



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Suite of Forest School Qualifications

NOCN Level 1 Award in Forest School Ethos and Principles

Qualification No: 603/3234/7

NOCN Level 2 Award for Forest School Assistants

Qualification No: 603/2996/8

NOCN Level 3 Certificate for Forest School Leaders

Qualification No: 603/2994/4

Operational Start Date

1 March 2018

Version

1.1 – March 2019

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN is a leading awarding organisation that has been creating opportunities for learners for over 30 years. It is the organisation preserving the proud heritage of the Open College Network (OCN) in the UK and is a brand trusted by learners, colleges, training providers and employers who recognise NOCN qualifications as an indicator of competence and quality. A NOCN qualification recognises a learner's skills and knowledge and can support progression to employment, training and/or further education.

In addition to being an awarding organisation NOCN is also an apprenticeship assessment organisation and works internationally as well as in the UK.

This document is a resource for NOCN centres who wish to offer the NOCN Forest School qualifications at Levels 1, 2 and 3 and provides guidance to support delivery of the qualification.

In addition to this document, the Forest School Association has approved indicative content to support the delivery of the qualifications at Levels 2 and 3 which can be accessed within the Documents section on Quartzweb. Please refer to the NOCN Registration and Awards User Guide for further detail on how to access documents.

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Overview of Qualifications

These qualifications have been developed with the Forest School Association as a route to become a recognised Forest School practitioner.

NOCN Level 1 Award in Forest School Ethos and Principles

Level 1 is an introduction to Forest School and provides learners with an idea of the principles and practice. It is aimed at volunteer helpers and managers who do not want to practise but need to know what the principles and elements of practice entail. It is ideal as a 'taster course' for learners who wish to understand more about Forest School before committing to becoming recognised leaders. Level 1 does not equip learners to run Forest School or to lead a group.

NOCN Level 2 Award for Forest School Assistants

Level 2 is designed to qualify a learner to become a Forest School assistant, enabling them to take a proactive role in helping a Forest School practitioner plan and deliver a Forest School programme and supporting the learners. Learners may typically be school and college staff, youth workers, parent helpers and students.

NOCN Level 3 Certificate for Forest School Leaders

Level 3 is designed to qualify the learner to become a Forest School practitioner, able to set up and run a Forest School programme. It covers how to facilitate groups in a learner-centred way, and how to manage a Forest School site sustainably. It also covers the practical skills required of a Forest School practitioner. Learners may typically be school and college staff, teachers and teaching assistants, youth workers.

Entry Requirements

NOCN Level 1 Award in Forest School Ethos and Principles

The minimum age for this qualification is 14 years, however centres must ensure that learners have a level of maturity appropriate for the unit included in this course.

NOCN Level 2 Award for Forest School Assistants

The minimum age for this qualification is 18 years. This is a Forest School Association and Department for Education requirement.

Additionally, learners must be able to support a Forest School Leader who is delivering a Forest School Programme.

NOCN Level 3 Certificate for Forest School Leaders

The minimum age for this qualification is 19 years but please note that the minimum age for a qualified Forest School leader is 21 years. This is a Forest School Association and Department for Education requirement.

Additionally, learners must be able to deliver a six session Forest School pilot programme during their training.

Centres should undertake an initial assessment with learners to ensure that they are enrolling them onto an appropriate qualification.

Progression Routes

NOCN Level 1 Award in Forest School Ethos and Principles

This qualification prepares learners to progress on to the Level 2 Award for Forest School Assistants or for further study and employment in the outdoors.

NOCN Level 2 Award for Forest School Assistants

This qualification prepares learners to progress to the Level 3 Certificate for Forest School Leaders or for further study and employment in the outdoors.

NOCN Level 3 Certificate for Forest School Leaders

This qualification enables learners to deliver Forest School programmes or for further study and employment in the outdoors.

Qualification Details

1.1 Qualification Structure

NOCN Level 1 Award in Forest School Ethos and Principles

This is a 3 credit qualification with a Total Qualification Time (TQT) of 30 hours including 25 Guided Learning Hours (GLH).

Learners must achieve the 3 credits from the mandatory component.

Component Title	Level	Credit Value	GLH	Mandatory or Optional	Ofqual Reference Number
Introduction to the Forest School Ethos and Principles	1	3	25	Mandatory	T/617/0031

NOCN Level 2 Award for Forest School Assistants

This is a 7 credit qualification with a Total Qualification Time (TQT) of 70 hours including 54 Guided Learning Hours (GLH).

Learners must achieve the 7 credits from the two mandatory components.

