SCQF Level 6

Assistant Forest School and Outdoor Learning Leader

&

 SCQF Level 8

Forest and Outdoor Learning Leader

Workbook A

Related document (key award information)

**Learner Name:**

**Training Venue:**

**Course start date:**

**Checklist and statement of authenticity**

In submitting this coursework for marking I understand that I am confirming that work contained in these pages:

* is substantially my own work, and use of other people’s work is clearly identified and referenced
* includes a bibliography detailing the reading and research I have done for this workbook

Name: Date:

**Important notes checklist**

* Candidates must not alter any headings given in this document.
* Candidates must submit in an editable format, not PDF for example.
* Candidates should type, write or paste answers in after each question listed below.
* Candidates should ensure that any photographs used are minimised in size, with total file size no more that 10 MB.
* Candidates may cross-reference to other materials such as reflective diary entries, but these must also be made available in an editable format to allow tutors to type marking comments into them.

**Unit 1 Being in the Forest and Outdoors**

**LO Learners will apply, by supporting others, knowledge and understanding of techniques and terminology of safe practice.**

**1.3ci)** Produce a basic risk assessment for a given site. *Complete grid at end.*

**Unit 2 Knowing the Forest and Outdoors**

**LO Describe a range of habitats including woodland habitats and explain how these habitats are managed**

**2.1a)** Describe the structure of deciduous and coniferous plantation woodlands. *Use pictures or drawings with extended labels and/or written descriptions. Pictures must be properly referenced. Include natural coniferous woodlands if these occur in your area. Give specific examples of species found in different parts of structure. Include light levels, leaf fall and seasonal change and how this influences structure. It’s good to include description and comparison of interrelationships (web) between living and non-living features in each woodland type.*

**2.1d)** Understand processes of identification and explain why they are important. *Explain four different ways, using examples of specific species for each. You don't need to write about understanding processes of identification as we have fully cross-referenced this to 2.3a. (Suggested word count: 200)*

**LO Learners will relate knowledge of ecology to demonstrate good practices of woodland/land management and conservation**

**2.2c)** Level 6 only. Explain woodland management methods and their significance for sustainability. *Describe two of the following: reinforcing, thinning, planting, coppicing and leaving areas alone. Candidates should then link these to sustainability. You may wish to cross reference to 2.2d. (Suggested word count: 150)*

**2.2d)** Explain the importance of management of forests and natural environments. *Give an overview of sustainable woodland management within this answer, and briefly explain why it is important, including to your own situation. (Suggested word count: 200)*

**LO Learners will take responsibility for a site survey**

**2.3a** Independently identify and record a range of flora and fauna on a given site.
*Complete the following information for four species from your Forest School assisting site : a)tree, b)smaller plant or fungi,c) insect and d) mammal or bird*
*• Three identifying characteristics for each species\*, which, taken together, belong only to species (using an ID key will really help for this)*
*• Life cycle\**
*• Ecological niche\**
*• Any relevant health and safety info\**
*• Any relevant conservation info*
*• Any possible uses at Forest School*
*• Any folklore*
*• Any history*

\*Top four are essential, bottom four are good.

Ensure to reference all photographs, including those taken by you.

**Unit 3 Working in the Forest and Outdoors**

**LO Learners will work independently and collaboratively to successfully assist other to apply a range of skills in different tasks**

**3. 1a)** 🕮Assist others to complete a range of tasks using a variety of skills. *Provide evidence of this, including two different skills and tasks. ‘Others’ can include your peers. Evidence might include writing about, photographs, witness statements from the people you helped or your tutor.*

**LO Learners will use a variety of tools, and assist others, to practice a range of tasks**

**3. 2d)** Produce a Risk–Benefit Assessment to ensure safe system of work and explain the benefits in relation to the client group. *Use the grid at the end.*

**LO Learners will be able to assist others to work with fire in a range of situations**

**3. 4b)** Describe how you have assisted others to safely boil water on a camp fire. *Provide evidence that you are aware of how to control the major extra hazards in this by providing control actions for the following hazards:*

* *Kelly kettle cork*
* *Tall thin kelly kettle full of hot water on small base.*

**Learners will be developing knowledge of different woodland and/or land management skills**

**3. 5a)** Demonstrate at least two practical woodland management tasks.
*List two examples of what you have done and when.*

**3. 5b)** Explain the reasons for undertaking woodland/land management tasks appropriate to the site. *Explain the reasons for your examples for 3.5a.*

**Practical skills assessment for this unit begins here and will be assessed by your tutor as much as possible.**

**LO Learners will work independently and collaboratively to successfully assist other to apply a range of skills in different tasks**

