Open Awards Qualification Unit

This unit forms part of a regulated qualification.

1 Unit Details

Unit Title:	Rodent Control for Gamekeeping and the Rural Environment
Unit Reference Number:	K/650/4845
Level:	2
Credit Value:	2
Minimum GLH:	13

2 Learning Outcomes and Criteria

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the importance of rodent control for gamekeepers	1.1 Identify challenges that gamekeepers face from rodent populations
	1.2 Identify why it is important to control rodents in game keeping environments
2. Understand the impact of methods for controlling rodent populations	2.1 Identify the importance of conducting a risk assessment when controlling rodent populations
	2.2 Identify the main options for rodent control
	2.3 Identify the drawbacks of the rodent control
3. Understand different rodent species' behaviour and its influence control methods	3.1 Identify the difference between "target" and "non-target" rodent species
	3.2 Identify how the knowledge of rodent species can assist in rodent control
	3.3 Identify how the knowledge of rodent behaviours can assist rodent control
4. Understand methods for controlling rodents in farm buildings	4.1 Identify how the characteristics of the farm site/environment may influence control methods

		4.2	Identify the importance for record keeping in rodent control on farms
		4.3	Identify the five steps of an Integrated Pest Management (IPM) programme
		4.4	Identify a non-rodenticide prevention method suitable for a farm environment
5.	Understand methods for controlling rodents in rural and game-rearing areas	5.1	Identify why game-rearing areas attract rodent populations
		5.2	Identify the main considerations when conducting the following: • Site risk assessment • COSHH assessment • Environmental impact assessment
		5.3	Identify how the following areas may be set up or maintained to assist in prevention measures: • Hedgerows • Bird feed stations
		5.4	Identify the considerations to be made by gamekeepers when selecting a rodenticide to control rodent populations
		5.5	Identify non-rodenticide prevention methods which could be used in game-rearing areas
		5.6	Identify the benefits of non-rodenticide prevention methods used in game-rearing areas
		5.7	Identify setbacks of non-rodenticide prevention methods used in game-rearing areas
6..	Understand the role and objectives of the Campaign for Responsible Rodenticide Use (CRRU)	6.1	Identify the objectives of the CRRU
		6.2	Identify the 7 points of the CRRU Code of Practice
		6.3	Identify the features and purpose of the CRRU template in contributing to responsible use of rodenticides

Learning Outcome 1 - Indicative Content

The following information will be helpful when teaching and preparing learners for the following assessment criteria:

1.1 Learners should be able to identify the challenges that gamekeepers face from rodent populations such as the types of diseases and prevalence in rodent populations: including diseases found in samples of UK Norway rats. In addition to the diseases transmitted: *campylobacter, salmonella, leptospira, toxoplasma*, and others, means of transmission, symptoms, effects of disease.

1.2 Learners should be able to identify reasons for controlling rodents: such as details of their consumption of foodstuffs, fouling, damage to structures/infrastructure/equipment, transmission of disease, damage to game-bird nests and chicks, damage to wildlife. In addition to typical situations that may call for complete eradication of rodents and those where management of populations is appropriate.

Learning Outcome 2 - Indicative Content

2.1 Learners should be able to identify the importance of conducting a risk assessment including the role of the site survey. They should be able to identify key aspects of a site survey and the importance of each aspect. They should have an overview of conducting a site survey and the preparation of documentation required.

2.2 Learners should identify the main options for rodent control such as denial of food and water, removal of harbourage, physical control methods and chemical control methods (ie fumigant gases, non-anticoagulant rodenticides, first-generation anticoagulants, second-generation anticoagulants.

2.3 Learners should be about to identify the draw backs of the rodent control methods in 2.3.

Learning Outcome 3 - Indicative Content

3.1 Learners should be able to identify the difference between “target” rodent species. For example, this should include the two main rodent pest species Norway rats and house mouse. “Non-target” rodents should include wood mouse, bank vole, field vole, water vole, grey and red squirrel.

