

Qualification Specification

QNUK Level 3 Certificate for Forest School Leaders (RQF)

603/7784/7

Contents

1. Introduction	1
2. Contact Us.....	1
3. Version Number.....	1
4. Qualification Objective	2
5. Sector Support and Industry Recognition.....	2
6. Geographical Coverage of this Qualification	2
7. Benefit for Learners	2
8. Recognition of Prior Learning	2
9. Complementary Courses	2
10. Qualification Information	2
11. Qualification Structure.....	3
12. Learner Entry Requirements.....	3
13. Delivery	3
13.1. Venue Requirements	3
13.2. Equipment Requirements.....	3
13.3. Blended Learning.....	4
13.4. Trainer to Learner Ratio	4
13.5. Recommended Resources	4
14. Centre Personnel Requirements.....	4
15. Assessment Requirements	4
15.1. Portfolio of evidence	4
16. Moderation	5
17. Resits.....	5
18. Reasonable Adjustments	5
19. Results.....	5
Appendix 1: Units	6

1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	Qualifications Manager
Date last updated	11/08/2021
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4. Qualification Objective

This qualification has several objectives, including:

- a) meeting relevant programmes of learning
- b) preparing learners for employment
- c) supporting a role in the workplace,

5. Sector Support and Industry Recognition

Our Forest School qualifications have been supported by the Forest School Association (<https://forestschoollassociation.org>) and is one of the qualifications required should learners wish to progress to recognition as a forest school provider.

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales, and Internationally

7. Benefit for Learners

This qualification is designed to qualify the trainee to become a Forest School Leader, able to set up and run a Forest School programme. It covers how to facilitate groups in a learner-centred way, and how to manage a Forest School site sustainably. It also covers the practical skills required of a Forest School Leader.
Progression

Learners could progress to the:

- QNUK Level 3 Award in Education and Training (RQF)
- Employment as a Forest School leader

8. Recognition of Prior Learning

QNUK are unable to accept requests for recognition of prior learning (RPL) for this qualification

9. Complementary Courses

Learners may also wish to attend the QNUK Level 3 Award in Forest School First Aid (RQF)

10. Qualification Information

Qualification Number (QN)	603/7784/7
Learning Aim	60377847
Total Qualification Time (TQT)	180
Guided Learning Hours (GLH)	96
Credit value	18
Level	3
Validity	Lifetime
Assessment	Portfolio of evidence
Achieving the qualification	Learners must achieve the 5 mandatory units.

11. Qualification Structure

Unit No.	Unit Title	Level	GLH	TQT	Credit
Mandatory units					
A/618/8241	Forest School Programme: The Woodland Environment	3	18	30	3
F/618/8242	Forest School Programme: Learning and Development	3	30	60	6
J/648/8243	Forest School Programme: Practical Skills	3	18	30	3
L/618/8244	Forest School Programme: Planning and Preparation	3	15	30	3
R/618/8245	Forest School Programme: Delivery	3	15	30	3
			96	180	18

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

12. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should be aged 19 years and over to take this qualification. Forest School Leaders are required to be 21 years of age.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

Learners should have access to a forest school where they will be able to assist a forest school leader

Learners will also need access to a group of learners.

13. Delivery

Learners should complete the qualification within 2 years.

13.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements, land owners permission should be gained. A suitable area for a fire must be available.

13.2. Equipment Requirements

A variety of equipment should be available for children to play and discover in the outdoor environment. In addition the following should also be available:

- A range of hand tools should be available
- Equipment for providing appropriate shelter such as a canopy or wind breakers.

13.3. Blended Learning

Blended learning is accepted for this qualification where elements of theory are covered. Due to the nature of the qualification and its purpose, learners are expected to spend a significant amount of the guided learning hours in the presence of their trainer/assessor in an outdoor setting.

13.4. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1:12. This number may be reduced for individual activities as per the risk assessment for the session.

13.5. Recommended Resources

Due to the wide range of skills and knowledge required of a forest school leader a range of resources should be accessed. These may include:

- Edible and Medicinal Wild Plants of Britain and Ireland
- A Year of Forest School: Outdoor Play and Skill-building Fun for Every Season
- Forest School Wild Play: Outdoor Fun with Earth, Air, Fire & Water
- Forest School for All
- Risk and Adventure in Early Years Outdoor Play: Learning from Forest Schools

Trainers may recommend other resources to learners that align to the forest School ethos.

