

apprenticeship FRAMEWORK

Game and Wildlife Management (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

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Apprenticeship Certificates
England

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Game and Wildlife Management (England)

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Framework information

Information on the Issuing Authority for this framework:

Lantra

The Apprenticeship sector for occupations in environmental and land-based.

| | |
|--|--|
| Issue number: 1 | This framework includes: |
| Framework ID: FR00360 | Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/> |
| Date this framework is to be reviewed by: 30/09/2015 | This framework is for use in: England |

Short description

The game and wildlife industry involves the maintenance and management of upland, lowland, woodland and wetland game and wildlife species. There is a Level 2 and Level 3 Apprenticeship, providing skills and knowledge to carry out the job roles and support the future of the industry.

Jobs within the industry range from working on an estate as a gamekeeper (either 'single handed' or within a small team) to more specific roles including game farmer, deer stalker or pest controller.

Following successful completion of the Advanced Apprenticeship, apprentices can progress within game and wildlife in further/higher education or through other vocational courses.

Contact information

Proposer of this framework

The Game and Wildlife Management Industry Group which includes employers and trade associations such as: British Deer Society, National Gamekeepers' Organisation, Game and Wildlife Conservation Trust, Countryside Alliance, Royal Society for the Protection of Birds, British Association for Shooting and Conservation (BASC) and a number of independent businesses.

Developer of this framework

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Revising a framework

Why this framework is being revised

[Click here to enter text.](#)

Summary of changes made to this framework

[Click here to enter text.](#)

Qualifications removed

[Click here to enter text.](#)

Qualifications added

[Click here to enter text.](#)

Qualifications that have been extended

[Click here to enter text.](#)

Purpose of this framework

Summary of the purpose of the framework

The game and wildlife industry involves the management of upland, lowland, woodland and wetland game and wildlife species, including partridge, grouse, pheasant and deer. One of the primary purposes of the game and wildlife industry is to protect habitats and promote biodiversity. The industry also supports tourism and recreation and can provide a source of high quality meat.

Game and wildlife management is a significant industry for the land-based and environmental sector in England representing 7% of the businesses and 3% of employment. Many of the people working in the industry are volunteers or employed on a part-time/seasonal basis and when converted to full-time equivalents, this equates to 24,000 members of staff within England.

In the UK today, 480,000 people shoot live quarry and shooters spend £2 billion each year on goods and services. The game and wildlife industry is worth £1.6 billion to the UK economy.

Gamekeepers manage both upland and lowland areas for the benefit of game (e.g. pheasant, partridge, grouse, duck and deer) both reared (approximately 40 million game birds are released each year) or wild (e.g. grouse). They also control pests and predators.

In total, gamekeepers manage around 7.3 million hectares of countryside in the United Kingdom. They maintain and create woodlands, hedgerows, heather moorland, ponds and wetlands for quarry species and it is acknowledged that these provide habitats and eco-systems for many other kinds of wildlife and help to ensure the biodiversity of the UK countryside.

Many areas which are legally protected for wildlife, such as Sites for Special Scientific Interest (SSSI) and the game industry work in close co-operation with the Government's conservation agencies - English Nature, Scottish Natural Heritage and the Countryside Council for Wales.

As well as wide, complex and changing legislation, game and wildlife managers are required to adhere to a number of Codes of Practice, ranging from avian and mammalian trapping to good shooting and game rearing practice.

It is therefore vital for entrants into the industry to have the right skills and knowledge required to work within the industry. There is also an increase in the demand for the upskilling of existing staff, and industry has highlighted some vital skill areas that they feel are going to

become increasingly important over the next few years:

- Business and management skills including those such as game stocking, shoot budgeting and risk assessment, event and people management
- Technical and job specific which may include firearms use, predator control methods and legalities, game rearing welfare, deer stalking, game and meat handling and processing.

Therefore, because of the nature of the game and wildlife businesses, work-based learning through Apprenticeships is a good way for those entering the sector to learn the necessary skills and knowledge incorporating those specifically described above by the industry.

The figures for completion are currently relatively low compared with other industries in the sector, but as stated above, the industry now requires highly skilled employees and recognises and values the Apprenticeship as a preferred entry route.

It is expected that take up of this framework will increase considerably once delivery and course management systems can be fully developed via partnerships between industry bodies, employers and assessment centres.

