



SURVIVAL SCHOOL COURSE

NCFE IIQ

LEVEL 3

In Applied Bushcraft, Survival and Wilderness Living Skills

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Learning Outcomes:

The learner will:

Apply cutting techniques to develop a variety of traps and snares.

The learner will:

Learn

1.1 To evaluate and analyse the

- a. Properties of traps and snares to possibly include harpoon heads, fishing hooks and rabbit snares
- b. Construction of traps and snares
- c. Legalities of setting a traps and snares
- d. Setting a traps and snares

The learner can:

1.2

- a. Evaluate the properties of trap and snare making
- b. Judge different sorts of wood and understand why it is suitable for traps and snares
- c. Explain how to produce a trap using locally sourced wood
- d. Clarify the legalities of setting traps in England, Scotland and Wales
- e. Summarise how to set a trap

Range (explanation)

This module concerns the production of a working trap. Whilst there is no fixed design, the trap should be capable of catching game. The purpose of this unit is to work to a design of hunting/trapping/snaring equipment and replicate it using minimal tools.

Can include:

- Legislation for SEPA and DEFRA
- Use of Withies
- Use of roots and nettles for cordage

Relevant points:

- Revision of safe cutting techniques

- Use of secateurs

Internal Assessment Guidance – Unit 01:

Learning Outcome: (list one after the other)

Number	Type of evidence	Additional information (if applicable)
1.2a	Q/A	
1.2b	Q/A	
1.2c	Q/A	
1.2d	Q/A	
1.2e	Q/A	

Q/A – Question and Answer, PD Practical Demonstration

a.

Learning Outcomes:**The learner will:**

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

The learner will:

Explain

2.1 Knives

- a. General description of sheath knives
- b. Safe withdrawal – hand position
- c. Safe place – light; space; seating; cutting block
- d. Safe position – danger triangle; cut away; clear arc
- e. Safe replacement – clean blade; concentrate
- f. Safe passing – eye contact; sheathed or handle first, blade uppermost

The learner can:**2.2**

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

The learner will:

Explain

2.3 Folding Saws

- a. General description of Folding Saw
- b. Safety button/locks open and closed
- c. Push/pull cutting
- d. Safe place and position as for knives
- e. Close saws before passing
- f. Keep hands away from blade (removes not slices)

The learner can:**2.4**

- a. Describe a Folding Saw
- b. Illustrate the workings of the safety button/locks open and closed
- c. Demonstrate push/pull cutting
- d. Distinguish a safe place and position as for knives
- e. Demonstrate safe closing of saws before passing

The learner will:

Explain

2.5 Bow Saws

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

The learner can:

2.6

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

The learner will:

Explain

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. Battening

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.

Can include:

- Use of PPE – gloves, glasses and long sleeves/trousers

Relevant safety points:

- 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:**

Demonstrate that they can set up a camp using a hammock, tarp and create a campfire within a suitable fireplace for the environment.

The learner will:

Explain

3.1 Camp design

- 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 hammock/tarps configurations and fireplace construction

The learner can:**3.2**

- a. Illustrate the reasons for a shelter and the elements that make up a shelter and fireplace
- b. Use a range of tools and forces to make a safe shelter and fireplace
- c. Describe the reasons for site selection
- d. Demonstrate the construction of a hammock and tarp shelter and fireplace
- e. Select the correct materials for construction

Range (explanation)

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

Can include:

- Cold/hot weather variations

Relevant safety points:

- 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:**

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

The learner will:

Explain

4.1

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

The learner can:

4.2

- a. Set a fire suitable to the environment
- b. Use and select a range of natural tinders
- c. Use and select a range of man-produced tinders
- d. Describe different fire lays
- e. Demonstrate producing sparks

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:

- 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 (if applicable)
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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	Not always possible so mainly Q/A if PD impossible
4.1f	Q/A+PD	
4.1g	Q/A+PD	
4.1h	Q/A+PD	
4.1i	Q/A+PD	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Review and revise water signs, water sources, water contaminants, water filtration and water purification.

