

ARRANGEMENTS

HNC Gamekeeping with Wildlife Management

Validated March 2005

HNC GAMEKEEPING WITH WILDLIFE MANAGEMENT
VALIDATED — MARCH 2005

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1 Background to the Development

The original HNC for the Gamekeeping sector was developed in 1993 by a consortium of Borders College, Elmwood College and the then Thurso College — the three main centres in Scotland offering Gamekeeping qualifications. This qualification was revised by the Consortium in 1998 and at the revalidation was re-titled the HNC Gamekeeping with Wildlife Management. In 1994 the qualification was granted an extension of a year.

The qualification underwent further revision during 2004 and the early months of 2005, led by the same Consortium of Borders College, Elmwood College and North Highland College (the former Thurso College). The work culminated in the second revalidation, which took place on 18 March 2005. The result of the revalidation was to retain the existing title, and to update the units to meet the needs of the industry in the 21st century.

Revalidation of the qualification has given an opportunity for centres to work with employers and employees to update the qualification and to respond to the needs of a changing and growing industry.

The HNC Gamekeeping with Wildlife Management is a specialist award within Scotland, offering to a small but crucial, rural and highly dedicated workforce the opportunity to gain a meaningful qualification recognised throughout Europe enabling the Gamekeeping profession to maintain the high standard currently offered to the candidates training within this field.

The HNC Gamekeeping and Wildlife Management has provided the industry with well-trained personnel over the last ten years. It is highly regarded within the game field industry as it allows candidates direct entry into employment and into Higher Education. The aim of the revised qualification – the HNC Gamekeeping with Wildlife Management - is to build on this success by ensuring that the qualification meets the changing needs of the industry and by preparing candidates to work in a professional way that will help public relations and improve the image of the industry.

The HNC Gamekeeping is designed to provide candidates who wish to work within the Gamekeeping industry with a qualification which will further their personal and professional development. The qualification is aimed primarily at those who will be working at Beatkeeper, Ghillie and single-handed level on a sporting estate.

The qualification provides a progression route for those who have been working in the industry and have gained qualifications at non-advanced level. The qualification may be valuable for a small group of candidates who have experience of the gamekeeping or related industries, who are seeking a career move or career change. Additionally, the individual units may be taken as free-standing units for the purposes of Continuing Professional Development (CPD). The award is also suitable for those who have previously achieved a relevant group of National Certificate units in Gamekeeping or SVQ level II in Gamekeeping and wish to develop further their level of competence in technical matters as well as managerial skills.

The main job opportunities for candidates within the gamekeeping sector at the level of the HNC are in the areas of beatkeeper, ghillie and single-handed keeper. However, there are also opportunities for posts as head keeper, forest enterprise ranger, wildlife officer, stalker, head stalker, river bailiff and SSPCA inspector.

The qualification also allows for progression to academic qualifications at a more advanced level, for example HND Countryside Management.

There are also a range of other possibilities for progression, in Scotland, the UK and in Europe. It is hoped that the broader base of the qualification will attract a wider range of candidates who will see a more positive career structure in this changing industry.

The revised qualification has been reviewed and updated to incorporate the changing needs of the industry, and to ensure that candidates are equipped with the knowledge and skills to work professionally in an environment in which Health and Safety legislation is regarded as a priority.

2 Qualifications Design Team

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3 Consultation and Market Research

Summary of Consultation

Consultation took place in the following ways:

- ◆ Questionnaires were sent to employers, educationalists and trainers, former students, and to organisers of Game and Country Fairs.
- ◆ Meetings took place with organisations including the Association of Deer Management Groups (ADMG), the Deer Commission for Scotland (DCS), Scottish Natural Heritage (SNH), and also with local wildlife liaison officers.
- ◆ There was also direct contact with SQA moderators who advised the writing team throughout the development on a regular basis.
- ◆ Meetings on course content were held with a cross-section of gamekeepers, ghillies and stalkers.

- ◆ Letters of Support were received from the following employers:
 - Faccombe Estates Limited
 - Glendarg Game Supplies
 - Wildlife Liaison Officer — Lothian and Borders Police
 - Atholl Estates
 - Scottish Natural Heritage
 - East Sutherland Deer Management Group
 - Bidwells Property Consultants
 - Strutt and Parker: Agent to the MacRobert Trust
 - Balnagowan Estates

The feedback from both employees and candidates was very positive. All respondents expressed the view that the course should continue. Some offered advice, such as the course should embrace the ethos of the Land Reform Bill which is likely to be enforced in the near future.

Summary of market research

The information in this section is derived from reports and consultation with the following professional bodies — Scottish Gamekeepers' Association, Scottish Natural Heritage, and the Deer Commission, and from reports commissioned by the Sector Skills Council, Lantra, and from SQA moderators.

The findings highlighted the importance of Gamekeeping to the economy and environment of Scotland, especially in rural and remote areas. The information below confirms that the sector is growing and diversifying.

- ◆ In a recent survey conducted by the British Association for Shooting and Conservation showed that gamekeepers manage around 7.3 million hectares of land in the UK.
- ◆ The number of gamekeepers/stalkers and ghillies in employment within the game sporting industry in Scotland is, approximately, 5,000 in full-time employment and 10,000 in part-time employment.
- ◆ Gamekeepers also contribute to the management of many of our most important conservation sites, including Sites of Special Scientific Interest (SSSI) and national and local nature reserves.
- ◆ The gamekeeper plays a vital role in ensuring close links between game and other conservation management. Management for game is also a strong incentive for the uptake of agri-environment schemes such as Environmentally Sensitive Areas (ESA). The gamekeeper, stalker and ghillie are vital to the rural economy, providing income without which the rural economy could not survive.
- ◆ Scottish Executive figures show that salmon fishing in Scotland generates £88million per year. Shooting and stalking within Scotland generates £66 million, there are 7,212 jobs directly and indirectly dependent on shooting (Cobbham Report 1997).

The Market Research identified that while most stakeholders felt that the existing award had served the sector well, there was a need to revisit the content to ensure that the balance of theory and practical content reflected the changing needs of the industry. It was identified that there was a need to redress this balance to include more practical skills to meet the needs of a more sophisticated industry in the 21st century. Included in this re-alignment to more practical skills was a need for more emphasis on Risk Management and Health and Safety. Also, in order to address the commercial aspects of the industry, and to improve its image, it was recommended that more emphasis should be put on good PR. This is also required to meet the needs of the Land Reform Bill. When this is enforced it will be crucial that candidates understand the impact of this Act, as gamekeepers and others working on sporting estates will be very much in the forefront of dealing with the general public and will require to explain politely but firmly how the Act, when enforced, relates to the public's use of the countryside.

4 Uptake

There has been a steady uptake of the qualification in recent years. The projected uptake for the next five years is:

Session 2005/2006	29 candidates
Session 2006/2007	35 candidates
Session 2007/2008	39 candidates
Session 2008/2009	43 candidates
Session 2009/2010	46 candidates

5 Progression Opportunities

The HNC Gamekeeping with Wildlife Managements provide candidates with opportunities to progress to Higher National Diplomas (HNDs) and University Degrees.

The table below indicates possible progression routes for candidates who have achieved the HNC, and wish to continue studies at a more advanced level at other Land-based institutions within the UK.

UHI Millennium Institute	HND Countryside Management
Sparsholt College	BSc Honours in Wildlife Management
	Foundation Degree in Wildlife Management
	BSc Honours in Sustainable Rural Land Management
	Foundation Degree in Sustainable Rural Land Management
Scottish Agricultural College	HND Countryside Management
	BSc Honours in Countryside Management
University of Central Lancashire	Foundation Degree in Woodland and Wildlife Management
	FdSc Countryside Management
	BSc Honours in Upland Conservation Management

6 Target Sector and Level of Employment

The sector is growing both in Scotland, the rest of the UK and in Europe. The title reflects the broad nature of the award, in that the qualification equips candidates not only for Gamekeeping but also for wildlife management, which is an area of growth. Conservation is another key area for employment.

There are opportunities for employment in Scotland, mainly on large sporting estates, but also within organisations such as Scottish Natural Heritage; the Deer Commission and in forest enterprise.

There are also a range of other possibilities for work in not only the UK but also in Europe. It is hoped that the broader base of the qualifications and the wider skill set, which includes more emphasis Management, Risk Management, and a focus on Health and Safety and PR, will attract a wider range of candidates to the profession.

Opportunities for Gamekeeping and Wildlife Management have been enhanced in Europe as a result of international work placements funded by the EU through Leonardo da Vinci mobility programmes, and several students have gained employment on European sporting estates.

The level of employment is varied but there is considerable scope for more able candidates to progress to positions of responsibility in the industry. For those who choose the academic route, there is scope for positions in teaching in Further and Higher education and in Research.

7 Target Candidates

The qualification is designed to meet the needs of candidates in the sector who already have considerable experience of the industry or have qualifications such as SQA National Qualifications units in Gamekeeping or SVQ level2 in Gamekeeping. They will usually be Beatkeepers, Ghillies or Single- Handed Keepers on a sporting estate. However, they may also be working in other sporting activities such as that of stalker and wildlife office.

The HNC is designed to support and assist such candidates who have aspirations to work at a more senior level such as head keeper, or as a forest enterprise ranger, head stalker, river bailiff or SSPCA officer.

Candidates will normally have attended a non-advanced course in Gamekeeping, or another related land-based course, at a Further Education College. They may, however, not have completed any formal qualifications but have had considerable experience in the industry.

It is anticipated that the new qualification will attract a wider group of candidates. In addition to an interest and aptitude for the industry, it is desirable that they demonstrate good interpersonal and communication skills, as an important part of the role of the gamekeeper is liaising with estates personnel and with clients.

8 Relationship with other SQA Awards

Candidates can progress to the HNC from SQA provision at non-advanced level through NQ units.

Alternatively, candidates may have achieved the SVQ Game keeping at level 2 or level 3 before embarking on the HNC.

The SPA Rural Skills, which is at non-advanced level contains units that are relevant to Gamekeeping.

The HNC Gamekeeping and Wildlife Management provides an opportunity to progress to the HNDs in Countryside Management., and to other HNDs in the Land-based sector.

For further information on these SQA awards please refer to www.sqa.org.uk

9 Aims of the Group Award

The general aims of the Group Award are:

- ◆ to provide industry with a well qualified and adaptable workforce
- ◆ to provide an academic progression route for those who wish to progress to management within the land-based sector
- ◆ to improve the quality of training for those in the industry
- ◆ to attract a wider range of candidates into the industry
- ◆ to improve the standard of wildlife management

The specific aims of the Group Award are:

- ◆ to provide candidates with the knowledge and skills to work in a professional manner at a supervisory level in the gamekeeping industry
- ◆ to develop a high standard of knowledge, understanding and practical ability within game 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 gamekeeping/wildlife management by providing opportunities for in-depth study and investigation
- ◆ to develop cognitive skills that can be applied to practical work situations
- ◆ to develop a qualification which puts due emphasis on the importance of Health and Safety in the industry

10 Structure of the revised Qualification

Candidates require to take all six units (Credit value — 7) from the Mandatory Section, and in addition require to take units to the value of five Credits from the Optional Section.

Mandatory

Unit	Credit Value	SCQF Level
Gamekeeping: Sporting Habitat Planning	1	7
Gamekeeping: Manage Game Sporting Activities	1	7
Gamekeeping: Public Relations for Wildlife Management and Field Sports	1	7
Gamekeeping: Deer Biology	1	7
Gamekeeping: Workplace Practice	2	7
Gamekeeping: Graded Unit	1	7

Options

Unit	Credit Value	SCQF Level
Gamekeeping: Biodiversity for Wildlife Management	1	7
Gamekeeping: Gamebird Management	2	7
Gamekeeping: Deer Management	2	7
Gamekeeping: Woodland Deer Management	2	7
Gamekeeping: Red Grouse Management	2	7
Gamekeeping: Gundog Management	2	7
Supervision and Management	1	7
Ecology and Habitats	1	7
Information Technology and Applications	1	7

Thus candidates require to take 12 credits to achieve the Award.

11 Rationale for Structure and Content

The original framework for the HNC Gamekeeping and Wildlife Management has served the sector well and has formed the basis for the revised award. However, the revalidation has offered an opportunity to re-examine the purpose of each unit in the framework and to give more focus to practical skills, as was reflected in the results of market research. There was also the requirement to update the qualification in line with SQA's design principles, which require the inclusion of a Graded Unit, which assesses the candidate on integrated Knowledge and Skills and offers a grade to candidates.

As a result of consultation with the industry in late 2004, changes were made to the qualification as follows:

- ◆ The framework was restructured and simplified to comprise a Mandatory and Optional framework.
- ◆ A workplace experience unit specific to HNC Gamekeeping was added, which relates to the current work environment and health and safety requirements.

- ◆ The Unit — *Nature Conservation: An Introduction* — was changed considerably to make it more relevant to the industry. The title was amended to *Gamekeeping: Biodiversity for Wildlife Management* to reflect the changes, and the Unit was moved from the mandatory to the optional section of the framework.
- ◆ The following three units were removed, as there was no up-take for them. This reduced the number of generic units and allowed for more specialisms, as had been the recommendation from the Consultation and Market Research.
 - D58H 04 *Planning, Budgeting and Control for Land-based Industries*
 - D58G 04 *Business Case Study for Land-based Industries*
 - A629 34 *Customer Care*
- ◆ The revised units take account of current reports and initiatives for a greater focus on Biodiversity, current Health and Safety legislation, and on improving standards within the industry.
- ◆ In order to allow more flexibility to delivering centres and to reflect the needs of the industry (as recommended through the Consultation), the following specialist units were developed:
 - Gamekeeping: Biodiversity for Wildlife Management
 - Gamekeeping: Gamebird Management
 - Gamekeeping: Deer Management
 - Gamekeeping: Woodland Deer Management
 - Gamekeeping: Red Grouse Management
 - Gamekeeping: Gundog Management
- ◆ The assessment in all Units was reviewed to ensure that they were fit for purpose and to avoid any potential assessment overload.
- ◆ In line with SQA Design Principles, a Graded Unit was developed, integrating the Knowledge and Skills from the mandatory units. The aim of the Graded Unit is to: “Plan, implement and evaluate a field sports activity”.
- ◆ Core Skills signposting has been carried out. See Appendix 5
- ◆ The Units were levelled to sit within the Scottish Credit and Qualifications Framework (SCQF) at SCQF level 7.

12 Prior Experience and/or Qualifications

Candidates will normally have had considerable experience of working in a field sports environment, and of working on an estate, prior to embarking on the course.

Where this is not the case, candidates should be encouraged to gain some experience (for example, as a beater) prior to embarking on the course.

Many candidates will have no formal qualifications. In this case they will be assessed by the centre to ensure that they have an aptitude and interest in field sports, and to provide assurance that they have the ability and potential to cope with the academic demands of the course.

Candidates will normally enter the HNC from one of the following routes:

- ◆ Successful completion of relevant NC Units
- ◆ SVQ/NVQ Gamekeeping at Level 2
- ◆ SVQ/NVQ Gamekeeping at Level 3

Other candidates may be considered at the discretion of the centre. These candidates will normally have at least two years' practical experience on a sporting estate, and will require to demonstrate evidence that they have the ability to achieve the academic aspects of the course.

13 Core Skills Profile for Entry and Exit

The Core Skills Profile relates to the candidate's requirements to have a recommended level of core skills, or certification in core skills, at the time of entry to the course and on completion of the award. The five Core Skills are:

- 1 Communication
- 2 Numeracy
- 3 Information Technology
- 4 Problem Solving
- 5 Working with Others

Consultation with industry identified that the Core Skills Profile for entry to the HNC Gamekeeping and Wildlife Management should not be formal or bound by certification. This was due to the fact that on entry to the course, candidates may not have formal qualifications. However, it was recommended that it would be desirable for candidates to demonstrate good interpersonal and communication skills.

Similarly, consultation with industry confirmed that *certification* of all five Core Skills on completion of the award, (ie on exit from the award) was not required. However, in accordance with the design principles for new HN awards, there should be opportunities within the units of the qualification for candidates to develop all five Core Skills.

