

# Next Generation Higher National Unit Specification

## Specialist Farming Systems (SCQF level 7)

**Unit code:** J6FF 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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## **Unit purpose**

This unit allows learners to gain knowledge and skills related to a range of specialist livestock and cropping farming systems throughout the UK. These may include regenerative agriculture, organic production systems, soft fruit farms, potato growers, pigs, poultry, deer farms and any other alternative systems. The unit also gives learners the opportunity to look at where environmentally friendly farming practices fit into these systems.

## Unit outcomes

Learners who complete this unit can:

- 1 describe the main components of a specialist farming production system carried out in the UK
- 2 identify areas where environmentally sustainable farming practices could be included within the system

## Evidence requirements

### Outcome 1

Learners must produce evidence showing that they can:

- ◆ provide a brief description of the production system
- ◆ describe the inputs and outputs of the system

They do this for one of the following specialist systems:

- ◆ deer
- ◆ poultry breeders
- ◆ pigs
- ◆ meat or dairy goats
- ◆ game birds
- ◆ soft fruit
- ◆ vegetables
- ◆ organics
- ◆ flowers
- ◆ seed (non-cereal)

Learners generate evidence for this outcome by gathering and reporting information from farm visits. You select farms to visit that demonstrate appropriate specialist farming systems.

### Outcome 2

Learners must produce evidence showing that they can:

- ◆ identify one area where environmentally sustainable practices are currently carried out within the system
- ◆ identify one area of environmentally sustainable practices that could be improved

You could assess outcomes 1 and 2 together to minimise assessment load on learners. Learners can demonstrate the evidence requirements through a report, poster or presentation style of assessment.

## Knowledge and skills

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

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ a range of different specialist farming production systems within both livestock and cropping</li> <li>◆ four of the following specialist farming systems: <ul style="list-style-type: none"> <li>— meat or dairy goats</li> <li>— deer</li> <li>— game birds</li> <li>— poultry breeders</li> <li>— pigs</li> <li>— soft fruit</li> <li>— vegetables</li> <li>— organics</li> <li>— flowers</li> <li>— seed (non-cereal)</li> </ul> </li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ describe the main components of the production systems</li> <li>◆ describe the inputs and outputs of the processes of the production systems</li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ environmentally sustainable farming practices that could be included within these systems</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ identify areas to include or improve environmentally sustainable practices of the system</li> </ul>

## 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 have the opportunity to gain and develop meta-skills throughout the course.

## Self-management

This meta-skill includes:

- ◆ focusing: filtering information for assessment and research tasks
- ◆ adapting: learning to use new farming systems and being open to new ideas

## Social intelligence

This meta-skill includes:

- ◆ communicating: developing skills in receiving information and listening while visiting both arable and livestock farms
- ◆ collaborating: building strong peer-to-peer relationships through group activities

## Innovation

This meta-skill includes:

- ◆ curiosity: asking questions in a classroom setting and on farm visits
- ◆ creativity: working on their assessments if they choose to do a poster or presentation

## Literacies

Learners develop core skills in the following literacies:

### Numeracy

There is no direct learning of numeracy in this unit, however, learners may learn aspects of costs related to farming systems.

### Communication

Learners can develop their communication skills through attending field visits and having discussions with farmers. They can also develop their writing and presentation skills through the assessment.

## **Digital**

Learners develop digital skills and computer literacy when carrying out research and using word-processing or presentation applications to create their assessments.

## Additional guidance

The guidance in this section is not mandatory.

This unit introduces learners to a range of specialist farming systems used in the UK and provides an overview of the main components of these systems. It also provides insight into how these systems can incorporate environmentally sustainable practices.

### Approaches to delivery and assessment

#### **Describe the main components of a specialist farming production system carried out in the UK (outcome 1)**

Learners gain knowledge of:

- ◆ crop and livestock husbandry
- ◆ resources required (for example, buildings, machinery)
- ◆ inputs and outputs of the production systems
- ◆ customers and marketing of specialist products
- ◆ cost implications
- ◆ integration with other farming practices (if applicable)

#### **Identify areas where environmentally sustainable farming practices could be included within the system (outcome 2)**

Learners gain knowledge of:

- ◆ environmental considerations
- ◆ sustainable practices within these systems

Learners can evidence both outcomes through a written report of approximately 1,000 words, or a 10-minute presentation followed by 5 minutes of questions on their chosen system. Alternatively, learners could create a poster illustrating their specialist farming system.

You can use farm visits on the chosen farming systems as a basis for the assessment. If necessary, learners could carry out a research task on an appropriate farming system as an alternative.

You can deliver this unit as a mix of lectures, tutorials and farm visits. You should carefully select farm visits to demonstrate good examples of the range of livestock production systems used in the UK. Learners should be able to extract the necessary information during farm visits to adequately describe the production system present. Learners should visit a range of different farms across both livestock and crops. The specialist farming systems available depend on your centre's location. You should arrange a minimum of two livestock and two crop visits.

## **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](http://www.sqa.org.uk/assessmentarrangements).



## Information for learners

### Specialist Farming Systems (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

This unit introduces you to a range of specialist farming systems that can be used across the UK. While gaining knowledge on the main components of these farming systems, you look at both crop and livestock husbandry and the resources they require. You gain a basic knowledge of the marketing of products from these production systems and an introduction to the cost implications. The unit also gives you an insight into some of the environmentally sustainable practices that farms carry out to help mitigate climate change.

The unit gives you the knowledge and skills to:

- 1 describe the main components of a specialist farming production system carried out in the UK
- 2 identify areas where environmentally sustainable farming practices could be included within the system

You do not need to have prior experience or knowledge in any of the specialist farming systems you look at in this unit.

The unit involves several field visits to a range of different specialist farming systems. The types of farms you visit depend on the location of your centre. You must collect and report information that you gather on a chosen farm visit to create a report, poster or presentation, which constitutes your assessment. Your lecturer may assess outcomes 1 and 2 together to help reduce the assessment load.

# Administrative information

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**Superclass:** SA

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## 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.