

**Level 3 Diploma in  
Work-based Game and  
Wildlife Management  
(0069)**



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**Qualification handbook and  
assessor guidance**

**501/0400/7**

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A large, stylized sunburst graphic in shades of yellow and gold, with rays radiating from the center. The graphic is partially obscured by the text "COUNTRYSIDE & ENVIRONMENT".

**COUNTRYSIDE &  
ENVIRONMENT**

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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## Contents

<b>Qualification information</b>	<b>5</b>
<b>What is the Qualifications and Credit Framework?</b>	<b>6</b>
<b>The qualification</b>	<b>6</b>
<b>Publications and resources</b>	<b>7</b>
<b>Unit specifications</b>	<b>8</b>
<b>Rule of combination - 0069</b>	<b>9</b>
<b>Test Specification</b>	<b>11</b>
<b>Assessment for the Diploma</b>	<b>12</b>
<b>Assessment strategy</b>	<b>13</b>
<b>Appeals and Equal Opportunities</b>	<b>13</b>
<b>Centre and qualification approval</b>	<b>14</b>
<b>Registration and certification</b>	<b>14</b>
<b>How to use the evidence recording sheets</b>	<b>15</b>
<b>Exemplar unit</b>	<b>16</b>
<b>Units</b>	<b>21</b>

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## Level 3 Diploma in Work-based Game and Wildlife Management (0069)

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number	GLH	TQT
Level 3 Diploma in Work-based Game and Wildlife Management	0069 -31, -32, -33	501/0400/7	410	570

Please note that this qualification handbook and assessor guidance details the information for all the routes within the qualification. The following routes are available:

0069-31 Level 3 Diploma in Work-based Game and Wildlife Management (QCF) (Gamekeeping)

0069-32 Level 3 Diploma in Work-based Game and Wildlife Management (QCF) (Deer)

0069-33 Level 3 Diploma in Work-based Game and Wildlife Management (QCF)  
(Game Rearing)

### Guided Learning Hours and Credit

The qualification is 410 GLH and learners need to achieve a minimum of 57 credits.

## What is the Qualifications and Credit Framework?

OFQUAL have introduced the Qualifications and Credit Framework (QCF) to increase flexibility for learners and employers. It allows learners to build towards a qualification, rather than having to do all of it at the same time. Qualifications may be built up from individual units according to rules of combination. The qualifications and rules of combination (structures) are set out in this handbook. The units are derived from the National Occupational Standards, which are compiled by Lantra SSC, the Sector Skills Council for the Gamekeeping and Wildlife industry.

Delivery and assessment of this qualification is similar to the previous NVQs but there are some administrative changes that centres will need to put in place, such as access to unique learner numbers.

Each unit has been assigned a number of credits and the units will be assessed in the workplace and build up to a Diploma.

## The Qualification

The Level 3 Diploma in Work-based Game and Wildlife Management (0069) is a programme of workplace training and assessment leading to a nationally recognised qualification. It aims to:

- meet the needs of learners who work or want to work in the Gamekeeping and Wildlife sector
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the Gamekeeping and Wildlife sector
- replace the following qualification:  
Level 3 NVQ in Gamekeeping and Wildlife Management (0162-31) which expires on 31 August 2010 (QAN 100/2457/8).

## Level 3 Diploma in Work-based Game and Wildlife Management (0069)

This qualification will form part of the Advanced Apprenticeship framework for Game and Wildlife Management. It is a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively, and shows that a learner is competent in the area of work the qualification represents. The different routes available within this qualification are Gamekeeping, Deer and Game Rearing.

## Publications and resources

City & Guilds provides the following publications and resources specifically for this qualification.

To access these documents, go to the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com). Click on 'Qualifications' and then click on 'Land-based industries'.

Description	How to access
<b>Qualification handbook and assessor guidance</b> This provides the structures of the qualifications and guidance for assessors on the evidence requirements for each unit.	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
<b>Learner guide and logbook</b> This provides guidance for learners and evidence summary sheets for the units within the qualification. It is expected that centres will use these forms. If centres devise or customise alternative forms, including paper-based or electronic methods, they must be approved by the external verifier before they are used by learners and assessors at the centre.	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
<b>Portfolio builder pack for learners and assessors</b> This has a series of recording forms that may be helpful for centres and learners to use. The forms are generic and may be used for any City & Guilds Land Based work-based qualification.	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
<b>Information guide for centres</b>	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>
<b>Product briefing sheet</b>	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>

## Level 3 Diploma in Work-based Game and Wildlife Management (0069)

### Unit specifications

All units available are listed below. The rule of combination for the qualification is detailed separately.

Accreditation unit reference	City & Guilds unit number	Unit Title	Level	Credit Value
H/502/3953	301	Develop good public relations for a sporting estate	3	4
J/502/3959	302	Manage the production of dead game for human consumption	3	7
D/502/1523	303	Promote, monitor and maintain health, safety and security of the workplace	3	6
H/600/1235	304	Plan the construction and maintenance of structures and surfaces	3	4
D/502/3949	305	Support the organisation and implementation of game shooting programmes	3	7
Y/502/3951	306	Manage wild game populations	3	10
K/502/3954	307	Manage game habitat	3	10
M/502/3955	308	Manage fertile game egg production	3	10
T/502/3956	309	Manage the incubation of gamebird eggs	3	10
A/502/3957	310	Manage the production of reared gamebirds	3	10
A/600/1211	311	Plan and organise the release of gamebirds	4	7
F/600/1212	312	Contribute to the prevention of rural crime on a sporting estate	4	4
F/502/3958	313	Develop an estate's sporting plan	3	7
A/502/3960	314	Contribute to the development of a deer management plan	3	10
F/502/3961	315	Contribute to heather management planning	3	7
J/502/3962	316	Control heather management operations	3	7
F/502/1451	317	Repair and maintain structures or surfaces.	3	2
Y/600/1085	318	Monitor and evaluate the construction and maintenance of structures and surfaces	3	4
R/502/1602	319	Design individual training programmes for animals	3	4
Y/502/1603	320	Implement individual training programmes for animals	3	4
D/502/1604	321	Evaluate and improve training programmes which enable animals to achieve specific objectives	3	2
K/502/3971	322	Stalk and cull deer	3	12
M/600/1237	323	Prepare deer for human consumption	3	6
J/601/1210	324	Deliver reliable customer service	2	5

## Rules of combination for the Level 3 Diploma in Work-based Game and Wildlife Management (0069)

<b>0069-31 Level 3 Diploma in Work-based Game and Wildlife Management (Gamekeeping)</b>	
Rules for achievement of qualification	55 credits from (301-307, 313) plus a minimum of 2 credits from (308-312, 314-324) Advanced apprenticeship learners should complete additional module 0069-502, 503, 504 and assignment 600.

<b>0069-32 Level 3 Diploma in Work-based Game and Wildlife Management (Deer)</b>	
Rules for achievement of qualification	53 credits from (301-304, 306, 314, 322) plus a minimum of 4 credits from (305, 307, 312-313, 315-321, 323-324) Advanced apprenticeship learners should complete additional module 0069-502, 503, 504 and assignment 600.

<b>0069-33 Level 3 Diploma in Work-based Game and Wildlife Management (Game Rearing)</b>	
Rules for achievement of qualification	63 credits from (301-304, 308-311, 324) plus optional additional units are available from (307, 312-313, 317-321) Advanced apprenticeship learners should complete additional module 0069-502, 503, 504 and assignment 600.

## Assessment for the Diploma

The units will be assessed by the gathering of work-based evidence into a portfolio. The authenticity, sufficiency and validity of the evidence will be judged by the assessor.

**The portfolio builder pack** is available on [www.cityandguilds.com](http://www.cityandguilds.com). It contains a series of pro-formae that may be helpful to learners/assessors in the compilation of portfolios.

Included in the pack are the following pro-formae:

- Centre contacts form
- Self assessment and personal action plan form
- Record of units achieved
- Witness status list
- Witness testimony form
- Assessment planning form
- Learner feedback sheet

Where witness testimony is used, the Witness Status List must be completed on one occasion by any witnesses used.

The record of units achieved must also be updated as the learner completes each unit.

The use of the other forms is optional.

## Learners completing the Level 3 Diploma in Work-based Game and Wildlife Management as part of the Advanced Apprenticeship framework

Learners who are completing the Level 3 Diploma in Work-based Land-based Game and Wildlife Management as part of the Advanced Apprenticeship framework are required to undertake an independent assessment in the form of three short answer written tests and an assignment. The tests may be taken three times a year. Exam dates are available on the Walled Garden. The tests cover the underpinning knowledge elements of the units included within the tests. Test specifications are on the following page.

The assignment and marking criteria can be found in the 0069 Level 3 Diploma in Work-based Game and Wildlife Management assignment guide

Centres will be required to provide Lantra SSC with evidence that the short answer written tests and assignment has been achieved before certification takes place.

## Test Specifications

### Level 3 Diploma in Work-based Game and Wildlife Management

(Deer, Gamekeeping and Game rearing)

#### 0069-502, 503, 504 and 600

All advanced apprenticeship learners must undertake independent assessments 502, 503, 504 and assignment 600.

#### 0069-502 Level 3 Develop Good Public Relations for a Sporting Estate Independent Assessment

Duration: 1 hr 10 minutes

Base mark: 56

Pass mark 50%

Unit Number	Unit Title	No. of questions
301	Develop good public relations for a sporting estate	14
	<b>Total</b>	<b>14</b>

#### 0069-503 Level 3 Promote, monitor and maintain health, safety and security of the workplace Independent Assessment

Duration: 1 hr 15 minutes

Base mark:60

Pass mark 50%

Unit Number	Unit Title	No. of questions
303	Promote, monitor and maintain health, safety and security of the workplace	15
	<b>Total</b>	<b>15</b>

#### 0069-504 Level 3 Plan the construction and maintenance of structures and surfaces Independent Assessment

Duration: 55 minutes

Base mark:44

Pass mark 50%

Unit Number	Unit Title	No. of questions
304	Plan the construction and maintenance of structures and surfaces	11
	<b>Total</b>	<b>11</b>

### **0069-600 Level 3 Manage the production of dead game for human consumption assignment**

The assignment 0069-600 is a City & Guilds set assignment which is internally marked and externally verified. The assignment is based on unit 302 Level 3 Manage the production of dead game for human consumption. The assignment and marking criteria can be found in the 0069 Level 3 Diploma in Work-based Game and Wildlife Management assignment guide.

## **Assessment strategy**

### **Centre staffing**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Assessors and internal verifiers**

The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level. The centre must provide Internal Quality Assurance personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level. Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards.

### **Assessor guidance**

For the assessment of criteria within knowledge and understanding learning outcomes, it may be useful to use oral questions during direct observation and/or professional discussion

For practical activities, witness testimony may be useful when direct observation does not cover all criteria. Product evidence may also be available.

### **Appeals and Equal opportunities**

Centres must have their own auditable, appeals procedure. If a learner is not satisfied with the examination conditions or a learner feels that the opportunity for examination is being denied, the Centre Manager should, in the first instance, address the problem. If, however, the problem cannot be resolved, City & Guilds will arbitrate and an external verifier may be approached to offer independent advice. All appeals must be clearly documented by the Centre Manager and made available to the external verifier or City & Guilds if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact their City & Guilds local office.

Access to the qualification is open to all, irrespective of gender, race, creed, age or special needs. The Centre Manager should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. QCA requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to.

For learners with particular requirements, centres should refer to City & Guilds' policy document *Access to Assessment and Qualifications*, which is available from **[www.cityandguilds.com](http://www.cityandguilds.com)**

## **Centre and qualification approval**

New centres must apply for centre and qualification approval. Further information on this process is available on the City & guilds website.

Existing City & Guilds centres will need to get specific qualification approval to run this qualification. They should contact their City & Guilds Local Office.

Full details of the process for both centre and qualification approval are given in 'Providing City & Guilds qualifications – a guide to centre and qualification approval' which is available from **[www.cityandguilds.com](http://www.cityandguilds.com)**

City & Guilds reserve the right to suspend an approved centre, or withdraw their approval from an approved centre to conduct a particular City & Guilds qualification, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

## **Registration and certification**

- Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under the appropriate qualification/complex (0069-31, -32, -33).

Full details on the procedures for these qualifications will be found in the City & Guilds On-line Catalogue. This is accessed through the Walled Garden.

## The units

As units are signed off as completed, the record of units achieved proforma should be updated

### How to use the Evidence Recording Sheets

There is a column alongside the assessment criteria. In this Qualification handbook this column is used for assessor guidance. In the Learner's Guide this column is used for recording the evidence. Records of direct observation may be written directly into this column or, if the evidence is on a separate document, the reference of where the evidence can be found should be entered here. If the evidence is cross reference to elsewhere in the Learner Guide and Logbook then the reference to where it may be found should be inserted. For underpinning knowledge criteria, the answers may be written in directly or completed on a separate page which can be referenced in the normal way. Below is an example of how a recording sheet may look, with entries by the learner, the supervisor and the assessor. Although several people may enter information here, it remains the responsibility of the assessor to judge the evidence presented is sufficient, authentic and valid.

