

## Level 3 Overview

The qualification is made up of the following 5 Units:

- **Forest School Programme: Delivery** – much of this unit relates to the 6 sessions you will run with a group. You will need to also read the guidance on planning and documenting your forest school programme.

A key outcome of this unit will be to produce a written report evaluating your forest school programme of 6 sessions. Try and make this a useful process – work closely with other staff coming out on the session to involve them in this as much as possible. Try to produce a short report that helps to evaluate learning and development of the group involved and is a tool to promote your project and the wider work you want to do in your setting.

- **Forest School Programmes: The Woodland Environment**

Written questions

- **Forest School Programme: Learning and Development**

Written questions

- **Forest School Programmes: Planning and Preparation**

This is significantly made up of your Handbook. You will need to follow the separate guidance document on this carefully. This unit is also made up of further written questions.

- **Forest School Programmes: Practical Skills**

Tools, Cooking, Knot & Fire activities practical skills assessments done on the training, photo & video evidence and some written work to support this.

Course Deadlines dates:

You will have a maximum of a year to complete your work. It is recommended that you aim to find some regular time to undertake work on the qualification. If you submit work early it is often not possible to mark before the deadlines. If you submit your work later than the agreed deadline we can not guarantee it will be marked. In exceptional circumstances you can apply for an extension in writing. Shortly after the deadlines and handing in work you will be given a date by which you will receive some feedback and if necessary asked for additional updates.

The first main piece of work to complete will be - first draft of your handbook and risk assessments – which must be completed before running sessions.

Marking & Certification

The process of marking is fairly involved and is initially marked by your tutor who will provide feedback. At this point the tutor may ask for additional information in the form of an update to complete the criteria fully. Once the tutor is happy and all evidence is completed and all documentation has been submitted then your work will go forward for internal verification to check it is of suitable comparable standard to other level 3 portfolios. Following this work is then checked by an external verifier from the awarding body before final certification. This process can take a few months and occasionally longer – you will be kept up to date on progress.

Unit Guides - Guidance on written work – What I am Looking For.

You will be provided with on-line guidance for each unit which will clearly outline what is being asked for and what evidence you need to submit. You will also be given some links and useful information to help support your reading and research to complete your written work.

## Forest School Programmes: The Woodland Environment

### Learning Outcomes for this Unit are:

1. Understand the structure of woodlands.
2. Know how to identify a range of flora and fauna and understand the importance of identification.
3. Understand the management of woodlands as a sustainable learning environment.
4. Understand the importance of the relationship between Forest School and the woodland environment.

### Assessment Criteria to complete are:

1.1 Compare the structures and biodiversity of native broadleaf and coniferous woodland ecosystems.

(Word Guide 750 words)

2.1 Explain why flora and fauna identification is important for the Forest School leader.

(Word Guide 550 words)

2.2 Identify a range of woodland flora and fauna for own site, detailing identifying characteristics for each species.

3.1 Describe woodland management methods and their significance to sustainability.

(Word Guide 550 words)

3.2 Explain methods for participant engagement in sustainable woodland management on a Forest School site

(Word Guide 400 words)

4.1 Evaluate research articles on the benefits of connection with woodland environments on well-being.

(Word Guide 550 words)

4.2 Explain how Forest School nurtures connection between participants and the woodland environment.

(Word Guide 550 words)

## Forest School Programmes: Planning and Preparation Unit

### Learning Outcomes for this Unit are:

1. Understand the development of Forest School.
2. Be able to manage the ecological impact of a Forest School programme.
3. Be able to develop the underpinning documents required for a Forest School programme.
4. Be able to plan a Forest School programme in line with the Forest School ethos and principles.

### Assessment Criteria to complete are:

1.1 Summarise the key factors that have influenced the development of Forest School.  
(word limit 400 words)

1.2 Identify local Forest School practice and networks.  
(word limit 400 words)

1.3 Evaluate research on the Forest School approach.  
(word limit 400 words)

2.1 Assess the ecological impact of running Forest School at 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. 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 stakeholder

4.1. Explain the role of the Forest School programme leader.  
(word limit 400 words)

4.2. Explain the rationale of own Forest School programme showing links to own client group's learning and development needs.

Provide detail about how you have designed and planned out the structure of your sessions and some thoughts on content and support to best facilitate both your groups learning and development needs throughout your programme.  
(word limit 400 words)

4.3. Plan the first session of an 'Introduction to Forest School programme'.

## Forest School Programmes: Practical Skills Unit

In this unit some of the criteria are assessed on the course and some are written work in support of this. Also some photos and video will be required.

### Learning Outcomes for this Unit are:

**Be able to apply a range of practical skills relevant to a Forest School programme.**

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

1.1 Select and use personal protective equipment (PPE) for working in a range of situations at Forest School.

Assessed on the course + photo evidence.

1.2 Safely check, clean, maintain and storage of:

• Tools & • Ropes/cords.

Assessed and on the course + photo evidence.

1.3 Safely use different hand tools for a range of applications at Forest School.

Assessed on the course + photo evidence.

1.4 Tie and use a range of knots, selecting ropes/cords for different applications at Forest School.

Assessed on the course + photo evidence.

1.5 Safely make a range of craft items using woodland materials.

Provide a step by step explanation of how you have made four different items from woodland materials - you can include photos as teaching resources. You can combine this with 2.5.

