

# Unit 34: Understanding Principles of Game Management

<b>Unit code:</b>	<b>J/600/9179</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to introduce learners to the skills and knowledge used in game management and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education. This unit provides the knowledge and understanding of internal and external influences associated with the game management industry. Learners will investigate how game management has shaped the countryside and will evaluate the main legislative acts and codes of practice along with the role of organisation associated with the industry.

## ● Unit introduction

Understanding the role that game management and gamekeepers play in the conservation of the UK countryside is critical. Many of the UK's landscapes have been shaped and altered by country sports and their continuing conservation is carried out by game managers and largely funded by private land owners.

There are many arguments for and against country sports and it is important that those working in the industry are aware of the effect of the wider social, political and ethical aspects of the industry.

This unit provides knowledge and understanding of internal and external influences associated with the game management industry. Learners will investigate how game management has shaped the countryside and its effect on the landscape and wildlife habitats. Learners will also have the opportunity to explore and debate the social and ethical arguments for and against field sports and consider the rise of the anti-field sports movement.

Learners will gain an understanding of current statutory and non-statutory legal frameworks relating to game management and how these influence countryside management. They will also investigate the range of organisations that influences game management in the UK and how their roles impact on game management practice, legislation and public and political opinion.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the physical influences of game management on the UK countryside
- 2 Know the social and ethical arguments for and against field sports
- 3 Know laws and codes of practice relating to game management in the UK
- 4 Know the roles of organisations associated with game management in the UK.

# Unit content

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## 1 Understand the physical influences of game management on the UK countryside

*Habitats:* retention and management of semi-natural habitats in upland and lowland areas (heather moorland, woodland, farm land); provision of new habitats eg wild bird cover crops, field margins; likely future influences

*Species:* impact on other species eg the control of pest and predator species, grouse moor management, benefits of cover crops for farm land birds; introduction of non-native eg American Mink or the reintroduction of once native species eg wild boar, beaver, wolf, lynx; ecological benefits; ecological detriments

## 2 Know the social and ethical arguments for and against field sports

*Field sports:* history and development of field sports eg fox hunting, hare coursing shooting, fishing; field sport debate (balanced debate, education)

*Current arguments for field sports:* pest control; tradition; employment; inputs to the rural economy; rural way of life

*Current arguments against field sports:* cruelty to animals; outdated pastime; elitism; alternative methods of pest control

*Organisations for and against field sports:* aims; mode of operation eg Countryside Alliance, League Against Cruel Sports, Animal Liberation Front, Royal Society for the Prevention of Cruelty to Animals (RSPCA)

## 3 Know laws and codes of practice relating to game management in the UK

*Legislation:* legislative process in the UK; common law, statutory law (differences); current relevant legislation eg Wildlife and Countryside Act 1981 including updates and amendments, Game Act 1831, Game Licences Act 1860, Hunting Act 2004, Wild Game Meat (Hygiene and Inspection) Regulations 1995, Firearms Act 1982, Criminal Justice and Public Order Act 1994; Animal Welfare Act 2006; General Licence for the control of pest species; application to game management, countryside protection, access and trespass, wildlife protection

*Codes of practice:* relating to good management of game in the UK eg Code of Good Shooting Practice, Fox Snaring, Trapping Pest Birds, Trapping Pest Mammals, Respect for Quarry, Code of Good Game Rearing Practice

#### 4 Know the roles of organisations associated with game management in the UK

*Influences:* major organisations; aims and mode of operation; current projects; impact on game industry, major influences of private and other organisations

*Governmental organisations:* eg Department for Environment, Food and Rural Affairs, National Parks, local authorities, Natural England, Deer Commission for Scotland

*Non-government organisations:* eg Game Conservancy Trust, British Association of Shooting and Conservation, Countryside Alliance, British Deer Society, National Gamekeepers' Organisation, Game Farmers' Association, Lantra, National Organisation of Beaters and Pickers Up

*Major business organisations:* role of business in the game industry eg sporting agents, land agents, game food suppliers, gun makers, game farms, cartridge manufacturers, equipment suppliers, veterinary practices, local hotels and businesses, vehicle suppliers

*Role of organisations:* political eg lobbying, pressure groups, legislative, support; research; advisory, training; businesses for profit

