



## Higher National Unit specification

### General information

**Unit title:** Game and Wildlife Management: Managing Game Sporting Activities (SCQF level 7)

**Unit code:** H95H 34

**Superclass:** MH

**Publication date:** May 2015

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit is designed to enable learners to further develop the professional competences and skills required of a gamekeeper/stalker/fishing ghillie in the planning and development of organised events as well as monitoring and controlling of game sporting activities. These could include game shooting in a formal and informal situation, deer stalking on open hill or woodland environments or fishing for clients or guests.

This Unit is suitable for those who wish to pursue a career in gamekeeping or wildlife management or 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 Describe roles and responsibilities of personnel involved within game sporting activities.
- 2 Develop a plan for a game sporting activity.
- 3 Participate in and evaluate a game sporting activity.

### 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 and skills are essential for this Unit. It would be beneficial for learners to have had some vocational experience within game management/field sports or to have studied Units such as FN9N 04 *Assist in Game shooting Activities*, F9P1 04 *Assist with the Management of Public Relations and Access*, FN5K 11 *Gamekeeping Health and Safety*, FN5E 12 *Deer Stalking*, FN5G 11 *Game bird Production and Hatchery*, FN58 11 *Shoot Day Skills* and FN5D 11 *Safe Use of Shotgun and Sporting Rifle*.

### Core Skills

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

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5 Planning and Organising at SCQF level 5

### 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.

### 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](http://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

Describe roles and responsibilities of personnel involved within game sporting activities.

#### Knowledge and/or Skills

- ◆ Roles of personnel
- ◆ Responsibilities of personnel
- ◆ Identifies correct etiquette
- ◆ Relevant health and safety procedures and legislation
- ◆ Insurance Requirements

### Outcome 2

Develop a plan for a game sporting activity.

#### Knowledge and/or Skills

- ◆ Planning and organising
- ◆ Collating and recording relevant information
- ◆ Current legislation
- ◆ Codes of good practice

### Outcome 3

Participate in and evaluate a game sporting activity.

#### Knowledge and/or Skills

- ◆ Explanation of sporting activities
- ◆ Effective customer care policy
- ◆ Identification of potential conflicts
- ◆ Supervision of arrangements for dealing with dead game
- ◆ Effective communication
- ◆ Importance of accurate record keeping
- ◆ Evaluation tools and techniques

## Higher National Unit specification: Statement of standards (cont)

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### 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:

#### Outcome 1

- ◆ describe roles of personnel involved within game sporting activities.
- ◆ describe responsibilities of personnel involved within game sporting activities.
- ◆ describe etiquette practiced within game sporting activities.
- ◆ describe relevant health and safety regulations and procedures applicable to game sporting activities.

#### Outcome 2

- ◆ plan and organise a game sporting activity.
- ◆ record and collate information relevant to the game sporting activity.
- ◆ comply with current legislation, codes of good practice and relevant health and safety.
- ◆ ensure that arrangements for dealing with Game Meat and/or fish are in accordance with, codes of good practice, current legislation and comply with relevant health and safety.

#### Outcome 3

- ◆ implement the sporting activity in accordance with current legislation and codes of good practice.
- ◆ implement customer care policy effectively.
- ◆ identify potential conflicts and minimise adverse effects on the sporting activity  
Communicate Effectively.
- ◆ ensure that record keeping is maintained with respect to the sporting activity.



## Higher National Unit Support Notes

**Unit title:** Game and Wildlife Management: Managing Game Sporting Activities (SCQF level 7)

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

This Unit is primarily intended to prepare learners for the type of Game Sporting Activities they may involve within once employed within the game and wildlife management industries.

Outcome 1 introduces the learner to the roles and responsibilities of various personnel in the industry and in particular to the role of the Gamekeeper. It also covers aspects of etiquette within the industry.

In Outcome 2 learners are given the Knowledge and Skills to plan a sporting activity. Learners will gain an insight into the planning and organisational skills required to implement game/deer sporting activities. The learner will be made aware of the importance of collating and recording relevant information needed to implement sporting activities should be comprehensive and appropriate. The learner is required to produce a plan for a deer/game or fishing sporting activity which could include a timetable of events, pre-shoot planning, staff and resources, all legal requirements, risk assessments, list of drives within estate map, customer evaluation forms and all relevant post-shoot tasks.

Outcome 3 gives the learner the opportunity to demonstrate practical skills. Learners will develop an awareness of legal requirements associated with game sporting activities and the identification of potential conflicts that could arise during their implementation. Learners should become familiar with the importance of monitoring all activities to ensure customer satisfaction. Types of potential conflict could include disruption by anti-field sport activists, conflict with other estate staff and weather conditions. Examples of record keeping could include estate game records, diaries and projected shoot programmes.

### Guidance on approaches to delivery of this Unit

This Unit is likely to form part of a Group Award, which is primarily designed to provide learners with technical or professional knowledge and skills related to the game/field sporting area. It would be expected, however, that those who successfully completed the award would progress to work as an underkeeper, deer stalker, fishing ghillie or a single-handed keeper. The emphasis on the delivery of this Unit is seasonally based. This should allow the Unit to be delivered in a way that enables the learner to appreciate its relevance to the occupational area concerned.

## Higher National Unit Support Notes (cont)

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Learners are likely to work predominately as individuals researching material appropriate to the game sporting activities involved. Learners who do not have experience in game bird management will be able to widen their knowledge and understanding whilst on work experience undertaking relevant game sporting activities.

The Unit is designed to ensure learners recognise the planning and organisational skills required to implement game sporting activities. It is intended that they will develop these skills along with communication skills and the knowledge of what strategies to implement to ensure the smooth and efficient running of relevant game sporting activities. They will learn the role of different personnel and how to utilise them as effectively as possible.

### 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.

This Unit could be assessed holistically by means of a project to plan and organise a day's driven game shooting or stalking or fishing.

In order to complete this Unit learners will normally compile a project. The assessment could take the form of a project on the organising and planning of a day's driven game shooting; a day's stalking or fishing. This would include a timetable of events, pre-shoot planning, staff and resources, all legal requirements such as European Firearms Passes, current shotgun/firearms certificates, etc list of drives within estate map, customer evaluation forms and all relevant post shoot/fishing tasks.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skills components in this Unit, however there may be opportunities to develop the Core Skills of *Problem Solving*, *Communication* and *Working with Others* at SCQF level 6.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5 and Planning and Organising at SCQF level 5.

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Planning and Organising at SCQF level 5 embedded.	September 2015

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## **General information for learners**

### **Unit title:     Game and Wildlife Management: Managing Game Sporting Activities (SCQF level 7)**

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.

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