



## Level 2 Award in Wild Game Meat Hygiene

### **Qualification Specification**

Version 3

## Notice to users

The contents of this document have been carefully researched and are believed to be correct; however, due to the rapid nature of changes to industry, technology and working practices etc. Lantra cannot guarantee the accuracy or completeness of any interpretation or statement made in this document and does not accept liability for such statements or for any incorrect information provided.

This document has been produced to accompany the specified Lantra Awards' course. It is written to give broad guidance and support to users.

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# Qualification Specification

## Lantra Awards Level 2 Award in Wild Game Meat Hygiene

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# 1 Why has this qualification been developed?

In line with the European Union directive, new legislation came into effect on 01 January 2006 that required anyone supplying game meat to a game dealer to be a 'trained hunter'.

The Lantra Level 2 Award in Wild Game Meat Hygiene has been developed to provide a mechanism by which 'trained hunter' status can be evidenced. This Qualification provides a common standard by which 'trained hunters' are assessed, therefore demonstrating their competence in this area to the satisfaction of the Food Standards Agency (FSA).

This qualification aims to:

- recognise the learning and skills which have been developed through working as hunters of small and/or large game
- develop skills which recognise the specific legislative requirements of a 'trained hunter', that is knowledge and understanding of hygiene, the potential for disease in game animals and how inappropriate handling of carcasses can impact adversely on human health and the measures they should take to minimise risk.

The Lantra Level 2 Award in Wild Game Meat Hygiene is a nationally recognised qualification based on National Occupational Standards (NOS). The qualification is a regulated qualification on the Regulated Qualifications Framework (RQF).

## 2 Who is the qualification for?

The Level 2 Award in Wild Game Meat Hygiene is primarily designed for anyone who either already supplies game meat to a game dealer or intends to do so in the future. However, anyone with an interest in working with game meat will find this Qualification useful. The biggest take up of the qualification is amongst already practising gamekeepers as well as those that expect to enter this occupation in the future. It may also be appropriate for wildlife managers, rangers and pest controllers.

Learners undertaking this qualification will develop their knowledge of hygiene issues relating to small and/or large game. In particular, learners will develop knowledge of signs of abnormality that could indicate the game meat may not be fit for human consumption.

Those achieving the Level 2 Award in Wild Game Meat hygiene will readily meet the criterion of 'trained hunter' status as the legislation requires. Successful learners will be able to demonstrate to game meat dealers, potential employers and so on that they have achieved this status.

### 2.1 Prerequisites

Entry for this qualification is available to any individual who is capable of achieving the required standard. Provider staff should understand the demands of this qualification and match learners based on their individual capabilities and future progression requirements.

This qualification has been developed to promote equal opportunities by eliminating any avoidable barriers which have the potential to restrict access or progression.

There are no formal requirements for entry to this qualification.

### **3 What does this qualification cover?**

The qualification is comprised of three units of which learners must complete two: a single mandatory unit and a choice from two mandatory optional units whereby a minimum of one must be achieved. The units available can be used to create individual learning programmes tailored to the learners' needs whilst enabling those learners to achieve or work towards achieving a national qualification and improve their opportunities.

Mandatory unit:

- Common Processes in Game Meat Hygiene

Learners will develop knowledge of factors which need to be considered before applying game meat hygiene including legislation, health and safety, environmental factors, products and equipment.

Mandatory Optional units:

- Small Game Meat Hygiene
- Large Game Meat Hygiene

Learners will develop knowledge of signs of abnormality and ill health in small and/or large game and an understanding of hygienic working techniques.

The qualification aims to assess the learner's:

Knowledge and understanding relating to:

- game meat hygiene including environmental contamination
- management of food safety/game larders
- health and safety requirements relating to game transport, tools and equipment
- issues relating to notifiable diseases.

Knowledge and understanding relating to:

- large game meat hygiene
- normal physiology and behaviour in large game
- common diseases and ill health
- the appropriate hygienic processes required for working with large game carcasses.

Knowledge and understanding relating to:

- small game meat hygiene
- normal physiology of small game species

- common diseases and signs of ill health
- management of the hygiene of small game carcasses.