14. Centre Personnel Requirements

This qualification is delivery by suitably qualified trainers. Trainers and assessors should:

- Hold a current teaching or training qualification such as the Level 3 Award in Education and Training or 12 Credit PTLLS, and
- Hold a Level 3 Forest School Leader Qualification, and
- Have a minimum of 2 years experience, post qualification, leading a forest school with at least one long term (i.e. through the seasons) programme with a variety of client groups and
- Hold a first aid qualification of at least 16 hours in duration which includes an outdoor element and
- Have professional and public liability insurance

Internal quality assurers should hold the same requirements for the trainer/assessor but also hold a Level 4 Qualification in internal quality assurance of assessment.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

15. Assessment Requirements

Learners are assessed for this qualification through:

15.1. Portfolio of evidence

Learners are assessed for this qualification using a portfolio of evidence. The portfolio can include a range of assessment methods including:

- Record of professional discussions
- Observation of practical tasks/activities
- Product of work
- Assignments

- Video recordings
- Witness testimony

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass / Fail

16. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

17. Resits

As this qualification is evidence based, resits are not required; however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required.

18. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

19. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Forest School Programme: Plan the Woodland Environment (A/618/8241)

Unit Summary Learners will gain knowledge of the benefits of woodlands, their structures and management

1. The learner will: Understand the structure of woodlands.		
Assessment Guidance The learner must		Types of Evidence
1.1	Compare the structures and biodiversity of native broadleaf and coniferous woodland ecosystems.	Portfolio
2. The learner will: Know how to identify a range of flora and fauna and understand the importance of identification.		
Assessment Guidance The learner must		Types of Evidence
2.1	Explain why flora and fauna identification is important for the Forest School leader.	Portfolio
2.2	Identify a range of woodland flora and fauna for own site, detailing identifying characteristics for each species.	Portfolio
3. The learner will: Understand the management of woodlands as a sustainable learning environment.		
Assessment Guidance The learner must		Types of Evidence
3.1	Describe woodland management methods and their significance to sustainability.	Portfolio
3.2	Explain ways to involve participants in sustainable woodland management on a Forest School site.	Portfolio
4. The learner will: Understand the importance of the relationship between Forest School and the woodland environment.		
Assessment Guidance The learner must		Types of Evidence
4.1	Evaluate research articles on the benefits of connection with woodland environments on well-being.	Portfolio
4.2	Explain how Forest School nurtures connection between participants and the woodland environment.	Portfolio

Assessment guidance	
1.1	<ul style="list-style-type: none"> • Identify and explain: <ul style="list-style-type: none"> ○ Vertical layers: below ground, ground, field, shrub, understorey, canopy ○ Horizontal features may include but not limited to: rides, banks, hedges, edges, glades & water, aspect (geography) and topography. • Discussion of related ecological terms: <ul style="list-style-type: none"> ○ Biodiversity ○ Abiotic elements e.g soil and water ○ Natural succession ○ Ecosystems ○ Habitats (including the importance of standing dead wood) ○ Life cycles ○ Seasonality ○ Food chains/webs ○ The effect of light and photosynthesis ○ Wildlife corridors in relation to ecosystems
2.1	<ul style="list-style-type: none"> • Identifying protection species • Informing woodland management plans • Knowledge and understanding for participants • Health & Safety including management of allergies • Uses of plants eg firewood, structures, crafts, foraging • Sustainability • Life cycles and seasonal considerations
2.2	<p>Suggest that information below is presented by creating an engaging and accurate Flora and Fauna ID learning resource for own client group and site; with accompanying reference notes demonstrating further detailed knowledge.</p> <ul style="list-style-type: none"> • Detailed identifying traits for at least 20 species across a range of flora and fauna- may include but not limited to: <ul style="list-style-type: none"> ○ Physical description including colour, size, scent, etc ○ Habitat ○ Life cycle ○ Ecological niche ○ Relevant health and safety ○ Uses ○ Folklore ○ History <p>This information could be presented as part of the learning resource if appropriate or as accompanying notes to go with a simple resource.</p> <p>Teaching how to use of a range of field guides, keys, ID apps, google and existing knowledge.</p>

