



National Unit specification: general information

Unit title: Gamekeeping: An Introduction

Unit code: H09B 10

Superclass: SH

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Version: 02

Summary

The purpose of this Unit is to develop basic knowledge and understanding of the role of a gamekeeper. The Unit will introduce candidates to different types of activities carried out on an estate. They will also learn how the countryside and the public benefits from the work gamekeepers carry out. The Unit allows candidates to develop some basic skills required to assist a gamekeeper and work with others. This is an optional Unit in the National Certificate in Rural Skills at SCQF level 4. It is also available as a free-standing Unit. Candidates are not required to have any prior Knowledge and/or Skills in order to complete this Unit.

Outcomes

- 1 Describe the role and requirements of gamekeeping.
- 2 Investigate the benefits of field sports activities.
- 3 Carry out simple gamekeeping tasks under supervision.

Recommended entry

Entry is at the discretion of the centre.

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4*)

**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.*

General information (cont)

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Core Skills

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

- ◆ Critical Thinking at SCQF level 4

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. All activities carried out as part of this Unit must comply with current Health and Safety legislation with particular reference to working in the land based sector.

Outcome 1

Describe the role and requirements of gamekeeping.

Performance Criteria

- (a) Describe the role of a gamekeeper making reference to land based health and safety requirements.
- (b) Explain the role of a gamekeeper in relation to other stakeholders.
- (c) Identify skills and attributes required by a gamekeeper making reference to land based health and safety requirements.

Outcome 2

Investigate the benefits of field sports activities.

Performance Criteria

- (a) Identify field sports activities.
- (b) Gather information on the benefits of field sports activities.
- (c) Identify the appropriate field sports activity for particular quarry species.
- (d) Record and present findings.

Outcome 3

Carry out simple gamekeeping tasks under supervision.

Performance Criteria

- (a) Assist a gamekeeper in specified tasks.
- (b) Identify which skills are being developed during the specified tasks.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

All activities undertaken in this Unit must adhere to current legislation, regulations and codes of practice.

Candidates should provide written and/or recorded oral and performance evidence to demonstrate their Knowledge, Understanding and/or Skills in relation to the Outcomes and Performance Criteria.

Evidence for all Outcomes should be gathered under open-book conditions. The evidence should be obtained under supervised conditions and centres must be satisfied that the evidence submitted is the work of individual candidates.

Outcome 1 must include evidence to demonstrate that the candidate can:

- ◆ provide a description of the role of a gamekeeper's work activities by explaining three tasks carried out by a gamekeeper eg description of the task, why it is carried out and what it involves including reference to land based health and safety requirements.
- ◆ identify one person from another industry that gamekeepers may be required to work closely with and briefly outline that person's role, eg description of what they do, why they do it, and what it involves. Industries to include: agriculture, forestry, fisheries, tourism or public services.
- ◆ identify three skills and attributes required by a gamekeeper, eg physical fitness, knowledge of wildlife, ability to negotiate, good communicator, and awareness of hazards with reference to landbased health and safety requirements

Outcome 2 must provide evidence to demonstrate that the candidate can:

- ◆ identify field sports activities in the context of gamekeeping and country pursuits involving live quarry species. The candidate should be able to identify three types of live quarry sporting activities for both lowland and upland areas in the United Kingdom and relate these to the appropriate quarry species. Lowland to include species for: fishing, deer stalking, driven shooting, rough shooting, flighting, lamping, ferreting, inland waterfowl and costal wildfowling. Upland to include species for: fishing, deer stalking, driven shooting and walked up. In addition to this candidates should be able to describe two situations where fish and animal species may be killed or taken for non-sporting purposes such as species management, protection of livestock, protection of crops, conservation, crop protection, human health and safety, and research.
- ◆ gather information on the benefits of field sports activities. This should include information to support the following key areas: (a) social (b) economic, (c) environmental. Two benefits should be provided for each key area for example:
 - (a) social: bringing community together, enjoyment, employment, supporting rural services, health and wellbeing or (economic).
 - (b) economic: employment, investment and income.
 - (c) environmental: conservation, biodiversity, habitat quality, landscape and sustainability.
- ◆ record and present findings for each key area.

National Unit specification: statement of standards (cont)

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Outcome 3 must include evidence to demonstrate the candidate can:

- ◆ assist a gamekeeper to carry out two tasks which contribute to the health and welfare of game species, eg supply of food, water, grit and shelter; checking appearance, condition, droppings and population; provision of information and advice to the public; and control of pest and predator species.
- ◆ describe four skills required for gamekeeping which are developed during the tasks carried out above, eg wildlife identification, physical ability, communication, public relations. This should include information on what the skills are, how they have learned it and how it helps them to carry out their role as a gamekeeper.

