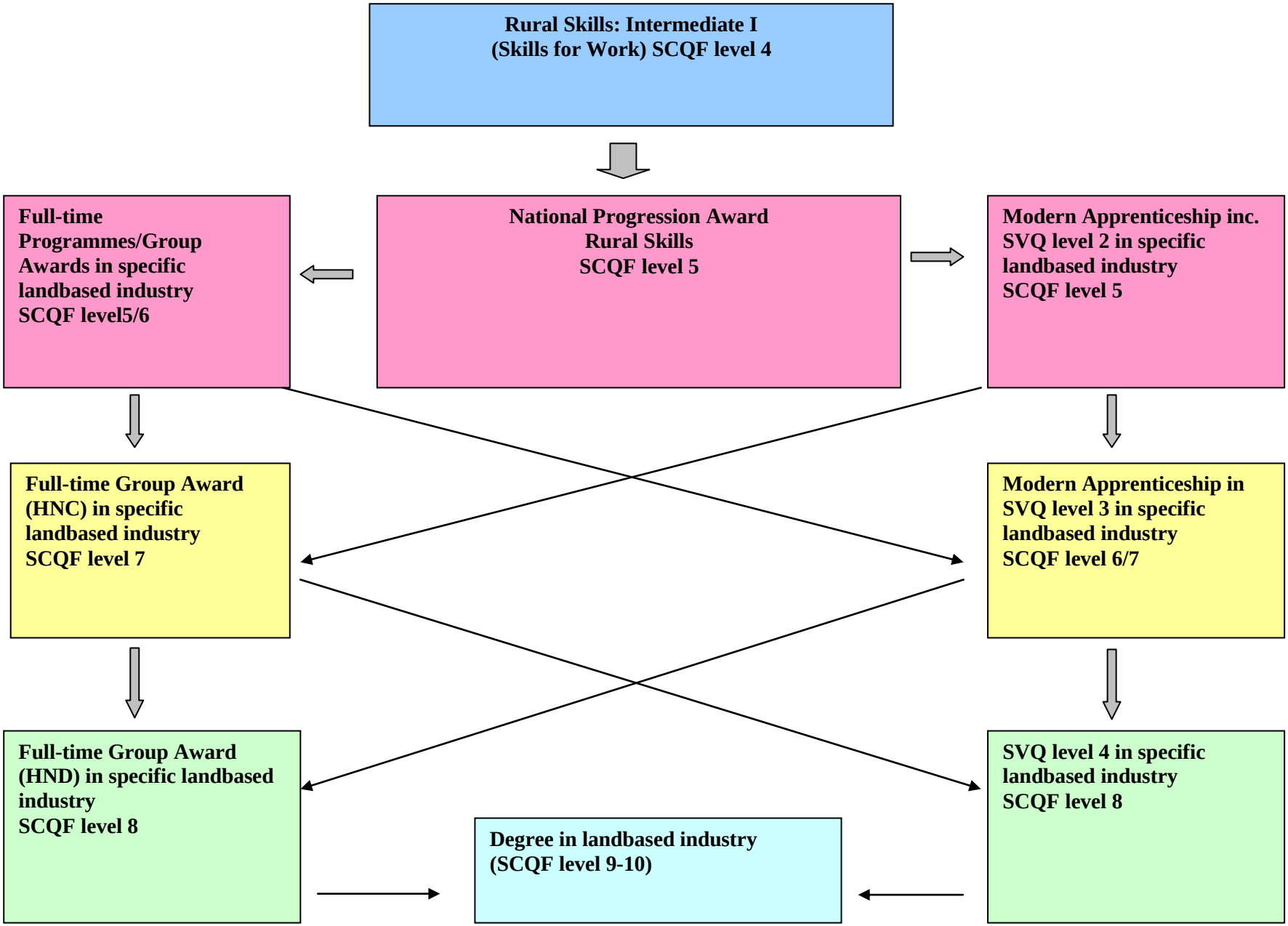
Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Potential progression route
Appendix 2: Units within NPA in Rural Skills SCQF level 5 mapped to the National Occupational Standards

Appendix 1: Potential progression routes


Rural Skills: Intermediate I
(Skills for Work) SCQF level 4
Full-time Programmes/Group Awards in specific landbased industry SCQF level5/6
National Progression Award Rural Skills SCQF level 5
Modern Apprenticeship inc. SVQ level 2 in specific landbased industry SCQF level 5
Full-time Group Award (HNC) in specific landbased industry SCQF level 7
Modern Apprenticeship in SVQ level 3 in specific landbased industry SCQF level 6/7
Full-time Group Award (HND) in specific landbased industry SCQF level 8
Degree in landbased industry (SCQF level 9-10)
SVQ level 4 in specific landbased industry SCQF level 8