3.1	<p>Identify the significance of sustainable woodland management to maintain and improve the long-term health of the woodland. Methods to include (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • Planting • Regular timber crops • Monitoring species • Rotating sites used • Managing dead wood • Habitat creation e.g boxes and habitat piles • Management of invasive species • Improving biodiversity • Techniques such as: coppicing, pollarding, thinning, managed grazing, scalloping and ride management • Woodland products • Managing and reporting Biosecurity
3.2	<p>May be included with woodland management plan</p> <ul style="list-style-type: none"> • Understanding our role as stewards of the woodland for generations to come • Considering the participants and (identifying from 3.1) the management techniques that they would be able to implement depending on age and ability.
4.1	<p>Research chosen needs to be: substantive, authentic and valid. Research articles on the benefits of connection with woodland and natural environments with reference to.</p> <ul style="list-style-type: none"> • Physical well-being • Psychological and/or emotional health and well- being • Linking to own experiences in ‘Introduction to Forest School Programme’.
4.2	<p>Approaches to Forest School delivery that enhances connection with woodland environments, giving examples from practice.</p>

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	The learner will know ow to perform tasks that may be complex and non routine. They will be ablet to interpret relevant information and ideas and be aware of different perspectives and approaches to forest school practice.
Skills	3	Strong	The learner will need to be able to use appropriate cognitive and practical skills, methods and procedures.
Overall	3		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	18	Learners will need to undertake some independent research. They will also build their portfolio of evidence.	
Directed study	N/A		
Independent study	6		
Work-based learning	N/A		
Non invigilated assessment	6		
TQT:	30	Credit:	3

Unit 2 Forest School Programme: Learning and Development (F/618/8242)

Unit Summary

Learners will gain knowledge and understanding of the Forest School pedagogy and approach to Learning and Development

1. The learner will: Understand the Forest School Principles and holistic approach to learning and development in relation to an 'Introduction to Forest School Programme'.		
Assessment Guidance The learner must		Types of Evidence
1.1	Summarise how the Forest School principles apply to own programme.	Portfolio
1.2	Give examples of ways in which Forest School encourages physical development and well-being.	Portfolio
1.3	Give examples of ways in which Forest School encourages social and emotional development and well-being including: <ul style="list-style-type: none"> • Self-esteem • Confidence • Emotional Intelligence • Resilience • Spiritual Development. 	Portfolio
1.4	Give examples of ways in which Forest School encourages intellectual Development including: <ul style="list-style-type: none"> • Creativity • Independent learning. 	Portfolio

2. The learner will: Understand the value of the play process at Forest School.		
Assessment Guidance The learner must		Types of Evidence
2.1	Summarise the key characteristics of play and its role at Forest School.	Portfolio
2.2	Explain, giving examples, how play and choice are integrated into own 'Introduction to Forest School Programme'.	Portfolio

3. The learner will: Understand relevant theories of learning and development and their application to Forest School.		
Assessment Guidance The learner must		Types of Evidence
3.1	Summarise recognised theories of learning and development relating to own 'Introduction to Forest School Programme'.	Portfolio

4. The learner will: Understand the impact of behaviour on learning and development at Forest School.		
Assessment Guidance The learner must		Types of Evidence
4.1	Summarise some of the key influences that affect the behaviour of all participants at Forest School.	Portfolio

4.2	Explain how any participant's total behaviour can impact on their learning and development and that of others at Forest School.	Portfolio
4.3	Describe how meeting the needs of all participants develops a community of learning; giving examples from own experience of Forest School.	Portfolio

5. The learner will: Know how to reflect on own Forest School training.		
Assessment Guidance The learner must		Types of Evidence
5.1	Summarise own personal development and learning journey through the Forest School training process.	Portfolio
5.2	Explain how own experience of Forest School training may inform own wider practice and professional development.	Portfolio

