



**SURVIVAL SCHOOL COURSE**

**NCFE CQ**

**LEVEL 3**

**FIELD CRAFT, ANIMAL OBSERVATION AND TRACKING**

**LEARNING OUTCOMES**

Version 6.0

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**Unit 01      Tracking Sit-Spots**

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**Learning Outcomes:**

The Learner will be able to use their senses, focusing on the details around them using sight, sound and smell, to identify animals.

**Assessment Criteria**

1.1

1. The learner can discuss possible places for positioning whilst in the environment.
2. The Learner can establish a baseline on installation in the environment.
3. The Learner can discuss a time frame of acceptance by other creatures.
4. The Learner can summarise what they heard, have seen, and have smelt.
5. The Learner can analyse the behaviours of creatures around them.

**Range (explanation)**

This unit contains information about the uses and descriptions of a range of techniques and benefits of sit spots including:

- 1) Advantages of the sit spot -relaxation, more in tune to our environment and establish what is the baseline of the surroundings. (Become at one with the environment).
- 2) By using all our senses, we can understand what alters creatures to our presence and we can use this knowledge to enable us to get closer to animals and target species. Review and revise our skills and knowledge.
- 3) Watching how bird and animal behaviour changes from when we first arrive at sit spot to a short time in enables us to understand a time bracket of acceptance within the locality/ environment.

**Internal Assessment Guidance – Unit 01:****Learning Outcome:**

<b>Number</b>	<b>Type of evidence</b>	<b>Additional information (if applicable)</b>
<b>1.1.1</b>	<b>Q/A and D</b>	
<b>1.1.2</b>	<b>Q/A and D</b>	
<b>1.1.3</b>	<b>Q/A and D</b>	
<b>1.1.4</b>	<b>Q/A and D</b>	

<b>1.1.5</b>	<b>Q/A and D</b>	
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Q/A Question and Answer, PD Practical Demonstration, D Discussion

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**Unit 02      Tracking, land and the law**

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**Learning Outcomes:**

The learner will be able to explain the law regarding land and trespass and which laws affect tracking.

**Assessment Criteria**

## 2.1

1. The Learner can identify a public right of way on a map and in the field.
2. The Learner can identify common land/ access land.
3. The Learner can identify which activities are within the law on common ground.
4. The Learner can discuss seasonal dates for hunting.
5. The Learner can explain why seasonal hunting dates would impact fieldcraft and animal observation activities.
6. The Learner can summarise the implications of breaking the law of trespass.

**Range (explanation)**

This unit is designed to explain different laws regarding land access and use. Clarify the differences between permissive, right of way, common/ access land and what activity the general public are allowed to participate in on such land. How land permission forms change the activity range and why.

**Internal Assessment Guidance – Unit 02:****Learning Outcome:**

Number	Type of evidence	Additional information (if applicable)
2.1.1	Q/A, PD and D	
2.1.2	Q/A, PD and D	
2.1.3	Q/A, PD and D	
2.1.4	Q/A, PD and D	
2.1.5	Q/A and D	
2.1.6	Q/A and D	

Q/A Question and Answer, PD Practical Demonstration, D Discussion

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**Unit 03 Tracking Sign Awareness.**

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**Learning Outcomes:**

The learner will be able to interpret behaviours and sign left by animals that they can use to produce a strategy get them closer to the target species in the field.

**Assessment Criteria**

## 3.1

1. The Learner can interpret ground sign for different creatures.
2. The Learner can interpret top sign for different creatures.
3. The Learner can discuss key sign.
4. The Learner can analyse key sign patterns.
5. The Learner can review a time bracket of the track followed.
6. The Learner can identify evidence within the tracking corridor.
7. The Learner can develop a personal tracking pursuit drill.
8. The Learner can discuss why not to run in and contaminate the track environment.
9. The Learner can discuss possible animal route change.
10. The Learner can demonstrate distance judgment in the field.

**Range (explanation)**

This unit encourages the learner to identify a range of tracks, interpret the direction of the track, possible changes in direction/ escape routes, time the track was laid, develop a track pursuit drill/ system or structured thinking process they can follow. An ability to review and revise a creature's behaviours and apply skills to accurately follow a target species.