14 Assessment Strategy

There are two types of Unit within this Award: (1) Un-graded units and (2) a Graded Unit. Both types of units are **internally assessed** and **externally moderated**.

(1) Un-graded units (ie all the units, with the exception of the Graded Unit) are assessed on a pass/fail basis. The assessment evidence should be based on the information laid out in the unit specification. The assessment of the un-graded units takes the form of practical assignments and knowledge assessments. The practical work is assessed by observation and by records in a log book or diary.

If assessment exemplars have been developed, these should be used in conjunction with the relevant unit specification to fully define the national standard.

(2) The award includes a Graded Unit. The purpose of the Graded Unit is to integrate the assessments and to ensure that the candidate has all-round competence in the key knowledge and skills of the award. The Graded unit samples across the core units, and there may be opportunities for aspects of this assessment to be integrated with the assessment of other unit. Candidates who pass the Graded Unit will receive a grade of either A, B or C. The Graded Unit specification defines the standard of performance required to achieve each of these grades. An assessment exemplar is provided to exemplify the expected standard of this unit.

Each Unit in the award is a stand-alone unit and requires to meet the assessment criteria set out in the unit specification in the sections - Assessment Guidance and Evidence Requirements. However, as with all HN qualifications, centres are encouraged to take a holistic approach and to take opportunities to integrate assessments across units

The qualification has a practical focus and there should be opportunities for a practical approach to all units. This means that the more theoretical units in the Options should offer opportunities for creative teaching, learning, and assessment, involving a variety of methods including case studies and role play. Further guidance is available in the Guidance notes attached to each unit's specification, and through exemplar units, which will be available at a later stage.

It should be noted, however, that all the units in the qualification are free-standing units, and, as such, may be delivered, assessed and certificated individually for purposes of Continuing Professional Development.

15 Open Learning and E Learning

There is potential for some of the knowledge Outcomes of the award to be delivered by Open Learning, and there are opportunities to take a creative approach to blended learning. This may offer opportunities for a market outwith Scotland.

There are at present no plans for e Learning for this award.

16 Conditions of the Award

In order to achieve the award candidates must achieve a total of twelve credits, seven credits from the mandatory section and five credits from the options section. All units are levelled at SCQF level 7.

17 Transition Arrangements and Credit Transfer

Centres will have automatic approval for the new award. This means that there are no additional requirements with regard to physical resources, and that there should be a seamless transition from the old to the new award.

However, centres should continue to ensure that those delivering the award have opportunities for Continuing Professional Development, particularly in areas of Legislation and Health and Safety. They should also ensure that Industry is closely involved in the delivery, and should encourage opportunities for guest speakers and for student visits.

Appendix 1

Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the HNC Gamekeeping with Wildlife Management. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit Title: Gamekeeping with Wildlife Management:
Graded Unit 1

Graded Unit Code: DP0L 34

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

**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.*

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

- ◆ To enable candidates to integrate knowledge, theory and practical skills in field sport situations
- ◆ To ensure that candidates recognise the need for a client focus for field sports activities and that they apply this focus
- ◆ To prepare candidates to work as part of a team with estates personnel to engage with clients and the general public
- ◆ To develop knowledge and skills relating to field sports etiquette
- ◆ To enable candidates to demonstrate Health and Safety requirements for game-keeping
- ◆ To develop knowledge and skills of the legislative framework relating to field sports activities.
- ◆ To prepare candidates to apply habitat management
- ◆ To work to a professional standard

Recommended Prior Knowledge and Skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

Gamekeeping: Sporting Habitat Planning

Gamekeeping: Managing Game Sporting Activities

Gamekeeping: Public Relations for Wild Life Management and Field Sports

Gamekeeping: Workplace Practice

General Information for Centres (cont)

Core Skills: There is no automatic certification of Core Skills or Core Skill components as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving Communication and Working with Others.

Assessment: This Graded Unit will be assessed by the use of a practical assignment. The “fleshed-out” practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Administrative Information

Graded Unit Code: DG/G

Graded Unit Title: Gamekeeping with Wildlife Management

Date of publication: August 2004

Source: SQA

Special Needs: This Graded Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (December 2001, AA0645/3).

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Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit Title: Gamekeeping with Wildlife Management

Conditions of Assessment

The candidate should be given a date for completion of the practical assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date. Reassessment of this Graded Unit should be based on a significantly different assessment task.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates 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 candidate does not receive undue assistance.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

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

The assessment task must require the candidate 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

Guidance on grading candidates

Candidates 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 candidate performance for this Graded Unit is specified in the following table.

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

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

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the graded unit.

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning	<p>Evidence of assessing the work to be planned for the activity/event with reference to:</p> <ul style="list-style-type: none"> ◆ Time-scales ◆ Resources: human, physical ◆ Location ◆ Equipment ◆ Health and Safety Requirements ◆ Any relevant legislation <p>A brief written plan for the activity/event with reference to:</p> <ul style="list-style-type: none"> ◆ Time-scales ◆ Staff Required ◆ Care of the general public ◆ Requirements for the activity ◆ Equipment ◆ A risk assessment for the activity/event ◆ Seasonality and seasonal needs ◆ Health and Safety requirements ◆ Any relevant legislation <p>The mark allocation for the planning stage is 40%.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 2 — 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"> • The requirements of the client/clients • Due care for staff and clients • Field Sports Etiquette • Appropriate dress • Estate Codes of Practice • Health and Safety Requirements • Any relevant legislation <p>The mark allocation for the developing stage is 40%.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage</i></p>
Stage 3 — Evaluating	<p>Evidence of evaluating and reviewing the activity/event</p> <p>With reference to:</p> <ul style="list-style-type: none"> • Reflection on own contribution • Evaluation of team performance • Recommendations for future improvement of activity/event <p>The mark allocation for the evaluating stage is 20%.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Brief

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

Candidates 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 shoot for clients, deer stalking or a days fishing.

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.

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 candidate 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 or in tabular format. The plan should be presented on one page of A4 paper.

In the second stage evidence of undertaking the activity or event should be presented in the form of a log-book.

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

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

The project brief should sample the listed topics and activities from the mandatory units listed below:

Unit Title	Topic/Activity
Game-keeping:Sports Habitat Management	Identify and interpret current legislation affecting a habitat management plan
Gamekeeping: Manage Game Sporting Activities	<p>Planning, organising, controlling, monitoring a game sporting activity which could be a game shoot for clients, deer stalking, or a days fishing</p> <p>Managing an aspect of the activity or event</p>
Gamekeeping: Public Relations for Wildlife Management and Field Sports	Demonstrates public relations skills in the context of promoting field sports and working as part of a team to find ways of improving public attitudes and enhancing the image of the industry/ profession.
Gamekeeping: Workplace Practice	<p>Establish and maintain effective working relationships with estate personnel, clients and general public</p> <p>Undertake work effectively for a range of field sporting activities</p> <p>Evaluate the field sport activity undertaken</p>

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Candidates with additional support needs

This Graded Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

Appendix 2

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Sporting Habitat Planning

Unit code: DN8L 34

Unit purpose: This Unit is designed to develop the candidate's knowledge of sporting habitat management and to enable them to understand the requirements of game species within managed habitats. It also aims to enable them to develop knowledge of management planning strategies and the interpretation of all current legislation relating to the environment and complies with current codes of good practice.

On completion of the Unit the candidate should be able to:

1. Outline and interpret current legislation affecting habitat plans for game species.
2. Develop habitat plans for sporting and conservation interests.

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

**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.*

Recommended prior knowledge and skills: There are no formal academic requirements for this unit. However it would be beneficial if candidates did have vocational experience in an appropriate discipline or had studied, or were studying related units.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: This unit is part of the mandatory units for the HNC Gamekeeping with Wildlife Management. It may be used as a free-standing unit for the purposes of continuing professional development.

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.

Assessment: This Unit consists of one instrument of assessment a project which will result in the development of a habitat plan.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Sporting Habitat Planning

Unit code: DN8L 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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

Outline and interpret current legislation affecting habitat plans for game species.

Knowledge and/or skills

- ◆ Identification of current legislation.
- ◆ Requirement for legislation
- ◆ Interpretation of current legislation.
- ◆ Effects of current legislation

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the importance of current legislation
- ◆ identify current legislation in relation to evaluating and analysing habitat requirements
- ◆ interpret legislation in relation to evaluating and analysing habitat requirements

Assessment guidelines

This Outcome will be assessed holistically with Outcome 2.

Outcome 2

Develop habitat plans for sporting and conservation interests.

Knowledge and/or skills

- ◆ Habitat plans.
- ◆ Compliance of plans with current legislation.
- ◆ How plans are developed to enhance conservation.
- ◆ Factors that may adversely affect the habitat plan.
- ◆ Appropriate formats for planning

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Sporting Habitat Planning

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and / or skills by showing that they can:

- ◆ interpret and identify requirements of game species within habitats being developed for sporting and conservation interests
- ◆ comply with all current legislation and codes of good practice
- ◆ produce habitat plans

Assessment guidelines

The assessment for Outcomes 1 and 2 is a project in the form of a habitat plan.

Administrative Information

Unit code:	DN8L 34
Unit title:	Gamekeeping: Sporting Habitat Planning
Superclass category:	QA
Date of publication:	August 2004
Version:	01
Source:	SQA

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Higher National Unit specification: support notes

Unit title: Gamekeeping: Sporting Habitat Planning

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 Unit is primarily intended to prepare candidates for the type of sporting habitat planning they may take up once employed within the game/sporting industry.

The candidates are likely to work predominately as individuals researching material appropriate to the game species/ habitats involved. Candidates who do not have experience in habitat planning will be able to widen their knowledge and understanding whilst on work experience undertaking relevant gamebird management with various species of sporting birds.

Outcome 1 introduces the candidate to the identification and interpretation of legislation relating to sporting habitat planning. The Candidate should be able to demonstrate knowledge of strategies such as agricultural policies, grant schemes and other related subsidies.

Outcome 2 gives the candidate the opportunity to develop habitat plans. The candidate will require to identify and describe the habitat for game species in the context of woodland management policies, agricultural strategies, environmental requirements and conservation issues.

Guidance on the delivery and assessment of this Unit

This Unit is likely to form part of a group award, which is primarily designed to provide candidates with technical or professional knowledge and skills related to a specific occupational area. It would be expected, however, that those who successfully completed the award would progress to work as an under/beatkeeper 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 candidate to appreciate its relevance to the occupational area concerned.

The assessment of Outcomes 1 and 2 will be combined in the form of a project to develop a habitat plan.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

For information on normal open learning arrangements, please refer to SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA,2000).

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Sporting Habitat Planning

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

Unit title: Gamekeeping: Sporting Habitat Planning

This Unit is designed to recognise the requirements of gamebird species within managed habitats within the UK. It is primarily intended to prepare you for the role of under/beatkeeper or a single-handed keeper, but it can also assist you if you already hold such a position.

The Unit is about sporting habitat planning, legislation and codes of good practice.

The assessment for both outcomes will be combined into a single project where you will be required to develop a habitat plan.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Managing Game Sporting Activities

Unit code: DN8M 34

Unit purpose: This unit is designed to enable candidates to demonstrate the competences required of a gamekeeper in the planning, organising, monitoring and controlling of game sporting activities. These could include game shooting or deer stalking for clients or guests.

On completion of the Unit the candidate should be able to:

1. Describe roles and responsibilities of personnel involved within game sporting activities.
2. Develop a plan for a game/deer sporting activity.
3. Participate in and evaluate a game/deer sporting activity.

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

**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.*

Recommended prior knowledge and skills: Prior knowledge or skills are not essential for this unit. However it would be beneficial for candidates to have had some vocational experience within gamebird management or to have studied NVQ /SVQ units at Level 2/3 OR NC Units: Shootday Skills, Introduction to Shootday Management.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

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.

Assessment: This Unit is assessed holistically by means of a project to plan and organise a day's driven game shooting or stalking.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Managing Game Sporting Activities

Unit code: DN8M 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

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

Assessment guidelines

This Unit is assessed holistically. Details are given under Outcome 3.

Outcome 2

Develop a plan for a game/deer sporting activity.

Knowledge and/or skills

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

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Managing Game Sporting Activities

- ◆ Relevant health and safety procedures

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and / or skills by showing that they can:

- ◆ plan and organise a game/deer sporting activity
- ◆ collate and record information relevant to the game/deer sporting activity
- ◆ comply with current legislation, codes of good practice and relevant health and safety.

Assessment guidelines

This Unit is assessed holistically. Details are given under Outcome 3.

Outcome 3

Participate in and evaluate a game/deer 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

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and / or skills by showing that they can:

- ◆ implement the sporting activity is 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
- ◆ ensure that arrangements for dealing with venison/shot game are in accordance with current legislation, codes of good practice and compliance with relevant health and safety.
- ◆ communicate Effectively
- ◆ ensure that record keeping is maintained with respect to the sporting activity

Assessment guidelines

This unit is assessed holistically by means of a project to plan and organise a day's driven game shooting or stalking. This will include a timetable of events, pre-shoot planning, staff and resources, all legal requirements, list of drives within estate map, customer evaluation forms and all relevant post-shoot tasks.

Administrative Information

Unit code:	DN8M 34
Unit title:	Gamekeeping: Managing Game Sporting Activities
Superclass category:	SH
Date of publication:	August 2004
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Source:	SQA

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Higher National Unit specification: support notes

Unit title: Gamekeeping: Managing Game Sporting Activities

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 unit is primarily intended to prepare candidates for the type of gamebird management they may take up once employed within the game/sporting industry.

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

Outcome 1 Introduces the candidate 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 candidates are given the knowledge and skills to plan a sporting activity. Candidates will gain an insight into the planning and organisational skills required to implement game/deer sporting activities. The candidate will be made aware of the importance of collating and recording relevant information needed to implement sporting activities should be comprehensive and appropriate. The candidate is required to produce a plan for a deer/game sporting activity.

Outcome3 gives the candidate the opportunity to demonstrate practical skills. Candidates will develop an awareness of legal requirements associated with game sporting activities and the identification of potential conflicts that could arise during their implementation. Candidates 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 the delivery and assessment of this Unit

This Unit is likely to form part of a group award, which is primarily designed to provide candidates with technical or professional knowledge and skills related to a specific occupational area. It would be expected, however, that those who successfully completed the award would progress to work as an underkeeper 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 candidate to appreciate its relevance to the occupational area concerned.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Managing Game Sporting Activities

Assessment will be by one instrument of assessment and is in the form of a project.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

This Unit cannot be delivered by distance learning.

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk.

General information for candidates

Unit title: Gamekeeping: Managing Game Sporting Activities

This Unit is designed to ensure you recognise the planning and organisational skills required to implement game sporting activities. It is intended that you 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. You will learn the role of different personnel and how to utilise them as effectively as possible. In order to complete this unit you will compile a project. The assessment will take the form of a project on the organising and planning of a day's driven game shooting or a days stalking. This will 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 tasks.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Unit code: DN8N 34

Unit purpose: This unit is designed to improve candidates' understanding of the factors affecting public attitudes to wildlife management. The importance of field sports to the rural socio-economic and environmental situation will also be highlighted. The candidate will get the opportunity to practise positive public relation skills.

On completion of the unit the candidate should be able to:

1. Outline the importance of field sports to rural communities.
2. Explain the factors affecting public attitudes to field sports.
3. Outline the impact of current legislation on field sport activities.
4. Demonstrate public relation skills in a field sports situation.

Credit points and level: 1 HN Credits at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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.*

Recommended prior knowledge and skills: Prior knowledge or skills of public relations are not essential for this unit. However it would be beneficial if candidates had previous vocational experience in gamekeeping. In addition units DNJM04, Assist with the Management of Public Relations and Access to a Sporting Estate and B34N04, Contribute to the Development of Public Relations for a Sporting Estate would provide useful knowledge and skills.

Core 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 Higher level and in Information Technology at Intermediate 2 level. There is no significant opportunity to evidence Numeracy in this unit, although some statistics will be involved to help illustrate points made.