Assessment guidance		
1.1	<ul style="list-style-type: none"> Understand the Forest School principles and criteria for good practice as agreed by the UK Forest School community, which can be found at: https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/ The learner will also demonstrate an understanding of the challenges of implementing the principles and criteria with a planned approach to overcome them. 	
1.2	<ul style="list-style-type: none"> These assessment criteria focus on the rich spectrum of outcomes drawn from the Forest School ethos, principles, criteria and aspects of holistic development. 	
1.3	<ul style="list-style-type: none"> Use examples from own 'Introduction to Forest School Programme'. 	
1.4	<ul style="list-style-type: none"> The learner needs to demonstrate an understanding of holistic development referencing background reading/relevant research. Cross referencing to the planning unit may be useful. 	
2.1	<p>Refer to widely recognised principles of play, Article 31 of the UN Convention on the Rights of the Child and current play work practice.</p> <ul style="list-style-type: none"> Links will need to be made to play policy and/or the Forest School handbook. 	
2.2	<ul style="list-style-type: none"> Evidence will be drawn from the learners' plans, observations and evaluations during their 'Introduction to Forest School Programme' 	
3.1	<ul style="list-style-type: none"> A minimum of two learning theories Summary of the key aspects of each learning theory. Why the theories were chosen. Relevance of theories to Forest School Cross reference with the Delivery Unit Include examples from the participants own 'Introduction to Forest School Programme.' 	
4.1	<p>Internal/external factors in Forest School and in the wider lives of all adults and children, including but not limited to:</p> <ul style="list-style-type: none"> Social Environmental Biological Neural development 	
4.2	<p>A non-judgmental approach to behaviour considers how needs (met and unmet) impact on neural development and how this is expressed as behaviours. Explain how these behaviours then impact on the learning and development of individuals and others at Forest School.</p>	

4.3	<p>The learner will reflect and consider the effectiveness of ways a learning community has been developed:</p> <ul style="list-style-type: none"> • During training • During 'Introduction to Forest School Programme' • During observations of other Forest School programmes (if applicable).
5.1	<ul style="list-style-type: none"> • Learners to be alerted to this assessment criteria on day 1 of training • Offer a range of approaches in personal reflective practice. • Use this assessment criterion at end of training process to identify Continuing Professional Development.
5.2	

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	The learner will know how to perform tasks that may be complex and non routine. They will be able to interpret relevant information and ideas and be aware of different perspectives and approaches to forest school practice.
Skills	3	Strong	The learner will need to be able to use appropriate cognitive and practical skills, methods and procedures.
Overall	3		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	30	Learners will build a portfolio of evidence based on experiences and reflections from work based practice. They will also undertake independent research.	
Directed study	N/A		
Independent study	14		
Work-based learning	10		
Non invigilated assessment	6		
TQT:	60	Credit:	6

Unit 3 Forest School Programme: Practical Skills (J/648/8243)

Unit Summary

Learners will gain practical skills and be able to teach practical skills to Forest School participants

1. The learner will: Be able to apply a range of practical skills relevant to a Forest School programme.		
Assessment Guidance The learner must		Types of Evidence
1.1	Select and use appropriate protective equipment (PPE) and personal clothing and for working in a range of situations at Forest School.	Portfolio
1.2	Safely check, clean, maintain and storage of: <ul style="list-style-type: none"> • Tools • Ropes/cords. 	Portfolio
1.3	Safely use different hand tools for a range of applications at Forest School.	Portfolio
1.4	Tie and use a range of knots, selecting ropes/cords for different applications at Forest School.	Portfolio
1.5	Safely make a range of craft items using woodland materials.	Portfolio
1.6	Erect temporary group shelters using tarpaulin/natural woodland materials.	Portfolio
1.7	Safely site, build, light and manage a campfire suitable for purpose.	Portfolio
1.8	Cook on a campfire using a range of methods, with due regard to basic food hygiene and safety.	Portfolio
1.9	Extinguish a fire and leave the site safe.	Portfolio

2. The learner will: Know how to facilitate a range of practical skills relevant to a Forest School programme in line with the Forest School ethos and principles.		
Assessment Guidance The learner must		Types of Evidence
2.1	Explain how to facilitate correct use of PPE with client group.	Portfolio
2.2	Explain how to facilitate the safe checking, cleaning and storage of tools/ropes and cords with client group	Portfolio
2.3	Demonstrate and explain how to facilitate with client group(s) the safe use of a range of hand tools.	Portfolio
2.4	Demonstrate and explain how to facilitate with client group(s) the tying and use of a range of knots for different applications at Forest School.	Portfolio
2.5	Explain how to facilitate with client group(s) the making of a range of different items using natural woodland materials.	Portfolio
2.6	Explain how to facilitate with client group(s) the safe erection of temporary group shelters using tarpaulin and/or woodland materials.	Portfolio
2.7	Demonstrate and explain how to facilitate safe use of a campfire with client group(s).	Portfolio
2.8	Explain how to facilitate safe camp fire cooking with your client group.	Portfolio
2.9	Explain how to facilitate the safe extinguishing of fire with your client group.	Portfolio

