

HUNTER LEAP TRAINER'S GUIDE

TRAINING STANDARDS AND TECHNIQUES FOR FACE-TO-FACE DELIVERY



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Hunter LEAP Trainer's Guide: Delivering the R-Licence Accreditation Course

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More information

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Introduction

Hunter LEAP (Learning, Education and Accreditation Program) is NSW's hunter education and training program. Through Hunter LEAP, the NSW Department of Primary Industries and Regional Development (DPIRD) acknowledges the important role of hunter education and training in successful regulated hunting programs.

Hunter LEAP aims to develop and maintain a high standard of hunter education and awareness within the hunting community, leading to safe hunting practices and responsible, safe and ethical hunters in NSW.

The primary role of a Hunter LEAP Trainer is to educate new and experienced hunters about safe and responsible hunting techniques that also satisfy legislative requirements and public expectations in NSW.

Each time a hunter takes to the field, they must make important decisions about safety and their behaviour – Hunter LEAP education and training gives hunters the information they need to make the right decisions.

This *Hunter LEAP Trainer's Guide: Training standards and techniques* will help you to understand your obligations as a Trainer – to the people you teach as well as to DPIRD. It's a one-stop-shop for guidance and support to help you present Hunter LEAP material in a clear, informative and engaging manner.

This guide will help you to assess participants fairly and impartially, especially if you are delivering training to meet a legislative requirement, such as for the NSW Restricted Game Hunting Licence (R-Licence). It highlights the necessary skills and attributes required to educate hunters with information to help them become proficient and ethical hunters.

Hunter LEAP vision: Safe, responsible, knowledgeable and ethical hunters

To achieve this vision, education and training material will:

- emphasise the importance of safe use of firearms, bows and other hunting equipment
- focus on ethical hunting practices, such as the importance of seeking permission to hunt on any land
- set the standard for humane treatment of hunted animals to reduce animal welfare issues
- emphasise safety when hunting on private or public land
- provide knowledge of hunting techniques and an understanding of game and feral animal behaviour
- reduce illegal hunting incidents through education and encouragement of voluntary compliance.

PART 1 – How the NSW Government regulates hunting

The Department of Primary Industries and Regional Development (DPIRD) is the government agency responsible for protecting, supporting and developing regional NSW. DPIRD works towards the twin objectives of growing primary industries and supporting regional economic development to deliver long term benefits to regional communities including building stronger primary industries, driving

regional investment and economic development, overseeing productive and sustainable land use and natural resources, delivering regional infrastructure and grant programs and helping strengthen social cohesion.

NSW DPIRD Hunting sits within the Fisheries and Forestry division of DPIRD and is responsible for administering the *Game and Feral Animal Control Act 2002* (the Act) and the Game and Feral Animal Control Regulation 2022 (the Regulation). Some of the unit's functions are to:

- administer game hunting licensing services
- implement and conduct game hunting enforcement and compliance operations
- deliver hunter education courses
- administer public land hunting and native game bird management
- undertake research into game and feral animal control.

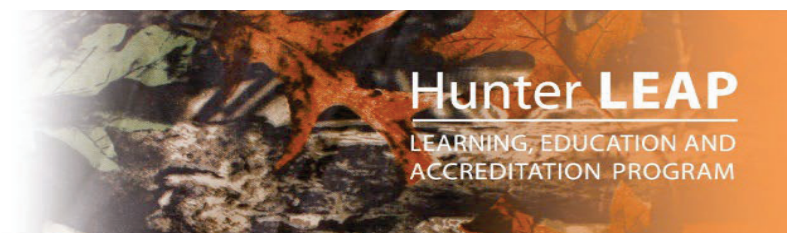
NSW DPIRD Hunting and Hunter LEAP

NSW DPIRD Hunting comprises three branches:

1. Licensing, Stakeholders and Education
2. Compliance, Operations and Intelligence
3. Business Support.

The Education and Training Team, responsible for Hunter LEAP, is part of the Licensing, Stakeholders and Education branch.

Hunter LEAP is a collection of education packages that are available to hunting organisations and industry businesses for the benefit of their members and customers. It makes hunter education accessible and flexible and provides hunters with opportunities to continually increase their knowledge and update their skills.



Hunter LEAP offers accredited Providers and Trainers access to:

- the R-Licence Accreditation Course
- firearms and hunting safety training
- short courses and workshops on a variety of hunting topics.

