

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

Course dates: _____ To be kept until: ___ / ___ / ___ (12 Months after course)

Provider: _____ Instructor / Assessor: _____

Area / Route Day 1: _____

Area / Route Day 2: _____

Complaints procedure given to all in advance: - Yes / No

NAMES ->										
<u>Learning Outcome 1: Technical Skills</u>		PC								
Orientate the map using handrails, obvious point features and major landforms.	1.1									
Orientate the map by aligning a compass needle against grid north.	1.2									
Relate prominent landforms such as large hills and valleys to corresponding contour information on the map.	1.3									
Measure horizontal distance on the map and estimate distance on the ground using simple visual judgements, pacing, and timing	1.4									
Use 4 and 6 figure grid references with worded descriptions to define the position of a map feature and to locate a feature on the ground.	1.5									
Section Performance (pass / fail)										
<u>Learning Outcome 2: Strategies</u>		PC								
Use linear features (eg. paths, tracks, clear boundaries) as handrails in simple navigation exercises.	2.1									
Use clearly identifiable features to confirm position along the route and to recognise when the target has been overshoot.	2.2									
Use an orientated map to confirm decision making and direction of travel.	2.3									
Navigate using a variety of maps and scales.	2.4									
Recognise a navigation error within a few minutes and apply simple relocation techniques using handrails and prominent features.	2.5									
Be aware of the use of mobile phone location apps as a back-up to map and compass and in emergencies.	2.6									
Section Performance (pass / fail)										
<u>Learning Outcome 3: Planning Knowledge</u>		PC								
Be able to plan a safe walk of appropriate distance, explain the issues involved and estimate the time needed for a specific leg.	3.1									
Be able to detail the plan in a format to give to someone else.	3.2									
Section Performance (pass / fail)										
<u>Learning Outcome 4: Supporting Knowledge</u>		PC								
Demonstrate an awareness of local and national access issues, access legislation, personal responsibilities, the Countryside Code, and sustainability.	4.1									
Demonstrate appropriate knowledge of walking equipment and safety equipment, and the care and attachment of a compass.	4.2									
Demonstrate appropriate knowledge of emergency procedures.	4.3									
Section Performance (pass / fail)										
Overall Performance (pass / defer / fail) – see guidance overleaf										

PC = Performance criteria

GUIDANCE

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

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

LO3 and LO4 are primarily judged by written or oral questioning with evidence taken also from observation in addition.

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.

Learning outcome 1: (What you want the candidate to do)	Demonstrate competence in the Technical Skills required for navigating in Bronze terrain (gentle, rolling terrain in lowland areas with well-defined boundary features where navigation will be primarily on roads, tracks and well-defined paths).		
Performance Criteria: (How you want the candidate to do it)	Assessment Method	Assessment Title	Marking Criteria
1.1 Orientate a map using handrails, obvious point features and major landforms.	Practical activity	Orientation using features	<ul style="list-style-type: none"> • Can the candidate align the map to the ground using obvious landscape features?
1.2 Orientate a map by aligning a compass needle against grid north.	Practical activity	Orientation using compass	<ul style="list-style-type: none"> • Can the candidate align the map to the ground by lining up north on the compass with grid north on the map?
1.3 Relate prominent landforms such as large hills and valleys to corresponding contour information on a map.	Practical activity	Contour interpretation	<ul style="list-style-type: none"> • Can the candidate identify obvious landforms on a map and point them out in the landscape? • Can the candidate identify obvious landforms in the landscape and point them out on a map? • Can the candidate relate simple contour patterns on a map to their shape in reality?
1.4 Measure horizontal distance on a map and estimate distance on the ground using simple visual judgements, pacing, and timing	Practical activity	Distance judgement	<ul style="list-style-type: none"> • Can the candidate measure distance on a map and know what that will be in reality on the ground? • Using distance measured on a map, can the candidate judge that in reality on the ground – <ul style="list-style-type: none"> (a) by visually comparing with a known distance (b) by using pacing (c) by using timing (adjustment for height change not needed)
1.5 Use 4 and 6 figure grid references with worded descriptions to define the position of a map feature and to locate a feature on the ground.	Practical activity	Grid references	<ul style="list-style-type: none"> • Can the candidate create a 4-figure grid reference of an area from a map with worded description to pinpoint the area on the ground? • Can the candidate create a 6-figure grid reference of a location from a map with worded description to pinpoint the feature on the ground? • Can the candidate give a 4-figure grid reference for an area on the ground to enable identification on a map? • Can the candidate give a 6-figure grid reference for a location on the ground to enable identification on a map? (OS location letters required for all)