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> outline how habitats are managed for game	<b>M1</b> explain the habitat management for a given game species	<b>D1</b> evaluate the impact of a selected field sport on the countryside
<b>P2</b> summarise the creation of habitats for game species		
<b>P3</b> discuss the impact of game management on other species [IE, RL]		
<b>P4</b> discuss the impact of the introduction of non- native species		
<b>P5</b> discuss the possible reintroduction of once native species		
<b>P6</b> outline the historical development of field sports in the UK	<b>M2</b> explain the history and development of a selected field sport	
<b>P7</b> discuss the impact on the rural economy of field sports		
<b>P8</b> describe the influence of field sports on habitats		
<b>P9</b> summarise arguments of anti-field sports pressure groups		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p><b>P10</b> outline the acts of Parliament associated with game management in the UK</p>	<p><b>M3</b> explain the purpose of selected laws and codes of practice in the management of game in the UK</p>	<p><b>D2</b> evaluate the impact of selected legislation and organisations on game management within the UK.</p>
<p><b>P11</b> review game management codes of practice</p>		
<p><b>P12</b> discuss the role of government organisations and agencies</p>	<p><b>M4</b> explain how selected organisations influence the management of game in the UK.</p>	
<p><b>P13</b> discuss the role of non-government organisations (NGOs):</p> <ul style="list-style-type: none"> <li>◇ political</li> <li>◇ research</li> <li>◇ advisory</li> <li>◇ businesses.</li> </ul>		

**PLTS:** This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and may link to work experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised practical sessions, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable.

Where used to support delivery, work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities are undertaken so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to assist in gathering evidence after a trespass/poaching incident and they should ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Whichever delivery methods are used, it is essential that tutors highlight current, relevant industry codes of practice to ensure that these are understood and followed. They should also stress the importance of sound environmental management and the need to comply with current legislation.

Health and safety issues must be stressed and reinforced regularly and risk assessments must be undertaken before all practical activities and before learners visit any sites. Adequate PPE must be provided and used following the production of suitable risk assessments.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

Learning outcome 1 is likely to be delivered through formal classroom sessions, discussions, site visits, supervised practical sessions and independent learner research. Learners will explore the physical influences of game management on the countryside. They will also study the methods and associated activities commonly used to manage game habitats. Along with the management of habitats, learners will investigate the impact of game management on other species, for example the control of pest species and the benefits of cover crops to farmland song birds. Also included is the impact of the introduction of non-native species and the reintroduction of once native species. Visiting expert speakers could add to the relevance of the subject. For example, a member of one of the major game organisations could talk about their work and any relevant research projects or someone from one of the species conservation organisations involved with species introductions.

Learning outcome 2 covers the social and ethical arguments that apply to field sports, including the arguments of anti-field sports organisations. This outcome also covers the economic aspects of field sports and the income generated for game estates for local rural economies and nationally. Delivery techniques should be varied and could include discussions, group work, presentations and debate. It is important that delivery encompasses all perspectives: for example, a session should include opposing points of view and arguments for and against to give a balanced view. Visiting other countryside sports activities could add to the relevance of the subject. For example, a visit to the local hunt kennels might involve a huntsman talking about their work and explaining the terminology used. A representative from an organisation such as the Country Land and Business Association or Countryside Alliance to talk about economic aspects would also add value. Learners could be asked to collect newspaper and magazine articles that represent the debates around field sports.

Learning outcome 3 looks at the legal aspects that apply to game/wildlife management, the structure of the law and how it affects the management of game. Associated codes of practice are also covered. Delivery

techniques should be varied and include classroom activities, discussions, group work, presentations and debate. A representative from an organisation such as the British Association of Shooting or the Conservation or Countryside Alliance would add value.

Learning outcome 4 offers learners the opportunity to study the major organisations that directly affect UK game management. The organisations investigated should cover those outlined in the unit content and it is important that all aspects are included. Delivery techniques should be varied and could include lectures, discussions, group work, presentations and debate. Speakers from any of the organisations listed in the unit content could be invited to talk to learners.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Tutor introduces unit content.
<b>Assignment 1: Game Habitats and Associated Species</b> (P1, P2, P3, P4, P5, M1)
Tutor introduces topic and assessment brief.
Visit to a range of habitats suitable for game.
Classroom session – retention and management of semi-natural habitats in: <ul style="list-style-type: none"> <li>• uplands – heather moorland, woodland</li> <li>• lowland areas eg woodland, farmland.</li> </ul>
Classroom case study – provision new habitats eg wild bird cover crops, field margins.
Learner research and presentation – impact of game management on other species.
Guest speaker – introduction of non-native species/reintroduction of once native species.
Classroom session – factors affecting success of habitat management for game species.
Learner research and assessment completion.
<b>Assignment 2: Field Sports in the UK</b> (P6, P7, P8, P9, M2, D1)
Tutor introduces topic and brief.
Learner research and group work – history and development of field sports.
Classroom activity – impact of field sports on economy and habitats.
Visit to field sport organisation eg hunt kennels.
Guest speaker – anti-field sports pressure group.
Classroom debate – impact of field sports.
Learner research and assessment completion.
<b>Assignment 3: Laws and Codes of Practice</b> (P10, P11, M3)
Tutor introduces topic and brief.
Classroom session – purpose of major acts of Parliament.
Learner research and presentations – different laws and codes of practice.