The learner will:

Analyse

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:**

Review and revise how to prepare mammal, fish and fowl for consumption, safely and hygienically ensuring clean despatching techniques are followed

The learner will:

Review and revise

6.1 Pigeon Preparation

- a. Checking the pigeon looks safe to eat
- b. Humane dispatching methods
- c. Preparation away from camp
- d. Hygiene – clean hands
- e. Removing wings and head by hand
- f. Splitting body along correct axis by hand
- g. Removing breastbone and breast meat from body
- h. Removing breast meat
- i. Cooking techniques

The learner can:**6.2**

- a. Assess that a pigeon is good to eat
- b. Demonstrate humane dispatching
- c. Illustrate the reasons for preparing game away from camp
- d. Apply good food hygiene
- e. Demonstrate how to remove head and wings
- f. Demonstrate how to split the body along the correct axis by hand
- g. Demonstrate how to remove the breast meat
- h. Use a range of cooking techniques

The learner will:

Review and Revise

6.3

- a. Checking the fish looks safe to eat
- b. Humane dispatching methods
- c. Corneal reflex
- d. Preparation away from camp
- e. Hygiene – clean hands and tools

- f. Emptying the anal passage
- g. Safe cut from vent to gills, without piercing intestines
- h. Cutting throat
- i. 'Stop cuts' at gills and tail
- j. Removing internal organs and blood line
- k. Best practice method of removing fillets, leaving head, bones and tail in one piece
- l. Cooking techniques

The learner can:

6.4

- a. Assess that a fish is good to eat
- b. Demonstrate humane dispatching
- c. Describe corneal reflex and understand its use
- d. Illustrate the reasons for preparing game away from camp
- e. Apply good food hygiene
- f. Demonstrate how to empty the anal passage
- g. Demonstrate how to safely cut from vent to gills
- h. Demonstrate how to cut through the throat
- i. Illustrate why stop cuts are required at gills and tail
- j. Demonstrate how to remove the internal organs and blood line
- k. Demonstrate how to remove fillets for cooking
- l. Use a range of cooking techniques

The learner will:

Review and Revise

6.5

- a. Checking the deer looks safe to eat
- b. Humane dispatching methods
- c. Corneal reflex
- d. Preparation away from camp
- e. Hygiene – clean hands and tools
- f. Emptying the bladder
- g. Best practice method for removing legs, head, skin and entrails without tainting the meat
- h. Check internal organs for signs of disease
- i. Best practice method for jointing
- j. Cooking techniques

The learner can:

6.6

- a. Assess that an animal is good to eat
- b. Demonstrate humane dispatching
- c. Describe corneal reflex and understand its use
- d. Illustrate the reasons for preparing game away from camp
- e. Apply good food hygiene
- f. Demonstrate how to empty the bladder
- g. Demonstrate how to safely remove the legs, head, skin and entrails

- h. Demonstrate how to check internal organs for signs of disease
- i. Illustrate how to joint an animal
- j. Use a range of cooking techniques

Range (explanation)

Pigeon, deer and trout preparation does NOT include physical despatch of the animal; the module is worked on game from a game dealer. Pigeon, rabbit and trout are the likely choice for this module, but it could as well be partridge, pheasant, duck or goose, squirrel, deer or any fish.

Internal Assessment Guidance – Unit 06:

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	PD	
6.1e	PD	
6.1f	PD	
6.1g	PD	
6.1h	PD	
6.1i	PD	
6.3a	PD	
6.3b	PD	
6.3c	PD	
6.3d	PD	
6.3e	PD	
6.3f	PD	
6.3g	PD	
6.3h	PD	
6.3i	PD	
6.3j	PD	
6.3k	PD	
6.3k	PD	
6.5a	PD	
6.5b	PD	
6.5c	PD	
6.5d	PD	
6.5e	PD	
6.5f	PD	

6.5g	PD	
6.5h	PD	
6.5i	PD	
6.5j	PD	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Investigate how to make jerky over an open fire..

The learner will:

Demonstrate how to

7.1

- a. Make a tripod and shelf for drying meat.
- b. Cut extended lengths of meat.
- c. Use a smudge fire to dry and not cook.
- d. Safely store jerky.

The learner can:

7.2

- a. Make a tripod and shelf for drying meat.
- b. Cut extended lengths of meat.
- c. Use a smudge fire to dry and not cook.
- d. Safely store jerky.

Range (explanation)

Learners should be able to use whatever is available in a woodland setting to make a tripod and shelf and also to butcher meat for a 'long' cut of meat that is suitable for making jerky from any mammal.

Internal Assessment Guidance – Unit 07:**Learning Outcome:** (list one after the other)

Number	Type of evidence	Additional information (if applicable)
7.1a	PD	
7.1b	PD	
7.1c	PD	
7.1d	PD	

Q/A – Question and Answer, PD Practical Demonstration