The Firearms and Hunting Safety Course is approved by the NSW Police Force Firearms Registry and satisfies the requirements of Section 10(3)(a) of the *Firearms Act 1996* for the purpose of gaining a Firearms Licence. If you would like to deliver this Hunter LEAP course, you must also be an approved trainer with the NSW Police Force Firearms Registry.

Hunter LEAP training packages include everything you need to deliver training safely and expertly, from the session plan through to the content and participant notes.

PART 2 – Hunter LEAP program management and training standards

Why educate hunters?

The Act and Regulation managed by NSW DPIRD Hunting have two objectives:

1. to provide for the effective management of introduced species of game animals, and
2. to promote responsible and orderly hunting of those game animals on public and private land and of certain pest animals on public land.

To ensure safe and responsible hunting, especially on public land, the Act specifies that NSW Restricted Game Hunting Licence (R-Licence) students must first be a member of an Approved Hunting Organisation (AHO) and complete ‘**adequate training**’ for the activities that are authorised (public land hunting)

Section 10 of the Regulation specifies that adequate training must cover:

- relevant provisions of the Act, the Regulation and the NSW Game Hunting Licence Code of Practice
- principles for the safe use of firearms, bows and other hunting equipment
- ethics of hunting, including laws relating to trespass
- animal welfare issues relating to hunting
- such other matters as considered appropriate.

Although these legislative requirements apply to R-Licences only, Hunter LEAP Providers and Trainers may access and facilitate many other DPIRD hunter education training packages for their community.

Through hunter education and training, standards for safe hunting practices are set and maintained while hunter participation increases and generates economic benefits throughout NSW.

Program management

Hunter LEAP Providers and Trainers are required to comply with the **Hunter LEAP Policy**. You can find the policy as well as additional information on website. Please take the time to read the policy closely and make sure you understand your responsibilities.

You must also comply with the contents of this guide and any directions that you receive from DPIRD Hunting.

It is important to remember that each time you deliver a Hunter LEAP course you are representing DPIRD Hunting as well as your Hunter LEAP Provider. Your level of professional behaviour should reflect this responsibility.

Hunter LEAP Providers

Providers can be either of the following entities:

1. Approved Hunting Organisations (AHOs)

An AHO is a hunting club or organisation that has applied for and received 'approved' status to qualify their members for a NSW Restricted Game Hunting Licence (R-Licence).

AHOs are accredited and managed under the NSW [DPIRD Hunting AHO Policy, available on the DPIRD website.](#)

To become an AHO, hunting clubs and organisations must:

- Provide evidence or a statement of how the club or organisation aligns with Object 3(b) of the Game and Feral Animal Control Act 2002, which is 'to promote responsible and orderly hunting of game animals on public and private land and of certain pest animals on public land'.
- Nominate a minimum of two office bearers.
- Ensure a current, actively monitored phone number and email address is provided.

AHOs must be able to provide their members with a membership card (physical or digital) or a member letter or email as proof of membership that includes the:

- AHO name
- member name
- membership number, and
- membership expiry date.

This allows their members to apply for or renew an R-Licence. A club is defined as an organisation that complies with the *Registered Clubs Act 1976*.

AHOs that are accredited as Hunter LEAP Providers must then nominate Hunter LEAP Trainers to deliver the training material provided through Hunter LEAP.

Once accredited, Trainers may then deliver the R-Licence Accreditation Course and other courses on behalf of their Hunter LEAP Provider.

2. Hunting industry businesses

Hunting industry businesses may also seek accreditation as a Hunter LEAP Provider and nominate Hunter LEAP Trainers to deliver education and training through Hunter LEAP.

To qualify for accreditation as a Hunter LEAP Provider, hunting industry businesses must:

- be a hunting or outdoors business (hunting, fishing, disposals, camping or rural supplies)
- have a current Business Registration Certificate.

Being a Hunter LEAP Trainer

Hunter LEAP Trainers work with NSW DPIRD Hunting to educate hunters and promote the benefits of safe and ethical hunting practices. As a trainer, you are committed to pass on your knowledge professionally and ethically.

Knowledge

Effective Hunter LEAP trainers are knowledgeable and familiar with the Hunter LEAP Training Packages and legislation relevant to hunting in NSW. Acts and Regulations that may impact on hunting are available on the [NSW Legislation website](#).