Component Title	Level	Credit Value	GLH	Mandatory or Optional	Ofqual Reference Number
Supporting a Forest School Programme: Learning and Development	2	4	30	Mandatory	T/616/9008
Supporting a Forest School Programme: Practical Skills	3	3	24	Mandatory	M/616/9007

NOCN Level 3 Certificate for Forest School Leaders

This is an 18 credit qualification with a Total Qualification Time (TQT) of 180 hours including 96 Guided Learning Hours (GLH).

Learners must achieve the 18 credits from the five mandatory components.

Component Title	Level	Credit Value	GLH	Mandatory or Optional	Ofqual Reference Number
Forest School Programme: Delivery	3	3	15	Mandatory	R/616/9002
Forest School Programme: Learning and Development	3	6	30	Mandatory	Y/616/9003
Forest School Programme: Planning and Preparation	3	3	15	Mandatory	D/616/9004
Forest School Programme: Practical Skills	3	3	18	Mandatory	H/616/9005
Forest School Programme: The Woodland Environment	3	3	18	Mandatory	K/616/9006

1.2 Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

1.3 Assessment and Evidence

The assessments for these qualifications are set and marked by the centre. It is essential that the assessments enable the learners to generate evidence of achievement against **all** of the assessment criteria specified within each component. The components may be assessed individually but holistic assessment within and across units is encouraged. The evidence, including the learner's work and the tutor assessment, should be presented in a portfolio of evidence.

The assessment methods used for the qualifications are at the discretion of the centre apart from the methods prescribed by the Forest School Association for the specified units in the Level 2 and Level 3 qualifications. Please refer to section 2.7 for further information.

To ensure that the assessments are appropriate, centres must comply with the following principles:

- Valid** Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.
- Sufficient** Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.
- Reliable** Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.
- Authentic** Evidence presented must be the learner's own work.

1.4 Fair and Equitable Assessment

Assessments must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

1.5 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the NOCN Reasonable Adjustments Policy and Procedure found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

1.6 Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RP) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at www.nocn.org.uk

1.7 Assessment and Evidence for the components

The Forest School Association has issued the following assessment guidance. Please note that this includes some prescribed assessment methods:

NOCN Level 2 Award for Forest School Assistants

Unit: Supporting a Forest School Programme: Practical Skills

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.

NOCN Level 3 Certificate for Forest School Leaders

Unit: Forest School Programmes: The Woodland Environment

Assessment guidance

Learning Outcome 2. 'A range' should be sufficient to judge the learner's knowledge of flora and fauna expected at this level. Where a learner's own site is limited assessment may be extended to include other sites.

Unit: Forest School Programmes: Practical Skills

Assessment guidance

Observation of the learner must be used for this unit and skills may be demonstrated in a simulated environment or other appropriate setting. In addition other assessment methods may also be used including written statements and peer assessment.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:
http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

Centre Information

3.1 Required Resources for Delivering the Qualification

Centres must comply with the following requirements which are specific to the Forest School 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;
- have professional indemnity and public liability insurance;
- deliver at least 80% of the guided learning hours 'face to face' in an outdoors setting. (ie deliver 75 hours of the 96 GLH 'face to face' in an outdoors setting)

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

- inform NOCN of any changes in staffing associated with the delivery of these qualifications;
- ensure evidence to meet the above requirements is available upon request by NOCN;
- authorise delivery of the NOCN Level 3 Certificate for Forest School Leaders.

NOCN also expects that assessors are able to demonstrate the following competencies:

3.1.1 Assessor Requirements

Be technically competent, have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessing qualification. The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

3.1.2 Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies:

They should:

- Have an understanding of the subject area, have experience in carrying out internal quality assurance activities and hold, or be registered as working towards, a recognised Internal Quality Assurance qualification. The minimum expectation is that the level of competence should be at the same level as the qualification being quality assured.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.4 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.5 External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2 Offering the qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact:

business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

Component Information

The detailed information for each of the components is shown on the following pages. All of the components are mandatory for the respective qualifications. There are no optional components.

1.1 Mandatory Components

NOCN Level 1 Award in Forest School Ethos and Principles

Title:	Introduction to the Forest School Ethos and Principles
Level:	1
Credit Value:	3
GLH:	25
Ofqual Reference Number:	T/617/0031
Assessment Guidance:	There are no specific assessment or evidence requirements for this unit. However, holistic assessment within and across units is encouraged.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Understand the Forest School approach to learning.	1.1	Outline the Forest School approach to learning and development.
		1.2	Identify ways in which Forest School supports the development of the whole person.
		1.3	State ways that play can benefit participants at Forest School.
		1.4	Observe a Forest School session run by a qualified Level 3 Forest School Programme Leader.
		1.5	State the roles of the Forest School Leader and other adults at the session observed.
2.	Be able to participate in Forest School experiences.	2.1	Participate in a range of Forest School experiences.
3.	Understand methods of identification of woodland species.	3.1	Name methods of identifying local woodland species, providing examples.
4.	Understand how Forest School impacts on the woodland environment.	4.1	Identify how Forest School experiences may impact on the woodland environment.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
5.	Understand hazards and risks at Forest School.	5.1	Identify different types of hazard and their associated risks.
		5.2	State how these risks at Forest School may be reduced.

