

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



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

**Learner guide and logbook**  
**501/0400/7**  
Version 4.1  
May 2011

A graphic featuring a sunburst or starburst pattern of golden rays emanating from a central point. The rays are of varying lengths and are set against a light, textured background. The text "COUNTRYSIDE & ENVIRONMENT" is superimposed on the center of the sunburst.

**COUNTRYSIDE &  
ENVIRONMENT**

## **About City & Guilds**

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

## **City & Guilds Group**

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds Land Based Services (which offers land-based qualifications and membership services) and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

## **Equal opportunities**

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

## **Copyright**

The content of this document is, unless otherwise indicated, © City & Guilds Limited and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (which can be found on the City & Guilds website) also apply.

## **Publications**

Publications are available from

City & Guilds Land Based Services  
Building 500 Abbey Park  
Stareton  
Warwickshire CV8 2LY  
United Kingdom  
Tel: +44 (0) 24 7685 7300  
Fax: +44 (0) 24 7669 6128

Or download from [www.nptc.org.uk](http://www.nptc.org.uk) under the 'Qualifications' tab and then click on Environmental Conservation and Gamekeeping.

**For general information please contact Customer Support on the telephone number above, or Email: [information@cityandguilds.com](mailto:information@cityandguilds.com)**

## Contents

<b>Qualification information</b>	<b>6</b>
<b>What is the Qualifications and Credit Framework?</b>	<b>7</b>
<b>The qualification</b>	<b>7</b>
<b>Publications and resources</b>	<b>12</b>
<b>Unit specifications</b>	<b>13</b>
<b>Rule of combination - 0069</b>	<b>14</b>
<b>Assessment for the Advanced Apprenticeship</b>	<b>15</b>
<b>Appeals and Equal Opportunities</b>	<b>16</b>
<b>How to use the evidence recording sheets</b>	<b>17</b>
<b>Exemplar unit</b>	<b>18</b>
<b>Units</b>	<b>23</b>

This page is intentionally blank

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

### What is it all about?

You are about to start a programme of work-based training and assessment leading to a nationally recognised qualification, based on the National Occupational Standards for the industry. This learner guide has been written in order to provide you with information and support as you work through to achieving your qualification. As you make progress you will be able to demonstrate that you have the necessary practical skills and the knowledge to do your work effectively and efficiently.

### Introduction

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

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number	Last registration date	Last certification date
NPTC Level 3 Diploma in Work-based Game and Wildlife Management	0069 -31, -32, -33	501/0400/7	31/08/2013	31/08/2016

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 NPTC Level 3 Diploma in Work-based Game and Wildlife Management (Gamekeeping)

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

0069-33 NPTC Level 3 Diploma in Work-based Game and Wildlife Management (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 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 NPTC 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 qualifications:  
NPTC 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.

## Who will be involved?

### The learner

That's you! You will need to:

- negotiate and agree an assessment programme with your assessor
- negotiate and develop a personal action plan with dates for review and assessment
- collect the evidence which proves your competence in your job
- organise and reference the evidence in a portfolio
- judge the evidence against the standards of competence to see whether it is adequate to present for assessment
- present the evidence for assessment; this may include:-
  - attending an assessment interview
  - being available to discuss your evidence with the internal and /or external verifier if requested

Later in this guide we will explain how you can identify and collect evidence and how you can prepare for being assessed in your daily work.

### The assessor

- will have experience in your area of work, must be occupationally competent and may be your immediate supervisor or manager or a visiting assessor from a training centre who will visit you a minimum of 3 times to observe you at work
- will be experienced in assessing
- will themselves have achieved a higher qualification or have significant and current experience in the area of assessment. Therefore you may have more than 1 assessor
- can advise you on the planning and organisation of your evidence
- is responsible for making the decisions about your evidence and judging when you are competent.

### The internal verifier

- is appointed by the centre where you are registered
- is responsible for maintaining the quality of assessment within the centre by checking the assessment decisions made by assessors
- will have experience in your area of work and must be occupationally competent
- will themselves have achieved a higher qualification or have significant and current experience in the area of assessment to allow them to act as an internal verifier.

### The external verifier

- is appointed by City & Guilds to ensure that all assessments undertaken in your centre are fair, valid, consistent and that your centre meets the required national standard
- will make regular visits to your centre to observe assessments and examine portfolios of evidence
- makes regular reports to City & Guilds confirming what happens with assessment practice in your centre.

