



SURVIVAL SCHOOL COURSE

NCFE

LEVEL 1

Contents

Unit 01	Ethos of Survival, Bushcraft and Wilderness Living Skills	3
Unit 02	Using Cutting Tools	6
Unit 03	Shelters	10
Unit 04	Fire Lighting	12
Unit 05	Water Preparation.....	14
Unit 06	Damper Bread.....	17
Unit 07	Foraging	19
Unit 08	First Aid and Rescue	21

Learning Outcomes:

The learner will:

Investigate and Learn about the Ethos and History of Survival and Bushcraft.

The learner will:

Learn

1.1 The importance of conservation in the woods through

- a. Promotion of the Country Code
- b. Encouraging conservation through careful site selection
- c. Limiting the use of uncoppiced green wood
- d. Understanding the woodland eco-system with reference to habitats
- e. The understanding of which animals and insects live in the woods
- f. 'Leave no Trace'

The learner can:

1.2

- a. Recite the Country Code and explain what it means
- b. Explain how careful selection of areas used in the woods can benefit - conservation
- c. Distinguish and identify what uses wood has when green and dead and what benefit coppicing has to the woodland
- d. Describe the woodland eco-system with specific reference to how trees, insects and animals benefit each other
- e. List the animals living in the woods
- f. Explain the principle of 'Leave no Trace'

The learner will:

Learn

1.3 The legalities of Survival and Bushcraft in the Woods

- a. Knife Law
- b. Laws relating to Traps and Snares
- c. Foraging Law
- d. Access to Land
- e. Use of game

The learner can:

1.4

- a. Describe what is legal with regards to carrying knives in a public place
- b. Explain what is legal when trapping and snaring
- c. Explain what the forager is entitled to collect
- d. Explain what land you are able to walk on
- e. Explain the restrictions of introducing meat into the diet

The learner will:

Learn

1.5 The kit required to spend a night in the woods

- a. Safety kit and procedures
- b. Cutting tools
- c. Sleeping systems
- d. Clothing and boots
- e. Cooking equipment

The learner can:

1.6

- a. Explain what the necessary safety kit and procedures are
- b. Describe suitable cutting tools for bushcraft and survival
- c. Describe the benefits of different sleeping systems
- d. Describe suitable clothing and boots for bushcraft and survival
- e. Describe suitable cooking equipment for bushcraft and survival

Range (explanation)

This module concerns the **ethos** of survival and bushcraft, including the difference between the two, the rule of threes and what aspects of survival and bushcraft are essential and which are not essential.

Can include:

- Difference between Survival and Bushcraft
- The rule of threes
- Different environments and climates
- History of bushcraft and survival

Relevant points:

- Country Code
- Demonstration of kit
- Hand outs of laws

Internal Assessment Guidance – Unit 01:

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information (if applicable)
1.1a	Q/A	
1.1b	Q/A	
1.1c	Q/A	
1.1d	Q/A	
1.1e	Q/A	
1.1f	Q/A	
1.3a	Q/A	
1.3b	Q/A	
1.3c	Q/A	
1.3d	Q/A	
1.3e	Q/A	
1.5a	Q/A	
1.5b	Q/A	
1.5c	Q/A	
1.5d	Q/A	
1.5e	Q/A	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Investigate safe cutting techniques whilst operating with a sheath knife, a folding saw and a bow saw.

The learner will:

Learn

2.1 Knives

- g. General description of sheath knives
- h. Safe withdrawal – hand position
- i. Safe place – light; space; seating; cutting block
- j. Safe position – danger triangle; cut away; clear arc
- k. Safe replacement – clean blade; concentrate
- l. Safe passing – eye contact; sheathed or handle first, blade uppermost

The learner can:**2.2**

- g. Describe and explain the benefits and parts of sheath knives
- h. Apply safe withdrawal technique of a sheath knife with the correct hand position
- i. Distinguish a safe place taking into account light; space; seating; cutting block
- j. Use a knife in a safe position with regards to the danger triangle, cutting away from the body and in a clear arc
- k. Apply safe replacement technique of a knife into a sheath with a clean blade
- l. Perform a safe pass of an unsheathed knife

The learner will:

Learn

2.3 Folding Saws

- f. General description of Folding Saw
- g. Safety button/locks open and closed
- h. Push/pull cutting
- i. Safe place and position as for knives
- j. Close saws before passing
- k. Keep hands away from blade (removes not slices)

The learner can:**2.4**

- f. Describe a Folding Saw
- g. Illustrate the workings of the safety button/locks open and closed
- h. Demonstrate push/pull cutting
- i. Distinguish a safe place and position as for knives
- j. Demonstrate safe closing of saws before passing

