



## GUIDANCE

**Form to be used in conjunction with the Learning Outcomes and Performance / Marking Criteria Matrix supplied.**

PC = Performance Criteria

It is essential that an accurate record of the assessment is kept which reflects candidates' performances. These records should be kept for a minimum of 12 months after the assessment in case of inspection by the SQA authorities. This recording sheet could be laminated, recordings made on it and then photographed for digital storing along with other records of candidates' performances.

When completing the record of the assessment it is suggested you use the following in the individual candidate's name column against the various learning outcomes.

✓ - to indicate that the candidate has demonstrated the standard required.

X - to indicate the candidate did not meet the standard required

**PASS** = awarded where the candidate has demonstrated appropriate knowledge and application of the learning outcomes **in all four Learning Outcome Sections**. To gain a PASS in a Learning Outcome section the required standard should be achieved in at least half of the performance criteria.

**DEFER** = awarded where the candidate has not demonstrated the standard required in **one of the four** Learning Outcome Sections. An action plan should be given to the candidate and a copy attached to this checklist. The candidate need only be reassessed in that section and may do so after 1 month has elapsed.

**FAIL** = where the candidate has not demonstrated the standard required in **two or more of the four** Learning Outcome Sections. An action plan should be given to the candidate and a copy attached to this checklist. The candidate needs to repeat the course.

**Written / Oral questions** refer to 3.1-3.4 inc. and 4.1-4.3 inc.

<b>Learning outcome 1:</b> (What you want the candidate to do)	Demonstrate competence in the Technical Skills required for navigating in easily accessed, open terrain within well-defined boundaries, that has a network of linear features and has varied topography.		
<b>Performance Criteria:</b> (How you want the candidate to do it)	<b>Assessment Method</b>	<b>Assessment Title</b> (cross reference to submitted sample)	<b>Marking Criteria</b> (how a pass/fail decision is determined) Note: Documents can be attached or embedded here.
1.1 Relate small hills, small valleys, prominent re-entrants and prominent spurs to their corresponding map contours; use landforms and point features to orientate the map	Practical activity	Landforms and contours	<ul style="list-style-type: none"> <li>• Can the candidate recognise shapes from the map contours and be able to point them out?</li> <li>• Can the candidate orientate the map using obvious landforms?</li> <li>• Can the candidate draw the outline of a hill from the contours on a map?</li> </ul>
1.2 Use prominent hills, ridges, spurs and valleys as a means of navigating in good visibility; use landforms and point features as collecting and catching features.	Practical activity	Check features	<ul style="list-style-type: none"> <li>• Can the candidate follow the terrain shapes to find their way around?</li> <li>• Can the candidate use the terrain shapes as landmarks along a route?</li> <li>• Can the candidate recognise landmarks along the route to confirm where they are along the route they have chosen on the map?</li> </ul>
1.3 Take and accurately follow a bearing to follow a route, to aim-off, to check the direction of handrails and other linear features; deviate briefly from a compass bearing to avoid obstacles or difficult terrain and accurately regain the original line; use back bearings to check route-following accuracy; maintain route-finding accuracy in poor visibility or darkness.	Practical activity	Compass skills	<ul style="list-style-type: none"> <li>• Can the candidate take a bearing off a map between 2 points?</li> <li>• Can the candidate walk accurately on the bearing they have taken?</li> <li>• Can the candidate use a bearing to aim-off to the side of a desired objective on a handrail feature?</li> <li>• Does the candidate know how to check the direction of linear features using a compass?</li> <li>• Can the candidate find their way back on to a route on their original bearing having had to deviate around an obstacle?</li> <li>• Does the candidate know what back bearings are and how they might be used?</li> <li>• Can the candidate maintain accuracy by several means in poor visibility?</li> </ul>
1.4 Measure distance on the ground in varied, open terrain using timing and pacing, and make practical allowances for any discrepancies.	Practical activity	Distance judgement	<ul style="list-style-type: none"> <li>• Can the candidate estimate the time it will take to negotiate a particular route?</li> <li>• Can the candidate use pacing as a means of judging distance?</li> <li>• Does the candidate know what and how certain conditions will change timing?</li> </ul>