Context for delivery: This unit is a mandatory unit within the framework of the HNC in Gamekeeping with Wildlife Management. It may also be delivered as a free-standing unit to support continuing professional development.

General information for centres (cont)

The unit “Gamekeeping: Biodiversity for Field Sports” will provide additional knowledge in relation to the natural heritage and field sports management which can be used to help present a positive image of field sports in Outcome 4.

Assessment: The unit is assessed by four assessments. Outcomes 1 and 3 should be assessed by the production of written reports. Outcome 2 should be assessed through the compilation of a portfolio of evidence, with a brief accompanying written explanation. Outcome 4 should be assessed by observation and the production of an interpretive notice.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Unit code: DN8N 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

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. Candidates 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

Outline the importance of field sports to rural communities

Knowledge and/or skills

- ◆ Socio-economic importance
- ◆ Environmental importance
- ◆ Cultural importance

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explain the economic importance of field sports in terms of amounts of direct income generated from the pursuit and processing of game
- ◆ show how field sports generate indirect income for downstream service providers
- ◆ explain the value of investment for field sports in terms of rural development and infrastructure
- ◆ outline the social benefits to rural communities of a healthy field sports presence in the community
- ◆ outline the cultural heritage legacy of field sports in the UK and their continuing cultural importance
- ◆ describe the environmental benefits in terms of enhanced landscapes, habitats and species balance

Assessment guidelines

This outcome should be assessed by a written report of a maximum of 600 words, strongly supported by facts, figures and examples throughout. The first four bullet points in the evidence requirements – direct and indirect income, investment and social benefits - are mandatory. The other two – cultural legacy and environmental benefits – are discretionary. The assessment should be open book.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Outcome 2

Explain the factors affecting public attitudes to field sports

Knowledge and/or skills

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

Evidence Requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ describe the anti field sports rationale in terms of the perception of cruelty, class issues and illegal persecution of raptors.
- ◆ highlight the impact of the media in terms of the nature of its coverage and the power it has to create and influence public opinion
- ◆ describe the political factors operating in terms of the urban/rural split, party policy and legislation

Assessment guidelines

This outcome should be assessed through a combination of the production of a portfolio of evidence along with a supportive written report.

Outcome 3

Outline the impact of current legislation on field sport activities

Knowledge and/or skills

- ◆ Land Reform (Scotland) Act 2003

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ outline the overall objective of the Act in relation to access rights
- ◆ describe the 3 key responsibilities of land managers under the Act
- ◆ describe the 6 key responsibilities of the public under the act
- ◆ describe how the Scottish Outdoor Access Code will be used to help interpret the Act
- ◆ outline a range of potential strategies which could be used to minimise the impact of increased public access

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Assessment guidelines

This outcome should be assessed by written report with a maximum of 1000 words. All 5 evidence requirements should be evidenced. The assessment should be open book.

Outcome 4

Demonstrate public relations skills in a field sports situation

Knowledge and/or skills

- ◆ Presentation Skills
- ◆ Communication Skills
- ◆ Interpersonal Skills
- ◆ Methods for gathering and presenting information

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ conduct themselves in an appropriate manner in either an ad hoc or a planned situation.
- ◆ produce an A4 interpretive notice to inform the public about a matter relating to the operation of field sport activities. This should explain why the operation is being conducted and offer the public guidance on appropriate behaviour.

Assessment guidelines

One role-play or real life situation needs to be achieved, for either an ad hoc or a planned occurrence.

Administrative Information

Unit code:	DN8N 34
Unit title:	Gamekeeping: Public Relations for Wildlife Management and Field Sports
Superclass category:	BA
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Higher National Unit specification: support notes

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

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

With increasing media coverage and greater public access to the countryside good public relations skills are becoming ever more important for those in the field sports sector. Knowledge of the value of field sports and the factors which influence public opinion are important. This understanding allows practitioners to present a coherent argument in support of field sports to those out with the sector they come into contact with during the course of their duties.

The unit aims to improve the students understanding of the importance of positive public relations to field sports. It looks at the value of field sports, both to the rural economy and in terms of natural and cultural heritage. In addition it looks at the anti-field sports rationale and the impact the media has on public opinion. Key aspects of the new access legislation will be examined along with strategies to help deal with increased access in a positive manner. All of this will be drawn together and the student given the opportunity to practice positive PR through role-play or real life situations.

Outcome 1 examines the importance of field sports to the rural community. Candidates should be made aware that this importance spreads out over social, economic, environmental and cultural considerations. The social side should include support for local shops, hotels, schools etc. The importance of both full and part time/seasonal employment needs highlighting. The use of facilities such as bothies and stalking paths by hillwalkers could also be mentioned. Economic importance needs to look at both direct revenue generated – taxes, the price of a days sport, sale of produce etc – and indirect revenue – participant/spouse spending in hotels, gift shops, garages etc as well as trade generated for contractors and tradesmen. Environmental benefit should look at habitat management and restoration, species management, research/monitoring and the use of game crops and the like. The landscape benefits of a diverse sporting estate when compared to blanket forestry or agriculture should be stated. Cultural importance should look at designed landscapes, tradition and the maintenance of a strong rural structure.

Publications such as the “Cobham Report” and the SGA commissioned report into the economic value of field sports in the Upper Findhorn valley would be very useful. Site visits should play an important part in the teaching of this outcome. Use should be made of handouts, books, internet, periodicals and magazines, commissioned surveys, newspapers etc.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

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, illegal persecution etc; media influence – focus on negative stories, acceptance by the public etc; and political factors – urban/rural split, individual party policy etc.

Class discussion should make good use of newspaper articles and publications from organisations such as RSPB, SNH, SGA, BASC, Game Conservancy, Scottish Executive and others. The use of guest speakers would enhance the delivery of the outcome. Information can be sourced from newspapers, radio, television, magazines, commissioned reports, internet and handouts.

Outcome 3 looks at the impact of current legislation, and in particular that concerning access. The key parts of the Land Reform (Scotland) Act 2003 need to be addressed. Points relating to both land managers and the public need stressing. The new Scottish Outdoor Access Code should be covered. Potential strategies for dealing with increased access could include the hillphones system; honey pots; use of legislation for restrictions at certain times in certain areas; positive signage; events such as game fairs; use of the media; conducted activities such as walks; school projects; talks to groups; liaison with organisations/groups etc.

Site visits will be very useful

Outcome 4 allows the students to demonstrate an understanding of how to conduct formal and informal PR activity in both written and spoken communication. All students should prepare an A4 sign. Examples of appropriate behaviour would include: conveys an appropriate impression; behaves in a courteous manner; presents arguments in a coherent fashion; backs up arguments with factual information; demonstrates understanding of the other parties viewpoint; gives reasons for complying with requests

In relation to the role play/real situation the student needs to be allowed an element of choice in what they do. Those who are confident may opt to do the ad hoc situation on their own. Others who are less confident may prefer the group situation of the planned press conference. Within any class it is envisaged that there will be students engaged in both ad hoc and planned situations. It may be that one or more students is engaged in both, although only one need be taken for assessment purposes.

The ad hoc occurrence should take the form of the student having to deal with an unforeseen situation involving a member/members of the public, encountered while going about the course of their normal duties on the estate. This will be marked on an observational checklist containing the criteria for “appropriate manner” as outlined in the evidence requirements.

The planned situation should take the form of a press conference called to present the positive side of field sports in relation to social, economic and environmental benefits. An actual press article should be used as the basis for calling the press conference. The students should form a panel to ensure they work co-operatively. The part of the press could be played by the other students in the class and then the roles reversed. However it would be better in both role-play situations to involve people from outside the class - another student group for example.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

The A4 interpretive sheet should be in relation to a specific aspect of field sports management. Suitable examples would include a sign to put on a crow cage advising of its purpose, legal status and the wider wildlife benefits of crow control, or a sign to be erected on a footpath on the morning of a shoot advising of another route which could be taken, and the positive aspects of shooting in relation to the environment, jobs and infrastructure.

Guidance on the delivery and assessment of this Unit

The unit can be delivered free standing 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:

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

Outcome 2 should be assessed by the production of a portfolio of evidence, press cuttings, magazine articles, press releases, commissioned reports and other media sourced evidence - along with a supportive written report. The portfolio should form the majority of the evidence, with a minimum of 10 individual pieces of support material spread across the three areas of evidence requirement.

The written report should offer support to the portfolio of evidence. It should briefly summarise the main points in relation to the 3 areas of evidence requirements. It should also make reference to the portfolio material in order to link it to the evidence requirements.

The supportive written report should be a maximum of 300 words. The assessment should be open book.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

Open learning could be used to assess this unit. However it may be necessary for the candidate to attend the delivery centre for part of outcome 4. Open learning candidates would benefit from access to a suitable estate, a network of contacts undertaking the same unit and a tutor. Someone currently, or recently, employed in the field sports industry would be best suited to delivery by open learning.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

Unit title: Gamekeeping: Public Relations for Wildlife Management and Field Sports

This unit aims to provide you with a good introduction to, and an appreciation of, the value of good PR for field sports. It will also cover the factors which influence PR, both for better and for worse. In addition you will be given the opportunity to demonstrate good PR in three different situations, two practical and one written.

The four learning outcomes are:

1. Outline the importance of field sports to rural communities
2. Explain the factors affecting public attitudes to field sports
3. Outline the impact of current legislation on field sports activities
4. Demonstrate public relations skills in a field sports situation

Outcome 1 will go into the social and economic importance of field sports to rural communities. This will include both direct and indirect spending. The environmental and cultural importance of field sports will also be covered.

Assessed by the production of a written report of a maximum of 600 words

Outcome 2 looks at the thinking behind the anti-field sports lobby – perception of cruelty, class issues, illegal persecution etc. The role of the media and the power of its influence will also be covered, along with political factors such as the urban/rural split and party policy.

Assessed by the production of a portfolio of evidence and a short written report with a maximum of 300 words.

Outcome 3 looks at access and the responsibilities of both land managers and the public under the new access legislation. You will look at a range of strategies which could be used to help manage an increase in public access.

Assessed by the production of a written report, maximum 1000 words

Outcome 4 will involve you in a role play situation and the production of a written piece of public relations material. You will have the choice of either an ad hoc unplanned situation or a planned press conference. You will also need to produce a piece of written PR material suitable for placing out on an estate.

Assessed through one role play/real life scenario marked against a checklist and the production of an A4 notice.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Deer Biology

Unit code: DN8P 34

Unit purpose: This unit is designed to enable candidates to develop knowledge of the ecology of the main deer species found in the UK . The unit also develops knowledge of the parasites and diseases most likely to be encountered in the handling, larding and processing of venison.

On completion of the Unit the candidate should be able to:

1. Describe the life cycle of UK deer species.
2. Identify diseases and assess the impact of diseases on deer health.
3. Identify and interpret current legislation in relation to deer disease.

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

**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.*

Recommended prior knowledge and skills: Entry for this unit is at the discretion of the centre, however it is recommended that the candidate should have completed the following: N/SVQ Gamekeeping and Wildlife Management Levels 2 and 3 or NC Units Practical Deer Tasks (EA7P 11) or Introduction to Deer Biology (EA7M 10). It would be beneficial if candidates have had some experience of deer management or relevant industrial experience.

Core skills: There may be opportunities to gather evidence for Core Skills in I.T. and Communication in this unit, although there is no automatic certification of Core Skills or Core Skills components.

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.

Assessment: Outcome 1 of this unit will be assessed by an open book project and Outcomes 2 and 3 will be assessed by a series of structured questions.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Deer Biology

Unit code: DN8P 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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 the life cycle of UK deer species.

Knowledge and/or skills

- ◆ Types of deer species found in the UK
- ◆ Key identifying features
- ◆ Species habitat
- ◆ Species habits
- ◆ Species breeding
- ◆ Species life span
- ◆ Species measurements

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe the species of deer commonly found in the UK
- ◆ for one species of deer describe:
 - key identifying features
 - typical habits
 - breeding practices
 - typical life span
 - typical measurements

Assessment guidelines

The assessment of this Outcome is an open book assessment in the form of a project.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Deer Biology

Outcome 2

Identify diseases and assess the impact of diseases on deer health.

Knowledge and/or skills

- ◆ Diseases including notifiable diseases
- ◆ Nervous system response
- ◆ Immune system response
- ◆ Lymphatic system response
- ◆ Types of endoparasites
- ◆ Types of ectoparasites
- ◆ Abnormalities found within the gralloch, head, pluck and legs

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and / or skills by showing that they can:

- ◆ describe the effect of diseases on the deer's nervous and immune system
- ◆ describe the life cycles of the main deer parasites
- ◆ evaluate and analyse the ecology of the main bovine parasites

Assessment guidelines

The assessment of this Outcome is a series of structured questions.

Outcome 3

Identify and interpret current legislation in relation to deer disease.

Knowledge and/or skills

- ◆ Current legislation relating to abnormalities that may be of a notifiable type.
- ◆ Procedures prior to deer being culled
- ◆ Abnormalities found within the gralloch, pluck and joints
- ◆ Legal requirements for gamekeeper/stalker to report suspicious conditions
- ◆ Field inspection and larder inspection following culling

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and / or skills by showing that they can:

- ◆ observe the animal's behaviour before culling
- ◆ identify abnormalities found in the gralloch, head, pluck and legs

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Deer Biology

- ◆ identify notifiable diseases
- ◆ identify and interpret current legislation in relation to disease
- ◆ identify and interpret legal requirements for venison intended for human consumption or export

Assessment guidelines

The assessment of this Outcome is structured questions (Open Book).

Administrative Information

Unit code:	DN8P 34
Unit title:	Gamekeeping: Deer Biology
Superclass category:	RH
Date of publication:	August 2004
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Source:	SQA

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Higher National Unit specification: support notes

Unit title: Gamekeeping: Deer Biology

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

The unit is primarily intended to prepare candidates for work in the gamekeeping industry and provides them with the knowledge of the type of deer biology they may require once employed within the game-sporting industry.

As a result the candidates are likely to work predominantly as individuals researching material appropriate to the deer species / habitats involved. Candidates who do not have experience of deer biology will be able to widen their knowledge and understanding whilst on relevant work experience.

In Outcome 1 candidates select a deer species from within the United Kingdom and produces a project which is accurate in terms of recognition, habitat, habits, breeding, life span and measurements. Typical deer species will include: red deer, roe deer, fallow deer, sika deer, muntjac and Chinese water deer.

In Outcome 2 Candidates are provided with the knowledge required for the identification of specific parasites, which affect the deer's health.

Candidates will require to explain the life cycles of the main parasites, which affect wild deer. Types of parasites will include:

Endoparasites: tapeworm, roundworm, lungworm, liver fluke, nasal bot fly and warble fly.

Ectoparasites: Lice, ticks, mites and keds

In Outcome 3 candidates explain their responsibilities whilst gralloching deer of any condition which is deemed to be suspicious. The candidates must be aware of the correct procedures outlined within current legislation in relation to any of the notifiable diseases. Types of disease will include:

Tuberculosis (bovine, avian) actinomycosis, arthritis, tumours, foot and mouth, brucellosis, anthrax and Johne's disease.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Deer Biology

Guidance on the delivery and assessment of this Unit

This unit forms part of the group award HNC Gamekeeping with Wildlife Management. It is primarily designed to provide candidates with technical or professional knowledge and skills relating to the specific occupational area. It would be expected that those who successfully complete the award would progress to work as an under keeper, single-handed keeper, stalker or deer manager. This should allow the unit to be delivered in a way that enables the candidate to appreciate its relevance to the occupational area.

The assessment will be by three instruments of assessment. The first instrument is a project containing the following information: recognition, habitat, habits, breeding, life span and measurements. The other two instruments are in the form of a series of structured questions. They should both be held in controlled conditions.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

This unit could be delivered by distance learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of candidate's evidence. Arrangements would have to be made to ensure that the assessments for Outcomes 2, 3 are assessed within a supervised environment under controlled conditions.

