

**NPTC Level 2 Diploma in
Work-based Game and
Wildlife Management
(0069)**



www.nptc.org.uk

**Learner guide and logbook
501/0406/8
Version 2.1
May 2011**

A large, stylized logo for 'Countryside & Environment'. The text is in a bold, white, sans-serif font, set against a dark, textured, golden-brown background that resembles a sunburst or a fan of rays. The background is surrounded by a light, golden-brown, textured area with some faint, abstract shapes.

**COUNTRYSIDE &
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Publications

Publications are available from

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Or download from 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

Contents

Qualification information	5
What is the Qualifications and Credit Framework?	6
The qualification	6
Publications and resources	7
Unit specifications	8
Rule of combination - 0069	12
Assessment for the Diploma	13
Assessment strategy	14
Appeals and Equal Opportunities	14
Centre and qualification approval	15
Registration and certification	15
How to use the Evidence recording sheets	16
Exemplar unit	17
Units	21

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NPTC Level 2 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 2 Diploma in Work-based Gamekeeping and Wildlife	0069 -21, -22, -23, -24	501/0406/8	31/08/2013	31/08/2015

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

0069-21 NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Upland/Grouse)

0069-22 NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Lowland)

0069-23 NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Deer)

0069-24 NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Game Rearing)

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 2 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 2 NVQ in Gamekeeping and Wildlife (0249-20, -21, -22) which expires on 31 August 2010 (QAN 100/2500/5)

NPTC Level 2 Diploma in Work-based Game and Wildlife Management (0069)

This qualification will form part of the 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 Upland/Grouse, Lowland, 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 may be 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.

Portfolio building

The generic document 'Portfolio builder pack for learners and assessors' contains the documents we have produced to help you plan your work and record the evidence. You may not need all of the forms; they are there to help if you need them.

If witness statements are to be used, the witness should complete/amend one line of the Witness Status List, providing a specimen signature.

You must use the evidence summary sheets provided for each element. These allow you to collate all the evidence you have collected for an element and to cross reference evidence from other parts of your portfolio.

Your assessor should complete the 'Record of Units Achieved' as each unit is signed off.

When requested, your portfolio must be available for inspection by the internal verifier and the external verifier during their visits. Only approved assessors and internal verifiers can confirm that you have completed a unit and the assessor completes your 'Record of Units Achieved'.

Supporting Information

The following categories of information are not regarded as Performance Evidence, nor will they meet your requirements to demonstrate your Knowledge and Understanding. They will however, provide valuable supporting information for you, which should be kept in a separate information file.

This information should not be included as part of the Portfolio of Evidence:

- leaflets or booklets supporting legislative requirements
- the session plans or overall content of training programmes
- any notes or information handouts from training courses
- booklets explaining company operating policy or work procedures, unless they are evidence of systems that you have developed at work
- handbooks describing e.g. how the company computer system works
- technical information about specific products supplied by manufacturers product catalogues.

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. Click on 'Qualifications' and then click on 'Environmental Conservation and Gamekeeping'. The documents can be found under 0069 NPTC Level 2 Diploma in Work-based Game and Wildlife Management.

Description	How to access
Qualification handbook and assessor guidance This provides the structures of the qualifications and guidance for assessors on the evidence requirements for each unit.	www.nptc.org.uk
Learner guide and logbook 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.	www.nptc.org.uk
Portfolio builder pack for learners and assessors 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 NPTC work-based qualification.	www.nptc.org.uk
Information guide for centres	www.nptc.org.uk
Product briefing sheet	www.nptc.org.uk

NPTC Level 2 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
T/502/3911	201	Monitor game populations and habitat	2	5
K/502/3937	202	Assist with the management of public relations and access to a sporting estate	2	2
Y/501/6353	203	Monitoring and maintaining health and safety	2	3
K/600/1236	204	Support game shooting activities	2	5
D/502/3921	205	Maintain game populations	2	5
T/502/3925	206	Support heather control activities	2	6
M/502/3938	207	Assist with the production of fertile game eggs	2	5
T/502/3939	208	Assist with the production of game bird chicks	2	6
K/502/3940	209	Assist in the care of game chicks	2	7
M/502/3941	210	Assist with the care of game birds during release	2	5
Y/502/3948	211	Care for animals used in support of gamekeeping and wildlife management	2	2
H/502/3970	212	Maintain and improve game and wildlife habitats	3	7
L/502/4109	213	Assist with the catching of game breeding stock	2	2
F/502/4110	214	Support participants on a shoot day	2	7
R/502/3950	215	Assist game shooting by loading	2	4
D/502/1456	216	Prepare and maintain structures and surfaces	2	4
L/502/1520	217	Maintain equipment and machines	2	4
F/502/1644	218	Handle animals to enable them to work effectively	2	6
F/502/1594	219	Care for animals after they have worked	2	4
Y/502/3965	220	Control vertebrate pests and predators using traps	2	6
D/502/3966	221	Control vertebrate pests and predators by shooting	2	6
H/502/3967	222	Control vertebrate pest populations using chemical means	2	6
K/502/3971	322	Stalk and cull deer	3	12
M/600/1237	323	Prepare deer for human consumption	3	6

Rules of combination for the Level 2 Diploma in Work-based Game and Wildlife Management (0069)

0069-21 NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Upland/Grouse)	
Rules for achievement of qualification	38 credits from (201-206, 220-221) plus 2 credits from (207-219, 222, 322-323) Apprenticeship learners should complete additional module 0069-500

0069-22 NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Lowland)	
Rules for achievement of qualification	32 credits from (201-205, 220-221) plus a minimum of 5 credits from (206-219, 222, 322-323) Apprenticeship learners should complete additional module 0069-500

0069-23 NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Deer)	
Rules for achievement of qualification	34 credits from (201-203, 221, 322-323) plus a minimum of 3 credits from (204-206, 211-212, 214-220, 222) Apprenticeship learners should complete additional module 0069-500

0069-24 NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Game Rearing)	
Rules for achievement of qualification	34 credits from (201-203, 207-209, 220) plus a minimum of 3 credits from (204-206, 210-219, 221-222) Apprenticeship learners should complete additional module 0069-501

Learners completing the Level 2 Diploma in Work-based Game and Wildlife Management as part of the Apprenticeship framework

Learners who are completing the Level 2 Diploma in Work-based Game and Wildlife Management as part of the Apprenticeship framework are required to undertake an independent assessment in the form of a multiple choice test. This test covers the underpinning knowledge elements of the units included within the test. The test is specific to the qualification route chosen and may be taken on-demand. Test specifications for the different routes are available below.

Paper based versions of the tests are available until September 2011. From September 2011 onwards, the test will be available via GOLLA. An updated handbook will be available once the GOLLA test is available.

Centres will be required to provide Lantra SSC with evidence that the multiple choice test has been achieved before certification takes place.

Test Specifications

NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Upland/grouse, Lowland and Deer)

For routes 0069-21 – 23, all apprenticeship learners must also undertake independent assessment 500.

0069-500 Level 2 Upland/Grouse, Lowland and Deer Independent Assessment

Duration: 1 hr 10 minutes

Base mark: 46

Pass mark 50%

Unit Number	Unit Title	No. of questions
201	Monitor game populations and habitat	12
202	Assist with the management of public relations and assess to a sporting estate	6
203	Monitoring and maintaining health and safety	15
221	Control pests and predators by shooting	13
	Total	46

NPTC Level 2 Diploma in Work-based Game and Wildlife Management (Game rearing)

For route 0069-24, all advanced apprenticeship learners must undertake independent assessment 501.

0069-501 Level 2 Game Rearing Independent Assessment

Duration: 60 minutes

Base mark: 40

Pass mark 50%

Unit Number	Unit Title	No. of questions
201	Monitor game populations and habitat	12
202	Assist with the management of public relations and assess to a sporting estate	6
203	Monitoring and maintaining health and safety	15
208	Assist with the production of game bird chicks	7
	Total	40

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

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 Learner Guide this column is used for recording the evidence. Records of direct observation may be written directly into this column or, if the evidence is on a separate document, the reference of where the evidence can be found should be entered here. If the evidence is cross reference to elsewhere in the Learner Guide and Logbook then the reference to where it may be found should be inserted. For underpinning knowledge criteria, the answers may be written in directly or completed on a separate page which can be referenced in the normal way.

Below is an example of how a recording sheet may look, with entries by the learner, the supervisor and the assessor. Although several people may enter information here, it remains the responsibility of the assessor to judge the evidence presented is sufficient, authentic and valid.

Exemplar unit

TITLE	Maintain and develop personal performance	Learner's name Tom Goodboy
LEVEL	2	
CREDIT LEVEL	2	
UAN	F/502/1689	
<p>The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.</p> <p>The learner will maintain and develop personal performance with regard to:</p> <p>(i) working to targets and completing specific tasks</p> <p>(ii) quality of work</p> <p>Evidence from a staff appraisal or review is appropriate, where targets are set and agreed.</p> <p>Relationship to National Occupational Standards : CU5.1</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. Maintain personal performance	1.1 Identify current competence and areas for development using relevant techniques and processes	Current competence was identified via self assessment and discussion at appraisal interview on 25 th June 2008. Identified that updating on current legislation and first aid training are required. See evidence ref 1
	1.2 Carry out work in accordance with responsibilities and organisational requirements	Tom is carrying out his duties to the high standard required by the company. He understands company policies and procedures for setting out work, the standard of work required and meeting targets agreed with customers. He arrives on site with required PPE and clean company uniform, giving a good impression of the company to customers. AB 25 th September 2008. Visited Tom on site at 36 High Street. He was fully aware of what the job entailed. His work site was tidy and the customer was very satisfied with the work accomplished so far. ANO

Exemplar unit

2. Develop personal performance	2.1 Agree personal performance and targets with an appropriate person	Personal targets set on 25 th June 2008. See evidence ref 1
	2.2 Review performance and progress regularly and use the outcome to plan future development activities	Performance is reviewed every 3 months. See update 30 th September 2008. Evidence ref 2
	2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks	<p>Tom asked about access to neighbouring land when working on the boundary at 46 Church Lane on 14th July 2008. AB</p> <p>Tom asked for clarification of the order of work at 25 Common Lane on 30th August 2008 AB</p>
	2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance	<p>Feedback from June has been acted on. Tom has improved his timekeeping since his appraisal. He is working in a more methodical way since our discussion, so that his work area is tidier and safer for Tom and the customers. It also gives a better impression of the company.</p> <p>Although Tom works well on his own initiative, Tom seeks feedback from me if ever he is unsure what is required of him. Alan Boss 20th October 2008</p>
3. Know how to develop personal performance	3.1 State own limits of responsibility in relation to specific tasks and activities	I have to arrive at the customer's address at the specified time and behave in a manner that gives a good impression to customers. I have to work tidily and steadily and do the jobs in the right order and do them how Joe and Alan have shown me. I have to avoid causing any unnecessary damage to the site and clear up any mess promptly. On longer jobs, I have to make sure I am not leaving hazards unguarded overnight.