<b>Learning outcome 2:</b>	Demonstrate different Strategies for simplifying a route in Silver terrain.			
<b>Performance Criteria:</b>	<b>Assessment Method</b>	<b>Assessment Title</b>	<b>Marking Criteria</b>	
2.1 Simplify a route into legs using coarse navigation, attack points and fine navigation.	Practical activity	Simplification strategies	<ul style="list-style-type: none"> <li>• Does the candidate know the difference between course and fine navigation?</li> <li>• Can the candidate choose suitable attack points from which to deploy fine navigation?</li> </ul>	
2.2 Plan a route implementing appropriate navigational strategies based on the above skills.	Practical activity	Route planning	<ul style="list-style-type: none"> <li>• Can the candidate use a selection of Silver skills and strategies to plan a route?</li> </ul>	
2.3 Recognise a navigation error within a few minutes and apply appropriate relocation techniques.	Practical activity	Relocation strategies	<ul style="list-style-type: none"> <li>• Is the candidate able to recognise when they are not where they should be in a few minutes?</li> <li>• Can the candidate use a staged set of relocation strategies to get back on route or to a safe location?</li> </ul>	
2.4 Recognise dangerous or difficult terrain on map and ground and take avoiding action.	Practical activity	Avoidance strategies	<ul style="list-style-type: none"> <li>• Can the candidate recognise the reality of the contour patterns on the map in terms of what is safely possible and not?</li> <li>• Can the candidate plot and carry out an alternative safe route that avoids dangers?</li> <li>• Can the candidate plot and carry out an alternative safe route when they come upon unanticipated dangers?</li> </ul>	

<b>Learning outcome 3:</b>	Demonstrate sound Planning capability.			
<b>Performance Criteria:</b>	<b>Assessment Method</b>	<b>Assessment Title</b>	<b>Marking Criteria</b>	
3.1 Plan a safe route, explain issues involved, and estimate the time for a specific part.	Oral or Written Questioning	Route planning	<ul style="list-style-type: none"> <li>• Can the candidate use multiple skills in planning a safe route?</li> </ul>	
3.2 Select appropriate clothing, equipment and first aid items for walking in open country in varied weather conditions.	Oral or Written Questioning	Kit selection	<ul style="list-style-type: none"> <li>• Does the candidate know what would be considered a safe minimum selection of clothing and equipment for the type of terrain and in the prevailing conditions?</li> </ul>	

3.3 Be aware of possible implications of weather factors and how they are likely to influence activity in Silver terrain.	Oral or Written Questioning	Weather effects	<ul style="list-style-type: none"> <li>• Does the candidate know the reality of coping with various adverse weather conditions?</li> <li>• Can the candidate safely adapt to or know when to avoid adverse weather conditions?</li> </ul>
3.4 Be aware of some essential First Aid skills that might possibly be required in Silver terrain before help can arrive.	Oral or Written Questioning	First aid competence	<ul style="list-style-type: none"> <li>• Can the candidate list the basic essentials of a first aid kit?</li> <li>• Does the candidate know how to provide first aid treatment for cases of hypothermia or hyperthermia and know how to deal with tick bites?</li> <li>• Does the candidate know the procedure for getting help if it is required?</li> </ul>

<b>Learning outcome 4:</b>	Demonstrate a level of Background Knowledge sufficient to operate in Silver terrain safely, responsibly and legally.		
<b>Performance Criteria:</b>	<b>Assessment Method</b>	<b>Assessment Title</b>	<b>Marking Criteria</b>
4.1 Explain how personal fitness and nature of terrain affect route choice both at the planning stage and on the ground; explain the potential consequences of fatigue and physical discomfort in demanding terrain and/or extreme weather conditions.	Oral or Written Questioning	Influences on fitness and decision making	<ul style="list-style-type: none"> <li>• Does the candidate know how personal fitness, adverse weather and / or terrain difficulties can affect ability to cope?</li> <li>• Does the candidate understand the impact of fatigue on decision making?</li> <li>• Can / can't the candidate plot a route to minimise or completely avoid such affects?</li> </ul>
4.2 Identify issues related to the Countryside Code, current access legislation and the environmental impact of walkers on the countryside in the area used for practical.	Oral or Written Questioning	Environmental awareness	<ul style="list-style-type: none"> <li>• Can the candidate list the key items of the Country Code?</li> <li>• Can the candidate define the Access Code?</li> <li>• Can the candidate list some ways by which environmental impact can be minimised or removed in the areas used?</li> <li>•</li> </ul>
4.3 Explain the responsibilities of walkers towards other countryside interests such as farming, forestry and conservation.	Oral or Written Questioning	Access responsibilities	<ul style="list-style-type: none"> <li>• Can the candidate detail the main principles of co-operation with other legal land users?</li> </ul>
4.4 Demonstrate practical understanding of 4.1-4.3	Performance	Access and Environmental awareness	<ul style="list-style-type: none"> <li>• Does the candidate demonstrate good practice?</li> </ul>