For information on normal open learning arrangements, please refer to SQA guide Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

Unit title: Gamekeeping: Deer Biology

This unit is designed to enable you to recognise the characteristics of the main UK deer species. It is primarily intended to outline the main parasites and diseases and their impact on the health of the deer. You will gain an understanding of the relevant deer legislation and the current health and hygiene codes of good practice.

The unit is about the lifecycles of the main deer species found within the UK. The assessment will take the form of a series of structured questions relating to current deer legislation, hygiene and codes of good practice. The other assessment comprises of a project relating to a deer of your choice. This information will include all aspects of the animal's life cycle and it's preferred range and habitat.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Workplace Practice

Unit code: DN8R 34

Unit purpose: This unit is designed to enable candidates to link theories with practice in a supervised placement. It provides an opportunity for the candidate to experience the real working environment; to apply knowledge acquired in other units and to demonstrate practical skills. Evidence of workplace practice is collected and presented in a logbook along with supplementary evidence.

On completion of the Unit the candidate should be able to:

1. Undertake workplace practice within a gamekeeping environment.
2. Establish and maintain effective working relationships with estate personnel, clients and the general public.
3. Complete a risk assessment for the related work environment.
4. Evaluate and review own performance within work placement.

Credit points and level: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

Recommended prior knowledge and skills: It is essential that candidates have a sound theoretical knowledge which may be gained from other course units before undertaking this unit. Candidates must have good interpersonal and communication skills and must be able to work as part of a team.

Core Skills: There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: This is a mandatory unit of the HNC Gamekeeping with Wildlife Management. To achieve this unit candidates are required to participate in a range of gamekeeping activities in a field sports environment under the supervision of appropriately qualified persons. This person should be willing to verify evidence in the portfolio. Verification of evidence may also come from peers, participants and self.

Assessment: This unit should be assessed holistically by two forms of assessment: observation and recording of activities.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Workplace Practice

Unit code: DN8R 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

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. Candidates 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

Undertake workplace practice within a gamekeeping environment

Knowledge and/or skills

- ◆ Communication and interpersonal skills
- ◆ Health and Safety Requirements
- ◆ All relevant legislation
- ◆ Roles and Responsibilities for self and others
- ◆ Seasonality of Tasks
- ◆ Professional Standards/Codes of Practice
- ◆ Estate Policy

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ develop and improve communication and interpersonal skills
- ◆ agree realistic objectives, goals and targets
- ◆ meet objectives, goals and targets
- ◆ demonstrate and maintain professional standards
- ◆ adhere to and apply relevant codes of good practice relating to Health and Safety procedures and legislative requirements

Assessment guidelines

This unit is assessed holistically, details are given under Outcome 4.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Workplace Practice

Outcome 2

Establish and maintain effective working relationships with estate personnel, clients and the general public

Knowledge and/or skills

- ◆ Communication and interpersonal skills
- ◆ Relationship with supervisory staff
- ◆ Relationship with estate personnel
- ◆ Relationship with clients and general public
- ◆ Field Sports Etiquette
- ◆ Professional Standards/Codes of Practice
- ◆ Estate Policy
- ◆ Team working/group working skills

Evidence Requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ communicate with others effectively
- ◆ develop and maintain relationships
- ◆ work with others effectively
- ◆ demonstrate and adhere to professional standards, field sports etiquette and estate policy

Assessment guidelines

This unit is assessed holistically, details are given under Outcome 4.

Outcome 3

Complete a risk assessment for the related work environment

Knowledge and/or skills

- ◆ Standard Risk Assessment procedures
- ◆ Working Environment
- ◆ Working Practice
- ◆ All relevant codes of practice including Health and Safety and Legal requirements

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Undertake a Risk Assessment

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Workplace Practice

- ◆ Evaluate working practices
- ◆ Review Risk Assessment

Assessment guidelines

This unit is assessed holistically, details are given under Outcome 4.

Outcome 4

Evaluate and review own performance within work placement

Knowledge and/or skills

- ◆ Self evaluation techniques
- ◆ Targets, Objectives and Goals
- ◆ Personal Development
- ◆ Professional Development

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ produce self evaluation report to indicate the extent to which objectives, targets and goals have been met
- ◆ evaluate personal and professional development

Assessment Guidelines

This unit is assessed holistically. Outcomes 1, 2, 3 and 4 will be assessed by observation of the practical tasks undertaken supported by evidence recorded in the form of a log-book.

Administrative Information

Unit code:	DN8R 34
Unit title:	Gamekeeping: Workplace Practice
Superclass category:	SH
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Higher National Unit specification: support notes

Unit title: Gamekeeping: Workplace Practice

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 80 hours.

Guidance on the content and context for this Unit

In Outcome 1 candidates will have the opportunity to gain experience of working within a gamekeeping environment. Emphasis should be placed on ensuring that all candidates comply with all relevant legislation and health and safety requirements. The work undertaken should be appropriate to the season and should take account of professional standards and codes of practice. Before undertaking any work the candidate should be aware of their own and others roles and responsibilities and any relevant estate policy.

Outcome 2 covers establishing and maintaining working relationships. It should cover the relationship between the candidate and other estate personnel and clients but also where possible with members of the general public. Candidates should be encouraged to take every opportunity to present a positive and professional image of the field sports industry to the public.

Outcome 3 covers risk assessment. Candidates should be given guidance on standard risk assessment procedures.

Outcome 4 covers self-evaluation. Candidates will have the opportunity to evaluate their own work in terms of the objectives, targets and goals that were agreed in Outcome 1. Candidates should be encouraged to identify areas where they could improve upon the work undertaken and also to identify aspects of their own personal and professional development.

Guidance on the delivery and assessment of this Unit

This unit should be assessed holistically. Outcomes 1, 2, 3 and 4 should be assessed by observation of the practical tasks undertaken which should be supported by evidence recorded in a log-book. Evidence in the log-book should include a risk assessment for Outcome 3 and evidence of the candidate evaluating and reviewing their own performance. There could also be opportunities to integrate the assessment with the practical aspects in the units from the optional framework.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

For information on normal open learning arrangements, please refer to SQA guide Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000).

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Workplace Practice

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk.

General information for candidates

Unit title: Gamekeeping: Workplace Practice

This unit is designed to enable you to link theories with practice in a supervised placement. It provides an opportunity for you to experience the real working environment; to apply knowledge acquired in other units and to demonstrate practical skills. Evidence of workplace practice is collected and presented in a logbook along with supplementary evidence.

On completion of the unit you will be able to:

- Undertake workplace practice within a gamekeeping environment.
- Establish and maintain effective working relationships with estate personnel, clients and the general public.
- Complete a risk assessment for the related work environment.
- Evaluate and review own performance within work placement.

This unit is assessed by observation of the practical tasks undertaken and by the recording of activities and supporting evidence in a log book.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Biodiversity for Wildlife Management

Unit code: DN8T 34

Unit purpose: This unit is designed to provide candidates with the knowledge necessary to understand biodiversity and to appreciate the benefits of biodiversity. Candidates will examine how our actions influence the quality of biodiversity, and how game management practices can enhance it.

On completion of the Unit the candidate should be able to:

1. Explain the importance of biodiversity to wildlife management.
2. Describe the organisations and outline procedures that promote biodiversity.
3. Describe how game management practices can have a positive impact on biodiversity.

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

**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.*

Recommended prior knowledge and skills: It would be beneficial for candidates to have studied biodiversity and/or nature conservation at Intermediate 2 or Higher level (SCQF levels 5 and 6). National units relevant to this unit include D83711 Biodiversity in Scotland.

Core 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 Communication skills in reading, writing/talking and listening at Higher. The same process will also evidence Problem Solving and Information Technology at Intermediate 2. There are no significant opportunities to evidence Numeracy or Working with Others.

Context for delivery: This unit forms part of the mandatory units of the HNC in Gamekeeping with Wildlife Management. It can also be used as a free-standing unit for the purposes of continuing professional development. This unit could also be used in conjunction with Outcome 4 of the Unit: Gamekeeping: Public Relations for Field Sports as it could provide support for that unit.

General information for centres (cont)

Assessment: This unit is assessed by three assessments. Outcome 1 should be assessed by the production of a written report. Outcome 2 should be assessed by an oral presentation and a brief written summary. Outcome 3 should be assessed by a written assignment which will be based on a case study.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Biodiversity for Wildlife Management

Unit code: DN8T 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

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. Candidates 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 biodiversity to wildlife management

Knowledge and/or skills

- ◆ Definition of biodiversity
- ◆ Importance of biodiversity to people and the environment
- ◆ Importance of biodiversity to field sports
- ◆ Wildlife heritage

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ define biodiversity in terms of the variety of life, genetic diversity and diverse ecological roles
- ◆ show how biodiversity affects people's well-being
- ◆ illustrate the role biodiversity can play in promoting a positive image of field sports

Evidence for this outcome should be gathered in an open book exercise. Books, magazines, periodicals, journals, reports, the internet and newspapers would all be suitable sources of material which could be used to illustrate the points made.

Assessment guidelines

This outcome should be assessed by a written assignment of 700 words maximum, illustrated throughout by referenced material. The 3 bullet points outlined in the evidence requirements should form the structure of the answer. This is an open book assessment.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Biodiversity for Wildlife Management

Outcome 2

Describe the organisations and outline procedures that promote biodiversity

Knowledge and/or skills

- ◆ Biodiversity policy and legislation – international, UK and Scottish
- ◆ Organisations involved with biodiversity in relation to field sports
- ◆ Non statutory means of enhancing biodiversity

Evidence Requirements

All the knowledge and/or skills must be covered in class. Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ describe in an oral presentation the role of either one statutory or one non statutory body involved in biodiversity conservation through reference to its aims, objectives and the practical work it has undertaken to achieve them
- ◆ illustrate the broad aims of international, UK and Scottish biodiversity policy, legislation and organisations

Assessment guidelines

An oral presentation, lasting a maximum of 10 minutes, should be made. This should outline the work of one statutory or non statutory body which has had a positive impact on biodiversity. The presentation should make reference to the bodies' aims and objectives and what practical steps it has taken to achieve them. The presentation can be undertaken solo or in pairs.

In addition to the oral presentation a written report of 300 words maximum should be presented to summarise the common aims of biodiversity policy/legislation/organisations. These should include protection, enhancement, research/monitoring, education and liaison/partnerships. This is an open book assessment.

Outcome 3

Describe how game management practices can have a positive impact on biodiversity

Knowledge and/or skills

- ◆ Decline in biodiversity
- ◆ Enhancement of biodiversity
- ◆ Ecosystems: lowland; upland and aquatic

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Biodiversity for Wildlife Management

Evidence Requirements

Candidates will need to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe how a decline in biodiversity has been reversed for one of the following ecosystems: lowland; upland or aquatic
- ◆ describe how three of the following factors influence biodiversity: habitat loss; species decline; illegal persecution; poor management; human disturbance; adverse weather; introduction of alien species; change in land use practice
- ◆ describe and evaluate habitat improvement measures which have benefited species

Assessment guidelines

A case study should be made of a site which can be visited easily and for which good information is available in relation to the management of species, habitats and people. A written report with a maximum of 1000 words is suggested. The report needs to show both how the biodiversity had come to be reduced in the first place and how the actions taken in terms of habitat and species enhancement have improved the biodiversity of the particular site. Judgement should be made as to the success of the enhancement measures taken – have they worked, and why.

Administrative Information

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Higher National Unit specification: support notes

Unit title: Gamekeeping: Biodiversity for Wildlife Management

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

Biodiversity is a vital component of our natural heritage. Contact with it enhances our quality of life. The government is committed to improving biodiversity, and biodiversity management is central to field sports success. An understanding of biodiversity and its importance to field sports and the measures which can both enhance and damage it are important for employees within the sector. Also important is an understanding of the procedures and organisations which promote biodiversity.

This unit aims to improve candidates' understanding of what biodiversity is, its importance to field sports and how management for game can positively affect its quality. In addition the candidate will be introduced to organisations that promote biodiversity and procedures affecting biodiversity.

Outcome 1 demonstrates the importance of biodiversity to field sports. Candidates should be made aware of the **THREE** different levels of biodiversity:

- ◆ species/habitat diversity
- ◆ genetic diversity
- ◆ diversity of ecological roles.

Some common definitions of biodiversity should be explored. The value of biodiversity to people should also be covered. This should include the effect of biodiversity on physical and mental wellbeing and its economic importance, including green tourism. Moral issues relating to biodiversity conservation should be examined. The relationship between people and biodiversity conservation should be made clear, and the fact this is a dynamic relationship. The sustainable nature of field sport activities should be stressed.

Outcome 2 looks at organisations and procedures that promote biodiversity. Organisation should be both statutory and non statutory – Scottish Natural Heritage, RSPB and the Game Conservancy. Policy should cover both national and international – Nature Conservation (Scotland) Act 2004, Birds and Habitats Directives, Wildlife and Countryside Act would be good examples. A specific example of where there has been an improvement in biodiversity through action arising out of liaison between two parties – SNH and an estate for example – should be considered. National initiatives involving multiple organisations, such as those for moorland or capercaillie, could also be looked at. Reference should be made during delivery to the Birds and Habitats Directives, Wildlife and Countryside Act 1981 and the Nature Conservation (Scotland) Act 2004. The main broad policy and legislative implications they contain should be covered.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Biodiversity for Wildlife Management

The principal site designations that arise from them should also be addressed – SSSI, SPA and SAC. Examples of grant aid for practical biodiversity enhancement should be covered – Scottish Woodland Grant Scheme (FC) and the Rural Stewardship Scheme.

The role of statutory and non statutory bodies should make reference to their aims and objectives, and how they go about achieving them. These should include SNH, RSPB and the Game Conservancy. Discussion should take place as to their effectiveness in achieving their aims and objectives.

Examples illustrating how liaison, partnership and voluntary action, without recourse to legislation, have achieved biodiversity enhancement should also be examined.

This outcome should be open book, and a wide variety of material can be utilised - books, magazines, periodicals, journals, reports, site visits, the internet and newspapers for example.

Outcome 3 is about the factors which affect biodiversity and should be based on a local estate/reserve where good access can be obtained. The choice of upland, lowland or aquatic will depend on the local situation. It should be noted that there may be a combination of more than one ecosystem on some sites – lowland/aquatic and upland/aquatic would be the most likely pairings.

Examples of negative impacts could be blanket afforestation with non-native trees, overgrazing of heather moorland, illegal persecution of raptors, poor weather at hatching or the spread of giant hogweed. Positive impact could be restoration of a heather moor, streamside habitat enhancement for juvenile fish or the introduction of beetle banks, conservation headlands, hedges etc on a lowland farm. The best examples will cover a range of measures.

Guidance on the delivery and assessment of this Unit

This unit can be delivered free standing or as part of a group award. When delivered as part of a group award it would be good, during delivery of the other units, to highlight positive aspects of biodiversity as they arise. This would help emphasise the importance of biodiversity to field sports as well as the positive role field sports take in habitat enhancement and management. Throughout delivery full use should be made of field trips, external speakers, websites, and press articles.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

Open learning could be used to assess this unit. People currently employed in the field sports industry, or with a sound level of previous experience in field sports management, would find this easiest.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Biodiversity for Wildlife Management

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk.

General information for candidates

Unit title: Gamekeeping: Biodiversity for Wildlife Management

The unit aims to provide you with a clear understanding of what biodiversity is, how it is important to field sports and how field sports management activities can affect its quality.

The three learning outcomes are:

1. Explain the importance of biodiversity to field sports
2. Identify and outline the organisations and procedures that promote biodiversity
3. Evaluate how game management practices can have a positive impact on biodiversity

Outcome 1 will make you clear about exactly what is meant by the term biodiversity. You will also look at why biodiversity is a good thing – the reasons it is of benefit to us, as well as being important for its own sake. The relationship between people, habitats and species will be looked at. The sustainable nature of field sports will also be covered.

Assessed by the production of a written report with a maximum of 700 words.

