



## Higher National Project-based Graded Unit Specification

### General Information

This Graded Unit has been validated as part of the HNC Gamekeeping with Wildlife Management. Centres are required to develop a project-based assessment in accordance with this validated specification.

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

**Graded Unit code:** H9T8 34

**Type of Project:** Practical Assignment

**Publication date:** July 2018

**Source:** Scottish Qualifications Authority

**Version:** 03

### Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Gamekeeping with Wildlife Management:

- ◆ To provide learners with the knowledge and skills required to work in a professional manner at a supervisory level in the game and wildlife management industry.
- ◆ To develop a high standard of knowledge, understanding and practical ability within game and wildlife management for those who wish to progress to a higher level of study.
- ◆ To develop and enhance the required competences for persons who will undertake a supervisory role on a sporting estate.
- ◆ To develop specialist interests in game and wildlife management by providing opportunities for in-depth study and investigation.
- ◆ To develop cognitive skills that can be applied to practical work situations.
- ◆ To place due emphasis on the importance of Health and Safety in the industry.

### Credit points and level

1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

## Higher National Project-based Graded Unit Specification: General Information (cont)

### Recommended entry to the Graded Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above principal aims prior to undertaking this Graded Unit:

|         |  |
|---------|--|
| H95J 34 | <i>Game and Wildlife Management: Game Bird Management</i>  |
| H95H 34 | <i>Game and Wildlife Management: Game and Wildlife Management: Managing Game Sporting Activities</i> |
| H95F 34 | <i>Game and Wildlife Management: Public Relations</i>  |
| H9PY 34 | <i>Game and Wildlife Management: Sustainable Deer Management</i>                                     |
| H95E 34 | <i>Game and Wildlife Management: Wildlife Legislation</i>  |
| H95C 34 | <i>Game and Wildlife Management: Workplace Practice</i>  |

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF level 6

Core Skill component                      None

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

### Assessment Support Pack

The Assessment Support Pack for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard. Assessment Support Packs are available on SQA's secure website.

### Equality and inclusion

This Graded Unit 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 SQA's website:

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

# Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1  
(SCQF level 7)

## Assessment

This Graded Unit will be assessed by the use of a project-based case study/practical assignment developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be unfamiliar to the learner

The project must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

## Conditions of assessment

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

At this level, learners should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the learner. For example, centres may wish to informally question learners at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc is carried out in other establishments or under the supervision of others that the learner does not receive undue assistance.

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

### Evidence Requirements for this Graded Unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

| Project stage         | Minimum Evidence Requirements  | % Mark Allocation |
|-----------------------|--|-------------------|
| Stage 1 —<br>Planning | <p>Evidence of assessing the work to be planned for the activity/event with reference to :</p> <ul style="list-style-type: none"> <li>◆ time-scales</li> <li>◆ resources: human , physical</li> <li>◆ location</li> <li>◆ equipment</li> <li>◆ health and safety requirements</li> <li>◆ relevant legislation</li> </ul> <p>A brief written plan for the activity / event with reference to:</p> <ul style="list-style-type: none"> <li>◆ time-scales</li> <li>◆ staff required</li> <li>◆ care of the general public</li> <li>◆ requirements for the activity</li> <li>◆ equipment</li> <li>◆ health and safety requirements including risk assessment for activity/event</li> <li>◆ seasonality and seasonal needs</li> <li>◆ relevant legislation</li> </ul> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p> | 40%               |

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

| Project stage           | Minimum Evidence Requirements   | % Mark Allocation |
|-------------------------|---|-------------------|
| Stage 2 —<br>Developing | <p>Evidence of evaluating the background of clients and identifying their needs with respect to their experience, competence and specific needs.</p> <p>Evidence of practical skills demonstrated during the activity/event.</p> <p>Evidence of undertaking appropriate activities for a field sporting event or activity under guidance of workplace supervisor or lecturer</p> <p>With reference to:</p> <ul style="list-style-type: none"> <li>◆ the requirements of the client/clients</li> <li>◆ due care for staff and clients</li> <li>◆ field Sports Etiquette</li> <li>◆ appropriate dress</li> <li>◆ Estate Codes of Practice</li> <li>◆ Health and Safety Requirements</li> <li>◆ any relevant legislation</li> </ul> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p> | 40%               |
| Stage 3 —<br>Evaluating | <p>Evidence of evaluating and reviewing the activity/event</p> <p>With reference to:</p> <ul style="list-style-type: none"> <li>◆ reflection on own contribution</li> <li>◆ evaluation of team performance</li> <li>◆ recommendations for future improvement of activity/event</li> </ul> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>  | 20%               |

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

### Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the **Evidence Requirements**.

It is a requirement that learners must meet the minimum *Evidence Requirements* for the *Planning* stage before progressing to the *Developing* stage before progressing to the *Evaluating* stage. Learners may produce evidence over and above that specified in the minimum *Evidence Requirements* and deserve more than half the available marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

Learners are required to work independently to meet the *Evidence Requirements* of the Graded Unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Learners who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge learner performance for this Graded Unit is specified in the following table.

