



SURVIVAL SCHOOL COURSE

NCFE IIQ

LEVEL 3

TRACKING COURSE

LEARNING OUTCOMES

Learning Outcomes:**The learner will:**

Examine the history or tracking relating to mankind and themselves and talk through the glossary of tracking terminology.

The learner will:

Learn and analyse

1.1

- a. The history of tracking
- b. Who tracks around the world and what tracking they have already done
- c. The terminology of tracking

The learner can:

1.2

- a. Discuss the history of tracking.
- b. Describe their tracking experience and the experience of trackers from around the world
- c. Understand tracking terminology

Range (explanation)

This module is primarily based around the learner's experience and putting names to the actions they already do.

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	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Examine the acts of zoning, phasing and sit spots

The learner will:

Examine

2.1

- a. How to Zone in
- b. How to Zone out
- c. How phasing works
- d. The benefit of sit spots

The learner can:

2.2

- a. Explain how to zone in
- b. Explain how to zone out
- c. Explain how phase
- d. Explain the benefit of sit spots

Range (explanation)

This module is a truly personal experience and is designed to get the learner in the right mental place to track. This may take longer for some people than others.

Internal Assessment Guidance – Unit 02:**Learning Outcome:** (list one after the other)

Number	Type of evidence	Additional information (if applicable)
2.2a	Q/A	
2.2b	Q/A	
2.2c	Q/A	
2.2d	Q/A	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Analyse and evaluate the benefits of tracking sticks and their uses as well as the uses of tracking equipment.

The learner will:

Examine and analyse

3.1

- a. Tracking Sticks
- b. Tracking kit.

The learner can:

3.2

- a. Explain and Demonstrate the use of tracking sticks
- b. Discuss the benefits of a range of tracking kit

Range (explanation)

This unit is designed to let the learner use as much equipment as the learner desires. It is important not to steer the learner into using one particular item over another, but to let them examine the options and chose for themselves.

Internal Assessment Guidance – Unit 03:**Learning Outcome:** (list one after the other)

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

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Learn the necessity for camouflage and how to use the human senses to detect animals that use camouflage

The learner will:

Examine

4.1

- a. A variety of camouflages to establish which is best and what works as camouflage
- b. The human senses and how to enhance them to the tracker's advantage.

The learner can:

4.2

- a. Explain how camouflage works
- b. Describe the human senses (rather than just naming them) and how they can be used to track

Range (explanation)

This unit is designed to promote awareness of trackers. This can incorporate different games involving single sense deprivation where it is suitable.

Internal Assessment Guidance – Unit 04:**Learning Outcome:** (list one after the other)

Number	Type of evidence	Additional information (if applicable)
4.2a	Q/A	
4.2b	Q/A	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Examine the methods of establishing tracks through the visualisation of animal movements and the different stalking techniques involved to get close to that animal.

The learner will:

Examine

5.1

- a. The visualisation of movement of different animals
- b. How to stalk effectively so that time distance gap is closed effectively.

The learner can:

Discuss and demonstrate where practicable

5.2

- a. The visualisation of movement of different animals
- b. How to stalk effectively so that time distance gap is closed effectively.

Range (explanation)

This module is purposefully designed to let the learner use imagination and to think 'like the animal' and to relate to an 'after dark' stalking game designed to practise stalking techniques.

Internal Assessment Guidance – Unit 5:**Learning Outcome:** (list one after the other)

Number	Type of evidence	Additional information (if applicable)
5.2a	Q/A	
5.2b	Q/A	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Examine the identifying features of a animal tracks.

The learner will:

Examine

6.1

- a. The gait patterns of animal tracks with specific reference to straddle, pitch and stride
- b. The shape of digitigrade and plantigrade prints
- c. Different animal tracks

The learner can:

Identify and describe

6.2

- a. The gait patterns of animal tracks with specific reference to straddle, pitch and stride
- b. The shape of digitigrade and plantigrade prints
- c. Different animal tracks

Range (explanation)

This unit is vital for the learner to be able to join print to form a track. It can be taught in muddy areas or sandy areas but those areas may be ‘man made’ for the purposes of this unit.

Internal Assessment Guidance – Unit 06:**Learning Outcome:** (list one after the other)

Number	Type of evidence	Additional information (if applicable)
6.2a	PD and Q/A	
6.2b	PD and Q/A	
6.2c	PD and Q/A	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Identify and examine action indicators and use of them in following a track.

The learner will:

Examine and interpret

7.1

- a. Action indicators both man made and animal made
- b. Indicators that contribute to tell the story of what happened at that location and which animal made it

The learner can:

Identify and describe

7.2

- a. Action indicators
- b. The interpretation of those indicators

Range (explanation)

This may have to be carried out in a man made environment and should be as clear as possible, perhaps with a guessing game.

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

Number	Type of evidence	Additional information (if applicable)
7.2a	PD and Q/A	
7.2b	PD and Q/A	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Learn how to use light to enhance the shadows cast on a print and how to use artificial light to do the same at night.

The learner will:

8.1

- a. Examine the use altering the angle of light on a track to emphasise detail
- b. How to track with lights at night
- c. Which lights are best for tracking with reference to tracker's night vision

The learner can:

Demonstrate and explain how to

8.2

- a. Alter the angle of light for tracking
- b. How to track at night
- c. The benefits of one colour of light over another with regards to night vision.

Range (explanation)

This module requires both good strong sunlight (preferably uninterrupted by trees) and darkness and so needs to be split into two sections.

Internal Assessment Guidance – Unit 08:**Learning Outcome:** (list one after the other)

Number	Type of evidence	Additional information (if applicable)
8.2a	PD	
8.2b	PD	
8.2c	PD	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Identify and examine signs of animals' movement and feeding and analyse their behaviour to promote successful tracking.

The learner will:

Examine and interpret

9.1

- a. The signs made by different animals when they are feeding
- b. The difference between tracks, trails and runs
- c. Animal behaviour

The learner can:

Identify and describe

9.2

- a. Feeding signs of different animals
- b. The difference between tracks, trails and runs
- c. The behaviour of different animals and interpret the meaning

Range (explanation)

This module will need a wide ranging area to work in and should ideally have examples of tracks, trails and runs.

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

Number	Type of evidence	Additional information (if applicable)
9.2a	PD and Q/A	
9.2b	PD and Q/A	
9.2c	PD and Q/A	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Identify and examine action indicators created by a walking person.

The learner will:

Examine and interpret

10.1

- a. The action indicators and compression shapes linked in a person's track

The learner can:

Demonstrate

7.2

- a. That they can follow a person's track

Range (explanation)

Depending on weather and terrain, the tracks of the individual may have to be emphasised, but on ground too soft could be done by touch alone.

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

Number	Type of evidence	Additional information (if applicable)
7.2a	PD	

Q/A – Question and Answer, PD Practical Demonstration

Learning Outcomes:**The learner will:**

Analyse tracks on a step by step basis

The learner will:

Examine and interpret

11.1

- b. Action indicators both man made and animal made
- c. Indicators that contribute to tell the story of what happened at that location and which animal made it

The learner can:

Identify and analyse

11.2

- b. The track of an animal
- c. The interpretation of the track to establish the location of the animal

Range (explanation)

This should be a practical exercise designed to follow a track for as long as possible in the time allowed.

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

Number	Type of evidence	Additional information (if applicable)
11.2a	PD and Q/A	
11.2b	PD and Q/A	

Q/A – Question and Answer, PD Practical Demonstration