## Example Unit for Level 3 Work-Based Qualifications

TITLE	Estimate and programme resource requirements for landscaping	Learner's name  JOE GOODMAN
LEVEL	3	
CREDIT LEVEL	4	
UAN	Y/502/0502	
<p>This unit will provide the learner with the skills, knowledge and understanding required for estimating resource requirements and programming work for soft, hard and interior landscapes. Simulation will not be acceptable. Relationship to National Occupational Standards : L26.1,2</p>		
Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to estimate the resources.	1.1 Identify the nature, extent, required outcome and standards of proposed work clearly and accurately.	Most of the evidence for this unit revolves around a major redevelopment of an herbaceous border at Stanley Gardens. Details of this project are in reference 1. JG  The initial research findings and specifications are at 1.1
	1.2 Identify required resources which are appropriate to the work taking into account: <ul style="list-style-type: none"> <li>• labour,</li> <li>• equipment,</li> <li>• materials,</li> <li>• finance</li> <li>• specific expertise.</li> </ul>	Reference 1.2 Action plan and financial breakdown JG

## Exemplar unit

	1.3	Ensure timing of resource enable work to proceed.	Reference 1.3 Initial resource orders and labour scheduling JG Joe effectively prepared the plans and ensured sufficient and appropriate resources were ready for the start of work AB
2. Be able to sequence and programme work	2.1	Ensure the work programme takes full account of the available resources to proceed.	Reference 1.4 Gantt chart indicates the major stages of the project and work schedule indicates each stage in more detail JG
	2.2	Provide a sequence of work which meets agreed targets efficiently and effectively	I have seen these documents during the professional discussion AN
	2.3	Use a work programme which enables work to be completed on time, safely and to the standard required.	Joe carried out all the scheduling of staff and other resources. He carried out risk assessment for all stages and method statements for all activities AB
	2.4	Communicate the work programme effectively and in time to all relevant people.	Joe lead 2 staff meetings to explain the project to the staff involved and train them in the methods of work. 2 staff were trained to use the mini-digger AB
3. Be able to promote health and safety and good environmental practice.	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements.	Joe has met all the company's requirements to comply with legislation, including carrying our risk assessments, COSHH assessments, environmental assessments and maintained al the relevant records, including PUWER. He has carried out staff training on manual handling and machinery use and liaised with contractors carrying out specific tasks AB
	3.2	Ensure work is carried out in a manner which minimises environmental damage.	Joe carried out an environmental assessment and used this to inform the method statements AB

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## Exemplar unit

4. Understand how to estimate resource requirements and programme work.	4.1 Define project planning and describe methods of estimating resource requirements: <ul style="list-style-type: none"> <li>• labour,</li> <li>• equipment,</li> <li>• materials,</li> <li>• finance</li> <li>• specific expertise.</li> </ul>	A combination of questions and answers available in reference 4.1 is evidence for this section. AN I carried out a professional discussion with Joe at Stanley Gardens, where we could look at the company's records and the work completed. The audio tape of our conversation is reference 4.2 AN
	4.2 Compare the effects of timing of resource provision on costs and completion.	4.1
	4.3 Assess methods to optimise resource usage and timing and minimise waste.	4.1 and 4.2
	4.4 Comment on the implications of estimating and arranging resources for both horticultural and landscape projects.	4.2
5. Understand the sequence and programming of work.	5.1 Explain the methods of sequencing work to achieve targets and realistic work rates for the work type programmed.	4.2

## Exemplar unit

	5.2 Evaluate the use of performance measures.	4.2
	5.3 Describe the possible causes of disruption to work programmes and their effects on quality and timing.	4.1
	5.4 Explain the sources of hazard encountered on landscape maintenance and measures for their reduction.	4.1 and 4.2
6 Understand relevant health and safety legislation and environmental good practice.	6.1 Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work.	4.2
	6.2 Describe the possible environmental damage and how to respond appropriately.	4.1
	6.3 Explain the records required for management and legislative purposes and the importance of maintaining them.	4.2

## Exemplar unit

### Candidate's signature

I confirm that the evidence above is all my own work

**Joe Goodman**..... Date 30<sup>th</sup> October 2009

**Assessor's name**      **A N Other**.....

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed... **A N Other** .....Date 30<sup>th</sup> October 2009

### Internal verifier's signature (if sampled)

.....Date.....

In the example above, Alan Boss is the candidate's manager, Anthony Other is the assessor and Joe Goodman is the candidate. All 3 can complete sections of the Candidate's logbook. Supplementary evidence needs to be referenced as in previous NVQ qualifications. Eg in the example above the candidate's Appraisal current skills and action plan would be referenced as Evidence 1.

Guidance on the unit is given at the top. Any items of scope are dealt with within the assessment criteria: they do not have to be recorded separately. Alan Boss, and anyone else providing evidence, except the candidate and the assessor, would need to complete a line on the Witness status list.

## Unit 301

TITLE	Develop good public relations for a sporting estate	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	H/502/3953	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding required to maintain public relations for a sporting estate. This unit is aimed at game conservation, and can be applied to any shooting estate. The definitions below should help to clarify the terminology used within this unit.</p> <p><b>Game</b> - Legal game quarry species including deer</p> <p><b>Sporting estate</b> - Any area of land used for the provision of game shooting activities</p> <p><b>Access</b> - Entry onto land facility or building forming part of sporting estate</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa14.1, O29NGa14.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to develop public relations materials	1.1 Contribute to the establishment of public relations policy taking account of organisational and legal requirements	

	<p>1.2 Obtain information to support the development of up-to-date materials which comply with current legislation</p>	<p>Obtain information to identify:</p> <ul style="list-style-type: none"> <li>i. intended sporting use</li> <li>ii. game management activities</li> <li>iii. habitat characteristics</li> <li>iv. legal rights of public access</li> </ul>
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## Unit 301

	1.3	Produce written materials which promote good public relations, reflect policy and do not contravene the rights of individuals	A notice plus another type of written material
	1.4	Present written materials in a manner which promotes understanding	
	1.5	Gain feedback and agreement from shoot management in respect to public relations materials	
2. Be able to maintain public relations in support of sporting activities	2.1	Maintain public relations by way of the accurate implementation of policy and effective use of public relation materials	
	2.2	Conduct all communication with people in a courteous and polite manner that encourages goodwill	Conduct communication verbally and in writing with <ul style="list-style-type: none"> <li>i. landowners</li> <li>ii. the public</li> <li>iii. police or local authority</li> </ul>
	2.3	Give accurate information and advice in respect to enquiries	Provide information on <b>three</b> of the following: <ul style="list-style-type: none"> <li>i. sporting usage</li> <li>ii. game management activities</li> <li>iii. habitat characteristics</li> <li>iv. rights of public access</li> </ul>

## Unit 301

	2.4	Give accurate information and advice to people who may be affected by sporting activities	Provide information on <b>three</b> of the following: i. sporting usage ii. game management activities iii. habitat characteristics iv. rights of public access	
	2.5	Deal with any incidents of unauthorised access in a manner which best supports public relations for the sporting estate	Observation or witness statement	
	2.6	Refer incidents which fall outside area of responsibility to an appropriate authority		
3.	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
4.	Be able to maintain accurate records	4.1	Provide clear and accurate information for recording purposes	Written
5.	Understand the role of public relations materials	5.1	Explain the value of good public relations to the sporting estate	
		5.2	Specify the organisations and individuals most likely to be interested in receiving the materials produced	A minimum of <b>two</b> organisations and <b>two</b> named individuals

## Unit 301

	5.3	Explain the powers of authorised persons		
	5.4	Describe legal rights and limitations of access to land		
	5.5	Describe the sources of further information and advice on sporting activities and access, including: <ul style="list-style-type: none"> <li>i. intended sporting use</li> <li>ii. game management activities</li> <li>iii. habitat characteristics</li> <li>iv. legal rights of public access</li> </ul>		
	5.6	Describe the application and requirements of notices and written communications in maintaining public relations		
	5.7	Explain how to effectively communicate information in a way which promotes understanding		
6.	Understand how to maintain public relations in support of sporting activities	6.1	Specify the organisations which represent the interests of the general public in the countryside including their own area of operation	A minimum of <b>three</b> organisations

## Unit 301

	6.2 Describe the use of written communications and notices in maintaining public relations	
	6.3 Explain how to deal with incidents and maintain public relations	A minimum of <b>two</b> examples
	6.4 Explain how to deal with aggressive and abusive behaviour	
	6.5 Explain when and how to refer incidents to relevant authorities	
7. Understand relevant health and safety legislation	7.1 Summarise current health and safety legislation, codes of practice and any additional requirements that control how incidents should be dealt with	Minimum of <b>three</b> regulations from the HSWA and <b>one</b> Code of practice
8. Know how to maintain accurate records	8.1 Identify the types of records required and the importance of accurate record keeping	

**Learner's signature**

I confirm that the evidence above is all my own work

..... Date .....

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date .....

**Internal verifier's signature (if sampled)**

.....Date.....

## Unit 302

TITLE	Manage the production of dead game for human consumption	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN	J/502/3959	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required in managing the production of game meat for human consumption.</p> <p>In this unit <b>Preparation</b> means the process of dressing deer, rabbit and hare carcasses by removing head, feet, viscera and reproductive organs as appropriate.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa22.1.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to control the production of game meat for human consumption	1.1 Maintain facilities to support the hygienic handling of dead game	Organise <b>two</b> of the following facilities: <ul style="list-style-type: none"> <li>i. transport</li> <li>ii. storage areas</li> <li>iii. preparation areas</li> </ul>
	1.2 Establish procedures to ensure the hygienic handling of game meat	Establish procedures to control hygiene for <b>three</b> of the following activities: <ul style="list-style-type: none"> <li>i. transportation</li> <li>ii. storage</li> <li>iii. inspection</li> <li>iv. preparation</li> </ul>

	1.3 Supervise the storage and handling of game meat according to legal requirements	
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## Unit 302

	1.4	Inspect game carcasses for shot damage and condition to confirm suitability for entering the food chain	
	1.5	Organise the despatch of game carcasses into the food chain	
2. Be able to promote health, safety, hygiene and environmental good practice	2.1	Ensure work is carried out in a way which maintains health, safety and hygiene and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2	Ensure work is carried out in a manner which minimises environmental damage	
	2.3	Supervise and dispose of waste safely and correctly according to legal requirements	
3. Be able to maintain and use relevant equipment	3.1	Ensure equipment is prepared, used and maintained in a safe and hygienic condition throughout	
	3.2	Test and establish the working and hygienic condition of equipment	

## Unit 302

4. Be able to maintain accurate records	4.1 Provide clear and accurate information for recording purposes	Written
	4.2 Maintain accurate records of game meat production	Written
5. Understand how to control the production of game meat for human consumption.	5.1 Describe the transport and storage requirements for game meat	
	5.2 Explain how incorrect handling practices can damage game meat	
	5.3 Explain the procedures required to control hygiene during the following activities: i. transportation ii. storage iii. inspection iv. preparation	
	5.4 Explain how to inspect game carcasses	
	5.5 Specify the quality requirements for game entering the food chain including permitted levels of flesh damage	

## Unit 302

	5.8	Describe the processes used by game dealers to enter game meat into the food chain	
6. Know relevant health, safety and hygiene legislation and environmental good practice	6.1	Specify current health, safety and hygiene legislation, codes of practice and any additional requirements for controlling the hygienic handling of game meat	Minimum of <b>three</b> regulations from the HSWA
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of organic and inorganic waste	
7. Understand the reasons for maintaining equipment	7.1	Explain the importance of and methods of maintaining equipment for use	
	7.2	The manufacturer's operating procedures including the emergency back-up systems associated with equipment	
	7.3	How to establish and maintain the hygienic condition of equipment	

## Unit 302

8. Know how to maintain accurate records	8.1 Identify the types of records required and the importance of accurate record keeping	
	8.2 Explain the legal records which need to be maintained for game meat entering the food chain	

### Learner's signature

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**Assessor's name** .....

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## Unit 303

TITLE	Promote, monitor and maintain health, safety and security of the workplace	Learner's name
LEVEL	3	
CREDIT LEVEL	6	
UAN	D/502/1523	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU3.1, 2, 3.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Understand how to monitor and maintain the health, safety and security of the work area	1.1 Explain the legal and organisational responsibilities in relation to health, safety and security covering: <ul style="list-style-type: none"> <li>i. people</li> <li>ii. equipment and materials</li> <li>iii. the work area</li> </ul>	
	1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities	

## Unit 303

	1.3	Explain the importance of assessing security issues associated with the work area covering: i. bio security ii. building security iii. data security iv. personal security	
	1.4	Describe how to carry out and evaluate a risk assessment	
	1.5	Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)	
	1.6	Outline safe systems of work when people are working alone or at risk of abuse	

## Unit 303

	1.7 Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation	
	1.8 Explain how hazardous and non-hazardous waste should be managed in line with legislation	
2. Understand how to promote good standards of health and safety	2.1 Explain the methods of communicating health and safety precautions to others entering the work area	
	2.2 Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations	

## Unit 303

3. Understand how to deal with health emergency situations	3.1 Describe the types of accidents or incidents which may occur and the correct actions to take	Explain how to deal with accidents or incidents where <ul style="list-style-type: none"> <li>i. there is no immediate access to a person competent to deal with the situation</li> <li>ii. there is immediate access to a person competent to deal with the situation</li> <li>iii. the individual with the health emergency is in a dangerous place</li> </ul>
	3.2 Explain the importance of not carrying out actions beyond own capabilities	
	3.3 Explain the potential risks to others from an emergency situation	
	3.4 Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved	
4. Understand the records required and their importance	4.1 Explain the responsibility for and types of records required and the importance of accurate record keeping	
	4.2 Explain the relevant legislative requirements for completing records of accidents and incidents	

## Unit 303

5.	Monitor and maintain the health, safety and security of the work area	5.1	Carry out risk assessments in accordance with relevant legal and organisational requirements	
		5.2	Evaluate the risks which have been identified and implement appropriate control measures	
6.	Promote good standards of health and safety	6.1	Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment	
		6.2	Communicate any health and safety precautions that are being applied in the work area to others entering the area	
		6.3	Use approved safe methods of lifting and handling when carrying out work	
		6.4	Ensure standard procedures for personal hygiene are followed at all times	
		6.5	Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment	

## Unit 303

	6.6	Take appropriate action if there is a danger of accidents or injury	Simulations can be used
7. Respond to health emergencies within the work area	7.1	Implement procedures safely, correctly and without delay in an emergency situation	Simulations can be used
	7.2	Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation	Simulations can be used
	7.3	Give assistance as required within the limits of your capability, including suitable verbal support	Simulations can be used
	7.4	Make the immediate vicinity as safe as possible	Simulations can be used

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**Assessor's name**

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## Unit 304

TITLE	Plan the construction and maintenance of structures and surfaces	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	H/600/1235	
<p>The aim and purpose of this unit is to provide the learner with the knowledge, skills and understanding required to plan the construction and maintenance of structures and surfaces. The learner will identify the requirements of the structure or surfaces and create effective plans that will take into account of any constraints and opportunities.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU26.1</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. To be able to plan the construction and maintenance of structures and surfaces	1.1 Establish the purpose and use of the structure <b>or</b> surface	
	1.2 Identify opportunities and constraints relevant to the site	For a named site identify the following opportunities and constraints: (i) legal (ii) environmental (iii) social, cultural and aesthetic (iv) economic/financial (v) physical (vi) organisational (vii) timing/seasonality

## Unit 304

	1.3	Produce plans that achieve the best balance between the criteria and the opportunities and constraints	produce plans that cover: (i) site preparation (ii) resources and their use (iii) timescale and sequence of operations (iv) working methods (v) waste management (vi) restitution of site (vii) health and safety requirements	
	1.4	Identify resources required to achieve the plans and establish their availability	identify the following resources: (i) human (ii) financial (iii) material (iv) capital	
	1.5	Produce plans that contain the necessary information for implementation	produce plans that cover: (i) site preparation (ii) resources and their use (iii) timescale and sequence of operations (iv) working methods (v) waste management (vi) restitution of site (vii) health and safety requirements	
	1.6	Present plans in a way which is suitable for those who are to implement them		
2.	Understand how to plan the construction and maintenance of structures and surfaces.	2.1	Explain the purpose and use which the structure or surface is to meet and the requirements of the planned development	Cross reference to 1.1

