



Qualification Specification

**GA Level 3 Diploma in Sustainable Wildlife
Conservation and Biodiversity Management**

610/0048/3

This qualification is subject to the GA Centre Assessment and
Standards Scrutiny and General Moderation policy.

Section 1: Qualification Overview

1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the Diploma-sized qualification in Sustainable Wildlife Conservation and Biodiversity Management at Level 3.

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 3 Diploma in Sustainable Wildlife Conservation and Biodiversity Management	610/0048/3	18-10-2021	Oct 2026

1.3 Qualification Aims and Objectives

This qualification is an ideal qualification which will enhance candidates' job prospects and provide the underpinning knowledge for a successful career in sustainable wildlife conservation and biodiversity management.

In the GA Level 3 Diploma in Sustainable Wildlife Conservation and Biodiversity Management, learners will understand how soil is the basis for all wildlife conservation and how vegetation, the soil and the climate all have implications for wildlife conservation and biodiversity. Learners will also be provided with an understanding of the ecological concepts and functions important to conservation, the role of biodiversity and how it can be managed, including the methods and techniques used to sustainably manage wildlife populations. In addition, learners will also develop an understanding of the concept of the biodiversity-based economy and how this can contribute to addressing modern global challenges related to socio-economics.

This qualification can be relied upon by employers to indicate that an individual has the knowledge and understanding to undertake a specific role in the workplace.

1.4 Qualification Structure and Overview: Units, GLH, TQT, Level and Credit Value

The structure of this qualification is as follows:

GA Level 3 Diploma in Sustainable Wildlife Conservation and Biodiversity Management				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
1.The Role of Soil and Rock in Conservation and Biodiversity Management	F/650/0214	6	45	15
2. The Role of Vegetation and Climate in Conservation and Biodiversity Management	H/650/0215	6	45	15
3. Principles of Conservation Ecology	J/650/0216	6	45	15
4. The Role of Biodiversity	K/650/0217	6	45	15
5. Principles of Biodiversity Management	L/650/0218	6	45	15
6. Conservation, Preservation and Wildlife Management Options and Interventions	M/650/0219	6	45	15
7. Principles of a Biodiversity-Based Economy	Y/650/0220	4	30	10

Total Credits	Total GLH*	TQT*
40	300	400 (GLH + 100 Study Hours)

*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

****Total Qualification Time (TQT): Definition**

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the 'Study Time' above. This, including the GLH, provides the Total Qualification Time, or TQT, and 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 this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualifications within this specification are designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

1.5 Rules of Combination

This qualification consists of seven mandatory units. There are no optional units.

The mandatory units within each qualification are detailed in Section 1.4 above. Candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the mandatory units.

The learning outcomes and assessment criteria for each unit are provided in Section 4 below.

There are no further rules of combination.

1.6 Intended Audience, Age and Entry Requirements

This qualification is ideal for learners who work in, or intend to enter, a wildlife conservation and biodiversity management related career.

This qualification is intended for learners aged 16 and above.

There are other no formal entry requirements for this qualification; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above) or equivalent).

It is recommended that prior to commencing a programme of study leading to this qualification, candidates receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

1.7 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Level 3 Diploma in Sustainable Wildlife Conservation and Biodiversity Management is an ideal qualification from which a learner might progress onto higher level study, practical occupational training or a career in sustainable wildlife conservation and biodiversity.

Careers in this sector include marine animal welfare officers, ecologists and a wide range of careers in research-based and conservation roles.

1.9 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.10 Grading

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

1.11 Qualification Availability

This qualification is available via GA Approved Centres in the UK and internationally. If you would like further information on offering this qualification, please contact us.

Our contact details appear on our website, www.gatehouseawards.org

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be accessed by approved GA centres, or upon request.

2.2 Assessment and Quality Assurance Model

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Registering Candidates & Unique Learner Numbers

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 2 years. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.4 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering these GA qualifications must ensure that they have the following resources in place.

3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

Requirements for Teachers and Assessors

Those delivering and assessing this qualification must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Verifier.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)

Assessors may have one or several appointed Internal Moderators.