The learner will:

Learn

2.5 Bow Saws

- f. General description of bow saw
- g. General safety as above
- h. Green and dead wood blades
- i. Start cut with arm through bow to prevent blade bouncing onto back of hand
- j. Continue cut with thumb over saw cut to prevent blade jumping out
- k. Replace blade cover after use
- l. Use a 'tool' tree for safe storage

The learner can:

2.6

- f. Describe a bow saw
- g. Demonstrate general safety
- h. Illustrate the difference between green and dead wood blades
- i. Demonstrate how to start cut with arm through bow to prevent blade bouncing onto back of hand
- j. Demonstrate cut with thumb over saw cut to prevent blade jumping out
- k. Illustrate safe blade covering after use
- l. Select a 'tool' tree for safe storage

The learner will:

Learn

2.7 Cutting Techniques

1. Principles:
 - a. Taught fibres cut easier
 - b. Work with the grain
 - c. Apply cutting pressure/force gradually
 - d. Keep saw teeth clean
 - e. Measure twice, cut once
2. Grips:
 - a. Firm hand position always
 - b. Forehand
 - c. Backhand
 - d. Chest lever
 - e. Reinforced
3. Techniques:

- a. Peeling/shaving
- b. Slicing/trimming
- c. Pointing
- d. Bevelling
- e. Notches/hooks
- f. Battoning

4. A demonstration – making a mallet and making a tent peg

The learner can:

2.8

- a. Define the principles of cutting techniques
- b. Select the most suitable grip for a particular technique
- c. Perform the techniques safely

Range (explanation)

This module concerns the **safe** cutting techniques that have been taught and demonstrated. Different knives and saws can be used but differences to supplied equipment must be explained and any risks highlighted. As evidence that safe cutting techniques have been learnt, tent pegs and mallets should be made.

<p>Can include:</p> <ul style="list-style-type: none"> • Use of PPE – gloves, glasses and long sleeves/trousers
<p>Relevant safety points:</p> <ul style="list-style-type: none"> • Always treat cutting tools with respect • Keep them sheathed/closed/covered when not in use • Don't use in the dark or if tired • Don't walk and cut/whittle • Never run with a knife • Don't throw knives or stick in the ground/stumps/trees • Use the right tool for the right job • Work within your physical limitations • NEVER leave cutting tools lying about • Carry a first aid kit and know how to use it

Internal Assessment Guidance – Unit 02:

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information (if applicable)
2.1a	Q/A	
2.1b	PD	

2.1c	Q/A	
2.1d	Q/A	
2.1e	PD	
2.1f	PD	
2.3a	Q/A	
2.3b	PD	
2.3c	PD	
2.3d	Q/A	
2.3e	PD	
2.3f	PD	
2.5a	Q/A	
2.5b	Q/A	
2.5c	Q/A	
2.5d	PD	
2.5e	PD	
2.5f	PD	
2.5g	PD	
2.7.1a	PD	
2.7.1b	PD	
2.7.1c	PD	
2.7.1d	PD	
2.7.1e	PD	
2.7.2a	PD	
2.7.2b	PD	
2.7.2c	PD	
2.7.2d	PD	
2.7.2e	PD	
2.7.3a	PD	
2.7.3b	PD	
2.7.3c	PD	
2.7.3d	PD	
2.7.3e	PD	
2.7.3f	PD	
2.7.4	PD	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Learn how to site and build a Thermal A Frame and a Lean-To shelter correctly and safely. Also to be learnt is shelter thatching and dismantling whilst leaving no trace.

The learner will:

Learn

3.1 Shelter Building

- a. Aim – protection from elements, work and rest area
- b. Tools – knife, saw, cordage, digging tools, gravity
- c. Site selection:
 - i. Hazards
 - ii. Sources of water/food
 - iii. Building materials
 - iv. Terrain and weather conditions
 - v. Duration of stay
 - vi. Search and rescue considerations
- d. Construction:
 - i. Size and strength
 - ii. Cordage
 - iii. Thatching/roofing material
 - iv. Heating/insulation
 - v. Sleeping/working arrangements
 - vi. Fire, reflector and fuel
- e. Building safely – forked supports and ridge poles
- f. Demonstration of tarps configurations, lean-to and A frame construction

The learner can:**3.2**

- a. Illustrate the reasons for a shelter and the elements that make up a shelter
- b. Use a range of tools and forces to make a safe shelter
- c. Describe the reasons for site selection
- d. Demonstrate the construction of a Thermal A Frame Shelter and a Lean To Shelter
- e. Select the correct materials for construction

Range (explanation)

Where thatching materials are not abundant due to terrain or time of year, the thatching must be restricted to a smaller area so as not to ruin the woodland.

