



## National Unit Specification: general information

**UNIT** Quarry Species: An Introduction (SCQF level 5)

**CODE** F6AT 11

### SUMMARY

This Unit is designed to introduce candidates to the range and variety of quarry species found in the United Kingdom. Candidates will have the opportunity to develop their knowledge and skills and assist in a range of practical activities associated with quarry species. Candidates will also learn about their breeding cycle, environments and the resources relating to their sporting value. This Unit is suitable for candidates who want to develop or further develop their skills in game keeping.

### OUTCOMES

- 1 Identify a range of quarry species found in the UK.
- 2 Describe the breeding cycles of quarry species.
- 3 Describe and record signs and feeding requirements for quarry species within a given area.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at SCQF level 5 level (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.*

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### Administrative Information

**Superclass:** SH

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

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

The Unit should provide opportunities for candidates to develop aspects of the following Core Skills:

- ◆ *Communication* (SCQF level 4)
- ◆ *Working with Others* (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT Quarry Species: An Introduction (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**

Identify a range of quarry species found in the UK.

##### **Performance Criteria**

- (a) Identify correctly gamebird species common to a range of habitats.
- (b) Identify correctly mammal quarry species common to a range of habitats.
- (c) Identify correctly game fish species common to a range of habitats.

#### **OUTCOME 2**

Describe the breeding cycles of quarry species.

##### **Performance Criteria**

- (a) Describe correctly the breeding cycle of gamebird species.
- (b) Describe correctly the breeding cycle of quarry mammal species.
- (c) Describe correctly the breeding cycles of gamefish species.
- (d) State the incubation and gestation periods for given gamebird and mammal quarry species.

#### **OUTCOME 3**

Describe and record signs and feeding requirements for quarry species within a given area.

##### **Performance Criteria**

- (a) Identify a range of different quarry species habitats.
- (b) Observe and record signs of quarry species within habitats
- (c) Observe and record the feeding requirements of quarry species within each habitat.
- (d) Describe and record a range of flora and fauna associated within each habitat.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Quarry Species: An Introduction (SCQF level 5)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

**In relation to Outcome 1** written and or oral evidence gathered under closed-book conditions. Candidates will identify three game bird species from the following range of habitats; upland–lowland — wetland habitats.

Two mammal quarry species, two deer species and one species of game fish from salmon, trout and grayling will be identified.

**In relation to Outcome 2** written and or oral evidence gathered under closed-book conditions. Candidates will describe the breeding cycle including the incubation/gestation period for; three gamebird quarry species, one mammal quarry species from rabbit, brown hare and blue mountain hare, two deer species and one game fish species.

**In relation to Outcome 3** written and/or oral evidence and performance evidence supported by an observation checklist.

Candidates will identify three different habitat types and are required to describe and record a minimum of three fauna and three flora types within the three habitats. They will also observe and record signs and the feeding requirements of one quarry species within each habitat.

## National Unit Specification: support notes

### UNIT Quarry Species: An Introduction (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**

This is an optional Unit in the National Progression Group Award (NPA) at SCQF level 5 but can also be taken on a free-standing basis.

This Unit is designed to allow the learner to develop the basic skills and knowledge relating to UK quarry species their breeding cycles, environments and resources relating to their sporting value.

It is important that the practical aspects of the learning, takes place within the relevant environment within a sporting estate. Partnerships with land based colleges, training providers or employers are likely to provide the most appropriate settings.

**It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment, particularly identifying any protective personal equipment which the candidate may require.**

Suitable topics and themes relating to each of the Outcomes are shown below:

#### **Outcome 1**

The candidate should develop a level of understanding in relation to the identification of lowland and upland game bird species within the United Kingdom. These should be categorised into the following groups: game birds, waders, wildfowl and heath game. Emphasis should also be given to protected species within these groups. The learner should also develop a level of skill in relation to identification of mammalian quarry species including deer species. Candidates should be introduced to the six species of deer found in the UK. The identification of mammals should relate to ground game within lowland and or upland sporting estates. For example Pheasant, Woodpigeon, Partridge, Woodcock, Snipe, Golden plover, Greylag, Pinkfoot, and Canada goose, Mallard, Teal, Widgeon, Pochard, Goldeneye and Pintail duck, Black and Red grouse. The learner should develop awareness for colour, shape, flight pattern and calls by way of site visits. Consideration should also be given to the feeding habits of each species, food source, and favoured areas. Some emphasis should be given to the protected species within these groups for example capercaillie, Jack snipe, Brent, Bean and White fronted goose and Shel duck.