Outcome 2 looks at the organisations that promote biodiversity such as SNH, RSPB, GC, SGC etc. Policy/legislation is also covered – Nature Conservation (Scotland) Act 2004, Wildlife and Countryside Act 1981, EU Birds and Habitats Directives etc. You will also look at a case study where liaison between two bodies – say SNH and an estate – has brought about an improvement in biodiversity conservation.

Assessed by the delivery of a short oral presentation and a brief written summary.

Outcome 3 deals with the factors which affect biodiversity, both negatively and positively. It will involve you in a case study of a lowland, upland or aquatic ecosystem. You will look at how positive habitat/species/people management has resulted in an improvement to the biodiversity of that ecosystem following a period when it had declined. You will also examine the reasons for the decline.

Assessed through the production of a written report with a maximum of 1000 words.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Gamebird Management

Unit code: DN8V 34

Unit purpose: This Unit is designed to enable candidates to develop the knowledge and skills required to manage gamebirds on a sporting estate. It provides candidates with an understanding of gamebird species, their habitat, and their management on a sporting estate. It also provides underpinning knowledge of management techniques required by current legislation and codes of good practice.

On completion of the Unit the candidate should be able to:

1. Describe the habitat requirements for selected gamebirds.
2. Describe the impact of predators on wild and reared gamebird populations.
3. Describe legal methods of predator management.
4. Assess populations of gamebird species.

Credit points and level: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**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.*

Recommended prior knowledge and skills: There are no formal entry requirements for this unit. However it would be beneficial for candidates if they had some vocational experience within gamebird management, or if they had studied, or were studying, gamebird laying stock and egg handling, incubation and hatchery practice, gamebird rearing/releasing or related units.

Core skills: There is no automatic certification of Core Skills for this Unit, however there may be opportunities to gather evidence for the Core Skill in Problem Solving.

Context for delivery: This unit is in the framework for the Options for the HNC Gamekeeping with Wildlife Management. The unit is normally taught within the subject area of the group award. The unit can also be delivered as a free-standing unit and may provide a source for Continuing Professional Development.

Assessment: This unit is assessed by the following instruments of assessment: extended response questions and one project.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Gamebird Management

Unit code: DN8V 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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 the habitat requirements for selected gamebirds.

Knowledge and/or skills

- ◆ Wild/Reared gamebird species
- ◆ Typical gamebird habitats by species
- ◆ Game records

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe gamebird habitats in terms of nesting, brood rearing and winter holding requirements
- ◆ describe gamebird habitats in terms of woodland management policies, agricultural strategies, environmental requirements and conservation issues
- ◆ analyse game records in relation to previous and current gamebird numbers

Assessment guidelines

The assessment of this outcome is combined with Outcome 4 in the form of extended response questions.

Outcome 2

Describe the impact of predators on wild and reared gamebird populations.

Knowledge and/or skills

- ◆ Natural predators – avian/mammalian
- ◆ Impact of predators on wild gamebird species
- ◆ Impact of predators on reared gamebird species

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Gamebird Management

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and / or skills by showing that they can:

- ◆ describe the impact of predators and potential damage to both wild and reared gamebird populations
- ◆ identify predator species in relation to potential damage to wild and reared gamebird populations

Assessment guidelines

This outcome is assessed by a series of extended response questions.

Outcome 3

Describe legal methods of predator management.

Knowledge and/or skills

- ◆ Current relevant legislation
- ◆ Avian Predator Species
- ◆ Mammalian Predator Species
- ◆ Protected Species
- ◆ Predator Management Methods
- ◆ Health and Safety

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and / or skills by showing that they can:

- ◆ identify and describe current relevant legislation
- ◆ describe how current legislation applies to protected species
- ◆ describe legal methods of predator management

Assessment guidelines

This outcome will be assessed by extended response questions and a project to meet the evidence requirements.

Outcome 4

Assess populations of gamebird species.

Knowledge and/or skills

- ◆ Gamebird restocking programme – wild and reared
- ◆ Number of Birds released

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Gamebird Management

- ◆ Shooting Returns
- ◆ Hatchery records
- ◆ Rearing Options – wild and reared
- ◆ Resources required to rear gamebirds
- ◆ Gamebird welfare requirements - wild and reared

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and / or skills by showing that they can:

- ◆ assess wild and reared gamebird species and populations for shooting purposes
- ◆ calculate the number of gamebird species required to restock a shoot
- ◆ assess rearing options in relation to available resources and game production requirements
- ◆ describe gamebird release techniques
- ◆ describe gamebird welfare requirements for wild and reared birds in relation to feeding, shelter and disease

Assessment guidelines

The assessment of this outcome should be combined with Outcome 1 as part of a single assessment in the form of a series of extended response questions.

Administrative Information

Unit code:	DN8V 34
Unit title:	Gamekeeping: Gamebird Management
Superclass category:	SH
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Higher National Unit specification: support notes

Unit title: Gamekeeping: Gamebird Management

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 80 hours.

Guidance on the content and context for this Unit

The Unit is primarily intended to prepare candidates for the type of gamebird management they may take up once employed within the game/sporting industry.

As a result, the candidates are likely to work predominately as individuals researching material appropriate to the game species/ habitats involved. Candidates who do not have experience in gamebird management will be able to widen their knowledge and understanding whilst on work experience undertaking relevant gamebird management with various species of sporting birds.

Outcome 1 looks at the identification and assessment of habitat requirements of gamebirds. Teaching should cover the habitat for game species, woodland management policies, agricultural strategies, environmental requirements and conservation issues. Teaching for this outcome should cover both wild and reared birds and their habitat. It should look at the use of records to assist with interpreting habitats and establishing requirements.

In Outcome 2 the candidates look at the impact of predators on all types of gamebird populations. Teaching should cover the types of predator, the rationale on gamebird populations in terms of numbers produced and the impact of predation on prey items.

In Outcome 3 the candidates should have a working knowledge of current legislation relating to the control of pest and predators as well as protected species.

In Outcome 4 the candidates look at assessing populations accurately for shooting purposes; candidates calculate the numbers of gamebird species required to re-stock a shoot ensuring that they comply with current codes of good practice. The candidate assesses different rearing options and carries out an evaluation of selected resources for the rearing and releasing of gamebirds.

Guidance on the delivery and assessment of this Unit

This unit may be delivered as a stand alone unit. However, it will often be delivered as part of the HNC in Gamekeeping and Wildlife Management, which is primarily designed to provide candidates with technical or professional knowledge and skills related to a specific occupational area. It would be expected that those who successfully completed the award would progress to work as an underkeeper 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 candidate to appreciate its relevance to the occupational area concerned.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Gamebird Management

Assessment will be by two instruments of assessment. Outcomes 1, 2 and 4 will be assessed by a series of extended response questions.

The second instrument is a project based on habitat requirements and resources required to implement gamebird production. The project will be used to assess Outcome 3 along with extended response questions.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

This Unit cannot be delivered by distance learning.

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

Unit title: Gamekeeping: Gamebird Management

This Unit is designed to recognise the main habitats for game species within the UK. It primarily intended to prepare you for the role of underkeeper or a single-handed keeper, but it can also assist you if you already hold such a position.

The Unit is about gamebird management, habitat and correct use of resources. It has four main areas, each of which is subject of a separate Outcome. You will be asked to undertake a project relating to your specific choice and type of sporting estate. This will include rearing/releasing options, use of appropriate resources within gamebird management. The second assessment areas comprise of closed book assessments relating to current legislation, protected and non- protected predators/pest species.

Overall you will be expected to use the knowledge and skills from the Unit to enable you to assess the potential gamebird management techniques and selection of appropriate resources and methods of rearing gamebird within current legislation and current codes of good practise.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Deer Management

Unit code: DN8W 34

Unit purpose: This unit is designed to provide candidates with an understanding of the main principles associated with deer management, and with the skills required to plan a culling programme. Candidates will require to describe the habitats commonly utilised by deer and the impact the deer population has upon these habitats. Candidates will also be required to plan a culling programme for a deer population which will incorporate population dynamics, habitats and current legislation.

On completion of the unit the candidate should be able to:

1. Describe the habitats commonly utilised by deer.
2. Assess the impacts of deer on their habitats.
3. Interpret current legislation related to deer in Scotland.
4. Plan a culling programme and evaluate the performance of a deer population.

Credit points and level: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**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.*

Recommended prior knowledge and skills: Prior knowledge or skills of deer management are not essential for this unit. However it would be beneficial if candidates had previous practical experience in deer control and culling, or had studied deer biology. Where candidates have had such experience, the unit will provide the opportunity to learn new skills and enhance existing knowledge and ability.

Core Skills: There is no automatic certification of Core Skills for this unit, however there may be opportunities to gather evidence towards the Core Skills: Numeracy, Problem Solving, Communication and IT.

Context for delivery: This Unit has been developed 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.

General information for centres (cont)

Assessment: Outcome 1 will be assessed using a supervised practical test, Outcomes 2, 3 and 4 will be assessed by one instrument of assessment which requires candidates to produce a project centred on a deer forest management plan or a deer management group plan to meet management objectives, methods of achieving objectives, monitoring and recording achievements against objectives.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Deer Management

Unit code: DN8W 34

Outcome 1

Describe the habitats commonly utilised by deer

Knowledge and/or skills

- ◆ Habitat recognition - open hill/woodland
- ◆ Plant species recognition
- ◆ Animal species recognition

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify a minimum of three types of habitats commonly utilised by deer.
- ◆ identify a minimum of 20 plant species, found within habitats commonly utilised by deer, correctly using common and Latin names.
- ◆ identify a minimum of 5 Animals, found within habitats commonly utilised by deer, correctly using common and Latin names.

Assessment guidelines

Evidence could be generated using a sample basis and should be generated through supervised practical tests.

The use of photographic material as a substitute for live material would be suitable for tests.

Outcome 2

Assess the impacts of deer on their habitat.

Knowledge and/or skills

- ◆ Habitat quality
- ◆ Removal of plant/parts grazing/browsing
- ◆ Diet selection palatability/seasonality
- ◆ Weather/Topography
- ◆ Conservation/Biodiversity
- ◆ Deer management planning
- ◆ Deer population dynamics
- ◆ Damage assessment principles

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Deer Management

Evidence Requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ describe the principles of habitat damage assessment in relation to deer
- ◆ identify the key indicators in assessing the impact deer are having on the habitat taking into account the time of year.
- ◆ distinguish between impacts and damage.
- ◆ outline the importance of deer management planning and population dynamics in relation to habitat assessment.
- ◆ assess whether objectives are being realised.

Assessment guidelines

The assessment of this outcome should be combined with outcome 3 and 4 in producing a report which would be a pro forma for a deer management plan for a deer forest, deer management group or appropriate study area.

Outcome 3

Interpret current legislation related to deer in Scotland.

Knowledge and/or skills

- ◆ Interpretation of current Deer Scotland Act.
- ◆ Wild Game meat regulations
- ◆ DEFRA regulations/animal health
- ◆ Firearms/ammunition legislation
- ◆ The legal requirements to notify the local animal health divisional office at the first sign or suspicion of a notifiable disease.
- ◆ Awareness of the legal requirements during a disease outbreak, such as FMD.

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe and interpret current legislation relevant to deer control and management.
- ◆ detail the actions that are legally required if you suspect a deer to have a notifiable disease and during a disease outbreak

Assessment guidelines

This outcome should be assessed holistically with Outcome 2 and 4 by a report which forms part of a project.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Deer Management

Outcome 4

Plan a culling programme and evaluate the performance of a deer population.

Knowledge and/or skills

- ◆ Population dynamics
- ◆ Deer counting/identification by sex
- ◆ Annual increment/calving
- ◆ Mortality rates
- ◆ Ageing/jaw assessment
- ◆ Analysis of data
- ◆ Deer population management
- ◆ Deer management objectives
- ◆ Health and Safety

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe a population model to calculate sustainable culling rate from given statistics of population size; sex ratios and annual rate of natural mortality of adults and calves to meet deer management objectives.

The model should be for a deer forest, deer management group, or appropriate study area.

Assessment guidelines

This unit is assessed holistically with Outcomes 2 and 3.

Administrative Information

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Higher National Unit specification: support notes

Unit title: Gamekeeping: Deer Management

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 80 hours.

Guidance on the content and context for this Unit

This unit is primarily intended for post-school candidates who plan to embark in a career in Deer Management, Game keeping, or a related industry for which knowledge of deer management is advisable. This unit is also applicable for those currently employed in the Game keeping sector or an associated industry who wish to take it as a free standing unit as part of their continuous personal development.

The unit aims to develop candidate skills in utilising relevant information available through the gathering and interpretation of information, such as deer numbers and densities, recruitment rates and habitat assessment. This information will facilitate objective management based on good quality information in developing a deer management plan.

Outcome 1 introduces the candidate to the different types of habitats associated with deer. It offers opportunities for the candidate to recognise the plants and other animal species by common or Latin names and how they interact in these habitats. The advantages and disadvantages of the different types of habitats on deer will be discussed

Outcome 2 identifies the importance of having clearly defined deer management objectives from the outset and the use of deer management plans in meeting the objectives. Candidates should be aware of differing objectives and the constraints and opportunities this will have on deer management. Candidates should be introduced to the principles of habitat assessment to determine the health and state of plant communities, individual plants and whether the health of the habitat is improving or deteriorating through habitat condition, monitoring assessment. Plant knowledge should be developed to enable candidates to identify plants that are palatable to deer at different times of the year taking into account the geographical and weather variations. Also the link between population dynamics to habitat objectives to ensure sustainable deer management. It is recommended that this is taught using lectures, practical visits to deer forests and sporting estates and computer-based learning materials.

Outcome 3 deals with legislation. Candidates will introduced to the legal requirements of deer forest, sporting estate owners, government or non government bodies associated with deer management, the Acts that implement these requirements which are:

Deer Scotland Act 1966.

Deer (firearms act) Scotland Order 1985 and Firearms (Amendment) Act 1988.

The “Wild Game Meat (Hygiene and Inspection) Regulations 1995” covering the handling and processing of venison from the time the deer is culled to the final consumer.

The Food Safety Act 1995.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Deer Management

The Animal Health legislation relevant to deer.

Candidates will also be taught the procedures and legal requirements associated with notifiable diseases and what actions would be taken in the case of a disease outbreak such as Foot And Mouth.

Outcome 4 integrates a range of aspects through the study of population dynamics, by the use of a Population Model

- 1 Deer
- 2 Species
- 3 Deer Management Objectives
- 4 Reproductive performance (proportion of adult and yearling females that are pregnant and lactating)
- 5 Mortality
- 6 Recruitment (numbers and rate of recruitment to the adult population immigration and emigration)
- 7 Numbers and densities through deer counts identifying sex.
- 8 Analysis of data to implement appropriate culling programme.

Guidance on the delivery and assessment of this unit

This 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 for it to be delivered after or in conjunction with the complementary units; Deer Biology and Managing Sporting Habitats. In these circumstances candidates will more easily appreciate the integration of certain material.

Throughout the unit use should be made of web sites and reports from lead bodies such as Deer Commission of Scotland, Association of Deer Management Groups, Scottish Natural Heritage and other appropriate sources of information. Visits to Deer Management Group Meetings, and deer forests would enhance the students learning. Useful web sites include:

www.bds.org.uk

www.adbn.ac.uk/mammal/index.htm

www.deer-managment.co.uk

www.dcs.gov.uk

www.snh.org.uk

www.deer-uk.com/british%20deer.htm

The assessment of this unit should be a project which includes a practical test for the identification of plants and animals that interact in deer habitats. The project would be in the form of a Deer Management Plan where the student would plan action and evaluate a population of deer.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Deer Management

For Outcome 3 candidates would be required to produce a report that will focus on the legal requirements for controlling and handling deer. Through out the year this would include out of season culling. Through this report the candidate will demonstrate knowledge of recognising early signs of notifiable diseases in deer and what they are legally required to do. Candidates will show that they are aware of the key practices to reduce the risk of disease spreading to other deer and animals. The report will also include an awareness of the potential effect that these diseases can have on the public and animal health and welfare, and the implications for the deer industry, business productivity. This report would be an important part of the deer management plan.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

This unit could be delivered by distance learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of the candidate evidence.