1.6 Erect temporary group shelters using tarpaulin/natural woodland materials.

Assessed on the course + photo evidence.

1.7 Safely site, build, light and manage a campfire suitable for purpose.

Assessed on the course + photo evidence.

1.8 Cook on a campfire using a range of methods, with due regard to basic food hygiene and safety.

Assessed on the course + photo evidence.

1.9 Extinguish a fire and leave the site safe.

Assessed on the course + photo evidence.

## **Forest School Programmes: Practical Skills Unit**

### **2.1. Explain how to facilitate correct use of PPE with client group.**

Written work – outline how you will guide your groups to use PPE and in what situations – this can be the guidance you develop for your handbook.

### **2.2 Explain how to facilitate the safe checking, cleaning and maintaining of equipment with a client group**

Written work – outline how you will guide your groups to check, clean and store tools – this can be the guidance you develop for your handbook.

### **2.3 Explain how to facilitate with client group(s) the safe use of hand tools.**

Assessed on the course + a short video of you demonstrating a tool you might use with your group and how you would support your group + written work – outline how you will guide your groups to use a range of different tools – this can be the guidance you develop for your handbook. See the tools guidance docs for ideas on developing this.

### **2.4 Explain how to facilitate with client group(s) the tying and use of knots at Forest**

Assessed on the course + a short video of you demonstrating a knot you might use with your group and how you would support your group + written work providing the key steps in how you would support your group in using at least 3 different knots for different purposes in forest school.

### **2.5. Explain how to facilitate with client group(s) the making of a range of different items using natural woodland materials.**

For 4 products you have made provide key steps of how you would make them from woodland materials with a group - you should include photos as teaching resources. Provide details of any adaptations needed for your specific client group – in terms of learning and safety and practically how you would approach this with your group. You can combine this with 1.5.

### **2.6 Explain how to facilitate with client group(s) the safe erection of temporary group shelters.**

Written work - using photos provide an outline of how you would safely guide a group to create a group shelter. Include key steps to guide your group to achieve this with safety considerations in terms of where they site they shelter, how they do it together and what materials they will use.

### **2.7. Demonstrate and explain how to facilitate safe use of a campfire with client group(s).**

Assessed on the course + a short video of you demonstrating fire lighting and how you would support your group + written guidance on safely supporting your groups to interact and learn from using camp fires. This can be the guidance you develop for your handbook and provides key steps and stages to introducing fires and how to manage a group around a fire. See the fire guidance document for ideas on this.

### **2.8. Explain how to facilitate safe camp fire cooking with your client group.**

Written work – using photos to illustrate outline how you will support your group safely around a fire to cook 3 different items. Again this can be the guidance that you develop for your handbook.

### **2.9. Explain how to facilitate the safe extinguishing of fire with your client group.**

Written work – provide an outline of key steps to safely involve your group in putting out a fire. Carefully pouring water on to embers that have been spread out can be a good feedback activity at the end of a fire and session.

## **Forest School Programme: Delivery**

### **Learning Outcomes for this Unit are:**

1. Be able to facilitate an 'Introduction to Forest School Programme' according to the Forest School ethos and principles.
2. Be able to assess the impact of the 'Introduction to Forest School Programme' on participants.
3. Be able to evaluate an 'Introduction to Forest School Programme'.

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  
(word limit 750 words)

2.2. Make recommendations for progressing each individual's learning and development as the programme continues.  
(word limit 750 words)

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'  
(word limit 750 words)

## Forest School Programme: Learning and Development

### Learning Outcomes for this Unit are:

1. Understand the Forest School Principles and holistic approach to learning and development in relation to an 'Introduction to Forest School Programme'.
2. Understand the value of the play process at Forest School.
3. Understand relevant theories of learning and development and their application to Forest School.
4. Understand the impact of behaviour on learning and development at Forest School.
5. Know how to reflect on own Forest School training.

#### 1.1 Summarise how the Forest School principles apply to own programme.

(Limit 350 words).

#### 1.2. Explain how Forest School encourages physical development and well-being.

(Word Guide 550 words)

#### 1.3. Explain how Forest School encourages social and emotional development and well-being.

For each of the 5 areas below give examples from you own experience backed up by reading you have done that demonstrate how Forest School supports these areas of development.

•Self-worth •Confidence •Emotional Intelligence •Resilience •Spiritual Development.

(Word Guide 550 words)

#### 1.4 Explain how Forest School encourages intellectual development – including: • Creativity & • Independent learning.

(Word Guide 550 words)

#### 2.1 Summarise the key characteristics of play and its role at Forest School.

(Word limit 500 words)

#### 2.2. Explain, how play and choice are integrated into own 'Introduction to Forest School programme'.

(Word limit 500 words)

#### 3.1. Summarise recognised theories of learning and development relating to own 'Introduction to Forest School Programme'.

(Word limit 350 words)

#### 4.1. Summarise key factors that affect the behaviour of all participants at Forest School.

(Word Limit 350 words)

#### 4.2. Explain how any participant's total behaviour can impact on their learning and development and that of others at Forest School.

(Word Limit 500 words)

#### 4.3. Describe how meeting the needs of all participants develops a community of learning in own setting.

(Word Guide 550 words)

5.1. Summarise own personal development and learning journey through the Forest School training process.

(Guide 350 words)

5.2. Explain how own experience of Forest School training may inform own wider practice and professional development.

(Word Limit 400 words)