



**SURVIVAL SCHOOL COURSE**

**NCFE CO**

**LEVEL 3**

**ANIMAL ACQUISITION**

**LEARNING OUTCOMES**

**Learning Outcomes:****The learner will:**

Understand the legalities, the rules and governance regarding animal acquisition in the UK.

**The learner will:**

## 1.1 Evaluate and understand:

- a. Traps and snares ‘best practise’.
- b. Which traps and snares are legal in the UK and why.
- c. Wildlife and Countryside Act 1981 (Northern Ireland 1985).
- d. Deer Acts 1991 and 2006.
- e. The significance of the protected species list.
- f. DEFRA guidelines on Traps and Snares.
- g. Reason for animal acquisition
- h. The purposes of animal acquisition for consumption, tools and clothing with links to history and pre-history.

**The learner can:**

## 1.2

- a. Describe best practise for setting legal traps and snares and why it is necessary.
- b. Demonstrate which traps and snares are illegal/legal and why.
- c. Work within legal guidelines in animal acquisition.
- d. Justify historic animal acquisition for the use of tools.

**Range (explanation)**

This module concerns the laws, rules, guidelines and governance of animal acquisition in the UK. It will explore relevant Acts of Law and the enforcing agencies to include fishing, shooting, traps and snares. This unit will convey the importance of staying within the law and acting in accordance with national governing bodies’ guidelines and examining the moral and social implications of modern animal acquisition.

**Learning Outcome:**

<b>Number</b>	<b>Type of evidence</b>	<b>Additional information (if applicable)</b>
<b>1.2a</b>	<b>Q/A</b>	
<b>1.2b</b>	<b>Q/A and P/D</b>	
<b>1.2c</b>	<b>Q/A</b>	
<b>1.2d</b>	<b>Q/A</b>	

Q/A Question and Answer, PD Practical Demonstration

**Learning Outcomes:****The learner will:**

Understand the fieldcraft required to acquire animals in the UK through legal methods

**The learner will:**

## 2.1

- a. Identify where target species are available with the aid of tracking.
- b. Analyse strategies for acquisition.
- c. Visualise/observe the behaviour of the quarry species.
- d. Assess the qualities of a variety of suitable traps and snares.

**The learner can:**

## 2.2

- a. Indicate where target species are available with the aid of tracking.
- b. Evaluate strategies for acquisition.
- c. Explain the behaviour of the quarry species.
- d. Explain the qualities of a variety of suitable traps and snares.

**Range (explanation)**

This unit is designed to enable the learner to locate a readily available source of animal, identify their tracks and habitats and work out a system for setting the correct trap or snare whilst staying within the law.

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

<b>Number</b>	<b>Type of evidence</b>	<b>Additional information (if applicable)</b>
<b>2.2a</b>	<b>Q/A and P/D</b>	
<b>2.2b</b>	<b>Q/A</b>	
<b>2.2c</b>	<b>Q/A</b>	
<b>2.2d</b>	<b>Q/A and P/D</b>	

Q/A Question and Answer, PD Practical Demonstration

**Learning Outcomes:****The learner will:**

Understand the physical and legal aspects of a range of traps and snares and evaluate how they can be used in context.

**The learner will:**

## 3.1

- a. Understand the technical and mechanical processes of a range of traps and snares.
- b. Construct a series of traps and snares including rabbit snares using suitable materials.
- c. Discuss conservation techniques to promote wildlife development.

**The learner can:**

## 3.2

- a. Explain and demonstrate how a range of traps and snares work.
- b. Replicate a series of traps and snares including rabbit snares using suitable materials.
- c. Explain how the acquisition of animals can actually encores species growth.

**Range (explanation)**

This unit encourages the learner to Understand the technical aspects of animal acquisition. Emphasis is put on how ethics have changed over years of acquisition. The production of replicas of certain methods of acquisition are for demonstration purposes unless the replication is of DEFRA approved methods. Methods demonstrated and explained will cover mammal, fish and fowl. Cutting tools safety will be revised and if necessary taught.

**Learning Outcome:**

<b>Number</b>	<b>Type of evidence</b>	<b>Additional information (if applicable)</b>
<b>3.2.a</b>	<b>Q/A and P/D</b>	
<b>3.2.b</b>	<b>PD</b>	
<b>3.2.c</b>	<b>Q/A and P/D</b>	

Q/A Question and Answer, PD Practical Demonstration

**Learning Outcomes:****The learner will:**

Develop the skills to set animal acquisition apparatus and promote monitoring techniques.

**The learner will:**

## 4.1

- a. Explore the methods of setting traps and snares and the fieldcraft required to disguise and camouflage human presence.
- b. Understand the fineness of triggers and settings.
- c. Discuss monitoring methodology and recording.

**The learner can:**

## 4.2

- a. Successfully position, set and retrieve a trap or snare.
- b. Demonstrate suitable triggers and trigger sensitivity for the environment.
- c. Explain how a trap or snare could be monitored.

**Range (explanation)**

This unit will guide the learner through how to set, acquire and retrieve an animal humanely and sensitively. The climatic and environmental condition of habitats is such that it may not always be possible to leave the apparatus *in situ* for any length of time and full permission should be sought from the land owner before the course.

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

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

Q/A Question and Answer, PD Practical Demonstration

**Learning Outcomes:****The learner will:**

Understand the uses and by-products of animal acquisition and the legalities of disposal.

**The learner will:**

5.1

- a. Understand the uses of by-products in future replications and courses with specific reference to primitive technology.
- b. Develop skills in the creation of primitive tools using a variety of materials.

**The learner can:**

5.2

- a. Evaluate the use of sinew, bones and hides in primitive technology.
- b. Produce a primitive tool from previously acquired sources.

**Range (explanation)**

This unit guides the learner through complete usage of acquisitions and links closely with the Primitive Skills Course. Whilst the ethos of the unit is similar to that course, the syllabus provides little overlap. Tools to be produced may vary from leather working, to culinary to cutting tools.

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

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

Q/A Question and Answer, PD Practical Demonstration