Exemplar unit

	3.2 State who to obtain advice from in relation to specific tasks and activities	Straight forward tasks, I refer to my colleague Joe. More complex things to my supervisor Alan.
	3.3 List the correct procedures for obtaining advice	Initially I ask my colleague Joe, who has been here 5 years, then my supervisor Alan, if Joe can't help. If Alan cannot advise me he tells me where to find the advice or finds out the answer for me.
	3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear	Safety may be put at risk or the job might not be done how the company or customer wants it to be done
	3.5 Describe how to determine and agree development needs and personal targets	We do this formally at appraisal meeting and 3 monthly reviews. I fill in a self assessment form and then discuss this with Alan.
	3.6 State why personal performance should be reviewed	So that I can improve in my job and advance my career. So that the company has well trained staff that can meet customers' needs and expectations.

Exemplar unit

Learner's signature

I confirm that the evidence above is all my own work

Tom Goodboy Date 31st October 2008.

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

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

Signed **A N Other**Date 31st October 2008.

Internal verifier's signature (if sampled)

.....Date.....

In the example above, Alan Boss is the learner's supervisor, Anthony Other is the assessor and Tom Goodboy 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. The update form from 30th September would be evidence ref 2.

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 except the learner and the assessor, would need to complete a line on the Witness status list.

Unit 201

TITLE	Monitor game populations and habitat	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	T/502/3911	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to monitor game populations and habitat on a shooting estate. The definitions below will help clarify the terminology used within this unit.</p> <p>Game Legal game quarry species including deer</p> <p>Sporting estate Any area of land used for the provision of game shooting activities</p> <p>Estate characteristics For example: topography, other estate activities, land type, drainage</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa2.1 and O29NGa2.2</p> <p>Evidence from simulations is not acceptable in this unit unless otherwise stated.</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 determine game population characteristics	1.1 Observe game and other wildlife species to establish population characteristics in respect to species: <ol style="list-style-type: none"> i. numbers ii. health iii. sex iv. age v. location vi. behaviour vii. level of disturbance 	

Unit 201

	1.2	Identify and use signs to establish game population characteristics including signs of pest and predator activity	
2. Be able to monitor game habitat	2.1	Collect information on game habitat in respect of: i. common plant species ii. types of habitat iii. interactions with game iv. seasonal changes v. condition of habitat vi. food availability	
	2.2	Recognise good game habitat and that which requires improvement	
	2.3	Recognise poor and damaged habitat and determine likely causes of damage	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	

Unit 201

	3.2	Carry out monitoring activities in a manner which minimises disturbance to game, wildlife and habitat at all times	
4. Be able to maintain accurate records	4.1	Report accurately on condition of game and game habitat	
5. Know how to determine game population characteristics	5.1	Describe the methods used to monitor different game populations	
	5.2	Describe the signs which indicate ill-health in game	
	5.3	Explain how to identify game and wildlife species common to the sporting estate	
	5.4	Describe the signs used to monitor game including pest and predator actions	
	5.5	Describe how to sex and age game species	
	5.6	Explain the expected variations in game species characteristics and behaviour during the annual cycle	
	5.7	Explain how seasonal changes can affect game populations	

Unit 201

	5.8	Explain how estate characteristics can affect game populations	
	5.9	Describe the basic habitat and life cycle requirements of game	
	5.10	Outline game population characteristics in respect to species: <ul style="list-style-type: none"> i. numbers ii. health iii. sex iv. age v. location vi. behaviour vii. level of disturbance 	
6. Know how to monitor game habitat	6.1	Describe indicators of deficiency and pest damage within game habitat	
	6.2	Identify common habitat species found on game estates	
	6.3	Describe the characteristics of good game habitat and how these interact with different game species	

Unit 201

	6.4	Outline the management techniques used to maintain game habitat	
	6.5	Describe how estate characteristics and activities can affect game habitat	
	6.6	Describe how seasonal changes affect different habitats	
	6.7	Explain how habitat can control the presence of game on an area of land	
	6.8	Describe the characteristics of good game habitat	
	6.9	Explain how to identify habitat damage and the likely causes of damage	
	6.10	Explain how information on game habitat is collected in respect of: <ul style="list-style-type: none"> i. common plant species ii. types of habitat iii. interactions with game iv. seasonal changes v. condition of habitat vi. food availability 	

Unit 201

7. Know relevant health and safety legislation and environmental good practice	7.1 Outline the current health and safety legislation, codes of practice and any additional requirements associated with monitoring activities	
	7.2 Describe why it is important to minimise the disturbance caused to game, wildlife and habitats	
8. Know how to maintain accurate records	8.1 Identify the types of game population records	
	8.2 Explain the importance of accurate record keeping	

Unit 201

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Internal verifier's signature (if sampled)

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Unit 202

TITLE	Assist with the management of public relations and access to a sporting estate	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	K/502/3937	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to maintain public relations and control access for a sporting estate.</p> <p>The definitions below should help to clarify the terminology used within this unit.</p> <p>Game - Legal game quarry species including deer</p> <p>Sporting estate - Any area of land used for the provision of game shooting activities</p> <p>Access - Entry to land, facilities or building forming part of sporting estate</p> <p>Poaching - The unauthorised removal of game from the wild</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa5.1, O29NGa5.2</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 assist with the management of public relations and access	1.1 Maintain all notices and devices used to control access to the sporting estate in a serviceable condition	
	1.2 Identify and interpret signs which indicate unauthorised access to the sporting estate	
	1.3 Maintain vigilance during all work activities for signs which indicate poaching activity	

Unit 202

	1.4	Complete surveillance activities according to specified requirements	
	1.5	Deal courteously with visitors to the sporting estate	
2. Be able to assist with incidents associated with access.	2.1	Identify suspected incident and observe intruders to determine motive for intrusion	
	2.2	Take action appropriate to the nature of the incident that does not put self at risk	
	2.3	Provide support to person(s) dealing with the incident(s) in a courteous, calm, firm and polite manner	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
4. Be able to maintain accurate records	4.1	Record and report accurately to supervisor all suspected incidents of unauthorised access	
	4.2	Record and report details of incident(s) accurately	

Unit 202

5. Know authorised and unauthorised access.	5.1	Describe signs which indicate poaching and unauthorised access	
	5.2	Outline the basic law concerned with trespass, poaching and access	
	5.3	Describe the access that is recognised and authorised by the sporting estate	
	5.4	Describe the relative advantages and disadvantages of the measures used to control access	
	5.5	Explain surveillance activities and when they are best completed in respect to: i. unauthorised access ii. poaching	
6. Know about poaching and the effects of poaching	6.1	Describe the methods employed by poachers and the signs which indicate their application	
	6.2	Describe the effects of poaching on game populations and shooting activities	
7. Know how to assist with incidents associated with access.	7.1	Describe how the following incidents should be dealt with including reporting and recording and why this is important: i. unauthorised activity ii. suspected poaching iii. poaching	

Unit 202

	7.2	Explain the importance of remaining polite, calm and courteous but firm when dealing with incidents	
	7.3	Describe how distance and terrain may affect the methods used to deal with incidents	
8.	Know the importance of good public relations to a sporting estate	8.1	Describe the value of good public relations to the sporting estate
9.	Know relevant health and safety legislation and environmental good practice	9.1	Describe the health and safety requirements in relation to self, colleagues, and the public associated with the management of access and incidents
		9.2	Describe how environmental damage can be minimised during surveillance activities

Unit 202

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Internal verifier's signature (if sampled)

.....Date.....

Unit 203

TITLE	Monitoring and maintaining health and safety	Learner's name
LEVEL	2	
CREDIT LEVEL	3	
UAN	Y/501/6353	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain a healthy and safe working environment under minimal guidance and direction. Learners should be familiar with the health and safety policy and understand their responsibilities under the policy.</p> <p>Relationship to National Occupational Standards: This unit directly relates to CU 2.1, CU 2.2</p> <p>Assessment to be based on naturally occurring evidence of realistic working environment.</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 maintain health, safety and security in the workplace	1.1 Identify health and safety risks in relation to the workplace covering the following: <ul style="list-style-type: none"> i. people ii. equipment and materials iii. the work area 	
	1.2 Carry out specified measures to control risks and keep the people fully informed	

Unit 203

	1.3	Seek guidance on measures to control unfamiliar risks arising from non-routine work situations	
	1.4	Relay health and safety information to others in a manner likely to be understood	
	1.5	Take the appropriate action without delay as soon as an emergency is suspected	
	1.6	Dispose of hazardous and non-hazardous waste safely and appropriately	
	1.7	Maintain the security of the workplace in accordance with organisational requirements	
2. Be able to use equipment and materials safely	2.1	Use equipment and materials in accordance with manufacturers' instructions and any organisational training	
	2.2	Transport any equipment and materials safely and store them correctly at an approved location when not in use	

Unit 203

3. Know the systems and procedures for maintaining health, safety and security	3.1	State the organisational requirements with regard to ensuring the security of the workplace	
	3.2	Describe the roles and responsibilities for health and safety in the workplace under organisational policy and legislation	
	3.3	State why inadequate measures to control risks should be reported	
	3.4	Describe procedures for different types of emergencies appropriate to the relevant industry	
	3.5	Explain how the procedures for specific emergencies may be affected by location	
	3.6	Identify different types of fire extinguishers and their use, relevant to the work area	
	3.7	Describe the different forms of waste and appropriate methods of disposal	

Unit 203

	3.8	Explain the relationship between security and safety within the workplace		
	3.9	List any specific risks relevant to child safety in the workplace		
	3.10	State who and why accidents should be reported		
4.	Understand why equipment is transported and stored safely	4.1	Explain how to transport and store equipment and materials safely	
5.	Know the reason for following manufacturers' guidance	5.1	State the importance of following manufacturers' and organisational instructions and the potential consequences and risks of not doing so	
6.	Maintain good standards of health and safety for self and for others	6.1	Supply the necessary personal medical information in accordance with organisational requirements	
		6.2	Use and care for the correct personal protective equipment and clothing necessary for work	

Unit 203

	6.3	Use approved methods of handling when moving and lifting items	
	6.4	Use the appropriate personal and workplace hygiene at all times	
	6.5	Provide accurate information about location so that contact can be made if necessary	
	6.6	Work in a way which minimises risk to self, others and the environmental	
	6.7	Take appropriate action where incidents affect the health and safety of workers	
	6.8	Report incidents without delay and complete records accurately, legibly and completely	