***Specific Landbased Industries: see below for categories**

***Land-based Industries include qualifications in the following:**

Animal related Industries
Agricultural Livestock
Animal Care Industries
Aquaculture
Equine Industries
Farriery
Fisheries Management
Game and Wildlife management
Veterinary Industries

Plant related Industries
Agricultural crops
Environmental Conservation Industries
Fencing Industries
Land-based Engineering Industries
Landscaping Industries
Production Horticulture Industries
Tree and Timber based Industries

Note that not all these specific area have qualifications at all the progressive levels according to the diagram.

Appendix 2: Units within National Progression Award in Rural Skills at SCQF level 5 mapped to the National Occupational Standards

Unit in award	NOS Mapping	Mandatory/option route	SQA credit level
Rural Business Investigation (SCQF level 5)	N/A	Mandatory (All)	1
Crop Production (SCQF level 5)	(Unit Ag6C) Monitor and maintain the healthy growing of extensive crops (Unit AgC10) Promote and maintain the healthy growth of extensive crops (Unit CU3) Promote, monitor and maintain health, safety and security (Unit CU5) Develop personal performance and maintain working relationships	Option Route 1: Agriculture	1
Livestock Production (SCQF level 5)	(Unit LP4) Assist in establishing and maintaining conditions appropriate to the welfare of livestock (Unit LP5) Assist with maintaining the healthy performance of livestock (Unit LP8) Control the movement of livestock (Unit LP12) Prepare and monitor livestock on outdoor sites (Unit LP24) Establish, monitor and maintain conditions appropriate to the welfare of livestock (Unit LP25) Promote and maintain the healthy performance of livestock (Unit CU3) Promote, monitor and maintain health, safety and security (Unit CU5) Develop personal performance and maintain working relationships	Option Route 1: Agriculture	1

Unit in award	NOS Mapping		Mandatory/option route	SQA credit level
Animal Care: Accommodation and Handling (SCQF level 5)	(AC1) (AC4) (AC3) (CU1) (CU3) (CU30) (CU31) (CU29) (CU32) (CU37) (CU39) (CU45) (CU115)	Assist with the movement and handling of animals Provide exercise opportunities for animals Maintain the cleanliness of the working environment Maintain safe and effective working practices Promote, monitor and maintain health, safety and security Assist with Animal Accommodation Assist with the movement of animals Assist with the care of animals Maintain health and welfare of animals Establish and maintain animals within their accommodation Plan, monitor and evaluate the accommodation of animals Control and restrain animals Control, handle and restrain animals	Option Route 2: Animal Care	1
Animal Care: Small Animal Feeding (SCQF level 5)	(CU1) (CU3) (AC2) (CU32) (CU33) (CU34) (CU35)	Maintain safe and effective working practices Promote, monitor and maintain health, safety and security Assist with animal feedstuffs Maintain health and welfare of animals Provide feed and water to animals Promote and maintain the health and wellbeing of animals Plan and monitor animal diets and feeding regimes	Option Route 2: Animal Care	1

Unit in award	NOS Mapping		Mandatory/option route	SQA credit level
Equine Housing and Handling (SCQF level5)	Unit 201 Unit 212 Unit 207	Prepare and clean stables Exercise horses under supervision Ensure your own actions reduce risks to health and safety	Option Route 3: Equine Studies	1
Feeding Horses and Ponies (SCQF level 5)	Unit 202 Unit 207 (A)	Maintain the health and well-being of horses Ensure your own actions reduce risks to health and safety	Option Route 3: Equine Studies	1
Estate Skills (SCQF level 5)	(Unit Ga 18) (Unit CU19) (CU21) (CU26) (L24) (L26) (CU85) (CU3) (Unit CU5)	Construct and maintain structures and surfaces Construct and maintain boundaries and paths Construct new structures and surfaces Plan, monitor and evaluate the construction and maintenance of structures and surfaces Construct hard landscape components Establish resource requirements and programme work Design landscaped areas and specify materials and components Promote, monitor and maintain health, safety and security Develop personal performance and maintain working relationships	Option Route 4: Estate Skills	1