To keep the administrative burden to a minimum, it is recommended that a single assessment based on a project is used for open and distance learning.

For information on normal open learning arrangements, please refer to the SQA guide Assessment and Quality Assurance of open and Distance Learning (SQA,2000).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

Unit title: Deer Management

The unit aims to provide you with knowledge and skills associated with deer management to identify deer habitats, the plant communities that make up these habitats, other animals that share these habitats and how they all interact and impact on the habitats that they live in. It is intended to introduce you to the skills required to enable you to contribute to a deer management plan which will implement the management of a deer population for a given area such as a deer forest, deer management group or other identified area to meet clearly identified deer management objectives. You will be taught how to interpret current legislation in relation to deer management. Areas that will be highlighted include the Deer Act 1996, Deer (firearms sect) Scotland Order 1985 and firearm (amendment) Act 1988 Wild Game meat regulations 1995, covering the handling and processing of venison from the time the deer is culled to the final consumer, The Food Safety Act 1995, The Animal health Legislation relevant to deer which will cover notifiable diseases and how to recognise those diseases and the legal procedures in the case of an outbreak like foot and mouth disease.

In order to complete this unit successfully, you will be required to produce a project which would cover all outcomes centred on deer forest or deer management group or appropriate study area deer management plan.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Red Grouse Management

Unit code: DN8X 34

Unit purpose: This unit is designed to develop knowledge and skills of grouse management. The unit also aims to show the complex interactions of parasites, predators, and shooting pressure and habitat requirements in relation to densities of red grouse numbers. The candidates are also expected to undertake the planning and formulation of moorland management techniques currently used as best practice. The unit also develops the candidates' ability to identify moorland flora and fauna.

On completion of the Unit the candidate should be able to:

1. Analyse and evaluate the influences on red grouse population.
2. Analyse and evaluate predator / prey relationships and interactions in relation to red grouse populations and management.
3. Describe the key habitat management practices and objectives required in the management of a moorland habitat.

Credit points and level: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**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.*

Recommended prior knowledge and skills: Prior knowledge and skills are not essential for this unit. However it would be beneficial if candidates did have vocational experience in a gamebird management environment and had studied NVQ/SVQ units at Level 2/3 or the NC Units: (EA7G 10) "Introduction to Grouse and their Habitat" and (D0M3 11) "Quarry Species".

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: This unit is part of the optional framework of the HNC in Gamekeeping with Wildlife Management and will normally be delivered as part of the Group Award. However it may be delivered as a free-standing unit for the purposes of continuing professional development.

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.

General information for centres (cont)

Assessment: The assessment of this unit will consist of two open book assessments, a project based on predator/prey relationships and two practical assignments consisting of counting parasitic worms and conducting a vegetation survey.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Red Grouse Management

Unit code: DN8X 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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

Analyse and evaluate the influences on red grouse population.

Knowledge and/or skills

- ◆ Ecology of the red grouse
- ◆ Territories
- ◆ Breeding production
- ◆ Climatic conditions
- ◆ Parasites life cycles
- ◆ Population fluctuations
- ◆ Shooting pressure

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ analyse and evaluate population data
- ◆ describe the effect of the following on red grouse population:
 - ecology
 - territory
 - breeding production
 - climate
 - parasites
 - shooting pressure

Assessment guidelines

This outcome will be assessed through a series of structured questions conducted under open book conditions and a practical assignment to count parasitic worms in a laboratory situation.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Red Grouse Management

Outcome 2

Analyse and evaluate predator/prey relationships and interactions in relation to red grouse populations and management.

Knowledge and/or skills

- ◆ Identification of avian predators
- ◆ Identification of mammalian predators
- ◆ Life cycles of mammalian predators
- ◆ Life cycles of avian predators
- ◆ Legal control methods for all predators
- ◆ Timing of control measures
- ◆ Identification of hunting behaviour
- ◆ Identification of prey species
- ◆ Identification of tracks and signs of predators
- ◆ Seasonal predation pressures

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify a minimum of 2 avian and 2 mammalian predators
- ◆ describe the life cycles of a minimum of 2 avian and 2 mammalian predators
- ◆ describe legal control methods for both types of predator
- ◆ identify hunting behaviour and tracks and signs of a minimum of 2 avian and 2 mammalian predators

Assessment guidelines

The assessment of this outcome will take the form of a project based on the complex predator/prey relationships that effect grouse populations.

Outcome 3

Describe the key habitat management practices and objectives required in the management of a moorland habitat.

Knowledge and/or skills

- ◆ Life cycle of heather
- ◆ Muirburn techniques / planning
- ◆ Strategies for maximising non game species, moorland flora and fauna
- ◆ Legislation
- ◆ Analyse grazing pressures on heather / upland vegetation
- ◆ Identification of moorland flora / invasive plant species

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Red Grouse Management

- ◆ Control methods of invasive plant species

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe the life cycle of heather
- ◆ describe the Muirburn technique
- ◆ identify and evaluate strategies for maximising non game species, moorland flora and fauna
- ◆ identify relevant legislation in relation to habitat management
- ◆ identify moorland flora and invasive plant species
- ◆ describe control methods of invasive plant species

Assessment guidelines

The assessment of this outcome will include one open book assessment and a practical assignment to conduct a vegetation survey.

Administrative Information

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Higher National Unit specification: support notes

Unit title: Gamekeeping: Red Grouse Management

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 80 hours.

Guidance on the content and context for this Unit

The aims of this unit are to develop the skills and the knowledge required in the ecology of the red grouse, the maximisation of its populations and the management of its moorland habitat. This unit is designed to be delivered within the context of the game management industry and is suitable for delivery within the contexts of the appropriate land based industries.

Guidance on the delivery and assessment of this Unit

This unit can be delivered as a free – standing unit or as part of a group award. As part of a group award it would be beneficial for it to be delivered in conjunction with the unit Game bird Management. In these circumstances candidates will more easily appreciate the integration of material. This should allow the unit to be delivered in a way that enables candidates to appreciate its relevance to the occupational area concerned.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

This unit could be delivered by distance learning. It is probable that candidates would need to attend the centre for the practical elements of outcome 1 and outcome 3, though this unit could be done in other locations under approved supervision.

For information on open book learning, refer to the SQA guide Assessment and Quality Assurance of Open and Distance Learning (SQA, 2001).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

Unit title: Gamekeeping: Red Grouse Management

This unit is designed to enable you to develop skills and knowledge of the red grouse life cycle and the interactions of parasites, predators, shooting pressures on their densities. The unit also covers the key upland management practices used in upland gamekeeping. It is intended to prepare you to become aware of the complex interactions between the bird and its unique habitat.

On completion of this unit you will be expected to contribute to undertaking of a moorland management plan, implement a suitable pest and predator strategy for a grouse moor. In order to complete this unit you will be proficient in the analysing of grouse population data, and the factors affecting grouse mortality, evaluating predator / pest, parasite interactions and the unique habitat requirements of the red grouse.

Assessment will take the form of two open book assessments, two practical assessments, and a project. The selection of assessment will depend on the mode of delivery. In each case however the assessment will be by means of vocationally relevant examples and should relate to practical work experiences or field trips.

Higher National Unit Specification

General information for centres

Unit title: Gamekeeping: Gundog Management

Unit code: DN8Y 34

Unit purpose: This unit is designed to provide candidates with the knowledge and skills required for gundog identification, care and maintenance of gundogs and kennel management. It also provides the underpinning knowledge for training and breeding programmes suitable for the working gundog. Candidates will be made aware that gundogs are an essential element of the Gamekeeping industry.

On completion of the Unit the candidate should be able to:

1. Describe the four main gundog groups.
2. Plan a feeding and health programme for a gundog.
3. Implement a training programme for a gundog.
4. Identify and analyse a breeding programme for a gundog.

Credit points and level: 2 HN Credits at SCQF level 7: (16SCQF credit points at SCQF level 7*)

**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.*

Recommended prior knowledge and skills: Prior knowledge and skills are not required for this unit. However, it would be beneficial if candidates had some vocational experience of managing and handling gundogs. Alternatively, it would be beneficial if they had studied or were at present studying dog management, or had gained certification in dog training or management, for example, National Certificate Unit (E8WR 11) “Gundog Care and Handling”.

Core Skills: There is no automatic certification of Core Skills or Core Skills components for this unit. However, there may be opportunities to develop the Core Skills of Communication, Problem Solving and Information Technology.

Context for delivery: This unit sits within the optional framework of the HNC Gamekeeping with Wildlife Management. It may also be taken as a free-standing unit and used as a source of continuing professional development.

Assessment: This unit is assessed by a series of written reports and by observation.

Higher National Unit specification: statement of standards

Unit title: Gamekeeping: Gundog Management

Unit code: DN8Y 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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 the four main gundog groups.

Knowledge and/or skills

- ◆ Identification of the four main gundog groups in the UK.
- ◆ Gundog breed selection appropriate to shooting requirements.
- ◆ History of individual gundog groups.

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify and describe gundog breeds.
- ◆ analyse pedigrees.
- ◆ describe the history of gundogs.

Assessment guidelines

This Outcome will be assessed by a written report of an assignment in which the candidate is required to research the various breeds of gundogs and to select one to his/her specific requirements.

The written report should normally be of at least 500 words.

Outcome 2

Plan a feeding and health programme for a gundog

Knowledge and/or skills

- ◆ Kennel requirements.
- ◆ Feeding requirements.
- ◆ Health and welfare.
- ◆ Gundog diseases.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Gundog Management

Evidence Requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ describe the kennelling requirements for a chosen gundog.
- ◆ plan an annual feeding programme for a chosen gundog.
- ◆ describe common diseases associated with gundogs.

Assessment guidelines

This Outcome will be assessed by an assignment in which the candidate is required to research and produce a written report on the kennel management, feeding programme taking into account the nutrition requirements for different breeds of gundogs, highlighting their requirements when working. Candidates should also describe the common diseases associated with Gundogs and plan an appropriate health plan for his/her gundog.

The written report should normally be of at least 500 words.

Outcome 3

Implement a training programme for a gundog.

Knowledge and/or skills

- ◆ Socialisation and humanisation.
- ◆ Canine psychology.
- ◆ Development of natural instincts.
- ◆ Basic obedience commands.
- ◆ Advanced commands.
- ◆ Shoot day practices.

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ contribute to the socialisation and humanisation process within a training programme.
- ◆ analyse the process of canine psychology in relation to a training programme.
- ◆ describe the development of natural instincts during a training programme for a gundog.
- ◆ use basic obedience commands in terms of a training programme.
- ◆ use advanced commands in terms of an advanced training programme.
- ◆ describe shoot day practices in relation to advanced training.

Assessment guidelines

This Outcome will be assessed by an assignment in which the candidate is required to research and produce a written report on gundog training. Candidates could also give a practical demonstration if they had a gundog of their own.

Higher National Unit specification: statement of standards (cont)

Unit title: Gamekeeping: Gundog Management

Outcome 4

Identify and analyse a breeding programme for a gundog.

Knowledge and/or skills

- ◆ Pedigree analysis.
- ◆ Puppy selection.
- ◆ Breeding cycle.
- ◆ Genetic selection.

Evidence Requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ evaluate a pedigree in relations to your requirements.
- ◆ describe the selection of a puppy in relation to health and personal preference.
- ◆ describe the breeding cycle of a gundog.
- ◆ describe the processes of genetic selection within a gundog breeding programme.

Assessment guidelines

This Outcome should be assessed by an assignment in which the candidate is required to research and produce a written report on a gundog breeding programme of his/her choice.

The written report should be 500 words

Administrative Information

Unit code:	DN8Y 34
Unit title:	Gamekeeping: Gundog Management
Super class category:	SH
Date of publication:	August 2004
Version:	01
Source:	SQA

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Higher National Unit specification: support notes

Unit title: Gamekeeping: Gundog Management

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 80hours.

Guidance on the content and context for this Unit

The aims of this unit are to develop underpinning knowledge about gundog training and to develop skills in Gundog management and training. On completion of this unit the candidate should achieve the level of competence of someone who could implement a breeding plan, select a puppy for a specific purpose and train it through to an advanced level.

Outcome 1 introduces candidates to the required underpinning knowledge of Gundogs. Candidates should be shown a range of different breeds of Gundogs and their purpose should be covered. The history of individual Gundog groups and how they evolved should also be highlighted. Emphasis should be placed on the importance of pedigree evaluation in the decision making of which Gundogs to use in breeding.

Outcome 2 deals with feeding and health and welfare of Gundogs. Candidates will receive instruction on kennelling requirements for different Gundogs taking into account the time of year. The importance good health should be stressed in terms of feeding, health/welfare.

A practical session is suggested as a way of reinforcing signs of good health and students should be aware of good health indicators such as:

Coat/ Skin Condition

Eyes

Behaviour, appetite, Alertness, ECT

Weight

Defecation

Urination

Temperature

Outcome 2 will also equip candidates with knowledge of common canine diseases and how to look for clinical signs in a Gundog.

Outcome 3 deals with practical aspects of gundog training. Candidates will receive instruction on how to plan a training programme. The benefits of creating a suitable training plan for a particular breed of Gundog will be stressed.

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Gundog Management

The plan will include canine psychology and the development of natural instincts and take a Gundog through from basic commands, to advanced commands, including humanisation and socialisation. For example walking to heel, sit, stay, are basic commands to more advanced commands of recognising the whistle, hand signals, retrieving on land and water.

This outcome should be taught in the field and should be supported by the use of visual aid materials, visits to a range of Gundog training kennels, and talks by established Gundog trainers. There should be opportunities to practise with gundogs and if this is impossible it could be substituted by role-play.

Outcome 4 provides candidates with an opportunity to develop an in depth knowledge of pedigree evaluation and how it is linked to Genetic Selection i.e. Unlike other important species of domestic animals, Gundogs have not yet been affected by the revolution in the methods and technologies of Genetic improvement. The importance of different forms of breeding will be stressed. i.e. Line Breeding, In Breeding, Outcross Breeding in the selection of a puppy. Candidates should also be taught the major stages of a Gundogs life, from mating and gestation through birth, nursing through weaning, and growth in puppies. The consequence of old age is also explained especially regarding the breeding cycle.

Guidance on the delivery and assessment of this Unit

This unit will normally be undertaken as part of the HNC in Gamekeeping . It may also be used for part of a Wildlife Management programme and may also be delivered as a free-standing unit.

Visits to gundog kennels should be carried out as appropriate. Demonstrations from gundog trainers will be most beneficial. All aspects of this unit could be covered by a project. The project would require that the instruments of assessment in the outcomes are integrated and should be supplemented with an oral and practical presentation by the candidate if they have their own Gundog.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills components.

Open learning

This Unit could be delivered by distance learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of the candidate evidence. Arrangements would have to be made if the candidate wished to give a practical demonstration as part of outcome 3 assessment.

To keep the administrative burden to a minimum, it is recommended that a single assessment based on a project is used for open and distance learning candidates.

For information on normal open learning arrangements, please refer to the SQA guide Assessment and Quality Assurance of Open and Distance Learning (SQA,2000).

Higher National Unit specification: support notes (cont)

Unit title: Gamekeeping: Gundog Management

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

Unit title: Gamekeeping: Gundog Management

This unit is designed to enable you to develop skills associated with Gundog management and training to understand the different types of Gundogs, their history, and the purpose that they are used for. The specific needs for different breeds in terms of feeding health/welfare, kennelling, taking into account the time of year. Areas that will be highlighted will be canine diseases external/internal parasites and nutrition. It is intended to introduce you to skills required to enable you to select a Gundog puppy for a specific purpose and train it through to a advanced level, each step in the training will be taught from basic commands, sit, stay, walk to heel, through to the advanced level where the use of hand signals, whistle, dummies, cold/warm game, gunfire and other aids will be shown.

The unit will show the importance of pedigree evaluation and how it is linked to genetic selection in the breeding of Gundogs what one is looking for good natural ability, enhancing good characteristics within the blood line, the different type of breeding will be highlighted, Line Breeding, In breeding, and outcross breeding.

