SEG Awards Level 3 Certificate for Forest School Leaders

Qualification Guidance

Level 3 Certificate – 603/3013/2

About Us

Skills and Education Group Awards (Certa Awards) [1] continually invest in high quality qualifications and services across education. As a result we have a long-established reputation for supporting skills providers to enable individuals to gain skills for employment, skills for learning and skills for progression.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The Certa Awards Website www.certaawards.co.uk provides access to a wide variety of information.

Copyright

Specification Code, Date and Issue Number

Version	Date of Issue	Comments
1.0	July 2018	Redeveloped Level 3 qualification with indicative content
1.1	August 2018	Published in new format
1.2	July 2019	Updated logo & website link
1.3	December 2020	New review date
1.4	August 2021	Operational & Certification end date updated

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[1] Certa Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to Certa Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

Contents

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be

published on our website and centres are encouraged to check this site regularly.

Introduction

The SEG Awards Certa Level 3 Certificate for Forest School Leaders is a nationally recognised qualification that prepares learners to support individuals in Forest School programmes and outdoor learning.

The qualification is designed to meet the needs of teachers and teaching assistants, adults and professionals in training as a 'Forest School Leader' so that they can plan and lead groups in 'Forest School' programmes and activities.

The qualification was developed with the knowledge and support of the Forest School Association, the organisation responsible for guidance and best practice in the Forest Schools sector.

Aims

The qualification is designed to meet the needs of teachers and teaching assistants, adults and professionals in training as a 'Forest School Leader' so that they can plan and lead groups in 'Forest School' programmes and activities.

Achievement of the qualification will help organisations to acquire the 'Learning outside the Classroom' (LOTC) quality badge and the yellow LOTC mark for meeting the quality standards set by the Forest School Association.

Content Overview

The SEG Awards Certa Level 3 Certificate for Forest School Leaders qualification covers the following 5 topics:
- Forest School Programme: Delivery
- Forest School Programme: Learning and Development
- Forest School Programme: Planning and Preparation
- Forest School Programme: Practical Skills
- Forest School Programme: The Woodland Environment

Each individual unit is assessed through the completion of an assessment task/s related to the specific unit.

Progression Opportunities

This qualification is designed to enable learners to progress to further study in 'Forest School' training and in other subjects within the wider 'Horticulture and Forestry' sector.

It can be used to enable learners to progress into employment, for example as a 'Forest School Leader'.

The qualification could provide progression to:
- Foundation Degree in Environmental Conservation Management
- BSC Rural Land Management
- Forestry and Arboriculture Course.

This qualification is not available as part of an apprenticeship framework and is not specifically designed to lead directly to employment. However, it will support learners who are starting on their journey to a career working in the Forest Schools sector or aspire to be a Forest School Leader and may increase their prospects of gaining employment in the future.

Resource Requirements

To offer these qualifications, Centres **must** ensure that tutors delivering these qualifications:

- have a teaching or training qualification such as a Level 3, 4 or 5 Education and Training Qualification, PTLLS (or equivalent)
- have Level 3 Forest School Leader accreditation
- have a minimum of 2 years, post qualification, experience leading Forest School with at least one long term (i.e. through the seasons) programme
- have a First Aid qualification of at least 16 hours in duration and which includes an outdoor element
- **deliver at least 80% of the guided learning 'face to face' in an outdoors setting with effect from 1st December 2018**

In addition, the Head of Centre, Centre Contact or Curriculum contact must:
- inform Certa of any changes in staffing associated with the delivery of these qualifications
- ensure evidence to meet the above requirements is available upon request by Certa
- authorise delivery of the Certa Level 3 Certificate for Forest School Leaders (RQF)

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification and Pathways	
SEG Awards Certa Level 3 Certificate for Forest School Leaders	
Qualification Number	603/3013/2
Regulated	The qualification, identified above, is regulated by Ofqual.
Assessment	Internal assessment, internal and external moderation.
Grading	Pass
Operational Start Date	1st August 2018
Ofqual Review Date	31st August 2022
Operational End Date	1st September 2021
Certificate End Date	2nd September 2021
Certa Sector	Forest Schools
Ofqual SSA Sector	3.2 Horticulture and Forestry
Stakeholder Support	FSA
Contact	See the Certa Awards Website for Centre Support Officer responsible for this qualification.

