

# Unit 44: Undertaking Commercial Deer Management

<b>Unit code:</b>	<b>D/600/9415</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to introduce learners to the skills and knowledge in the management of commercial deer operations and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education. The learner will develop the knowledge and skills required to arrange for accompanied stalking, effect third party stalking and culling of deer in a safe and humane manner.

## ● Unit introduction

Commercial deer production is an important enterprise in many rural areas, requiring high levels of management skills from practical stalking, to herd and business management.

This unit develops both the practical and business skills needed to be successful within this sector. The unit begins by learners considering customer expectations of a trip to stalk deer. Learners must be able to arrange travel, accommodation and deer stalking to meet individual requirements. Learners will construct a business plan to ensure that third-party deer stalking is financially sustainable.

On completion of the unit, learners will be sufficiently prepared to be able to take third-party deer stalkers into deer habitats and facilitate a safe and humane cull of specific animals within the objectives of a management plan.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know how to arrange third party deer stalking
- 2 Understand how to plan commercial activities within a business framework
- 3 Be able to facilitate safe and humane third party deer culling
- 4 Be able to prepare by-products to meet client requirements.

# Unit content

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## 1 Know how to arrange third party deer stalking

*Planning client visits:* travel; accommodation; transport on site; suitable clothing and sundries; firearms import and security; by-product export; current relevant legislation and codes of practice; health and safety; marketing; visit itinerary; visit action plan (preparatory paperwork, licences, payments)

*Individual client requirements:* deer species, sex and age; by-products; specific preparatory requirements; client background; traditional practices and terminology

## 2 Understand how to plan commercial activities within a business framework

*Component costs:* land/stalking rights, rentals; vehicle costs and mileage; manpower; ammunition; carcass and by-product processing

*Income potential:* stalking fee; by-product fee; 'lost' animal fees; rifle hire; carcass fee; accommodation; arrangement fee

*Cash flow:* simple annual cash flow forecast; three year projection for new business; seasonal variations

*Contract:* business description; aims/objectives/service provision; responsibilities (lead stalker, client); costs; booking process; location, transport, accommodation; fee structure; firearms import; calibre and accuracy requirements; 'lost' animal procedure and fee; stalking routine and outings provided; by-product and carcass provision; insurance; health and safety; legal obligations

## 3 Be able to facilitate safe and humane third party deer culling

*Accompanied stalking:* safety protocols; meeting time/place; stalking protocols; responsibilities of lead stalker/client (control of client during stalk, decision making); wound/miss procedures; health and safety; risk assessment; current legislation

*Shooting accuracy testing:* range work and insistence on minimal accuracy; target identification, aim points; positional shooting (standing/sitting/kneeling/prone/high seat); suitability of firearm/ammunition; health and safety; risk assessment

## 4 Be able to prepare by-products to meet client requirements

*Equipment:* selection; preparation; personal protective equipment (PPE); knives; saws; boiling/bleaching equipment; head preparation and measurement kit; capes and skins; hygienic practice; waste disposal; health and safety; current legislation

*By-products:* preparation; client requirements; humane standards; hygiene; reduction of contamination risk; boiling, bleaching; measurement; process (point of cull, removal, transport, storage, presentation to client); packing; waste disposal; current legislation

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria			
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
<b>P1</b> describe requirements of clients in a given visit scenario	<b>M1</b> explain the requirements needed to facilitate given commercial deer stalking scenarios	<b>D1</b> prepare an itinerary and action plan for a selected stalking visit	
<b>P2</b> outline safety and legal considerations			
<b>P3</b> plan third party deer stalking			
<b>P4</b> explain financial aspects of a third party deer stalking activity	<b>M2</b> explain selected client contracts for a given deer stalking enterprise		
<b>P5</b> compare contractual requirements of different commercial deer stalking scenarios			
<b>P6</b> lead a client in a safe and humane commercial deer stalk [SM]	<b>M3</b> explain the procedure for assessing client shooting accuracy to meet given objectives		<b>D2</b> compare given commercial deer stalking enterprise plans and suggest improvement.
<b>P7</b> describe responsibilities of a lead stalker			
<b>P8</b> safely process and present a deer by-product to meet given objectives [EP]	<b>M4</b> explain the factors that affect the quality of selected deer by-products.		
<b>P9</b> describe the process of by-product preparation from the time of culling through to presentation to the client.			

**PLTS:** This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

Whichever delivery methods are used, it is essential that tutors stress the importance of animal welfare, human health and safety, sound environmental management and the need to manage the resource using legal methods.

Health and safety issues relating to working in an outdoor environment with animal material and firearms must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities. Adequate PPE must be provided and used following the production of suitable risk assessments.

Every opportunity should be taken to help learners to make connections between the learning outcomes, to gain a fuller understanding of the subject area.