This should then direct the learner to the identification of the mammalian type species that are present within sporting estates in the UK. This should relate mostly to blue, brown hare common rabbit and deer species found in different habitats, for example upland and lowland estates.

## **National Unit Specification: support notes (cont)**

### **UNIT Quarry Species: An Introduction (SCQF level 5)**

#### **Outcome 2**

The learner should develop an awareness and understanding for the identification of flora associated with breeding habitats and cycle of birds and mammals. Consideration should be given for the initial incubation and gestation periods. It is essential that the learner can identify the common types in either a lowland or upland situation. This should relate to cereal crops, cover crop, root crops, willow herb, sedge grass, ling, bell, and cross leaved heather, blueberry, crowberry and purple moor grass. The learner should also develop an understanding for fauna requirements during the raising of broods/litters, and their desire to source food.

The learner should also develop an awareness and understanding of the incubation and breeding periods for lowland and upland birds and mammals. Times of year, clutch or litter sizes, and frequency, incubation and gestation times should be developed.

#### **Outcome 3**

The learner will develop an awareness, understanding and identify the different habitat types either in a lowland and or upland environment. These should relate to the requirements of the current UK legal quarry species. For example woodland, wetland, moorland, arable, scrubland, and marshland, the learner will also identify common flora types within them and the appropriate species they relate to. Particular emphasis should be given to flora types that may impact on others (sycamore tree may constrict the light canopy, thus impacting on flora types within a woodland environment). Reference should also be made for the preference of flora species, in relation fauna species present. For example this could relate to the encouragement or introduction of mixed woodland (deciduous and coniferous species), to enhance the diversity of quarry species.

The learner will be encouraged to source samples of flora types within the desired habitats, enabling the learner to research the flora in relation to recognition and benefits to the species present. An awareness of the flora's ability to produce a food source (berry or seed) and varying degrees of shelter should be recognised.

## National Unit Specification: support notes (cont)

### UNIT Quarry Species: An Introduction (SCQF level 5)

#### Outcome 2

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It would be useful for all of the Outcomes to have some classroom based theoretical/guidance input prior to undertaking the practical activities, with particular reference to the issues of health and safety. It is important that the candidate can identify appropriate safe practices, including the use of appropriate personal protective equipment (PPE) before undertaking any of the practical tasks. This may be done by using a coaching approach to risk assessment at the beginning of practical sessions and group discussions.

Outcome 1 and any further theoretical aspects within Outcome 2 and 3 may benefit from a project — based approach with group work, allowing candidates to research the different quarry species within the UK, breeding habitat requirements for quarry species, habitats within upland and lowland estates, flora and fauna types within them, resources and equipment used in the pursuit of them, thus promoting an independence of learning and working with others.

Outcome 3 practical tasks are probably best approached from a practical demonstration, practice review methodology allowing for experimental learning. Some research into flora and fauna types, habitats, equipment and resources required for their pursuit may be required where a practical approach is not possible due to resource issues. Exposure to sporting estates where candidates can observe and record information in a real setting will enhance the overall learning and teaching experience for candidates.

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The range of practical group work activities and discussions carried out throughout the Unit provide good opportunities to develop *Communication* and *Working with Others*.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

##### Opportunities for the use of e-assessment

A suitable instrument of assessment for Outcomes 1 and 2 and would be a set of restricted response questions.

For Outcome 3 a set of practical exercises incorporating short answer questions and supported with assessor observation checklists.

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)*.

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