



Higher National Unit specification

General information for centres

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Unit code: DN8N 34

Unit purpose: This Unit is designed to improve candidates' understanding of the factors affecting public attitudes to wildlife management. The importance of field sports to the rural socio-economic and environmental situation will also be highlighted. The candidate will get the opportunity to practise positive public relation skills.

On completion of the Unit the candidate should be able to:

- 1 Outline the importance of field sports to rural communities.
- 2 Explain the factors affecting public attitudes to field sports.
- 3 Outline the impact of current legislation on field sport activities.
- 4 Demonstrate public relation skills in a field sports situation.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Prior knowledge or skills of public relations are not essential for this Unit. However it would be beneficial if candidates had previous vocational experience in gamekeeping. In addition Units DNJM04, *Assist with the Management of Public Relations and Access to a Sporting Estate* and B34N04, *Contribute to the Development of Public Relations for a Sporting Estate* would provide useful knowledge and skills.

Core Skills: There are opportunities to gather evidence towards the Core Skills of *Communication, Problem Solving* and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components. The gathering together of data and the production of the assessment documents will involve the candidate in *Communication, Problem Solving* and *Working with Others* at Higher level and in *Information Technology* at Intermediate 2 level. There is no significant opportunity to evidence *Numeracy* in this Unit, although some statistics will be involved to help illustrate points made.

Context for delivery: This Unit is a mandatory Unit within the framework of the HNC in Gamekeeping with Wildlife Management. It may also be delivered as a free-standing Unit to support continuing professional development.

General information for centres (cont)

The Unit DN8T 34 *Gamekeeping: Biodiversity for Field Sports* will provide additional knowledge in relation to the natural heritage and field sports management which can be used to help present a positive image of field sports in Outcome 4.

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: This Unit is assessed by four assessments. Outcome 1 should be assessed by the production of a written report. Outcome 2 should be assessed through the compilation of a portfolio of evidence, with a brief accompanying written explanation. Outcome 3 should be assessed by a series of extended response questions. Outcome 4 should be assessed by an observation checklist and the production of an interpretive notice.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Outline the importance of field sports to rural communities

Knowledge and/or Skills

- ◆ Socio-economic importance
- ◆ Environmental importance
- ◆ Cultural importance

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the economic importance of field sports in terms of amounts of direct income generated from the pursuit and processing of game
- ◆ show how field sports generate indirect income for downstream service providers
- ◆ explain the value of investment for field sports in terms of rural development and infrastructure
- ◆ outline the social benefits to rural communities of a healthy field sports presence in the community
- ◆ outline the cultural heritage legacy of field sports in the UK and their continuing cultural importance
- ◆ describe the environmental benefits in terms of enhanced landscapes, habitats and species balance

Assessment Guidelines

This Outcome should be assessed by a written report of a maximum of 600 words, strongly supported by facts, figures and examples throughout. The first four bullet points in the Evidence Requirements — direct and indirect income, investment and social benefits — are mandatory. The other two — cultural legacy and environmental benefits — are discretionary. The assessment should be open-book.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Outcome 2

Explain the factors affecting public attitudes to field sports

Knowledge and/or Skills

- ◆ Anti field sports rationale
- ◆ Media influence and impact
- ◆ Political factors

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe the anti field sports rationale in terms of the perception of cruelty, class issues and illegal persecution of raptors
- ◆ highlight the impact of the media in terms of the nature of its coverage and the power it has to create and influence public opinion
- ◆ describe the political factors operating in terms of the urban/rural split, party policy and legislation

Assessment Guidelines

This Outcome should be assessed through a combination of the production of a portfolio of evidence along with a supportive written report.

Outcome 3

Outline the impact of current legislation on field sport activities

Knowledge and/or Skills

- ◆ Land Reform (Scotland) Act 2003

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ outline the overall objective of the Act in relation to access rights
- ◆ describe the four key responsibilities of land managers under the Act
- ◆ describe the six key responsibilities of the public under the act
- ◆ describe how the Scottish Outdoor Access Code will be used to help interpret the Act
- ◆ outline a range of potential strategies which could be used to minimise the impact of increased public access

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Assessment Guidelines

This Outcome should be assessed by a series of extended response questions. All five Evidence Requirements should be evidenced. The assessment should be open-book and restricted to three hours.