Following regulatory requirements for qualifications to have a distinct purpose, this qualification is recognised and approved by the Office of Qualifications and Examinations Regulation (Ofqual) for:

- Purpose: D. Confirming occupational competence and/or 'licence to practise'
- Sub purpose: D2. Confirm the ability to meet a 'licence to practise' or other legal requirements made by the relevant sector, professional or industry.

### **3.1 Progression routes**

Additional training may be considered in order to address additional training needs.

## 4 Qualification overview

		Where to look for further details
<b>Qualification title</b>	Lantra Awards Level 2 Award in Wild Game Meat Hygiene	Ofqual's Register of Regulatory Qualifications  <a href="http://register.ofqual.gov.uk">register.ofqual.gov.uk</a>
<b>Qualification number</b>	603/3550/6	
<b>Qualification aim</b>	This qualification aims to: <ul style="list-style-type: none"> <li>• recognise the learning and skills which have been developed through working as hunters of small and/or large game</li> <li>• develop skills which recognise the specific legislative requirements of a 'trained hunter', that is knowledge and understanding of hygiene, the potential for diseased in game animals and how inappropriate handling of carcasses can impact adversely on human health and the measures they should take to minimise risk.</li> </ul>	
<b>Qualification purpose</b>	Purpose: D. Confirm occupational competence and/or 'licence to practise' Sub purpose: D2. Confirm the ability to meet a 'licence to practise' or other legal requirements made by the relevant sector, professional or industry.	
<b>Qualification start date</b>	30 September 2018	
<b>Level</b>	2	
<b>Credits</b>	3	
<b>GLH</b>	21	
<b>TQT</b>	23	
<b>Quartz ID numbers</b>	Unit H/617/1949 – Common Processes in Game Meat Hygiene Unit D/617/1951 – Small Game Meat Hygiene Unit Y/617/1950 – Large Game Meat Hygiene Programme- 6005 Qualification- 313	
<b>Unit numbers and titles</b>	H/617/1949 – Common Processes in Game Meat Hygiene D/617/1951 – Small Game Meat Hygiene Y/617/1950 – Large Game Meat Hygiene	
<b>Qualification structure</b>	This qualification comprises: 1 mandatory unit 2 optional units.	

	Learners must complete the mandatory requirement and the minimum of 1 optional unit.				
<b>Age group</b>	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Entry requirements</b>	None				
<b>Prerequisites</b>	Entry for this qualification is available to any individual who is capable of achieving the required standard.				
<b>Recognition of prior learning</b>	None				
<b>Assessment methods</b>	Multiple-choice assessment				
<b>Assessment model</b>	This qualification is externally assessed with external quality assurance. Assessment papers will be marked by Lantra Awards and quality assurance processes will validate the outcome.				
<b>Grading</b>	Pass/Fail				
<b>Is there a skills card available?</b>	No				Provider Handbook
<b>Fees</b>	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy ( <a href="mailto:sales@lantra.co.uk">sales@lantra.co.uk</a> ).				Product Directory; sales team
<b>Related documents</b>	An Assessment Guidance Handbook is available for providers and assessors which can be found on the Lantra Awards website. Other assessment-related paperwork can be located within Quartzweb				<a href="http://www.lantra.co.uk">www.lantra.co.uk</a>
<b>How do I register learners?</b>	Via Quartzweb <a href="http://ordering.lantra.co.uk/Login.aspx">ordering.lantra.co.uk/Login.aspx</a>				Quartzweb User Guide



## 5 Content of qualification

This qualification is made up of one mandatory unit and two optional units. Learners must achieve the mandatory unit and one of the optional units.

The units can be completed in any order.

Unit Title	M/O	GLH	Credits
Common Processes in Game Meat Hygiene	M	16	2
Small Game Meat Hygiene	O	5	1
Large Game Meat Hygiene	O	5	1

<b>Unit title</b>	Common Processes in Game Meat Hygiene
<b>Unit reference number</b>	H/617/1949
<b>Unit level</b>	2
<b>Unit credit value</b>	2

Learning Outcomes The learner will:	Assessment Criteria The learner can:
<b>1. Know the principal legal requirements that control the supply of Wild Game Meat for human consumption.</b>	1.1 Identify the laws that control the supply of wild game meat. 1.2 Identify what is classified as wild game species by the regulations. 1.3 State the role and responsibilities of those involved in the supply of wild game meat. 1.4 Identify the options for supplying wild game meat. 1.5 State the general requirements of primary production. 1.6 Identify the role of the enforcement authorities.
<b>2. Know of the risks to human health that can be caused by zoonosis.</b>	2.1 Identify risks to human health that can be caused by zoonosis.
<b>3. Know possible sources of environmental contamination that can affect game meat.</b>	3.1 Recognise possible sources of environmental contamination that can affect game meat.
<b>4. Know the legal requirements and responsibilities associated with the administration of medicines to wild game meat.</b>	4.1 Identify the legal requirements and responsibilities associated with the administration of medicine to wild game.