Unit 203

7. Understand how to maintain the health and safety of self and others	7.1	Explain the roles in maintaining health and safety	
	7.2	Explain the reasons for leaving information about location when working in isolation or in remote locations	
	7.3	Explain why accidents should be reported without delay and recorded in the appropriate document	
	7.4	Explain the methods of minimising environmental damage during work	
8. Know the safe lifting techniques	8.1	Describe the safe methods for moving and lifting items	
9. Know how to maintain health and safety	9.1	Describe the reasons for maintaining good personal and workplace hygiene	
	9.2	State own ability to deal with health and safety emergencies (e.g. not carrying out actions beyond capabilities)	

Unit 203

	9.3 Describe how to administer basic emergency first aid procedures	
	9.4 Identify the types of personal protective equipment and clothing needed for work and how they must be used, cleaned, stored, inspected and replaced	

Unit 203

Learner's signature

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Unit 204

TITLE	Support game shooting activities	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	K/600/1236	

The aim of this unit is to provide the learner with the ability to demonstrate the knowledge and skills required to prepare, support and conclude for shoot day activities. The definitions below should help to clarify the terminology used within this unit

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

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

Gun - Participant in shooting activity

Game - In this unit the term game refers to 'small game'. Under EU Regulations the definition of 'small game' is much wider than the traditional game species and may include all or some of the following UK quarry species:

- *Gamebirds* - Pheasant, grey partridge, red-legged partridge, red grouse, black grouse, ptarmigan (Scotland only)
- *Duck* - Mallard, teal, wigeon, pintail, shoveler, gadwall, tufted duck, pochard, goldeneye, scaup (NI only)
- *Geese* – Pink-footed goose, greylag goose, white-fronted goose (England & Wales only) Canada goose
- *Waders* – Golden plover, common snipe, jack snipe (NI only), curlew (NI only), woodcock
- *Rail family* – Coot (England, Wales & Scotland only), moorhen (England, Wales & Scotland only)
- *Pest bird species*- Woodpigeon, rook
- *Mammals* - Rabbit, brown hare, mountain hare, grey squirrel

Relationship to National Occupational Standards: This unit directly relates to O29NGa1.1, O29NGa1.2, O29NGa1.3

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 prepare game transport and storage facilities in support of game shooting activities	1.1 Prepare game transport and storage into a hygienic condition suitable for receiving dead game	
	1.2 Prepare transport into a safe operating condition	

Unit 204

2. Be able to work safely and minimise environmental damage	2.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2 Work in a manner which minimises environmental damage	
3. Be able to prepare sporting aids and shoot area in support of planned shooting activities	3.1 Prepare sporting aids to effectively support planned shooting activities	
	3.2 Establish Gun stands accurately according to shooting programme	
	3.3 Prepare access points according to needs of planned shoot programme	
4. Be able to support shoot day activities	4.1 Dress to provide protection from environmental conditions and to meet appropriate dress codes	

Unit 204

	4.2	Support shooting activities by effectively completing roles to achieve requirements of shooting programme	
	4.3	Communicate clearly and effectively with colleagues	
	4.4	Monitor game movements and adjust activities accordingly	
	4.5	Observe wild game to determine if condition is suitable for human consumption	
	4.6	Assist and aid Guns and colleagues in a polite and courteous manner	
	4.7	Apply sporting aids to effectively support planned shooting activities	
5. Be able to deal effectively with shot game	5.1	Find, approach and dispatch injured game humanely	
	5.2	Hygienically collect and handle game carcasses	
	5.3	Transport game carcasses hygienically	

Unit 204

6. To be able to deal effectively with shot game	6.1	Establish storage facilities into a condition suitable to receive game carcasses	
	6.2	Sort game carcasses accurately by species, age and sex	
	6.3	Inspect game carcasses to identify possible shot damage, physical condition and the presence of environmental contamination and segregate carcasses that may form a risk to human health	
	6.4	Store game carcasses according to legal requirements	
	6.5	Maintain the condition of game carcasses through careful handling and by following recommended hygiene practice	
	6.6	Take appropriate action when carcass abnormality is identified, according to legal requirements	
7. Be able to return shooting area to pre-shoot condition	7.1	Collect shoot equipment	
	7.2	Collect and dispose of spent ammunition cases	

Unit 204

8. Be able to clean and maintain shoot equipment and sporting aids	8.1 Clean and store equipment, sporting aids and transport after use	
9. Be able to maintain accurate records	9.1 Maintain accurate records according to organisational and legal requirements	
10. Know the principles of different shooting activities	10.1 Describe how shoot areas are prepared for the following shooting activities: i. driven game ii. walked-up game iii. flighted wildfowl decoying	
	10.2 Outline the legal requirements that control shooting activities	
11. Understand how to support shoot day activities	11.1 Explain the reasons for having and following a shooting programme and how this controls shooting activities	
	11.2 Explain the function of the following roles: i. dogging-in ii. beating iii. stopping iv. picking-up v. transporting dead game vi. sewelling vii. flagging viii. guiding	

Unit 204

	11.3 Describe the value of polite and courteous communications	
	11.4 Explain the value of appropriate shooting dress codes	
	11.5 Describe shooting etiquette	
12. Understand the principles of the different shooting activities	12.1 Describe how the following shooting activities are supported: i. driven game ii. walked-up game iii. flighted wildfowl iv. decoying	
13. Know normal anatomy and physiology of small game	13.1 Describe normal anatomy and physiology of small game	
14. Understand normal game behaviour	14.1 Describe the expected movements of the game, possible deviations and the actions required to correct deviations	
	14.2 Describe normal behaviour of small game including the signs that indicate ill health	
15. Understand humane dispatch	15.1 Describe humane dispatch methods for different game species	

Unit 204

16. Know the principles of food safety and hygiene associated with shot wild game	16.1	Outline the significance of game ill health in respect to the safety of game meat	
	16.2	Outline common small game diseases including those which are notifiable	
	16.3	Explain how the condition of live game can be determined through observations of behaviour and physical condition	
	16.4	Describe the potential causes of contamination that can impact on the quality of game meat	
	16.5	Describe how contaminated game meat can affect human health after consumption	
	16.6	Outline the legal requirements that control the handling and storage of game carcasses	
	16.7	Explain the processes used to segregate individual game carcasses	

Unit 204

	16.8 Describe the proper techniques used to handle and transport game carcasses from the field and how incorrect handling can damage and contaminate game meat	
17. Know how to inspect, prepare and store game according to legal requirements	17.1 Describe how to identify species, age and sex and condition of game	
	17.2 Explain how to inspect game carcasses for all the following: i. shot damage ii. physical condition iii. environmental contamination	
	17.3 Describe the proper techniques to be used to handle and store game carcasses	
	17.4 Describe how game should be handled to maintain its condition and how incorrect handling can damage game meat	

Unit 204

	17.5 Outline your responsibilities under the current food hygiene regulations	
	17.6 Describe the conditions under which game should be stored	
	17.7 Describe the preparation requirements of shot game, suitable for human consumption	
	17.8 Describe the industry codes of practice controlling the transport and storage of game	
	17.8 Outline the principles of basic hygiene as it applies to the handling of game carcasses	
	17.10 Describe the quality requirements for game entering the food chain	
	17.11 Describe the action to take if carcass abnormalities are identified	

Unit 204

	17.12 Outline the principles of HACCP as they apply to the supply of game carcasses for human consumption	
	17.13 Outline the legal requirements controlling record keeping, labelling and traceability for game meat entering the food chain	
18. Know the importance of returning shoot area to pre-shoot condition	18.1 Explain why shoot areas are returned to pre-shoot condition	
19. Know relevant health and safety legislation and environmental good practice	19.1 Outline the current health and safety legislation, codes of practice and any additional requirements associated with concluding the shoot day	
	19.2 Describe how environmental damage can be minimised	
	19.3 Describe the correct methods for disposing of waste.	

Unit 204

20. Know the types of equipment required and how to maintain them	20.1 Explain how the following shooting aids are prepared, used and maintained in support of shooting: i. flags ii. sticks iii. sewing equipment iv. communications equipment v. binoculars game transport	
21. Know how to maintain accurate records	21.1 Describe the different types of shoot record that are maintained	
	21.2 Explain the importance of accurate record keeping to shoot management and planning	

Unit 204

Learner's signature

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..... Date

Assessor's name

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Unit 205

TITLE	Maintain game populations	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	D/502/3921	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to maintain game populations on a sporting estate. The definitions below will help to clarify the terminology within the unit</p> <p>Game Legal game quarry species including deer</p> <p>Sporting estate Any area of land used for the provision of game shooting activities</p> <p>Resources For example: food, water, shelter etc.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa3.</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 maintain game populations	1.1 Identify when and where additional resources are required to support game populations	
	1.2 Select, prepare and maintain the sites and equipment used to distribute resources	
	1.3 Apply resources effectively to support game with minimum wastage	
	1.4 Monitor and report on reaction of game to resources	

Unit 205

2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2	Carry out work in a manner which minimises disturbance to habitat and wildlife	
	2.3	Dispose of waste safely and correctly	
3. Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for this area of work	
	3.2	Use equipment according to relevant legislation and manufacturer's instructions	
	3.3	Prepare, maintain and store equipment in a safe and effective working condition	
4. Be able to maintain accurate records	4.1	Report accurately on game welfare and resource usage	
5. Know the welfare requirements of wild game populations.	5.1	Outline the welfare requirements of game	
	5.2	Describe common game welfare problems	

Unit 205

6. Know how resources are used to maintain wild game populations	6.1	Explain how the following resources are used to maintain game welfare: i. feed ii. shelter iii. water iv. grit v. medication	
	6.2	Describe how the following resources are applied to help maintain game welfare: i. feed ii. shelter iii. water iv. grit v. medication	
	6.3	Describe how resources can be used to control the location of game	
	6.4	Outline the legal restrictions on the allocation of additional resources	
	6.5	Outline the medications used in the maintenance of game health	
	6.6	Describe the expected reaction of game to resources	

Unit 205

7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	7.2	Describe how environmental damage can be minimised	
	7.3	Explain why it is important to minimise the disturbance caused during the preparation of facilities	
	7.4	Describe the correct methods for disposing of organic and inorganic waste	
8. Know the types of equipment required and how to maintain them	8.1	Describe the equipment and facilities required to provide additional resources to game in their habitat	
	8.2	Describe the methods of maintaining the range of equipment and facilities in a fit state for use	
9. Know how to maintain accurate records	9.1	Identify the types of records required and the importance of accurate record keeping	

Unit 205

Learner's signature

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Assessor's name

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Unit 206

TITLE	Support heather control activities	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	T/502/3925	

The aim of this unit is to provide the learner with the knowledge and skills required to effectively support controlled heather burning activities. It relates to the work activities that are undertaken in respect to preparing for and completing heather burning activities and can be applied to any estate where heather is managed using fire.

