



## Higher National Unit specification

### General information for centres

**Unit title:** Gamekeeping: Red Grouse Management

**Unit code:** DN8X 34

**Unit purpose:** This Unit is designed to develop knowledge and skills of grouse management. The Unit also aims to show the complex interactions of parasites, predators, and shooting pressure and habitat requirements in relation to densities of red grouse numbers. The candidates are also expected to undertake the planning and formulation of moorland management techniques currently used as best practice. The Unit also develops the candidates' ability to identify moorland flora and fauna.

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

- 1 Analyse and evaluate the influences on red grouse population.
- 2 Analyse and evaluate predator / prey relationships and interactions in relation to red grouse populations and management.
- 3 Describe the key habitat management practices and objectives required in the management of a moorland habitat.

**Credit points and level:** 2 HN credits at SCQF level 7: (16 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 and skills are not essential for this Unit. However it would be beneficial if candidates did have vocational experience in a gamebird management environment and had studied NVQ/SVQ Units at level 2/3 or the NC Units: EA7G 10 *Introduction to Grouse and their Habitat* and D0M3 11 *Quarry Species*.

**Core Skills:** There may be opportunities to develop the Core Skills of *Numeracy*, *Problem Solving* and *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

**Context for delivery:** This Unit is part of the optional framework of the HNC in Gamekeeping with Wildlife Management and will normally be delivered as part of the Group Award. However it may be delivered as a free-standing Unit for the purposes of continuing professional development.

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:** The assessment of this Unit will consist of two open-book assessments, a project based on predator/prey relationships and two practical assignments consisting of counting parasitic worms and conducting a vegetation survey.

## **Higher National Unit specification: statement of standards**

**Unit title:** Gamekeeping: Red Grouse Management

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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**

Analyse and evaluate the influences on red grouse population

#### **Knowledge and/or Skills**

- ◆ Ecology of the red grouse
- ◆ Territories
- ◆ Breeding production
- ◆ Climatic conditions
- ◆ Parasites life cycles
- ◆ Population fluctuations
- ◆ Shooting pressure

#### **Evidence Requirements**

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

- ◆ analyse and evaluate population data
- ◆ describe the effect of the following on red grouse population:
  - ecology
  - territory
  - breeding production
  - climate
  - parasites
  - shooting pressure

#### **Assessment Guidelines**

This Outcome will be assessed through a series of structured questions conducted under open-book conditions and a practical assignment to count parasitic worms in a laboratory situation.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Gamekeeping: Red Grouse Management

### **Outcome 2**

Analyse and evaluate predator/prey relationships and interactions in relation to red grouse populations and management

#### **Knowledge and/or Skills**

- ◆ Identification of avian predators
- ◆ Identification of mammalian predators
- ◆ Life cycles of mammalian predators
- ◆ Life cycles of avian predators
- ◆ Legal control methods for all predators
- ◆ Timing of control measures
- ◆ Identification of hunting behaviour
- ◆ Identification of prey species
- ◆ Identification of tracks and signs of predators
- ◆ Seasonal predation pressures

#### **Evidence Requirements**

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

- ◆ identify a minimum of two avian and two mammalian predators
- ◆ describe the life cycles of a minimum of two avian and two mammalian predators
- ◆ describe legal control methods for both types of predator
- ◆ identify hunting behaviour and tracks and signs of a minimum of two avian and two mammalian predators

#### **Assessment Guidelines**

The assessment of this Outcome will take the form of a project based on the complex predator/prey relationships that effect grouse populations.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Gamekeeping: Red Grouse Management

### **Outcome 3**

Describe the key habitat management practices and objectives required in the management of a moorland habitat

#### **Knowledge and/or Skills**

- ◆ Life cycle of heather
- ◆ Muirburn techniques/planning
- ◆ Strategies for maximising non game species, moorland flora and fauna
- ◆ Legislation
- ◆ Analyse grazing pressures on heather/upland vegetation
- ◆ Identification of moorland flora/invasive plant species
- ◆ Control methods of invasive plant species

#### **Evidence Requirements**

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

- ◆ describe the life cycle of heather
- ◆ describe the Muirburn technique
- ◆ identify and evaluate strategies for maximising non game species, moorland flora and fauna
- ◆ identify relevant legislation in relation to habitat management
- ◆ identify moorland flora and invasive plant species
- ◆ describe control methods of invasive plant species

#### **Assessment Guidelines**

The assessment of this Outcome will include one open-book assessment and a practical assignment to conduct a vegetation survey.

## Administrative Information

**Unit code:** DN8X 34

**Unit title:** Gamekeeping: Red Grouse Management

**Superclass category:** SH

**Original date of publication:** August 2004

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Gamekeeping: Red Grouse Management

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 80 hours.

### **Guidance on the content and context for this Unit**

The aims of this Unit are to develop the skills and the knowledge required in the ecology of the red grouse, the maximisation of its populations and the management of its moorland habitat. This Unit is designed to be delivered within the context of the game management industry and is suitable for delivery within the contexts of the appropriate land based industries.

### **Guidance on the delivery and assessment of this Unit**

This Unit can be delivered as a free-standing Unit or as part of a Group Award. As part of a Group Award it would be beneficial for it to be delivered in conjunction with the Unit Game bird Management. In these circumstances candidates will more easily appreciate the integration of material. This should allow the Unit to be delivered in a way that enables candidates to appreciate its relevance to the occupational area concerned.

#### ***Opportunities for developing Core Skills***

There may be opportunities to gather evidence towards the Core Skills of *Numeracy*, *Problem Solving* and *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills components.

### **Open learning**

This Unit could be delivered by distance learning. It is probable that candidates would need to attend the centre for the practical elements of Outcome 1 and Outcome 3, though this Unit could be done in other locations under approved supervision.

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

## **General information for candidates**

### **Unit title: Gamekeeping: Red Grouse Management**

This Unit is designed to enable you to develop skills and knowledge of the red grouse life cycle and the interactions of parasites, predators, shooting pressures on their densities. The Unit also covers the key upland management practices used in upland gamekeeping. It is intended to prepare you to become aware of the complex interactions between the bird and its unique habitat.

On completion of this Unit you will be expected to contribute to undertaking of a moorland management plan, implement a suitable pest and predator strategy for a grouse moor. In order to complete this Unit you will be proficient in the analysing of grouse population data, and the factors affecting grouse mortality, evaluating predator / pest, parasite interactions and the unique habitat requirements of the red grouse.

Assessment will take the form of two open-book assessments, two practical assessments, and a project. The selection of assessment will depend on the mode of delivery. In each case however the assessment will be by means of vocationally relevant examples and should relate to practical work experiences or field trips.