<p><b>5. Understand legal hygiene requirements and responsibilities.</b></p>	<p>5.1 Identify the legal hygiene requirements and responsibilities controlling the management of food safety.</p>
<p><b>6. Understand the legal hygiene requirements that control the design and fabrication of game larders, game transport, tools and equipment.</b></p>	<p>6.1 Identify the legal hygiene requirements that control the design and fabrication of game larders, game transport, tools and equipment.</p>
<p><b>7. Identify the legal requirements and responsibilities associated with notifiable diseases.</b></p>	<p>7.1 Identify the legal requirements and responsibilities associated with notifiable diseases.</p>
<p><b>8. Understand the principles controlling the management of food safety for wild game meat.</b></p>	<p>8.1 Identify the principles of controlling the management of food safety on the shooting field.</p> <p>8.2 Identify the principles of controlling the management of food safety when transporting wild game carcasses.</p> <p>8.3 Identify the principles of controlling the management of food safety for the game larder.</p> <p>8.4 Identify the principles controlling the management of food safety when handling game.</p>

<b>Unit title</b>	Small Game Meat Hygiene
<b>Unit reference number</b>	D/617/1951
<b>Unit level</b>	2
<b>Unit credit value</b>	1

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Know common causes of ill health in small game species.</b>	1.1 Identify common diseases that can cause ill health in small game species. 1.2 Identify the possible causes of ill health in small game.
<b>2. Know the normal anatomy and physiology of small game and signs that indicate ill health.</b>	2.1 Recognise normal /abnormal behaviour in small game. 2.2 Recognise the signs that can indicate ill health in small game.
<b>3. Understand how small game carcasses can be contaminated.</b>	3.1 Identify how small game carcasses can be contaminated.
<b>4. Understand how the risk to human health can be limited by health and condition recognition.</b>	4.1 Understand how the risk to human health can be limited by health and condition recognition.
<b>5. Know the hygienic working practices that must be followed when working with small game.</b>	5.1 Identify the handling and storage requirements for small game.

<b>Unit title</b>	Large Game Meat Hygiene
<b>Unit reference number</b>	Y/617/1950
<b>Unit level</b>	2
<b>Unit credit value</b>	1

<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>1. Know normal anatomy and physiology for deer species.</b>	1.1 Know the physiology and major internal organs of large game. 1.2 Know normal anatomy of large game species.
<b>2. Know of common diseases that can cause ill health in deer.</b>	2.1 Identify common diseases that can cause ill health in large game species. 2.2 Identify other causes of ill health in large game species.
<b>3. Know of the signs that indicate ill health in large game.</b>	3.1 Recognise normal behaviour in large game. 3.2 Recognise the signs that indicate ill health in large game.
<b>4. Understand how large game carcasses can be contaminated.</b>	4.1 Identify how large game carcasses can be contaminated.
<b>5. Understand how the risk to human health can be limited by health and condition recognition.</b>	5.1 Identify how the risk to human health can be limited by health and condition recognition.
<b>6. Know the hygienic working practices that must be followed when working with large game carcasses.</b>	6.1 Identify the handling and storage requirements for large game carcasses.

## 6 Level descriptors

This qualification has been accredited at Level 2, this means that upon achieving the qualification the learner can be relied upon to possess the skills or knowledge described below.

<b>Level</b>	<b>Knowledge Descriptor The learner has:</b>	<b>Skills Descriptor The learner can:</b>
<b>2</b>	The knowledge and understanding of facts, procedures and ideas in an area of study or field of work necessary to complete well-defined tasks and address straightforward problems. The ability to interpret relevant information and ideas. Awareness of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

## 7 How is this qualification delivered?

In order to deliver this qualification, you will need to be a Lantra-approved provider. Details of how to become an approved provider are available by contacting our sales team, [sales@lantra.co.uk](mailto:sales@lantra.co.uk).