## **The expert witness**

Wherever possible, the evidence which you produce should be witnessed. For example your assessor, line manager or colleagues may witness an activity or authenticate a document as being your own work.

## **Witness status**

Witnesses fall into three main categories of experience:

1. Occupational expert and D32/D33 or A1/A2 assessor who is familiar with the standards
2. D32/D33 or A1/A2 assessor without occupational competence
3. Occupational expert who is familiar with the standards.

In some circumstances it may be possible to accept witness testimony from a non-occupational expert, e.g. for evidence for a non-vocationally specific skill such as dealing with clients, validating a competition result. In these cases, the following two categories of witness may be valid:

4. Occupational expert who is not familiar with the standards
5. Non-expert not familiar with the standards, e.g. a customer.

## **Why do you need witnesses?**

It is important to demonstrate that the evidence was produced by you under the circumstances described. The witness is therefore able to observe and report on your performance on tasks which produce evidence towards the work-based qualification. The job of the expert witness is to report to the assessor their observations of your performance. The assessor will then judge whether the evidence is sufficient.

## **How do you involve a witness?**

The key to this is planning. In many cases someone, for example a colleague, may naturally be involved with your work and so be able to witness and authenticate evidence. However, if the work is usually unobserved, you might arrange for someone to be present (where practical) to observe your performance. Alternatively where you are working directly with or for a customer, you might ask the customer to act as a witness.

## **What do they have to do?**

After observing your work, the witness will need to write a short statement describing what you actually did. The witness should be aware of assessment criteria for the activity and the evidence requirements which are explained in the qualification handbook. As you will be aware of the standards and the evidence you require, you may decide to write out the statement yourself and ask your witness to read it and sign if they agree with it.

You may also provide statements for yourself, e.g. to justify why you produced a product in a particular way, but this would usually need to be augmented by supplementary evidence such as a work sheet or witness statement from a customer.

A Witness Status List and a Witness Statement Form have been included in the portfolio builder pack for you to photocopy and use.

You must ensure that each witness is recorded with a sample signature in the Witness Status List. Only the approved assessor is qualified to judge the evidence. The job of the expert witness is to report to the assessor their observations of the learner's performance.

### **How will my competence be assessed?**

Occupational competence can be described as the consistent demonstration of skill, knowledge and understanding, to the standard specified by the assessment criteria for each unit of the work-based qualification. Each unit relates to competence in a different area of activity within a job.

Assessment of your competence will be based upon realistic work place situations, performing purposeful and recognisable tasks which will require a combination of skills and related knowledge.

### **What is evidence?**

Evidence is what you will need to provide in order to prove your competence, your ability to do the job and so meet the standards. You can draw on past experience to provide such evidence as well as collecting evidence from your current job. Your evidence will need to be filed and indexed in a portfolio. You will need to map your evidence to the assessment criteria and present it for assessment when you think each unit is complete.

Most assessment for your work-based qualification will be carried out by your assessor judging the evidence about tasks you have carried out. There are five basic sources of evidence and you may collect evidence from all of them:

#### **Performance at work**

Observation in the workplace is an essential source of evidence. Your assessor may watch you working and assess your performance against the unit.

Assessment guidance and examples of evidence have been provided for each assessment criteria in the unit. Evidence may also be provided by witness statements, work records, job sheets, or a diary of your work. In this case, you need to match the evidence provided by witnesses against the unit. Although evidence can be provided by witnesses, no unit of your work-based qualification can be signed off as complete without the involvement of a qualified assessor to judge the evidence presented.

#### **Performance of specially set tasks**

You may be asked to undertake a particular activity, e.g. a simulated task, project or case study, sometimes in a college or other training environment.

#### **Questioning**

Questioning may be written or oral, usually occurring as a result of an observed assessment. Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the required standard.

#### **Historical evidence**

You may have done things in the past which are applicable to your work-based qualification. These may be used as evidence, provided that they are sufficiently current and relevant to the qualification standard, e.g. a relevant qualification. This is sometimes known as Accreditation of Prior Learning (APL).

## Simulation

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies or other incidents, which will not necessarily occur frequently.

