



National Unit specification: general information

Unit title: Gamekeeping: Health and Safety (SCQF level 5)

Unit code: FN5K 11

Superclass: PL

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Version: 01

Summary

The Unit is designed to introduce candidates to the basic knowledge and skills required to maintain health and safety within a gamekeeping/sporting environment. Candidates will gain an understanding of constructing risk assessments, safety for lone workers and learn how to use basic first aid techniques which may sustain life until professional help becomes available.

This Unit is a mandatory Unit within the National Certificate in Gamekeeping but is also available for candidates wishing to study the Unit on its own.

Outcomes

- 1 Complete a risk assessment for a game sporting activity.
- 2 Describe potential hazards and risks faced by lone workers.
- 3 Demonstrate emergency procedures.

Recommended entry

While entry is at the discretion of the centre, it would be beneficial if candidates had previous experience of game sporting activities.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**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.*

National Unit specification: general information (cont)

Unit title: Gamekeeping: Health and Safety (SCQF level 5)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Gamekeeping: Health and Safety (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Complete a risk assessment for a game sporting activity.

Performance Criteria

- (a) Describe a game sporting activity.
- (b) Identify personnel and equipment associated with the game sporting activity.
- (c) Identify hazards and risks associated with personnel and equipment in the game sporting activity.
- (d) Describe hazards and risks associated with the environment where the game sporting activity will be undertaken.
- (e) Identify other possible hazards and risks.
- (f) Select control measures to avoid hazards and minimise risks.

Outcome 2

Describe potential hazards and risks faced by lone workers.

Performance Criteria

- (a) Describe a work environment and tasks for a lone worker.
- (b) Describe hazards and risks associated with lone working.
- (c) Describe tools, equipment and alert systems used.
- (d) Select control measures to avoid hazards and minimise risks.

Outcome 3

Demonstrate emergency procedures.

Performance Criteria

- (a) Assess initial condition of casualty in relation to Airway–Breathing–Circulation.
- (b) Demonstrate resuscitation procedure.
- (c) Demonstrate use of recovery position.
- (d) Demonstrate procedure for treating shock and blood loss.
- (e) Demonstrate procedure for treating hypothermia.
- (f) Describe procedures for reporting and recording incidents in accordance with organisational practice and legislative requirements.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

All activities undertaken in this Unit must adhere to current legislation, regulations and codes of practice.

Performance evidence supported by assessor observation checklist together with written and/or oral evidence is required to demonstrate that all Outcomes and Performance Criteria have been achieved. Evidence will be collected at appropriate points throughout the Unit.

In relation to Outcome 1 — for a game sporting activity evidence should be supported by the production of a written and/or oral risk assessment covering each PC. The evidence for this Outcome should be obtained under open-book conditions.

- ◆ Hazards and risks associated with personnel and equipment should include firearms, vehicles, machinery.
- ◆ Hazards and risks associated with environment should include terrain and weather conditions.
- ◆ Other potential risks should include reference to access rights, livestock, buildings.
- ◆ At least one control measure must be selected in relation to hazards and risks identified above.

In relation to Outcome 2 — evidence should be supported by the production of written and/or oral evidence covering each PC. The evidence for this Outcome should be obtained under open-book conditions.

- ◆ The description of the working environment should include location, equipment, details of the tasks.
- ◆ Description of tools and equipment used should include Personal Protective Equipment (PPE) and alert systems.
- ◆ The selected control measures should comply with the HSE's lone workers' guidance.

In relation to Outcome 3 — performance evidence should be supported by an Observation Checklist covering each PC (a)–(e). For PC (f) candidates should be able to explain the procedures for recording and reporting accidents and incidents with reference to relevant legislation. The evidence for this Outcome should be obtained under supervised conditions.

National Unit specification: support notes

Unit title: Gamekeeping: Health and Safety (SCQF level 5)

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

It is important that the practical aspects of the learning involving gamekeeping/deer stalking skills takes place in either a work setting or simulated work setting.

It is important that the deployment of appropriate learning environments is preceded by valid risk assessment.

