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Version Control Information

Document details	
Document name	FAQ Level 3 Certificate in Forest School Programme Leadership -Specification 601/4114/1
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L3CFSP_L_V2_02/04/2019
Document owner	Product Development Team

Version history			
New version number after amendment	Date amended	Section	Details of change/s
L3CFSP_L_V2_02/04/2019	April 2019	3.1	Updated Assessment Principles
L3CFSP_L_V2_10/04/2019	April 2019	3.2	Removal of out-of-date NOS.

Contents

Centre Requirements	1
1.1 Introduction	1
1.2 Data Protection	2
1.3 Complaints	2
1.4 Enquiries.....	2
Qualification Information	3
2.1 Qualification Outline	3
2.2 Additional Information	3
2.3 Progression	4
2.4 Assessment Principles.....	4
2.5 Qualification Structure.....	4
2.6 Barred Components and Exemptions	4
Assessment Principles and Component Specifications	5
3.1 Assessment Principles.....	5
3.2 Component Specifications	6
Centre Information	14
4.1 Centre Operations Manual	14
4.2 Initial Assessment and Centre Learner Support	14
4.3 Identification Requirements and Learner Authenticity.....	15
4.4 Legal Considerations	16

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals specification for the **Level 3 Certificate in Forest School Programme Leadership**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

E-mail: qualifications@futurequals.com

Website: <https://www.futurequals.com>

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this **Level 3 Certificate in Forest School Programme Leadership** is to provide the learner with the skills, knowledge and understanding in Forest School Leadership.

The qualification is aimed at teachers, teaching assistants and youth workers where planning and leading groups in a Forest School programme is part of the job role.

The Total Qualification Time (TQT) for this qualification is: 180

Guided Learning (GL) for this qualification is: 96 hours

Minimum credits required to achieve the qualification: 18

Suitable for age ranges: 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals' External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals' *Instructions for Conducting Controlled Assessments* policy. This document is published on the 'Policies and Procedures' section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

Exit Requirements: None

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/Qualifications> and CCEA Regulation in Northern Ireland <http://cea.org.uk/regulation>.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department for the Economy in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.economy-ni.gov.uk/>

Alternatively, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

Learners could progress to being a forest school leader.

2.4 Assessment Principles

The FAQ this Level 3 Certificate in Forest School Programme Leadership must be assessed according to the FutureQuals Assessment Principles.

2.5 Qualification Structure

To achieve the Level 3 Certificate in Forest School Programme Leadership learners must achieve 18 credits from the mandatory components in Group M.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	H/504/7413	Delivery of a Forest School programme	3	3
2	A/504/7417	Forest School programmes and the woodland environment	3	3
3	K/504/7414	Learning and development at a Forest School Programme	3	6
4	M/504/7415	Planning a Forest School programme	3	3
5	T/504/7416	Practical skills for a Forest School programme	3	3

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification specific assessment principles. You can view the principles here:

<https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.



3.2 Component Specifications

Component 1: Delivery of a Forest School Programme

Component Reference Number: H/504/7413

Level: 3

Credit: 3

GL: 15

Component Summary

This component is aimed at learners who require the skills to deliver a forest school programme. Learners will be able to deliver a Forest School programme, assess the impact of Forest School on participants and evaluate a Forest School programme.

Assessment Guidance

This component is assessed by a Portfolio of Evidence.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to deliver a Forest School programme.	1.1 Lead the first six in a series of planned Forest School sessions, demonstrating flexibility in response to individuals' needs.
2 Be able to assess the impact of Forest School on participants.	2.1 Observe three individuals and assess the impact of Forest School on their behaviour and learning.
	2.2 Make recommendations for further sessions aimed at progressing three individuals' learning and development.
3 Be able to evaluate a Forest School programme.	3.1 Evaluate each Forest School session and make amendments to next session plan as appropriate.
	3.2 Carry out a summative evaluation at the end of the initial six Forest School sessions and explain how this will inform future sessions.

Component 2: Forest School Programmes and the Woodland Environment

Component Reference Number: A/504/7417

Level: 3

Credit: 3

GL: 18

Component Summary

This component is aimed at learners who require the skills to deliver a forest school programme in the woodland environment. Learners will understand the structures of woodlands, importance and identification of how to identify a range of flora and fauna and the management of woodlands as a sustainable learning environment.

Assessment Guidance

This component is assessed by a Portfolio of Evidence.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the structures of woodlands.	1.1 Explain the vertical and horizontal ecological structures of British woodland.
	1.2 Differentiate between broad leaved and coniferous woodland ecosystems.
2 Know how to identify a range of flora and fauna.	2.1 Identify a range of woodland flora and fauna for own site, detailing identifying traits for each item.
3 Understand the importance of flora and fauna identification for the Forest School Programme leader.	3.1 Explain the importance of flora and fauna identification for the Forest School leader.
4 Understand the management of woodlands as a sustainable learning environment.	4.1 Explain the sustainability of current and historic woodland management techniques in own location.
	4.2 Explain ways to involve learners in sustainable woodland management.