SEG Awards Certa Level 3 Certificate for Forest School Leaders

Rules of Combination:
To achieve this qualification learners must achieve 18 credits from the 5 mandatory units.

Units	Unit Ref Number	Level	Credit Value*	GL
Forest School Programme: Delivery	T/616/9106	3	3	27
Forest School Programme: The Woodland Environment	A/616/9110	3	3	25
Forest School Programme: Learning and Development	A/616/9107	3	6	50
Forest School Programme: Planning and Preparation	F/616/9108	3	3	27
Forest School Programme: Practical Skills	J/616/9109	3	3	26

*Credit Values may not be appropriate and may not be included

Qualification Purpose	The Certa Level 3 Certificate for Forest School Leaders is a nationally recognised qualification that prepares learners to support individuals in Forest School programmes and outdoor learning.							
Entry Requirements	There are no specific requirements to study for these qualifications. However, all participants must demonstrate that they are in a position to deliver a 6 session Forest School pilot programme during their training.							
Age Range	Pre 16		16 - 18		18+		19+	✓**
GL	155							
TQT	180							
Credit Value	18							
Learning Aims Reference	See Learning Aim Reference Service (LARS) website: https://data.gov.uk/dataset/learning-aim-reference-service							

Type of Funding Available	See Learning Aim Reference Service (LARS) website
Qualification Fee / Unit Fee	See Certa Awards Website for current fees and charges.
Additional Information	See Certa Awards Website for resources available for this qualification. **Please note that the minimum age for qualified Forest School Leaders is 21. This is a Forest School Association and Department for Education requirement.

Assessment Overview

Summary

The qualification will be awarded to learners who successfully achieve all five of the mandatory units within the qualification in accordance with the Rules of Combination, by meeting the specified Assessment Criteria.

Please note that the Learning Outcomes and Assessment Criteria must not be changed in any way.

Who can assess this qualification?

- We require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject/occupational area to a level above that which they are assessing.
- Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Unit Details

1. Forest School Programme: Delivery

Unit Reference	T/616/9106
Level	3
Credit Value	3
Guided Learning	27 hours
Unit Summary	Learners will gain knowledge and skills to facilitate and evaluate a Forest School Programme.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to facilitate an 'Introduction to Forest School Programme' according to the Forest School ethos and principles.	1.1. Facilitate an 'Introduction to Forest School Programme' with a minimum of six sessions, demonstrating flexibility in response to individuals' needs.
2. Be able to assess the impact of the 'Introduction to Forest School Programme' on participants.	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. 2.2 Make recommendations for progressing each individual's learning and development as the programme continues.
3. Be able to evaluate an 'Introduction to Forest School Programme'.	3.1 Evaluate each session of the 'Introduction to Forest School Programme' showing how observations and evaluations inform future session plans. 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.

Supporting Unit Information

Forest School Programme: Delivery – T/616/9106 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to facilitate an 'Introduction to Forest School Programme' according to the Forest School ethos and principles.

1.1
Refer to the FS Ethos and Principles Document at
www.forestschoolassociation.org/what-is-forest-school

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.

Facilitation of `Introduction to Forest School Programme`
- 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:
  - o Insurance
  - o Risk Benefit Assessment to reflect still in training

o Landowner`s acknowledgment (if private land)

Completed coursework to be submitted within the agreed timeframe and qualification achieved, prior to starting new Forest School programmes

Learning Outcome 2: Be able to assess the impact of the 'Introduction to Forest School Programme' on participants.

2.1
Observations:
- 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
Recommendations for extending the participant`s learning and development at Forest School in future sessions

Learning Outcome 3: Be able to evaluate an 'Introduction to Forest School Programme'.

3.1
Forest School Programme Evaluation:
- 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:
  o What worked well/didn`t work well
  o Key learning and development aspects for participants and leaders
- Recommendations to inform the next session plan

3.2
Summative Evaluation – First 6 sessions of `Introduction to Forest School Programme'. Consider:
- What went well through the `Introduction to Forest School
- Programme` and why?
- What didn`t go well and why?
- What would you change and why?