Qualities of an effective trainer

Hunter LEAP Trainers are valued members of the hunting community and are expected to encourage and influence the next generation of hunters and enthusiasts. As a Trainer, you will be a role model to those you teach and a valued representative of your Hunter LEAP Provider.

DPIRD expects that Hunter LEAP Trainers are of good character and are willing to share their knowledge and services. You are an important link between NSW DPIRD Hunting and your local hunting community. Educating hunters and the community on best practice hunting techniques and the rules and regulations for hunting is fundamental to the operation of regulated hunting in NSW.

Hunter LEAP Trainers should:

- be approachable
- actively listen
- be creative
- be patient and understanding to learners needs
- facilitate strategic training
- encourage learner engagement
- have knowledge of current learning trends
- offer fair and constructive feedback.

Hunter LEAP Trainers should not:

- carry out any other function besides education and training based on Hunter LEAP material, as stated in the Hunter LEAP Policy
- promote their personal views, such as religious beliefs and political views
- seek personal or financial gain; for example, promoting or endorsing a private business or product
- identify themselves as an employee of DPIRD.

Trainers are entrusted with a great deal of responsibility; it is expected that you perform and act professionally, keeping the community's best interests at heart.



Hunter LEAP Trainer's Code of Conduct

The Hunter LEAP Trainer's Code of Conduct will help you to act ethically and appropriately while delivering Hunter LEAP education and training.

When delivering Hunter LEAP material, Trainers must:

- always comply with the Hunter LEAP policy
- act ethically and with integrity
- operate free of the influence of drugs or alcohol
- be aware of and practice equal opportunity, work health and safety and awareness of other cultures
- make decisions fairly, impartially, and promptly, considering all available information, legislation, policies, and procedures
- treat members of the public and colleagues with respect, courtesy, honesty, and fairness, and have regard for their interests, rights, safety, and welfare
- not harass, bully, or discriminate against colleagues or members of the public
- respect the confidentiality and privacy of all information, and manage that information according to the *Privacy and Personal Information Protection Act 1998*
- ensure the secure storage of sensitive or confidential information.

Types of Hunter LEAP training

The structure of Hunter LEAP allows for flexible delivery of course content. Training packages are tailored to a specific audience and offer different modes of delivery, resulting in greater control over the learning and development of participants.

Below is an overview of the packages offered through Hunter LEAP.

The information in this guide assists trainers to prepare and deliver Hunter LEAP educational material. Preparation is the key to a successful learning experience; it builds confidence in the trainer which gives the learner a more positive experience.

R-Licence Accreditation Course

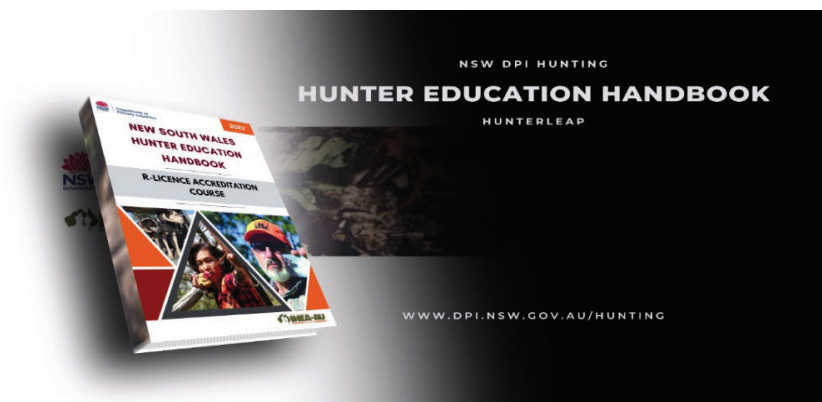
NSW DPIRD Hunting has developed an approved course of training for R-Licence students that satisfies the legislative requirements, known as the R-Licence Accreditation Course. The course is based on the Hunter Education Handbook and is an open-book, multiple-choice test.

‘Open-book test’ means the student can look through the Hunter Education Handbook to find the answers. This form of testing is common as it evaluates your learner on understanding rather than recalling and memorising information. In contrast to conventional examinations, it is ideally suited to teaching programs that aim to develop the skills of critical and creative thinking.

The course offers two modes of delivery.

1. Online – students can complete the course on their own and at their own pace.
2. Face to face –students complete a paper based or blended version of the course, utilising both online and paper-based learning resources, with a Hunter LEAP trainer.