Component 3: Learning and Development at a Forest School Programme

Component Reference Number: K/504/7414

Level: 3
Credit: 6
GL: 30

Component Summary

This component is aimed at learners who require the skills for Learning and Development at a Forest School Programme. Learners will understand relevant theories of learning and development, how a Forest School programme can support holistic development and learning and the impact of behaviour on learning and development at a Forest School programme.

Assessment Guidance

This component is assessed by a Portfolio of Evidence.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand relevant theories of learning and development and their application to a Forest School programme.	1.1 Summarise two recognised learning theories and explain their relevance to a Forest School programme.
	1.2 Explain how learning theory has been applied to own Forest School programme.
2 Understand how a Forest School programme can support holistic development and learning.	2.1 Summarise the Forest School approach to learning.
	2.2 Outline the concept of holistic development.
	2.3 Explain how holistic development is facilitated through Forest School.
	2.4 Explain how Forest School promotes self-esteem and emotional intelligence.
	2.5 Explain ways in which Forest School fosters resilient, confident, independent and creative learners.
	2.6 Explain how Forest School promotes appropriate risk taking and how this impacts on learning and development.
	2.7 Evaluate the key principles of play and their relevance to Forest School.
	2.8 Explain how learning and development through play has been implemented during own Forest School sessions.
3 Understand the impact of behaviour on learning and development at a Forest School programme.	3.1 Summarise factors affecting the behaviour of Forest School learners.
	3.2 Explain how a learner's behaviour could impact on own and others' learning and development.
	3.3 Evaluate methods of encouraging behaviour that is appropriate at Forest School.

4 Be able to reflect on own Forest School training.	4.1 Explain the role of the Forest School programme leader in promoting learning and development.
	4.2 Summarise own personal development and learning during the Forest School training process and explain how this may inform own wider practice.

Component 4: Planning a Forest School Programme

Component Reference Number: M/504/7415

Level: 3

Credit: 3

GL: 15

Component Summary

This component is aimed at learners who require the skills to be able to plan a forest school programme. Learners will understand the development of the Forest School ethos and ecological impact of a Forest School programme. They will know the relevant policies and procedures required and be able to plan a forest school programme.

Assessment Guidance

This component is assessed by a Portfolio of Evidence.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the development of the Forest School ethos.	1.1 Summarise the history of Forest School <ul style="list-style-type: none">• locally• In the UK
	1.2 Evaluate two pieces of research on Forest School practice.
2 Understand the ecological impact of a Forest School programme.	2.1 Assess the ecological impact of running a Forest School Programme on own site.
	2.2 Develop a three year management plan for the sustainable use of own Forest School area, based on the ecological impact assessment.
3 Know the relevant policies and procedures required for a Forest School programme.	3.1 Create a Forest School handbook containing relevant policies and procedures in line with statutory requirements and good practice specific to own client group and Forest School site.
	3.2 Explain the process of managing risk and how it applies to Forest School.
	3.3 Produce relevant risk assessment and risk - benefit assessments for own Forest School sessions.
4 Be able to plan a Forest School programme.	4.1 Plan initial six Forest School programme sessions, showing links to own client group's learning and development objectives and needs.
	4.2 Develop a communication strategy to exchange information with: <ul style="list-style-type: none">• those assisting a Forest School programme• other interested parties.

Component 5: Practical Skills for a Forest School Programme

Component Reference Number: T/504/7416

Level: 3

Credit: 3

GL: 18

Component Summary

This component is aimed at learners who require the practical skills for a forest school programme. Learners will be able to facilitate a range of woodland skills and facilitate campfire management appropriate to a Forest School programme.

Assessment Guidance

This component is assessed by a Portfolio of Evidence.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to facilitate a range of woodland skills appropriate to a Forest School programme.	1.1 Select and use personal protective equipment (PPE) for working in a range of situations at Forest School.
	1.2 Demonstrate how to safely use a range of hand tools and explain their use to client group at Forest School.
	1.3 Demonstrate the safe checking, cleaning, maintenance and storage of tools at Forest School.
	1.4 Train learners in the tying and use of a range of knots at Forest School and explain how this can be taught to client group.
	1.5 Demonstrate how to make a range of different items using natural woodland materials and explain how this can be taught to client group.
	1.6 Erect a temporary shelter, using a tarpaulin and ropes.
	1.7 Explain how to erect a temporary shelter, making use of woodland materials.
2 Be able to facilitate campfire management appropriate to a Forest School programme.	2.1 Demonstrate safe siting, lighting and management of a campfire and the surrounding area and explain how this can be taught to client group.
	2.2 Demonstrate simple methods of cooking over a campfire with due regard to basic food hygiene and explain how this can be taught to client group.
	2.3 Demonstrate how to safely extinguish a campfire, and explain how this can be taught to client group.

	2.4 Demonstrate how to leave a permanent fire site safe.
	2.5 Demonstrate how to remove evidence of a temporary fire.

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals' *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals' Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.