In relation to:
- 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

Include outline of the setting`s long term Forest School provision and strategy.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has two prescribed assessment methods:
- Written description
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Role play/simulation
- Oral question and answer
- Group discussion

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

Additional Information

Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa Awards Website.

2. Forest School Programme: The Woodland Environment

Unit Reference	A/616/9110
Level	3
Credit Value	3
Guided Learning	25 hours
Unit Summary	Learners will gain knowledge of the benefits of woodlands, their structures and management.

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

Supporting Unit Information

Forest School Programmes: The Woodland Environment – A/616/9110 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the structure of woodlands.

1.1
Identify and explain:
- 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:
- 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

Learning Outcome 2: Know how to identify a range of flora and fauna and understand the importance of identification.

2.1
- 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
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.

Detailed identifying traits for at least 20 species across a range of flora and fauna- may include but not limited to:
- Physical description including colour, size, scent, etc
- Habitat
- Life cycle
- Ecological niche
- Relevant health and safety
- Uses
- Folklore
- History

This information could be presented as part of the learning resource if appropriate or as accompanying notes to go with a simple resource.

- Teaching how to use of a range of field guides, keys, ID apps, google and existing knowledge.

Learning Outcome 3: Understand the management of woodlands as a sustainable learning environment.

3.1
Identify the significance of sustainable woodland management to maintain and improve the long-term health of the woodland.
Methods to include *(but not limited to):*
- 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
May be included with woodland management plan

- 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.

Learning Outcome 4: Understand the importance of the relationship between Forest School and the woodland environment.

4.1
Research chosen needs to be: substantive, authentic and valid.
Research articles on the benefits of connection with woodland and natural environments with reference to:
- Physical well-being
- Psychological and/or emotional health and well- being

Linking to own experiences in 'Introduction to Forest School Programme'.

4.2
Approaches to Forest School delivery that enhances connection with woodland environments, giving examples from practice.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has two prescribed assessment methods:
- Written description
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Oral question and answer
- Group discussion

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

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Additional Information

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3. Forest School Programme: Learning and Development

Unit Reference	A/616/9107
Level	3
Credit Value	6
Guided Learning	50 hours
Unit Summary	Learners will gain introductory knowledge and understanding of the Forest School pedagogy and approach to learning and development.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the Forest School Principles and holistic approach to learning and development in relation to an 'Introduction to Forest School Programme'.	1.1. Summarise how the Forest School principles apply to own programme. 1.2. Give examples of ways in which Forest School encourages physical development and well-being. 1.3. Give examples of ways in which Forest School encourages social and emotional development and well-being including: o Self-esteem o Confidence o Emotional Intelligence o Resilience o Spiritual Development 1.4. Give examples of ways in which Forest School encourages intellectual development including: o Creativity o Independent learning
2. Understand the value of the play process at Forest	2.1 Summarise the key characteristics of play and its role at Forest School.

	School.	2.2	Explain, giving examples, how play and choice are integrated into own 'Introduction to Forest School.
3.	Understand relevant theories of learning and development and their application to Forest School.	3.1	Summarise recognised theories of learning and development relating to own 'Introduction to Forest School Programme'.
4.	Understand the impact of behaviour on learning and development at Forest School.	4.1	Summarise some of the key influences that affect the behaviour of all participants at Forest School.
		4.2	Explain how any participant's total behaviour can impact on their learning and development and that of others at Forest School.
		4.3	Describe how meeting the needs of all participants develops a community of learning; giving examples from own experience of Forest School.
5.	Know how to reflect on own Forest School training.	5.1	Summarise own personal development and learning journey through the Forest School training process.
		5.2	Explain how own experience of Forest School training may inform own wider practice and professional development.

Supporting Unit Information

Forest School Programme: Learning and Development – A/616/9107 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Understand the Forest School Principles and holistic approach to learning and development in relation to an 'Introduction to Forest School Programme'.