Before delivering this training package, you should read and understand the *Hunter LEAP Trainer’s Guide: Delivering the R-Licence Accreditation Course*.



What learners should expect

The course has been divided into two sections:

1. Compulsory learning – NSW Hunter Education Program

Section 1 contains compulsory learning that covers the basic knowledge required to be a safe, ethical and responsible hunter. It covers:

- hunting laws in NSW
- being an ethical and involved hunter
- animals, identification, and welfare
- hunting on public land
- hunting on private land
- outdoor safety and survival
- being a safe hunter
- hunting techniques.

Students must then complete the R-Licence categories found in Section 2 of the course.

2. R-Licence categories

There are three hunting methods permitted to be used when hunting on public land in NSW:

- firearms (rifles, shotguns and blackpowder firearms)
- bows
- dogs.

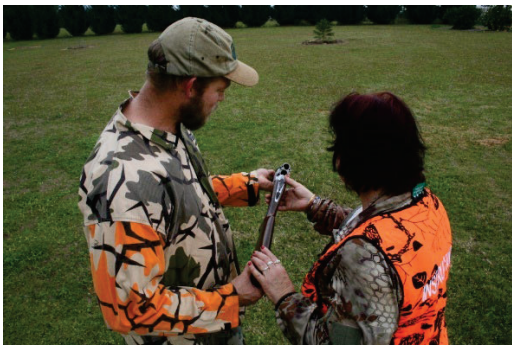
These methods are referred to as 'R-Licence categories'. To use any of these hunting methods on public land, hunters must first become accredited for the relevant category by completing the training module in Section 2 of the course.

- a. Online training – Hunters will complete all R-Licence categories and can choose which categories they attach to their R-Licence when they apply to NSW DPIRD Hunting.
- b. Face-to-face training – Hunters can choose to complete any combination of the R-Licence categories, but must complete at least one.

Firearms and Hunting Safety (Long-arms) Course

All new NSW Firearms Licence students must complete and pass a NSW Police approved firearms safety course. The DPIRD Firearms and Hunting Safety (Long-arms) Course is an approved course for firearms licence students in NSW and the ACT.

This course is for long-arm firearm use or ownership only; Category H (Pistols) licence students are required to undertake a separate course.



The firearms course offers three modes of delivery:

1. theory and practical assessment only
2. classroom based training, followed by theory and practical assessment
3. classroom and live-firing range training, followed by theory and practical assessment.

Trainers delivering this course must also be an approved firearms safety instructor with the NSW Police Force Firearms Registry.

It is each Trainer's responsibility to determine the level of training required by each candidate. Some candidates will have read the study material and have extensive experience in handling and using firearms. Understanding your students will allow you to tailor the training to their specific needs.

Comprehensive support material is provided with this training package including session plans, risk assessment templates, legal declarations, accreditation booklets and reference material.

Hunting technique short course and workshop training packages

Hunter LEAP short courses and workshops offer a variety of topics about practical, safe, and humane hunting in the field. Short courses are designed to be delivered during one session of approximately eight hours and usually involve some continuing study or field application after the course. They are presented in a lecture format, where one or multiple trainers deliver information from their field of expertise.

Support material provided with Hunter LEAP short course and workshop packages provide all the templates and planning tools you need to deliver the material effectively.

Assessments

Some Hunter LEAP packages contain assessments such as the R-Licence Accreditation Course and the Firearms and Hunting Safety (Long-arms) Course. Assessments are used to evaluate learners understanding and skills at the end of the course.

Hunter LEAP assessments use a variety of delivery and examination methods such as:

- standardised tests
- open-book exams
- face-to-face theory sessions
- practical demonstrations.

Hunter LEAP training material is standardised in a ready-to-deliver format. However, you must identify the needs of your students and adapt the package to suit. This is the most important aspect of your duty as a Trainer and ultimately shapes your learner's experience.

There is likely to be a wide range of abilities among your students. You should be able to identify those who are having difficulties and provide them with additional guidance where required. The assessments will help you understand whether the learner has obtained the skills or knowledge to the level required, as set out in the learning outcomes.

While it is expected that you will encourage and help them to learn, they must complete the assessment exercises on their own. If they initially do not pass, they must repeat the course work until they are sufficiently competent.