Outcome 4

Demonstrate public relations skills in a field sports situation

Knowledge and/or Skills

- ◆ Presentation Skills
- ◆ Communication Skills
- ◆ Interpersonal Skills
- ◆ Methods for gathering and presenting information

Evidence Requirements

Candidates will need evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ conduct themselves in an appropriate manner in either an ad hoc or a planned situation
- ◆ produce an A4 interpretive notice to inform the public about a matter relating to the operation of field sport activities. This should explain why the operation is being conducted and offer the public guidance on appropriate behaviour.

Assessment Guidelines

One role-play or real life situation needs to be achieved, for either an ad hoc or a planned occurrence.

Administrative Information

Unit code: DN8N 34

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Superclass category: BA

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Higher National Unit specification: support notes

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

With increasing media coverage and greater public access to the countryside good public relations skills are becoming ever more important for those in the field sports sector. Knowledge of the value of field sports and the factors which influence public opinion are important. This understanding allows practitioners to present a coherent argument in support of field sports to those out with the sector they come into contact with during the course of their duties.

The Unit aims to improve the candidates understanding of the importance of positive public relations to field sports. It looks at the value of field sports, both to the rural economy and in terms of natural and cultural heritage. In addition it looks at the anti-field sports rationale and the impact the media has on public opinion. Key aspects of the new access legislation will be examined along with strategies to help deal with increased access in a positive manner. All of this will be drawn together and the candidate given the opportunity to practice positive PR through role-play or real life situations.

Outcome 1 examines the importance of field sports to the rural community. Candidates should be made aware that this importance spreads out over social, economic, environmental and cultural considerations. The social side should include support for local shops, hotels, schools etc. The importance of both full and part time/seasonal employment needs highlighting. The use of facilities such as bothies and stalking paths by hillwalkers could also be mentioned. Economic importance needs to look at both direct revenue generated — taxes, the price of a days sport, sale of produce etc — and indirect revenue — participant/spouse spending in hotels, gift shops, garages etc as well as trade generated for contractors and tradesmen. Environmental benefit should look at habitat management and restoration, species management, research/monitoring and the use of game crops and the like. The landscape benefits of a diverse sporting estate when compared to blanket forestry or agriculture should be stated. Cultural importance should look at designed landscapes, tradition and the maintenance of a strong rural structure.

Publications such as the ‘Cobham Report’ and the SGA commissioned report into the economic value of field sports in the Upper Findhorn valley would be very useful. Site visits should play an important part in the teaching of this Outcome. Use should be made of handouts, books, internet, periodicals and magazines, commissioned surveys, newspapers etc.

Outcome 2 looks at the factors affecting public attitudes to field sports. These should cover; the anti-field sports lobby — perception of cruelty, class issues, illegal persecution etc; media influence — focus on negative stories, acceptance by the public etc; and political factors — urban/rural split, individual party policy etc.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Class discussion should make good use of newspaper articles and publications from organisations such as RSPB, SNH, SGA, BASC, Game Conservancy, Scottish Executive and others. The use of guest speakers would enhance the delivery of the Outcome. Information can be sourced from newspapers, radio, television, magazines, commissioned reports, internet and handouts.

Outcome 3 looks at the impact of current legislation, and in particular that concerning access. The key parts of the Land Reform (Scotland) Act 2003 need to be addressed. Points relating to both land managers and the public need stressing. The new Scottish Outdoor Access Code should be covered. Potential strategies for dealing with increased access could include the hillphones system; honey pots; use of legislation for restrictions at certain times in certain areas; positive signage; events such as game fairs; use of the media; conducted activities such as walks; school projects; talks to groups; liaison with organisations/groups etc.

Site visits will be very useful

Outcome 4 allows the candidates to demonstrate an understanding of how to conduct formal and informal PR activity in both written and spoken communication. All candidates should prepare an A4 sign. Examples of appropriate behaviour would include: conveys an appropriate impression; behaves in a courteous manner; presents arguments in a coherent fashion; backs up arguments with factual information; demonstrates understanding of the other parties viewpoint; gives reasons for complying with requests

In relation to the role play/real situation the candidates needs to be allowed an element of choice in what they do. Those who are confident may opt to do the ad hoc situation on their own. Others who are less confident may prefer the group situation of the planned press conference. Within any class it is envisaged that there will be candidates engaged in both ad hoc and planned situations. It may be that one or more candidate is engaged in both, although only one need be taken for assessment purposes.

