

Unit 37: Undertaking Shoot Management

Unit code:	A/600/9423
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge in shoot 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. The learner will explore the administrative requirements of a shooting enterprise and consider the physical resource requirements. They will plan and manage a shoot day.

● Unit introduction

Driven shoot days are the culmination of a gamekeeper's year and are where their success is measured. One of the most important aspects of a gamekeeper's role is to provide an enjoyable day's sport for their 'guns'. This unit covers all the administrative and practical tasks that need to be carried out in order to host a successful day's shooting.

In an increasingly commercial world another aspect of shoot management is marketing the shoot correctly. This involves being very clear about the most appropriate price/product/package mix and then promoting this in the right place. Finally, none of this is relevant if the cost is more than your 'customers' are willing to pay, so shoot budgeting is an important part of this unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the administrative requirements of a shooting enterprise
- 2 Understand the physical resource requirements of a shoot
- 3 Be able to plan for a shooting season
- 4 Be able to manage a shoot day.

Unit content

1 Know the administrative requirements of a shooting enterprise

Marketable resources: potential of the shooting enterprise eg how many shoot days it can sustain, how many guns can be catered for, what size of bag is possible; specific quarry species; resources and facilities available to prospective clients

Marketing: price; product; package; place; people; process; promotion eg written, DVD, advertisement, tours, brochure, website; use of feedback eg guns/clients, owners, guests, syndicates, employers, employees, land owners

Contracts: use of; shoot day insurance (in conjunction with contract), health and safety policies and claims; shoot days, syndicates, employment, rental agreements for land, woodland and shooting rights

Finances: costs (shooting rights, rental contract prices, price of establishing and managing game and cover crops, maintenance costs, feed costs, fuel); income (sale of let days, syndicate agreements, sale of shot game); cash flow; budget preparation; implications of disease for the enterprise

2 Understand the physical resource requirements of a shoot

Game management: estimation of wild game numbers; estimation of the number of reared and released game; positioning of release sites; topography of land, potential drives and hazards to game; management plan; health and safety; current legislation

Habitat management: creation and management of habitats that are attractive and beneficial to game eg set-aside, beetle banks, woodland rides, ride clearance, sky lighting, coppicing; gun stands; health and safety; current legislation

Resource usage: equipment; finance; people; materials; services; other estate activities that could be beneficial and/or detrimental to a shooting enterprise eg farming, forestry, public access; health and safety; current legislation

Public relations: access; recreation; health and safety; communications

Recording and documentation: key performance indicators eg percentage return, number of shoot days, mortalities throughout rearing and releasing; relevant current legislation

3 Be able to plan for a shooting season

Sporting potential: the objectives of a sporting enterprise, development of targets and ideas; short/long-term shooting potential, birds released, birds shot; resource requirements; sustainability; management plan

Gamebird release: programme (objectives, targets, timing, resources, systems, facilities, procedures); estate features; game requirements (habitat, feed, water, welfare); control (monitoring, records); causes and management of disruptive factors eg environmental conditions, pests; predators, diseases, human interruption; relevant current legislation and codes of practice; health and safety; risk assessment

Drives and cover crops: position of drives; number of drives; common cover crops and their respective uses and value; size, layout and management of cover strips; use and management of existing cover eg woodland, hedges, shelterbelts

4 Be able to manage a shoot day

Planning: expectations of guns/clients; numbers of other participants eg beaters, pickers up, dogs; procedures (finding injured game, humane despatch); presentation of shot game, storage and sale; implications of the weather; facilities and catering requirements; contingency planning; health and safety; risk assessments; personal protective equipment (PPE)

Communication: with guns and shoot captains; other land users (before and during shoot days); effective methods of communication eg radio: giving instructions, radio use in beating line; health and safety; risk assessment

Drives: showing quality sporting birds; flushing points; choice and order of drives; effects of the weather; positioning for beating, flanking, flagging and stops; placement of gun stands/shooting positions; health and safety; risk assessments

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:
P1 outline the major administrative requirements of a selected shooting enterprise [IE]	M1 explain the major administrative requirements and marketing of a selected shooting enterprise	D1 explain financial, resource and marketing planning carried out to given specifications
P2 describe marketing for a selected shooting enterprise [CT]		
P3 examine the main physical resources required for a selected shooting enterprise to meet given objectives [TW]		
P4 plan the shooting programme for a given sporting enterprise [CT]		
P5 produce a marketing plan for a given sporting enterprise		
P6 organise a shoot day to meet given objectives. [CT]	M2 discuss the monitoring of key performance indicators for a selected shooting enterprise	D2 evaluate in detail a given shoot day suggesting valid recommendations for improvement.
	M3 complete a contract for sale and risk assessment appropriately, for a day's shooting.	

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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

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

This unit considers the administrative requirements of a shooting enterprise. Learners must understand how marketing, contractual work, health and safety and other legal requirements, finance and record keeping are key to the successful running of a shooting enterprise. Site visits and case studies could be valuable methods for delivering this topic. Where possible, learners should have the opportunity to cover different types of shooting enterprise.