## Topic and suggested assignments/activities and/assessment

Classroom session – how to assess impact of legislation.

Learner research and assessment completion.

### **Assignment 4: Organisational Roles** (P12, P13, M4, D2)

Tutor introduces topic and assignment brief.

Classroom session – types of organisation and their role.

Guest speakers from two contrasting organisations.

Visit to see game management in operation and discuss the impact of organisations and legislation.

Classroom session – types of business associated with game management, case study of a local area.

Learner research and assessment completion.

Unit review.

## Assessment

For P1, learners must outline how a variety of habitats is managed for the benefit of different game species. This could be areas that learners are familiar with; tutors could identify the areas and species or agree them through discussion with learners. A minimum of three game species should be included. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), a written report or leaflet, or a project.

P2 requires learners to summarise the habitats that are created for game species, for example cover crops and field margins. Tutors should identify the habitats or agree them through discussion with learners. Evidence could be linked to P1 and take the same form.

For P3, learners must discuss the impact of game management on at least two species, for example the control of pest species or the positive contribution of cover crops for farm land song birds. Evidence could be linked to P1 and take the same form.

For P4, learners must discuss the impact of the introduction of non-native species. Tutors should identify the species or agree them through discussion with learners. Evidence could be linked to P1 and take the same form.

For P5, learners must discuss the impact of the reintroduction of once native species. Tutors should identify the species or agree them through discussion with learners. Evidence could be linked to P1 and take the same form.

P6 requires learners to explain the history and development of at least two selected field sports. Tutors should identify the field sports or agree them through discussion with learners. Evidence could be presented in the form of a written report or article or pictorial presentation with notes (possibly using appropriate software or an overhead projector).

For P7 learners must discuss the impact of field sports on the rural economy. This could be linked to P6 using the same field sports and presented in the same format.

P8 could be linked to P6 and learners should describe the influence their chosen field sports have had on the UK countryside. This could be presented in the same format as P6.

For P9 learners must summarise the arguments of anti-field sports pressure groups. Tutors should identify the organisations or agree them through discussion with learners. Assessment could be presented in the form of a written report or article or pictorial presentation with notes (possibly using appropriate software or an overhead projector) and could be linked to P6.



P10 requires learners to outline the acts of Parliament associated with game management. As a minimum, learners should cover five major laws that influence UK game management. Evidence could be in the form of a written or verbal presentation, a project, leaflet or poster.

P11 requires learners to outline the codes of practice associated with game management. As a minimum, learners should cover five major codes of practice that influence UK game management. Evidence could be linked to P10 and take the same format.

P12 and P13 require learners to describe the role of selected government (P12) and non-government (P13) organisations within the UK game industry. Tutors should identify the organisations or agree them through discussion with learners. It is expected that, as a minimum, learners will provide evidence covering at least four relevant governmental/non-profit organisations and two businesses. Evidence could be in the form of a written or verbal presentation, a project, leaflet or poster.

For M1, learners must explain the habitat management for a given game species. Tutors should identify the species or agree them through discussion with learners. Evidence could be an extension of work completed for P1, P2 and P3 and may take the same form.

M2 requires learners to explain the history and development of a selected field sport. This could follow on from and be linked to P6, P7, P8 and P9. Tutors should identify the field sport or agree it through discussion with learners.

M3 requires learners to explain the purpose of selected laws and codes of practice in the management of game in the UK. Tutors should identify the laws and codes of practice or agree them through discussion with learners. A minimum of three laws and three codes of practice should be explained. Evidence could be an extension of work provided for P10 and P11 and take the same form.

For M4, learners must explain how selected organisations influence the management of game in the UK. This could follow on from and be linked to P12 and P13. Tutors should identify the organisations or agree them through discussion with learners. Evidence could take the same form as P12 and P13.

D1 requires learners to evaluate the impact of a selected field sport on the countryside. The impact considered should include both the ecological and the economic impact of the field sport. Evidence may be an extension of that presented for M1 and M2 and may take the same form.