During the review of this Apprenticeship, Lantra involved the English members of its industry and virtual group such as: British Deer Society, National Gamekeepers' Organisation, Game and Wildlife Conservation Trust, Countryside Alliance, Royal Society for the Protection of Birds, British Association for Shooting and Conservation (BASC) and a number of independent businesses/sporting estates.

The Game and Wildlife framework at both Level 2 and 3 reflect the job roles within the industries and allow apprentices to take units in Upland/Grouse, Lowland, Deer or Game Rearing depending on the type of business/environment they are working in. The types of jobs available include:

- Level 2 may include: under-keeper/beat keeper, assistant game and farm worker, under stalker/ghillie, assistant ranger or gun dog handler
- Level 3 may include: single handed gamekeeper, head keeper, game farm manager or stalker.

Further information on the Game and Wildlife Management industry can be found at www.lantra.co.uk

Aims and objectives of this framework (England)

The aim of the Level 2 and 3 Game and Wildlife Management Apprenticeship is to encourage new entrants into the industry through a work-based route ensuring they gain the skills and knowledge required by industry.

The objectives are to:

1. Increase the uptake of the Apprenticeship in Game and Wildlife Management
2. Increase awareness and the benefits of the two levels of Apprenticeship with employers, employees and learners
3. Upskill those working in the game and wildlife management sub-sectors to ensure that they attain the skills required to be competent in their profession

Provide clear progression and information on the range of opportunities available, via Further and Higher Education where appropriate. Career information within the Game and Wildlife Management industry is available on Lantra's website at www.lantra.co.uk/careers.

Entry conditions for this framework

If you are interested in working outdoors with wildlife, biodiversity and people, game and wildlife management may be the career for you. There are many different types of jobs, for example you can work on lowland and/or moorland as a gamekeeper, ensuring that there are sustainable levels of game for shooting operations by creating and maintaining habitats and/or rearing and releasing game stocks; or perhaps as a stalker, managing deer populations and looking after deer stalking clients.

Entry requirements for the Intermediate Apprenticeship

There are no specific entry requirements for the Level 2 Intermediate Apprenticeship in Game and Wildlife Management, however, there are qualifications and courses that will help learners understand the sector prior to starting:

- Level 1 Certificate in Land-based Studies
- Level 1 Certificate in Land-based Activities
- Level 1 Award/Certificate/Diploma in Practical Countryside Skills
- Units taken as part of foundation learning
- Voluntary experience within the game and wildlife industry
- GCSEs/A Levels.

Progression opportunities onto the Game and Wildlife Management Intermediate Apprenticeship also exist for adult learners who have experience within the game and wildlife industry or who are looking for a career change.

Entry requirements for the Advanced Apprenticeship

The game and wildlife industry wants the entry requirements for the Advanced Apprenticeship to be flexible, so therefore has suggested that one of the following should be completed:

- Level 2 Diploma in Work-based Game and Wildlife
- Level 2 Award in Game Meat Hygiene
- Level 2 Certificate/Extended Certificate/Diploma in Countryside and Environment
- Practical experience within the game and wildlife industry
- 3 GCSEs (A*-C)/A Levels.

Initial assessment

Training providers and employers should use an initial assessment process which is fit for purpose. This will ensure that applicants starting on the Intermediate/Advanced Apprenticeship have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

Recognition of Prior Learning (RPL)

If applicants have units towards the Level 2 and 3 Diploma in Work-based Game and Wildlife Management these will be reviewed during the initial assessment to see if RPL can be claimed.

Learners who have completed the 14-19 Diploma may have already completed units or short courses which will provide underpinning knowledge towards the Intermediate/Advanced Apprenticeship, this will be assessed during an initial assessment allowing Recognition of Prior Learning (RPL) where appropriate.

All apprentices must achieve the required key/functional skills. Applicants may already hold the equivalent qualifications. Refer to the transferable skills section for more details.