## Background evidence and previous experience

It is useful to include a copy of your CV, a copy of your previous or current job description, any previous certificates which relate to this qualification.

You can also include performance evidence from previous experiences and achievement

- CV
- Job descriptions
- Certificates
- Records of achievement
- Accounts of experience
- Case studies or projects from previous work
- Licences
- Records of courses attended
- Staff appraisals
- Products
- Endorsements
- Employer references

If you wish to bring forward a large amount of evidence from past experience, please discuss this with your assessor to help you plan the presentation of this evidence.

## Observed performance and products of performance

Work is a natural source of evidence and if your work includes the activities described in the assessment criteria for any of the units of the work-based qualification, then your assessor can readily observe you to judge your competence. If the activity covered by a unit is rare and is not likely to occur during the assessment period, then your assessor may advise you to use an alternative source of evidence or arrange a simulated activity for you.

Often there are products from work activities which maybe used as a valuable source of evidence, for example:

- Letters relating to work
- Completed Forms
- Job Sheets
- Plans
- Diaries
- Completed projects, case studies or assignments that are part of your work
- Finished or end products
- Witness statements about your work
- Contact with clients
- Memos
- Reports
- Logbooks
- Checklists
- Tape recordings
- Visual aids/photographs/videos
- Authenticated reports from appropriate personnel, e.g. line managers
- Staff appraisals
- References received
- Witness Statements from clients

## Supplementary evidence

In addition to direct observation of your work activities and judging the evidence provided by products of this work and witness testimony, it will be necessary for your assessor to seek supplementary evidence.

This may be done by asking you to:

- provide answers to oral or written questions
- attend a professional discussion
- complete written tests
- provide a written personal account to support other evidence.

## Publications and resources

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

To access these documents, go to the NPTC website [www.nptc.org.uk](http://www.nptc.org.uk). Click on 'Qualifications' and then click on 'Environmental Conservation and Gamekeeping'. The documents can be found under 0069 Level 3 Diploma in Work-based Game and Wildlife Management.

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.	<a href="http://www.nptc.org.uk">www.nptc.org.uk</a>
<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.	<a href="http://www.nptc.org.uk">www.nptc.org.uk</a>
<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 work-based qualification.	<a href="http://www.nptc.org.uk">www.nptc.org.uk</a>
<b>Information guide for centres</b>	<a href="http://www.nptc.org.uk">www.nptc.org.uk</a>
<b>Product briefing sheet</b>	<a href="http://www.nptc.org.uk">www.nptc.org.uk</a>

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

<b>0069-31 NPTC 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 NPTC 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 NPTC 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.

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

Learners who are completing the NPTC 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 NPTC 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.

## 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 Verification Services at City & Guilds.

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 *The application of reasonable adjustments and special considerations in vocational qualifications*, which is available from [www.nptc.org.uk](http://www.nptc.org.uk)

## **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 referenced 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.	<p>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</p> <p>The initial research findings and specifications are at 1.1</p>
	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 out risk assessments, COSHH assessments, environmental assessments and maintained all 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

## 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

### Learner'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** .....

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 learner's manager, Anthony Other is the assessor and Joe Goodman is the learner. All 3 can complete sections of the Learner's logbook. Supplementary evidence needs to be referenced as in previous NVQ qualifications. Eg in the example above the learner'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 learner 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  <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</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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.2 Obtain information to support the development of up-to-date materials which comply with current legislation	

## Unit 301

	1.3	Produce written materials which promote good public relations, reflect policy and do not contravene the rights of individuals	
	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	
	2.3	Give accurate information and advice in respect to enquiries	

## Unit 301

	2.4	Give accurate information and advice to people who may be affected by sporting activities	
	2.5	Deal with any incidents of unauthorised access in a manner which best supports public relations for the sporting estate	
	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	
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	

## 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

## 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	
	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
8.		Know how to maintain accurate records	8.1
			Identify the types of records required and the importance of accurate record keeping

## Unit 301

### 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.2 Establish procedures to ensure the hygienic handling of game meat	
	1.3 Supervise the storage and handling of game meat according to legal requirements	

## 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	
		4.2	Maintain accurate records of game meat production	
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	
	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	

## Unit 302

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
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	
	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	

## Unit 303

	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	
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	