This qualification are assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess candidate performance using a range of methods
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - V1 Conduct internal quality assurance of the assessment process
 - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

External Moderation (also referred to as External Quality Assurance or EQA)

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

3.2 Assessment of Candidates

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

3.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.9 Teaching and Learning Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high-quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

GA provides additional resources for this qualification on the relevant qualification page of the website: www.gatehouseawards.org

Please note, any references to books, journals, websites or other third-party materials and publications made in this Qualification Specification are made in good faith only and Gatehouse Awards does not accept responsibility for the content of such materials or any opinions expressed within them.

3.11 Results

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

3.12 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

3.13 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

3.14 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

3.11 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 GA Level 3 Diploma in Sustainable Wildlife Conservation and Biodiversity Management (610/0048/3)

Mandatory Unit		GLH	Credits	Unit Reference
1	The Role of Soil and Rock in Conservation and Biodiversity Management	45	6	F/650/0214
The learner can understand how wildlife conservation and biodiversity management starts with the soil, as well as understand rock types and how they affect soil composition. Learners will also develop an understanding of the rock cycle, the process by which soil is made, and the role and mechanisms of weathering and erosion.				
Assessment Guidance				
No additional assessment guidance is available for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand why wildlife conservation and biodiversity management starts with the soil	1.1 Explain why soil conservation is the starting point for conservation and biodiversity management
2 understand rock types and how they affect soil composition	2.1 List the three categories of rock
	2.2 Describe the characteristics of each category of rock
	2.3 Give a minimum of one example of each category of rock
	2.4 Identify the soil types commonly associated with each of the major rock categories.
3 understand the rock cycle	3.1 Describe the rock cycle
4 understand the process by which soil is made	4.1 Describe the process by which soil is made
	4.2 Explain why the soil making process is important to wildlife and biodiversity conservation

5 understand the role and mechanisms of weathering and erosion	5.1 Describe the mechanisms of the three types of weathering
	5.2 Explain the difference between weathering and erosion
	5.3 Explain the role of erosion in the formation of soil
	5.4 List two common causes of erosion
	5.5 Discuss the impact of wildlife on erosion
	5.6 Discuss how human actions impact on erosion
	5.7 Describe interventions to mitigate erosion
	5.8 Describe interventions to reverse the effects of erosion

Mandatory Unit		GLH	Credits	Unit Reference
2	The Role of Vegetation and Climate in Conservation and Biodiversity Management	45	6	H/650/0215
Learners will develop an understanding of how the climate affects soil and vegetation and the role of vegetation in soil conservation. The Learner will also understand plant succession and climax vegetation as well as understanding the influence of soil and climate in determining vegetation types. In addition, the Learner will come to understand the concept of 'invasive alien vegetation' and its implications for wildlife conservation and biodiversity.				
Assessment Guidance				
No additional assessment guidance is available for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand how the climate affects soil and vegetation	1.1 Distinguish between macro and micro climate
	1.2 Discuss the impacts of both macro and micro climate on soil
	1.3 Explain the difference between vegetation and vegetation type
	1.4 Explain the connection between macro climate and vegetation type
	1.5 Explain the influence of micro climate on vegetation
2 understand the role of vegetation in soil conservation	2.1 Describe the soil nutrient cycle
	2.2 Describe the impact that deforestation can have on soil
3 understand plant succession and climax vegetation	3.1 Describe the typical plant succession cycle
	3.2 Define the concept of climax vegetation
4 understand the influence of soil and	4.1 Explain the connection between soil, climate and vegetation types

climate in determining vegetation types	4.2 Explain the influence of soil and climate on vegetation types
5 understand the concept of 'invasive alien vegetation' and its implications for wildlife conservation and biodiversity	5.1 Define 'alien vegetation'
	5.2 Describe how alien vegetation can become invasive
	5.3 Explain the implications of 'invasive alien vegetation' on biodiversity conservation.
	5.4 Discuss methods of controlling invasive alien vegetation