Assessment guidance	
1.1	<p>Clothing and PPE –Personal Protective Equipment</p> <ul style="list-style-type: none"> • Across the 4 seasons • Minimum fire and tools plus (but not limited to) one other experience e.g. collecting natural materials, shelter building, etc..
1.2	<p>Basic tool maintenance is to include:</p> <ul style="list-style-type: none"> • Cleaning, drying and oiling • Stropping • Changing blades • Checking tool condition prior to use • Identifying when tools need taken out of circulation • Methods of tool maintenance • Completion of tool maintenance log <p>Rope/cord maintenance and storage</p> <ul style="list-style-type: none"> • Cleaning and drying • Checking rope/cord condition prior to use • Identifying when rope/cord needs to be taken out of circulation • Storage
1.3	<p>Using hand tools</p> <ul style="list-style-type: none"> • A minimum of 6 hand tools to cover (but not limited to) the range of operations below: <ul style="list-style-type: none"> ○ Sawing ○ Cutting ○ Drilling ○ Whittling ○ Splitting ○ Carving • Ensuring task/tool and the woodland materials chosen are appropriate • Refer to country appropriate legislation relating to
1.4	<p>Knots</p> <p>The range of applications:</p> <ul style="list-style-type: none"> • Join two ropes together • Attaching a rope to an object • Attaching two objects together • Tensioning a rope • Stopping slippage on ropes
1.5	<p>Items made with natural materials</p> <p>Detailed instructions and photographic evidence for making at least 4 items using a range of techniques (including but not limited to):</p> <ul style="list-style-type: none"> • Woven • Joined • Shaped • Carved • Split <p>with at least 2 items made using woodworking hand tools</p>

1.6	<p>Temporary group shelters (tarpaulin/natural woodland materials) considering the following:</p> <ul style="list-style-type: none"> • Weather conditions • Construction and dismantling • Group • Site conditions/natural materials available • Purpose • Minimising ecological impact
1.7	<p>Camp Fire</p> <ul style="list-style-type: none"> • Purpose • Safety equipment • Safe positioning • Woodland Type • Soil Type • Permissions • Site conditions • Escape routes • Legislation <p>Managing the surrounding area</p> <ul style="list-style-type: none"> • Seating distances away from fire pit • Minimising ecological impact <p>Building fire</p> <ul style="list-style-type: none"> • Fire pit base and surround • Fire Lays for different purposes • Non-toxic types of wood to burn • Weather <p>Lighting fire</p> <ul style="list-style-type: none"> • Fire lighting using range of methods including fire strikers • Tinder, kindling and fuels <p>Managing fire</p> <ul style="list-style-type: none"> • Fire triangle • Size and type of fire • Management of resources
1.8	<p>Cooking with fire</p> <ul style="list-style-type: none"> • Methods of cooking (including but not limited to): <ul style="list-style-type: none"> ○ Boiling /steaming ○ Frying ○ Baking ○ Roasting • Over camp fire and/or the following: <ul style="list-style-type: none"> ○ Storm kettle, ○ Jet boil, ○ Rocket stove • With reference to Hazard Analysis Critical Control Points (HACCP`s) for higher risk food groups • Desirable: Information about Level 2 outdoor food safety training

1.9	<p>Extinguishing Fires</p> <ul style="list-style-type: none"> • To include permanent and temporary fires. • Show understanding of geographical context minimizing ecological impact: <ul style="list-style-type: none"> ○ soils ○ woodland ecology. • Leave no trace principles • Cross reference to management plan and ecological impact assessment
2.1	<p>Facilitation of PPE</p> <ul style="list-style-type: none"> • Cross reference to the handbook
2.2	<p>Facilitation of Tool, Rope/Cord maintenance</p> <ul style="list-style-type: none"> • Safe storage • Checking • Maintenance of tools/ropes and cords • Taking into consideration the following: <ul style="list-style-type: none"> ○ Age & developmental stage ○ Ratios ○ Competence and confidence of Forest School Leader in maintaining bladed tools
2.3	<p>Facilitation of the use of hand tools with own client group(s) considering the following:</p> <ul style="list-style-type: none"> • FS Ethos and pedagogy • Differentiation, age & developmental stage • Previous experience of participants • Ratios • Insurance • Appropriate safe techniques • Ensuring learners choice of task/tool and the woodland materials are appropriate • Safe working areas • Safe working distances
2.4	<p>Facilitation of knots with own client group(s) considering the following:</p> <ul style="list-style-type: none"> • With regard to the FS Ethos and pedagogy • Choice of knot and rope/cord for context • Differentiation, age & developmental stage appropriate explanations
2.5	<p>Facilitation of making craft items:</p> <ul style="list-style-type: none"> • Choice of materials, techniques, and tools appropriate to the task in hand, age and stage of the learner • FS Ethos and pedagogy
2.6	<p>Facilitation of the erection of temporary group shelters considering the following:</p> <ul style="list-style-type: none"> • Forest School ethos and pedagogy • Source and choice of manmade and/or natural materials minimizing ecological impact • Safe transportation of appropriate materials • Safe siting, construction and dismantling • Rationale & design