## Unit 303

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

## Unit 303

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.3 Produce plans that achieve the best balance between the criteria and the opportunities and constraints	
	1.4 Identify resources required to achieve the plans and establish their availability	
	1.5 Produce plans that contain the necessary information for implementation	

## Unit 304

	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	
	2.2	Describe the full range of opportunities and constraints which may be relevant to the site covering all the following i. legal ii. environmental iii. social, cultural and aesthetic iv. economic/financial v. physical vi. organisational vii. timing/ seasonality	
	2.3	Explain how to develop plans which achieve the best balance between different factors and the purpose of the structure or surface	
	2.4	State how to determine the best time for the construction and maintenance work	
	2.5	Explain how and why to finish structures and surfaces in ways which are consistent with the surrounding environment	

## Unit 304

	<p>2.6 Explain how to determine the resources necessary to achieve the plan and their likely availability</p> <ol style="list-style-type: none"> <li>i. human,</li> <li>ii. financial</li> <li>iii. material</li> <li>iv. capital</li> </ol>	
	<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> <ol 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> </ol>	
	<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>	

## 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	

## Unit 304

### 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 305

TITLE	Support the organisation and implementation of game shooting programmes	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN	D/502/3949	
<p>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.</p> <p><b>Game</b> - Legal game quarry species including deer  <b>Shooting activities</b> - Any legal field sport involving the hunting of game with a firearm  <b>Sporting estate</b> - Any area of land used for the provision of game shooting activities  <b>Gun</b> - Participant in shooting activity  <b>Shooting programme</b> - Planned shoot activities covering shooting season</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa12.1, O29NGa12.2</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	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to organise game shooting programmes	1.1 Obtain shooting programme specification	

## Unit 305

	1.2	Organise resources to effectively support planned shooting programme	
	1.3	Develop and agree the implementation of the shooting programme with shoot management	
	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	
	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	

## Unit 305

2. Be able to implement game shooting programmes	2.1	Allocate resources to effectively maintain planned sporting outcomes	
	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	
	2.6	Deal with factors which affect shooting activity to minimise their effect on the shooting programme	

## 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	
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>6.6 Describe the game population availability on the estate</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		
	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	
		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	

## Unit 305

### 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 306

TITLE	Manage wild game populations	Learner's name
LEVEL	3	
CREDIT LEVEL	10	
UAN	Y/502/3951	

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.

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

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

**Management information** - information collected in support of estate activities.

For example: game records, shoot records, feeding records etc.

**Shooting potential** - Game available to support shooting activities **Facilities**

- Areas of land and equipment used for the application of resources

**Resources** - For example: food, water shelter etc.

**Advisory bodies** - For example: Game Conservancy Trust, BASC etc.

Relationship to National Occupational Standards: This unit directly relates to O29NGa13.1, O29NGa13.2

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	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
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	
	1.2 Establish the potential of the sporting estate to support wild game populations through the analysis of management information	

## Unit 306

	1.3	Develop a clear understanding of all known influences which may affect the management of game	
	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	
	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	
	2.2	Maintain game management activities within known resource constraints and organisational requirements	
	2.3	Take action to correct deviations from the game management plan	
	2.4	Maintain communication with relevant people to facilitate the effective management of game populations	
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	

## 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	
	5.4	Explain how to assess the characteristics of wild game stock in terms of: <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>	

## 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>	

## Unit 306

	5.10 Describe common game diseases and possible causes of infection and methods of prevention/control	
	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	

## Unit 306

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
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	
	1.2 Identify how influences which may affect habitat management apply on the sporting estate	

## Unit 307

	1.3	Make contributions to the habitat management plan in accordance with ongoing estate management regimes and the requirements of legislation	
	1.4	Gain feedback on contributions to habitat plans from shoot manager	
	1.5	Agree final habitat management plans with shoot manager	
2. Be able to manage game habitat	2.1	Supervise the implementation of habitat management activities to support game populations	
	2.2	Complete habitat management within known resource constraints and to comply with relevant legislation	
	2.3	Evaluate habitat management activities against planned objectives	
	2.4	Achieve planned habitat management objectives to comply with relevant legislation and given codes of practice	

## Unit 307

	2.5	Deal with influences which disrupt planned habitat management to minimise their effect	
	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	
4. Be able to maintain accurate records	4.1	Provide clear and accurate information for recording purposes	