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

1. Tools and equipment:

- (i) fire beaters & scrapers
- (ii) heather burners/drip torches
- (iii) spades
- (iv) knapsack sprayer
- (v) pumps

2. Personal protective equipment:

- (i) fire resistant clothing
- (ii) helmet/face shield/mask/goggles
- (iii) leather gloves
- (iv) fire resistant boots

Relationship to National Occupational Standards: This unit directly relates to O29NGa4.1 and O29NGa4.2

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.

To achieve it you must show that you are able to:

- prepare an area of heather ready for controlled burning
- burn heather under controlled conditions
- support others with the controlled burning of heather
- react appropriately, within organisational procedures, to a fire escape incident

Unit 206

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 work safely and minimise environmental damage	1.1 Work in a way which maintains health and safety and is consistent with relevant legislation and codes of practice and any additional requirements	
	1.2 Work in a manner which minimises environmental damage	
	1.3 Dispose of waste safely and correctly	
2. Be able to establish areas of moorland ready for heather burning activities	2.1 Identify area of heather to be burnt	
	2.2 Identify hazards associated with planned burn	
	2.3 Prepare fire breaks to contain planned burn, taking account of weather and terrain	
3. Be able to support heather burning activities	3.1 Ignite heather in a controlled fashion, both when heather is damp and when heather is dry	
	3.2 Control the burn according to planned burning requirements using fire beaters/scrapers and water pumps	
	3.3 Take immediate action to correct any variation from planned burning requirements	
	3.4 Extinguish fires when required burn has been achieved	
	3.5 Take appropriate action in the event of an emergency	

Unit 206

4. Be able to select, use and maintain relevant tools and equipment	4.1 Select appropriate tools and equipment	
	4.2 Use equipment according to instructions	
	4.3 Prepare maintain and store equipment in a safe and effective working condition	
5. Be able to maintain effective communications throughout burning activities	5.1 Inform others of the planned burning	
	5.2 Maintain required communications with others throughout the burning process	
	5.3 Monitor and report any variation in prevailing weather conditions or fire behaviour	
	5.4 Report accurately on conclusion of burning activities	
6. Know relevant health and safety requirements and environmental good practice	6.1 Outline the current health and safety legislation, codes of practice and additional requirements associated with heather burning	
	6.2 Describe the potential impact of heather burning activities on other aspects of the environment and how environmental damage is minimised	
	6.3 Describe the hazards associated with heather burning including hazards to self, others, the environment and wildlife	
	6.4 Describe the personal protective equipment that is required by those involved in heather burning <ul style="list-style-type: none"> i. fire resistant clothing ii. helmet/face/shield/mask/goggles iii. leather gloves iv. fire resistant boots 	
7. Know the principles of controlled heather burning activities	7.1 Explain how weather, fuel and topography affect the spread, intensity and severity of fires	
	7.2 Outline why heather is burnt as part of wildlife management	

Unit 206

	7.3 Outline the elements (heat, fuel, oxygen) that are required for fire to exist	
	7.4 Explain the terms: <ul style="list-style-type: none"> i. prescribed burning ii. topography iii. fire weather iv. fuel (ground, surface aerial) v. fire type (ground, surface aerial) vi. fire intensity vii. burn severity viii. fire escape ix. wildfire 	
	7.5 Explain the purpose and function of an organisation's fire plans, maps and procedures that are used in a fire escape	
	7.6 Describe how changes in weather can affect planned burn, the spread, intensity and nature of fires	
	7.7 Describe the characteristics of an effective heather fire	
	7.8 Describe the characteristics of a peat fire and explain its significance	
8. Know the controls that are needed to support heather burning activities	8.1 Outline the legal restrictions controlling heather burning	
	8.2 Describe the purpose, value and size of firebreaks	
9. Know the tools and equipment required to support heather burning	9.1 Explain why nylons, elastic or other synthetic clothing materials must not be worn	

Unit 206

	9.2	Describe how tools and equipment are used to control and extinguish heather fire covering: i. fire beaters ii. heather burners drip torches iii. spades iv. knapsack sprayer v. pumps	
	9.3	Describe how tools and equipment are used to extinguish peat fires	
10. Know the appropriate action in the event of an emergency	10.1	Describe the procedures to follow in the event of an emergency	
	10.2	Explain why it is important to accurately assess emergencies	
11. Know the importance of effective communication	11.1	Explain why key information should be collected and communicated in support of heather burning	
	11.2	Explain why it is important to follow instructions through a chain of command	
	11.3	Explain the importance of maintaining good communications with team members during emergencies	

Unit 206

Learner's signature

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Assessor's name

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.....Date.....

Unit 207

TITLE	Assist with the production of fertile game eggs	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	M/502/3938	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to support the establishment, and maintenance of a game bird breeding stock. It includes the collection and care of eggs for incubation. The definitions below should help to clarify the terminology used within this unit.</p> <p>Game - Pheasant, partridges, duck Closed flock - A breeding stock which is maintained in captivity throughout its life</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa6.1 , O29NGa6.2</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 establish and maintain breeding stock of gamebirds	1.1 Prepare breeding pens to secure and protect gamebirds from pests, predators and adverse environmental conditions	
	1.2 Prepare game birds by fitting specs and brails	
	1.3 Establish gamebirds in breeding pens at specified male to female ratio	

Unit 207

	1.4	Handle gamebirds with due regard for health and welfare to avoid injury and minimise stress	
	1.5	Maintain gamebird welfare requirements through the efficient application of resources	
	1.6	Observe behaviour of gamebirds and report on any signs of stress or disorder	
	1.7	Remove and report on mortalities within breeding stock	
2.	Be able to collect and store game eggs in preparation for incubation		
	2.1	Collect eggs in a manner which minimises disturbance to breeding stock and maintains the quality of eggs	
	2.2	Grade, clean and sort game eggs	
	2.3	Store eggs to maintain viability	
3.	Be able to work safely and minimise environmental damage		
	3.1	Work in a way which maintains health and safety and bio-security and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	

Unit 207

	3.3	Dispose of mortalities and waste safely according to legal requirements	
4. Be able to select, use and maintain relevant equipment	4.1	Select appropriate equipment for this area of work	
	4.2	Use equipment according to relevant legislation and manufacturer's instructions	
	4.3	Prepare, maintain and store equipment and facilities in a clean, hygienic, safe and effective condition	
5. Be able to maintain accurate records	5.1	Provide clear and accurate information for recording purposes	
6. Know how to establish and maintain breeding stock.	6.1	Describe how to prepare and maintain breeding areas to facilitate breeding	
	6.2	Explain the advantages and disadvantages of closed flock and caught-up systems	
	6.3	Describe how to identify and sex breeding stock	
	6.4	Describe the normal gamebird behaviour and the signs indicating stress and disorder	
	6.5	Outline the breeding ratios for gamebirds	

Unit 207

	6.6	Describe the welfare requirements of breeding stock	
	6.7	Outline breeding specifications and their implications	
	6.8	Outline the likely causes of mortality within breeding gamebirds	
	6.9	Describe how to fit specs and brails and why they are used with breeding stock	
	6.10	Outline industry codes of practice	
	6.11	Explain how the following resources are applied to maintain the welfare of gamebirds: i. food ii. water iii. grit iv. medication	
7. Understand egg collection	7.1	Outline when eggs should be collected	
	7.2	Explain how to collect and handle eggs	
	7.3	Explain why it is important to minimise disturbance to breeding stock during egg collection	

Unit 207

	7.4	Explain how to sort eggs and identify those which are non-viable	
	7.5	Explain why eggs are sanitised before storage	
	7.6	Describe egg storage requirements	
	7.7	Explain egg viability and its importance to the breeding process	
	7.8	Describe the equipment and facilities required to support: <ul style="list-style-type: none"> i. egg collection ii. egg cleaning iii. egg storage 	
8.	Know relevant health and safety legislation and environmental good practice	8.1	Outline the current health and safety legislation, codes of practice and any additional requirements associated with the maintenance of breeding stock and egg collection
		8.2	Describe how environmental damage can be minimised during egg production
		8.3	Describe legal requirements controlling the disposal of mortalities and waste
9.	Know how to maintain accurate records	9.1	Identify the types of records required and the importance of accurate record keeping

Unit 207

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Signed..... Date

Internal verifier's signature (if sampled)

..... Date.....

Unit 208

TITLE	Assist with the production of game bird chicks	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	T/502/3939	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to assist the incubation and hatching of game bird eggs. The definitions below should help to clarify the terminology used within this unit.</p> <p>Game - Pheasant, partridges, duck Incubation - Process used to support the development of chicks inside the egg Hatching - Process used to support the hatching of chicks from the egg</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa7.1, O29NGa7.2</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 assist in incubation of game eggs	1.1 Establish incubator in a clean and hygienic condition	
	1.2 Set eggs in the incubator according to manufacturer's instructions	
	1.3 Establish environmental conditions within the incubator to facilitate successful incubation	
	1.4 Candle eggs to confirm viability	

Unit 208

	1.5	Take action to maintain required environmental conditions, within limits of authority	
	1.6	Monitor incubation and report any environmental conditions which fall outside given specification	
	1.7	Clean incubation facilities after use	
2. Be able to assist with the hatching of game chicks	2.1	Transfer eggs to Hatcher according to manufacturer's instructions	
	2.2	Establish environmental conditions within the Hatcher to facilitate a successful hatch	
	2.3	Monitor hatching process and report any environmental and bio-security conditions which fall outside of given specification	
	2.4	Remove chicks from Hatcher in a manner which maintains chick welfare and optimises survival	
	2.5	Dispatch any sick or abnormal chicks according to approved codes	
	2.6	Establish chicks safely and securely in clean and well ventilated chick boxes	

Unit 208

3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and bio-security and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste and mortalities safely according to legal requirements	
4. Be able to select, use and maintain relevant equipment	4.1	Select appropriate equipment for this area of work	
	4.2	Use equipment according to relevant legislation and manufacturer's instructions	
	4.3	Prepare, maintain and store hatchery equipment in a safe and effective working condition	
5. Be able to maintain accurate records	5.1	Provide clear and accurate information for recording purposes	
6. Know how to assist in incubation of game eggs.	6.1	Describe the environmental conditions required for successful incubation in terms of: i. temperature ii. humidity iii. hygiene	

Unit 208

	6.2	Describe the methods of monitoring and maintaining the incubation environment	
	6.3	Explain the importance of temperature, humidity and egg movement to the incubation process	
	6.4	Describe the methods used to confirm fertilisation and development	
	6.5	Explain incubation procedures	
	6.6	Explain the importance of cleanliness to the incubation of game eggs	
	6.7	Explain why it is important to maintain hygiene during incubation	
	6.8	Explain why eggs are disinfected before incubation	
7. Know how to assist with the hatching of game chicks	7.1	Describe the environmental conditions required for successful hatching in terms of: i. temperature ii. humidity iii. hygiene	
	7.2	Describe the methods used for monitoring and maintaining the hatching environment	