1.1
- Understand the Forest School principles and criteria for good practice as agreed by the UK Forest School community, which can be found at:
  http://www.forestschoolassociation.org/full-principles-and-crieria-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, 1.3 and 1.4
- These assessment criteria focus on the rich spectrum of outcomes drawn from the Forest School ethos, principles, criteria and aspects of holistic development.
- Use examples from own 'Introduction to Forest School Programme'.
- The learner needs to demonstrate an understanding of holistic development referencing background reading/relevant research.
- Cross referencing to the planning unit may be useful.

Learning Outcome 2: Understand the value of the play process at Forest School.

2.1 and 2.2
- Refer to widely recognised principles of play, Article 31 of the UN Convention on the Rights of the Child and current play work practice.

- Links will need to be made to play policy and/or the Forest School handbook.
- Evidence will be drawn from the learners' plans, observations and evaluations during their 'Introduction to Forest School Programme'

Learning Outcome 3: Understand relevant theories of learning and development and their application to Forest School.

3.1
- 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.'

Learning Outcome 4: Understand the impact of behaviour on learning and development at Forest School.

4.1
Internal/external factors in Forest School and in the wider lives of all adults and children, including but not limited to:
- Social
- Environmental
- Biological
- Neural development

4.2
A non-judgmental approach to behaviour considers how needs (met and unmet) impact on neural development and how this is expressed as behaviors.

Explain how these behaviors then impact on the learning and development of individuals and others at Forest School.

4.3
The learner will reflect and consider the effectiveness of ways a learning community has been developed:
- During training
- During 'Introduction to Forest School Programme'
- During observations of other Forest School programmes (if applicable).

Learning Outcome 5: Know how to reflect on own Forest School Training.

5.1 and 5.2
- 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.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has two prescribed assessment methods:
- Written description
- Practical demonstration

Additional evidence for this unit may include, but is not limited to:
- Case study
- Oral question and answer
- Group discussion

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

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Additional Information

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4. Forest School Programme: Planning and Preparation

Unit Reference	F/616/9108
Level	3
Credit Value	3
Guided Learning	27 hours
Unit Summary	Learners will gain knowledge and skills to plan a Forest School programme with an understanding of the ecological impact of Forest School.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the development of Forest School	1.1. Summarise the key factors that have influenced the development of Forest School. 1.2. Identify local Forest School practice and networks. 1.3. Evaluate one piece of research on Forest School.
2. Be able to manage the ecological impact of a Forest School programme.	2.1 Assess the ecological impact of running Forest School Programmes on own site. 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.
3. Be able to develop the underpinning documents required for a Forest School programme.	3.1 Create a handbook containing: ○ 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.
4. Be able to plan a Forest School programme in line with the Forest School ethos and principles.	4.1	Explain the role of the forest School programme leader.
	4.2	Explain the rationale of own Forest School programme showing links to own client group's learning and development needs.
	4.3	Plan the first session of an 'Introduction to Forest School Programme'.

Supporting Unit Information

Forest School Programme: Planning and Preparation – F/616/9108 – Level 3

Indicative Content

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Learning Outcome 1: Understand the development of Forest School

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

Learning Outcome 2: Be able to manage the ecological impact of a Forest School programme.

2.1
- History of site
- Stakeholders
- Ecological survey – i.e. Flora, Fauna, Abiotic Elements
- Special features
- Designations – Ecological & Historical
- Type and level of impact
- Mitigations
- Biodiversity Action Plan (BAP and LBAP) species

2.2
- 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

Learning Outcome 3: Be able to develop the underpinning documents required for a Forest School programme.

3.1a

FS Handbook should include the following documents (with reference to appropriate legislation) – please note, this can be cross referenced from other assessment criteria:
- 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):
  - o Behaviour
  - o Environmental
    - Ecological Impact
    - Landowner`s Agreement
    - Woodland Management
  - o Equality
    - Including Prevent Duty where appropriate
  - o Health & Safety
    - 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
  o Safeguarding
  - 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

3.1b

Forest School Risk Benefit Assessments appropriate to client group including individual/special needs and should include (*not limited to*):
- Camp fires
- Camp fire cooking
- Collecting Natural Materials
- Den Building
- Ropes
- Site
- Tools
- Weather

3.1c

Stakeholders include:
- Landowner/land manager
- Management Team
- Neighbours
- Organisational Partners
- Other site users
- Participants
- Parents/Carers
- Staff
- Volunteers
- Any other interested parties

Learning Outcome 4: Be able to plan a Forest School programme in line with the Forest School ethos and principles.