## Unit 307

5. Understand the development of habitat management plans	5.1	Describe relevant wildlife and environmental legislation	
	5.2	Explain habitat requirements in respect of game and its interaction with natural flora and fauna	
	5.3	Describe the habitat requirements of game species found on the sporting estate	
	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>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

	6.6	Explain how to supervise the following habitat management activities: i. monitoring ii. creation iii. maintenance	
	6.7	Explain the value of creating habitat to suit the needs of game	
	6.8	Explain how to deal with the following influences to minimise their impact on habitat management activities: i. environmental changes ii. resource shortages iii. land usage iv. legislation v. human influences	
	6.9	Explain why it is important to use the following resources within known constraints: i. people ii. materials iii. equipment iv. time	
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

## Unit 307

	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 and the importance of maintaining them	

## Unit 307

### 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.4 Develop a breeding programme to achieve required production in compliance with organisational and legal requirements	
	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	

## Unit 308

	1.7	Establish procedures to be followed to minimise the effect of factors which can disrupt production	
	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	
	2.2	Organise the preparation and care of breeding stock to maintain welfare, facilitate egg production and comply with legislation	
	2.3	Maintain production operations within known resource availability and according to welfare requirements	
	2.4	Administer prophylactic and disease treatments according to legal requirements	
	2.5	Recognise and effectively deal with difficulties which impact on the breeding programme	
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	

## Unit 308

	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	Establish a recording system to support the planned breeding programme	
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	

## Unit 308

	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	
	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: i. egg eating ii. soft shells iii. vent pecking iv. over mating v. low fertility vi. egg binding vii. disease viii. stress in birds ix. egg peritonitis	
	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	
	6.7	Explain expectable levels and common causes of mortality	
	6.8	Explain how to administer treatments to gamebirds	

## 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	
	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	

## Unit 308

### 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	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	
2. Be able to manage incubation	2.1	Ensure eggs are selected and prepared to support planned hatchery production	
	2.2	Maintain chick production within known resource constraints and according to welfare requirements	
	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	
3. Be able to promote health and safety and environmental good practice	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	

## 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	
	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	
	5.2	Provide clear and accurate information for recording purposes	

## Unit 309

	5.3	Maintain accurate records in respect of the production of gamebirds	
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	
	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	
	7.7	Explain how the following can be dealt with to limit their impact on hatchery processes. <ul style="list-style-type: none"> <li>i. variations in environmental conditions</li> <li>ii. resources shortfalls</li> <li>iii. equipment failure</li> </ul>	
	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

	7.11	Explain how to control the availability of the following resources: i. people ii. materials iii. feed and water iv. equipment v. power vi. time	
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 pertaining to the production and welfare of reared game chicks	
	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	Explain the correct and appropriate methods for disposing of organic and inorganic waste	
	8.5	Describe the legal constraints controlling hatchery production	
	8.6	Explain the voluntary codes of practice which support the production of game chicks	

## 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	
	9.5	Explain the manufacturer's instructions controlling the regulation of temperature and humidity	

## Unit 309

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: i. fertility ii. percentage hatch of fertile eggs iii. percentage overall hatch iv. numbers in incubation	
-------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## Unit 309

### 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.3 Develop a programme to achieve required production activities in compliance with organisational resource availability	
	1.4 Develop feeding and care regimes for gamebirds to maintain their nutritional and welfare requirements	
	1.5 Make arrangements to support the effective implementation of the rearing programme	
	1.6 Establish procedures to be followed to minimise the effect of factors which can disrupt rearing	

## Unit 310

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	
	2.2	Organise game rearing to comply with legal requirements	
	2.3	Maintain rearing activities within known resource constraints	
	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	
	2.8	Modify rearing activities to take account of factors which disrupt production	
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	

## Unit 310

	3.3	Manage the disposal of waste in accordance with legislative requirements and codes of practice	
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	
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.	
	6.5	Explain the causes of expected rearing losses, including 'starve outs'	

## Unit 310

	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	
	6.9	Describe the requirements of the following production activities: i. receipt of gamebird chicks ii. maintenance of brooder units iii. health care iv. care of juvenile gamebirds v. disposal of dead chicks	
	6.11	Describe the procedures needed to deal with the following factors: i. variations in environmental conditions ii. resources shortfalls iii. pest and predator actions iv. disease v. equipment failure	
7. Understand how to maintain the production of reared gamebirds	7.1	Describe the environmental requirements of gamebirds during the rearing process	
	7.2	Describe the advantages and disadvantages of the different systems used to supply water	