Level 2

Title for this framework at level 2

Game and Wildlife Management

Pathways for the framework at level 2:

Pathway 1: Game and Wildlife Management

Level 2, Pathway 1: Game and Wildlife Management

Description of this pathway

Maintaining and managing game and wildlife species for sport and recreation. A minimum of 47 credits.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional pathway entry requirements.

| Job title(s) | Job role(s) |
|--------------------------|--|
| Under-keeper/beat keeper | Will work under the direction of a head keeper, but generally have their own areas and its dependent game populations to look after. They will also work as part of a team on all general game and wildlife management tasks and duties and take some responsibility to organise and run shooting operations |
| Game farm worker | Will work under the direction of a game farm manager and carry out all practical tasks involved in the operation and management of laying stock, incubation and hatching, rearing and delivery of game birds reared for release into the wild. |
| Under-stalker / ghillie | Under-stalkers work under the direction of a head stalker, but generally have their own responsibilities too. They will also work as part of a team on all general deer management tasks and duties and may take some responsibility to organise and operate commercial stalking operations. |

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Work-based Game and Wildlife Management

| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
|-----|------------|-----------------------|--------------|-----------------------|-------------------|
| B1a | 501/0406/8 | C&G/NPTC | 37 | 300 | |

Relationship between competence and knowledge qualifications

There is one qualification, Level 2 Diploma in Work-based Game and Wildlife Management, which includes both competence and knowledge.

The competence and knowledge elements will be achieved through completion of the mandatory and optional units listed within the awarding organisation's (C&G/NPTC) guidance and will total a minimum of **37 credits**, 10 of which will form the knowledge element and be assessed via independent methods.

The competence units will be separately assessed to the knowledge units listed below.

The choice of knowledge units will depend on the role and workplace the apprentice is working in and will need to be agreed with the apprentice, employer and providers at the start of the programme.

Knowledge units

- Monitor game populations and habitat (5 credits)
- Assist with the management of public relations and access to a sporting estate (2 credits)
- Assist with the production of game bird chicks (6 credits)
- Monitoring and maintaining health and safety (3 credits)
- Control pests and predators by shooting (6 credits).

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

The Level 2 Intermediate Apprenticeship in Game and Wildlife Management is valued by industry as an entry route into the sector.

Progression onto the Level 2 Intermediate Apprenticeship in Game and Wildlife Management

There are no specific entry requirements onto the Intermediate Apprenticeship, however, there are qualifications and experience listed below which will help learners prior to starting.

- Level 1 Certificate in Land-based Studies
- Level 2 Certificate in Land based Activities
- Level 1 Award/Certificate/Diploma in Practical Countryside Skills
- Game and wildlife units taken as part of foundation learning
- Have previously worked in, or are currently working within, the industry
- GCSEs/A Levels.

Learners who have completed the 14-19 Foundation Diploma may have completed units or short courses which will provide underpinning knowledge towards the Intermediate Apprenticeship. This will be assessed during an initial assessment allowing RPL where appropriate.

Progression opportunities onto the Game and Wildlife Management Intermediate Apprenticeship also exist for adult learners who have experience within the game and wildlife industry or who are looking for a career change.

Progression from the Level 2 Intermediate Apprenticeship in Game and Wildlife Management

Apprentices successfully completing the Intermediate Apprenticeship have opportunities to progress within the industry by progressing onto the Level 3 Advanced Apprenticeship in Game and Wildlife or to Further Education courses such as:

- Level 3 Diploma in Work-based Game and Wildlife Management
- Level 3 Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Countryside Management.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Intermediate Apprenticeship. This will

be assessed during an initial assessment allowing RPL where appropriate.

Typical jobs learners completing the Level 2 Intermediate Apprenticeship will be able to progress to are listed in the section on job opportunities e.g. under-keeper/beat-keeper, single handed gamekeeper/head keeper, game farm worker, under-stalker/ghillie or stalker.

For apprentices who wish to continue their development of skills and qualifications beyond Level 2, opportunities exist to progress further into Higher Education with Foundation Degrees/Degrees. These are explained in the progression from the Advanced Apprenticeship section.