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 is an optional Unit in the National Certificate in Rural Skills at SCQF level 4. It is also available as a free-standing Unit. Candidates are not required to have any prior Knowledge and/or Skills in order to complete this Unit.

This Unit is aligned to the following National Occupational Standards (NOS) from Lantra:

- Ga2 Monitor game populations and habitat
- Ga3 Maintain game populations
- Ga5 Assist with the management of public relations and access to a sporting estate
- Ga14 Contribute to the development of public relations for a sporting estate
- CU46 Control vertebrate pests and predators using traps

It would be beneficial if the learning could take place on an estate. Where this is not possible, exposure to a gamekeeping guest speaker would be very beneficial.

The content for this Unit could be informed by the following sources of information:

- ◆ Outcome 1 — The British Association for Shooting and Conservation www.basc.org.uk
This website provides information and advice about conservation, game and gamekeeping.
- ◆ Outcome 2 — The Moorland Association www.moorlandassociation.org/education.asp
This website provides a link to two DVDs — The Keeper, about the moorland, the landscape, the wildlife it supports, the bird species which need protecting, the importance of sustainable management and the need to maintain a natural balance; and A Big Little Business, about the value of the moorland as an important natural resource and the impact it has on landscape and local livelihoods, as well as tourism and trade. It also illustrates the importance of shooting and its relationship to the sustainable management of the moorland environment.
- ◆ Outcome 3 — The National Gamekeepers Organisation www.nationalgamekeepers.org.uk
This website provides information about gamekeeping and advice sheets on the nature of gamekeeping work, eg a gamekeeper should be: fit, energetic and strong, willing to work outdoors in all weather conditions, knowledgeable of the countryside and its wildlife, good at working with their hands and willing to tackle all sorts of practical jobs, able to work on their own for long periods, but also work as part of a small team, safety conscious when dealing with guns and chemicals, alert and observant.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

An integrated approach could be taken, with use made of classroom presentations covering the subject theory, practical demonstrations and a site/work visit to provide each candidate the opportunity to put the theory into context through experiential learning. Handouts should be used to support some of the topics covered. Please make reference to the following sources of information for more information relating to the subject area:

BASC Education Facts for teachers www.basc.org.uk

BASC The Gamekeeper: Professional Countryside Manager www.basc.org.uk

GWCT Education and Advise Management Fact Sheets www.gwct.org.uk

Opportunities for developing Core Skills

In this Unit candidates will learn about the role of the gamekeeper, the benefits of gamekeeping and the skills required to become a gamekeeper.

Candidates will:

- ◆ describe the role and requirements of gamekeeping.
- ◆ investigate the benefits of field sports activities.
- ◆ carry out simple gamekeeping tasks.

As candidates are doing this Unit they will be developing aspects of Core Skills in *Communication, Working with Others, Information and Communication Technology (ICT)* and *Problem Solving*.

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 4.

Guidance on approaches to assessment for this Unit

The knowledge elements of Outcomes 1–3 could be assessed with structured questions requiring short answers and/or restricted response. Candidates may have the option to provide written, photographic and oral evidence in response to the assessment questions. Alternatively the Unit could be assessed through an investigative project based on a visit to a sporting estate and interview with a gamekeeper and/or candidate's own investigation and research. The results of the investigation would be used to inform the project and meet the Evidence Requirements.

Candidates are required to demonstrate practical ability through simulation or working with a gamekeeper in order to achieve the required standard. For example a candidate could be asked to demonstrate a safe and effective method of dispensing rat poison. Due to health and safety concerns grains of rice could be used as a substitute for real poison. Alternatively the candidate could be asked to set a Larsen trap to control Corvids. Due to logistical problems it may not be possible to carry out the assessment in a suitable trap location. Therefore the candidate could be asked to select an appropriate site from a map and demonstrate the competence in setting a trap taking into account the welfare considerations

National Unit specification: support notes (cont)

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of the target species. The candidate could also be asked to design and construct an information or warning sign to inform the public about an estate activity. This could be done in a classroom environment and erected in a simulated situation, eg the assessment centre's grounds. Performance evidence should be used, supported by an assessor observation checklist to record any practical activities. The evidence could be observed by an assessor checklist, word processed or recorded with a digital audio/video recorder.

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)*.

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	Core Skills Component Critical Thinking at SCQF level 4 embedded. Additional Performance Criteria added to Outcome 2. Further elaboration in Evidence Requirements.	26/01/2012

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