## Unit 310

	<p>7.3 Explain how to maintain the following rearing activities:</p> <ol 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> </ol>	
	<p>7.4 Explain how to control the availability of the following resources:</p> <ol 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> </ol>	
<p>8. Know 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 production and welfare of reared gamebirds</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 Specify the legal requirements associated with veterinary medicine and notifiable diseases</p>	

## Unit 310

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	
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	

## Unit 310

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.3 Organise the establishment of facilities to support the effective release of birds	
	1.4 Make arrangements to support the effective release of birds according to estate characteristics	
	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	

## Unit 311

	2.2	Administer prophylactic and disease treatments according to veterinary instructions and legal requirements	
	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	
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	
1. 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	
	5.2	Describe the habitat and welfare requirements of the gamebird being produced	

## Unit 311

	5.3 Describe the requirements of following facilities (i) release areas (ii) release pens (iii) feeding and watering equipment (iv) pest and predator deterrents (v) pest and predator traps	
	5.4 Explain how to establish a release programme to support planned shooting activity	
	5.5 Explain how to prepare gamebirds for release including the use of wing clipping	
	5.6 Describe the advantages and disadvantages of the different systems used to support gamebird release	
	5.7 Describe the habitat requirements of gamebirds including food, water, shelter and roosting	

## Unit 311

	5.8	Describe how the following estate characteristics are accounted for within release programmes: (i) habitat (ii) shooting areas (iii) availability of natural foods (iv) availability of water (v) availability of safe roosting sites	
	5.9	Explain why it is important to monitor and control the release process	
	5.10	Describe the procedures required to deal with the following factors which can disrupt the release process: (i) variations in environmental conditions (ii) resources shortfalls (iii) pest and predator actions (iv) equipment failure (v) disease (vi) human disturbance	
2.	Understand how to manage the release of gamebirds	6.1	Describe the function and importance of the release objectives
		6.2	Describe the environmental requirements of gamebirds during the release process

## 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	
	6.5	Describe common gamebird diseases and their associated symptoms and treatments	
	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

3. 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	
	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	
4. Know how to maintain accurate records	8.1	Explain the records required for management and legislative purposes and the importance of maintaining them	

## Unit 311

### 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 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</p> <p>The definitions below should help to clarify the terms 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><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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.3 Establish procedures to deal with incidents in compliance with legal requirements	
	1.4 Communicate procedures to people in a manner which promotes understanding	
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	

## Unit 312

	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	
	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	
	2.6	Deal with incidents courteously, politely and firmly	
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	
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	

## Unit 312

	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	
	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	

## Unit 312

	5.5	Explain how to organise surveillance activities	
	5.6	Explain how to deal legally with the following incident types (i) unauthorised access (ii) suspected theft (iii) suspected poaching (iv) poaching	
	5.7	Outline the legal powers that authorised persons have to deal with poaching and other forms of rural crime	
	5.8	Outline the legal rights and limitations of access	
	5.9	Describe the type of advice that can be obtained from the following (i) police (ii) shoot management	
	5.10	Explain how to deal with aggressive and abusive behaviour	
	5.11	Explain the importance of courtesy, politeness, and firmness when dealing with incidents	

## 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	

## Unit 312

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.2 Establish previous resource usage to determine efficiency	
	1.3 Assess options and establish proposals outlining future sporting capability of sporting estate	
	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	

## Unit 313

	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	
	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	
	2.6	Explain how to encourage the presence of wild and migrant game	

## Unit 313

	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	
	2.10	Explain how to analyse the following estate records to develop a plan: i. sporting returns ii. shots taken iii. game population records iv. pest and predator records v. environmental records vi. poaching	
	2.11	Explain how to establish usage of the following resources: i. people ii. materials iii. equipment iv. finance	
	2.12	Explain how to outline future sporting capacity in respect of: i. wild game ii. reared game iii. migrant game iv. deer	

## Unit 313

3. Know how to maintain accurate records	3.1 Identify the types of records required and the importance of accurate record keeping	
	3.2 Explain the importance of shoot records in determining true sporting potential	