The Gundogs life from mating and gestation through birth, to weaning, the growth in puppies and the consequence of old age is also explained.

Upon completion of this unit you will be expected to be able to identify different breeds of Gundogs and the purpose they are used for and to choose the Gundog suitable for your requirements, be able to evaluate a pedigree and how it is linked to genetic selection and what a breeder of good Gundogs would be looking for to enhance their blood lines and as through the process of training a Gundog from a puppy implementing basic training through to advanced training taking into account the health/welfare and nutritional needs.

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**- HIGHER NATIONAL UNIT -
SPECIFICATION INFORMATION**

UNIT TITLE: **Supervision and Management**

UNIT CODE: **D5MT 34**

LEGACY CODE: **6412828**
(D5MT 04)

SUPERCLASS: **AF**

**SOME REFERENCE CODES QUOTED IN THE TEXT
OF THIS DOCUMENT MAY BE OUT OF DATE**

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	6412828
-Unit title-	SUPERVISION AND MANAGEMENT
-Superclass category-	AF
-Date of publication- (month and year)	MARCH 1998
-Originating centre for unit-	SQA

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Utilising the tasks and processes of management to improve organisational effectiveness through a team approach.

OUTCOMES:

1. apply the management activities required to complete a task in a given situation;
2. propose strategy to improve organisational effectiveness in a given situation;
3. advise on the role of management in developing a team culture in a given situation;

CREDIT VALUE: 1 HN Credit

ACCESS STATEMENT: Access to the unit is at the discretion of the centre. However, it would be beneficial if the candidate had competence in communication skills at HN level.

Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £1.50 per unit (minimum order £5.00).

HIGHER NATIONAL UNIT SPECIFICATION**STATEMENT OF STANDARDS**

Unit number: 6412828

Unit title: SUPERVISION AND MANAGEMENT

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. APPLY THE MANAGEMENT ACTIVITIES REQUIRED TO COMPLETE A TASK IN A GIVEN SITUATION

PERFORMANCE CRITERIA

- (a) Realistic objectives are set for the task which relate to the overall organisational objectives.
- (b) The steps in the planning process are clear in relation to the achievement of the task.
- (c) The explanation of the decision-making process is clear in relation to a given workplace scenario.
- (d) The control methods are appropriate and ensure that performance conforms to required standards.

RANGE STATEMENT

Management activities: planning; organising; controlling; co-ordinating.

Decision: routine and non-routine.

Objectives: mission statement; primary; secondary.

EVIDENCE REQUIREMENTS

A portfolio of evidence which demonstrate that the candidate has fulfilled the performance criteria and the range statement.

The evidence could include organisationally documents or witness testimony which demonstrate that the candidate is competent in planning, organising, controlling and co-ordinating the resources necessary for the achievement of an identified tasks.

OUTCOME**2. PROPOSE STRATEGY TO IMPROVE ORGANISATIONAL EFFECTIVENESS IN A GIVEN SITUATION****PERFORMANCE CRITERIA**

- (a) The given situation is clearly described.
- (b) An explanation of organisation structure is given in terms of its appropriateness to the organisational objectives.
- (c) An explanation of authority, responsibility and delegation is accurate in relation to a given situation.
- (d) The relationship between relevant functional areas is clear and appropriate to organisational effectiveness.
- (e) The communication networks are identified and discussed in terms of organisational effectiveness in a given situation.
- (f) The proposed strategy is appropriate to the organisation structure and is in accordance with the organisational objective.

RANGE STATEMENT

Organisational structures: simple; divisional; matrix; hybrid.

Functional areas: operations; finance; marketing; human resources.

Communication networks: communications model; interpersonal skills.

EVIDENCE REQUIREMENTS

Written and/or oral evidence which indicate that the candidate can fulfil the performance criteria and range statement.

The candidate should provide evidence which clearly demonstrates the candidate's competence across the range.

The strategy proposed will include:

- a description of the proposed organisation structure with an explanation as to its appropriateness to the overall organisational objectives;
- the description of the proposed structure should also include an explanation of the hierarchical responsibilities;
- an explanation of the appropriateness of the linkage between the functional areas and the proposed communication networks to improved effectiveness.

This evidence will be in a report on a given situation which will be either work-based or case study based.

OUTCOME

3. ADVISE ON THE ROLE OF MANAGEMENT IN DEVELOPING A TEAM CULTURE IN A GIVEN SITUATION

PERFORMANCE CRITERIA

- (a) The explanation of group dynamics is clear in terms of the stages of group development.
- (b) The evaluation of strategies for motivation is in terms of their appropriateness to team building.
- (c) The explanation of organisational culture is clear and takes account of the objectives and values of the organisation.
- (d) The evaluation of leadership style is in terms of meeting the needs of the team, the task and the individual.

RANGE STATEMENT

Group dynamics: group roles conformity; cohesiveness; communication.

Group development: forming; storming; norming; performing.

Motivation strategies: empowerment; group goals; rewards; satisfaction.

Leadership style: people-centred; task-centred; action-centred.

EVIDENCE REQUIREMENTS

Written and/or oral evidence which indicate that the candidate can fulfill the performance criteria and range statement.

The candidate should provide evidence which clearly demonstrates competence across the range.

The evidence should include:

- an explanation of the dynamics which occur as a group progresses through the stages of group development;
- an evaluation of the motivational techniques which support team building;
- an explanation of how the culture of the organisation reflects the objectives and values of the organisation.
- an evaluation of the approaches to leadership which support a team culture.

This evidence could be in the form of a report on a given situation which can be either work-based or case study based.

MERIT STATEMENT: To gain a pass in this unit, a candidate must meet the standards set out in the outcomes, performance criteria, range statements and evidence requirements.

To achieve a merit in this unit, a candidate must demonstrate a superior or more sophisticated level of performance. In this unit this might be shown in the following ways:

- (a) solving non-standard task problems;
- (b) an integrative approach is used for solving complex problems;
- (c) demonstrating innovation or originality of approach;

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

Unit number: 6412828

Unit title: SUPERVISION AND MANAGEMENT

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE The purpose of this unit is to introduce candidates to the activities and principles of management and therefore to realise the benefits of good practice. The unit will be suitable for practising and potential supervisors who require underpinning knowledge and understanding in areas such as team leadership to support their experience.

CONTENT/CONTEXT This unit is designed to be applied to a wide variety of situations. It is up to the individual/programme tutor to identify the “given situation”. This is expected to be the area of an organisation that influences the ability of the organisation to achieve its objectives.

It is expected that the consideration of authority and responsibility will include the appropriateness of authority and power within the flatter structures of an empowered workforce.

The functional areas which are studied should reflect the “given situation” as explained above. It is expected that whatever area is chosen there will be the functional areas of operations, finance, marketing and human resources presenting some form.

The importance of good communications and feedback will be studied and the advantages and disadvantages for communications of the different structures should be considered. Communications can be discussed at operational level where the benefits of good personal and interpersonal skills can be shown to contribute to organisational effectiveness eg. time management.

It is not expected that the candidates will study interpersonal skills and personal development skills in detail, however, outcome 2 provides the opportunity for introduction and awareness raising of the influence these areas have on organisational effectiveness.

Outcome 3

This outcome allows the candidate to explore the team approach to management and supervision. It is seen as the way forward from the traditional hierarchical model to one team of empowerment and responsibility. The candidates should be given the opportunity to examine the team culture and see how this culture and its benefits have evolved through Mayo, Trist and Banforth and John Adair. The cultures of Charles Handy are studied with particular emphasis on the Task Culture. In cases where the "given situation" does not apparently support the team approach candidates should be encouraged to examine why this is so. Leadership style is looking at an appropriate management style to support the achievement of the objectives and the more open participative approach. John Adair's model will allow the candidate to understand the needs of the team, task and individual. It is not expected that candidates study individual theorists but that they understand the different approaches and where they may be relevant. The candidate should be introduced to organisational culture and should be encouraged to explore the links between culture, structure, leadership style, motivation and organisational values and objectives. Again the environmental and social responsibilities of the organisation can be examined in this context.

APPROACHES TO GENERATING EVIDENCE This unit can be viewed as a whole for assessment purposes.

The task and situation identified in Outcome 1 can be continued throughout the unit. This lends itself to the work-based situation, however, if this is not possible a case study approach is also acceptable. There is a wealth of case studies available 'off the shelf' in written form and video.

ASSESSMENT PROCEDURES The portfolio of evidence which is gathered to provide evidence for Outcome 1 can be on-going through the duration of the unit and the work-based assessment for Outcomes 2, 3 or 4 can also provide evidence for Outcome 1. The strategy proposed to improve organisational effectiveness could be viewed as an extension of the management activities of Outcome 1 and the decision taken regarding structure and communications and hierarchy could provide evidence against routine and non-routine decisions. The strategy for Outcome 2 can be produced in the form of a written report.

Outcome 3 continues the scenario set down in Outcome 1 and further develops the proposed strategy of Outcome 2. Here the student is required to address the operational issues of leading and motivating individuals to achieve the improved effectiveness of Outcome 2.

REFERENCES

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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**- HIGHER NATIONAL UNIT -
SPECIFICATION INFORMATION**

UNIT TITLE: Ecology and Habitats:
An Introduction

UNIT CODE: D5DR 34

LEGACY CODE: 7612577
(D5DR 04)

SUPERCLASS: RH

**SOME REFERENCE CODES QUOTED IN THE TEXT
OF THIS DOCUMENT MAY BE OUT OF DATE**

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	7612577
-Unit title-	Ecology & Habitats - An Introduction
-Superclass category-	RH
-Date of publication- (month and year)	June 1997
-Originating centre for unit-	The Scottish Agricultural College

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT:

Defining key basic ecological principles and describing selected habitats. Conducting elementary ecological fieldwork using good practice.

OUTCOMES:

1. Define key ecological principles.
2. Describe selected habitats.
3. Perform an ecological investigation.

CREDIT VALUE: 1 HN Credit

ACCESS STATEMENT:

No prior experience is necessary but previous studies in biology would be beneficial.

Additional copies of this unit can be obtained from:

The Administrative Services Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ
(Tel: 0141-242-2168).

At the time of publication, the cost is £1.50 (minimum order £5.00).

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

Unit number: 7612577
Unit title: Ecology & Habitats - An Introduction

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Define key ecological principles.

PERFORMANCE CRITERIA

- a) The definition of key ecological principles is correct.

RANGE STATEMENT

Key ecological principles: ecology; ecosystem; habitat; community; species; population; niche; trophic levels; succession; zonation; adaptation; limiting factors; tolerance.

EVIDENCE REQUIREMENTS

Written and/or oral evidence is required to show that the candidate can define key ecological principles.

OUTCOME 2

Describe selected habitats.

PERFORMANCE CRITERIA

- a) The description of the components and ecological processes of selected habitats is accurate.
- b) The description of ecological limiting factors associated with the habitats being studied is accurate.
- c) The description of the nature conservation context of the habitats being studied is accurate.

RANGE STATEMENT

Habitats: biotic components; abiotic components; ecological processes.

EVIDENCE REQUIREMENTS

Written and/or oral evidence is required to show that the candidate can adequately describe selected habitats.

OUTCOME 3

Perform an ecological investigation.

PERFORMANCE CRITERIA

- a) The field report conforms to a given standard format.
- b) The description of the site is concise and accurate.
- c) The description of the survey techniques used in the field is accurate.
- d) The discussion of the field survey results is appropriate.

RANGE STATEMENT

The range for this outcome is expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence is required to show that candidates can satisfactorily conduct basic ecological fieldwork. Candidates' work must accurately record the methods actually used in the field, the data collected and discuss the results.

MERIT

A candidate who achieves all performance criteria for all outcomes will be awarded a pass. A pass with merit may be awarded to a candidate who demonstrates superior performance in terms of the quality of ecological description by the integrated use of a range of media - such as site-based observations, data, maps, sketches, drawings, diagrams, photographs and reference material.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes.)

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier. This unit uses the outdoors as a classroom so teaching staff are requested to carefully tailor their field visits to meet the needs of all candidates.

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NOTE

The following pages of this unit specification contain Support Notes.

It should be noted that these Support Notes will normally be specific to the context of the award in which the unit was first validated.

HIGHER NATIONAL UNIT SPECIFICATION

SUPPORT NOTES

Unit number:	7612577
Unit title:	Ecology & Habitats - An Introduction

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE

This unit is designed to meet the needs of candidates for employment in environmental areas as well as provide the basis and support for continued ecological study. The unit aims to bring up candidates to a basic level in ecological knowledge and a competence in practical fieldwork as well as encourage them to observe habitats and ecosystems through an ecologist's eye.

CONTENT/CONTEXT

The unit has 3 main areas of study - basic ecological principles, habitat description and ecological survey.

The following information gives some clarification regarding the context in which the outcomes and performance criteria are to be achieved.

Corresponding to Outcome 1

This outcome introduces candidates to ecology - what it is and what are the key ideas?. The emphasis on the precise usage of ecological definitions is deliberate as candidates often confuse and misuse precise ecological terms. It is recommended that the in-class delivery of this section of the unit is not laboured but quickly supported by observations made on field visits. It is also suggested that this outcome is assessed early on to allow the competence gained to support the remainder of the unit.

Corresponding to Outcome 2

This outcome allows candidates with no previous experience to gain an appreciation of a range of habitats and what makes them up. Candidates are asked to describe the nature conservation context of the habitats being studied; this could include the distribution of the habitat type being studied and local/regional/national/international importance for nature conservation.

Such baseline knowledge is essential for employment and further studies in ecology and environmental management. There is scope within the outcome to select habitats which suit the location of study and the course in which the unit is placed.

Corresponding to Outcome 3

This outcome is designed to give candidates a grasp of how they would go about investigating ecosystems through simple field work. This is not supposed to be an exhaustive examination of techniques merely a review of some commonly used methods and guidance on good fieldwork practice. This will prepare candidates for employment or further study.

The delivery of this outcome will require careful demonstration of field techniques by teaching staff. The emphasis on the development of good fieldwork practice - such as sampling, observing and recording - is deliberate as candidates entering employment or further study will need these skills to collect meaningful data either for themselves or for others, perhaps forming part of an on-going monitoring programme.

There is scope within this outcome for assessors or candidates to pick survey sites/areas, aims, types and methods to suit the course in which this unit is placed. It is recommended that a range of techniques in addition to those assessed are demonstrated and described to candidates.

APPROACHES TO GENERATING EVIDENCE

A student-centred approach is recommended; this means encouraging candidates to observe, record and interpret the functioning of ecosystems and habitats for themselves. Candidates will benefit greatly from teamwork both with the discussion of ecological ideas and conducting experimental work in the field.

It is recommended that Outcome 1 is simply taught by formal lectures combined with library exercises to get candidates familiar with basic ecological ideas and the texts that they are found in.

Outcomes 2 and 3 are suited to in the field teaching, demonstrating and fieldwork. In addition to formal recording of data and methods from fieldwork investigations candidates are to be encouraged to make their own observations in the field and record these in notebooks as text, data, sketches and diagrams.

ASSESSMENT PROCEDURES

Centres may use the Instruments of Assessment which are considered by Tutors/Trainers to be most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Outcome 1 - restricted response.

Outcome 2 - field notebook/logbook.

It is recommended that a field notebook/logbook should be well organised and legible. Each properly structured entry would include the site name, Ordnance Survey Grid Reference, site sketch map, brief written description of local area and site - including past and present land-use,

details of any survey methods used and data collected, field observations (including habitat description), appropriate annotated sketches, drawings or notes of features of interest.

Outcome 3 - fieldwork report.

It is recommended that a fieldwork report should be to a standard format such as: title, aims, introduction - including Ordnance Survey Grid Reference, location map, site map and brief written description of local area - description of methods, results, discussion, conclusion, literature cited, appendices containing raw data and additional information on methods.

The skills gained in the compilation of a field notebook/logbook for Outcome 2 could also be used in the recording of site information, fieldwork methods and data in the ecological investigation for Outcome 3.