Mandatory Unit		GLH	Credits	Unit Reference
3	Principles of Conservation Ecology	45	6	J/650/0216
Learners will gain an understanding of ecology in the context of wildlife conservation and biodiversity management, whilst developing their understanding of ecosystems and ecosystem services. Learners will also understand trophic levels, the energy cycle, food chains and food webs in the context of wildlife conservation and biodiversity management. In addition, Learners will also come to understand ecological niche in the context of wildlife conservation and biodiversity management.				
Assessment Guidance				
No additional assessment guidance is available for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand ecology in the context of wildlife conservation and biodiversity management	1.1 Define 'ecology'
	1.2 Critically discuss the meaning of conservation in the context of nature
	1.3 Describe how ecology is important to sustainable wildlife conservation and biodiversity management
2 understand ecosystems in the context of wildlife conservation and biodiversity management	2.1 Define 'ecosystem'
	2.2 Describe the difference between biotic and abiotic elements of an ecosystem
	2.3 Give examples of biotic and abiotic ecosystems
	2.4 Describe how an ecosystem functions
	2.5 Describe the difference between macro and micro ecosystems
	2.6 Give examples of macro and micro ecosystems
3 understand ecosystem services in the context of wildlife conservation and	3.1 Define 'ecosystem services'
	3.2 Summarise the importance of ecosystem services

biodiversity management	3.3 Describe the following ecosystem services: • provisioning services • regulating services • cultural services • supporting services
4 understand trophic levels, the energy cycle, food chains and food webs in the context of wildlife conservation and biodiversity management	4.1 Describe the concept of trophic levels
	4.2 Explain the meaning of the terms: • consumer • producer • decomposer
	4.3 Identify commonly categorised trophic levels
	4.4 Give examples of biotic elements in each of the trophic levels
	4.5 Explain how the energy cycle is sustained with reference to the mechanism of energy flow between trophic levels
	4.6 Describe the difference between renewable energy and non-renewable energy
	4.7 Explain why trophic levels and the energy cycle are important to sustainable wildlife conservation and biodiversity management
	4.8 Describe the concepts of food chains and food webs
	4.9 Give examples of food chains and food webs
	4.10 Identify how food chains and food webs are relevant to sustainable wildlife conservation and biodiversity management
5 understand ecological niche in the context of wildlife conservation and biodiversity management	5.1 Describe the concept of ecological niche
	5.2 Discuss the implications of competition between species for the same ecological niche
	5.3 Discuss ways in which plants and animals avoid competition

Mandatory Unit		GLH	Credits	Unit Reference
4	The Role of Biodiversity	45	6	K/650/0217
Learners will develop an understanding of the pivotal role of biodiversity in the natural world, how biodiversity can be lost and what actions might be taken to protect biodiversity. Learners will know how animals and plants relate and communicate with each other and how ecosystems interconnect and support life. In addition, Learners will also understand how biodiversity contributes to the resilience of ecosystems.				
Assessment Guidance				
No additional assessment guidance is available for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand the pivotal role of biodiversity in the natural world	1.1 Define 'biodiversity'
	1.2 Discuss how managing a protected area (e.g. game reserve) for biodiversity objectives may result in management conflicts and the trade-offs which may result
	1.3 Discuss the link between biodiversity and ecosystem services in the context of: - provisioning services - regulating services - cultural services - supporting services
	1.4 Describe the effects of biodiversity loss on: - soils - climate - energy cycle - ecology resilience
2 understand how biodiversity can be lost and what actions might be taken to protect biodiversity	2.1 Describe common causes of biodiversity loss
	2.2 Describe a range of actions that conservation managers can take to conserve biodiversity
3 understand how animals and plants	3.1 Describe the three different groups of symbiotic relations, providing examples in nature

	relate and communicate with each other	3.2 Describe different ways animals and plants communicate, providing examples
4	understand how ecosystems interconnect and support life	4.1 Critically analyse how groups of biotic and abiotic elements interact with one another to form a complex whole that operates as life supporting system
5	understand how biodiversity contributes to the resilience of ecosystems	5.2 Critically analyse the impact of biodiversity on ecosystem resilience in the context of traumatic climatic events (e.g. drought)

Mandatory Unit		GLH	Credits	Unit Reference
5	Principles of Biodiversity Management	45	6	L/650/0218
The learner will develop an understanding of open and closed natural systems, succession and the factors which influence it as well as coming to understand cumulative change and the impact of this on biodiversity. Learners will also understand how the vegetation of a closed system determines the wildlife the system can sustain and understand how invasive alien plants threaten biodiversity and the management interventions which can mitigate these threats.				
Assessment Guidance				
No additional assessment guidance is available for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand open and closed natural systems	1.1 Describe 'open' and 'closed' natural systems and their ecological features, providing examples of each
	1.2 Discuss the difference between 'migration' and 'immigration' in ecological terms
2 understand succession and the factors which influence it	2.1 Describe 'plant succession'
	2.2 Discuss the factors that influence plant succession
3 understand cumulative change and its impact on biodiversity	3.1 Discuss why biodiversity management in closed systems is important
	3.2 Identify vegetation-related issues that impact on biodiversity
4 understand how the vegetation of a closed system determines the wildlife the system can sustain	4.1 Describe different categories of herbivores and provide examples of each
	4.2 Discuss the concept of 'carrying capacity'
	4.3 Discuss the concept of 'species mix'
	4.4 Discuss interventions for the mitigation of two types of closed system vegetation management issues
5 understand how invasive alien plants threaten biodiversity and the management	5.1 Define 'invasive alien plant'
	5.2 Describe in ecological terms how an alien plant becomes an invasive alien plant