Further information on careers in the game and wildlife management industry including job profiles, progression maps and case studies can be found at www.lantra.co.uk/careers.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Intermediate Apprenticeship in Game and Wildlife Management

Within the Intermediate Apprenticeship in Game and Wildlife Management there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Game and Wildlife Management ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR. Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employment rights and responsibilities in the land-based industries (2 credits). Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

There are nine national outcomes/standards that all learners must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health and safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health and safety and equality and diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and

Additional learning Support must be included in the programme

4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Game and Wildlife Management

Pathways for the framework at level 3:

Pathway 1: Game and Wildlife Management

Level 3, Pathway 1: Game and Wildlife Management

Description of this pathway

Maintaining and managing game and wildlife species for sport and recreation. A minimum of 67 credits

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional pathway entry requirements.

| Job title(s) | Job role(s) |
|--------------------------------------|---|
| Single handed gamekeeper/head keeper | May take responsibility for and carry out the complete range of game and wildlife management duties on a sporting estate or shoot by themselves, or they may manage and organise a team of under keepers. Will also have to organise and run shoot operations and may take responsibility for budgets. |
| Game farm manager | Will be responsible for and carry out the range of jobs involved in the operation and management of laying stock, incubation, hatching, rearing and delivery of game birds reared for release into the wild. Will also take responsibility for budgets, commercial operations, risk assessment and welfare. |
| Head stalker | May take responsibility for and carry out the range of deer management jobs and duties on a sporting estate by themselves, or manage a team of assistants and stalkers. Will also have to organise and run all stalking operations, and may take responsibility for budgets and commercial operations. |

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Work-based Game and Wildlife Management

| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
|-----|------------|-----------------------|--------------|-----------------------|-------------------|
| B1a | 501/0400/7 | C&G/NPTC | 57 | 410 | N/A |

Relationship between competence and knowledge qualifications

There is one qualification, Level 3 Diploma in Work-based Game and Wildlife Management, which includes both competence and knowledge.

The competence and knowledge elements will be achieved through completion of the mandatory and optional units listed within the awarding organisation's (C&G/NPTC) guidance and must total a minimum of 57 credits, 10 of which will form the knowledge element and be assessed via independent methods.

The competence units will be separately assessed to the knowledge units listed below.

The choice of knowledge units will depend on the role and workplace the apprentice is working in and will need to be agreed with the apprentice, employer and provider at the start of the programme.

Knowledge units:

- Develop good public relations for a sporting estate (4 credits)
- Manage the production of game meat for human consumption (7 credits)
- Promote, monitor and maintain health, safety and security of the workplace (6 credits)
- Plan the construction and maintenance of structures and surfaces (4 credits).

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

The game and wildlife industry values the Level 3 Advanced Apprenticeship as an entry or progression route into the industry. From the Level 2 Intermediate Apprenticeship there is direct progression onto the Level 3, or learners may enter straight onto the Advanced Apprenticeship from another programme.

Progression onto the Advanced Apprenticeship in Game and Wildlife Management

The game and wildlife industry want the entry requirements for the Advanced Apprenticeship to be flexible, so therefore has suggested that one of the following should be completed:

- Level 2 Diploma in Work-based Game and Wildlife
- Level 2 Award in Game Meat Hygiene
- Level 2 Certificate/Extended Certificate/Diploma in Countryside and Environment
- 3 GCSEs (A*-C)/A Levels.

14-19 Diploma learners who have completed the Intermediate Diploma may have completed units within this, which could provide underpinning knowledge and will be assessed during an initial assessment so that Recognition of Prior Learning (RPL) can be applied if appropriate.

Progression opportunities onto the Game and Wildlife Management Apprenticeship also exist for adult learners who have experience within the game and wildlife management industry who are looking for a career change.

Progression from the Game and Wildlife Management Advanced Apprenticeship

Apprentices successfully completing the Advanced Apprenticeship have opportunities to progress within the industry by progressing to other Higher Education courses such as a HNC/D, Foundation Degree (Fdg/FdSc) or Degree (BSc). For those wanting to progress to Higher Education additional bridging courses may need to be undertaken dependent upon the university and the learner's previous experience and qualifications. Examples of courses available across the UK include:

- BSc Environmental Conservation
- BSc Conservation Biology
- BSc Wildlife Management.

For apprentices who wish to continue their development of skills and qualifications beyond Degree level, opportunities exist to progress further into Higher Education with courses such as a Postgraduate Diploma (PGDip) or Master's Degree (MSc/MRes), including:

- MRes Ecology
- PGDip/MSc Conservation and Land Management.

Some useful websites to visit regarding Higher Education are www.ucas.co.uk or <http://ukpass.prospects.ac.uk>, both of these have information about courses and providers along with specific information on entry requirements.

Apprentices looking to progress in their employment from the Advanced Apprenticeship may be able to work towards managerial positions such as estates manager or senior ranger. Progression will be dependent on the qualification and experience an individual possesses, as achievement alone of the Level 3 Advanced Apprenticeship does not guarantee entry to these opportunities.