Within the unit learners will look at the physical resource requirements of a shoot. This should cover the complete shooting season and different types of shoot. Where possible, learners should have the opportunity to work with data they have collected themselves when considering key performance indicators.

The unit introduces learners to the requirements for planning a shooting season. It is essential that delivery covers the complete shooting season, from the sporting potential of an area to the programme of game release in preparation for individual shoots. Where possible, learners should have the opportunity to become actively involved in the management of a shoot.

Learners will need to understand how a shoot day is organised. Delivery will include all aspects of management, from planning, through running the day, to evaluating the day. Learners are required to run (under supervision) a shoot day.

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
Introduction and overview of the unit.
The requirements of a successful shoot.
Assignment 1: Shoot Case Study (P1, P2, P3, P4, P5, M1, M2, D1)
Tutor introduces the assignment.
Shoot case study.
Visit to a shoot location.
Theory session- marketable resources; marketing.
Contracts and finances.
Physical requirements of a shoot- habitats, game management.
Sporting potential- gamebird requirements.
Public relations, recording and documentation.

Topic and suggested assignments/activities and/assessment

Assignment 2: Running a Shoot Day (P6, M3, D2)

Tutor introduces the assignment brief.

Running a shoot day.

Theory session- planning, communication.

The drives.

Practical – running the shoot day.

Feedback and self-analysis.

Assessment

For P1, P2, P3, P4, P5, M1, M2 and D1 learners must provide information relating to a given shoot. Evidence for these criteria could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a written assignment.

For P6, M3 and D2 learners must prepare for and organise a shoot day. Evidence for these criteria could take the form of completed documentation and/or pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a written assignment.

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, M2, D1	Shoot Case Study	Learners will be issued with the particulars of a sporting estate that is available for rent and put together a detailed report outlining how the shooting could be managed. This will culminate in a management plan and budget.	Presentation. Written report.
P6, M3, D2	Running a Shoot Day	Learners will plan and then run a 'driven shoot day'. They will also evaluate the success of the day.	Practical observation.

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	Element Ga12.1 Organise game shooting programmes Element Ga12.2 Implement game shooting programmes Element Ga21.1 Contribute to the development of an estate's sporting plan
	Undertaking Upland Habitat Management
	Undertaking Vertebrate Pest and Predator Control
	Use of Firearms in the Environmental and Land-based Sector
	Undertake Gamebird Production

Essential resources

Learners will need access to an area of land on which driven shoot days take place. Ideally this would be a sporting estate.

Employer engagement and vocational contexts

This unit focuses on the practical and administrative aspects of shoot management. Centres are encouraged to create and develop links with local sporting estates, which will allow learners to be actively involved in the running of shoot days. This could be via guest lectures, practical workshops or visits to see gamekeepers/sporting agents actively involved in shoot management.

Indicative reading for learners

Textbooks

- Brooke M – *The Gameshooter's Pocket Guide* (Anova Books, 1990) ISBN 0713465808
- Game Conservancy Trust – *Game and Shooting Crops* (Game Conservancy Trust, 1994) ISBN 0950013080
- Game Conservancy Trust – *Gamebird Releasing* (Game Conservancy Trust, 1996) ISBN 1901369005
- Game Conservancy Trust – *Ponds and Lakes for Wildfowl* (Game Conservancy Trust, 1993) ISBN 0950013048
- Hudson P and Newborn D – *Red Grouse and Moorland Management* (Game Conservancy, 1995) ISBN 1901369080
- Humphreys J – *The Complete Rough Shoot* (David & Charles, 1992) ISBN 0715399179
- McCall I – *Your Shoot: Gamekeeping and Management, liSecond Edition* (A&C Black, 1990) ISBN 0713632062
- Nix J – *Farm Management PocketBook* (The Anderson Centre, 2005) ISBN 0954120140
- Roberts M – *Managing a Shoot* (The Sportsman's Press, 2004) ISBN 0948253436

Websites

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| www.basc.org.uk | The British Association for Shooting and Conservation |
| www.defra.gov.uk | Department for the Environment, Food and Rural Affairs |
| www.gct.org.uk | The Game and Wildlife Conservation Trust |
| www.hse.gov.uk | Health and Safety Executive |
| www.lantra.co.uk | Sector Skills Council for the Environmental and Land-based Industries |
| www.ngo.org.uk | National Gamekeepers' Organisation |

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 ...
Creative thinkers	producing a marketing plan
Team workers	organising and running a shoot day.

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 ...
Reflective learners	evaluating the success of a shoot day
Effective participators	acting as team members on shoot days.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching competitor price/product/package variations
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	monitoring key performance indicators on shoots
Bring together information to suit content and purpose	producing a management plan for a shoot
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	compiling a budget for a shoot
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	compiling a budget for a shoot
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	
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	producing a management plan for a shoot