For practical assessments, it is best practice to allow the participant to run through each exercise before attempting the assessment. Where firearms and ammunition are involved, you must conduct a thorough safety briefing before participants handle any firearms or ammunition. If the practical assessment is conducted at a range, the rules for that range will also need to be explained to your students.

You are encouraged to provide feedback to each participant when the theory and practical assessments are complete. Your feedback should focus on the questions and actions that they did not achieve, if any, and provide details to further their understanding. This is particularly important for participants who are not yet competent and need to re-attempt a course.

In summary, when conducting assessments Hunter LEAP trainers should:

- follow the Trainer's Guides carefully for each training package
- keep accurate records where required
- account for all copies of assessment material to ensure its security

- treat all participants impartially, fairly, and sensitively
- encourage and assist your participants to learn
- not allow friendship or personal views to influence the result of any assessment
- not ignore any instances of cheating
- insist on absolute compliance during any practical sessions involving hunting equipment
- set the right example of personal safety behaviours
- immediately correct any instances of unsafe behaviour

PART 3 – Training and teaching

Learning styles

To be an effective presenter of education material it is important to understand the different types of learners. There are four primary learning styles:

- visual
- auditory
- read-write
- kinaesthetic.

People, particularly adults, use a variety of these learning styles, however one is usually dominant. You should familiarise yourself with the characteristics of each learning style and the strategies to address the needs of each type of learner when you deliver a course or training package.

Visual learners

- Learn by seeing and visualising.
- Respond well to diagrams, demonstrations, props.
- Enjoy visualising diagrams of what they hear.
- Notice the trainers' body language.



Auditory learners

- Learn by listening and verbalising.
- Prefer to hear facts, details, clear vocal presentations and audio.
- Like to discuss what they've heard.
- Concentrate on the trainers' voice and tone.
- Speak slowly and tend to be great listeners without interrupting



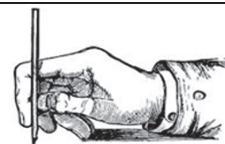
Read/write learners

- Learn by taking notes.
- Respond to articulate teachers who put a lot of information in notes.
- Will re-write their notes to help them absorb the information.
- Enjoy reading.
- Prefer to study alone to avoid distractions.



Kinaesthetic learners

- Learn through trial and error.
- Prefer to use their hands.
- Like to participate in groups.
- Use all their senses to understand the learning.

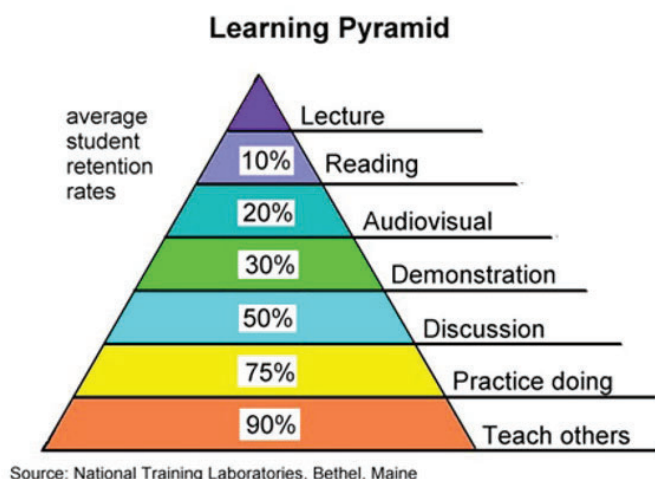


How we learn

Learning is best described as behavioural change. Learners acquire knowledge and skills that enable them to put their learning into practice. People learn best through experience. A trainer's role is to provide that experience, not just to impart knowledge.

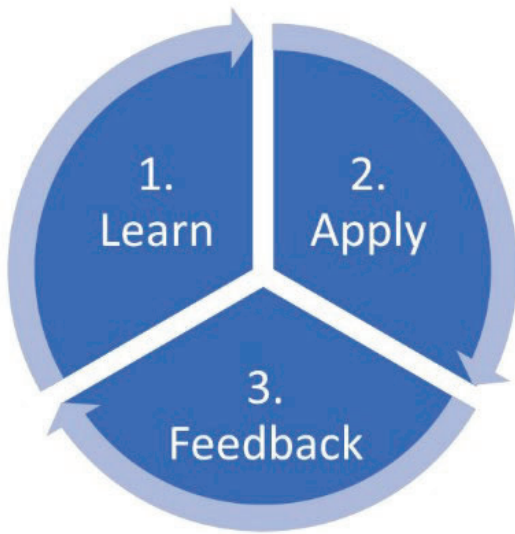
Most people learn a great deal of information only to forget most of it shortly after. This is because they have not been able to put that knowledge into practice or associate it with a personal experience.