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

| Grade Related Criteria   |   |
|--|---|
| Grade A  | Grade C   |
| <p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related</li> <li>◆ demonstrates an accurate and insightful interpretation of the project brief</li> <li>◆ is highly focused and relevant to the tasks associated with the project brief</li> <li>◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content</li> <li>◆ effectively consolidates and integrates required knowledge and skills</li> <li>◆ demonstrates the learner's ability to work autonomously</li> </ul> | <p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard</li> <li>◆ demonstrates an acceptable interpretation of the project brief</li> <li>◆ is focused and relevant to the tasks associated with the project brief</li> <li>◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content</li> <li>◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> <li>◆ demonstrates independent learning with minimum support and revision during project</li> </ul> |

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

These grade boundaries are fixed and should **not** be amended.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.



## **Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)**

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

### **Guidance on approaches to delivery and assessment of this Graded Unit**

#### **Project Brief**

The learner will be required to plan, implement and evaluate a field sports activity or event.

Learners will be asked to:

- ◆ work to a brief for the planned activity
- ◆ decide on the event/activity to be organised and undertaken
- ◆ gather information for a plan
- ◆ select and manage equipment
- ◆ organise and implement the activity or event
- ◆ document activities in a log-book
- ◆ evaluate the activity or event

Examples of field sports activities would include a game shooting, deer stalking or a day's fishing for a client or a group of clients.

#### **Stage 1**

The planning stage of the project can be undertaken with the support of a mentor and can be undertaken as a group activity as long as there is clear evidence that the learner has contributed to the plan and written it up personally.

The plan could be written in a formal style. Alternatively it could be in note form, tabular format or in a video. The plan could be presented as a project.

#### **Stage2**

In the developing stage specific needs of clients could include language and security needs which could require an interpreter or a security aid. Reference should be made where appropriate to the additional needs of foreign clients regarding fire arms/security and relevant documentation.

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

Evidence of undertaking the activity or event can also be presented in the form of a log-book

### Stage3

In the third stage evidence evaluating and reviewing the activity or event could be in the form of a brief written or oral account.

### Opportunities for developing Core and other essential skills

Learners may have the opportunity to develop the Core Skills of *Communication* and *Working with Others* at SCQF level 6.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 6.

## History of changes to Graded Unit

| Version | Description of change                                | Date     |
|---------|--|----------|
| 02      | Core Skill Problem Solving at SCQF level 6 embedded. | 26/02/16 |
| 03      | Update of Conditions of Assessment                   | 17/07/18 |
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## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Game and Wildlife Management: Graded Unit 1 (SCQF level 7)

The HNC Game and Wildlife Management: Graded Unit 1 is an important part of the SCQF Level 7 HNC in Game and Wildlife Management. It is designed to allow you demonstrate that you can pull together the knowledge and skills you have developed in other HNC Units and apply them to a particular situation, in this case a field sport activity. Examples of the type of activities would include organising and running a game shoot, deer stalking or a day's fishing for a group of clients. Depending on circumstances, time of year and available resources this could either be a real life activity with paying clients or based on a case study, where a particular set of circumstances will be provided. Either way it will be up to you, with limited support, to plan, deliver and evaluate the activity.

You will be introduced to the Graded Unit in plenty of time to allow you to plan and complete it and will be provided with deadlines for each stage of the Graded Unit.

The Graded Unit draws on knowledge and skills you will have developed through completing or working towards the following Mandatory HNC Units:

|         |  |
|---------|--|
| H95J 34 | <i>Game and Wildlife Management: Game Bird Management</i>              |
| H95H 34 | <i>Game and Wildlife Management: Managing Game Sporting Activities</i> |
| H95F 34 | <i>Game and Wildlife Management: Public Relations</i>                  |
| H9PY 34 | <i>Game and Wildlife Management: Sustainable Deer Management</i>       |
| H95E 34 | <i>Game and Wildlife Management: Wildlife Legislation</i>              |
| H95C 34 | <i>Game and Wildlife Management: Workplace Practice</i>                |

The Graded Unit is divided in to three separate stages:

Stage 1 Planning — 40% of available marks

Stage 2 Developing — 40% of available marks

Stage 3 Evaluating — 20% of available marks

You will be required to pass each stage before you can progress to the subsequent stage. If, for any reason, you do not pass a particular stage you will have an opportunity to be re-assessed, however this will be based on a different project or activity.

The marks for each stage will be combined to derive a final Grade for the Unit as follows:

50% + = 'C' Grade

60% + = 'B' Grade

70% + = 'A' Grade

In addition to demonstrating the specific knowledge and skills you have developed while studying for the HNC, the Graded Unit will also provide an opportunity for you to further develop your Core Skills, in particular the Core Skills of *Problem Solving, Communication* and *Working with Others*.