Unit 208

	7.3	Explain the importance of temperature, humidity and movement to the hatching process	
	7.4	Describe chick handling techniques	
	7.5	Explain the importance of hygiene to the hatching process	
	7.6	Explain how to handle chicks in a manner which maintains their welfare	
	7.7	Outline the legislation and codes of practice controlling the production of chicks	
	7.8	Explain how to humanely slaughter any sick or abnormal chicks	
	7.9	Describe the welfare requirements for chicks during transport	
8.	Know relevant health and safety legislation and environmental good practice	8.1	Outline the current health and safety legislation, bio-security measures, codes of practice and any additional requirements associated with hatchery work
		8.2	Describe how environmental damage can be minimised

Unit 208

	8.3	Describe the correct methods and legal requirements associated with the disposal of mortalities	
	8.4	Describe the correct methods for disposing of organic and inorganic waste	
9. Know the types of equipment required and how to maintain them	9.1	Describe the equipment which will be required for the activity	
	9.2	Describe the methods of maintaining the range of equipment in a fit state for use	
10. Know how to maintain accurate records	10.1	Identify the types of records required and the importance of accurate record keeping	

Unit 208

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Internal verifier's signature (if sampled)

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Unit 209

TITLE	Assist in the care of game chicks	Learner's name
LEVEL	2	
CREDIT LEVEL	7	
UAN	K/502/3940	

The aim of this unit is to provide the learner with the knowledge and skills required to care for game bird chicks and juveniles.

Relationship to National Occupational Standards: This unit directly relates to O29NGa8.1 and O29NGa8.2

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 establish game chicks in the rearing unit.	1.1 Prepare rearing unit into a safe and hygienic condition ready to receive game chicks	
	1.2 Establish game chicks securely in rearing area	
	1.3 Handle game chicks in a manner which maintains their welfare and optimises survival	
	1.4 Provide feed and water appropriate to the age and development stage of the game chicks	
	1.5 Observe behaviour of newly stocked game chicks and report on signs of stress or disorder	

Unit 209

2. Be able to care for juvenile gamebirds.	2.1	Maintain rearing areas in a safe and secure condition to provide required environment conditions	
	2.2	Monitor and maintain the function of rearing equipment to optimise survival	
	2.3	Maintain cleanliness of rearing areas	
	2.4	Provide feed and water to suit the development needs of the game chicks	
	2.5	Observe behaviour and report anything unusual	
	2.6	Handle game chicks in a manner which maintains their welfare and maximises survival	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and bio-security and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste and mortalities safely and correctly according to legal requirements	

Unit 209

4. Be able to select, use and maintain relevant equipment	4.1	Select appropriate equipment for this area of work	
	4.2	Use equipment according to relevant legislation and manufacturer's instructions	
	4.3	Prepare, maintain and store rearing equipment in a safe and effective working condition to provide environmental conditions required by game chicks	
5. Be able to maintain accurate records	5.1	Provide clear and accurate information for recording purposes	
6. Know how to establish game chicks in the rearing unit	6.1	Explain how to prepare and maintain rearing areas	
	6.2	Describe the environmental conditions required by game chicks in terms of: i. temperature ii. hygiene	
	6.3	Describe normal chick behaviour and the signs indicating stress and disorder	
	6.4	Describe the welfare requirements of game chicks	
	6.5	Outline the likely causes of mortality within newly hatched game chicks	
	6.6	Explain how to handle game chicks	
	6.7	Describe the feed and water requirements for different development stages of game chicks	

Unit 209

7. Know how to care for juvenile gamebirds	7.1	Describe the rearing area requirements which maintain chick condition and survival	
	7.2	Describe the environmental conditions required by juvenile game birds in terms of: i. temperature ii. hygiene	
	7.3	Explain how to maintain environmental conditions taking account of prevailing weather conditions	
	7.4	Outline the resource requirements for different chick development stages	
	7.5	Describe the characteristics of normal behaviour and the signs which indicate stress and disorder	
	7.6	Explain how to harden off juvenile gamebirds	
	7.7	Explain how to prevent feather pecking	
	7.8	Identify common disorders associated with chicks and how to deal with them	
	7.9	Describe chick handling techniques which minimise stress	
	7.10	Describe the signs that indicate stress in juvenile gamebirds	
	7.11	Explain how and when to bit gamebirds	

Unit 209

8. Know relevant health and safety legislation and environmental good practice	8.1	Outline the current health and safety legislation, bio-security measures, codes of practice and any additional requirements associated with hatchery work and the care of gamebirds	
	8.2	Describe how environmental damage can be minimised	
	8.3	Describe the correct methods and legal requirements for disposing of mortalities and inorganic waste	
9. Know the types of equipment required and how to maintain them	9.1	Describe the equipment which will be required for the activity	
	9.2	Describe the methods of maintaining the range of equipment in a fit state for use	
10. Know how to maintain accurate records	10.1	Identify the types of records required and the importance of accurate record keeping	

Unit 209

Learner's signature

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Assessor's name

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Internal verifier's signature (if sampled)

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Unit 210

TITLE	Assist with the care of game birds during release	Learner's name
LEVEL	2	
CREDIT LEVEL	5	
UAN	M/502/3941	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to support the successful release of gamebirds into the wild. The definitions below should help to clarify the terminology used within this unit.</p> <p>Game - Pheasant, partridges, duck</p> <p>Release areas - Areas on a sporting estate which have been developed to support the release of gamebirds into the wild</p> <p>Wild - Term used to describe when birds have been established free on an area of land</p> <p>Release specification - Intended location and distribution of game on sporting estate</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa9.1, O29NGa9.2</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 assist with the care of gamebirds during release	1.1 Prepare release areas to optimise the survival of juvenile gamebirds during release by providing shelter and protection	
	1.2 Prepare juvenile gamebirds for release	
	1.3 Transfer juvenile gamebirds safely to release areas in a way which minimises stress	

Unit 210

	1.4	Establish juvenile gamebirds in release areas at required density		
	1.5	Handle juvenile gamebirds in a manner which maintains their welfare and minimises stress		
	1.6	Provide feed and water to suit the development needs of the juvenile gamebirds		
	1.7	Observe feeding behaviour, movement and condition of gamebirds and report any signs of stress or disorder		
2.	Be able to assist with the release and establishment of gamebirds into the wild	2.1	Establish the process of gamebird release so that the release specification can be achieved	
		2.2	Provide feed and water to control the location and distribution of released birds to meet release specification	
		2.3	Maintain pest and predator controls to limit their impact on the released gamebirds	
		2.4	Observe released birds and report any behaviour which varies from that expected	
		2.5	Take action to minimise the impact of disturbances likely to disrupt planned release	

Unit 210

3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and bio-security and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of waste safely and correctly	
4. Be able to select, use and maintain relevant equipment	4.1	Select appropriate equipment for this area of work	
	4.2	Use equipment according to relevant legislation and manufacturer's instructions	
	4.3	Prepare, maintain and store equipment in a safe and effective working condition	
5. Be able to maintain accurate records	5.1	Provide clear and accurate information for recording purposes	
6. Know how it is important to prepare release areas	6.1	Explain how to prepare release areas to provide protection and shelter	
7. Know how to prepare game birds for release	7.1	Explain gamebird preparation methods and relevant codes of practice	

Unit 210

	7.2	Describe the living conditions required to maintain gamebird health and development during release	
	7.3	Describe expected gamebird feeding behaviour and movement during release and the actions to be taken if behaviour varies from the norm	
	7.4	Describe the signs which indicate stress or disorder in gamebirds	
	7.5	Explain why it is important to minimise the stress caused through handling	
	7.6	Explain how to minimise the stress to gamebirds during handling	
	7.7	Explain how sites of conservation designation can affect the release of birds	

Unit 210

8. Know how to assist with the release and establishment of gamebirds into the wild	8.1	Outline the legal restrictions on the release of gamebirds	
	8.2	Describe the effects of pests, predators, trespass and poaching on the release process	
	8.3	Describe the welfare requirements of released gamebirds	
	8.4	Explain the release specification and its relationship with planned sporting activities relevant to the location and distribution of gamebirds	
	8.5	Describe the release techniques used for gamebirds	
	8.6	Explain the timing of release in respect to gamebird development and shooting activities	
	8.7	Explain how the location and distribution of released birds can be controlled through the application of feed, water and shelter	
	8.8	Describe the factors that can affect the release process and how they can be controlled	

Unit 210

9. Know relevant health and safety legislation and environmental good practice	9.1	Outline the current health and safety legislation, bio-security measures, codes of practice and any additional requirements associated with the release process	
	9.2	Describe how to minimise damage to natural habitat and wildlife during release	
	9.3	Describe the correct methods for disposing of organic and inorganic waste	
10. Know the types of equipment required and how to maintain them	10.1	Describe the release equipment and its application within the release process	
	10.2	Describe the methods of maintaining the range of equipment in a fit state for use	
11. Know how to maintain accurate records	11.1	Identify the types of records required and the importance of accurate record keeping and why it is important maintain accurate release records	

Unit 210

Learner's signature

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..... Date

Assessor's name

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Internal verifier's signature (if sampled)

..... Date.....