## Unit 304

	<p>2.2 Describe the full range of opportunities and constraints which may be relevant to the site covering all the following:</p> <ul style="list-style-type: none"> <li>i. legal,</li> <li>ii. environmental,</li> <li>iii. social, cultural and aesthetic,</li> <li>iv. economic/financial,</li> <li>v. physical,</li> <li>vi. organisational,</li> <li>vii. timing/ seasonality</li> </ul>	
	<p>2.3 Explain how to develop plans which achieve the best balance between different factors and the purpose of the structure or surface</p>	
	<p>2.4 State how to determine the best time for the construction and maintenance work</p>	
	<p>2.5 Explain how and why to finish structures and surfaces in ways which are consistent with the surrounding environment</p>	

## Unit 304

	<p>2.6 Explain how to determine the resources necessary to achieve the plan and their likely availability</p> <ul style="list-style-type: none"> <li>i. human,</li> <li>ii. financial</li> <li>iii. material</li> <li>iv. capital</li> </ul>	
	<p>2.7 Describe the nature of the information which the plan has to contain and how to determine specific details in relation to:</p> <ul style="list-style-type: none"> <li>i. site preparation;</li> <li>ii. methods of work;</li> <li>iii. sequence of operations;</li> <li>iv. disposal of waste;</li> <li>v. site restitution;</li> <li>vi. health and safety requirements</li> </ul>	
	<p>2.7 Effective methods of presenting plans to the full range of those who are to use them taking into account their particular needs</p>	
<p>3. Understand relevant health and safety legislation and environmental good practice</p>	<p>3.1 Summarise current health and safety legislation, codes of practice and any additional requirements</p>	<p>Minimum of <b>three</b> regulations from the HSWA</p>

**Unit 304**

	3.2 Describe the possible environmental damage that could occur and how to respond appropriately	
	3.3 Explain the correct and appropriate methods for disposing of waste	

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## Unit 305

TITLE	Support the organisation and implementation of game shooting programmes	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN	D/502/3949	

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to organise and implement shoot day activities. This unit is aimed at game conservation, and can be applied to any shooting estate.

The definitions below should help to clarify the terminology used within this unit.

**Game** - Legal game quarry species including deer

**Shooting activities** - Any legal field sport involving the hunting of game with a firearm

**Sporting estate** - Any area of land used for the provision of game shooting activities

**Gun** - Participant in shooting activity

**Shooting programme** - Planned shoot activities covering shooting season

Relationship to National Occupational Standards: This unit directly relates to O29NGa12.1, O29NGa12.2

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	

1. Be able to organise game shooting programmes	1.1 Obtain shooting programme specification	
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## Unit 305

	1.2	Organise resources to effectively support planned shooting programme	Organise the resources required in terms of: <ul style="list-style-type: none"> <li>i. available game</li> <li>ii. people</li> <li>iii. transport</li> <li>iv. equipment</li> <li>v. finance</li> </ul>
	1.3	Develop and agree the implementation of the shooting programme with shoot management	Develop and agree a shooting programme covering: <ul style="list-style-type: none"> <li>i. planned number of days</li> <li>ii. required quarry numbers</li> <li>iii. intended shoot area</li> </ul>
	1.4	Ensure that planned shooting activities comply with legal requirements	
	1.5	Inform people of the intended shooting activities in sufficient time, prior to the event	Inform the following people of shooting activity: <ul style="list-style-type: none"> <li>i. participants in shooting activity</li> <li>ii. adjacent land owners</li> <li>iii. shoot or estate manager</li> <li>iv. other land users</li> </ul>
	1.6	Establish arrangements to handle and dispose of dead game	
	1.7	Develop contingencies to effectively deal with factors which may affect the shooting programme	Develop contingencies to deal with the following factors: <ul style="list-style-type: none"> <li>i. different environmental conditions</li> <li>ii. unexpected game behaviors</li> <li>iii. human influences</li> </ul>

## Unit 305

2. Be able to implement game shooting programmes	2.1	Allocate resources to effectively maintain planned sporting outcomes	Allocate the following resources: i. people ii. transport iii. equipment iv. finance
	2.2	Organise shoot day activities to make best use of natural topography and habitat in presenting game to participants	
	2.3	Communicate effectively shoot safety requirements to all those involved with shoot day	
	2.4	Ensure Gun satisfaction through the maintenance of good communications and identifying and responding to their needs	
	2.5	Organise people's roles so that the planned outcome of the shooting activity can be achieved in a manner which maintains the safety of all participants	Organise at least <b>two</b> of the following roles: i. beating ii. stopping iii. picking-up iv. dealing with dead game v. sewelling vi. flagging vii. ghillieing

	<p>2.6 Deal with factors which affect shooting activity to minimise their effect on the shooting programme</p>	<p>Deal with at least <b>two</b> of the following factors:</p> <ul style="list-style-type: none"> <li>i. variations in environmental conditions</li> <li>ii. unexpected game behaviour</li> <li>iii. resources shortages</li> <li>iv. human influences</li> </ul>
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## Unit 305

	2.7	Ensure that game carcasses are handled and stored to maintain their quality and value according to legal requirements	
	2.8	Ensure that shooting activities are concluded so that the sporting estate is returned to a pre-shoot condition	
3. Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
	3.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
4. Be able to control the use of relevant equipment	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	

## Unit 305

5. Be able to maintain accurate records	5.1 Maintain accurate records of shoot planning, organisation and implementation	Maintain written records in respect of: i. quarry shot ii. shots taken
6. Understand how to organise game shooting programmes	6.1 Explain the legal requirements (national and local bylaws) pertaining to game shooting activities	
	6.2 Explain the components of the shooting programme in respect to: i. planned number of days ii. required quarry numbers iii. intended shoot area	
	6.3 Explain the importance of keeping people informed including: i. participants in shooting activity ii. adjacent land owners iii. shoot or estate manager iv. other land users	
	6.4 Explain the legal requirements controlling the disposal of the dead game and the reasons for compliance	

## Unit 305

	<p>6.5 Describe the shooting estate characteristics including details of how else the estate is used by others</p>	<p>For a named estate</p>
	<p>6.6 Describe the game population availability on the estate</p>	<p>For the named estate in 6.5</p>
	<p>6.7 Describe the resource requirements associated with the planned shooting programme in respect to:</p> <ul style="list-style-type: none"> <li>i. available game</li> <li>ii. people</li> <li>iii. transport</li> <li>iv. equipment</li> <li>v. finance</li> </ul>	
	<p>6.8 Describe the contingencies required to deal with the following factors:</p> <ul style="list-style-type: none"> <li>i. variations in environmental conditions</li> <li>ii. unexpected game behaviour</li> <li>iii. resources shortages</li> <li>iv. human influences</li> </ul>	

## Unit 305

7. Know and understand how to support the implementation of game shooting programmes	7.1	Describe how to organise the following roles: i. beating ii. stopping iii. picking-up iv. dealing with dead game v. sewelling vi. flagging vii. ghillieing	
	7.2	Describe the firearm legislation as it affects the shoot day	
	7.3	Explain the importance of effectively communicating shoot safety requirements	
	7.4	Explain how to manage activities to optimise sporting potential	
	7.5	Describe the legal requirements controlling the preparation and storage/holding of game and how changes in the preparation and storage environment can affect the product	

## Unit 305

	7.6	Explain how estate topography and habitat characteristics are used to optimise sporting potential		
	7.7	Describe the behaviour characteristics of different game species and how these are utilised to provide sporting opportunities to Guns	For the named estate in 6.5	
	7.8	Describe the sporting requirements of participants in game shooting activities		
	7.9	Explain the value of good communication skills to shoot safety and organisation		
8.	Understand relevant health and safety legislation and environmental good practice	8.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Minimum of <b>three</b> regulations from the HSWA and <b>one</b> Code of practice
		8.2	Describe the possible environmental damage that could occur and how to respond appropriately	

## Unit 305

	8.3	Explain the correct and appropriate methods for disposing of organic and inorganic waste including game not fit for human consumption	
9.		Understand the reasons for maintaining equipment	9.1 Describe the methods and importance of maintaining the range of equipment used

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## Unit 306

TITLE	Manage wild game populations	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	Y/502/3951	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding required to manage wild game populations. This unit is aimed at game conservation, and can be applied to any shooting estate.          The definitions below should help to clarify the terminology used within this unit.</p> <p><b>Game</b> - Legal game quarry species including deer  <b>Sporting estate</b> - Any area of land used for the provision of game shooting activities  <b>Management information</b> - information collected in support of estate activities.          For example: game records, shoot records, feeding records etc.  <b>Shooting potential</b> - Game available to support shooting activities  <b>Facilities</b> - Areas of land and equipment used for the application of resources  <b>Resources</b> - For example: food, water shelter etc.  <b>Advisory bodies</b> - For example: Game Conservancy Trust, BASC etc.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa13.1, O29NGa13.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	

## Unit 306

1. Be able to support the development of wild game management plans	1.1	Maintain an accurate assessment of wild game population characteristics through the analysis of management information	Assess game population characteristics in terms of: i. size and structure ii. distribution iii. interactions with wildlife and habitat and analysis <b>three</b> of the following types of management information: i. shoot records ii. game records iii. resource usage iv. published data
	1.2	Establish the potential of the sporting estate to support wild game populations through the analysis of management information	Analysis <b>three</b> of the following types of management information: i. shoot records ii. game records iii. resource usage iv. published data
	1.3	Develop a clear understanding of all known influences which may affect the management of game	Develop a clear understanding of the following influences on wild game: i. habitat ii. pest and predator actions iii. game welfare and nutrition iv. disease v. land usage vi. human influences
	1.4	Propose game management plans to optimise the long-term sustainable shooting potential of game populations	
	1.5	Gain feedback on proposed game management plans from shoot manager	

## Unit 306

	1.6	Agree final game management plan with shoot manager	
2. Be able to manage wild game populations	2.1	Supervise the implementation of game management activities to achieve objectives	Maintain the following management activities: <ul style="list-style-type: none"> <li>i. monitoring game, wildlife and habitat</li> <li>ii. pest and predator control</li> <li>iii. the application of supplementary</li> <li>iv. resources to support game</li> </ul>
	2.2	Maintain game management activities within known resource constraints and organisational requirements	Maintain the use of the following resources within known constraints: <ul style="list-style-type: none"> <li>i. people</li> <li>ii. equipment</li> <li>iii. material</li> <li>iv. time</li> </ul>
	2.3	Take action to correct deviations from the game management plan	Take action in respect to <b>three</b> of the following deviations: <ul style="list-style-type: none"> <li>i. habitat deterioration</li> <li>ii. pest and predator actions</li> <li>iii. game nutritional shortfalls</li> <li>iv. disease</li> <li>v. resource shortages</li> <li>vi. human influences</li> </ul>
	2.4	Maintain communication with relevant people to facilitate the effective management of game populations	Communicate with the following people: <ul style="list-style-type: none"> <li>i. estate/shoot managers</li> <li>ii. colleagues</li> </ul>

3.	Be able to promote health and safety and environmental good practice	3.1	Ensure work promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
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### Unit 306

		3.2	Ensure work is carried out in a manner which minimises environmental damage	
		3.3	Ensure waste is dealt with in accordance with legislative requirements and codes of practice	
4.	Be able to control the use of relevant equipment	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	
5.	Understand the requirement of wild game management plans	5.1	Describe the legal requirements pertaining to the management of wild game	
		5.2	Explain the term 'sustainable long-term sporting potential'	
		5.3	Describe the life histories of wild game as relevant to the sporting estate	

	<p>5.4 Explain how to assess the characteristics of wild game stock in terms of:</p> <ul style="list-style-type: none"><li>i. size and structure</li><li>ii. distribution</li><li>iii. interactions with wildlife and habitat</li></ul>	
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## Unit 306

	<p>5.5 Explain how the following management information is analysed to support the development of game management plans:</p> <ul style="list-style-type: none"> <li>i. shoot records</li> <li>ii. game records</li> <li>iii. resource usage</li> <li>iv. published data</li> </ul>	
	<p>5.6 Explain how the following influences wild game populations:</p> <ul style="list-style-type: none"> <li>i. habitat</li> <li>ii. pest and predator actions</li> <li>iii. game welfare and nutrition</li> <li>iv. disease</li> <li>v. land usage</li> <li>vi. human influences</li> </ul>	
	<p>5.7 Explain how to assess game habitat and its potential for holding game</p>	
	<p>5.8 Explain how the long-term shooting potential for a game population is established</p>	
	<p>5.9 Describe the methods used to monitor and maintain wild game populations and how these vary through out the calendar year</p>	<p>For a minimum of <b>two</b> methods</p>

## Unit 306

	5.10	Describe common game diseases and possible causes of infection and methods of prevention/control	For a minimum of <b>three</b> named diseases and their controls
	5.11	Explain the methods used to determine game population structure and the implications of population structure on sporting potential	
6. Understand how to manage wild game populations	6.1	Describe the legal restrictions on the allocation of additional resources	
	6.2	Explain how the following activities are used to support the management of game: i. monitoring game, wildlife and habitat ii. pest and predator control iii. the application of supplementary resources to support game	
	6.3	Explain environmental legislation in relation to monitoring and controlling vertebrate pests and predators	
	6.4	Explain where medication can be used in the maintenance of game health	

## Unit 306

	6.5	Describe the habitat requirements of wild game species as relevant to the sporting estate	
	6.6	Describe what sporting potential is and how it can be achieved	
	6.7	Explain the importance of maintaining effective communications with both i. estate/shoot managers ii. colleagues	

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**Assessor's name**

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## Unit 307

TITLE	Manage game habitat	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	K/502/3954	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding required for managing game habitat in support of game shooting activities.</p> <p>The definitions below should help to clarify the terminology used within this unit.</p> <p><b>Game</b> - Legal game quarry species including deer</p> <p><b>Sporting estate</b> - Any area of land used for the provision of game shooting activities</p> <p><b>Estate Characteristics</b> - For example: topography, other estate activities, land type, drainage</p> <p><b>Habitat creation</b> - For example: the establishment of annual cover crops, the establishment of permanent hedgerows or woodland etc</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa15.1 and O29NGa15.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	Recorded over a over a 12 month period
1. Be able to support the development of habitat management plans	1.1 Determine requirements of the game habitat management through the accurate analysis of game needs and sporting activity requirements	