PROGRESSION

Candidates should be able to progress onto further course provision in ecology.

RECOGNITION

REFERENCES

1. Guide to unit writing, SQA, 1993 (Code A018).
2. Guide to assessment, SQA, 1993 (Code B005).
3. Guide to certification, SQA, 1996 (F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

For details of other SQA publications, please contact staff in the Administrative Services Unit (Tel: 0141-242-2168) who can supply you with a copy of the publication list (Code: X037).

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Higher National Unit Specification

General information for centres

Unit Title: Information Technology: Applications Software 1

Unit Code: D75X 34

Unit purpose: This Unit is designed to enable students to use Information Technology (IT) systems and applications independently to support a range of information processing activities. The Unit is designed to develop a broad knowledge of the theoretical concepts, principles, boundaries and scope of IT applications. These activities will be centred on using software applications packages to meet complex information requirements while paying attention to security and the needs of other users.

On completion of the Unit the candidate should be able to:

1. Operate a range of IT equipment independently, giving attention to security and to other users
2. Use a range of software application packages to meet complex information requirements

Credit value: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

SCQF (the Scottish Credit and Qualifications Framework) brings Scottish qualifications into a single framework of 12 levels ranging from SQA Access 1 to doctorates. The SCQF includes degrees; HNC/Ds; SQA National Qualifications; and SVQs. Each SQA Unit is allocated a number of SCQF credit points at a specific level. 1 SCQF point = 10 hours of learning. HN candidates are normally expected to input a further number of hours, matched to the credit value of the Unit, of non-contact time or candidate-led effort to consolidate and reinforce learning.

Recommended prior knowledge and skills: Access to this Unit will be at the discretion of the Centre, however it is recommended that candidates should have sound keyboard and mouse skills and a thorough familiarity with computers and software packages. These skills may be evidenced by the achievement of appropriate National Units or Courses but they may also have been acquired in an informal or work environment.

For core skills it would be beneficial if candidates had some IT skills. This could be demonstrated by the achievement of the core skill *Using Information Technology* at Intermediate 2 level or equivalent.

Core skills: This Unit gives automatic certification of the core skill: *Using Information Technology* at Higher level.

Higher National Unit specification: General information for centres (cont)

Context for delivery:

This Unit is included in the framework of a number of HNC and HND group awards. It is recommended that it should be taught and assessed within the particular group award to which it contributes. This Unit may also be delivered and assessed in conjunction with HN Unit D77A 34: *Computer Operating Systems*.

Assessment: This Unit is largely of a practical nature; it lends itself to a single assessment containing a number of tasks in the form of a project or case study. An observation checklist is required for Outcome 1. Candidates will be required to submit evidence in the form of printed documents for both Outcomes 1 and 2. Files should be provided for candidates as appropriate to negate the need for them to enter large amounts of text or data. Candidates are to have access to on-line help, tutorial support and/or supplier's manuals as required.

Since the core skill of *Using Information Technology* at Higher level is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model you should seek prior moderation of the assessment instrument(s) you intend to use, to ensure that the core skill is still covered. Please note, candidates must achieve all of the minimum evidence specified for each Outcome, combination of Outcomes or for the Unit as a whole in order to pass the Unit and achieve the core skill.

An Assessment Exemplar has been produced to indicate the national standard of achievement required at SCQF level 7.

Higher National Unit specification: statement of standards

Unit title: Information Technology: Applications Software 1

Unit code: D75X 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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

Operate a range of IT equipment independently, giving attention to security and to other users

Knowledge and/or skills

- The different components of a computer system and how to use them, (ie mouse or other pointing device, keyboard, monitor, disk drive, processor, printer, scanner, etc)
- The functions of tools such as file managers, print managers, control panels and how to use these
- The ways in which data can be kept secure, (eg encryption, passwords, back ups, virus protection) and how security procedures can be used to meet the needs of all users of a computer system
- The causes of some common software and hardware problems, (eg cable connections, device settings, software option settings) and what action to take to resolve these

Evidence Requirements

The candidate will need evidence to demonstrate his/her knowledge and/or skills by showing that, with minimal support from others (but using on-line help or suppliers' manuals), s/he can:

- Use five hardware devices, (eg mouse, keyboard, printer, monitor, disk drive, scanner)
- Start up and close down the operating system
- Open and close software packages
- Locate data and applications
- Use a filing system, (eg to organise folders and sub-directories applying naming conventions)
- Use two tools within the operating system, (eg file managers, print managers and control panels)
- Implement security measures responsibly and with consideration for the needs of other users, (eg passwords, backups, virus protection)
- Resolve one hardware and one software problem, (eg printer off-line, sound not working, too many open programs, system freeze, software option settings, etc).

Higher National Unit specification: statement of standards (cont)

The evidence for this Outcome should be by submission of an observation checklist covering all the points above. The candidate must also produce printouts to show changes made to his/her filing system and to identify backup files.

Assessment guidelines

This Outcome may also be assessed in conjunction with the HN Unit D77A 34: *Computer Operating Systems*.

Outcome 2

Use a range of software application packages to meet complex information requirements

Knowledge/Skills

- Methods for assessing information requirements and designing solutions using IT
- How to use straightforward and complex features of a range of software application packages (these can be word processing, spreadsheet, database, simulation, graphics, communications, (ie Internet, intranet, email, etc), audio/music, animation, video, multimedia, desktop publishing, data logging and retrieval, control or other packages)
- How to integrate data types within a software application package
- How to integrate information from more than one software application package
- The content and search facilities of a range of computer data sources
- Factors to consider when working out a search strategy when using a computer data source
- How to extract information from a local and a remote computer data source

Evidence Requirements

The candidate will need evidence to demonstrate his/her knowledge and/or skills by showing that, with minimal support from others (but using on-line help or suppliers' manuals), s/he can:

- Identify the information requirements of users and how these requirements can be met
- Select software applications packages which are appropriate to meet the identified information requirements
- Use four or more software applications packages to process the identified information requirements and which output two or more different data types, (eg text, number, graphics, audio, video) in the form of documents, designs, compositions, models or presentations
- Carry out three searches to extract and present relevant information from suitable local and remote computer data sources. A minimum of two searches must be from remote computer data sources. To do this the candidate will be required to:
 - Plan how to find the information and make decisions about searches taking account of efficiency in terms of time, cost, effective filtering and outcome
 - Extract information, (eg text, number, graphics, audio, video) which matches several search criteria, (eg keywords, fields, file names, screen grabber, digital camera or scanner). Searches must be different from each other, eg searching two different sources, or searching the same source for two different forms of information

Higher National Unit specification: statement of standards (cont)

- Integrate two or more different data types, (eg text, number, graphics, audio, video) from more than two software applications packages into a single product. The product may be in the form of a document, design, composition, model or presentation
- Format the product so that the final output meets the identified information requirements and is clear and helpful to users

The evidence for this Outcome should be in the form of a document, design, composition, model or presentation covering all the evidence requirements shown above.

Assessment Guidelines

The emphasis in this Outcome should be on producing complex information in a context which is unfamiliar to the candidate. Centres may wish to complete an observation checklist to keep track of the candidate's development in the use of the four chosen software applications packages. The software application packages chosen must be relevant to the vocational area of the group award undertaken by the candidate.

Administrative Information

Unit code: D75X 34

Unit title: Information Technology: Applications Software 1

Superclass category: CY

Date of publication: June 2001

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Additional copies of the Assessment Exemplar can also be purchased from Scottish Qualifications Authority. The cost is £15.00.

Higher National Unit Specification: support notes

Unit title: Information Technology: Applications Software 1

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time for 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 provides a solid basis on which further IT skills can be built. It will enable candidates to use IT systems with minimal support, paying due regard to security. Electronic data sources are to be used, candidates are expected to achieve effective results when using IT software in an unfamiliar context by using on-line help facilities and suppliers handbooks. Basic configuration and faultfinding skills are to be taught. Files should be provided for candidates as appropriate to negate the need for them to enter large amounts of text or data.

This Unit is very much aimed at enabling candidates to obtain and use data and software applications packages associated with the internet and email, ie electronic communications. Therefore, there should be considerable emphasis placed upon providing access to appropriate data and software associated with electronic communications. Candidates should then be encouraged to learn for themselves the benefits of being able to integrate information from diverse sources and produce documents, designs, compositions, models or presentations of a complex nature.

The Unit can be approached from the standpoint of using information technology to support a range of information processing activities. The candidate should be able to plan for, develop and produce the relevant information requirements of users.

Candidates should achieve the level of competence required of a regular user of IT applications software in a commercial or professional situation. Candidates will require individual access to a personal computer/workstation. It is suggested that, wherever possible, commercially available current versions of industry standard software be used. The component parts of an integrated software package along with its operating environment can be used to achieve all Outcomes. This should not be prohibitive in the case of the centres, but may be an issue if being undertaken in the workplace.

It is generally assumed that the environment for this Unit will be, for example, Microsoft Windows and Office 97/2000 or Lotus, or other vendor equivalents, however, this is not specified and the Outcome requirements are deliberately generic in nature.

Outcome 1 looks at the components of hardware, the functions of operating system tools and how these are used. Data security measures, resolving common hardware and software problems are also pre-eminent. All of the elements should be taught in the context of giving attention to the needs of other users of a computer system.

Higher National Unit Specification: support notes (cont)

Outcome 2 looks at using a range of software packages to meet complex information requirements. Centres can choose four or more packages (a minimum of four different packages must be used) from the whole range of applications packages available. The software application packages chosen must be relevant to the vocational area of the group award undertaken by the candidate. The emphasis in this Outcome should be on producing complex information in a context that is unfamiliar to the candidate. Candidates should be able to integrate data types, (eg text, number, graphics, audio, video) into a single product and to format the product so that the final output is clear and helpful to users. Candidates should show that they can plan for the information requirements; select and use software packages appropriate to information requirements; select suitable computer data sources for information and extract suitable information from these computer data sources to meet relevant requirements.

An indication of the range of activities that candidates are expected to be able to carry out when using a variety of software applications packages during the course of this Unit is given below for some of the 'standard' applications that centres may use. This should not be taken to be a 'prescriptive', or indeed, an exhaustive list of requirements but should help to serve as a guide to the level of skills required.

1. Selection and use of appropriate software applications packages and electronic data sources from both local and remote computers.
2. Selection and use of document layout, page layout and format facilities, eg: views, use of toolbars, rulers, guides, zoom, fonts, bullets and numbering, borders and shading, tabs, case, dropped capitals, columns, themes, backgrounds, styles, frames, colours and lines, alignment, templates, auto-format.
3. Use of on-line help and tutorial support facilities.
4. File Handling, eg properties, naming conventions, saving, saving for use with web and other applications, retrieving, retrieving from web and other applications, copying, renaming, importing, exporting, emailing, attachments, routing, and faxing.
5. Editing, eg undo, repeat, cut, copy, paste, paste special, select all, fill, clear, find, replace, go to, rename, links, and objects.
6. Selection and use of insertions, eg headers and footers, page breaks, comments, footnotes, captions, numbering, symbols, date and time, index and tables, bookmarks, pictures, objects, hyperlinks, graphics, movies, sounds, tables, queries, forms and reports, functions, charts, comments, fields, records and files
7. Use of 'tools', eg spelling and grammar checker; thesaurus; search and replace; auto-correction; sort; merge; customisation; options; security; protection; macros (simple); on-line facilities; send and receive; address books, synchronisation, message rules, messenger services, newsgroups and accounts.
8. Printing, eg printer selection; printer properties; printer set up, eg paper size, paper type, scaling, orientation, etc; print preview; use of print preview facilities, eg zoom, multiple pages, ruler, scaling, etc.
9. Searching should involve several criteria, eg key terms or fields, and requires decisions to be made about an effective strategy for their application, eg with due regard for time, cost, effective filtering and result.

Higher National Unit specification: support notes (cont)

10. Extracting and presenting relevant information - relevant data may be records in a database, a photographic image, a video or audio clip. Selection/importation may involve tools such as screen grabbers, digital or video cameras and scanners.

Guidance on the delivery and assessment of this Unit

This Unit is designed to enable candidates to use IT systems independently to support a range of information processing activities. Early inclusion of this Unit in the group award is preferable as students should then be able to present work for other Units using the skills learned in this Unit.

During the course of the Unit candidates should have several opportunities to develop their practical skills and should then be assessed appropriately.

Assessment should be by one project or case study. Candidates should have access to on-line help, tutorial support and/or suppliers' manuals as required.

Outcome 1 may be cross assessed/integrated with the HN Unit D77A 34:*Computer Operating Systems*. With this in mind, it may be appropriate to deliver this Unit and HN Unit D77A 34:*Computer Operating Systems* concurrently.

Individual centres will need to plan Outcome 2 to ensure that such resources as the Internet Service Provider, compact discs, available telephone lines, modems, software application packages and operating systems updates are available prior to commencement of the Unit.

If this Unit is being delivered as part of a Professional Development Award which receives endorsement from a vendor such as Microsoft, it must be delivered and evidence generated as detailed in the document "*Approval to certification*" which is associated with that particular vendor and the Professional Development Award.

Links to Vocational Qualifications

Depending on how this Unit is taught by centres, it is considered possible to cover the knowledge and understanding components for the following VQ Units. These Units may help to serve as a guide to centres as to the level of competence required by candidates.

VQ	VQ Unit No.	VQ Element No.	Outcome in this Unit
Using IT Level 3	301	1, 2 and 3	1 & 2
Using IT Level 3	305	1, 2, 3 and 4	2
Using IT Level 3	306	1, 2, 3 and 4	2
Using IT Level 3	311	1, 2 and 3	2
Using IT Level 3	327	1, 2, 3 and 4	2
Managing IT for Teleworking Level 3	336	1, 2, 3 and 4	2

Higher National Unit specification: support notes (cont)

Open learning

If this Unit is delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance.

A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 — publication code A1030).

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For example, some candidates may require a longer period for the single assessment or may require that it be split into more than one event. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs and Candidates for whom English is an Additional Language* (SQA, 2000).

General information for candidates

Unit Title: Information Technology: Applications Software 1

This Unit is designed to enable you to use IT systems and applications independently to support a range of information processing activities. You should develop a broad knowledge of the theoretical concepts, principles, boundaries and scope of IT Applications. By the end of the Unit you should have learned how to plan for, develop and produce the relevant information requirements of users.

To meet the requirements of users you will be required to use and develop a broad range of skills in a range of software applications packages, (a minimum of four), such as, word processor, spreadsheet, database, simulation, graphics, communications, (ie Internet, intranet, email, etc), audio/music, animation, video, multimedia, desktop publishing, data logging and retrieval, control or other packages.

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

1. Operate a range of IT equipment independently, giving attention to security and to other users
2. Use a range of software packages to meet complex information requirements

In Outcome 1 you will learn about the components of hardware, the functions of operating system tools and how these are used. You will also learn about data security measures and resolving common hardware and software problems. You will learn about all of the elements above in the context of meeting the needs of all users of a computer system.

In Outcome 2 you will learn about how to use a range of software packages to meet complex information requirements. You will learn about a minimum of four different software packages from the whole range of applications packages available. The emphasis in this Outcome will be on producing complex information in a context that is unfamiliar to you. You will learn how to integrate data types, (eg text, number, graphics, audio, video) into a single product and to format the product so that the final output is clear and helpful to users. You will find out how to: plan to meet users' information requirements; select software packages appropriate to information requirements; select suitable computer data sources for information and extract suitable information from these computer data sources to meet relevant user requirements.

To complete this Unit successfully, you must demonstrate a satisfactory level of performance in a number of tasks covering the Outcomes listed above. You must provide evidence of the work you carry out for each assessment task in the form of a set of printed documents with a front cover: each print having details of your name, the date and the task. You will be encouraged to access on-line help facilities, tutorial support and/or supplier's manuals as required.

More detailed guidance on the content, amount, style and quality required of your work will be made available to you during your progress through the Unit.

Your assessor will observe you carrying out the assessment tasks, and will complete an observation checklist to certify that each of your prints is your own work and whether or not it has reached the required standard.