Approved providers should contact our quality and standards team to register for delivery of the qualification. It is important that providers are approved on a per-qualification basis as we are required to ensure that we have a quality-assurance strategy in place and because it ensures that providers receive the support they need. Upon scheme approval, you will receive the relevant documentation for delivery.

Learners must be registered via Quartzweb. Details of this process are available in the Quartzweb User Guide. Providers must submit the required information for learner registration. Learners should be registered for the qualification once they have been enrolled with the provider. Failure to register learners may prevent assessments from taking place. Sanctions may be imposed on providers if learners are not registered before the assessment takes place.

Learners will be required to undertake a multiple-choice assessment paper which will be supplied by Lantra. This must be taken as per Lantra's guidance for conducting assessments (see provider handbook for more details), with the assessment paper returned to Lantra for marking.

## **7.1 Delivery in the UK**

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number (QAN) 500/5408/9.

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and also to ensure that throughout the life cycle of the qualification the content remains relevant and current.

When the qualification is deemed no longer suitable, for example if technology has moved on and working practices are no longer relevant, Lantra will advise providers of a qualification end date. The end date marks the end of registrations. Any learners registered before this date will be allowed time to complete the qualification. For this qualification that period will stand as six months.

## **7.2 Who can deliver this qualification?**

Only approved Lantra providers can deliver this qualification. For information on becoming approved please contact Lantra via [sales@lantra.co.uk](mailto:sales@lantra.co.uk) or call on 02476 69 69 96.

## **7.3 Key safety-critical and technically critical aspects**

In order to achieve the qualification and certification learners will be assessed on and must achieve the learning outcomes.

<b>Learning Outcome The learner will:</b>	<b>Assessment Criteria The learner can:</b>
<b>H/617/1949</b>	<b>Common Processes in Game Meat Hygiene</b>
1. Know of the risks to human health that can be caused by zoonosis and environmental contamination.	1.1 Identify risks to human health that can be caused by: <ul style="list-style-type: none"> <li>• Zoonosis</li> <li>• Environmental contamination</li> </ul>
2. Know possible sources of environmental contamination that can affect deer.	1.2 Recognise possible sources of environmental contamination that can affect deer including: <ul style="list-style-type: none"> <li>• Animal/human effluent.</li> <li>• Non-potable water.</li> <li>• Soil and debris.</li> </ul> Chemicals (fuel, oil, pesticides, poisons).
<b>D/617/1951</b>	<b>Small Game Meat Hygiene</b>
1. Understand how the risk to human health can be limited by health and condition recognition.	6.1 Indicate how the risk to human health can be limited by health and condition recognition.
2. Understand hygienic working practices.	7.1 Identify the hygienic working techniques used to: <ul style="list-style-type: none"> <li>• Handle small game carcasses in the field.</li> <li>• Inspect small game carcasses.</li> <li>• Transport small game carcasses.</li> <li>• Store small game carcasses.</li> </ul>
<b>Y/617/1950</b>	<b>Large Game Meat Hygiene</b>
1. Know risks to public health.	6.1 Recognise the risks to public health that can be caused through: <ul style="list-style-type: none"> <li>• Poor personal hygiene</li> <li>• Unhygienic handling of deer carcasses</li> <li>• Inappropriate cleaning agent use.</li> </ul>
2. Identify how the risk to human health can be limited by health and condition recognition.	8.1 Identify how the risk to human health can be limited by health and condition recognition.
3. Identify the hygienic working techniques used to:	9.1 Identify the hygienic working techniques used to: <ul style="list-style-type: none"> <li>• Handle wild deer carcasses in the field</li> <li>• Evisceration in field or larder</li> <li>• Inspect wild deer carcasses</li> <li>• Store wild deer carcasses.</li> </ul>

## **7.4 Provider resources**

Providers are required to check facilities are suitable for learners to undertake this qualification via an online assessment. A room that has a computer and internet access needs to be available to undertake the online assessment.

## **7.5 Quality assurance and certification**

### **7.5.1 Quality assurance of assessment decisions**

This qualification is assessed using a multiple-choice assessment paper. The assessment paper is issued and marked by Lantra. Providers must return the signed and dated attendance register, the assessment paper and the Learner Achievement Record (LAR). Quality assurance of the marking process is carried out to ensure that learners receive a validated outcome.