	<p>1.2 Identify how influences which may affect habitat management apply on the sporting estate</p>	<p>Identify the impact of the following influences:</p> <ul style="list-style-type: none"> <li>i. environmental condition</li> <li>ii. resource availability</li> <li>iii. land usage</li> <li>iv. legislation</li> <li>v. human influences</li> </ul>
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## Unit 307

	<p>1.3 Make contributions to the habitat management plan in accordance with ongoing estate management regimes and the requirements of legislation</p>	<p>Make contributions to the management of habitats to cover:</p> <ul style="list-style-type: none"> <li>i. habitat monitoring</li> <li>ii. habitat creation</li> <li>iii. habitat maintenance</li> </ul>
	<p>1.4 Gain feedback on contributions to habitat plans from shoot manager</p>	
	<p>1.5 Agree final habitat management plans with shoot manager</p>	
<p>2. Be able to manage game habitat</p>	<p>2.1 Supervise the implementation of habitat management activities to support game populations</p>	<p>Supervise the following habitat management activities:</p> <ul style="list-style-type: none"> <li>i. habitat monitoring</li> <li>ii. habitat creation</li> <li>iii. habitat maintenance</li> </ul>
	<p>2.2 Complete habitat management within known resource constraints and to comply with relevant legislation</p>	<p>Maintain the use of the following resources within known constraints:</p> <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. equipment</li> <li>iv. time</li> </ul>
	<p>2.3 Evaluate habitat management activities against planned objectives</p>	
	<p>2.4 Achieve planned habitat management objectives to comply with relevant legislation and given codes of practice</p>	

## Unit 307

	2.5	Deal with influences which disrupt planned habitat management to minimise their effect	Deal with <b>three</b> of the following influences: i. environmental changes ii. resource shortages iii. land usage iv. legislation v. human influences
	2.6	Maintain effective communication with those implementing habitat management activities	
3. Be able to promote health and safety and environmental good practice	3.1	Ensure work promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
	3.3	Ensure waste is dealt with in accordance with legislative requirements and codes of practice	Hazardous and non hazardous
4. Be able to maintain accurate records	4.1	Provide clear and accurate information for recording purposes	Written

## Unit 307

5. Understand the development of habitat management plans	5.1	Describe relevant wildlife and environmental legislation	As a minimum State <b>two</b> wildlife and <b>one</b> environmental law relating to habitat management
	5.2	Explain habitat requirements in respect of game and its interaction with natural flora and fauna	For <b>three</b> game species possible cross reference 5.3
	5.3	Describe the habitat requirements of game species found on the sporting estate	For a named estate , state the game present and their habitat requirements
	5.4	Describe the factors which can affect their implementation on the following habitat management activities: i. monitoring ii. creation iii. maintenance	
	5.6	Specify where to source advice, information and grant aid in respect of habitat management and conservation	
	5.7	Explain the interaction of game habitat with other land users	
	5.8	Explain why habitat management activities may need to be modified with changes in environmental conditions	

## Unit 307

	<p>5.9 Explain how the following influences can impact on game habitat:</p> <ul style="list-style-type: none"> <li>i. environmental changes</li> <li>ii. resource shortages</li> <li>iii. land usage</li> <li>iv. legislation</li> <li>v. human influences</li> </ul>	
	<p>5.10 Explain the legal requirements that control habitat management activities</p>	
<p>6. Understand how to manage game habitat</p>	<p>6.1 Explain the benefits of managing game habitat</p>	
	<p>6.2 Describe the habitat requirements of different game species</p>	<p>Cross reference with 5.2</p>
	<p>6.3 Explain how habitat is managed to optimise sporting value and nature conservation</p>	
	<p>6.4 Explain how habitat management needs to vary throughout the annual cycle</p>	
	<p>6.5 Explain the purpose of habitat management objectives</p>	

## Unit 307

	<p>6.6 Explain how to supervise the following habitat management activities:</p> <ul style="list-style-type: none"> <li>i. monitoring</li> <li>ii. creation</li> <li>iii. maintenance</li> </ul>	
	<p>6.7 Explain the value of creating habitat to suit the needs of game</p>	
	<p>6.8 Explain how to deal with the following influences to minimise their impact on habitat management activities:</p> <ul style="list-style-type: none"> <li>i. environmental changes</li> <li>ii. resource shortages</li> <li>iii. land usage</li> <li>iv. legislation</li> <li>v. human influences</li> </ul>	
	<p>6.9 Explain why it is important to use the following resources within known constraints:</p> <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. equipment</li> <li>iv. time</li> </ul>	

7.	Understand relevant health and safety legislation and environmental good practice	7.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Minimum of <b>three</b> regulations from the HSWA Cross reference 5.1
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## Unit 307

	7.2	Describe the possible environmental damage that could occur and how to respond appropriately	For a minimum of <b>two</b> causes
	7.3	Explain the correct and appropriate methods for disposing of organic and inorganic waste	
	7.4	Explain the records required for management and legislative purposes and the importance of maintaining them	

**Learner's signature**

I confirm that the evidence above is all my own work

..... Date .....

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date .....

**Internal verifier's signature (if sampled)**

.....Date.....

## Unit 308

TITLE	Manage fertile game egg production	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	M/502/3955	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding required to manage the production of game eggs. It can be applied to any gamebird which is produced under controlled conditions.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa16.1, O29NGa16.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to plan and organise the production of fertile game eggs	1.1 Plan gamebird egg production such that targets can be achieved in accordance with legal requirements	
	1.2 Organise the establishment of laying pens to support planned production	
	1.3 Select breeding stock to optimise the potential return from breeding activities	

## Unit 308

	1.4	Develop a breeding programme to achieve required production in compliance with organisational and legal requirements	Develop and implement a breeding programme to cover the following processes: <ul style="list-style-type: none"> <li>i. catching breeding stocks</li> <li>ii. transport of laying birds</li> <li>iii. preparation of laying birds</li> <li>iv. monitoring fertility</li> <li>v. egg collection and storage</li> <li>vi. disposal of breeding flock</li> </ul>	
	1.5	Develop feeding and care regimes for breeding stock to maintain nutritional and welfare requirements of game chicks		
	1.6	Make arrangements to support the effective implementation of the breeding programme		
	1.7	Establish procedures to be followed to minimise the effect of factors which can disrupt production	Establish procedures to deal with the following factors: <ul style="list-style-type: none"> <li>i. variations in environmental conditions</li> <li>ii. resource shortfalls</li> <li>iii. pest and predator actions</li> <li>iv. disease</li> <li>v. equipment failure</li> <li>vi. broodiness</li> <li>vii. variations in expected egg production</li> </ul>	
	1.8	Establish a recording system to support the planned breeding programme		
2.	Be able to manage egg production to maintain fertility and quality	2.1	Organise the establishment of breeding areas to support egg production	

## Unit 308

	<p>2.2 Organise the preparation and care of breeding stock to maintain welfare, facilitate egg production and comply with legislation</p>	
	<p>2.3 Maintain production operations within known resource availability and according to welfare requirements</p>	<p>Maintain the following operations:</p> <ul style="list-style-type: none"> <li>i. egg collection</li> <li>ii. egg cleaning and storage</li> <li>iii. caring for breeding stock</li> <li>iv. disposal of breeding flocks</li> </ul> <p>Whilst maintaining production according to the availability of the following resources:</p> <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. feed and water</li> <li>iv. equipment</li> <li>v. power</li> <li>vi. time</li> </ul>
	<p>2.4 Administer prophylactic and disease treatments according to legal requirements</p>	

## Unit 308

	2.5	Recognise and effectively deal with difficulties which impact on the breeding programme	Recognise and effectively deal with <b>five</b> of the following difficulties: <ul style="list-style-type: none"> <li>i. egg eating</li> <li>ii. soft shells</li> <li>iii. vent pecking</li> <li>iv. over mating</li> <li>v. low fertility</li> <li>vi. egg binding</li> <li>vii. disease</li> <li>viii. stress in birds</li> <li>ix. egg peritonitis</li> </ul>
3. Be able to promote health and safety and environmental good practice	3.1	Ensure work is completed in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
	3.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	Hazardous and non hazardous
4. Be able to maintain accurate records	4.1	Establish a recording system to support the planned breeding programme	

## Unit 308

5. Understand how to plan and organise the production of fertile game eggs	5.1	Describe the requirements of the following processes: i. catching breeding stocks ii. transport of laying birds iii. preparation of laying birds iv. monitoring fertility v. egg collection and storage vi. disposal of breeding flock	
	5.2	Describe the procedures required to deal with the following: i. variations in environmental conditions ii. resource shortfalls iii. pest and predator actions iv. disease v. equipment failure vi. broodiness vii. variations in expected egg production	
	5.3	Describe the reproductive requirements of the gamebird being produced	
	5.4	Explain how to select and age breeding birds	
	5.5	Explain how the age of individual birds can effect egg production	
	5.6	Explain how to organise laying pens to achieve required egg production	

## Unit 308

	5.7	Specify the nutritional requirements of breeding stock	
	5.8	Describe the care and welfare requirements of breeding stock	
	5.9	Explain how to establish a breeding programme to achieve planned targets	
	5.10	Describe how to effectively establish and locate catchers to obtain target breeding stock	
	5.11	Explain how to minimise the potential impact of the following: <ul style="list-style-type: none"> <li>i. egg eating</li> <li>ii. soft shells</li> <li>iii. vent pecking</li> <li>iv. over mating</li> <li>v. low fertility</li> <li>vi. egg binding</li> <li>vii. disease</li> <li>viii. stress in birds</li> <li>ix. egg peritonitis</li> </ul>	
	5.14	Specify appropriate male/female ratios for breeding flocks	
	5.15	Describe the precautions that can be implemented to minimise feather picking and damage caused during fighting	

## Unit 308

	5.16	Explain the methods used to monitor the fertility of individual birds	
	5.17	Specify the expected levels of egg production	
6. Understand how to manage egg production to maintain fertility and quality	6.1	Explain the legal requirements and relevant codes of practice pertaining to production and welfare of reared gamebirds and controlling game rearing	
	6.2	Explain the legal requirements associated with veterinary medicine and notifiable diseases	
	6.3	Explain how gamebirds are prepared to maximise egg production	
	6.4	Describe the advantages and disadvantages of closed and caught-up flock systems	
	6.5	Describe the welfare and nutritional requirements of breeding stock including the pre-breeding nutritional requirements	
	6.6	Describe common gamebird diseases and their associated symptoms and treatments	Name <b>two</b> diseases
	6.7	Explain expectable levels and common causes of mortality	
	6.8	Explain how to administer treatments to gamebirds	For a minimum of <b>two</b> named treatments



## Unit 308

	6.9	Describe the specialist handling requirements of brood stock and gamebird chicks		
	6.10	Explain how to collect, clean and store eggs to maximise hatchability		
	6.11	Specify the expected periods and levels of production linked to calendar months		
	6.12	Explain the voluntary codes of practice which support the production of game eggs		
	6.13	Explain the importance of good egg fertility and the variations in fertility which occur during the egg laying season		
7.	Understand relevant health and safety legislation and environmental good practice	7.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Minimum of <b>three</b> regulations from the HSWA
		7.2	Describe the possible environmental damage that could occur and how to respond appropriately	
		7.3	Explain the correct and appropriate methods for disposing of organic and inorganic waste	
		7.4	Explain the records required for management and legislative purposes associated with the production of gamebird egg production	

## Unit 308

8. Understand the reasons for controlling operations according to resource availability	8.1 Explain the control of resource in respect to the following operations: i. egg collection ii. egg cleaning and storage iii. caring for breeding stock iv. disposal of breeding flocks	
	8.2 Describe how the use of the following resources is monitored and controlled: i. people ii. materials iii. feed and water iv. equipment v. power vi. time	

**Learner's signature**

I confirm that the evidence above is all my own work

..... Date .....

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date .....

**Internal verifier's signature (if sampled)**

.....Date.....

## Unit 309

TITLE	Manage the incubation of gamebird eggs	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	T/502/3956	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding required to manage the production of gamebird chicks. The definitions below should help to clarify the terminology used within this unit.</p> <p><b>Incubation</b> - Process used to support the development of chicks inside the egg</p> <p><b>Hatching</b> -Process used to support the hatching of chicks from the egg</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa17.1 and O29NGa17.2.</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. To be able to plan and organise incubation	1.1 Plan hatchery production such that targets can be achieved in accordance with legal requirements	
	1.2 Develop hatchery operations to achieve required production in compliance with organisational and legal requirements	Develop hatchery operations relating to: <ul style="list-style-type: none"> <li>i. egg preparation</li> <li>ii. egg incubation</li> <li>iii. egg hatching</li> <li>iv. despatch of deformed chicks</li> <li>v. boxing day-old chicks</li> </ul>
	1.3 Develop procedures to establish and compare fertility in gamebird eggs	

## Unit 309

	1.4	Establish procedures to be followed to minimise the effect of factors which can disrupt production	Establish procedures to deal with the following factors: <ul style="list-style-type: none"> <li>i. variations in environmental conditions</li> <li>ii. resources shortfalls</li> <li>iii. equipment failure</li> </ul>
2. Be able to manage incubation	2.1	Ensure eggs are selected and prepared to support planned hatchery production	Used for: <ul style="list-style-type: none"> <li>i. Incubating</li> <li>ii. hatching</li> </ul>
	2.2	Maintain chick production within known resource constraints and according to welfare requirements	<b>Two</b> out of the following resources: <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. feed and water</li> <li>iv. equipment</li> <li>v. power</li> </ul>
	2.3	Ensure that the welfare of chicks is maintained during hatching and boxing	
	2.4	Maintain communication with those implementing hatchery operations to facilitate effective hatchery production	
	2.5	Modify production operations to take account of factors which affect production	<b>Two</b> out of the following factors <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. feed and water</li> <li>iv. equipment</li> <li>v. power</li> </ul>

<p>3. Be able to promote health and safety and environmental good practice</p>	<p>3.1 Ensure work is carried out in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements</p>	
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## Unit 309