Unit 211

TITLE	Care for animals used in support of gamekeeping and wildlife management	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	Y/502/3948	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to care for animals that are used in support of gamekeeping and wildlife management.</p> <p>Working animals cover: gun dogs, guard dogs, ferrets, ponies etc</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa10.1, O29NGa10.2</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 feed and water animals	1.1 Select feed appropriate to feeding requirements	
	1.2 Prepare and store feed correctly	
	1.3 Supply animal with feed to meet feeding requirements	
	1.4 Maintain a sufficient supply of clean fresh water	
	1.5 Observe and report on feeding behaviour	
2. Be able to maintain the health and well-being of animals	2.1 Treat and handle animals in a manner which maintains their health and well being	

Unit 211

	2.2	Monitor physical condition and behaviour of animals	
	2.3	Maintain cleanliness and condition of animal accommodation, disposing of waste according to organisational requirements	
	2.4	Ensure animals have cleaning opportunities to maintain condition and well-being	
	2.5	Provide exercise appropriate to needs of animal	
	2.6	Report any concerns regarding animal behaviour or condition	
3.	Be able to work safely and minimise environmental damage		
	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
4.	Be able to select, use and maintain relevant equipment		
	3.3	Dispose of waste safely and correctly	
	4.1	Select appropriate equipment for this area of work	
	4.2	Use equipment according to relevant legislation and manufacturer's instructions	
	4.3	Prepare, maintain and store feeding and grooming equipment in a safe and effective working condition	
5.	Be able to maintain accurate records		
	5.1	Provide clear and accurate information for recording purposes	

Unit 211

6. Know how to feed and water animals	6.1	Explain the importance of feeding according to specified feeding requirements in terms of: i. food type ii. feeding times iii. feeding routines iv. feed quantities	
	6.2	Identify different animal feeds and describe by: i. type ii. quality iii. quantity	
	6.3	Explain the dietary requirements of animals and how these vary at different life stages	
	6.4	Explain how dietary requirements vary when the animal is at work	
	6.5	Explain why it is important to select feed to meet given dietary requirements	

Unit 211

	6.6	Explain the importance of maintaining an adequate supply of clean fresh water	
	6.7	Explain what to do if any abnormal feeding behaviour is observed	
7. Know how to maintain the health and well-being of animals	7.1	Describe the welfare requirements of working animals	
	7.2	Describe how the health and well-being of animals is promoted	
	7.3	Explain why animals need exercise and how these needs change for animals during periods of work and rest	
	7.4	Describe the requirements of animal accommodation	
	7.5	Explain the importance of grooming to the maintenance of animal welfare	
	7.6	Describe how to safely groom animals	
	7.7	Explain how animals clean themselves to maintain their own appearance and function	

Unit 211

	7.8	Describe normal animal condition and behaviour and how to recognise abnormality from changes in: i. appearance ii. posture iii. movement iv. bodily function v. social interaction	
	7.9	Explain what to do if abnormal animal condition or behaviour is recognised	
	7.10	Describe the signs and symptoms that indicate common ailments	
8. Know relevant health and safety legislation and environmental good practice	8.1	Outline the current health and safety legislation, codes of practice and any additional requirements associated with the feeding of animals	
	8.2	Describe how environmental damage can be minimised	
	8.3	Describe the organisational and legal requirements controlling the disposal of waste	

Unit 211

9. Know the types of equipment required and how to maintain them	9.1	Describe the equipment which will be required for the activity	
	9.2	Describe the methods of maintaining feeding and grooming equipment in a fit state for use	
10. Know how to maintain accurate records	10.1	Identify the types of records required and the importance of accurate record keeping	

Unit 211

Learner's signature

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..... Date

Assessor's name

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Internal verifier's signature (if sampled)

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Unit 212

TITLE	Maintain and improve game and wildlife habitats	Learner's name
LEVEL	3	
CREDIT LEVEL	7	
UAN	H/502/3970	
<p>The aim of this unit is to provide the learner with the knowledge, skills and understanding required to maintain and improve habitat in support of game populations. This unit is aimed at game conservation, and can be applied to any shooting estate. The definitions below should help to clarify the terminology used within this unit.</p> <p>Management intervention - Actions taken to improve or maintain condition of habitat Canopy - Area covered by tree or shrub canopies Environmental risk - Likelihood of damage being caused to the natural environment</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NG11.1</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. To be able to maintain and improve game and wildlife habitat	1.1 Identify when habitat requires management intervention	
	1.2 Cut vegetation using recommended working practices	

Unit 212

	1.3	Complete activities that encourage the regeneration of vegetation	
	1.4	Plant vegetation to support habitat development	
	1.5	Deal with difficulties experienced during maintenance within levels of responsibility	
	1.6	Improve landforms to support the development of habitat	
2. Be able to promote health and safety and environmental good practice	2.1	Work in a way which promotes health and safety, 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	Manage and dispose of waste in accordance with legislative requirements and codes of practice	

Unit 212

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 maintain and improve game and wildlife habitat	5.1	Explain why vegetation is managed to improve habitat	
		5.2	Describe the methods used to manage vegetation	
		5.3	Explain the importance of habitat and habitat management	
		5.4	Explain why it is important to minimise environmental impact during maintenance activities	
		5.5	Explain the role of canopy and fringe vegetation in maintaining game	

Unit 212

	5.6	Summarise the legal restrictions on management activities including those associated with legally designated sites including Sites of Special Scientific Interest (SSSIs)	
	5.7	Explain where chemicals can be used to manage vegetation	
	5.8	Explain common causes of habitat damage	
	5.9	Describe the biological, physical and chemical characteristics of habitats	
	5.10	Explain how improving landforms can support the development of the following habitat types: i. wetland ii. upland iii. lowland	
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

Unit 212

	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. Understand the reasons for maintaining equipment	7.1 Describe the methods and importance of maintaining the range of equipment used	
8. Know how to maintain accurate records	8.1 Identify the types of records required and the importance of accurate record keeping	

Unit 212

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 213

TITLE	Assist with the catching of game breeding stock	Learner's name
LEVEL	2	
CREDIT LEVEL	2	
UAN	L/502/4109	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to catch game birds for breeding. The definitions below should help to clarify the terminology used within this unit.</p> <p>Game - Pheasant, partridges, duck</p> <p>Catcher - Device used to catch live gamebirds in accordance with legal requirements</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa35.1</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 catch gamebirds for breeding purposes.	1.1 Prepare and establish catchers suitable for the collection of game	
	1.2 Monitor and maintain catchers on a regular basis	
	1.3 Identify and remove gamebirds from catchers in a manner which minimises stress	
	1.4 Handle and transport gamebirds with due regard for health and welfare to avoid injury and minimise stress	

Unit 213

	1.5	Remove and release non-target species in a manner which minimises stress	
	1.6	Assess and report on the physical condition and health of gamebirds	
	1.7	Observe and report on the performance of the catching operation	
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	2.2	Carry out work in a manner which minimises environmental damage	
3. Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for this area of work	
	3.2	Use equipment according to relevant legislation and manufacturer's instructions	
4. Be able to maintain accurate records	4.1	Provide clear and accurate information for recording purposes	
5. Know how to catch game birds for breeding	5.1	Explain how to prepare and establish and maintain catchers according to legal requirements	

Unit 213

	5.2	Explain how to position catchers to obtain best results	
	5.3	Describe how to identify both target and non-target species	
	5.4	Describe the normal gamebird behaviour and the signs indicating stress and disorder	
	5.5	State how to assess the condition and health of gamebirds	
	5.6	State how to identify and sex breeding stock	
6. Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements associated with the handling of breeding stock and other wildlife species	
	6.2	Describe how environmental damage can be minimised during catching operations	
	6.3	Outline the legal restrictions controlling the catching and transport of gamebirds	
7. Know how to maintain accurate records	7.1	Identify the types of records required and the importance of accurate record keeping	

Unit 213

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Unit 214

TITLE	Support participants on a shoot day	Learner's name
LEVEL	2	
CREDIT LEVEL	7	
UAN	F/502/4110	

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to take responsibility for supporting participants on a live quarry shoot day.

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

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

Shooting estate - any area of land used for the provision of game shooting activities

Participant - individuals participating in shooting activity

Game - any legal quarry species

Relationship to National Occupational Standards: This unit directly relates to O29NGa36.1, O29NGa36.2

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 advise participants on a shoot day	1.1 Gain an understanding of the participants' level of experience	
	1.2 Ensure that participants understand the basic requirements of the shoot day	
	1.3 Help the participants prepare for planned shoot day activities	
	1.4 Provide information to participant to support understanding of shooting activities	

Unit 214

	1.5	Communicate clearly and effectively with participants	
	1.6	Assist participants in a polite and courteous manner	
2. Be able to coach participants on a shoot day	2.1	Observe the shooting ability of the participants	
	2.2	Provide feedback to participants on observed performance and shooting ability	
	2.3	Provide help and support to the participants to support the development of shooting technique	
	2.4	Communicate clearly and effectively with all shoot day participants	
	2.5	Provide assistance to participants in a polite and courteous manner	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
4. Know how to advise participants on a shoot day	4.1	Describe the requirements of shooting activities	

Unit 214

	4.2	Describe shoot day preparations including how to complete pre-use checks on firearms and ammunition		
	4.3	Describe shooting etiquette relevant to sporting estates		
	4.4	Explain the different shooting activities and how they are implemented		
	4.5	Explain the value of customer service to shooting estates		
	4.6	Describe the likely (expected) behaviour of game species on shoot days		
	4.7	Explain the value of communication skills including questioning techniques		
5.	Understand how to coach participants on a shoot day	5.1	Explain shooting technique relevant to quarry range, pick-up and interception of firearms and ammunition	

Unit 214

	5.2	Explain how personal physical characteristics impact on firearm fitting and usage	
	5.3	Describe quarry species recognition and their shooting requirements	
	5.4	Specify the effective ranges of firearms and ammunition including absolute range	
	5.5	Explain how to fit firearms	
	5.6	Explain how to provide positive feedback on performance	
	5.7	Explain field conditions and their impact on shooting activities	
	5.8	Explain gun handling including how to load and hand over firearms on the shooting field	
	5.9	Explain the importance of effective communication to safety on shoot days	
	5.10	Explain the importance of politeness in maintaining customer service	

Unit 214

	5.11	Describe the actions to take in the event of the shoot being disrupted by saboteurs	
6. Know relevant health and safety legislation and environmental good practice	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements associated with shooting and shoot days	
	6.2	Describe how environmental damage can be minimised	
	6.3	Describe the correct methods for disposing of waste	
	6.4	Specify firearms legislation in relation to shooting	
	6.5	Explain the safety information required to support shoot days	

Unit 214

Learner's signature

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Unit 215

TITLE	Assist game shooting by loading	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	R/502/3950	

The aim of this unit is to provide the learner with the knowledge and skills required of those handling, loading and passing shot guns to those shooting game.