## Unit 313

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	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	
	1.5 Identify benefits of deer management plan to wildlife and habitat conservation	

## Unit 314

	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	
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	
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	
	4.2	Explain the requirements of long and short term planning	

## Unit 314

	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	
	4.9	Explain the techniques used to assess the impact of deer on different habitats	
	4.10	Explain how to control the availability of the following resources: i. people ii. materials iii. equipment iv. finance	

## Unit 314

		4.11 Explain the requirements of 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>	
		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	
	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	

## Unit 314

	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	

## Unit 314

### 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 315

TITLE	Contribute to heather management planning	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN REFERENCE	F/502/3961	

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.

- **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 O29NGa24.1

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.

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 contribute to burn management planning	1.1 Establish the need for burning through the assessment of potential burn area	

## Unit 315

	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	
	1.4	Organise operational and resource requirements to support the implementation of the burn plan	
	1.5	Contribute to the establishment of contingencies to control deviation from planned burn	
	1.6	Liaise with people to confirm proposed burn plan	
	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

## Unit 315

	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	
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	

## Unit 315

	5.7	Describe the elements (heat, fuel, oxygen) that are required for fire to exist	
	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	
	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	

## Unit 315

	<p>5.16 Explain how to assess potential burning area in terms of:</p> <ol 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></ol>	
	<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>	

## Unit 315

	5.19 Describe how to establish contingencies to deal with: <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	
	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	
8. Know how to maintain accurate records	8.1 Identify the types of records required and the importance of accurate record keeping	

## Unit 315

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.2 Ensure the availability of resources to support the planned burn	
	1.3 Organise the establishment of fire breaks and controls	

## Unit 316

	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		
	1.7	Take immediate action to deal with variations from planned burning requirements		
	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	

## Unit 316

	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	
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	

## Unit 316

	<p>5.6 Explain how to control burns, within prescription, in the following situations</p> <ul style="list-style-type: none"> <li>i. across a slope</li> <li>ii. downwind</li> <li>iii. upwind</li> </ul>	
	<p>5.7 Explain how weather conditions affect the spread, intensity and nature of heather fires</p>	
	<p>5.8 Explain how topography can affect the spread, intensity and nature of fires</p>	
	<p>5.9 Describe different lighting patterns and how they can impact on the burn</p>	
	<p>5.10 Specify the resource requirements associated with heather burning in respect to:</p> <ul style="list-style-type: none"> <li>i. people</li> <li>ii. tools and equipment</li> <li>iii. communication equipment</li> <li>iv. transport</li> </ul>	
	<p>5.11 Describe the potential impact of heather burning activities on game and other wildlife</p>	

## 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

## Unit 316

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare for the repair and maintenance	1.1 Ensure the necessary materials are available and prepared for the work	
	1.2 Prepare the structure or surface and the surrounding site in an 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

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

## Unit 317

	4.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	
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	
	5.2	Explain the preparation required prior to repairing and maintaining structures and surfaces	
	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>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	

## Unit 317

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.3 Take the appropriate action if there are deviations from plan	
	1.4 Evaluate progress and the overall achievement of the plan	

## 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)	

## Unit 318

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

## Unit 218

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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: i. handling ii. obedience	

## Unit 319

	<p>1.4 Identify any additional requirements and include them in the training programme, including:</p> <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>	
	<p>1.5 Identify resources necessary for the training activities and include them in the training programme</p>	
	<p>1.6 Design suitable methods for evaluating progress in the training programme</p>	
	<p>1.7 Communicate with others on the design of the training programme and its objectives</p>	
<p>2. Be able to promote health and safety and environmental good practice</p>	<p>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</p>	

## 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	

## Unit 319

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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		
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	

## Unit 320

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	
	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	
	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	
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	

**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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	1.3 Recognise and modify training targets which: <ul style="list-style-type: none"> <li>i. are too difficult a level for the animal to achieve</li> <li>ii. are set too low</li> <li>iii. show the animal has more potential in another area</li> </ul>	

## Unit 321

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: <ul style="list-style-type: none"> <li>i. are too difficult a level for the animal to achieve</li> <li>ii. are set too low</li> <li>ii. show the animal has more potential in another area</li> </ul>	
	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	

## Unit 321

### 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 322

TITLE	Stalk and cull deer	Learner's name
LEVEL	3	
CREDIT LEVEL	12	
UAN	K/502/3971	

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.

