

**Learner Unit Achievement Checklist**

**SEG Awards Level 3 Certificate for Forest School Leaders**

**610/3685/7**

###### SEG Awards Level 3 Certificate for Forest School Leaders

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**Y/651/0003 Forest School Programme: Delivery - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Facilitate an ‘Introduction to Forest School Programme’ |  |  |  |  |
| **2.1** Observe participants, assessing the impact of an ‘Introduction to Forest School programme’ on participants learning and development  **2.2** Make recommendations for progressing each individuals’ learning and development |  |  |  |  |
| **3.1** Evaluate each session of the ‘Introduction to Forest School Programme’  **3.2** Carry out a summative evaluation of the ‘Introduction to Forest School Programme’ |  |  |  |  |

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**A/651/0004 Forest School Programme: Learning and Development - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Summarise how Forest School principles apply to own programme  **1.2** Explain how Forest School encourages physical development and well-being  **1.3** Explain how Forest School encourages social and emotional development and well-being  **1.4** Explain how Forest School encourages intellectual development |  |  |  |  |
| **2.1** Summarise the key characteristics of play and its role at Forest School  **2.2** Explain how play and choice are integrated into own ‘Introduction to Forest School Programme’ |  |  |  |  |
| **3.1** Summarise recognised theories of learning and development relating to own ‘Introduction to Forest School programme’ |  |  |  |  |
| **4.1** Summarise key factors that affect the behaviour of all participants at Forest School  **4.2** Explain how any participant’s behaviour can impact 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 in own setting |  |  |  |  |
| **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 informs wider practice and professional development |  |  |  |  |

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**D/651/0005 Forest School Programme: Planning and Preparation - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **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 research on the Forest School approach |  |  |  |  |
| **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 |  |  |  |  |
| **3.1** Develop a Forest School handbook containing: a) Relevant policies and procedures in line with statutory requirements including documents that underpin good practice specific for own Forest School programmes b) Comprehensive risk assessments and risk benefit analysis c) A Forest School communication strategy for all stakeholders |  |  |  |  |
| **4.1** Explain the role of the Forest School Programme Leader  **4.2** Explain the rationale of own Forest School Programme  **4.3** Plan the first session of an ‘Introduction to Forest programme’ |  |  |  |  |

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**F/651/0006 Forest School Programme: Practical Skills - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Select and use appropriate personal protective equipment (PPE) at Forest School  **1.2** Safely check, clean and maintain equipment  **1.3** Safely use hand tools at Forest School  **1.4** Tie and use knots at Forest School  **1.5** Safely make craft items using woodland materials  **1.6** Erect temporary group shelters  **1.7** Safely site, build, light and manage a campfire suitable for purpose  **1.8** Cook safely on a campfire using a range of methods  **1.9** Safely extinguish a fire |  |  |  |  |
| **2.1** Explain how to facilitate correct use of PPE with client group  **2.2** Explain how to facilitate the safe checking, cleaning and maintaining of equipment with a client group  **2.3** Explain how to facilitate with client group(s) the safe use of hand tools  **2.4** Explain how to facilitate with client group(s) the tying and use of knots at Forest School  **2.5** Explain how to facilitate with client group(s) the making of craft items using natural woodland materials  **2.6** Explain how to facilitate with client group(s) the safe erection of temporary group shelters  **2.7** Demonstrate and explain how to facilitate safe use of a campfire with client group(s)  **2.8** Explain how to facilitate safe campfire cooking with your client group  **2.9** Explain how to facilitate the safe extinguishing of fire with your client group |  |  |  |  |

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**H/651/0007 Forest School Programme: The Woodland Environment - Mandatory Unit**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Explain the structures and biodiversity of native broadleaf and coniferous woodland ecosystems |  |  |  |  |
| **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 item |  |  |  |  |
| **3.1** Describe woodland management methods and their significance to sustainability  **3.2** Explain methods for participant engagement in sustainable woodland management on a Forest School site |  |  |  |  |
| **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 |  |  |  |  |

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