NOCN Level 2 Award for Forest School Assistants

Centres **must** deliver this qualification in line with the Indicative Content which is available from Quartzweb or on request from NOCN.

Title:	Supporting a Forest School Programme: Learning and Development
Level:	2
Credit Value:	4
GLH:	30
Ofqual Reference Number:	T/616/9008
Assessment Guidance:	There are no specific assessment or evidence requirements for this unit. However, holistic assessment within and across units is encouraged.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Understand the Forest School ethos, principles and holistic approach to learning and development.	1.1	Summarise the Forest School approach to learning and how this supports holistic development.
2.	Know how experiences can support learning and development at a Forest School.	2.1	Summarise the key characteristics of play and its role at Forest School.
		2.2	Explain, giving examples, how play and choice have been integrated into Forest School programmes.
		2.3	Describe how to develop a community of learning by meeting the needs of all participants, giving examples from own Forest School experiences.
3.	Be able to perform the role of Assistant at a Forest School in relation to the Forest School ethos, principles and criteria.	3.1	Describe the role of the Forest School Assistant mapping to the Forest School ethos and principles, giving examples from own Forest School experience.
		3.2	Assist with the planning and delivery of three consecutive Forest School sessions.
		3.3	Assist with the evaluations of the three consecutive Forest School sessions, showing how observations and evaluations inform future session plans.
		3.4	Use observations of one participant over three consecutive sessions to assess the impact of Forest School on their learning and development.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
4.	Know how to reflect on own Forest School training.	4.1	Summarise own development and learning gained whilst training to be a Forest School Assistant.

Title:	Supporting a Forest School Programme: Practical Skills
Level:	3
Credit Value:	3
GLH:	24
Ofqual Reference Number:	M/616/9007
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.

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"> • tools; • ropes/cords.
		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.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
		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.

NOCN Level 3 Certificate for Forest School Leaders

Centres **must** deliver this qualification in line with the Indicative Content which is available from Quartzweb or on request from NOCN.

Title:	Forest School Programme: Delivery
Level:	3
Credit Value:	3
GLH:	15
Ofqual Reference Number:	R/616/9002
Assessment Guidance:	There are no specific assessment or evidence requirements for this unit. However, holistic assessment within and across units is encouraged.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		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.

Title:	Forest School Programme: Learning and Development
Level:	3
Credit Value:	6
GLH:	30
Ofqual Reference Number:	Y/616/9003
Assessment Guidance:	There are no specific assessment or evidence requirements for this unit. However, holistic assessment within and across units is encouraged.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		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: <ul style="list-style-type: none"> • Self-esteem • Confidence • Emotional Intelligence • Resilience • Spiritual Development.
		1.4	Give examples of ways in which Forest School encourages intellectual development including: <ul style="list-style-type: none"> • Creativity • Independent learning.
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, giving examples, how play and choice are integrated into own 'Introduction to Forest School Programme'.
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'.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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.

Title:	Forest School Programme: Planning and Preparation
Level:	3
Credit Value:	3
GLH:	15
Ofqual Reference Number:	D/616/9004
Assessment Guidance:	There are no specific assessment or evidence requirements for this unit. However, holistic assessment within and across units is encouraged.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		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: <ul style="list-style-type: none"> • 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'.

Title:	Forest School Programme: Practical Skills
Level:	3
Credit Value:	3
GLH:	18
Ofqual Reference Number:	H/616/9005
Assessment Guidance:	Observation of the learner must be used for this unit and skills may be demonstrated in a simulated environment or other appropriate setting. In addition other assessment methods may also be used including written statements and peer assessment.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		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 and for working in a range of situations at Forest School.
		1.2	Safely check, clean, maintain and storage of: <ul style="list-style-type: none"> • 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.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
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.

Title:	Forest School Programme: The Woodland Environment
Level:	3
Credit Value:	3
GLH:	18
Ofqual Reference Number:	K/616/9006
Assessment Guidance:	Learning Outcome 2. 'A range' should be sufficient to judge the learner's knowledge of flora and fauna expected at this level. Where a learner's own site is limited assessment may be extended to include other sites.

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 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.



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