	3.2	Ensure work is carried out in a manner which minimises environmental damage	
	3.3	Manage the disposal of waste in accordance with legislative requirements and codes of practice	
4. Be able to maintain and use relevant equipment	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	Develop <b>hatchery operations</b> relating to: i. egg preparation ii. egg incubation iii. egg hatching iv. despatch of deformed chicks v. boxing day-old chicks
	4.2	Test and establish the working condition and hygiene of incubation and hatching equipment	
	4.3	Operate incubation and hatching equipment to maintain the temperature and humidity essential to chick production	
5. Be able to maintain accurate records	5.1	Establish a recording system to support the planned production programme	Establish a recording system to record: i. fertility ii. percentage hatch of fertile eggs iii. percentage overall hatch iv. numbers in incubation
	5.2	Provide clear and accurate information for recording purposes	

## Unit 309

	5.3	Maintain accurate records in respect of the production of gamebirds	Written
6. Understand how to plan and organise incubation	6.1	Describe how to establish a production programme to achieve planned targets	
	6.2	Explain how to minimise the potential impact of factors which disrupt production	State procedures to deal with the following factors: i. variations in environmental conditions ii. resources shortfalls iii. equipment failure
	6.3	Explain how to monitor and control temperature and humidity	
	6.4	Describe the requirements of the following hatchery operations: i. egg preparation ii. egg incubation iii. egg hatching iv. despatch of deformed chicks v. boxing of day-old chicks	
7. Understand how to manage incubation	7.1	Explain how to deal with the following factors which can disrupt production: i. incubation failure ii. environmental changes iii. resource shortages iv. disease and abnormality	

## Unit 309

	7.2	Describe the specialist handling requirements of gamebird chicks	
	7.3	Explain how to prepare eggs to maximise production	
	7.4	Explain the importance of good hygiene practices and explain the problems that are associated with poor hatchery hygiene	
	7.5	Specify the environmental conditions required to support successful incubation, hatching and transport	
	7.6	Explain the methods used to humanely dispatch chicks	State the minimum of <b>two</b> methods
	7.7	Explain how the following can be dealt with to limit their impact on hatchery processes. i. variations in environmental conditions ii. resources shortfalls iii. equipment failure	
	7.8	Specify the boxing requirements for day-old chicks	
	7.9	Describe the impact of fluctuations in temperature and humidity on incubation and hatching	
	7.10	Describe the causes of abnormality in game chicks	

## Unit 309

	<p>7.11 Explain how to control the availability of the following resources:</p> <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. feed and water</li> <li>iv. equipment</li> <li>v. power</li> <li>vi. time</li> </ul>	
<p>8. Understand relevant health and safety legislation and environmental good practice</p>	<p>8.1 Summarise current health and safety legislation, codes of practice and any additional requirements pertaining to the production and welfare of reared game chicks</p>	<p>Minimum of <b>three</b> regulations from the HSWA Cross reference 8.7</p>
	<p>8.2 Describe the possible environmental damage that could occur and how to respond appropriately</p>	
	<p>8.3 Specify the legal requirements associated with the disposal of dead stock</p>	
	<p>8.4 Explain the correct and appropriate methods for disposing of organic and inorganic waste</p>	
	<p>8.5 Describe the legal constraints controlling hatchery production</p>	
	<p>8.6 Explain the voluntary codes of practice which support the production of game chicks</p>	

## Unit 309

	8.7	Specify the legal requirements and relevant codes of practice pertaining to production and welfare of reared gamebirds	
9. Understand the reasons for maintaining equipment	9.1	Explain the importance and methods of maintaining equipment for use	
	9.2	Explain the manufacturer's operating procedures including the emergency back-up systems associated with the incubation equipment and the time period of insulation	
	9.3	Explain how to establish and maintain the hygienic condition of incubation equipment	

	9.4	Explain how to test and establish the working condition of incubation equipment	For a named machine
	9.5	Explain the manufacturer's instructions controlling the regulation of temperature and humidity	For a named machine
10. Know how to maintain accurate records	10.1	Describe the types of records required and the importance of accurate record keeping associated with the production of gamebird chicks including: <ul style="list-style-type: none"> <li>i. fertility</li> <li>ii. percentage hatch of fertile eggs</li> <li>iii. percentage overall hatch</li> <li>iv. numbers in incubation</li> </ul>	

**Learner's signature**

I confirm that the evidence above is all my own work

..... Date .....

**Assessor's name** .....

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date .....

**Internal verifier's signature (if sampled)**

.....Date.....

## Unit 310

TITLE	Manage the production of reared gamebirds	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	A/502/3957	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding required to manage the production of reared game birds.  <b>Production</b> – for this unit means the development of game from day-old chicks until ready for release</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa18.1, O29NGa18.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to plan and organise production of reared gamebirds	1.1 Plan game rearing so that targets can be achieved	
	1.2 Plan production to comply with legal requirements	

## Unit 310

	<p>1.3 Develop a programme to achieve required production activities in compliance with organisational resource availability</p>	<p>Develop a programme covering the following production activities:</p> <ul style="list-style-type: none"> <li>i. receipt of gamebird chicks</li> <li>ii. maintenance of brooder units</li> <li>iii. health care</li> <li>iv. care of juvenile gamebirds</li> <li>v. disposal of dead chicks</li> </ul> <p>and with the organisational resources of :</p> <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. feed and water</li> <li>iv. equipment</li> <li>v. power</li> <li>vi. time</li> </ul>
	<p>1.4 Develop feeding and care regimes for gamebirds to maintain their nutritional and welfare requirements</p>	
	<p>1.5 Make arrangements to support the effective implementation of the rearing programme</p>	
	<p>1.6 Establish procedures to be followed to minimise the effect of factors which can disrupt rearing</p>	<p>Develop procedures to deal with the following factors:</p> <ul style="list-style-type: none"> <li>i. variations in environmental conditions</li> <li>ii. resources shortfalls</li> <li>iii. pest and predator actions</li> <li>iv. disease</li> <li>v. equipment failure</li> </ul>

2. Be able to maintain the production of reared gamebirds.	2.1 Organise game rearing under conditions that maintain the welfare and development of gamebird chicks	
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### Unit 310

	2.2 Organise game rearing to comply with legal requirements	
	2.3 Maintain rearing activities within known resource constraints	<p>Maintain the following rearing activities:</p> <ul style="list-style-type: none"> <li>i. feeding</li> <li>ii. watering</li> <li>iii. maintaining environmental conditions</li> <li>iv. disposal of waste</li> <li>v. disposal of dead chicks</li> </ul> <p>Whilst effectively applying the following resources:</p> <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. feed and water</li> <li>iv. equipment</li> <li>v. power</li> <li>vi. time</li> </ul>
	2.4 Recognise ill-health in gamebirds through the accurate interpretation of signs of abnormality	
	2.5 Ensure welfare and survival of gamebirds by maintaining reared gamebirds under specified holding conditions	
	2.6 Administer prophylactic and disease treatments according to veterinary instructions and legal requirements	

	2.7	Maintain communication with those caring for game to facilitate effective production	
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## Unit 310

	2.8	Modify rearing activities to take account of factors which disrupt production	Take action to deal with at least <b>three</b> of the following factors: i. environmental change ii. equipment failure iii. resource shortages iv. pest and predator actions v. disease
3. Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
	3.3	Manage the disposal of waste in accordance with legislative requirements and codes of practice	Hazardous and non hazardous
4. Be able to select, use and maintain relevant equipment	4.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	
5. Be able to maintain accurate records	5.1	Establish a recording system to support production programme ensuring that it provides clear and accurate information for recording purposes	
	5.2	Maintain accurate records in respect of the production of gamebirds	Written

## Unit 310

6. Understand how to plan and organise production of reared gamebirds	6.1	Describe the welfare requirements of the gamebirds being produced	
	6.2	Explain the importance of hygiene and cleaning to game rearing	
	6.3	Specify the nutritional requirements of all stages of gamebird development	
	6.4	Describe common gamebird diseases and their associated symptoms and possible causes of infection and the treatments that can be used.	A minimum of <b>two</b> diseases and subsequent treatment
	6.5	Explain the causes of expected rearing losses, including 'starve outs'	
	6.6	Describe the specialist handling requirements of game chicks and juvenile stock	
	6.7	Explain how changes in the weather can impact on chick development	
	6.8	Explain how to protect game chicks from pest and predators	

## Unit 310

	<p>6.9 Describe the requirements of the following production activities:</p> <ul style="list-style-type: none"> <li>i. receipt of gamebird chicks</li> <li>ii. maintenance of brooder units</li> <li>iii. health care</li> <li>iv. care of juvenile gamebirds</li> <li>v. disposal of dead chicks</li> </ul>	
	<p>6.11 Describe the procedures needed to deal with the following factors:</p> <ul style="list-style-type: none"> <li>i. variations in environmental conditions</li> <li>ii. resources shortfalls</li> <li>iii. pest and predator actions</li> <li>iv. disease</li> <li>v. equipment failure</li> </ul>	
<p>7. Understand how to maintain the production of reared gamebirds</p>	<p>7.1 Describe the environmental requirements of gamebirds during the rearing process</p>	
	<p>7.2 Describe the advantages and disadvantages of the different systems used to supply water</p>	<p>A minimum of <b>two</b> methods of supplying water</p>

## Unit 310

	<p>7.3 Explain how to maintain the following rearing activities:</p> <ul style="list-style-type: none"><li>i. feeding</li><li>ii. watering</li><li>iii. maintaining environmental conditions</li><li>iv. disposal of waste</li><li>v. disposal of dead chicks</li></ul>	
	<p>7.4 Explain how to control the availability of the following resources:</p> <ul style="list-style-type: none"><li>i. people</li><li>ii. materials</li><li>iii. feed and water</li><li>iv. equipment</li><li>v. power</li><li>vi. time</li></ul>	

## Unit 310

8. Know relevant health and safety legislation and environmental good practice	8.1 Summarise current health and safety legislation, codes of practice and any additional requirements pertaining to production and welfare of reared gamebirds	Minimum of <b>three</b> regulations from the HSWA
	8.2 Describe the possible environmental damage that could occur and how to respond appropriately	
	8.3 Specify the legal requirements associated with the disposal of dead stock	
	8.4 Specify the legal requirements associated with veterinary medicine and notifiable diseases	
9. Know the types of equipment required and how to maintain them	9.1 Explain the importance of and methods of maintaining equipment for use	Use <b>two</b> named examples
10. Know how to maintain accurate records	10.1 Identify the record keeping requirements associated with the rearing of game chicks and the importance of accurate record keeping	

**Learner's signature**

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..... Date .....

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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## Unit 311

TITLE	Plan and organise the release of gamebirds	Learner's name
LEVEL	4	
CREDIT LEVEL	7	
UAN	A/600/1211	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills to plan and organise the release of gamebirds in support of game shooting activities.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa19.1 and O29NGa19.2</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to plan and organise the release of gamebirds.	1.1 Plan gamebird release such that targets can be achieved	
	1.2 Develop the release system to support planned release within known resource constraints	<b>Two</b> out of the following resource constraints: <ol style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. feed and water</li> <li>iv. release facilities</li> <li>v. power</li> <li>vi. time</li> </ol>

## Unit 311

	1.3	Organise the establishment of facilities to support the effective release of birds	Organise the following <b>facilities</b> : i. release areas ii. release pens iii. feeding and watering equipment iv. pest and predator deterrents v. pest and predator traps	
	1.4	Make arrangements to support the effective release of birds according to estate characteristics	Take account of the following <b>estate characteristics</b> : i. habitat ii. shooting areas iii. availability of natural foods iv. availability of water v. availability of safe roosting sites	
	1.5	Establish procedures to be followed to minimise the effect of factors which can disrupt release		
	1.6	Establish procedures to monitor, record and control the release process		
2.	Be able to manage the release of gamebirds	2.1	Supervise the application of release activities to maintain gamebird welfare and development	Supervise the following release activities: i. feeding and watering ii. maintaining release pens iii. the provision of shelter iv. managing the distribution of game v. disposal of waste vi. disposal of dead game vii. pest and predator control
		2.2	Administer prophylactic and disease treatments according to veterinary instructions and legal requirements	

## Unit 311

	2.3	Maintain communication with those caring for game to facilitate an effective release	
	2.4	Modify the release to take account of factors which disrupt production	Take action to deal with at least <b>two</b> of the following factors: i. resource shortages ii. pest and predator actions iii. disease iv. loss of game v. human influences
3. Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
4. Be able to maintain accurate records	4.1	Establish a recording system to support the planned production programme	
5. Understand how to plan and organise the release of gamebirds	5.1	Describe the legal requirements and relevant codes of practice pertaining to release of gamebirds	Minimum of <b>three</b> regulations from the HSWA
	5.2	Describe the habitat and welfare requirements of the gamebird being produced	

## Unit 311

	<p>5.3 Describe the requirements of following facilities</p> <ul style="list-style-type: none"> <li>(i) release areas</li> <li>(ii) release pens</li> <li>(iii) feeding and watering equipment</li> <li>(iv) pest and predator deterrents</li> <li>(v) pest and predator traps</li> </ul>	
	<p>5.4 Explain how to establish a release programme to support planned shooting activity</p>	
	<p>5.5 Explain how to prepare gamebirds for release including the use of wing clipping</p>	
	<p>5.6 Describe the advantages and disadvantages of the different systems used to support gamebird release</p>	<p>Compare <b>two</b> named systems</p>
	<p>5.7 Describe the habitat requirements of gamebirds including food, water, shelter and roosting</p>	

## Unit 311

	<p>5.8 Describe how the following estate characteristics are accounted for within release programmes:</p> <ul style="list-style-type: none"> <li>(i) habitat</li> <li>(ii) shooting areas</li> <li>(iii) availability of natural foods</li> <li>(iv) availability of water</li> <li>(v) availability of safe roosting sites</li> </ul>	
	<p>5.9 Explain why it is important to monitor and control the release process</p>	
	<p>5.10 Describe the procedures required to deal with the following factors which can disrupt the release process:</p> <ul style="list-style-type: none"> <li>(i) variations in environmental conditions</li> <li>(ii) resources shortfalls</li> <li>(iii) pest and predator actions</li> <li>(iv) equipment failure</li> <li>(v) disease</li> <li>(vi) human disturbance</li> </ul>	
<p>6. Understand how to manage the release of gamebirds</p>	<p>6.1 Describe the function and importance of the release objectives</p>	

	6.2 Describe the environmental requirements of gamebirds during the release process	
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### Unit 311

	6.3 Describe the nutritional requirements of gamebird during release	
	6.4 Explain husbandry techniques and how they can limit disease problems in gamebirds	For <b>two</b> named diseases
	6.5 Describe common gamebird diseases and their associated symptoms and treatments	For <b>two</b> named diseases
	6.6 Describe the specialist handling requirements of juvenile gamebirds	
	6.7 Explain how pest and predator actions can disturb the release process	
	6.8 Explain the purpose and function of the following release activities: (i) feeding and watering (ii) maintaining release pens (iii) the provision of shelter (iv) managing the distribution of game (v) disposal of waste (vi) disposal of dead game (vii) pest and predator control	
	6.9 Explain how resources can be used to achieve objectives of release	