Learning outcome 2:	Demonstrate basic strategies for navigating a route in Bronze terrain.		
Performance Criteria:	Assessment Method	Assessment Title	Marking Criteria
2.1 Use linear features (eg. paths, tracks, clear boundaries) as handrails in simple navigation exercises.	Practical activity	Handrail navigating	<ul style="list-style-type: none"> • Can the candidate recognise linear features from the map and on the ground? • Can the candidate use these as handrails when navigating?
2.2 Use clearly identifiable features to confirm position along the route and to recognise when the target has been overshoot.	Practical activity	Check marks and catching features	<ul style="list-style-type: none"> • Can the candidate identify features on a map and then recognise them when navigating a route? • Can the candidate identify a feature just beyond the destination on the map and be able to use that as an alert to being about to pass the destination?
2.3 Use an orientated map to confirm decision making and direction of travel.	Practical activity	Orientation	<ul style="list-style-type: none"> • Can the candidate orientate the map to confirm direction or help make a direction decision?
2.4 Navigate using a variety of maps and scales.	Practical activity	Maps and Scales	<ul style="list-style-type: none"> • Is the candidate familiar with the Navigator's Routine – Where now / Where going / How getting there / What will it look like on the way / How to know once arrived – and use that with various styles of map to navigate a simple route?
2.5 Recognise a navigation error within a few minutes and apply simple relocation techniques using handrails and prominent features.	Practical activity	Relocation strategy	<ul style="list-style-type: none"> • Does the candidate recognise a navigational error quickly? • Does the candidate have a simple plan for relocating using handrails and obvious features?
2.6 Be aware of mobile phone location apps as a back-up to map and compass and in emergencies.	Practical activity	Digital locator	<ul style="list-style-type: none"> • Is the candidate aware of the existence of location apps? • Can the candidate use a location app, eg. OS Locate, to confirm location?

Learning outcome 3:	Demonstrate simple Planning capability.		
Performance Criteria:	Assessment Method	Assessment Title	Marking Criteria
3.1 Be able to plan a safe walk of appropriate distance, explain the issues involved and estimate the time needed for a specific leg.	Oral or Written Questioning	Route planning	<ul style="list-style-type: none"> • Can the candidate identify a simple, safe route of a certain distance? • Can the candidate identify any reasons for caution from the map? • Can the candidate estimate the time for a particular section?
3.2 Be able to detail the plan in a suitable format to give to someone else.	Oral or Written Questioning	Route recording	<ul style="list-style-type: none"> • Can the candidate detail the plan for giving to someone else by either - descriptive text, annotated photo, or photocopy of the route, use of a simple grid of details, or use of a print-out of a simple online route card?

Learning outcome 4:	Demonstrate a level of Background Knowledge sufficient to operate in Bronze terrain safely, responsibly, and legally.		
Performance Criteria:	Assessment Method	Assessment Title	Marking Criteria
4.1 Demonstrate an awareness of local and national access issues, access legislation, personal responsibilities, the Countryside Code, and sustainability.	Oral or Written Questioning	Environmental good practice, access	<ul style="list-style-type: none"> • Can the candidate give an example of each of the following: - local access issues; national access issues; access legislation; personal responsibilities in the outdoors, the Countryside Code; sustainability.
4.2 Demonstrate appropriate knowledge of walking equipment and safety equipment, and the care and attachment of a compass.	Oral or Written Questioning	Equipment	<ul style="list-style-type: none"> • Can the candidate list what equipment would be appropriate to wear and to have present for a day walk in Bronze terrain in the different seasons? • Can the candidate attach a compass to themselves in an appropriate fashion?
4.3 Demonstrate appropriate knowledge of basic emergency procedures.	Oral or Written Questioning	Emergency procedures	<ul style="list-style-type: none"> • Is the candidate familiar with basic priorities when dealing with emergencies? • Does the candidate know how to treat the most likely injuries?