2.7	<p>Facilitation of the safe use of fire with own client group(s) considering the following:</p> <ul style="list-style-type: none"> • FS Ethos and pedagogy • Differentiation, age & developmental stage • Previous experience of participants • Ratios • Insurance • With reference to food hygiene procedures and policy • Managing the group • Cross reference to communication strategy: eg. Neighbours
2.8	<p>Facilitation of safe camp fire cooking considering the following:</p> <ul style="list-style-type: none"> • FS Ethos and pedagogy • Age & developmental stage • Previous experience of participants • Ratios • Insurance • With reference to food hygiene procedures and policy • Managing the group • Cross reference to communication strategy in relation to specific needs of individuals/client group
2.9	<p>Facilitation of safe extinguishing of fires considering the following:</p> <ul style="list-style-type: none"> • FS Ethos and pedagogy • Age & developmental stage • Previous experience of participants • Ratios • Insurance • Managing the group • Cross reference to communication strategy

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	The learner will know how to perform tasks that may be complex and non routine. They will be able to interpret relevant information and ideas and be aware of different perspectives and approaches to forest school practice.
Skills	3	Strong	The learner will need to be able to use appropriate cognitive and practical skills, methods and procedures.
Overall	3		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	18	Learners will undertake a range of practical activities in the work environment. This will include assessed activities.	
Directed study	N/A		
Independent study	N/A		
Work-based learning	12		
Non invigilated assessment	N/A		
TQT:	30	Credit:	3

Unit 4 Forest School Programme: Planning and Preparation (L/618/8244)

Unit Summary

Learners will gain knowledge and skills to plan a Forest School programme with an understanding of the ecological impact of Forest School

1. The learner will: Understand the development of Forest School.		
Assessment Guidance The learner must		Types of Evidence
1.1	Summarise the key factors that have influenced the development of Forest School.	Portfolio
1.2	Identify local Forest School practice and networks.	Portfolio
1.3	Evaluate one piece of research on Forest School.	Portfolio

2. The learner will: Be able to manage the ecological impact of a Forest School programme.		
Assessment Guidance The learner must		Types of Evidence
2.1	Assess the ecological impact of running Forest School Programmes on own site.	Portfolio
2.2	Use the ecological impact assessment to create a three year management plan for the sustainable use of own Forest School site and to enhance biodiversity	Portfolio

3. The learner will: Be able to develop the underpinning documents required for a Forest School programme.		
Assessment Guidance The learner must		Types of Evidence
3.1	Create a handbook containing: <ul style="list-style-type: none"> relevant policies and procedures in line with statutory requirements, including documents that underpin good practice for own Forest School programmes; comprehensive risk assessments and risk benefit analysis; a Forest School communication strategy for all stakeholders. 	Portfolio

4. The learner will: Be able to plan a Forest School programme in line with the Forest School ethos and principles.		
Assessment Guidance The learner must		Types of Evidence
4.1	Explain the role of the Forest School programme leader.	Portfolio
4.2	Explain the rationale of own Forest School programme showing links to own client group's learning and development needs.	Portfolio
4.3	Plan the first session of an 'Introduction to Forest School programme'.	Portfolio

Assessment guidance	
1.1	Key events and influences in the Forest School movement and in outdoor learning that have informed the current Forest School Principles and Criteria
1.2	Local Forest School practice and networks: Town/City/County/Region/Country
1.3	Forest School Research: Substantive, authentic, relevant and valid. Expectation that Level 3 trainee includes own opinions on methodology, the outcome, relevance and linking to their own experience
2.1	<ul style="list-style-type: none"> • History of site • Stakeholders • Ecological survey – ie Flora, Fauna, Abiotic Elements • Special features • Designations – Ecological & Historical • Type and level of impact • Mitigations • Biodiversity Action Plan (BAP and LBAP) species
2.2	<ul style="list-style-type: none"> • Vision for the site • Plans to enhance biodiversity • Anticipated use of the site • Mitigating impact • Detailing how client group are involved with the management processes • Evidence of ongoing monitoring • Biosecurity