Can include:

<ul style="list-style-type: none"> • Cold/hot weather variations
Relevant safety points: <ul style="list-style-type: none"> • Safe cutting techniques • Safe construction techniques • Check for deadfall prior to building • Check frame secure and interlocked before thatching • Head at 'open' end, feet at the bottom • Fire risk

Internal Assessment Guidance – Unit 03:

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information (if applicable)
3.1.a	Q/A	
3.1.b	Q/A	
3.1.c.i	Q/A	
3.1.c.ii	Q/A	
3.1.c.iii	Q/A	
3.1.c.iv	Q/A	
3.1.c.v	Q/A	
3.1.c.vi	Q/A	
3.1.d.i	Q/A	
3.1.d.ii	Q/A	
3.1.d.iii	Q/A	
3.1.d.iv	Q/A	
3.1.d.v	PD	
3.1.d.vi	PD	
3.1.e	PD	
3.1.f	PD	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Learn how to set a fire, about natural and man-made tinders, fire safety and fire lighting techniques.

The learner will:

Learn

4.1

- a. Natural tinder: Plant downs/birch bark/fungi/Maya wood
- b. Man-made tinder: Charcloth/feather sticks/cotton wool
- c. Different fire lays
- d. Producing a spark: Flint and steel/fire steel

The learner can:

4.2

- a. Use and select a range of natural tinders
- b. Use and select a range of manmade tinders
- c. Describe different fire lays
- d. Demonstrate producing sparks
- e. Demonstrate producing flames

Range (explanation)

Fire Lighting tutoring must take place in dry conditions wherever possible. Allowances must be made when judging success.

Can include:

- Using friction fire lighting

Relevant safety points:

- Safety glasses worn when using chemicals
- Safe cutting techniques when using fire bow
- Ensure tinder bundles extinguished at end of session

Internal Assessment Guidance – Unit 04:

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information
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		(if applicable)
4.1a	Q/A+PD	
4.1b	Q/A+PD	
4.1c	Q/A+PD	
4.1d	Q/A+PD	
4.1e	Q/A+PD	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Learn about water signs, water sources, water contaminants, water filtration and water purification.

The learner will:

Learn

5.1

- a. Intro – 2nd only to air; next priority after shelter; body 75% water; kidney function; temperature regulation, lose 2/3 litres daily in normal conditions
- b. Saving water:
 - a. Injury/illness increases shock which increases fluid loss
 - b. Avoid sweating, talking or moving excessively
 - c. Don't drink alcohol and regulate food intake
 - d. Stay covered up and in the shade
- c. Dehydration (killer in 3 days):
 - a. Feeling thirsty = already dehydrated
 - b. Urine should be clear, copious and odourless
- d. Finding water (water indicators):
 - a. Valleys/natural drains/water courses
 - b. Geology
 - c. Dew/rain traps
 - d. Animal indicators
 - e. Condensation/transpiration
 - f. Ice/snow
 - g. Plant sources
 - h. Ground/gypsy wells
- e. Water Collection:
 - a. Billy Cans
 - b. Bottles
 - c. Water proof clothing
 - d. Tarps
 - e. Bags etc
- f. 5 basic contaminants:
 - a. Turbidity
 - b. Parasitic worms/protozoa
 - c. Bacteria
 - d. Viruses
 - e. Chemicals
- g. Making water safe:
 - a. Filtration methods – Mill Bank Bag
 - b. Boiling (4 minutes rolling boil)
 - c. Chemicals (chlorine or potassium permanganate only)

- h. Safe water strategy:
 - a. Keep everything and everyone clean
 - b. Suspect water from unknown/standing sources
 - c. Filter cloudy water
 - d. Always boil drinking water for minimum of 4 minutes
 - e. Water bottles for water only, flood threads
 - f. Replace lids on bottles
 - g. Consider hazards of poisonous plants containing alkaloids during transpiration
 - h. Consider hazards of poisonous roots when digging gypsy wells
 - i. Research journey/expedition and 'know before you go'

The learner can:

5.2

- a. Describe the importance of clean water
- b. Illustrate ways of and the importance of saving water:
- c. Describe the signs of Dehydration
- d. Classify the signs and indicators that assist in finding water
- e. Compare water collection devices
- f. Compare the 5 basic contaminants
- g. Describe how to make water safe
- h. Illustrate the safe water strategy

Range (explanation)

This module is theory based, but the candidate will source water from the woods, filter it with a Millbank bag and boil it in a pot provided. This module links in with the Cutting Techniques Module 4 and Fire Lighting Module 8 as the candidate will have to make a pot hanger and light the fire that boils the water.