Learning outcome 1 covers the arrangement of third-party deer stalking. This is likely to be delivered using formal lectures, discussions, site visits, supervised practical sessions and independent learner research. The legislative framework in which deer managers must work should be referred to where appropriate.

Learning outcome 2 covers the planning of commercial activities within a business framework. This takes a broad view of commercial deer stalking enterprises, including cash forecasting and contractual obligations. Visits or visiting expert speakers could add to the relevance of the subject. For example, a deer manager could talk about their work, the situations they face and the methods they use.

Learning outcome 3 is essentially practical, dealing with the facilitation of third-party deer stalking. Delivery is likely to be through initial formal lectures followed by site visits and supervised practical sessions. Learners will be made aware of the methods and associated activities commonly used to stalk and cull deer with clients, and will develop their knowledge to satisfy client requirements.

Health and safety issues must be addressed before learners visit any outdoor site or handle animal material or firearms. In particular, learners stalking deer while carrying a rifle must be supervised on a one-to-one basis at all times and in such a way that the supervisor can intervene at any time. Tutors should check the legal requirements for unlicensed learners carrying rifles on ranges or private land. *The Home Office Firearms Guidance to Police* is a good source of advice.

Learning outcome 4 is practical in nature, looking at the preparation of deer by-products to meet client requirements. Delivery is likely to be through formal lectures, supervised practical sessions and independent learner research. Learners should be able to select and prepare the equipment required to process and present deer by-products. Learners must demonstrate a knowledge of the range of equipment required, including the tools and chemicals used. Disposal of waste products is also an important element.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Requirements for third party stalking theory sessions – travel; accommodation; transport on site; suitable clothing and sundries; firearms import and security; by-product export; current relevant legislation and codes of practice; health and safety; marketing; visit itinerary; visit action plan (preparatory paperwork, licences, payments, by-products); specific preparatory requirements; client background; traditional practices and terminology.
<b>Assignment 1: Arrange Stalking</b> (P1, P2, P3, M1, D1)
Tutor introduces assignment.
Stalking contract theory sessions: land/stalking rights, rentals; vehicle costs and mileage; manpower; ammunition; carcass and by-product processing; stalking fee; by-product fee; 'lost' animal fees; rifle hire; carcass fee; accommodation; arrangement; responsibilities (lead stalker, client); costs; booking process; location, transport, accommodation; fee structure; firearms import; calibre and accuracy requirements; 'lost' animal procedure and fee; stalking routine and outings provided; by-product and carcass provision; insurance; health and safety.
<b>Assignment 2: Stalking Contract and Financial Arrangements</b> (P4, P5, M2, D2)
Tutor introduces assignment.
Theory sessions: safety protocols; meeting time/place; stalking protocols; responsibilities of lead stalker/client (control of client during stalk, decision making); wound/miss procedures; health and safety; risk assessment.
Practical sessions: range work and insistence on minimal accuracy; target identification, aim points; positional shooting (standing/sitting/kneeling/prone/high seat); suitability of firearm/ammunition; health and safety; risk assessment, handling, maintenance and cleaning of firearms.
<b>Assignment 3: Lead a Stalk</b> (P6, P7, M3)
Tutor introduces assignment.
Practical sessions: selection; preparation; personal protective equipment (PPE); knives; saws; boiling/bleaching equipment; head preparation and measurement kit; capes and skins; hygienic practice; waste disposal; health and safety; preparation; client requirements; humane standards; hygiene; reduction of contamination risk; boiling, bleaching; measurement; process (point of cull, removal, transport, storage, presentation to client); packing; waste disposal.
<b>Assignment 4: Process Deer By-products</b> (P8, P9, M4)
Tutor introduces assignment.

## Assessment

For P1, P2 and P3, learners must provide information on the arrangement of third-party deer stalking. For P1, as a minimum, learners should provide evidence covering requirements of three clients. An understanding of how requirements may vary with client background, and the importance of discovering those requirements prior to stalking, should be demonstrated. Evidence for these could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project, and could be combined with M1 and/or D1.

P4 and P5 require learners to produce information on a commercial deer stalking enterprise plan. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project that may link to assessment for P3.

P6 and P7 require learners to lead a client in a safe and humane commercial deer stalk and to describe the responsibilities of a lead stalker. The assessor should play the role of 'client'. Learners should show good control of the situation and an ability to make decisions. This assessment could be carried out as a practical outdoor test in as realistic conditions as possible. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor, accompanied by appropriate

worklogs or other relevant learner notes. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor.

P8 and P9 require learners to safely process and present a deer by-product to meet given objectives and describe the process. Tutors should identify the objectives or agree them through discussion with the learner. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners. The deer head should normally be cut rather than the whole skull and must be prepared at least to the stage at which it is to be bleached. The following stages may be simulated, especially if the handling of strong bleaching agents is prohibited by hazard assessment. It is advisable to use heads of the smaller species for convenience.