For D2, learners need to evaluate the impact of selected legislation and organisations on UK game management. This should include at least three pieces of legislation/codes of practice and three organisations. The evaluation could be on the basis of changes to management practice, changes to sporting activity, changes to public perception of game management and/or changes to the profitability of game management activities. Evidence may be an extension of M3 and M4 and take the same form.

## Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, M1	Game Habitats and Associated Species	You are advising a country estate manager who is considering establishing a new shoot. Create some guidance notes which give an overview of the creation and management of habitats for game species, and the impact of game management on other species. Include a discussion about the possible benefits and problems of introducing a non-native species or reintroducing a once native species to the estate.	Guidance notes.
P6, P7, P8, P9, M2, D1	Field Sports in the UK	You have been asked to give a presentation about field sports to a school group. Include an explanation of the history and development of two selected field sports, and their impact on the rural economy and habitats. Include a balanced summary of the arguments of anti-field sports groups. Conclude by evaluating the impact of a selected field sport on the countryside.	Presentation.
P10, P11, M3	Laws and Codes of Practice	The country estate manager has asked if you could create a visual display to help staff and volunteers understand the laws and codes of practice, and how they affect game management.	Poster.
P12, P13, M4, D2	Organisational Roles	A game management association has asked if you could write an article for a forthcoming periodical that informs and interests readers about organisations associated with game management. Include an explanation of the influence of the organisations. Conclude by evaluating the impact of organisations and legislation on UK game management.	Written article.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Introduction to Game Management	Undertake Gamebird Production
	Understanding Ecology of Game Species

## Essential resources

Supervised access to sites used for game management and contact with visiting experts would be of benefit for learners. In addition, learners must have access to computers and the internet.

Tutors delivering this unit should be competent and experienced in game management.

## Employer engagement and vocational contexts

Visiting speakers from a range of the organisations listed in the unit content would enhance delivery of this unit.

## Indicative reading for learners

### Textbooks

Brander M – *A Concise Guide to Game Shooting* (The Sportsman's Press, 1986) ISBN 0948253045

Coles C – *Shooting and Stalking: A Basic Guide* (Hutchinson, 1988) ISBN 0091735734

Game Conservancy Scottish Research Trust – *An Economic Study of Grouse Moors* (Fordingbridge: Game Conservancy, 1996)

Hobson J – *Gamekeeping: A Guide for Amateur Keepers and Shooting Syndicates* (The Crowood Press, 1994) ISBN 1852238372

McCall I – *Your Shoot: Gamekeeping and Management, Second Edition* (A&C Black, 1990) ISBN 0713632062

McGilvray J – *The Economic Aspect of Sporting Shooting in Scotland* (Wrexham, 1990) 978-0904865318

Parkes C – *Fair Game: Law of Country Sports and the Protection of Wildlife* (Pelham Books, 1994) ISBN 0720720303

Redpath S and Thirgood S – *Birds of Prey and Red Grouse* (The Stationery Office Books, 1997) ISBN 0117021768

Roberts M – *Managing a Shoot* (The Sportsman's Press, 2004) ISBN 0948253436

Vandervell A and Coles C – *Game and the English Landscape* (Debrett's Peerage, 1980) ISBN 090564932X

### Websites

[www.basc.org.uk](http://www.basc.org.uk)

British Association for Shooting and Conservation

[www.defra.gov.uk](http://www.defra.gov.uk)

Department for the Environment, Food and Rural Affairs

[www.gct.org.uk](http://www.gct.org.uk)

The Game Conservancy Trust

[www.lantra.co.uk](http://www.lantra.co.uk)

Sector Skills Council for the Environmental and Land-based Industries

[www.nationalgamekeepers.org.uk](http://www.nationalgamekeepers.org.uk)

National Gamekeepers' Organisation

[www.rspb.org.uk](http://www.rspb.org.uk)

The Royal Society for the Protection of Birds

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	researching the impact of game management on other species
<b>Reflective learners</b>	considering the impact of game management on other species.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching the history and development of a selected field sport
<b>Creative thinkers</b>	evaluating impacts of selected legislation and organisations on game management within the UK
<b>Self-managers</b>	managing own time when collating information.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	designing a poster on the legislation and codes of practice relating to game management
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching legislation and codes of practice relating to game management researching the history and development of field sports
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	designing a presentation on field sports
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<ul style="list-style-type: none"> <li>participating in class debates on the impact of field sports</li> <li>delivering a presentation on the history and development of field sports</li> </ul>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<ul style="list-style-type: none"> <li>producing an article on organisations associated with game management</li> <li>producing guidance notes on game habitats and the associated species.</li> </ul>