## Unit 311

7. Understand relevant health and safety legislation and environmental good practice	7.1 Summarise current health and safety legislation, codes of practice and any additional requirements	Minimum of <b>three</b> regulations from the HSWA
	7.2 Specify the legal requirements associated with the disposal of dead stock	
	7.3 Explain the correct and appropriate methods for disposing of waste	Hazardous and non hazardous
8. Know how to maintain accurate records	8.1 Explain the records required for management and legislative purposes and the importance of maintaining them	

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**Assessor's name**

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## Unit 312

TITLE	Contribute to the prevention of rural crime on a sporting estate	Learner's name
LEVEL	4	
CREDIT LEVEL	4	
UAN	F/600/1212	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for the prevention of rural crime on sporting estates The definitions below should help to clarify the terms used within this unit.</p> <p><b>Game</b> - Legal game quarry species including deer  <b>Sporting estate</b> - Any area of land used for the provision of game shooting activities  <b>Access</b> - Entry onto land facility or building forming part of sporting estate  <b>Poaching</b> - The unauthorised removal of game from the wild</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa20.1 and O29NGa20.2</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to establish procedures to detect and prevent rural crime on a sporting estate.	1.1 Determine the potential risk from rural crime for the sporting estate	
	1.2 Establish procedures to prevent rural crime in compliance with legal requirements	Establish procedures in respect of: <ul style="list-style-type: none"> <li>i. crime prevention</li> <li>ii. patrolling</li> <li>iii. surveillance</li> <li>iv. monitoring security</li> </ul>
	1.3 Establish procedures to deal with incidents in compliance with legal requirements	establish procedures to deal with the following incidents: <ul style="list-style-type: none"> <li>i. unauthorised access</li> <li>ii. suspected theft</li> <li>iii. suspected poaching</li> <li>iv. poaching</li> </ul>

## Unit 312

	1.4	Communicate procedures to people in a manner which promotes understanding	communicate procedures to the following people: i. shoot manager(s) ii. colleagues iii. other estate workers
2. Be able to minimise the impact of rural crime on a sporting estate.	2.1	Maintain estate security in accordance with established procedures and legal requirements	
	2.2	Organise the effective implementation of patrolling and monitoring with the aim of minimising rural crime	
	2.3	Investigate nature and scope of incidents within limits of authority	Deal with <b>one</b> of the following incidents: i. unauthorised access ii. suspected theft iii. suspected poaching iv. poaching
	2.4	Organise surveillance operations to confirm poaching activity	
	2.5	Seek advice from appropriate authority when poaching incident is identified as falling outside responsibility	Seek advice from <b>one</b> of the following authorities: i. police ii. shoot management
	2.6	Deal with incidents courteously, politely and firmly	Deal with <b>one</b> of the following incidents: i. unauthorised access ii. suspected theft iii. suspected poaching iv. poaching

## Unit 312

3.	Be able to maintain accurate records	3.1	Provide clear and accurate and effective systems for accurately recording security information	
		3.2	Maintain accurate records and reports in respect to all incidents	Written
4.	Understand how to establish procedures to detect and prevent rural crime on a sporting estate.	4.1	Outline the Game Act and other relevant legislation associated with access	
		4.2	Describe how to determine the risk posed by rural crime	
		4.3	Explain what constitutes poaching and how this varies from other forms of rural crime	
		4.4	Describe the methods employed as part of rural crime	State <b>three</b> methods of rural criminals
		4.5	Outline the periods of the year when game is most vulnerable to poachers	
		4.6	Describe the devices which can be legally deployed to prevent rural crime	
		4.7	Outline the features and characteristics of the estate that are vulnerable to rural crime	

## Unit 312

	4.8	Describe the procedures used to support: (i) crime prevention (ii) patrolling (iii) surveillance (iv) the monitoring security	
	4.9	Explain how animals can be used to prevent rural crime	
	4.10	Describe how to communicate with the following people: (i) shoot manager(s) (ii) colleagues (iii) other estate workers	
5. Understand how to minimise the impact of rural crime on a sporting estate.	5.1	Describe the dangers associated with the prevention of rural crime	
	5.2	Explain how to recognise a suspected poaching incident	
	5.3	Describe the actions that can be legally taken to minimise rural crime	
	5.4	Explain how to organise preventative measures to minimise poaching activity	
	5.5	Explain how to organise surveillance activities	

## Unit 312

	<p>5.6 Explain how to deal legally with the following incident types:</p> <ul style="list-style-type: none"><li>(i) unauthorised access</li><li>(ii) suspected theft</li><li>(iii) suspected poaching</li><li>(iv) poaching</li></ul>	
	<p>5.7 Outline the legal powers that authorised persons have to deal with poaching and other forms of rural crime</p>	
	<p>5.8 Outline the legal rights and limitations of access</p>	
	<p>5.9 Describe the type of advice that can be obtained from the following:</p> <ul style="list-style-type: none"><li>(i) police</li><li>(ii) shoot management</li></ul>	
	<p>5.10 Explain how to deal with aggressive and abusive behaviour</p>	
	<p>5.11 Explain the importance of courtesy, politeness, and firmness when dealing with incidents</p>	

## Unit 312

6. Know how to maintain accurate records	6.1 Describe the different records required and the importance of accurate record keeping	
	6.2 Explain how to report incidents and the importance of accuracy	

### Learner's signature

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**Assessor's name** .....

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## Unit 313

TITLE	Develop an estate's sporting plan	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN	F/502/3958	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to develop a sporting plan for any area of land used for game shooting.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa21.1</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to develop an estate's sporting plan	1.1 Analyse estate records for previous sporting years to establish effectiveness of previous activities and development opportunities	Analyse the following estate records: <ul style="list-style-type: none"> <li>i. sporting returns</li> <li>ii. shots taken</li> <li>iii. game population records</li> <li>iv. pest and predator records</li> <li>v. environmental records</li> <li>vi. poaching</li> </ul>
	1.2 Establish previous resource usage to determine efficiency	Establish usage of the following resources: <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. equipment</li> </ul>
	1.3 Assess options and establish proposals outlining future sporting capability of sporting estate	Outline future sporting capacity in respect of <b>two</b> of the following: <ul style="list-style-type: none"> <li>i. wild game</li> <li>ii. reared game</li> <li>iii. migrant</li> </ul>

## Unit 313

	1.4	Make contributions towards the finalisation of the sporting plan	
	1.5	Suggest realistic targets and ideas for maintaining and improving the future sporting potential	Suggest targets and ideas covering: <ul style="list-style-type: none"> <li>i. the short term</li> <li>ii. the long term</li> <li>iii. game management</li> <li>iv. habitat management</li> </ul>
	1.6	Identify benefits of the sporting plan to wildlife and habitat conservation	
	1.7	Discuss and agree the requirements of the sporting plan, and its implementation with shoot manager	
	1.8	Establish mechanisms for monitoring the shooting plan	
2.	Understand how to develop an estate's sporting plan		
	2.1	Describe the characteristics and limitations of the sporting estate	
	2.2	Explain the requirements of long and short term planning	
	2.3	Explain the principles of game and habitat management	

## Unit 313

	2.4	Explain the legal requirements which control the management of game	
	2.5	Explain how to optimise the sporting capacity gained from wild and migrant game	For a minimum of <b>two</b> named wild game species and <b>one</b> migrant game species
	2.6	Explain how to encourage the presence of wild and migrant game	For the species identified in 2.5
	2.7	Explain how habitat and wildlife management can be used to develop the potential of a sporting estate	
	2.8	Describe how sporting activities can affect other estate activities	
	2.9	Explain how to present ideas in a way which promotes understanding	

## Unit 313

	<p>2.10 Explain how to analyse the following estate records to develop a plan:</p> <ul style="list-style-type: none"> <li>i. sporting returns</li> <li>ii. shots taken</li> <li>iii. game population records</li> <li>iv. pest and predator records</li> <li>v. environmental records</li> <li>vi. poaching</li> </ul>	
	<p>2.11 Explain how to establish usage of the following resources:</p> <ul style="list-style-type: none"> <li>i. people</li> <li>ii. materials</li> <li>iii. equipment</li> <li>iv. finance</li> </ul>	
	<p>2.12 Explain how to outline future sporting capacity in respect of:</p> <ul style="list-style-type: none"> <li>i. wild game</li> <li>ii. reared game</li> <li>iii. migrant game</li> <li>iv. deer</li> </ul>	
<p>3. Know how to maintain accurate records</p>	<p>3.1 Identify the types of records required and the importance of accurate record keeping</p>	
	<p>3.2 Explain the importance of shoot records in determining true sporting potential</p>	

**Learner's signature**

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## Unit 314

TITLE	Contribute to the development of a deer management plan	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	A/502/3960	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for deer management planning.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa23.1</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to contribute to the development of a deer management plan	1.1 Establish previous resource usage to determine efficiency	For the following resources: i. people ii. materials iii. equipment iv. finance
	1.2 Assess the impact of deer on habitat	
	1.3 Make contributions towards the finalisation of the deer management plan	

	1.4 Suggest realistic targets and ideas for maintaining and improving the future deer management options	Suggest targets and ideas covering: <ul style="list-style-type: none"> <li>i. the short term</li> <li>ii. the long term</li> <li>iii. deer population management</li> <li>iv. habitat management</li> </ul>
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## Unit 314

	1.5 Identify benefits of deer management plan to wildlife and habitat conservation	
	1.6 Discuss and agree the requirements of the deer management plan, and its implementation with stakeholders	
	1.7 Establish mechanisms for monitoring deer management plan	
	1.8 Analyse estate records to establish effectiveness of previous activities and development opportunities	Analyse the following estate records: <ul style="list-style-type: none"> <li>i. cull records</li> <li>ii. environmental records</li> <li>iii. poaching</li> </ul>
2. Be able to promote health, safety, hygiene and environmental good practice	2.1 Ensure work is carried out in a way which maintains health, safety and hygiene and is consistent with relevant legislation, codes of practice and any additional requirements	

3. Be able to maintain accurate records	3.1 Provide clear and accurate information for recording purposes	Written
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## Unit 314

4. Understand how to contribute to the development of a deer management plan.	4.1	Describe the characteristics and limitations of the area of land to which the deer management plan applies	For a named estate
	4.2	Explain the requirements of long and short term planning	
	4.3	Explain the principles of deer management	
	4.4	Specify the legal requirements which control the management of deer	
	4.5	Explain how habitat and wildlife management can be used to develop the potential deer management plan	
	4.6	Describe the effect of deer management activities on other land use	
	4.7	Explain how to present ideas in a way which promotes understanding	
	4.8	Describe how deer can impact on differing habitats	

## Unit 314

	4.9	Explain the techniques used to assess the impact of deer on different habitats	For a minimum of <b>two</b> techniques
	4.10	Explain how to control the availability of the following resources: i. people ii. materials iii. equipment iv. finance	
	4.11	Explain the requirements of targets and ideas covering: i. the short term ii. the long term iii. deer population management iv. habitat management	
	4.12	Specify the sources of advice and information that are available to support the management of deer populations	
5.	Understand relevant health and safety legislation and environmental good practice	5.1 Summarise current health and safety legislation, codes of practice and any additional requirements associated with deer management	Minimum of <b>three</b> regulations from the HSWA and <b>one</b> Code of practice

## Unit 314

	5.2 Describe the possible environmental damage that could occur and how to respond appropriately	
	5.3 Explain the records required for management and legislative purposes and the importance of maintaining them	
6. Know how to maintain accurate records	6.1 Identify the types of records required and the importance of accurate record keeping	
	6.2 How to analyse records to establish effectiveness of previous deer management activities	
	6.3 The importance of shoot records in determining true sporting potential	
	6.4 Explain how to analyse the following estate records: i. cull records ii. environmental records iii. poaching	

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## Unit 315

TITLE	Contribute to heather management planning	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN REFERENCE	F/502/3961	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills to plan heather burning as part of the management of wildlife habitat. The definitions below should help to clarify the terminology used within this unit.</p> <ul style="list-style-type: none"> <li>○ <b>Prescribed burning</b> - The planned application of fire under pre-determined environmental conditions, within boundaries, to achieve resource management objectives</li> <li>○ <b>Topography</b> - Shape of the land, especially slope and aspect</li> <li>○ <b>Fire Weather</b> - Predicted climatic conditions covering period of burn, especially wind, air temperature and relative humidity</li> <li>○ <b>Fuel</b> - The type, quantity, arrangement, distribution, &amp; moisture content of the vegetation. Can be ground (peat), surface (heather and litter layer) or aerial (trees) fuels</li> <li>○ <b>Fire type</b> - Ground fire, surface fire or crown fire, most common type is surface fire</li> <li>○ <b>Fire intensity</b> - The pulse or rate of energy release that travels upwards from the fire</li> <li>○ <b>Burn severity</b> -The heat pulse, and consequent impact on vegetation and soil, that travels down below the litter layer of a fire</li> <li>○ <b>Fire Escape</b> - A burn that exceeds the fire prescription, often a runaway fire or wildfire</li> </ul> <p><b>Wildfire</b> - A fire that is not being controlled</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa24.1 Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	

## Unit 315

1. Be able to contribute to burn management planning	1.1	Establish the need for burning through the assessment of potential burn area	Assess potential burning area in terms of: <ul style="list-style-type: none"> <li>i. objectives</li> <li>ii. general description of burn area</li> <li>iii. description of fuels</li> <li>iv. weather and fuel conditions needed</li> <li>v. existing and potential firebreaks</li> <li>vi. assets needing protection</li> </ul>
	1.2	Contribute to the establishment of the burn plan taking account of site factors which will affect fire intensity, fire severity and rate of spread	
	1.3	Ensure that the burn plan specifies all burn requirements and conforms with legal and environmental constraints	Specify burn requirements in terms of: <ul style="list-style-type: none"> <li>i. area of burn</li> <li>ii. fire intensity</li> <li>iii. ignition pattern and type of fire</li> <li>iv. fire breaks</li> <li>v. required weather conditions</li> <li>vi. emergency requirements</li> </ul>
	1.4	Organise operational and resource requirements to support the implementation of the burn plan	Organise operational and resource requirements including: <ul style="list-style-type: none"> <li>i. labour</li> <li>ii. skills</li> <li>iii. equipment</li> <li>iv. safety equipment</li> <li>v. communications</li> <li>vi. chain of command</li> </ul>
	1.5	Contribute to the establishment of contingencies to control deviation from planned burn	Establish contingencies that to deal with: <ul style="list-style-type: none"> <li>i. changes in weather conditions</li> <li>ii. fire escapes, including run away fires</li> </ul>



