



National Unit specification: general information

Unit title: Gamekeeping: An Introduction to Public Relations
(SCQF level 5)

Unit code: FN5M 11

Superclass: BA

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Summary

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.

This Unit is aimed at improving the candidate's skills and understanding in relation to the factors which influence the public perception of gamekeeping. Candidates will first examine the value of positive public relations. Issues which may influence public perception in both a positive and negative manner will then be covered. The role of the media in shaping public opinion will be considered. Following this the candidate will concentrate on developing their public relations skills in terms of direct and indirect contact with the public.

On completion of the Unit candidates will be better able to communicate the positive aspects relating to gamekeeping to the public.

Outcomes

- 1 Describe factors affecting public attitudes towards gamekeeping.
- 2 Describe when a gamekeeper might have to interact with the public and what they should do.

Recommended entry

Entry is at the discretion of the centre.

National Unit specification: general information (cont)

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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.*

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

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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

Describe factors affecting public attitudes towards gamekeeping .

Performance Criteria

- (a) Describe the types of wildlife crime and animal welfare issues that impact on gamekeeping.
- (b) Explain why it is important for the public to be aware of the positive actions of gamekeepers.

Outcome 2

Describe when a gamekeeper might have to interact with the public and explain what action should be taken.

Performance Criteria

- (a) Describe situations where a gamekeeper might have to interact with the public.
- (b) Describe the types of activities gamekeepers undertake that the public might find alarming.
- (c) Explain measures that can be taken to encourage positive interaction.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Outcome 1

Written and/or oral recorded evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Evidence must include:

- ◆ description of the types of wildlife crime and animal welfare issues that impact on gamekeeping, which must include snaring, raptor persecution and game shooting as a recreational activity
- ◆ explanation of why it is important for the public to be aware of the positive actions of gamekeepers

Outcome 2

Written and/or oral recorded evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Evidence must include:

- ◆ description of situations where a gamekeeper might have to interact with the public, which must include public access and the access code. Candidates should describe three possible situations
- ◆ description of the types of activities gamekeepers undertake that the public might find alarming
- ◆ explanation of measures that can be taken to encourage positive interaction. candidates should suggest three measures

National Unit specification: support notes

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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

This Unit is an optional Unit within the Group Award framework for the National Certificate in Gamekeeping. However it could stand alone or form the basis for the development of a short course.

This Unit aligns with the following LANTRA National Occupational Standards (NOS):

- ◆ Ga5.1 Assist with the Management of Public Relations and Access
- ◆ Ga5.2 Assist with Incidents Associated with Access

Outcome 1

Candidates should be aware of the factors affecting public attitudes towards gamekeeping. These could include but is not restricted to:

- ◆ animal welfare
- ◆ snaring and trapping
- ◆ shooting animals and birds for sport
- ◆ wounding of animals and birds
- ◆ wildlife crime
- ◆ raptor persecution
- ◆ poaching
- ◆ illegal snares

High profile campaigns against field sports activities and criminal cases that have a field sports element contribute heavily to negative public perceptions.

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Outcome 2

Countryside recreation is very popular and people are increasingly confident in accessing the countryside as a result of the Land Reform (Scotland) Act 2003 and the Scottish Outdoor Access Code. This means that contact with the public is increasingly likely at some point when engaged in gamekeeping activities. All of this presents the chance to positively influence the public's impression of gamekeeping. However if approached badly it offers the chance to damage the image of the industry. Outcome 3 gives candidates the opportunity to look at gamekeeping from the perspective of the public.

Candidates should be able to describe three situations where a gamekeeper might have to interact with the public. This could include but is not restricted to:

- ◆ meeting walkers whilst out stalking with a client
- ◆ giving notice of planned shooting dates to a neighbour with livestock
- ◆ at a game fair
- ◆ asking a dog walker to keep their animal under close control due to nearby pheasant pens

National Unit specification: support notes (cont)

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Candidates should be aware that tasks that are an everyday part of their job can often be alarming to others and must provide examples of this. Key aspects of this could include but is not restricted to:

- ◆ carrying a deer carcass off the hill whilst covered in blood
- ◆ carrying a firearm or shotgun
- ◆ lamping for foxes at night

In Outcome 2 candidates must explain three measures that can be taken to encourage positive interaction. Key aspects of this could include but is not restricted to:

- ◆ approaching in a non threatening fashion
- ◆ being personable and presentable
- ◆ having a sound understanding of the positive contribution gamekeeping makes to biodiversity and the socio-economics of the countryside
- ◆ communicating effectively with someone, not just talking at them but rather talking with them, listening to them and being able to appreciate their point of view
- ◆ presenting your case rationally and politely
- ◆ having a good understanding of the Scottish Outdoor Access Code and what it means for the public as well as land managers
- ◆ being able to demonstrate that you are following good practice re access, land management, etc
- ◆ offering an alternative where possible
- ◆ managing to come to a conclusion which is acceptable to both parties and where your argument has been made effectively
- ◆ having an idea of what to do in the event of the member of the public becoming irate

Guidance on learning and teaching approaches for this Unit

In order to develop a full understanding of the issues affecting public relations regarding gamekeeping it is envisaged that candidates will receive input from both the gamekeeping profession and other organisations involved in the management of the natural heritage such as Scottish Natural Heritage, Wildlife Liaison Officers and the RSPB.

Teaching and learning could make use of the following:

- ◆ field trips to estates, reserves and the wider countryside
- ◆ case studies
- ◆ class debate
- ◆ role play to improve direct communication
- ◆ examples of newspaper articles and other media reporting
- ◆ interaction with other student groups — conservation or animal care for example
- ◆ statutory papers and reports — SNH, Scottish Executive, etc

National Unit specification: support notes (cont)

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- ◆ websites such as:
 - www.outdooraccess-scotland.com
 - www.basc.org.uk
 - www.scottishgamekeepers.co.uk
 - www.scotland.gov.uk
- ◆ existing resources such as on the outdoor access website
- ◆ non statutory papers and reports — BASC, SGA, RSPB
- ◆ DVD/recorded TV programmes

It would normally be expected that the delivery would begin with an examination of the main issues pertinent to the public image of gamekeeping. This would allow more effective communication of the benefits of gamekeeping.

Some time is likely to be needed looking at what good, effective oral communication is. Listening as well as speaking, visual appearance, language and manner should all be explored.

Guidance on approaches to assessment for this Unit

The following approaches to assessment are suggested:

- Outcome 1 Restricted response questions
- Outcome 2 Discussion contribution, role play and restricted response questions

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

There are opportunities to develop Communication skills within this Unit. These would be both written and verbal.

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.

National Unit specification: support notes (cont)

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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
02	Credit value changed from 0.5 to 1 credit.	14/07/11
03	P.C relating to field sports removed.	07/09/11

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