3.1a	<p>FS Handbook should include the following documents (with reference to appropriate legislation) – please note, this can be cross referenced from other assessment criteria:</p> <ul style="list-style-type: none"> • Contents • Declaration of review date • Declaration the Handbook has been read by all supporting adults with a regular role • Vision statement for your own Forest School reflecting the Forest School Ethos and Principles (to include the pedagogy of Forest School and the role of play and choice) • Policy statements and procedures which arise from them, to include the following (not limited to): <ul style="list-style-type: none"> ○ Behaviour ○ Environmental <ul style="list-style-type: none"> ▪ Ecological Impact ▪ Landowner`s Agreement ▪ Woodland Management ○ Equality <ul style="list-style-type: none"> ▪ Including Prevent Duty where appropriate ○ Health & Safety <ul style="list-style-type: none"> ▪ Accident & Emergency ▪ Cooking including food hygiene ▪ COSHH ▪ Extreme Weather ▪ Fire ▪ First Aid ▪ Insurances ▪ Manual Handling ▪ Risk Management ▪ Risk Assessments ▪ Risk Benefit Analysis ▪ Tools ▪ Transport ▪ Welfare inc clothing, PPE, toileting, food & drink ○ Safeguarding <ul style="list-style-type: none"> ▪ Anti-bullying ▪ Confidentiality ▪ Child/vulnerable adults protection ▪ Data Protection and personal data handling/ ICO ▪ DBS • Disclosure/accusation • Lost or missing child • Social Media • Staff, ratios, roles and responsibilities • Visitor Protocol
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3.1b	<p>Forest School Risk Benefit Assessments appropriate to client group including individual/special needs and should include (<i>not limited to</i>):</p> <ul style="list-style-type: none"> • Camp fires • Camp fire cooking • Collecting Natural Materials • Den Building • Ropes • Site • Tools • Weather
3.1c	<p>Stakeholders include:</p> <ul style="list-style-type: none"> • Landowner/land manager • Management Team • Neighbours <ul style="list-style-type: none"> ○ Organisational Partners ○ Other site users ○ Participants ○ Parents/Carers ○ Staff ○ Volunteers ○ Any other interested parties
4.1	<p>What is the role of the Forest School Leader? Understanding should be mapped to the Forest school Ethos and Principles. This could be presented (<i>but not limited to</i>) a:</p> <ul style="list-style-type: none"> • Job description • Detailed mind map • Written explanation • Video presentation • Power Point
4.2	<p>Include rationale of your Forest School programme linked to the individuals` learning and development needs in your client group</p>
4.3	<p>Session plans to include (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • Practical issues: <ul style="list-style-type: none"> ○ Weather check ○ Site check ○ Staffing ○ Resources ie kit, craft resources, refreshments and handbook ○ Safety & welfare equipment ○ Risk Benefit Assessments for the experiences in that particular session • Possible Lines of Development: linking to the learning and development needs of the individuals in the group demonstrating how your planning has been informed by the previous session. (The learner is not required to plan all the sessions for an `Introductory to Forest School Programme` in advance, as each session will be informed by the previous session). • Other areas to include on the session plan are: <ul style="list-style-type: none"> ○ Establishing a safe community of learning ○ Establishing group expectations ○ Opportunities for self-directed learning and play ○ Opportunities for holistic development ○ Opportunities for participant reflection

Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	The learner will know how to perform tasks that may be complex and non routine. They will be able to interpret relevant information and ideas and be aware of different perspectives and approaches to forest school practice.
Skills	3	Strong	The learner will need to be able to use appropriate cognitive and practical skills, methods and procedures.
Overall	3		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	15	Learners will develop a portfolio of evidence and undertake some independent research	
Directed study	N/A		
Independent study	5		
Work-based learning	N/A		
Non invigilated assessment	10		
TQT:	30	Credit:	3

Unit 5 Supporting a Forest School Programme: Delivery (R/618/8245)

Unit Summary

Learners will gain knowledge and skills to facilitate and evaluate a Forest School Programme

1. The learner will: Be able to facilitate an 'Introduction to Forest School Programme' according to the Forest School ethos and principles.		
Assessment Guidance The learner must		Types of Evidence
1.1	Facilitate an 'Introduction to Forest School Programme' with a minimum of six sessions, demonstrating flexibility in response to individuals' needs.	Portfolio