The learning pyramid below shows the relationship between learning scenarios and information retention.



Each learner has an individual learning style and brings with them different levels of knowledge, expertise, and skills. As a Trainer, it is imperative to recognise the diversity of the group and adjust your methods accordingly. A successful trainer will adapt to their learners needs by listening to their responses and questions first and then tailoring the program to suit.

The diagram below is a simple tool to illustrate how learners absorb and retain information learnt during a course. Participants learn best by putting new information into practice as soon as possible.



Provide feedback immediately to enhance their learning experience. You can also make any corrections needed and offer other opportunities to practice.

Use these tips when applying the model.

- Short, concise pieces of information are easy to absorb and will keep the learners involved.
- Always allow time to review the content and answer questions.
- By keeping it short and sharp, you can apply the practice step immediately.
- Life experience is a primary learning resource; the experiences of others add enrichment to the learning process. Telling short stories to illustrate your points is an effective and engaging way to add to the process.
- Watching the learner apply the knowledge helps to identify their level of understanding and learning outcomes.
- Feedback should be immediate and allows you to clarify or apply corrective measures.

Teaching techniques

Preparation and planning are key to calming the nerves of first-time trainers. Planning helps ensure that the course you are delivering runs smoothly and that the learning objectives will be met.

Planning begins with thinking about what you want the learners to understand or what skills you would expect them to learn and demonstrate by the end of the course. Being well prepared will give you all the confidence and knowledge you need to deliver the course effectively. The better organised you are, the less nervous you will be.

Each Hunter LEAP Training Package contains the templates and planning tools you need for each course. A summary of these is below.

How to prepare

Know the objectives

Each Hunter LEAP training package has an individual assessment guide and session plan designed to assist you to deliver the material effectively and meet the learning objectives of the course. Understanding the objectives gives you a clear goal and outlines what the course is aiming to achieve.

Know your subject

One characteristic of a successful trainer is subject knowledge. It is important that trainers have a thorough knowledge of the educational material they are required to deliver so that learners can be confident in your ability and experience.

An effective trainer will put in the extra effort to study assessment guides and research other relevant material. They will also incorporate their own knowledge and experiences to answer any questions.

Presenting

It is important to be yourself and use language that you are comfortable with – you will better connect with your audience if you have confidence in delivering the material.

Trainers are required to deliver educational material in a way that caters to all learning styles. Being an effective communicator will help you engage the learner. Remember to speak in a professional conversational tone. You are not making a speech but rather you are talking with the class.



When the course requires more than one instructor, everyone should be well rehearsed and know exactly what each other will do and when to do it.

Here are a few points that will help you with your presentation skills.

- Outline your experience early for the group, to establish your credibility.
- Speak clearly and slowly.
- Use eye contact, talk to the class.
- Don't swear or use profanities.
- Use simple terms to explain your point.

- Keep your voice calm and natural.
- Use gestures to add emphasis to the material.
- Move around the floor, but don't pace or stand in one spot.
- Don't try and cram too much information into your time slot.
- Make the course interactive, ask the learners questions and get them involved in the practical elements.
- Commit to finding answers to questions you don't know and pass it on later.
- Explain what you are doing and why it needs to be done in a certain way.
- Make your presentation balanced and as free from bias as possible.
- Use your own facts and experiences to support the course information.
- Include participants during your delivery to help facilitate the process of learning; for example, use a member of the audience to hold a prop while you demonstrate.
- Invite questions and discussion from the audience.

Discussion is a teaching strategy that stimulates the learners mind and allows them to process information and develop their own views.

Here are some tips for asking questions that yield powerful responses.

- Use open-ended questions that require discussion and encourage answers beyond yes or no.
- Use 'think back' questions; ask the participants to remember their previous experiences to answer the questions.
- Ask clear and concise questions and make sure your questions only cover one topic or issue at a time.
- Don't shut down participants who answer incorrectly as this may freeze the discussion – acknowledge the effort and then redirect the question to the whole group; for example, you might respond with: 'interesting... I can see how you might come up with that idea, what does everyone else think?'.