The ad hoc occurrence should take the form of the candidate having to deal with an unforeseen situation involving a member/members of the public, encountered while going about the course of their normal duties on the estate. This will be marked on an observational checklist containing the criteria for 'appropriate manner' as outlined in the Evidence Requirements.

The planned situation should take the form of a press conference called to present the positive side of field sports in relation to social, economic and environmental benefits. An actual press article should be used as the basis for calling the press conference. The candidates should form a panel to ensure they work co-operatively. The part of the press could be played by the other candidates in the class and then the roles reversed. However it would be better in both role-play situations to involve people from outside the class — another candidate group for example.

The A4 interpretive sheet should be in relation to a specific aspect of field sports management. Suitable examples would include a sign to put on a crow cage advising of its purpose, legal status and the wider wildlife benefits of crow control, or a sign to be erected on a footpath on the morning of a shoot advising of another route which could be taken, and the positive aspects of shooting in relation to the environment, jobs and infrastructure.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Guidance on the delivery and assessment of this Unit

The Unit can be delivered free standing or as part of a Group Award. When delivered as part of a Group Award it would be beneficial to highlight potential public relations issues as they arise in other Units. Throughout the Unit use should be made of websites, press cuttings, reports, leaflets and any other source of material. Material produced by both the industry and other bodies should be considered. Site visits to estates which have both positive and negative experience in relation to public access would be beneficial. Input from organisations such as SNH and the SGA would be good. Useful internet sites to begin with include:

www.scottishgamekeepers.org.uk
www.scottishcountrysidealliance.org
www.basc.org.uk
www.snh.org.uk
www.countryside-alliance.org
www.gtc.org.uk
www.nationalgamekeepers.org
www.scotland.gov.uk
www.shootingfacts.com

Outcome 2 should be assessed by the production of a portfolio of evidence, press cuttings, magazine articles, press releases, commissioned reports and other media sourced evidence — along with a supportive written report. The portfolio should form the majority of the evidence, with a minimum of 10 individual pieces of support material spread across the three areas of Evidence Requirement.

The written report should offer support to the portfolio of evidence. It should briefly summarise the main points in relation to the three areas of Evidence Requirements. It should also make reference to the portfolio material in order to link it to the Evidence Requirements.

The supportive written report should be a maximum of 300 words. The assessment should be open-book.

Opportunities for developing Core Skills

The gathering together of data and the production of the assessment documents will involve the candidate in *Communication*, *Problem Solving* and *Working with Others* at Higher level and in *Information Technology* at Intermediate 2 level. There is no significant opportunity to evidence *Numeracy* in this Unit, although some statistics will be involved to help illustrate points made.

Open learning

Open learning could be used to assess this Unit. However it may be necessary for the candidate to attend the delivery centre for part of Outcome 4. Open learning candidates would benefit from access to a suitable estate, a network of contacts undertaking the same Unit and a tutor. Someone currently, or recently, employed in the field sports industry would be best suited to delivery by open learning.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

This Unit aims to provide you with a good introduction to, and an appreciation of, the value of good PR for field sports. It will also cover the factors which influence PR, both for better and for worse. In addition you will be given the opportunity to demonstrate good PR in three different situations, two practical and one written.

The four learning Outcomes are:

- 1 Outline the importance of field sports to rural communities.
- 2 Explain the factors affecting public attitudes to field sports.
- 3 Outline the impact of current legislation on field sports activities.
- 4 Demonstrate public relations skills in a field sports situation.

Outcome 1 will go into the social and economic importance of field sports to rural communities. This will include both direct and indirect spending. The environmental and cultural importance of field sports will also be covered.

Assessed by the production of a written report of a maximum of 600 words.

Outcome 2 looks at the thinking behind the anti-field sports lobby — perception of cruelty, class issues, illegal persecution etc. The role of the media and the power of its influence will also be covered, along with political factors such as the urban/rural split and party policy.

Assessed by the production of a portfolio of evidence and a short written report with a maximum of 300 words.

Outcome 3 looks at access and the responsibilities of both land managers and the public under the new access legislation. You will look at a range of strategies which could be used to help manage an increase in public access.

Assessed by a series of open-book extended response questions.

Outcome 4 will involve you in a role play situation and the production of a written piece of public relations material. You will have the choice of either an ad hoc unplanned situation or a planned press conference. You will also need to produce a piece of written PR material suitable for placing out on an estate.

Assessed through one role play/real life scenario marked against a checklist and the production of an A4 notice.