Providers must inform Lantra when an assessment is taking place as Lantra reserves the right, as part of its quality assurance process, to observe the invigilation of an assessment to ensure that it is conducted according to requirements.

### **7.5.2 Claiming certification**

Certificates will be issued to learners achieving the pass mark once assessment papers have been quality assured. This is an automated process and no Certificate Claim Form is required.

### **7.5.3 Replacement certification**

If a learner loses the original certificate Lantra can issue a replacement. The learner will need to provide proof of identity (for example passport or driving licence) and the details of the provider they were registered with. Lantra will check all claims for replacement certificates against the original records. The provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates. Please contact Lantra for the current fee.

## **7.6 Enquiries about results and appeals**

Lantra has an Enquiries about Results Policy and Appeals Procedure which can be used when a learner or provider has reason to believe there has been an error in either the administrative processes leading to an incorrect qualification award or there has been an issue in the assessment of the learner. Fees payable for enquiries about results will be refunded in full if the enquiry is upheld or if a learner's results are changed as a result of an enquiry.

Appeals can be made following the outcome of an enquiry about results if the learner/provider remains unhappy with the outcome or has further grounds to query the



decision. Please note that appeals will not be accepted before a paid result enquiry has been conducted.

Providers must ensure that learner consent is obtained before an enquiry about a result is requested. Learners must be informed that assessment outcomes can change both positively and negatively.

Please refer to the Provider Handbook for further details.

## **7.7 Malpractice and maladministration**

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome.

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice, if found, may result in sanctions being imposed on the provider, certificates being revoked or even providers being barred from Lantra membership and reported to regulatory authorities.

Maladministration is linked to malpractice and can result in a malpractice investigation being launched. Maladministration could impact on the credibility of the assessment taking place or the outcomes achieved; for example, in the event of a failure to investigate suspected malpractice when asked to do so by Lantra.

Please refer to the Lantra Malpractice and Maladministration Policy for further details.

## **7.8 Safeguarding — young people and vulnerable adults**

This qualification can be offered to learners in the 16–19 age group, as well as learners aged 19+. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and providers to safeguard learners. Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision.

For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

## **7.9 Additional requirements and reasonable adjustments**

Providers are expected to make appropriate arrangements, including reasonable adjustments. These are detailed in the Equality and Diversity Policy within the provider Handbook, to ensure that learners with additional needs can access assessment wherever

possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners.

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria.

A provider must apply to Lantra for reasonable adjustments using the **Reasonable Adjustments Request Form**. Lantra recommends reasonable adjustment requests be submitted no later than six weeks prior to the assessment taking place, to allow a decision on their suitability to be made before the assessment. However, Lantra recognises that this may not always be possible, and we will do our best to process requests received after this point. Please note that no reasonable adjustment should be implemented without the prior approval of Lantra.

## 8 What does a provider need to do?

### 8.1 Management support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing a person from the senior management team or a designated Qualification Manager and ensuring they are given the authority to monitor the quality management systems for the programme and to implement any required changes. This role is separate from the required role of an IQA.

Management support can be demonstrated by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their roles effectively.

### 8.2 Provider records

Providers are required to retain learner records, which include the details listed below. Providers may already have their own systems which can be used to store records. If the necessary information is accessible and conforms to the requirements below, then no further records need to be created. Lantra does not prescribe the format in which records are kept.

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Learner assessment and action plans
- Learner registration
- Learner induction plan
- Feedback given to learners by tutors/instructors

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the provider for at least **three years** after the learner has completed the assessment. It is the responsibility of the provider to ensure that data is cleansed at the appropriate time.

There is no prescribed format for these records and providers may wish to incorporate them into documentation they already maintain within their own organisation. If the provider already works to quality management systems such as the Scottish Quality Management System (SQMS), the ISO 9001 series or is required to maintain records for government-funded training schemes, that documentation will almost certainly provide an adequate basis for Provider records.

Providers may also need to adhere to separate requirements, where appropriate, with regard to the retention of records such as funding applications. Please refer to the specific requirements of the funding agency.