interventions which can mitigate these threats	5.3 Critically discuss three categories of invasive alien plant controls and the implications of each
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Mandatory Unit		GLH	Credits	Unit Reference
6	Conservation, Preservation and Wildlife Management Options and Interventions	45	6	M/650/0219
The learner will understand the differences between the concepts of conservation, preservation and wildlife management and when and why it would become necessary to manage wildlife populations using a range of management options that are available. Learners will develop their understanding of the factors that aid in wildlife management decision-making, the different management interventions within the different management options available. In addition, the Learners will also understand animal behavioural ecology within population dynamics and management.				
Assessment Guidance				
No additional assessment guidance is available for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand conservation, preservation and wildlife management	1.1 Describe what is meant by 'safe' and 'unsafe' populations
	1.2 Critically discuss the differences between wildlife management, conservation management and preservation management
2 understand when and why it is necessary to manage wildlife populations and the management options that are available	2.1 Explain the ecological principle of productivity in wildlife populations
	2.2 Describe the term 'sustainable carrying capacity'
	2.3 Produce a population growth curve showing the stages from 'low' through 'high' to 'zero' productivity
	2.4 Describe the ecological principle of 'acceptable limits of change'
3 understand factors that aid in wildlife management decision-making	2.5 Critically discuss the application of preservation management, wildlife management and conservation management options at appropriate stages of population growth
	3.1 Describe how wildlife population dynamics impacts on decision-making in wildlife management, with reference to: • social structures • breeding cycles • species mix • natural population controls • indicators of overpopulation

4 understand different management interventions within the different management options available	4.1 Describe a range of management interventions, including: • wildlife introduction • adaptive management • game capture • culling • hunting • contraception
5 understand animal behavioural ecology within population dynamics and management	4.2 Explain which interventions are appropriate under which of the different types of management options 5.1 Describe how population dynamics is affected by the following aspects of behavioural ecology: • home ranges • territories • competition • survival strategies

Mandatory Unit		GLH	Credits	Unit Reference
7	Principles of a Biodiversity-Based Economy	30	4	Y/650/0220
Learners will develop an understanding of the concept of a biodiversity-based economy and the value of sustainable-use conservation within a biodiversity-based economy. The Learner will also understand how management interventions can generate economic benefits and develop their understanding of the role of animal rights organisations within biodiversity conservation.				
Assessment Guidance				
No additional assessment guidance is available for this unit.				

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 understand the concept of a biodiversity-based economy	1.1 Identify a range of ecosystem services and how these contribute economically to society
	1.2 Identify a range of social and economic benefits of a biodiversity-based economy
	1.3 Critically discuss ways in which a protected area can contribute socio-economically to a local community
	1.4 Discuss the role that wildlife plays, socially and economically, in a biodiversity-based economy
	1.5 Critically discuss the positive and negative impacts of eco-tourism on a biodiversity-based economy
2 understand the value of sustainable-use conservation within a biodiversity-based economy	2.1 Critically discuss sustainable-use conservation, providing examples of how this benefits conservation and the local economy
	2.2 Describe the dependence on biodiversity of poor communities and the importance of sustainable-use conservation
3 understand how management interventions can generate economic benefits	3.1 Give examples of day to day natural resource management interventions which can support sustainable business opportunities
	3.2 Describe how such interventions can support sustainable business opportunities

4 understand the role of animal rights organisations within biodiversity conservation	4.1 Critically analyse of the aims and values of the animal rights movement
	4.2 Discuss the impact of organisations within the animal rights movement on the following: • the economic implications for biodiversity conservation • sustainable-use conservation and the functioning of a biodiversity-based economy

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as 'CRAVES'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

3.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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