

**Unit Title:** Supporting a Forest School Programme:  
**Practical Skills**  
**Unit Level:** Level 3  
**Unit Credit Value:** 3  
**GLH:** 24  
**LASER Unit Code:** WJG200  
**Ofqual Unit Code:** H/616/8064

This unit has 6 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Understand the structure of woodlands.	1.1	Compare the structures and biodiversity of native broadleaf and coniferous woodland eco systems.
2.	Know how to identify a range of flora and fauna and understand the importance of identification.	2.1	Identify a range of woodland flora and fauna for own site, detailing identifying characteristics for each species.
3.	Be able to manage the ecological impact of a Forest School programme.	3.1	Assess the ecological impact of running Forest School programmes on own site.
4.	Understand the role of risk assessment at Forest School.	4.1	Define the terms 'hazard' and 'risk' with reference to Forest School.
5.	Be able to carry out a site risk assessment and a risk-benefit assessment.	5.1	Carry out a site risk assessment and a risk-benefit assessment related to an experience at Forest School.
6.	Be able to apply a range of practical skills relevant to a Forest School Programme.	6.1	Select and use appropriate personal protective equipment (PPE) and clothing for working in a range of situations at Forest School.
		6.2	Safely check, clean, maintain and store at Forest School: <ul style="list-style-type: none"> <li>• Tools</li> <li>• Ropes/cords.</li> </ul>
		6.3	Safely use different hand tools for a range of applications at Forest School.
		6.4	Tie and use a range of knots selecting ropes/cords for different applications at Forest School.
		6.5	Safely make a range of craft items using woodland materials.
		6.6	Erect temporary group shelters using tarpaulin/natural woodland materials.
		6.7	Safely site, build, light and manage a campfire suitable for purpose.
		6.8	Extinguish a fire and leave the site safe.

**Assessment Guidance:**

Observation and/or use of others (Witness Testimony) must be used for this unit. Learners must submit authentic evidence making it clear what their contribution was to planning, delivery and evaluation.

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Holistic assessment within and across units is encouraged.

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Effective from 1<sup>st</sup> December 2018, the Forest Schools Association (FSA) requires 80% face-to-face delivery of this Level 3 Certificate for Forest School Leaders qualification in order to obtain membership of their organisation. This would equate to a minimum of 77 GLH (Guided Learning Hours).

<b>Additional Information:</b>	
<b>Assessment Criteria</b>	<b>Indicative Content</b>
LO1 AC1.1	To cover: <ul style="list-style-type: none"> <li>• Vertical layers: below ground, ground,</li> <li>• Field, shrub, understorey, canopy</li> <li>• Horizontal features may include (but not limited to): rides, banks, hedges, edges,</li> <li>• Glades, water, aspect (geography) and</li> <li>• Topography.</li>   <li>• Discussion of related ecological terms:               <ul style="list-style-type: none"> <li>○ Biodiversity</li> <li>○ Abiotic elements e.g. soil and water</li> <li>○ Natural succession</li> <li>○ Eco-systems</li> <li>○ Habitats</li> <li>○ Life-cycles</li> <li>○ Seasonality</li> <li>○ Food chains and webs</li> <li>○ The effect of light and photosynthesis</li> <li>○ Wildlife corridors in relation to ecosystems.</li> </ul> </li> </ul>
LO2 AC2.1	To cover: <ul style="list-style-type: none"> <li>• Detail identifying traits and information for at least 20 species across a range of flora and fauna may include (but not limited to):               <ul style="list-style-type: none"> <li>○ Name</li> <li>○ Physical description including colour, size, scent etc.</li> <li>○ Habitat</li> <li>○ Life-cycle</li> <li>○ Ecological niche</li> <li>○ Relevant Health &amp; Safety</li> <li>○ Uses</li> <li>○ Folklore</li> <li>○ History.</li> </ul> </li> </ul>