### **8.3 Support for learners**

Learners will need to follow an induction programme when enrolled on the qualification. This should be designed around a particular element or unit of the qualification so that they become familiar with the way the qualification operates.

Throughout the programme tutors and/or instructors should aim to provide feedback to learners on how they are progressing through the qualification to ensure that on the day of the assessment they are ready for the requirements of the question paper. Feedback should be positive, constructive and used for future planning.

Some providers will have staff working in education support; in others, assessors may offer this support. It is important for each learner to have appropriate guidance and be directed towards additional information as required. Guidance on career opportunities may also be appropriate.

Learners with particular characteristics may need additional support from the provider/instructor. Refer to Lantra's Equality and Diversity Policy for further information relating to reasonable adjustments/special considerations. Learners with certain protected characteristics should not be discriminated against or prohibited from assessment where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways.

Learners must be informed when they have been registered for a qualification. It is also a regulatory requirement that Lantra be informed if a learner later withdraws from a qualification. Providers must also ensure that learners are informed when they have been withdrawn from a qualification for any reason and retain evidence of this.

Learners will not be recognised by Lantra until they have been registered and Lantra will have no obligation to the learners if there is a problem with them completing the qualification, such as in the case that the provider ceases operations.

If for any reason a provider is not intending to renew their membership whilst they still have uncertified learners registered on a qualification, regulatory requirements stipulate that learner interests must be maintained. The provider may choose to transfer learners to another awarding organisation or the provider will still be required to complete the assessment of learners with Lantra and pay any fees due.

## **9 Administration and other important information**

### **9.1 Administration process for registration and certification**

The Quartzweb User Guide contains instructions on how to register learners.

Learners may transfer registration from one unit/qualification to another provided they are both offered by Lantra. This will incur an administration fee. If the registration fee for the new qualification is higher than for the previous one, providers will be invoiced for the difference. No refunds will be made if the registration fee for the new qualification is lower. Learners transferring to a different provider must re-register with the new provider. Lantra may need to charge the learner's new provider an administration fee.

Learners must be informed when they have been registered for a qualification.

#### **9.1.1 Registering the learner**

Learners **must** be registered for a qualification before an assessment can take place. Please refer to the Quartzweb User Guide for details on how to register learners.

Each learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested are also required by the regulatory bodies so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved. The inclusion of this information is not mandatory however.

#### **9.1.2 Certificate claims**

Certificates can only be claimed for learners who are registered on Quartzweb. All certificate claims are checked against provider approval records and learner registration records. Certificates will not be issued to learners who are not registered before the assessment takes place.

The learner name will appear on the certificate in the same way as it is entered on Quartzweb.

#### **9.1.3 Regulatory authorities**

Occasionally Ofqual (the qualification regulator) may visit providers and require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. If providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

## 9.2 Assessment strategy

This qualification is assessed by a multiple-choice assessment paper. This may be delivered using our online assessment option, or by traditional paper-based assessment. Each question shows four possible answers (numbered 'A', 'B', 'C', 'D'). Learners must select one answer per question. Instructions on how to amend answers will be contained in the assessment paper instructions.

All questions have one correct answer and the assessment paper will ensure that each learning outcome of the unit is assessed allowing learners to achieve all the learning outcomes of the unit.

Each **unit** is assessed by a 20-question multiple-choice paper, therefore each assessment consists of 40 questions (Common Processes plus chosen option). The pass mark for the assessment is 70% therefore learners must answer at least 14 questions correctly, from each unit, to pass. The maximum length of time to complete each paper is as follows:

- Common Processes in Game Meat Hygiene (Small Game) – 60 minutes
- Common Processes in Game Meat Hygiene (Large Game) – 60 minutes

Further guidance to support the delivery of the multiple-choice assessment of this qualification is available to download from the “my profile” area of the Lantra Awards website.

Information regarding test regulations is provided in Annex 1 of the Provider Handbook.

## 9.3 Online assessment and paper-based assessment

This qualification is assessed by a multiple-choice assessment paper which is available to learners either as an online assessment or using a traditional paper-based assessment. Providers wishing to offer an on-line assessment will need to ensure that they have sufficient resources (computers, network connections, seating arrangements) to ensure that assessments can be taken in line with Lantra’s test regulations.