Further information on careers in the game and wildlife industry including job profiles, progression maps and case studies can be found at www.lantra.co.uk/careers.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Game and Wildlife Management

Within the Advanced Apprenticeship in Game and Wildlife Management there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

Lantra's Game and Wildlife Management ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR. Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

Unit J/602/5253 - Principles of employment rights and responsibilities in the land-based industries (2 credits). Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

Apprentices who have already undertaken an Intermediate Apprenticeship at Level 2 may have already completed the ERR workbook or they may have undertaken an accredited unit. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion at the time of certification of the Advanced Apprenticeship.

There are nine national outcomes/standards that all learners must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health and safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation, which recognise and protect their relationship with their employer. Health and safety and equality and diversity training must be an integral part of the apprentice's learning programme

3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Game and Wildlife Industry

The game and wildlife industry employees are a relatively even split with 52% females and 48% males, which is a more even split than the sector average of 68% male employees and England's average at 65%. Industry wants to maintain this even gender split and It is interesting to note that Further Education enrolments onto game and wildlife management related learning programmes are also mainly male at an average of 88% compared with work-based learning enrolments 98%.

There are wide range of hands-on roles for people of all ages and abilities together with an increasing need for skilled managerial, high-tech and specialist people. Lantra's research predicts that 110,000 people will be needed over the next decade across the land-based sector.

There are plenty of diverse opportunities in game and wildlife management, such as managing wild populations of birds and animals such as grouse and deer. The work of a gamekeeper also includes the maintenance of buildings and equipment, pest control and the management of access to sporting estates. Employers are looking for employees who show enthusiasm and have basic employability skills, such as team working and communication skills.

There are no actual barriers to recruitment into the industry. There may be some physical restrictions in parts of the game and wildlife industry especially whilst working with especially while working within the environment and across variable terrain. This should not rule anyone out as there may be opportunities elsewhere in the industry.

Care should be taken by providers and employers that unfair discrimination does not occur.

Apprenticeships are seen as an important route to encourage and facilitate a greater diversity of individuals into the industry. Training providers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry, using the nine legally protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief

9. Sexual orientation

Resolutions and further work

The units within the Diploma in Work-based Game and Wildlife Management have been written in collaboration with partner awarding organisations to ensure that they are free from bias, accessible to all apprentices and are applicable to a wide range of roles and businesses within game and wildlife. Because of the diverse nature of the game and wildlife sector the Diploma in Work-based Game and Wildlife Management has been developed from these units to allow maximum flexibility and choice within the rules of combination.

Lantra will work with its Game and Wildlife Industry Group to promote the need for skilled managerial, high-tech and specialist people. This will also take into account the need to increase female and ethnic participation in the industry. Activities will include:

- Increasing the awareness of the Game and Wildlife Level 2 and 3 Apprenticeship with specific promotions, in particular focusing on under-represented groups
- Increasing marketing and communications highlighting the opportunities to a wide range of careers within and related to the sector
- Using Lantra's careers web pages to inform careers advisors and apprentices of the opportunities available in the industry.

On and off the job guided learning (England)

Total GLH for each pathway

Total Guided Learning Hours (GLH)

Intermediate Apprenticeship (Level 2)

The total amount of GLH which includes both on and off-the-job guided learning for the Game and Wildlife Management Intermediate Apprenticeship is 561 GLH.

It is expected that apprentices undertaking this pathway would be able to complete the programme within 18 months. The requirement, therefore, is for an apprentice to undertake a minimum of 374 hours in year 1 and 187 in the remaining 6 months of the programme.

Advanced Apprenticeship (Level 3)

The total amount of GLH which includes both on and off-the-job guided learning for the Game and Wildlife Management Advanced Apprenticeship is 673 GLH.

It is expected that apprentices undertaking this pathway would be able to complete the programme within 24 months. The requirement, therefore, is for an apprentice to undertake a minimum of 336.5 hours each year of the programme.

Minimum off-the-job guided learning hours

Off-the-job GLH

Off-the-job GLH is defined as time for learning activities away from normal work duties. The amount of off-the-job GLH is shown below:

Intermediate Apprenticeship (Level 2)

- Game and Wildlife Management Intermediate Apprenticeship - a minimum of 200 off-the-job hours must be delivered over the 18 month period. 133 off-the-job guided learning hours must be delivered within the first year, followed by 67 in the remaining 6 month period. This exceeds the minimum requirement of 30% off-the-job GLH per year.