**Internal Assessment Guidance – Unit 03:****Learning Outcome:**

Number	Type of evidence	Additional information (if applicable)
3.1.1	Q/A, PD and D	
3.1.2	Q/A, D and P/D	
3.1.3	Q/A, PD and D	
3.1.4	Q/A, PD and D	
3.1.5	Q/A	
3.1.6	Q/A and PD	
3.1.7	Q/A and D	

<b>3.1.8</b>	<b>Q/A and PD</b>	
<b>3.1.9</b>	<b>Q/A and PD</b>	
<b>3.1.10</b>	<b>Q/A and PD</b>	

Q/A Question and Answer, PD Practical Demonstration

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**Unit 04****Camouflage - Concealment and Overcoming Animal Defence Mechanisms**

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**Learning Outcomes:**

The learner will be able to examine animal defences to develop foundational skills on how to avoid detection by animals in the field using camouflage, concealment and knowledge of different environments.

**Assessment Criteria**

## 4.1

1. The Learner can identify techniques to overcome animal defence mechanisms involving hearing, sight, smell, touch and vibrations.
2. The Learner can identify where animals live.
3. The Learner can explain why different camouflage patterns help to overcome animal defence mechanisms.
4. The Learner can evaluate why noiseless clothing is important.
5. The Learner can evaluate the categories of camouflage and concealment.
6. The Learner can identify a range of animal and bird calls.
7. The Learner can apply an odourless "wind in your face" strategy as animals have an enhanced sense of smell.

**Range (explanation)**

This unit will guide the learner through a range of animal evolutionary defence mechanisms. Identifying what animals use which sense as a primary defence alarm mechanism and how we can with knowledge, practical skill and equipment overcome the defence mechanisms enabling use to bring the species within range.

**Internal Assessment Guidance – Unit 04:****Learning Outcome:**

Number	Type of evidence	Additional information (if applicable)
4.1.1	Q/A, and D	
4.1.2	Q/A, and D	
4.1.3	Q/A, and D	
4.1.4	Q/A, and D	
4.1.5	Q/A, and D	
4.1.6	Q/A, D and PD	
4.1.7	Q/A, D and PD	

## Q/A Question and Answer, PD Practical Demonstration



**Learning Outcomes:**

The Learner will be able to evaluate daily requirements for hide and shelter routines.

**Assessment Criteria**

## 5.1

1. The Learner can evaluate a safe, informed location for building a hide.
2. The Learner can demonstrate safe cutting techniques with folding saw.
3. The Learner can discuss the production of a hide that they will occupy for the night.
4. The Learner can evaluate safe construction of thermal A-frame.
5. The Learner can evaluate the inception and evacuation bracket of their hide.
6. The Learner can analyse nutritional requirements for a night.
7. The Learner can analyse hydration requirements for a night.
8. The Learner can analyse administrative needs for the night in their hide.
9. The Learner can discuss how they will remain alert and comfortable for the duration in the hide.
10. The Learner can demonstrate positions of comfort in the hide.
11. The Learner can discuss noiseless, odourless habitation of the hide.
12. The Learner can evaluate the ability to observe from the hide location.
13. The Learner can analyse a choice of observational equipment in the hide.

**Range (explanation)**

This unit will guide the learner through a range of techniques in hide/ shelter construction, finding/identifying a good location (using safe cutting techniques), made from natural materials or purpose-made hide materials, suitable to spend the night in. Where thatching materials are not abundant due to terrain or time of year, the thatching / camouflaging may be printed disruptive pattern material to simulate natural materials.