Full guidance on using the online assessment platform is available in the ‘Lantra XAMS Provider Guide’, produced in conjunction with our technical partner Coelrind.

Providers will need to register cohorts for online assessment when the order is booked via Quartzweb. Online assessment can be registered on the day, however, Lantra would still recommend that orders are placed in advance.

Lantra understands that in some instances the names of the entire cohort will not be known in advance. Providers will need to ensure that learner names are entered on to Quartzweb on the day of the assessment. Failure to do so will result in a delay in processing the certificates.

Providers using online assessment will receive an attendance register and log on details for each learner via Quartzweb. Learners will log on to the assessment portal using these details and complete their assessment. Instructions on taking the assessment are provided for learners when they log on.

Information regarding test regulations is provided in Annex 1 of the Provider Handbook.

## **9.4 Funding**

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or equivalent bodies in Wales and Northern Ireland. The qualification is listed on The Ofqual Register of Regulated Qualifications and the Learning Records Service (LRS). Funding may be available to organisations which meet the requirements of the relevant agency.

In order for the funding to be linked to the learner, a Unique Learner Number (ULN) must be provided. This should be entered in the ULN field when registering the learner on Quartzweb. For information on how to obtain ULNs for your learners, please refer to the LRS guidance

[www.gov.uk/education/learning-records-service-lrs](http://www.gov.uk/education/learning-records-service-lrs).

## **9.5 Feedback, compliments and complaints**

Lantra recognises that from time to time providers, learners, assessors and other personnel may have reason to provide feedback on a process or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

## Appendix 1 – Glossary of terms

Knowledge	Factual information that can be recalled as required. Individual can (for example) “identify” and/or “describe” key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) “explain”, “analyse” and/or “evaluate”.
Learning outcome	How the learner will be changed by the learning/assessment process. That which the learner will, due to learning experiences, newly know, understand or be able to do.
Assessment criteria	Discrete criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.
Qualification objective	A succinct summation of the overarching development of the learner in terms of tangible work or further developmental opportunities available as a result of achieving this qualification.
Qualification aim	A succinct summation of why this qualification is of value to the learner (without reference to assessment).
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the learner in different job roles, industries, contexts and/or personal situations.
Assessment guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
Total qualification time (TQT)	Guided learning hours + directed study  Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.
Arrangements for special consideration	Special consideration might be given to a learner who has temporarily experienced: <ul style="list-style-type: none"> <li>• An illness or injury</li> <li>• Some other event outside of the learner’s control which has had a material effect on the learner’s ability to take an assessment or demonstrate his/her attainment.</li> </ul>



## Appendix 2 Census Ethnic Group Classifications (2011)

Please use the following code(s) to indicate ethnicity when completing the learner registration.

England and Wales		Northern Ireland		Scotland	
01	<b>White:</b> English/Welsh/Scottish/ Northern Irish/British	19	<b>White:</b> White	30	<b>White:</b> Scottish
02	Irish	20	Irish Traveller	31	British
03	Gypsy or Irish Traveller	21	<b>Asian/Asian British:</b> Indian	32	Irish
04	Any other White background	22	Pakistani	33	Any other White background
05	<b>Mixed/multiple ethnic groups</b> White and Black Caribbean	23	Bangladeshi	34	<b>Mixed:</b> Any mixed/multiple
06	White and Black African	24	Chinese		Ethnic background
07	White and Asian	25	<b>Black, Black Irish or Black British:</b> Black Caribbean	35	<b>Asian, Asian Scottish or Asian British:</b> Indian
08	Any other Mixed/multiple ethnic background	26	Black African	36	Pakistani
09	<b>Asian/Asian British:</b> Indian	27	Black other	37	Bangladeshi
10	Pakistani	28	<b>Mixed:</b> Mixed ethnic group	38	Chinese
11	Bangladeshi	29	<b>Other ethnic group:</b> Any other ethnic group	39	Any other Asian background
12	Chinese			40	<b>Black, Black Scottish or Black British:</b> Caribbean
13	Any other Asian background			41	African
14	<b>Black/African/Caribbean/ Black British:</b> African			42	Any other Black background
15	Caribbean			43	<b>Other ethnic group:</b> Any other ethnic group
16	Any other Black/African/ Caribbean background				
17	<b>Other ethnic group:</b> Arab				
18	Any other ethnic group				

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