## Unit 315

	1.6	Liaise with people to confirm proposed burn plan	Liase with the following people: i. neighbours ii. agencies
	1.7	Communicate effectively using radios	
	1.8	Use maps to give and receive accurate grid references, estimate distances and identify features	
2. Be able to promote health and safety and environmental good practice	2.1	Ensure work is carried out in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2	Brief all those involved in burn on planned burn and safety	
	2.3	Ensure work is carried out in a manner which minimises environmental damage	
3. Be able to maintain and use relevant equipment	3.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	
4. Be able to maintain accurate records	4.1	Provide clear and accurate information for recording purposes	Written

5. Understand how to contribute to burn management planning	5.1	Specify the legal restrictions controlling heather burning	
	5.2	Specify the hazards associated with heather burning operations	
	5.3	Explain the Muirburn Code	
	5.4	Describe the estate fire plan and its associated operating procedures	
	5.5	Explain the importance of burn planning	
	5.6	Explain how to assess the characteristics of heather habitat	
	5.7	Describe the elements (heat, fuel, oxygen) that are required for fire to exist	Remove these from question (heat, fuel, oxygen)
	5.8	Describe the factors which affect fire behaviour	
	5.9	Describe fuel types and loads	
	5.10	Explain how the weather, fuel availability and terrain can affect the spread, intensity and severity of fires	
	5.11	Explain why heather is burnt as part of wildlife management	

## Unit 315

	5.12	Explain the purpose and value of firebreaks	
	5.13	Explain how to use map reading skills in respect of 1:50,000 scale Ordnance Survey maps	
	5.14	Explain the use of checklists, maps and diagrams as important management tools	
	5.15	Specify the information required by fire brigades when called out	
	5.16	Explain how to assess potential burning area in terms of: i. objectives ii. general description of burn area iii. description of fuels iv. weather and fuel conditions needed v. existing and potential firebreaks vi. assets needing protection	

## Unit 315

	<p>5.17 Describe how to specify burn requirements in terms of:</p> <ol style="list-style-type: none"><li>i. area of burn</li><li>ii. fire intensity</li><li>iii. ignition pattern and type of fire</li><li>iv. fire breaks</li><li>v. required weather conditions</li><li>vi. emergency requirements</li></ol>	
	<p>5.18 Describe how to organise operational and resource requirements including:</p> <ol style="list-style-type: none"><li>i. labour</li><li>ii. skills</li><li>iii. equipment</li><li>iv. safety equipment</li><li>v. communications</li><li>vi. chain of command</li></ol>	
	<p>5.19 Describe how to establish contingencies to deal with:</p> <ol style="list-style-type: none"><li>i. changes in weather conditions</li><li>ii. fire escapes, including run away fires</li></ol>	

6.	Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation, codes of practice and any additional requirements associated with heather burning	A minimum of <b>three</b> regulations from HSWA and <b>one</b> code of practice
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### Unit 315

		6.2	Describe the possible environmental damage that could occur and how to respond appropriately	
		6.3	Describe the potential impact of heather burning activities on other aspects of the environment	
		6.4	Explain the records required for management and legislative purposes and the importance of maintaining them	
7.	Understand the reasons for maintaining equipment	7.1	Explain the importance and methods of maintaining equipment for use	
		7.2	Explain the equipment required to support safe burning activities	
		7.3	Describe the tools and equipment used to control and extinguish heather fires	See 7.2
8.	Know how to maintain accurate records	8.1	Identify the types of records required and the importance of accurate record keeping	See 6.4

**Learner's signature**

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## Unit 316

TITLE	Control heather management operations	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN	J/502/3962	

The aim of this unit is to provide the learner the knowledge, understanding and skills to control heather burning as part of the management of wildlife habitat. The definitions below should help to clarify the terminology used within this unit.

**Prescribed burning** - The planned application of fire under pre-determined environmental conditions, within boundaries, to achieve resource management objectives

**Topography** - Shape of the land, especially slope and aspect

**Fire Weather** - Predicted climatic conditions covering period of burn, especially wind, air temperature and relative humidity

**Fuel** - The type, quantity, arrangement, distribution, & moisture content of the vegetation. Can be ground (peat), surface (heather and litter layer) or aerial (trees) fuels

**Fire type** - Ground fire, surface fire or crown fire, most common type is surface fire

**Fire intensity** - The pulse or rate of energy release that travels upwards from the fire

**Burn severity** - The heat pulse, and consequent impact on vegetation and soil, that travels down below the litter layer of a fire

**Fire Escape** - A burn that exceeds the fire prescription, often a runaway fire or wildfire

**Wildfire** - A fire that is not being controlled

Relationship to National Occupational Standards: This unit directly relates to O29NGa24.2

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to control heather burning operations	1.1 Use weather forecast information to establish if conditions are favourable to planned burn	

## Unit 316

	1.2	Ensure the availability of resources to support the planned burn	Ensure the availability of the following resources: i. people;- Labour, skills chain of command ii. tools and equipment;- including safety equipment iii. communication equipment iv. transport
	1.3	Organise the establishment of fire breaks and controls	
	1.4	Implement a test burn to confirm appropriateness of burn conditions and to identify any adjustments required to burn plan	
	1.5	Supervise the controlled igniting of heather according to specified lighting pattern	
	1.6	Control the burn according to planned burning requirements	Control burns, within prescription, in the following situations: i. across a slope ii. downwind iii. upwind
	1.7	Take immediate action to deal with variations from planned burning requirements	Deal with the following variations from the plan: i. fire escapes or run away fires ii. unpredicted burn patterns iii. changes in weather conditions iv. fires which are not performing as required v. fire escapes, including run away fires

## Unit 316

	1.8	Maintain effective communications with others throughout the burning process	
	1.9	Organise resources to suppress fires and achieve planned burn	
	1.10	Evaluate and report on the effectiveness of the burn	
2. Be able to promote health and safety and environmental good practice	2.1	Ensure work is carried out in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements associated with heather burning	Assess potential burning area in terms of: <ul style="list-style-type: none"> <li>i. objectives</li> <li>ii. general description of burn area</li> <li>iii. description of fuels</li> <li>iv. weather and fuel conditions needed</li> <li>v. existing and potential firebreaks</li> </ul>
	2.2	Brief all those involved in burn on planned burn and safety	Specify burn requirements in terms of: <ul style="list-style-type: none"> <li>i. area of burn</li> <li>ii. fire intensity</li> <li>iii. ignition pattern and type of fire</li> <li>iv. fire breaks</li> <li>v. required weather conditions</li> <li>vi. emergency requirements</li> </ul>
	2.3	Ensure work is carried out in a manner which minimises environmental damage	

## Unit 316

3. Be able to maintain and use relevant equipment	3.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	
4. Be able to maintain accurate records	4.1 Provide clear and accurate information for recording purposes	
5. Know and understand why it is important to be able to control heather burning operations.	5.1 Specify the legal requirements controlling heather burning	
	5.2 Explain the Muirburn Code	
	5.3 Explain the estate fire plan and its associated operating procedures	
	5.4 Explain how to implement and analyse test burns	
	5.5 Describe the elements (fuel, heat, oxygen) that are required for fire to exist	
	5.6 Explain how to control burns, within prescription, in the following situations: i. across a slope ii. downwind iii. upwind	

## Unit 316

	5.7	Explain how weather conditions affect the spread, intensity and nature of heather fires	
	5.8	Explain how topography can affect the spread, intensity and nature of fires	
	5.9	Describe different lighting patterns and how they can impact on the burn	
	5.10	Specify the resource requirements associated with heather burning in respect to: i. people ii. tools and equipment iii. communication equipment iv. transport	
	5.11	Describe the potential impact of heather burning activities on game and other wildlife	

## Unit 316

	5.12	Explain how to deal with the following variations from the burn plan: i. fire escapes or run away fires ii. unpredicted burn patterns iii. changes in weather conditions iv. fires which are not performing as required		
	5.10	Specify the procedures to follow in the event of an emergency		
	5.11	Explain fire groups and their role in controlling emergencies		
	5.12	Specify the information required by fire brigades and when this information should be supplied		
6.	Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation, codes of practice and any additional requirements associated with heather burning	
		6.2	Describe the possible environmental damage that could occur and how to respond appropriately	

## Unit 316

	6.3	Describe the hazards associated with heather burning	
7. Understand the reasons for maintaining equipment	7.1	Explain the importance and methods of maintaining equipment for use	
8. Know how to maintain accurate records	8.1	Explain the records required for management and legislative purposes and the importance of maintaining them	

**Learner's signature**

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..... Date .....

**Assessor's name**

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## Unit 317

TITLE	Repair and maintain structures or surfaces	Learner's name
LEVEL	3	
CREDIT LEVEL	2	
UAN	F/502/1451	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for repairing and maintaining structures or surfaces to meet specifications and ensuring the site is restored to a safe condition.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU20.1,2</p> <p>Simulation will not be acceptable where this unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	1 named structure and 1 named surface needed though out
1. Be able to prepare for the repair and maintenance	1.1 Ensure the necessary materials are available and prepared for the work	For a named project
	1.2 Prepare the structure or surface and the surrounding site in a appropriate manner	
2. Be able to repair and maintain structures or surfaces	2.1 Maintain the structure or surface to all the specifications below at the appropriate time: <ul style="list-style-type: none"> <li>i. security</li> <li>ii. quality</li> <li>iii. design</li> <li>iv. construction</li> </ul>	

## Unit 317

	2.2	Repair the structure or surface to all the specifications at the appropriate time in relation to: i. security ii. quality iii. design iv. construction		
	2.3	Provide clear and accurate information for recording purposes	Written	
	2.4	Ensure the site is restored to a safe condition which is consistent with the surrounding environment and is clear of unwanted materials		
3.	Be able to maintain and use relevant equipment	3.1	Ensure equipment is prepared, used and maintained in a safe and effective condition throughout	
4.	Be able to promote health and safety and environmental good practice	4.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
		4.2	Ensure work is carried out in a manner which minimises environmental damage	

## Unit 317

	4.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	Organic and inorganic waste
5. Understand the principles of maintaining structures and surfaces	5.1	Explain why surfaces and structures must be repaired and maintained and potential problems if not carried out	Use <b>one</b> named structure and <b>one</b> named surface
	5.2	Explain the preparation required prior to repairing and maintaining structures and surfaces	For 5.1 items
	5.3	Explain how to finish the structure or surface so that it meets the specification covering all of: i. security ii. quality iii. design iv. construction	

## Unit 317

	<p>5.4 Describe different maintenance and repair methods which would achieve the specification covering all:</p> <ul style="list-style-type: none"> <li>i. security</li> <li>ii. quality</li> <li>iii. design</li> <li>iv. construction</li> </ul>	
	<p>5.5 Describe the types of problems which may occur, including:</p> <ul style="list-style-type: none"> <li>i. accidental damage,</li> <li>ii. pollution</li> <li>iii. not meeting the specification and the actions to take</li> </ul>	
<p>6. Understand relevant health and safety legislation and environmental good practice</p>	<p>6.1 Summarise current health and safety legislation, codes of practice and any additional requirements</p>	<p>Minimum of <b>three</b> regulations from the HSWA and <b>one</b> Code of practice</p>
	<p>6.2 Describe the possible environmental damage that could occur and how to respond appropriately</p>	

## Unit 317

	6.3	Explain the correct and appropriate methods for disposing of organic and inorganic waste	
7.	Understand the reasons for maintaining equipment	7.1	Explain the methods and importance of maintaining equipment for use

### Learner's signature

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**Assessor's name** .....

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## Unit 318

TITLE	Monitor and evaluate the construction and maintenance of structures and surfaces	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	Y/600/1085	
<p>The aim and purpose of this unit is to provide the learner with the knowledge, skills and understanding required to monitor and evaluate plans in relation to construction and maintenance of structures and/or surfaces.</p> <p>The learner will monitor and evaluate the impact of the plan and also recognise and deal with deviations from the plan.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU26.1 and O29NCU26.2</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. To be able to monitor and evaluate the construction and maintenance of structures and surfaces.	1.1 Select monitoring methods which are appropriate to the plan and those implementing it	
	1.2 Monitor the work at suitable times to check progress and the implementation of the plan	Monitor the work for: <ul style="list-style-type: none"> <li>i. quality of outcomes</li> <li>ii. quality of working methods and practice</li> <li>iii. resource use</li> <li>iv. scheduling</li> <li>v. environmental impact</li> </ul>
	1.3 Take the appropriate action if there are deviations from plan	

	1.4 Evaluate progress and the overall achievement of the plan	
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## Unit 318

	1.5	Carry out any additional work in order to complete the implementation of the plan within the required timescales	
2. Understand how to monitor and evaluate the construction and maintenance of structures and surfaces	2.1	Explain the nature of the plan and what it aims to achieve	
	2.2	Describe the environmental limitations on construction and maintenance and how to assess the environmental impact	
	2.3	Explain how best to determine suitable times for monitoring given the nature of the structure or surface and those implementing the plan	
	2.4	Explain how best to monitor and evaluate the i) quality of outcomes, II) quality of working methods and practices, III) resource use IV) scheduling progress	

	2.5 Describe effective methods of monitoring and evaluating construction and maintenance (e.g. direct observation, electronic recording, test procedure)	
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## Unit 318

	<p>2.6 Explain the likely causes of deviations from plans and how to evaluate the criticality of deviations from plans</p>	
	<p>2.7 Explain the actions to take if deviations from plans arise, including; temporary cessation of work, reporting to others and reviewing plans</p>	
	<p>2.8 Organisational health and safety policy and your specific responsibilities under health and safety legislation</p>	
<p>3. Understand relevant health and safety legislation and environmental good practice</p>	<p>3.1 Summarise current health and safety legislation, codes of practice and any additional requirements</p>	<p>Minimum of <b>three</b> regulations from the HSWA and <b>one</b> Code of practice</p>

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## Unit 319

TITLE	Design individual training programmes for animals	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	R/502/1602	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to design individual animal training programmes for animals so that specific objectives can be achieved. It considers the selection of appropriate training activities, identification of the resources required for the training activity and evaluation methods.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU40.2, O29NAC18.1</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to design individual training programmes for animals	1.1 Assess the training needs of the animal and establish training objectives	
	1.2 Set realistic targets to meet training objectives	
	1.3 Select appropriate training methods and activities to meet training objectives: <ul style="list-style-type: none"> <li>i. handling</li> <li>ii. obedience</li> </ul>	