Relationship to National Occupational Standards: This unit directly relates to O29NGa37.1, O29NGa37.2

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 prepare to assist game shooting by loading	1.1 Undertake all necessary checks to determine shot gun suitability	
	1.2 Check ammunition is appropriate for shot gun and sporting context	
	1.3 Transfer equipment and shot gun to shooting location	
	1.4 Prepare to undertake assisting/loading role	
2. Be able to assist game shooting by loading	2.1 Select suitable ammunition suited to the shot gun, client and sporting situation	
	2.2 Load (chamber) ammunition effectively and safely observing appropriate checks	
	2.3 Prepare shot gun for the shooting process within context	
	2.4 Conduct loading operations	
	2.5 Command the loading process appropriately	
	2.6 Communicate appropriately and effectively within the context of an assisting/loading role	

Unit 215

	2.7	Conclude loading operations and prepare guns and equipment for carriage	
3. Be able to select, use and maintain relevant equipment	3.1	Select appropriate equipment for loading role	
	3.2	Use equipment according to relevant legislation and manufacturer's instructions	
	3.3	Prepare, maintain and store equipment in a safe and effective working condition	
4. Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	4.2	Carry out work in a manner which minimises environmental damage	
	4.3	Dispose of waste safely and correctly	
5. Know/understand how to load in support of game shooting	5.1	Describe appropriate etiquette associated within the shooting assistants/loaders role	
	5.2	Identify the common quarry species	
	5.3	Explain safe shooting practice	
	5.4	Outline the legal requirements associated with sporting shooting	
	5.5	Specify the appropriate reaction to irregularities in shot gun operation	
	5.6	Explain how to react to changing weather conditions	

Unit 215

	5.7	Explain the purpose and set up of the formal shooting field	
	5.8	Explain how it is possible to aid the shooting of game within the context of formal driven shooting	
	5.9	Describe how to undertake fitness for purpose checks applicable to sporting shotgun	
	5.10	Describe the different kinds of shot gun ammunition and their suitability in respect of: i. chamber length ii. proof iii. shot size and type iv. gauge	
	5.11	Explain the importance of appropriate communication and commands within assisting/loading context	
	5.12	Explain the difference between single gun and double gun loading operations	

Unit 215

		5.13	Explain how to undertake all necessary checks to determine shot gun suitability in terms of: i. damage to stock/forend ii. damage to barrels iii. damage to ribs iv. presence of choke tubes (as necessary) v. condition of action/breach	
		5.14	Explain how to prepare shot gun for the shooting process within context in terms of: i. single gun use ii. double gun use	
6.	Know the types of equipment required and how to maintain them	6.1	Describe the equipment which will be required for the activity	
		6.2	Describe the methods of maintaining the range of equipment	
7.	Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
		7.2	Describe how environmental damage can be minimised	
		7.3	Describe the correct methods for disposing of waste	

Unit 215

Learner's signature

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Unit 216

TITLE	Prepare and maintain structures and surfaces	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	D/502/1456	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to prepare and maintain structures and surfaces. Preparation includes the site, foundations and drainage. Structures may be permanent or temporary, and could include; fences, walls, sheds and livestock buildings. Surfaces could include standing areas, container beds, roads and pathways.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU18.1,2</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 prepare for construction and maintenance	1.1 Prepare the site correctly for construction or maintenance	
2. Be able to prepare and maintain structures and surfaces	2.1 Prepare the foundations of the structure so they are, secure and suitable for use	
	2.2 Prepare foundations and drainage in accordance with the requirements of the surface	
	2.3 Maintain the structure in accordance with instructions	
	2.4 Leave the site as tidy as possible following operations	

Unit 216

3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
	3.11	Dispose of waste safely and correctly	
4. Be able to select, use and maintain relevant equipment	4.1	Select and use appropriate equipment for this area of work	
5. Know how to prepare for construction and maintenance	5.1	Describe the types of equipment and materials required and the correct methods for preparing and maintaining and storing these	
	5.2	Describe suitable methods for preparing the site	
6. Know how to prepare and maintain structures and surfaces	6.1	Describe the purpose of the structure and surface	
	6.2	Describe how to create suitable foundations and the types of foundations required	
	6.4	State the correct methods for creating adequate drainage	

Unit 216

	6.5	Describe the reasons for, and methods of, construction or maintenance of the structure and surface	
	6.5	State the condition the site should be left in on completion of operations	
7. Know how to deal with problems	7.1	State the types of problems which may occur during operations, including both construction and maintenance, and how these should be dealt with	
8. Know relevant health and safety legislation and environmental good practice	8.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
	8.2	Describe the correct methods for disposing of organic or inorganic waste	

Unit 216

Learner's signature

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Unit 217

TITLE	Maintain equipment and machines	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	L/502/1520	

The aim of this unit is to provide the learner with the knowledge and skills required to carry out routine maintenance of equipment and machines. The maintenance should be carried out in line with the manufacturer's guidance and/or instructions.

Relationship to National Occupational Standards: This unit directly relates to O29NCU27.1,2

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 prepare equipment and machines for maintenance	1.1 Identify the equipment and machines requiring maintenance	
	1.2 Check that the equipment and machines requiring maintenance are safe, and completely isolated from the power source	
	1.3 Take the correct precautions to minimise dangers from contamination and hazardous chemicals	

Unit 217

	1.4	Keep the work area safe and in a condition suitable for the maintenance procedure	
	1.5	Obtain and prepare tools and materials suitable for the maintenance procedure	
2. Be able to carry out maintenance procedures	2.1	Maintain equipment and machines in accordance with manufacturers' instructions, standard procedure and legislation	
	2.2	Clean, service and store tools after use	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Minimise the escape of substances and dispose of hazardous and non-hazardous waste safely and correctly	
4. Know how to prepare and carry out maintenance for equipment and machines	4.1	Outline the methods for preparing equipment and machines: i. manual ii. mechanical	
	4.2	Describe the dangers created by stored energy and how these should be responded to during the preparation stage	

Unit 217

	4.3	State the hazardous chemicals and substances which may be present and ways in which they should be dealt with	
	4.4	Describe the type of tools, equipment and materials required for the maintenance procedure	
	4.5	Describe types of protective clothing required and the reasons why it must be worn	
	4.6	Describe the methods for maintaining equipment and machines and the possible consequences of not maintaining	
	4.7	Outline the levels of responsibility in relation to the maintenance of equipment and machinery and whom to go to for advice	
	4.8	Describe safe and suitable methods of storing tools, equipment and machinery	
5. Know relevant health and safety and legislation and environmental good practice	5.1	Describe the correct methods for disposing of waste	
	5.3	Outline the current health and safety legislation codes of practice and any additional requirements	
	5.4	Outline the legislative requirements relating to the maintenance of equipment and machinery	

Unit 217

Learner's signature

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Unit 218

TITLE	Handle animals to enable them to work effectively	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	F/502/1644	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to handle animals to enable them to work. The learner will consider the methods of handling, control and encouragement in order to promote health and safety, animal welfare, the effects of the environment on the animal and the resources required.</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU41.1</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> <p>Within the assessment criteria the species (pl) should be named.</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 handle animals to enable them to work effectively	1.1 Correctly prepare the animal for work	
	1.2 Move the animal and introduce it to the working environment in a manner which minimises stress	
	1.3 Check that the following resources are suitable for the planned work: <ul style="list-style-type: none"> i. equipment ii. personnel iii. environment 	

Unit 218

	1.4	Maintain control of the animal in a way which is likely to optimise its performance, maintain its safety and minimise stress using the following control methods: i. verbal ii. non-verbal	
	1.5	Encourage the animal to perform to the best of its ability and offer the appropriate reward and praise	
	1.6	Take the necessary action if the animal is not realising its potential or unexpected circumstances arise	
2. Be able to work safely and minimise environmental damage	2.1	Work in a way which maintains health and safety and animal welfare, is consistent with relevant legislation, codes of practice and any additional requirements	
3. Know how to handle animals to enable them to work effectively	3.1	Describe the different preparations which are necessary to enable the animal to work effectively in relation to its type, breed and the work which it has to do	

Unit 218

	3.2	Describe the methods of handling and moving animals which promote their health and welfare and minimise their stress	
	3.12	Describe the resources which will be necessary for the work and how they should be used covering: i. equipment ii. personnel iii. environment	
	3.13	Describe the aspects of the environment which may affect the animal and signs which indicate this	
	3.5	Describe the limitations of the animal breed and of the particular animal concerned	
	3.6	Describe methods of controlling the animal effectively in the situations in which it is being worked	
	3.7	Describe how to encourage the animal to work effectively	
	3.8	Describe the actions which may be necessary if the animal is not realising its potential or unexpected circumstances arise	
4.	4.1	Know relevant health and safety legislation and environmental good practice Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements	

Unit 218

Learner's signature

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Unit 219

TITLE	Care of animals after they have worked	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	F/502/1594	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to care for animals that are used in support of gamekeeping and wildlife management after they have worked.</p> <p>Working animals cover: gun dogs, guard dogs, ferrets, ponies etc</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NGa10.1, O29NGa10.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to care for animals after they have worked	1.1 Prepare conditions ready to receive the animal following work	
	1.2 Provide the following types for care for the animal to maintain and promote its health and welfare i. diet ii. exercise iii. appearance iv. rest v. health	
	1.3 Assess the health and condition of the animal and take the appropriate action	

	1.4	Re-establish the animal in its living conditions to ensure comfort and safety	
2. Be able to work safely	2.1	Work in a way which maintains health and safety and animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements	
3. Know how to care for animals after they have worked	3.1	Describe methods of assessing the health and condition of animals following work activity	
	3.2	Describe the particular health and welfare requirements of animals following work activity covering i. diet ii. exercise iii. appearance iv. rest v. health	
	3.3	Describe the living conditions which will promote the health and safety of the animal and any particular requirements for these following work	
4. Know relevant health and safety legislation	4.1	Outline the current health and safety and animal welfare legislation, codes of practice and any additional requirements	

Learner's signature

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Unit 220

TITLE	Control vertebrate pests and predators using traps	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	Y/502/3965	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to monitor vertebrate pest and predators populations and control their numbers through trapping. 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>Vertebrate pests and predators - For example: rabbits, stoats, weasel, foxes, crows, magpies, mink, rats, grey squirrels etc.</p> <p>Estate characteristics - Location, topography, habitat</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU46.1, O29NCU46.2</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 determine the need for vertebrate pests and predator control	1.1 Interpret signs to determine vertebrate pest and predator activity	
	1.2 Modify monitoring activities to take account of seasonal variations, prevailing weather conditions and habitat	
	1.3 Develop a trapping regime to control vertebrate pests and predators population	

Unit 220

2. Be able to trap vertebrate pests and predators	2.1	Select a trapping method appropriate to the vertebrate pests and predators species	
	2.2	Ensure the good working order of selected traps	
	2.3	Establish traps in suitable locations to effectively catch target vertebrate pests and predators species and to minimise impact on non-target species	
	2.4	Monitor and maintain traps according to legal requirements	
	2.5	Approach trapped vertebrate pests and predators in a manner which maintains personal safety	
	2.6	Despatch trapped vertebrate pests and predators humanely	
	2.7	Release non-target species back into the wild in a manner which promotes their health and well-being and is consistent with legal requirements	
3. Be able to work safely and minimise environmental damage	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	

Unit 220

	3.3	Dispose of waste and mortalities responsibly according to legal requirements	
4. Be able to maintain accurate records	4.1	Maintain accurate trapping records	
5. Know how to determine the need for vertebrate pests and predator control	5.1	Identify common mammal and bird pests and predators species	
	5.2	Describe the significance and potential effects of vertebrate pests and predators	
	5.3	Describe the behavioural characteristics of vertebrate pests and predators and how these can influence the control method selected	
	5.4	Describe the effects of the seasons and weather conditions on monitoring activities	
	5.5	Describe the effects of vertebrate pests and predators on animal/plant populations	
	5.6	Explain how to interpret the following signs to determine pest and predator activity: i. direct sightings ii. runs iii. footprints iv. damage to habitat v. dead animals vi. kills vii. sounds viii. smells ix. droppings	
	5.7	Describe the non-target species in the trapping area and how to recognise their presence	