4.1

What is the role of the Forest School Leader? Understanding should be mapped to the Forest school Ethos and Principles.

This could be presented (*but not limited to*) a:

- Job description
- Detailed mind map
- Written explanation
- Video presentation
- Power Point

4.2
Include rationale of your Forest School programme linked to the individuals learning and development needs in your client group

4.3
Session plans to include (*but not limited to*):
- **Practical issues:**
  o Weather check
  o Site check
  o Staffing
  o Resources i.e. kit, craft resources, refreshments and handbook
  o Safety & welfare equipment
  o 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:
- Establishing a safe community of learning
- Establishing group expectations
- Opportunities for self-directed learning and play
- Opportunities for holistic development
- Opportunities for participant reflection

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has one prescribed assessment methods:
- Written description

Additional evidence for this unit may include, but is not limited to:
- Project
- Group discussion

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

Additional Information

Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa Awards Website.

5. Forest School Programme: Practical Skills

Unit Reference	J/616/9109
Level	3
Credit Value	3
Guided Learning	26 hours
Unit Summary	Learners will gain practical skills and be able to teach practical skills to Forest School participants.

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Be able to apply a range of practical skills relevant to a Forest School programme	1.1. Select and use appropriate protective equipment (PPE) and personal clothing for working in a range of situations at Forest School.
	
	1.2. Safely check, clean, maintain and storage of:
	    ○ Tools
	    ○ Ropes/cords
	
	1.3. Safely use different hand tools for a range of applications at Forest School.
	
	1.4. Tie and use a range of knots, selecting ropes/cords for different applications at Forest School.
	
	1.5. Safely make a range of craft items using woodland materials.
	
	1.6. Erect temporary group shelters using tarpaulin/natural woodland materials.
	
	1.7. Safely site, build, light and manage a campfire suitable for purpose.
	
	1.8. Cook on a campfire using a range of methods, with due regard to basic food hygiene and safety.

	1.9.	Extinguish a fire and leave the site safe.
2. Know how to facilitate a range of practical skills relevant to a Forest School programme in line with the Forest School ethos and principles.	2.1	Explain how to facilitate correct use of PPE with client group.
	2.2	Explain how to facilitate the safe checking, cleaning and storage of tools/ropes and cords with client group.
	2.3	Demonstrate and explain how to facilitate with client group(s) the safe use of a range of hand tools.
	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.
	2.5	Explain how to facilitate with client group(s) the making of a range of different items using natural woodland materials.
	2.6	Explain how to facilitate with client group(s) the safe erection of temporary group shelters using tarpaulin and/or woodland materials.
	2.7	Demonstrate and explain how to facilitate safe use of a campfire with client group(s).
	2.8	Explain how to facilitate safe camp fire cooking with your client group.
	2.9	Explain how to facilitate the safe extinguishing of fire with your client group.

Supporting Unit Information

Forest School Programme: Practical Skills – J/616/9109 – Level 3

Indicative Content

Note: Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the unit. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

Learning Outcome 1: Be able to apply a range of practical skills relevant to a Forest School programme.

1.1
Clothing and PPE – Personal Protective Equipment
- 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
Basic tool maintenance is to include:
- 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

Rope/cord maintenance and storage
- Cleaning and drying
- Checking rope/cord condition prior to use
- Identifying when rope/cord needs to be taken out of circulation
- Storage

1.3
Using hand tools
- A minimum of 6 hand tools to cover (*but not limited to*) the range of operations below:
  - o Sawing
  - o Cutting
  - o Drilling
  - o Whittling
  - o Splitting

- o Carving
- Ensuring task/tool and the woodland materials chosen are appropriate
- Refer to country appropriate legislation relating to

1.4
Knots
The range of applications:
- Join two ropes together
- Attaching a rope to an object
- Attaching two objects together
- Tensioning a rope
- Stopping slippage on ropes

1.5
Items made with natural materials
Detailed instructions and photographic evidence for making at least 4 items using a range of techniques (*including but not limited to*):
- Woven
- Joined
- Shaped
- Carved
- Split
- with at least 2 items made using woodworking hand tools