## Unit 319

	1.4	Identify any additional requirements and include them in the training programme, including: <ul style="list-style-type: none"> <li>i. environment</li> <li>ii. diet</li> <li>iii. living conditions</li> <li>iv. health and welfare</li> <li>v. exercise</li> </ul>		
	1.5	Identify resources necessary for the training activities and include them in the training programme		
	1.6	Design suitable methods for evaluating progress in the training programme		
	1.7	Communicate with others on the design of the training programme and its objectives		
2.	Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements	

## Unit 319

3. Understand how to design individual training programmes for animals	3.1	Explain the psychological and physiological effects which training activities may have on the animal	
	3.2	Describe seasonal and environmental effects on the design of training programmes	
	3.3	Explain how to identify the objectives of the training programme for the individual animal: i. handling ii. obedience	
	3.4	Explain how to set targets towards achieving training objectives	
	3.5	Explain the advantages and disadvantages of different training methods and activities	
	3.6	Explain how to identify additional requirements which the animal may have to enable it to achieve the training objectives in relation to: i. environment ii. diet iii. living conditions iv. health and welfare v. exercise	

## Unit 319

	3.7	Explain factors which may limit the animal achieving the required standard	
	3.8	Explain how to identify and apply suitable training resources	
	3.9	Explain methods of evaluating animals' progress towards objectives and targets	
4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements	Minimum of <b>three</b> regulations from the HSWA and <b>one</b> Code of practice

**Learner's signature**

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## Unit 320

TITLE	Implement individual training programmes for animals	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	Y/502/1603	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to implement and adapt training programmes to enable animals to achieve specific objectives and targets. It considers what resources are effective, monitoring of the mental and physical condition of the animal in response to the training programme and adapting it in accordance with the animal's needs and correct animal handling techniques. It also considers the correlation between the animal's confidence and performance levels and effective reporting of the animal's progress in relation to the objectives set.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU40.3, O29NAC18.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to implement training programmes for animals	1.1 Ensure that the animal's needs are met prior to the commencement of the training programme including: <ul style="list-style-type: none"> <li>i. physical needs</li> <li>ii. emotional needs</li> </ul>	
	1.2 Ensure that appropriate resources are available for the training programme including: <ul style="list-style-type: none"> <li>i. training environment</li> <li>ii. equipment</li> <li>iii. personnel</li> </ul>	

## Unit 320

	1.3	Use training methods and activities in accordance with the training programme	
	1.4	Monitor the mental condition and physical behaviour of the animal throughout the training and use the results to modify training programme	
	1.5	Handle the animal correctly and in a way which promotes the animal's health and welfare	
	1.6	Modify training methods and activities when objectives are not being met including: <ul style="list-style-type: none"> <li>i. cease the activity</li> <li>ii. find an alternative activity</li> <li>iii. adapt the activity</li> </ul>	
	1.7	Report progress towards achieving training objectives accurately to the relevant people	
	1.8	Take remedial action when training methods, activities or resources are found to be inappropriate	Take the follow action: <ul style="list-style-type: none"> <li>i. cease the activity</li> <li>ii. find an alternative activity</li> <li>iii. adapt the activity</li> </ul>

## Unit 320

2. Be able to promote health and safety	2.1 Work in a way which promotes health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements	
3. Understand how to implement training programmes for animals	3.1 Explain the psychological and physiological effects which training activities may have on the animal	For a named species
	3.2 Describe seasonal and environmental effects on the use of training activities	
	3.3 Explain the difference between basic discipline training and training for specific activities and how this may affect the training programme as a whole	
	3.4 Describe the animals' preparation requirements for training	
	3.5 Describe the signs which indicate the mental condition and physical behaviour of the animals	

## Unit 320

	3.6	Describe the importance of accurately assessing animal behaviour and condition and taking appropriate action	
	3.7	Explain the importance of assessing animal's confidence levels and how these are related to performance	
	3.8	Describe the correct ways of handling the animal concerned for the safety of the animal, self and others and to enable objectives to be met	
	3.9	Identify how to adapt techniques to reach the required standard	
	3.10	Explain how and when to modify training methods and activities including: (i) cease the activity (ii) find an alternative activity (iii) adapt the activity	
	3.11	Explain how to recognise the limits to which effective training can be applied to achieve success	
	3.12	Identify effective ways of assessing progress towards objectives and why they should be reported	

## Unit 320

4. Understand relevant health and safety legislation	4.1 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements	Minimum of <b>three</b> regulations from the HSWA and <b>one</b> Code of practice
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### Learner's signature

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## Unit 321

TITLE	Evaluate and improve training programmes which enable animals to achieve specific objectives	Learner's name
LEVEL	3	
CREDIT LEVEL	2	
UAN	D/502/1604	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required for the evaluation and improvement of training programmes for animals in order that they can achieve set objectives. It considers methods of evaluation, how to modify training programmes.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU40.4</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to evaluate and improve training programmes which enable animals to achieve specific objectives	1.1 Evaluate the results of training activities against planned training objectives	
	1.2 Take action to resolve situations where training activities, methods and resources are found to be inappropriate	

## Unit 321

	1.3	Recognise and modify training targets which: i. are too difficult a level for the animal to achieve ii. are set too low iii. show the animal has more potential in another area	
2. Understand how to evaluate and improve training programmes which enable animals to achieve specific objectives	2.1	Explain the psychological and physiological effects which training activities may have on the animal	
	2.2	Describe seasonal and environmental effects on specific activities	
	2.3	Explain the value of regular evaluation	
	2.4	Describe methods of effective evaluation	
	2.5	Describe how to modify training targets which: i. are too difficult a level for the animal to achieve ii. are set too low ii. show the animal has more potential in another area	

## Unit 321

	2.6	Explain when training outcomes may indicate that the animal is not suited for the activity for which it is being trained	
	2.7	Explain why it is important to agree future alterations with all relevant personnel	

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## Unit 322

TITLE	Stalk and cull deer	Learner's name
LEVEL	3	
CREDIT LEVEL	12	
UAN	K/502/3971	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to stalk and cull deer. This unit is designed to support learners that are engaged in the supply of venison.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU49.1, O29NCU49.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to stalk deer	1.1 Identify the cull required	
	1.2 Select firearm and ammunition to meet requirements of planned cull	
	1.3 Prepare tools, equipment and firearms into a safe condition suitable for culling activities	
	1.4 Zero a firearm for accuracy	
	1.5 Demonstrate accuracy in the use of the firearm from appropriate firing positions	

## Unit 322

	<p>1.6 Locate and approach deer to a distance where a safe, effective and hygienic shot can be taken, taking account of natural features of the location</p>	<p>Locate and approach deer in locations which comprise <b>two</b> of the following features:</p> <ul style="list-style-type: none"> <li>i. wooded</li> <li>ii. open</li> <li>iii. flat</li> <li>iv. undulating</li> <li>v. hilly</li> <li>vi. mountainous</li> </ul>
	<p>1.7 Select individual deer to meet cull requirements according to:</p> <ul style="list-style-type: none"> <li>i. species</li> <li>ii. sex</li> <li>iii. age class</li> <li>iv. behaviour</li> </ul>	
	<p>1.8 Shoot deer safely, effectively and hygienically according to the features of the location and legal requirements</p>	<p>Shoot deer <b>two</b> of the following locations:</p> <ul style="list-style-type: none"> <li>i. wooded</li> <li>ii. open</li> <li>iii. flat</li> <li>iv. undulating</li> <li>v. hilly</li> <li>vi. mountainous</li> </ul>
	<p>1.9 Observe reaction of deer to the shot to determine its condition</p>	<p>Dead or wounded</p>
	<p>1.10 Locate and confirm condition of shot deer</p>	
	<p>1.11 Approach shot deer safely according to its condition</p>	

## Unit 322

	1.12	Despatch wounded deer humanely	Simulation can be used if situation does not present itself within assessment period
	1.13	Confirm the status of deer against cull requirements	
	1.14	Clean and store firearms and ammunition after use in accordance with relevant legislation	
2. Understand how to stalk deer	2.1	Explain the reasons for culling deer as part of deer management	
	2.2	Outline the legal restrictions controlling the use of firearms	
	2.3	Outline the legal requirements controlling the culling of different deer species	
	2.4	Outline the approved industry codes of practice for stalking	
	2.5	Describe deer species identification and classification for age, sex and condition	For all 6 British species
	2.6	Describe normal anatomy and physiology of deer	
	2.7	Describe normal behaviour of deer including signs that indicate ill health	

## Unit 322

	2.8	Outline potential causes of environmental contamination that can impact on the quality of game meat including the factors that can affect human health after consumption	
	2.9	Explain how weather conditions can effect the stalk	
	2.10	Describe the different firearms which can be used on a cull	For <b>two</b> named firearms
	2.11	Explain how and why it is important to zero rifles	
	2.12	Specify the required range that will ensure a safe and humane kill	For the firearms named in 2.10
	2.13	Explain the methods used to approach deer in the following locations: i. wooded ii. open iii. flat iv. undulating v. hilly vi. mountainous	

## Unit 322

	2.14	Explain how to select the individual deer to be culled by: i. species ii. sex iii. age class iv. behaviour	
	2.15	Explain the use of high seats as an alternative form of stalking including how to climb quietly and safely	
3. Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Ensure work is carried out in a manner which minimises environmental damage	
	3.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
4. Be able to maintain accurate records	4.1	Maintain accurate cull records	

## Unit 322

5. Understand how to humanely cull deer	5.1	Specify the required range and bullet placement that will ensure a safe, humane and hygienic kill	
	5.2	Explain how to make a safe shot on flat, undulating, hilly, mountainous, wooded and open land	
	5.3	Explain how the time of day can influence the cull	
	5.4	Explain how supports can be used to assist the accuracy of shooting	
	5.5	Explain how to approach a shot deer	
	5.6	Explain how to confirm the following conditions in deer: i. wounded ii. dead	
	5.7	Describe the reaction of deer to being shot in different parts of the body	A minimum of <b>three</b> named body parts
	5.8	Describe the signs which indicate strike	

## Unit 322

	5.9	Explain how to locate shot deer including the use of dogs	
	5.10	Explain the methods used to humanely despatch wounded deer	
	5.11	Explain how weather conditions can affect deer culling	
	5.12	Outline common deer diseases including those which are notifiable	A minimum of <b>two</b> diseases one of must be notifiable
6. Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Minimum of <b>three</b> regulations and <b>one</b> Code of practice
	6.2	Describe the possible environmental damage that could occur and how to respond appropriately	
	6.3	Explain the correct and appropriate methods for disposing of waste	Hazardous and non hazardous
7. Know how to maintain accurate records	7.1	Explain the reason for keeping accurate, up-to-date cull records	

**Learner's signature**

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## Unit 323

TITLE	Prepare deer for human consumption	Learner's name
LEVEL	3	
CREDIT LEVEL	6	
UAN	M/600/1237	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to transport, prepare and store dead deer for human consumption.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU50.1, O29NCU50.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to transport and store dead deer	1.1 Establish preparation and storage areas in an hygienic condition suitable for receiving deer carcasses	
	1.2 Transport carcass in an hygienic manner to maintain its quality	
	1.3 Transport and store deer according to legal requirements	

## Unit 323

2. Be to able prepare and inspect dead deer	2.1	Ensure tools and equipment are ready for use	
	2.2	Bleed and gralloch carcass hygienically and efficiently	
	2.3	Identify status of deer carcass	Identify <b>status</b> in terms of: i. sex ii. weight iii. reproductive state iv. age class v. condition
	2.4	Dress deer carcass by removing: i. head ii. feet iii. viscera iv. reproductive organs	
	2.5	Inspect carcass, organs and lymph sites for normality according to legal requirements	
	2.6	Take appropriate action when carcass abnormality is identified, according to legal requirements	Simulation by be used if no abnormality if found during assessment period
	2.7	Clean and store tools and equipment after use	

	2.8 Prepare individual carcass declarations	
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## Unit 323

3.	Be able to promote health and safety and environmental good practice	3.1	Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements	
		3.2	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
4.	Be able to maintain accurate records	4.1	Maintain accurate carcass records according to legal requirements	Maintain accurate <b>records</b> of: i. carcass details ii. culling details
5.	Understand how to transport and store dead deer.	5.1	Explain how incorrect handling practices can damage game meat	
		5.2	Describe the proper techniques to be used to handle, transport and store large game carcasses	
		5.3	Outline industry codes of practice controlling the transport and storage of dead deer	
6.	Understand how to prepare and inspect dead deer in preparation for human consumption.	6.1	Describe how to identify status of deer in terms of: i. sex ii. weight iii. reproductive state iv. age class v. condition	

## Unit 323

	6.2	Explain how to inspect deer carcasses to establish if condition is acceptable to enter food chain, including smell and appearance of deer carcasses, organs and lymph sites	
	6.3	Describe the quality requirements for game entering the food chain including permitted levels of flesh damage	
	6.4	Describe the proper techniques used to bleed, gralloch and eviscerate deer carcasses	
	6.5	Outline the industry codes of practice controlling the preparation of deer carcasses	
	6.6	Outline the legal requirements controlling the design and construction of game transport and larder facilities and the tools and equipment used in the preparation of game	

## Unit 323

	6.7	Specify the action to take if carcass abnormalities are identified	
7. Understand relevant health and safety legislation and environmental good practice	7.1	Summarise current health and safety legislation, codes of practice and any additional requirements	Minimum of <b>three</b> regulations cross reference to 5.3, 6.6, 6.5
	7.2	Explain the principles of basic hygiene as it applies to the handling of deer carcasses	
	7.3	Explain the principles of HACCP as they apply to the supply of game carcasses for human consumption	
	7.4	Specify individual responsibilities under the current food hygiene regulations	
	7.5	Describe how environmental damage can be minimised during stalking and culling	
	7.6	Describe the correct methods for disposing of organic and inorganic waste	

## Unit 323

8. Know how to maintain accurate records	8.1 Explain the reason for keeping accurate, up-to-date cull records in respect to: i. carcass details ii. culling details	
	8.2 Summarise the legal requirements that control the maintenance of cull records	
	8.3 Outline the legal requirements controlling record keeping, labelling and traceability for game meat entering the food chain	
	8.4 Describe the individual declaration from the competent person to accompany each carcass to the game handling establishment	

**Learner's signature**

I confirm that the evidence above is all my own work

..... Date .....

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date .....

**Internal verifier's signature (if sampled)**

.....Date.....