

Qualification Guidance



SEG Awards Level 3 Certificate in Forest School Leaders

England – 610/3685/7

Qualification Guidance

About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

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

Skills and Education Group Awards website
www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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Specification Code

The specification code is C9257-03.

Issue	Date	Details of change
1.0	February 2024	New qualification

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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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.

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Introduction

The SEG Awards 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.

The key areas covered include:

- 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.

Pre-requisites / Entry Requirements

There are no specific requirements to study for this qualification. However, all learners must demonstrate that they are in a position to deliver a 6 session Forest School pilot programme during their training.

Please note that the Forest School Association requires a minimum age of 19 for Level 3 Forest School Leader and cannot act as Forest School Leaders until they are 21. It also requires that learners have a current DBS disclosure if appropriate.

Tutors must ensure that the level of the qualification is appropriate to the learner and may wish to consult the guidance published by the [Forest School Association](#).

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

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Qualification Structure and Rules of Combination

Rules of Combination: Level 3 Certificate for Forest School Leaders

Learners must achieve **all** 18 credits from **all** the 5 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Group Min Credit Target - 18				
Forest School Programme: Delivery	Y/651/0003	3	3	27
Forest School Programme: Learning and Development	A/651/0004	3	6	50
Forest School Programme: Planning and Preparation	D/651/0005	3	3	27
Forest School Programme: Practical Skills	F/651/0006	3	3	26
Forest School Programme: The Woodland Environment	H/651/0007	3	3	25

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.

Target Group

The SEG Awards Level 3 Certificate for Forest School Leaders is designed for learners, **19 years of age and over but are unable to act as Forest School Leaders until they are 21.**

Assessment

This 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 **all** the specified Assessment Criteria and **all** the learning outcomes.

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Assessment Method	Overview
Internal assessment by portfolio of evidence	Where the assessment method for the qualification is by internally set assessments (portfolio of evidence), then centres are free to devise their own assessments for the qualification/unit
Internal assessment by observation	Where the assessment method for the qualification is by observation of learners to demonstrate their application of skills

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

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Certificate in Forest Leaders.

Teaching Strategies and Learning Activities

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

Evidence of Achievement

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.

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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.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning / physical difficulty may impose on future progression.

Tutor / Assessor Requirements

To offer this qualification, centres **must** ensure that tutors delivering this qualification:

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

In addition, the Head of Centre, Centre Contact or Curriculum contact **must**:

- Inform Skills and Education Group Awards of any changes in staffing associated with the delivery of this qualification

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- Ensure evidence to meet the above requirements is available upon request by Skills and Education Group Awards
- Authorise delivery of the SEG Awards Level 3 Certificate for Forest School Leaders

Centres **must** also ensure they have in place an Internal Quality Assurance person who:

- Holds or is working towards a level 4 award in internal quality assurance of assessment processes and practices
- Has substantial experience of working in or assessing qualifications in the subject area
- Is familiar with the assessment requirements of the qualification for which they are the internal quality assurer

Language

This specification and associated assessment materials are in English only.

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Qualification Summary

Qualification					
SEG Awards Level 3 Certificate for Forest School Leaders					
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area				
Age Range	Pre 16	16-18	18+	19+	✓
Regulation	The above qualification is regulated by: <ul style="list-style-type: none"> Ofqual 				
Assessment	Internal assessment, internal and external moderation				
Type of Funding Available	See FaLA (Find a Learning Aim)				
Grading	Pass/Fail				
Operational Start Date	12/02/2024				
Review Date	31/08/2026				
Operational End Date	-				
Certification End Date	-				
Guided Learning (GL)	155 hours				
Total Qualification Time (TQT)	180 Hours				
Credit Value	18				
Skills and Education Group Awards Sector	Landbased				
Regulator Sector	3.2 Horticulture and Forestry				
Support from Trade Associations	Forest School Association (FSA)				
Additional Information	**Please note that the minimum age for qualified Forest School Leaders is 21. This is a Forest School Association and Department for Education requirement.				

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Unit Details

Forest School Programme: Delivery	
Unit Reference	Y/651/0003
Level	3
Credit Value	3
Guided Learning (GL)	27 hours
Unit Summary	Learners will gain knowledge and skills to facilitate and evaluate a Forest School Programme
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
<i>The learner will</i>	<i>The learner can</i>
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'
2. Be able to assess the impact of the 'Introduction to Forest School programme' on participants	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. Be able to evaluate an introduction to Forest School Programme	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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Forest School Programme: Learning and Development	
Unit Reference	A/651/0004
Level	3
Credit Value	6
Guided Learning (GL)	50 hours
Unit Summary	Learners will gain knowledge of the benefits of woodlands, their structures and management
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.1)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the Forest School Principles and approach to learning and development in relation to an 'Introduction to Forest School programme'	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. Understand the value of the play process at Forest School	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. Understand relevant theories of development and learning 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 a Forest School	4.1 Summarise key factors that affect the behaviour of all participants at Forest School

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	4.2	Explain how any participant's behaviour can impact their learning and development and that of others at Forest School
5. Know how to reflect on own Forest School Training	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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Forest School Programme: Planning and Preparation	
Unit Reference	D/651/0005
Level	3
Credit Value	3
Guided Learning (GL)	27 hours
Unit Summary	Learners will gain introductory knowledge and understanding of the Forest School pedagogy and approach to learning and development
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
<i>The learner will</i>	<i>The learner can</i>
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 research on the Forest School approach
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 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

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		c) 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
	4.3	Plan the first session of an 'Introduction to Forest programme'

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Forest School Programme: Practical Skills	
Unit Reference	F/651/0006
Level	3
Credit Value	3
Guided Learning (GL)	26 hours
Unit Summary	Learners will gain practical skills and be able to teach practical skills to Forest School participants
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.9)
<i>The learner will</i>	<i>The learner can</i>
1. Be able to apply a range of practical skills relevant to a Forest School programme	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. 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 maintaining of equipment with a client group

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	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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Forest School Programme: The Woodland Environment	
Unit Reference	H/651/0007
Level	3
Credit Value	3
Guided Learning (GL)	25 hours
Unit Summary	Learners will gain knowledge of the benefits of woodlands, their structures and management
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)
<i>The learner will</i>	<i>The learner can</i>
1. Understand the structures of woodlands	1.1 Explain 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 item
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 methods for participant engagement in sustainable woodland management on a Forest School site
4. Understand the importance of a 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

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Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards 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 Skills and Education Group Awards 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 Skills and Education Group Awards 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 Skills and Education Group Awards.

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 – Skills and Education Group Awards 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:
 - Original certificates OR
 - 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.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL),

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Exemption, Credit Transfer and Equivalencies. 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 Skills and Education Group Awards Qualifications' which can be downloaded from <https://skillsandeducationgroupawards.co.uk/for-centres/>

Certification

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

Skills and Education Group Awards' policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

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Glossary of Terms

GL (Guided Learning)

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 qualification level and not unit/component 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 Guided Learning (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.