This could be assessed directly by the tutor during practical activities. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor.

For M1, they must explain the requirements needed to facilitate given commercial deer stalking scenarios. Tutors should identify the scenarios or agree them through discussion with learners. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners. As a minimum, learners should provide evidence covering two commercial deer stalking scenarios. This is to make the visit of a client as trouble free and satisfying as possible within legal and humane restraints.

Learners must show that they have considered the elements outlined in the unit content and the implications of each. Evidence for this could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or part of a project that may link to assessment of P1 and/or D1.

M2 requires learners to explain selected client contracts for a given deer stalking enterprise. Tutors should identify the enterprise or agree it through discussion with learners. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners. As a minimum, learners should provide evidence covering two client contracts. This involves the analysis of contracts that fully explain the responsibilities of lead stalkers and clients, and set out client costs and booking protocols. Evidence could be in the form of a project that links to P2 and/or D2 or by means of a short report on client contracts.

M3 requires learners to explain the procedure for assessing client shooting accuracy to meet given objectives. Tutors should identify the objectives or agree them through discussion with learners. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners. Ideally this grading criterion would be assessed during a range practical.

For M4, learners must explain the factors that affect the quality of selected deer by-products. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners.

For D1, they must prepare an itinerary and action plan for a selected stalking visit. Tutors should identify the visit or agree it through discussion with the learners. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners. The plan should include a timetable for paperwork, payments and licensing that must be arranged prior to the visit. Evidence for this could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project and could be combined with P1 and/or M1.

D2 requires learners to compare given commercial deer stalking enterprise plans and suggest recommendations for improvement. Tutors should identify the plans or agree them through discussion with learners. These plans could include that produced for P2, perhaps using case study materials. Where possible, to ensure the fairness of assessment the size and complexity of the tasks should be the same for all learners. As a minimum, learners should provide evidence covering two stalking enterprise plans.

## Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Arrange Stalking	Learners write a letter detailing the stalking itinerary for both a foreign and local client.	Formal business letter.
P4, P5, M2, D2	Stalking Contract and Financial Arrangements	Produce a formal contract for the sale of third party stalking, including all necessary financial arrangements. A verbal explanation of the contract will also be required.	Formal terms and conditions for the sale of stalking plus verbal presentation.
P6, P7, M3	Lead a Stalk	Lead a client in a safe and humane commercial deer stalk and assess client for shooting accuracy.	Practical observation and assessment.
P8, P9, M4	Process Deer By-products	Prepare, measure and evaluate a deer trophy.	Practical observation and assessment. Written report.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
	Understand Deer Population Monitoring and Management Plans

## Essential resources

Learners will need access to a sizeable area of land holding wild deer and suitable transport to reach it where necessary. The area must include a large part of the typical home range of the species of deer present. For some purposes, access to a deer part and a rifle range would be useful.

A supply of fresh or frozen deer by-products is essential, together with a deer larder ('deer collection centre') or 'wet room' and associated equipment, knives and other equipment for preparing heads and skins, including appropriate PPE. Tutors delivering this unit should be competent and experienced deer managers. Ideally they will have recent industrial experience within deer management or show evidence of regular contact with the industry.

## Employer engagement and vocational contexts

This unit focuses on the practical aspects of guiding a client stalker and will give learners underpinning knowledge of commercial deer management. Centres are encouraged to create and develop links with local deer managers. This could be through guest lectures and practical workshops.

## Indicative reading for learners

### Textbooks

British Deer Society – *Deer Stalking Certificate Level 1 Manual* (BDS, 1995)

De Nahlik A – *Management of Deer and their Habitat: Principles and Methods* (Wilson Hunt, 1992)  
ISBN 0907519024

Griffith D – *Deer Management: Quality in Southern England* (Craft Print International, 2004)

Guille H – *British Deer and their Horns, CD ROM* (Deer Study and Resource Centre, 2004)  
ISBN 1903554144

Prior R – *Deer Management in Small Woodlands* (British Deer Society, 1987) ASIN: B003U99P8Q

Prior R – *Trees and Deer: How to Cope with Deer in Forest, Field and Garden* (Swan-Hill Press, 1994)  
ISBN 1853104329

Putman R – *The Natural History of Deer* (Cornell University Press, 1993) ISBN 0801422833

### Websites

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

British Association for Shooting and Conservation

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

The British Deer Society

[www.deer-uk.com](http://www.deer-uk.com)

Deer UK

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Reflective learners	comparing given commercial deer stalking enterprise plans
Self-managers	leading a client in a safe and humane commercial deer stalk
Effective participators	safely processing a deer by-product to meet given objectives.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	investigating the terms and conditions of commercial stalking operations.