Relationship to National Occupational Standards: This unit directly relates to O29NCU49.1, O29NCU49.2

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	For inserting direct evidence or referencing to where the evidence can be found
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

	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	
	1.7	Select individual deer to meet cull requirements according to: i. species ii. sex iii. age class iv. behaviour	
	1.8	Shoot deer safely, effectively and hygienically according to the features of the location and legal requirements	
	1.9	Observe reaction of deer to the shot to determine its condition	
	1.10	Locate and confirm condition of shot deer	
	1.11	Approach shot deer safely according to its condition	

## Unit 322

	1.12	Despatch wounded deer humanely	
	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	
	2.6	Describe normal anatomy and physiology of deer	
	2.7	Describe normal behaviour of deer including signs that indicate ill health	

## Unit 322

	<p>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</p>	
	<p>2.9 Explain how weather conditions can effect the stalk</p>	
	<p>2.10 Describe the different firearms which can be used on a cull</p>	
	<p>2.11 Explain how and why it is important to zero rifles</p>	
	<p>2.12 Specify the required range that will ensure a safe and humane kill</p>	
	<p>2. 13 Explain the methods used to approach deer in 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>	

## 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	
	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	
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
		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
7.	Know how to maintain accurate records	7.1	Explain the reason for keeping accurate, up-to-date cull records

## Unit 322

### 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 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	For inserting direct evidence or referencing to where the evidence can be found
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	
	2.4	Dress deer carcass by removing: <ul style="list-style-type: none"> <li>i. head</li> <li>ii. feet</li> <li>iii. viscera</li> <li>iv. reproductive organs</li> </ul>	
	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	
	2.7	Clean and store tools and equipment after use	
	2.8	Prepare individual carcass declarations	

## 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	
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: <ul style="list-style-type: none"> <li>i. sex</li> <li>ii. weight</li> <li>iii. reproductive state</li> <li>iv. age class</li> <li>v. condition</li> </ul>	

## 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	
	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	

## Unit 323

### 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 324

TITLE	Deliver reliable customer service	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
WBA REFERENCE	J/601/1210	
<p>This unit is about how the learner delivers consistent and reliable service to customers. As well as being good with people, the learner needs to work with their organisation's service systems to meet or exceed customer expectations. In the learners' job there will be many examples of how they combine their approach and behaviour with their organisation's systems. The learner will need to prepare for each transaction with a customer, deal with different types of customers in different circumstances and check that what they have done has met customer expectations. To meet this standard they have to deliver excellent customer service over and over again.</p> <p>Relationship to National Occupational Standards: This unit directly relates to Unit B2 of the Customer Service NOS 2010</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Prepare to deal with customers	1.1 Keep their knowledge of their organisation's services or products up-to-date	
	1.2 Ensure that the area they work in is tidy, safe and organised efficiently	
	1.3 Prepare and arrange everything they need to deal with customers before their shift or period of work commences	Guns, Beaters

## Unit 324

2. Give consistent service to customers	2.1	Make realistic customer service promises to customers	Times activity
	2.2	Ensure that their promises balance the needs of their customers and their organisation	
	2.3	Keep their promises to customers	
	2.4	Inform their customers if they cannot keep their promises due to unforeseen circumstances	
	2.5	Recognise when their customers needs or expectations have changed and adapt their service to meet the new requirements	
	2.6	Keep their customers informed if delivery of the service needs to involve passing them on to another person or organisation	
3. Check customer service delivery	3.1	Check that the service they have given meets their customers' needs and expectations	
	3.2	Identify when they could have given better service to customers and how their service could have been improved	Written report

## Unit 324

	3.3	Share information with colleagues and service partners to maintain and improve their standards of service delivery	
4. Know how to deliver reliable customer service	4.1	Describe their organisation's services or products	
	4.2	Explain their organisation's procedures and systems for delivering customer service	For a named estate
	4.3	Describe methods or systems for measuring an organisation's effectiveness in delivering customer service	
	4.4	Explain their organisation's procedures and systems for checking service delivery	
	4.5	Explain their organisation's requirements for health and safety in their area of work	

## Unit 324

### 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.....