2. The learner will: Be able to assess the impact of the 'Introduction to Forest School Programme' on participants.		
Assessment Guidance The learner must		Types of Evidence
2.1	Observe a minimum of three participants assessing the impact of the 'Introduction to Forest School Programme' on each of the participant's learning and development.	Portfolio
2.2	Make recommendations for progressing each individual's learning and development as the programme continues.	Portfolio

3. The learner will: Be able to evaluate an 'Introduction to Forest School Programme'.		
Assessment Guidance The learner must		Types of Evidence
3.1	Evaluate each session of the 'Introduction to Forest School Programme' showing how observations and evaluations inform future session plans.	Portfolio
3.2	Carry out a summative evaluation at the end of the 'Introduction to Forest School Programme' explaining how this will inform your long term Forest School strategy.	Portfolio

Assessment guidance	
1.1	<p>Refer to the FS Ethos and Principles Document at www.forestschoollassociation.org/what-is-forest-school</p> <p>On final submission of course work trainees present documentation for the initial six consecutive sessions demonstrating flexibility and progression from one session to the next, based on evaluations reflecting participant’s interests, motivations and needs.</p> <p>Facilitation of ‘Introduction to Forest School Programme’</p> <ul style="list-style-type: none"> • A minimum of 6 sessions • Planning, delivery, observation and evaluations. Strong recommendation the group size will be a max of 16 (min 8) except in exceptional circumstances where a supporting rationale is provided prior to delivery of the ‘Introduction to Forest School Programme’. • Min session time 2 hours with as much contact time as possible on site with the aspiration to spend longer in the natural world as the programme progresses. • It is recommended that there are a minimum of 2 adults if working on school site and a minimum of 3 adults if working remotely. It is best practice to ensure there are sufficient competent adults to carry out emergency action plans. • The majority of the core group of participants should remain the same throughout the ‘Introduction to Forest School Programme’. • If a trainee wishes to extend their programme after the initial 6 sessions prior to qualification, in line with Forest School principles, a short rationale should be given with reference to: <ul style="list-style-type: none"> ○ Insurance ○ Risk Benefit Assessment to reflect still in training ○ Landowner’s acknowledgment (if private land) <p>Completed coursework to be submitted within the agreed timeframe and qualification achieved, prior to starting new Forest School programmes</p>
2.1	<p>Observations:</p> <ul style="list-style-type: none"> • Pre ‘Introduction to Forest School Programme’ baseline assessment for each of the three participants • Documented evidence of objective observations from each session, for each of the three participants • Evaluation of the above observations to assess the impact on the learning and development of the three participants • Summative evaluation of each of the participants learning and development describing the impact of the ‘Introduction to Forest School Programme’
2.2	<p>Recommendations for extending the participant’s learning and development at Forest School in future sessions</p>
3.1	<p>Forest School Programme Evaluation:</p> <ul style="list-style-type: none"> • Pre ‘Introduction to Forest School Programme’ baseline assessment of the whole group • Documented evidence from each session with objective observations about what actually happened compared to the plan • Reflection on each session, including: <ul style="list-style-type: none"> ○ What worked well/didn’t work well ○ Key learning and development aspects for participants and leaders • Recommendations to inform the next session plan
3.2	<p>Summative Evaluation –First 6 sessions of ‘Introduction to Forest School Programme’. Consider:</p> <ul style="list-style-type: none"> • What went well through the ‘Introduction to Forest School

	<ul style="list-style-type: none"> • Programme` and why? • What didn`t go well and why? • What would you change and why? <p>In relation to:</p> <ul style="list-style-type: none"> • Adult experience and effectiveness of roles • Participant experience • Communication of the ethos and practice of Forest School • How effective was your handbook in supporting delivery • How effective and responsive was your session planning • Resourcing • Site management <p>Include outline of the setting`s long term Forest School provision and strategy.</p>
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Rationale for level			
	Level	Emphasis	Comments
Knowledge	3	Strong	The learner will know ow to perform tasks that may be complex and non routine. They will be ablet to interpret relevant information and ideas and be aware of different perspectives and approaches to forest school practice.
Skills	3	Strong	The learner will need to be able to use appropriate cognitive and practical skills, methods and procedures.
Overall	3		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	15		
Directed study	N/A		
Independent study	5		
Work-based learning	5		
Non invigilated assessment	5		
TQT:	30	Credit:	3