Learning aids

Learning aids or props can help illustrate or emphasise a piece of information. Learning aids also help participants remember the connection between the prop and the topic you are talking about. Props are a very effective tool that can help you get some key points across to your audience.

Here are some tips to follow when using a learning aid:

- Ensure the learning aid or prop is relevant to the subject.
- Ensure you practice using the prop and that it is in perfect working order.
- Keep the prop out of the learners sight until you are ready to use it, so it's not a distraction. Then put it away as soon as you have finished with it.
- Introduce the prop to the class before you display it; this ensures the prop is seen as an extension of the learning material and keeps the focus on course subject matter.

- Allow the class to interact with the prop – pass it around the participants and give them a ‘hands on’ learning approach.

Visual aids

Some Hunter LEAP courses can be delivered using a visual aid such as a movie, PowerPoint presentation or online resource. Visual aids can greatly enhance the delivery of any course if used effectively. Visual aids stimulate interest, illustrate points that are hard to explain with words alone and make it easier for the audience to understand your presentation.

Use these tips when delivering courses using visual aids.

- Practice the course before you deliver it to your learners; the visual aid should simply highlight and support the key points of the subject.
- Make sure the screen can be seen by the entire class.
- Talk to the class, not the screen. Use the screen as a reference and direct all your dialogue to the learners.
- Be prepared to deliver the course without the use of the screen; if it can go wrong, it probably will, so always have a backup.
- Practice. Practice. Practice!

Session plans

A session plan is a written instruction of the course and how a trainer will facilitate the program. It outlines the aims and objectives and gives structure to the program. A session plan will guide you through delivery of the course and outlines what materials and teaching aids are required.

The course information and session plan in each Hunter LEAP Training Package provides basic information on the type of course, learning outcomes, structure, timing and any requirements specific to the course. These documents are templates for you to use and you can adapt them to suit course times, locations, and teaching styles.

Hunter LEAP session plans are the framework for you to build the delivery around. Keep in mind the different learning styles of your students as you will need to adjust your delivery accordingly whilst still following the guidelines of the session plan.

Teaching young hunters

There are many young hunters who are eager to learn and develop their skills. As their trainer, you can provide guidance to make hunting both enjoyable and educational for them. There is no greater achievement than spending quality time outdoors with new hunters who are eager to learn.

You were required to complete and maintain a Working with Children Check to be accredited as a Hunter LEAP Trainer. This is a standard requirement for anyone delivering NSW Government courses.

Teaching youth is a different experience to teaching adults. You'll need to keep young minds stimulated and understand that they will look to you for direction and knowledge, more so than your adult learners. Keep the program interesting, structured and inject a bit of fun into the class.

Learning difficulties and disabilities

There are no set rules when training individuals with learning difficulties as learning is an individual process. Trainers who are flexible, understanding, adaptable and caring tend to be more successful with learners. Creating a less restrictive learning environment and allowing all learners to participate is good practice.

Use these tips if you identify a learner who may have learning difficulties or a disability.

- Don't single out anyone who is having difficulty.
- Be positive.
- Use creative methods and visual teaching aids.
- Experiment with alternative methods.
- Allow the learner to practice as many times as necessary (within reason).

Note: There are special requirements for individuals with learning difficulties or disabilities who attempt the R-Licence Accreditation Course – make sure you read and understand these requirements in the *Hunter LEAP Trainer's Guide: Delivering the R-Licence Accreditation Course*.

Risk assessments

Safety at all Hunter LEAP courses is paramount. Make sure that all risk factors are identified and addressed at each individual course and that a risk assessment is completed when required. You must provide the completed risk assessment for viewing and each participant must sign a record of risk assessment register to acknowledge that they understand the identified hazards and controls associated with their participation in that course.

Remember, safety is everyone's responsibility.

Safety procedure and risk assessment templates are provided for most Hunter LEAP Training packages. Contact the Education and Training Team if you would like guidance on how to complete a risk assessment.

Feedback

We encourage you to provide constructive feedback on Hunter LEAP Training Packages. Where required, we'll review and update each training package.

To provide feedback about Hunter LEAP please contact the Education and Training team using the details below.

More information and who to contact

Visit the DPIRD Hunting website for more information on Hunter LEAP and available training packages: www.dpi.nsw.gov.au/hunting.

NSW DPIRD Hunting

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