1.6
Temporary group shelters (tarpaulin/natural woodland materials) considering the following:
- Weather conditions
- Construction and dismantling
- Group
- Site conditions/natural materials available
- Purpose
- Minimising ecological impact

1.7
Camp Fire
- Purpose
- Safety equipment
- Safe positioning
- Woodland Type
- Soil Type
- Permissions
- Site conditions
- Escape routes
- Legislation

Managing the surrounding area
- Seating distances away from fire pit
- Minimising ecological impact

Building fire
- Fire pit base and surround
- Fire Lays for different purposes
- Non-toxic types of wood to burn
- Weather

Lighting fire
- Fire lighting using range of methods including fire strikers
- Tinder, kindling and fuels

Managing fire
- Fire triangle
- Size and type of fire
- Management of resources

1.8
Cooking with fire
- Methods of cooking (including but not limited to):
  - Boiling /steaming
  - Frying
  - Baking
  - Roasting
- Over camp fire and/or the following:
  - 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
Extinguishing Fires
- To include permanent and temporary fires.
- Show understanding of geographical context minimizing ecological impact:
  - soils
  - woodland ecology.
- Leave no trace principles
- Cross reference to management plan and ecological impact assessment

Learning Outcome 2: Know how to facilitate a range of practical skills relevant to a Forest School programme in line with the Forest School ethos and principles.

2.1
Facilitation of PPE
- Cross reference to the handbook

2.2
Facilitation of Tool, Rope/Cord maintenance
- Safe storage
- Checking
- Maintenance of tools/ropes and cords
- Taking into consideration the following:
  - o Age & developmental stage
  - o Ratios
  - o Competence and confidence of Forest School
  - o Leader in maintaining bladed tools

2.3
Facilitation of the use of hand tools with own client group(s) considering the following:
- 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
Facilitation of knots with own client group(s) considering the following:
- With regard to the FS Ethos and pedagogy
- Choice of knot and rope/cord for context
- Differentiation, age & developmental stage appropriate explanations

2.5
Facilitation of making craft items:
- Choice of materials, techniques, and tools appropriate to the task in hand, age and stage of the learner
- FS Ethos and pedagogy

2.6

Facilitation of the erection of temporary group shelters considering the following:
- 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
Facilitation of the safe use of fire with own client group(s) considering the following:
- 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
Facilitation of safe camp fire cooking considering the following:
- 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
Facilitation of safe extinguishing of fires considering the following:
- FS Ethos and pedagogy
- Age & developmental stage
- Previous experience of participants
- Ratios
- Insurance
- Managing the group
- Cross reference to communication strategy

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods of Assessment

Centres **must** ensure that all internally assessed evidence is generated by each individual candidate. Where candidates do work in groups, it is important that the assessor is able to make an accurate assessment of each individual's contribution to the group.

Minimum requirements when assessing this unit
Certa expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence of Achievement

This unit has two prescribed assessment methods:
- Written description
- Practical demonstration

 Additional evidence for this unit may include, but is not limited to:
- Case study
- Oral question and answer
- Group discussion

It is good practice to use a range of assessment methods appropriate to meet the assessment criteria and the candidate's needs.

All evidence must be clearly signposted and made available for external moderation upon request.

Any photographic evidence must be appropriately annotated to clearly demonstrate the candidates' role and how it meets the assessment criteria.

Witness and observation statements must be specific and contain the name, signature and role of the witness / observer.

Additional Information

Additional guidance for delivering and assessing Certa qualifications and information about Internal Quality Assurance is available on the Certa Awards Website.

Appendices

Recognition of Prior Learning, Exemption and Credit Transfer

Certa's policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within a Certa qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Certa qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Certa.
- It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
- Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Certa may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units / Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
    - o original certificates OR
    - o copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised

organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Certa encourages its centres to recognise the previous achievements of learners through RPL, Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities.

Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Certa Awards Website.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Certa's policies and procedures are available on the Certa Awards Website.

Glossary of Terms

Guided Learning (GL)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at the unit/component level and added up at the qualification level.

Examples of guided learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment

- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the GL plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.