



Higher National Unit specification

General information

Unit title: Game and Wildlife Management: Public Relations
(SCQF level 7)

Unit code: H95F 34

Superclass: BA

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Version: 01

Unit purpose

This Unit is designed to develop the learner's understanding of factors which affect public attitudes to both gamekeeping and wildlife management and also highlights the importance of field sports to the rural economy. Learners will have the opportunity to practice positive public relations skills in the context of field sports.

This Unit is suitable for those wishing to pursue a career in gamekeeping or wildlife management or for those already employed in the sector for the purposes of Continuing Professional Development.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the importance of field sports to rural areas.
- 2 Explain the factors affecting public attitudes to field sports.
- 3 Describe the impact of current legislation and codes of practice on field sports.
- 4 Demonstrate public relation skills within a field sport situation.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Prior knowledge of or skills in public relations are not essential for this Unit. However it would be beneficial if learners had previous vocational experience in gamekeeping. In addition Units F9P104 *Assist with the Management of Public Relations and Access to a Sporting Estate*; FN5M 11 *Gamekeeping: An Introduction to Public Relations*; F9NV 04 *Assist in Game Shooting Activities* and FN58 11 *Shoot Day Skills* would provide useful knowledge and skills.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

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.

This Unit is a mandatory Unit within the framework of the Higher National Certificate in Gamekeeping with Wildlife Management. It may also be delivered as a free-standing Unit to support continuing professional development.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher 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.

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. Learners 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

Explain the importance of field sports to rural areas.

Knowledge and/or Skills

- ◆ Economic importance:
 - Direct and indirect spending/income
 - Employment
- ◆ Environmental importance

Outcome 2

Explain the factors affecting public attitudes to field sports.

Knowledge and/or Skills

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

Outcome 3

Describe the impact of current legislation and codes of good practice on field sports.

Knowledge and/or Skills

- ◆ Current Legislation
- ◆ Scottish Outdoor Access Code

Higher National Unit specification: Statement of standards (cont)

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Outcome 4

Demonstrate public relation skills within a field sport situation.

Knowledge and/or Skills

- ◆ Communication Skills
- ◆ Interpersonal skills
- ◆ Working with others
- ◆ Professional standards

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

for Outcome 1:

- ◆ explain the economic importance of field sports in terms of direct income generated by field sports.
- ◆ describe how field sports generate indirect income for downstream service providers.
- ◆ explain the benefits of field sports to rural communities including both economic and environmental benefits.

for Outcome 2:

- ◆ explain the anti-field sport rationale with regard to:
 - perception of cruelty
 - class issues
 - wildlife crime
- ◆ describe the impact of media in terms of the nature of its coverage and the power it has to create and influence public opinion.

for Outcome 3:

- ◆ describe the objective of current legislation in relation to public access rights.
- ◆ state three key responsibilities of both gamekeepers and land managers in relation to public access under current legislation.
- ◆ state six key responsibilities of the public in relation to public access under current legislation Describe how the Scottish Outdoor Access Code will be used to help interpret current public access legislation.
- ◆ describe four potential strategies which could be used to minimise the impact of increased public access on sporting estates.

Higher National Unit specification: Statement of standards (cont)

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Outcome 4

- ◆ Conduct themselves in an appropriate manner in both unplanned interventions and planned field sport activities

Unplanned Interventions could include:

- anti-blood sports activists
- walkers
- mountain bikers
- off road enthusiasts
- dog walkers
- weather conditions including wind, rain, snow or sun
- mammalian/avian predator species

Planned Field Sport Activities:

- ◆ rough days sport
- ◆ formal days sport for:
 - Pheasant
 - Red Grouse
 - Partridges
 - Game Fishing
 - Pigeon
- ◆ wildfowl driven or flighting shooting

The above list of activities is not exclusive.

Expected behaviour and manner would include:

- ◆ being polite and courteous
- ◆ responding to requests
- ◆ suitable dress, Shooting Suit
- ◆ addressing clients/guests in an appropriate manner for the occasion
- ◆ addressing any specialist needs that may be required such as: transport hire, shotgun/firearm storage/hire, EU firearm arrangements, dietary, arranging instructing, support for novice shots
- ◆ supplying PPE to both guests and shoot day staff



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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 public access to the countryside expanding rapidly good public relation skills are vital for all those who participate in any type of field sports. Detailed knowledge of the value of field sports and the range of factors which influence public opinion are highly important.

This understanding allows those working within game and wildlife management to present clear reasonable arguments in support of field sports to people out with the field sport industries that they could come into contact with as part of their course and duties.