**Internal Assessment Guidance – Unit 5:**

<b>Number</b>	<b>Type of evidence</b>	<b>Additional information (if applicable)</b>
5.1.1	Q/A, D and PD	
5.1.2	Q/A, D and PD	
5.1.3	Q/A, D and PD	
5.1.4	Q/A, D and PD	

<b>5.1.5</b>	<b>Q/A, D and PD</b>	
<b>5.1.6</b>	<b>Q/A, D and PD</b>	
<b>5.1.7</b>	<b>Q/A, D and PD</b>	
<b>5.1.8</b>	<b>Q/A, D and PD</b>	
<b>5.1.9</b>	<b>Q/A, D and PD</b>	
<b>5.1.10</b>	<b>Q/A, D and PD</b>	
<b>5.1.11</b>	<b>Q/A and D</b>	
<b>5.1.12</b>	<b>Q/A and D</b>	
<b>5.1.13</b>	<b>Q/A</b>	

**Learning Outcome:**

Q/A Question and Answer, PD Practical Demonstration

**Learning Outcomes:**

The Learner will be able to evaluate a range of technological equipment's applications in nocturnal fieldcraft.

**Assessment Criteria**

6.1

1. The Learner can discuss accurately position IR camera traps with record mechanism.
2. The Learner can discuss the advantages of multiple IR Camera traps.

**Learning Outcomes:**

The Learner will discuss how to transfer skills from daylight fieldcraft using concealment techniques and technology to identify animals at night.

**Assessment Criteria**

6.2

1. The Learner can discuss how animals have an evolved sense they use at night.
2. The Learner can discuss evolved senses that magnify human presence.
3. The Learner can demonstrate, the use of Infrared light at night.
4. The Learner can evaluate the use of thermal imaging at night.

**Learning Outcomes:**

The Learner will evaluate how use light and movement to stalk and manoeuvre without detection.

**Assessment Criteria**

6.3

1. The Learner can evaluate the use of bright lights and animal behaviour at night.
2. The Learner can discuss the use of coloured filters at night.
3. The Learner can demonstrate movement techniques night.
4. The Learner can demonstrate judging distance at night.
5. The Learner can explain the use of technology at night.
6. The Learner can explain human ability to see at night.

**Range (explanation)**

This unit will guide the learner through a range of animal evolutionary defence mechanisms. Identifying what animals use which sense as a primary defence alarm mechanism and how we can with knowledge, practical skill, a hide, a range of advanced technology overcome the defence mechanisms enabling use to bring the species within range at night.

**Internal Assessment Guidance – Unit 06:**

**Learning Outcome:**

<b>Number</b>	<b>Type of evidence</b>	<b>Additional information (if applicable)</b>
6.1.1	Q/A, D and PD	
6.1.2	Q/A, and D	
6.2.1	Q/A, and D	
6.2.2	Q/A, and D	
6.2.3	Q/A, and D	
6.2.4	Q/A and D	
6.3.1	Q/A, D and PD	
6.3.2	Q/A, D and PD	
6.3.3	Q/A, D and PD	
6.3.4	Q/A and D	
6.3.5	Q/A and D	
6.3.6	Q/A and D	

Q/A Question and Answer, PD Practical Demonstration

**Learning Outcomes:**

The Learner will be able to analyse the practical aspects of animal identification from a hide before closing the time distance gap on a target.

**Assessment Criteria**

7.1

1. The Learner can explain a strategy of advancement towards the target.
2. The Learner can explain actions regarding wind direction.
3. The Learner can demonstrate the deployment of the 7's of camouflage and concealment.
4. The Learner can demonstrate techniques of locomotion in the field.
5. The Learner can demonstrate locomotion in shadows and dead ground.
6. The Learner can demonstrate moving without detection.
7. The Learner can analyse the animal alarm calls.

**Range (explanation)**

This unit will guide the learner through a role-play sequence of predicting animal behaviours. Learners will utilise a newly acquired skill base to outmanoeuvre other learners in a game of hunt/ stalking. The learning will be acquired by how close they can get to another learner who is simulating a target animal, stimulating the senses and behaviours of that animal to avoid being predated.

**Internal Assessment Guidance – Unit 07:****Learning Outcome:**

Number	Type of evidence	Additional information (if applicable)
7.1.1	Q/A, D and PD	
7.1.2	Q/A, D and PD	
7.1.3	Q/A, D and PD	
7.1.4	Q/A, D and PD	
7.1.5	Q/A, D and PD	
7.1.6	Q/A, D and PD	
7.1.7	Q/A, D and PD	
7.1.8	Q/A, D and PD	

Q/A Question and Answer, PD Practical Demonstration