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LO3 AC 3.1	To cover: <ul style="list-style-type: none"> <li>• Ecological survey – i.e. Flora, Fauna, Abiotic Elements</li> <li>• Special features</li> <li>• Type and level of impact</li> <li>• Mitigations.</li> </ul>
LO4 AC 4.1	<ul style="list-style-type: none"> <li>• Define hazard and risk giving examples from own Forest School sessions.</li> </ul>
LO5 AC 5.1	<ul style="list-style-type: none"> <li>• Create two different risk/benefit assessments for the site and for an experience at Forest School referring to the Health &amp; Safety Executive’s five steps approach to risk management, with the addition of a benefit assessment.</li> </ul>
LO6 AC 6.1	<ul style="list-style-type: none"> <li>• <b>Clothing and PPE</b> – Personal Protective Equipment             <ul style="list-style-type: none"> <li>○ Across the four seasons</li> <li>○ Minimum fire and tools plus (but not limited to) one other experience e.g. collecting natural materials, shelter building etc.</li> </ul> </li> </ul>
LO 6 AC 6.2	<ul style="list-style-type: none"> <li>• <b>Tool and rope/ cord maintenance</b></li> <li>• <b>Basic tool maintenance</b> to include:             <ul style="list-style-type: none"> <li>○ Cleaning, drying and oiling</li> <li>○ Stropping</li> <li>○ Changing blades</li> <li>○ Checking tool condition prior to use</li> <li>○ Identifying when tools need taken out of circulation</li> <li>○ Methods of tool maintenance</li> <li>○ Completion of tool maintenance log.</li> </ul> </li> <li>• <b>Rope/cord maintenance and storage</b> <ul style="list-style-type: none"> <li>○ Cleaning and drying</li> <li>○ Checking rope/cord condition prior to use</li> <li>○ Identifying when rope/cord needs to be taken out of circulation</li> <li>○ Storage</li> </ul> </li> </ul>
LO 6 AC 6.3	<ul style="list-style-type: none"> <li>• <b>Using hand tools</b> <ul style="list-style-type: none"> <li>○ A minimum of four hand tools to cover (but not limited to) the following range of operations:               <ul style="list-style-type: none"> <li>▪ Sawing</li> <li>▪ Cutting</li> <li>▪ Drilling</li> <li>▪ Whittling</li> <li>▪ Splitting</li> <li>▪ Carving.</li> </ul> </li> </ul> </li> </ul> <p>(Ensuring task/tool and the woodland materials chosen are appropriate. Refer to country appropriate legislation relating to tools).</p>
LO 6	<ul style="list-style-type: none"> <li>• <b>Knots</b></li> </ul>

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AC 6.4	<ul style="list-style-type: none"> <li>○ The range of applications to include:           <ul style="list-style-type: none"> <li>▪ Join two ropes together</li> <li>▪ Attaching a rope to an object</li> <li>▪ Attaching two objects together</li> <li>▪ Tensioning a rope</li> <li>▪ Stopping slippage on ropes.</li> </ul> </li> </ul>
LO 6 AC 6.5	<ul style="list-style-type: none"> <li>• <b>Items made with natural materials</b> <ul style="list-style-type: none"> <li>○ Detailed instructions and photographic evidence for making at least two items using a range of techniques including (but not limited to):               <ul style="list-style-type: none"> <li>▪ Woven</li> <li>▪ Joined</li> <li>▪ Shaped</li> <li>▪ Carved</li> </ul> </li> </ul> <p>with at least two items made using woodworking hand tools.</p> </li> </ul>
LO 6 AC 6.6	<ul style="list-style-type: none"> <li>• <b>Temporary group shelters (tarpaulin/natural woodland materials)</b> considering the following:       <ul style="list-style-type: none"> <li>○ Weather conditions</li> <li>○ Construction and dismantling</li> <li>○ Group</li> <li>○ Site conditions/natural materials available</li> <li>○ Purpose</li> <li>○ Minimising ecological impact.</li> </ul> </li> </ul>
LO6 AC 6.7	<ul style="list-style-type: none"> <li>• <b>Camp Fire</b> <ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Safety equipment</li> <li>○ Safe positioning</li> <li>○ Woodland Type</li> <li>○ Soil Type</li> <li>○ Permissions</li> <li>○ Site conditions</li> <li>○ Escape routes</li> <li>○ Legislation</li> </ul> </li> <li>• <b>Managing the surrounding area</b> <ul style="list-style-type: none"> <li>○ Seating distances away from fire pit</li> <li>○ Minimising ecological impact</li> </ul> </li> <li>• <b>Building fire</b> <ul style="list-style-type: none"> <li>○ Fire pit base and surround</li> <li>○ Fire Lays for different purposes</li> <li>○ Non-toxic types of wood to burn</li> <li>○ Weather</li> </ul> </li> <li>• <b>Lighting fire</b> <ul style="list-style-type: none"> <li>○ Fire lighting using range of methods including fire strikers</li> <li>○ Tinder, kindling and fuels</li> </ul> </li> <li>• <b>Managing fire</b></li> </ul>

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	<ul style="list-style-type: none"> <li>○ Fire triangle</li> <li>○ Size and type of fire</li> <li>○ Management of resources</li> </ul>
LO 6 AC 6.8	<ul style="list-style-type: none"> <li>● <b>Extinguishing Fires</b> to include:             <ul style="list-style-type: none"> <li>○ permanent and temporary fires.</li> </ul> </li> <li>● Show understanding of geographical context minimising ecological impact to cover:             <ul style="list-style-type: none"> <li>○ soils</li> <li>○ woodland ecology.</li> </ul> </li> <li>● Leave no trace principles.</li> <li>● Cross reference to management plan and ecological impact assessment.</li> </ul>