Advanced Apprenticeship (Level 3)

- Game and Wildlife Management Advanced Apprenticeship - a minimum of 240 off-the-job hours must be delivered over the 24 month period. 125 off-the-job guided learning hours must be delivered within each year. This exceeds the minimum requirement of 30% off-the-job GLH per year.

How this requirement will be met

Off-the-job guided learning should:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Examples of off-the-job training for the Game and Wildlife Apprenticeship are:

- Knowledge of different land and animal requirements
- Understanding health and safety requirements with regards to working with the public and lone working
- Key/functional skills in Communication/English and Application of Number/Maths
- First aid training
- Taught sessions contributing to Employment Rights and Responsibilities knowledge
- Induction where activities are covered away from normal work duties.

Evidence of off-the-job GLH:

- Level 2/3 knowledge based units
- Level 1/2 functional skills/key skills in English/Communication and Maths/Application of Number
- Employee Rights and Responsibilities
- Personal Learning and Thinking Skills
- Induction

Off-the-job training must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider that the appropriate off-the-job GLH have been completed, which is available on Lantra's website www.lantra.co.uk/forms, needs to be sent to Lantra with a completed certification request.

Minimum on-the-job guided learning hours

On-the-job GLH learning is defined as skills, knowledge and competence gained within normal work duties. The amount of on-the-job GLH is shown below:

Intermediate Apprenticeship (Level 2)

- Game and Wildlife Management Intermediate Apprenticeship - a minimum of 361 on-the-job guided learning hours must be delivered over 18 month period. 241 on-the-job guided learning hours must be delivered in year 1 and 120 GLH in the remaining 6 months.

Advanced Apprenticeship (Level 3)

- Game and Wildlife Management Advanced Apprenticeship - a minimum of 433 on-the-job guided learning hours must be delivered over 24 month period. 216.5 on-the-job guided learning hours must be delivered each year.

How this requirement will be met

Job roles within the Game and Wildlife Management Apprenticeship require a high level of competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job guided learning should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Examples of on-the-job guided learning that a learner will be focusing on within the workplace for the Game and Wildlife Management Apprenticeship are:

- Safe use of equipment and machines
- Environmental awareness/habitat management
- Employability skills
- Team working and communications
- Task specific workplace instructions or team briefings
- Taught sessions by the workplace line manager/instructor as opposed to formal planned taught sessions off-the-job on Employee Rights and Responsibilities knowledge
- Induction where activities are covered within normal work duties
- Coaching of learners.

Evidence of on-the-job guided learning

- Level 2/3 Diploma in Work-based Game and Wildlife Management
- Level 1/2 functional skills/key skills in English/Communication and Maths/Application of Number.

On-the-job guided learning must be recorded in a diary, workbook, portfolio, attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider that the appropriate on-the-job GLH have been completed, which is available on Lantra's website www.lantra.co.uk/forms, needs to be sent to Lantra when claiming certification.

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

This section sets out the requirements for completion of all the Personal Learning and Thinking Skills (PLTS) outcomes and then goes on to give more detailed information about how each one is to be evidenced.

Within the Game and Wildlife Management Apprenticeship there are many opportunities for learners to demonstrate and collect evidence for each of the PLTS outcomes through the units within the Diploma in Work-based Game and Wildlife Management qualification. The awarding organisation (C&G/NPTC) have developed with Lantra a Record of Achievement, which is based on quality assured evidence collected throughout the Apprenticeship. This ensures that the PLTS outcomes are formally assessed.

Lantra requires learners to complete the Game and Wildlife Management PLTS Record of Achievement and providers/assessors will need to check the evidence provided and complete the sign off sheet that can be found on Lantra's website www.lantra.co.uk/apprenticeships.

Apprentices who have already undertaken an Intermediate Apprenticeship at Level 2 may have already completed PLTS. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion at the time of certification of the Advanced Apprenticeship.

It will be the responsibility of the centre to ensure this information is retained for the internal verifier to ensure quality assurance.

The completed sheets must be sent into Lantra when claiming for the Apprenticeship certificate.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library