3.2 Learners should be able to identify how the knowledge of rodent species can assist in rodent control.

3.3 Learners should be able to identify how knowledge of rodent behaviours can assist in rodent control. This should include home range, kinaesthesis, breeding, territorial behaviour, dispersal, wariness of new objects (neophobia), alternative foods, bait shyness and activity rhythms.

Learning Outcome 4 - Indicative Content

4.1 Learners should be able to identify the characteristics of the farm site/environment that may influence control methods such as protecting the farm profitability, ensuring the continuity of high quality, wholesome food production, complying with assurance/accreditation schemes, making UK farms safe working environment, and providing efficient rearing of healthy game birds.

4.2 Learners should be able to identify the importance of record keeping on farms to support health and safety, legislation and regulatory requirements.

4.3 Learners should be able to identify the five steps of an Integrated Pest Management (IPM) programme which cover:

Step 1 - Site Survey
Step 2 - Rodent removal
- Preparation
- Implementation

Step 3 - Hygiene and sanitation
Step 4 - Proofing of buildings
Step 5 - Monitoring

4.4 Learners should be able to identify non-rodenticide prevention methods suitable for a farm environment such as:

- Actions to modify habitat reduce food availability and cover: methods of offering supplementary food to game-birds, types of feed and feed troughs, removal of debris clutter, siting of pens and sheds,

management of cover crops, supplementary feeding on rides, removal of feeders when they are used by rats.

- Use of humane traps: setting traps, potential for environmental impacts, requirements for humane operation including frequency of visits, use of traps in boxes and tunnels.
- Use of terriers: operation of rat control using terriers, use during dismantling of straw stacks and other cover, animal welfare.

Learning Outcome 5 - Indicative Content

The following information will be helpful when teaching and preparing learners for assessment criterion (ACs) 5.1, 5.2, 5.3, 5.4 and 5.5.

5.1 Learners should be able to identify why game-rearing areas attract rodent populations for example the abundance of foodstuffs etc.

5.2 Learners should be able to identify the main considerations when conducting the following:

- Site Risk Assessment – including size and nature of an infestation, structural features and environmental factors.
- COSHH Assessment – the effect and control of using and use of chemicals/substances which are hazardous to health.
- Environmental Impact Assessment – this should include options with little or no potential for adverse environmental impact (ie modifying habitat to reduce food availability and cover, use of humane traps and terriers). Options with limited potential for adverse environmental impact (ie gassing). And options with potential for adverse environmental impacts (ie rodenticides, relative risks, adapted five-step approach, special requirements for burrow baiting and baiting in open areas)

5.3 Learners should be able to identify how hedgerows and bird feeding stations can be set up and maintained to reduce the attraction of rodents.

5.4 Learners should be able to identify such considerations for gamekeepers when selecting a rodenticide that include the size and scale of infestation, adverse effects on environment, safety of other workers/public and other animals.

5.5 Learners should be able to identify such considerations for gamekeepers for non-rodenticide previous methods including actions to modify habitat to reduce food availability and cover, the use of humane traps and the use of terriers.

Learning Outcome 6 - Indicative Content

The following information will be helpful when teaching and preparing learners for assessment criterion (ACs) 6.1 and 6.2.

6.1 Learners should be able to identify the objectives of the Campaign for the Responsible Rodenticide Use (CRRU). Including the purpose of CRRU: ie to focus on low-level residues and not wildlife crime or acute effects, main areas of focus rural landscapes and second generation anticoagulants

Contributing companies: list of responsible companies contributing to CRRU funding and the funding the co-ordination by CRRU of the UK Rodenticide Stewardship Regime.

CRRU Technical advisers: specialists providing CRRU with technical and scientific support.

6.2 Learners should be able to identify the seven elements of the CRRU code, their importance and role in mitigating exposure of non-targets to rodenticides.