Unit 220

	5.8	Explain the detail of a trapping regime including i. the number of traps to be used ii. the type of traps to be used iii. the general location for the traps	
6. Know how to trap vertebrate pests and predators	6.1	Outline the legal requirements and codes of practice controlling the use of traps and snares	
	6.2	Identify non-target species	
	6.3	Explain how to limit the impact of trapping on non-target species	
	6.4	Explain trapping methods and their correct implementation including positioning	
	6.5	Describe how the following trap types function i. spring traps ii. cage traps iii. snares	
	6.8	Explain why trapping methods need to be appropriate to the vertebrate pests, the characteristics of the site and location	
	6.9	Outline the legal requirements controlling the use of traps and snares	
	6.8	Describe the behavioural characteristics of vertebrate pests and predators and how these can assist the trapping process	

Unit 220

	6.9	Explain how to humanely despatch different vertebrate pests and predators species	
	6.10	Describe how to dispose of despatched vertebrate pests and predators safely.	
	6.11	Explain the methods used to release different non-target species safely in a way which promotes their health and well-being	
	6.12	Explain how to identify suitability of chosen trap	
	6.13	Explain how to maintain the condition of the live decoy, where appropriate	
	6.14	Explain how to check and maintain the function of traps and snares	
7. Know relevant health and safety legislation and environmental good practice	7.1	Outline the current health and safety legislation, codes of practice and any additional requirements associated with trapping activities	
	7.2	Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and controlling pests and predators	

Unit 220

	7.3	Explain how to minimise the dangers of disease or personal injury caused by handling trapped animals	
	7.4	Describe how to safely dispose of vertebrate pests and predators according to legal requirements	
8. Know how to maintain accurate records	8.1	Explain the reason for keeping accurate, up-to-date vertebrate pest and predator records	

Unit 220

Learner's signature

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..... Date

Assessor's name

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.....Date.....

Unit 221

TITLE	Control vertebrate pests and predators by shooting	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	D/502/3966	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to be able to control vertebrate pest and predators populations through shooting. To complete this unit learners must complete with all firearms legislation and codes of practice. The definitions below should help to clarify the terminology used within this unit.</p> <p>Vertebrate pests and predators - For example: rabbits, stoats, weasels, grey squirrels, foxes, crows, magpies, mink, rats</p> <p>Firearm - Either a shotgun and/or rifle</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU47.1, O29NCU47.2</p> <p>Simulation will not be acceptable where the unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.</p>		

Learner Outcomes	Assessment Criteria	Requirements
The learner will:	The learner can:	
1. Be able to determine the need for vertebrate pests and predator control	1.1 Interpret signs to determine vertebrate pest and predator activity	
	1.2 Modify monitoring activities to take account of seasonal variations, prevailing weather conditions and habitat	
2. Be able to shoot vertebrate pests and predators	2.1 Select shooting method, firearm and ammunition appropriate to the vertebrate pest and predator species and site characteristics	

Unit 221

	2.2	Use firearms according to relevant legislation and approved codes of practice	
	2.3	Identify and efficiently shoot target species	
	2.4	Minimise the disturbance caused to non-target species	
	2.5	Despatch wounded vertebrate pests and predators humanely	
3.	Be able to handle firearms and ammunition according to legal requirements	3.1	Clean, maintain and store firearms and ammunition according to legal requirements
4.	Be able to work safely and minimise environmental damage	4.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements
		4.2	Carry out work in a manner which minimises environmental damage
		4.3	Dispose of waste and mortalities responsibly according to legal requirements and approved codes of practice
5.	Be able to maintain accurate records	5.1	Maintain accurate shooting records
6.	Know how to determine the need for vertebrate pests and predator control	6.1	Identify common mammal and bird, pest and predator species
		6.2	Describe the significance and potential effects of, vertebrate pests and predators to the site and its purpose

Unit 221

	6.3	Describe the behavioural characteristics of vertebrate pests and predators and how these can influence the control method selected	
	6.4	Describe the effects of the seasons and weather conditions on monitoring activities	
	6.5	Describe the effects of vertebrate pests and predators on animal/plant populations	
	6.6	Explain how to interpret the following signs to determine pest and predator activity: i. direct sightings ii. runs iii. footprints iv. damage to habitat v. dead animals vi. kills vii. sounds viii. smells ix. droppings	
7.	Know how to shoot vertebrate pests and predators	7.1	Outline the codes of practice covering all aspects of vertebrate pests and predators control
		7.2	Outline firearms legislation in relation to shooting vertebrate pests and predators
		7.3	Explain the legal restrictions controlling the use of firearms

Unit 221

	7.4	Explain the effective application and ranges of firearms and ammunition	
	7.5	Describe the habits of common vertebrate pests and predators species and how these can influence the shooting method selected	
	7.6	Explain how to minimise the impact of shooting on non-target species	
	7.7	Describe how behavioural characteristics of vertebrate pests and predators can be used to increase the effectiveness of shooting	
	7.8	Explain humane despatch methods	
	7.9	Explain how the following site characteristics can impact on shooting: i location ii topography iii habitat iv other estate activity v public access	

Unit 221

	7.10 Explain how the selection of shooting methods takes account of: i pest and predator type ii characteristics of shooting location	
8. Know relevant health and safety legislation and environmental good practice	8.1 Outline the current health and safety legislation, codes of practice and any additional requirements associated with controlling vertebrate pests and predators by shooting	
	8.2 Outline the health and safety requirements associated with the use of firearms and shooting	
	8.3 Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and controlling pests and predators	
	8.4 Describe the situations when shooting can become unsafe and must be stopped	
	8.5 Explain how to minimise the dangers of disease or personal injury caused by handling dead animals	
	8.6 Describe how to safely dispose of vertebrate pests and predators according to legal requirements	
9. Know how to maintain accurate records	9.1 Explain the reasons for keeping accurate, up-to-date vertebrate pest and predator records	

Unit 221

Learner's signature

I confirm that the evidence above is all my own work

..... Date

Assessor's name

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Unit 222

TITLE	Control vertebrate pest populations using chemical means	Learner's name
LEVEL	2	
CREDIT LEVEL	6	
UAN	H/502/3967	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to monitor vertebrate pest populations and control their numbers using chemicals. 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>Vertebrate pests - For example: rabbits, moles, mice, rats Chemical means - Legal poisons</p> <p>Relationship to National Occupational Standards: This unit directly relates to O29NCU48.1, O29NCU48.2</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 determine the need for vertebrate pest control	1.1 Interpret signs to determine vertebrate pest and predator activity	
	1.2 Identify the presence of non-target species	
	1.3 Select a control method appropriate to the vertebrate pests, the characteristics of the site and its location	
2. Be able to control vertebrate pest populations using chemical means	2.1 Develop a regime to control the application of chemical agents	

Unit 222

	2.2	Set-up and maintain the necessary equipment to effectively control application of chemicals according to manufacturers' recommendations	
	2.3	Handle and use chemicals safely and efficiently according to manufacturers' recommendations	
	2.4	Implement controls in a manner which minimises the risk to non-target species and the environment	
	2.5	Monitor the effectiveness of the control method	
	2.6	Take appropriate action when problems arise during pest control activities	
3.	Be able to work safely and minimise environmental damage		
	3.1	Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements	
	3.2	Carry out work in a manner which minimises environmental damage	
	3.3	Dispose of any corpses and spent materials according to legal requirements	
4.	Be able to maintain accurate records		
	4.1	Maintain accurate vertebrate pest control records	

Unit 222

5. Know how to determine the need for vertebrate pest control	5.1	Identify common pests species	
	5.2	Describe the behavioural characteristics of vertebrate pests and how these can influence the control method selected	
	5.3	Describe the effects of the seasons and weather conditions on monitoring and control activities	
	5.4	Describe the effects of vertebrate pests on animal/plant populations	
	5.5	Explain how to interpret the following signs to determine pest activity: i. direct sighting ii. runs iii. footprints iv. damage to habitat v. dead animals vi. kills vii. sounds viii. smells ix. droppings	

Unit 222

6. Know how to control vertebrate pest populations using chemical means	6.1	Describe common vertebrate pest species and the significance of their presence	
	6.2	Describe the characteristics of different vertebrate pest species, and their potential effects on sites	
	6.3	Explain how to adapt pest control methods to take account of changes in the weather	
	6.4	Explain why it is important to control the application of chemicals for non-target species	
	6.5	Explain how to monitor the effectiveness of the control methods	
	6.6	Explain the actions to take when the following problems arise during vertebrate pest control: i. chemical spillage ii. malfunction of equipment iii. changes in environmental conditions	

Unit 222

7. Know relevant health and safety legislation and environmental good practice	7.1. Outline the current health and safety legislation, codes of practice and any additional requirements associated with trapping activities	
	7.2. Explain how the Control of Substances Hazardous to Health Act controls the use of chemicals	
	7.3. Outline the legal restrictions on the use of chemicals including the certificates and training required before chemicals can be used	
	7.4. Outline the individual's specific responsibilities under environmental and conservation legislation in relation to monitoring and controlling pests	
	7.5. Describe how to safely dispose of vertebrate pests and predators according to legal requirements	
8. Know how to maintain accurate records	8.1. Explain the reason for keeping accurate, up-to-date vertebrate pest control records	

Unit 222

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Unit 322

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

Learner Outcomes	Assessment Criteria	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	
	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	

Unit 322

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	
	2.8	Outline potential causes of environmental contamination that can impact on the quality of game meat including the factors that can affect human health after consumption	
	2.9	Explain how weather conditions can effect the stalk	
	2.10	Describe the different firearms which can be used on a cull	
	2.11	Explain how and why it is important to zero rifles	

Unit 322

	2.12	Specify the required range that will ensure a safe and humane kill	
	2.13	Explain the methods used to approach deer in the following locations: i. wooded ii. open iii. flat iv. undulating v. hilly vi. mountainous	
	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	

Unit 322

	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
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

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Unit 323

TITLE	Prepare deer for human consumption	Learner's name
LEVEL	3	
CREDIT LEVEL	6	
UAN	M/600/1237	

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.

Relationship to National Occupational Standards: This unit directly relates to O29NCU50.1, O29NCU50.2

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 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"> i. head ii. feet iii. viscera iv. reproductive organs 	
	2.5	Inspect carcass, organs and lymph sites for normality according to legal requirements	
	2.6	Take appropriate action when carcass abnormality is identified, according to legal requirements	
	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"> i. sex ii. weight iii. reproductive state iv. age class v. condition 	

Unit 323

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

Unit 323

	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	
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

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