All of the skills developed will be drawn together and the learners given the opportunity to practice positive public relations through actually dealing with both clients and the public when on placement undertaking field sport activities or through role-play.

Outcome 1 investigates the importance of field sports to the rural community. Learners should be made aware of the importance to the economy both nationally and locally and the importance of downstream service providers. The importance of full and part time employment to rural communities and the local economy.

The economic importance of direct revenue generated such as cost of days sport, sale of produce, etc indirect revenue visitors spending in local shops/hotels.

Publications such as the 'Pacec Report' commissioned by British Association for Shooting and Conservation (BASC), Country Landowners Association (CLA) and in association with Game and wildlife Trust (GCWT) Scottish Land and Estate (SLE) to look at the economic value of field sports. The report should play an important part in the teaching of this Outcome; use should be made of hand-outs, books, internet, periodicals and magazines, commission surveys and newspaper, 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, wildlife crime, media influence on negative stories.

Higher National Unit Support Notes (cont)

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Class discussions, guest speakers, newspaper articles and publications from organisations such as Royal Society for the Protection of Birds (RSPB), Scottish Natural Heritage (SNH), Scottish Gamekeepers Association (SGA), British Association for Shooting and Conservation (BASC), Game and Wildlife Conservancy Trust (GWTC), Scottish Government and others. Information can be sourced from radio, television, magazines, commissioned reports, internet and hand-outs.

Outcome 3 looks at the impact of current legislation, with particular reference to public access, how current legislation affects field sports, the range of responsibilities of both gamekeepers and land managers in relation to public access also the public's responsibility in relation to public access under current legislation.

The Scottish Out Door Access Code should be covered, potential strategies for dealing with the ever increasing public access could include the hillphone system, use of legislation for restrictions at certain times in certain areas, positive signage, events such as game fairs, use of media, conducted activities such as walks, school projects, talks to groups, liaison with organisations/groups, also site visits can be most useful.

Outcome 4 allows the learner to demonstrate an understanding of how to conduct themselves and behave in a professional manner when dealing with both public and clients, in planned and unplanned activities. This can be a role play or integrated within Units H95H 34 *Game and Wildlife Management: Managing Game Sporting Activities* Outcome 3 and within H95C 34 *Game and Wildlife Management : Workplace Practice* Outcome 2.

The assessment could be marked on an observational check list containing the criteria within the Outcome, witness testimony can also be used to demonstrate that the learner meets the criteria of the Outcome.

Guidance on approaches to delivery of this Unit

The Unit can be delivered as a free standing Unit 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:

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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
www.league.org.uk/our-campaigns/scotland-and-cruel-sports
www.rspb.org.uk
www.outdooraccess-scotland.com
www.shootingfacts.co.uk/pdf/pacec_glossy1.pdf

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The Unit could be assessed by four separate assessments. Outcome 1 by a project which is open-book, Outcome 2 by the production of a portfolio, and Outcome 3 by an open-book written or recorded oral report. Outcome 4 could be assessed by observation check list, and or witness testimony, and could be simulated by role play.

Outcome 1 could be assessed in project form; information produced should be supported by facts and figures and examples throughout. Evidence produced should highlight the economic importance of field sports to rural communities and will include both direct and indirect spending. The assessment should be open-book.

Outcome 2 could be assessed in the form of the production of a portfolio of evidence. It should look at the thinking/rationale of the anti-field sports lobby in terms of perception of cruelty, class issues and wildlife crime. Also the impact of media in terms of the nature of its coverage and the power it has to create and influence public opinion.

Outcome 3 could be assessed by a written or recorded oral report. The assessment should be open-book. It should consider access and responsibilities of both gamekeepers/land managers and the public in relation to current public access legislation and codes of practice.

Outcome 4 could be assessed in one role play or real life situation for a field sport situation or this can take the form of an integrated assessment within Unit H95H 34 *Game and Wildlife Management: Managing Game Sporting Activities* Outcome 3 and within H95C 34 *Game and Wildlife Management: Workplace Practice* Outcome 2.

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Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to gather evidence towards Core Skills 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 SCQF level 6 and in *Information and Communication Technology (ICT)* at SCQF level 5. There is no significant opportunity to evidence *Numeracy* in this Unit, although some statistics will be involved to help illustrate points made.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The overall aim of this Unit is to improve your understanding of the importance of positive public relations to field sports. The Unit looks at the value, both economic and environmental, of field sports to rural areas and also considers the anti-field sports rationale and the impact the media has on public opinion. You will also examine key aspects of current legislation along with different strategies to help with increasing access to the countryside in a positive manner.