Can include:

- Solar still
- Reverse osmosis
- Rectal infusion
- Use and care of mechanical filters and purifiers
- Keep instructions with kit

Relevant safety points:

- Clean out gypsy well
- Boil filtered water thoroughly before students drink it
- Take care with chemicals and follow instructions
- Iodine is now not available for sale in the EU
- Boiling failsafe method
- Alkaloids and other poisons contained in above and below ground parts of plants
- Cover gypsy well and extinguish fire after the session

Internal Assessment Guidance – Unit 5:

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information (if applicable)
5.1a	Q/A	
5.1b	Q/A	
5.1c	Q/A	
5.1d	Q/A	
5.1e	Q/A	
5.1f	Q/A	
5.1g	PD	
5.1h	QA	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Investigate how to make bread over an open fire using flour and water.

The learner will:

Learn

6.1 Making Damper Bread

- a. Wash hands before starting
- b. Mixing flour and small amounts of water at a time
- c. Adding fruit or other filling
- d. If wrapping around a stick to prepare, bark must be stripped as it contains tannin and is unhygienic
- e. Make it as thin as possible so it cooks thoroughly and quickly

The learner can:**6.2**

- a. Demonstrate good levels of food hygiene
- b. Illustrate an understanding of proportions of flour and water
- c. Compare different ingredients
- d. Illustrate different cooking techniques

Range (explanation)

Different cooking techniques can be used including baking in a Dutch oven or grilled on a griddle.

Can include:

- Sources of flour in nature
- Use wild fruit instead of dried fruit
- Use of honey

Relevant safety points:

- Sterilise grill on fire
- Ensure water is poured from water bottles not jerry cans

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information (if applicable)
6.1a	PD	
6.1b	PD	
6.1c	PD	
6.1d	Q/A + PD	
6.1e	PD	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Learn about to identify edible plants, tree identification and tree uses.

The learner will:

Learn

7.1

- a. Edible, plants
- b. Trees and their uses including different burning properties
- c. Conservation

The learner can:

7.2

- a. Demonstrate that they can identify 5 edible plants
- b. Demonstrate that they can identify 5 trees and state their uses including different burning properties
- c. Select suitable conservation techniques to preserve the woodland

Range (explanation)

The range of plants is location specific, but must include the common plants such as burdock, nettles, dandelion etc as well as any plant particular to the location being used. Candidates must be shown as many 'nationwide' plants and trees as possible. Tasting should be encouraged when encountering edible plants. 5 plant species is a minimum and 5 tree species is a minimum.

Can include:

- Legality – protected species
- Trespass – land owner's permission
- Seasonal changes
- Recommended reading list

Relevant safety points:

- Positive plant ID
- Avoid fungi and umbellifers

Internal Assessment Guidance – Unit 07:

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information (if applicable)
7.1a	Q/A+PD	
7.1b	Q/A+PD	
7.1c	Q/A	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Learn how to prevent and treat hypothermia and hyperthermia, treat a casualty that has stopped breathing, how to treat shock and the dangers of moving casualties.

The learner will:

Learn

8.1

- a. The signs and symptoms of hypothermia and hyperthermia and how to prevent and treat them.
- b. How to treat a casualty that has stopped breathing
- c. How to treat shock
- d. How to treat external bleeding
- e. The dangers of moving casualties
- f. How to signal for help using international distress signals, using whistles & torches, mirrors and markers.
- g. How to look after a group until help arrives

The learner can:

8.2

- a. Take the necessary steps to prevent hypothermia and hyperthermia, spot the signs and symptoms and treat them
- b. Demonstrate how to treat a casualty the has stopped breathing
- c. Demonstrate how to treat a casualty that is suffering from shock
- d. Demonstrate how to treat external bleeding
- e. Explain the dangers of moving a casualty
- f. Explain how to signal for help using international distress signals, using whistles & torches, mirrors and markers.
- g. Explain how to look after a group until help arrives.

Range (explanation)

The range of first aid knowledge required to complete this unit should cover hypothermia, hyperthermia, casualties that have stopped breathing, shock, stopping external bleeding with dressings and bandages and the movement of casualties with broken bones, especially back and neck injuries.

Can include:

- Calling for help
- 999

<ul style="list-style-type: none"> Casualty cards
Relevant safety points: <ul style="list-style-type: none"> All equipment should be sterilised Avoid diagnoses

Internal Assessment Guidance – Unit 08:

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information (if applicable)
8.1a	Q/A	
8.1b	Q/A + PD	
8.1c	Q/A	
8.1d	Q/A + PD	
8.1e	Q/A	
8.1f	Q/A	
8.1g	Q/A	

Q/A – Question and Answer, PD Practical Demonstration