Unit in award	NOS Mapping		Mandatory/option route	SQA credit level
Soft Landscaping: General Plantings (SCQF level 5)	(L1) (L2) (CU 76) (CU79) (CU85) (CU3)	Site preparation Establish plants outdoors Maintain Plants outdoors Identify, collect and prepare plants for dispatch Design landscape areas and specify materials and components Promote, monitor and maintain health, safety and security	Option Route 4: Estate Skills	1
Fisheries Management: An Introduction (SCQF level 5)	(Unit FM2) (Unit CU57) (Unit CU2) (Unit FM1) (Unit CU19) (Unit FM3) (Unit FM4)	Monitor the Conditions of a Fishery Manage Fisheries Habitat Monitor and maintain health and safety Stock fish into a Fishery Construct and maintain boundaries and paths Catch fish Catch fish using electro-fishing techniques	Option Route 5: Fisheries Management	1
Fish Capture and Handling (SCQF level 5)	(Unit FM2) (Unit FM3) (Unit FM4)	Monitor the condition of a fishery Catch fish Catch fish using electro-fishing techniques	Option Route 5: Fisheries Management	1

Unit in award	NOS Mapping	Mandatory/option route	SQA credit level
Forests and Woodlands: An Introduction (SCQ level 5)	(Unit T2) Establish and maintain an open drainage system (Unit T10) Fell and sned trees motor-manually (Unit T11) Sever and sned windblown trees motor-manually (Unit T13) Fell trees mechanically (Unit T14) Process trees mechanically (Unit T15) Extract wood products by forwarder (Unit T16) Extract wood products by skidder (Unit T17) Extract wood by cable crane (Unit T18) Extract wood products by horse (Unit T19 Extract wood products using small motorised equipment (Unit T20) Process Timber on site (Unit T23) Dispose residues from treework operations (Unit T25) Treat and dispose of stumps (Unit CU23) Construct maintain and repair paths and related structures (Unit CU 24) Install maintain and repair site furniture and structures	Option Route 6: Forestry	1
Production and Care of Young Trees (SCQF level 5)	(Unit T6) Plant Trees (Unit T7) Carry out post-planting protection and maintenance (Unit T8) Control unwanted plant growth around trees (CU76) Maintain Outdoor plants (A) Ensure your own actions reduce risks to health and safety	Option Route 6: Forestry	1

Unit in award	NOS Mapping		Mandatory/option route	SQA credit level
Gamekeeping: Role of the Gamekeeper (SCQF level 5)	(Unit Ga10) (Unit Ga11) (Unit Ga15) (Unit Ga 18) (Unit Ga20) (CU3)	Care for animals used in support of gamekeeping and wildlife management Maintain and improve game and wildlife habitat Contribute to the management of game habitat Construct and maintain structures and surfaces Maintain and repair structures and surfaces Promote, monitor and maintain health, safety and security	Option Route 7: Gamekeeping	1
Quarry Species: An Introduction (SCQF level 5)	(Unit Ga2)	Monitor game populations and habitat	Option Route 7: Gamekeeping	1
Soft Landscaping: General Plantings (SCQF level 5)	(L1) (L2) (CU 76) (CU79) (CU85) (CU3)	Site preparation Establish plants outdoors Maintain Plants outdoors Identify, collect and prepare plants for dispatch Design landscape areas and specify materials and components Promote, monitor and maintain health, safety and security	Option Route 8: Horticulture	1
Horticultural Skills (SCQF level 5)	(L3) (L19) (CU72) (CU73) (CU74) (CU76) (CU3)	Maintain general amenity turf Create grassed and planted areas Propagate plants by vegetative methods Propagate plants from seeds Prepare growing media Maintain plants outdoors Promote, monitor and maintain health, safety and security	Option Route 8: Horticulture	1

Units within Group Award	SQA credit	M/O	NOS title(s)
Animal Care: Small Animal Feeding	1	M	(CU1) Maintain safe and effective working practices (CU3) Promote, monitor and maintain health, safety and security (AC2) Assist with animal feedstuffs (CU32) Maintain health and welfare of animals (CU33) Provide feed and water to animals (CU34) Promote and maintain the health and wellbeing of animals (CU35) Plan and monitor animal diets and feeding regimes
Animal Care: Accommodation and Handling	1	M	(AC1) Assist with the movement and handling of animals (AC4) Provide exercise opportunities for animals (AC3) Maintain the cleanliness of the working environment (CU1) Maintain safe and effective working practices (CU3) Promote, monitor and maintain health, safety and security (CU30) Assist with Animal Accommodation (CU31) Assist with the movement of animals (CU29) Assist with the care of animals (CU32) Maintain health and welfare of animals (CU37) Establish and maintain animals within their accommodation (CU39) Plan, monitor and evaluate the accommodation of animals (CU45) Control and restrain animals (CU115) Control, handle and restrain animals