This Unit is aligned to the following LANTRA National Occupational Standards (NOS):

- ◆ CU2 Monitor and Maintain Health and Safety
- ◆ CU13 Monitor and Maintain the Health, Safety and Security of the Work Place

Outcome 1

Candidates should identify potential hazards in a wide range of game sporting contexts for example gamebird rearing — construction rearing units/pens, handling Liquid Petroleum Gas (LPG) for heaters, correct Personal Protective Equipment (PPE) when working in dusty environments, disinfectant, prophylactics and moving and handling game birds. Shooting game — setting the rules for the people who are shooting (guns), what they can shoot and what they cannot shoot, starting/stopping drives, what to do with shotguns when travelling between drives to vermin control using rifles and shotguns, traps — small spring to large cage.

Outcome 2

Candidates examine a range of working environments and list the potential risks and hazards faced by lone workers. Candidates identify control measures for selected tasks such as driving in rough terrain to check fox snares using ATV, select an appropriate alert system.

Outcome 3

Candidates will demonstrate a range of skills and knowledge in carrying out emergency procedures this will involve the practical skills of dealing with emergency situations and skills necessary to undertake this in an effective way. Candidates should also be made aware of both the legislative requirements and organisational procedures on the reporting and recording of accidents and incidents.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

Outcome 1

The first step in reducing work-related danger and risks is to identify and assess the specific risks and dangers. Risk assessments should only be carried out by candidates who have in-depth knowledge of the job or task in question and should involve all members of staff who actually do the job/task.

The HSE document 'Five Steps to Risk Assessment' suggests the following tips for risk assessors:

- ◆ Look for the hazards — look at your work activity or workplace, and then consider what could be reasonably expected to cause harm.
- ◆ Decide who might be harmed and how — consider everyone working at your workplace and everyone using the site.
- ◆ Evaluate the risks — decide whether the existing precautions are adequate or whether more should be done. Decide whether the risks can be eliminated or reduced effectively so that harm will not occur.
- ◆ Record your findings — where significant risks are present, record the findings and state how they can be controlled to prevent harm. Most importantly, employees must be informed about the outcome of the risk assessment, as they will be the ones who will need to take action (site-specific forms can be produced, however, in order not to make risk assessments too complicated, the HSE suggests using the headings in the 'five steps' process).
- ◆ Review your assessment and revise if necessary — risk assessments should be periodically reviewed to ensure they are still effective, or when the work changes and new risks may be introduced.

Outcome 2

Candidates should develop procedures for lone workers, looking at a wide range of tasks/jobs a gamekeeper undertakes relating to the season and weather conditions for example driving ATV in remote areas, handling firearms/clients handling firearms, using power tools, undertaking deer stalking, gralloching and carcass preparation, vermin control using traps and snares and firearms.

Candidates will investigate suitable technologies which could be used to transmit emergency call and tracing systems for gamekeepers/stalkers who are in danger, or fail to return to base at a prearranged time.

Further information can be gained from the HSE 'Working Alone' document.

National Unit specification: support notes (cont)

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Outcome 3

Candidates will develop an awareness of potential hazards from the gamekeeping/deer stalking industries. A range of methods can be used including DVDs, presentation software, presentations, handouts, group discussions, role play and demonstrations. Candidates should be informed of basic statutory obligations of employers and employees under current legislation. Tutors should emphasize the dangers inherent in approaching an accident situation. Candidates must also be made aware of safety procedures to be followed where they may come into contact with body fluids. The possibility of contracting HIV (AIDS) or Hepatitis B. Candidates should use prescribed measures when treating casualties.

Guidance on approaches to assessment for this Unit

Outcome 1 Written/oral risk assessment
Outcome 2 Written/oral project
Outcome 3 Observation checklist

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

This Unit could provide opportunities for the development on Communication, IT and Problem Solving at SCQF level 5 during the learning and teaching activities throughout the Unit

This Unit has the Problem Solving component of Critical Thinking embedded in it, so when the candidate achieves this Unit their Core Skills profile will be updated to show they have achieved Critical Thinking at SCQF level 5.

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

History of changes to Unit

| Version | Description of change | Date |
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