**3. 1 b)** 🖑 Work with others to complete a task that has complex elements. *Provide evidence of this. This will usually be your experience of building a group shelter on training. Evidence could include writing about, tutor witness statement or photograph.*

**3. 1c)** 🖑 Demonstrate safe working practices. *Provide evidence of this. This will usually be your experience of building a group shelter on training. Evidence could include writing about, tutor witness statement or photograph.*

**LO Learners will use a variety of tools, and assist others, to practice a range of tasks**

**3. 2a)** 🖑 Demonstrate use of a range of tools used in forest and outdoor learning activities. *Provide evidence for this. This will usually be by tutor witness statement.*

**3. 2b)** 🖑 Use tools to produce a range items useful within a forest school setting
Provide evidence for this. This will usually be by tutor witness statement.

**3. 2c)** 🖑 Demonstrate safe working practices in relation to tools used.
*Provide evidence for this. This will usually be by tutor witness statement.*

**3. 2e)** 🖑 Maintain and store tools appropriately. *This will usually be by tutor witness statement.*

**LO Learners will use cord, and assist others, in order to participate in a range of tasks.**

**3. 3a)** 🖑 Describe how you have tied a range of knots for a variety of given tasks.
Provide evidence for this. *This will usually be by tutor witness statement.*

**3. 3b)** 🖑 Use cord in a range of given situations to complete tasks independently. Provide evidence for this. This will usually be by tutor witness statement.

**3. 3c)** 🖑 Maintain and store cordage / rope appropriately. *Provide evidence for this. This will usually be by tutor witness statement.*

**3.3d)** 🖑 Help others apply a Risk Assessment to ensure safe practice with ropes in a range of situations e.g. rope swings, shelter building. *Provide evidence, as above.*

**LO Learners will be able to assist others to work with fire in a range of situations**

**3. 4a)** 🖑 Assist others to build, manage and extinguish a fire. *Provide evidence for this. This will usually be by tutor witness statement.*

**3. 4c)** 🖑 Cook a variety of food paying particular attention to food safety and hygiene. *Provide evidence for this. This will usually be by tutor witness statement.*

**3. 4d)** 🖑 Assist others apply a Risk Assessment to ensure safe practice with fire. *Provide evidence for this. This will usually be by tutor witness statement.*

**Practical skills assessment for this unit ends here and will be assessed by your tutor as much as possible.**

**Unit 4 Making in the Forest and Outdoors**

**LO Learners will use knowledge and skills to assist in leading others to approach challenges in the forest and outdoors**

**4. 2c)** 🕮 Facilitate participants to reflect on their approaches to challenges and problems encountered during the activity. *Provide evidence that you have done this in relation to your group shelter build. Written description and/or reflection, or summary of results.*

**Unit 5 Learning in the Forest & Outdoors (Unit level: 7)**

**LO Learners will explain how the ethos of Forest School can support holistic development**

5. 1a) Explain how the Forest School ethos and principles compliment approaches to learning. *Make reference to all 6 principles, and describe at Level 7 standard three in more detail. Make two significant links between approaches to learning that are relevant to the candidates own area of interest and the principles you have described, explaining how FS compliments them.* (Suggested word count: 200) *You may wish to cross reference to 6.1c.*

**5. 1c)** 🕮 Level 6 only, assessed at Level 7. Explain the importance of learning in the forest and outdoors in relation to personal and social development. *Identify and describe at Level 7 standard at least one important way in which learning in the forest and outdoors supports personal development, and at least one important way in which it supports social development. You could use examples from personal experience, observation of individual learners and groups and/or research and theory. You may want to cross-reference to 1.1a (final workbook).* (Suggested word count: 200.)

**5. 1d)** 🕮 Level 6 only, assessed at Level 7. Explain how forest and outdoor learning can relate to health and well-being. *Identify and describe in detail two ways in which forest and outdoor learning can relate to health and wellbeing.* *You could use examples from personal experience, observation of individual learners and groups and/or research and theory. You may wish to cross-reference to 1.1a (final workbook) and 5.1c. (Suggested word count: 200.)*

**LO Learners will apply understanding of behaviour within forest and outdoor learning**

**5. 3a)** 🕮 L6 only – recommended for L8 too for formative feedback. Explain how behaviour impacts on learning and development. *Give two examples of ways in which total behaviour (thought, action, emotion and physiology) can impact, either positively or negatively, on learning and development. (Suggested word count 200).*

**5. 3b)** Level 6 students only, assessed at Level 7. Describe the factors relating to meeting the needs of participants in order to support positive behaviour. *Describe using examples how you will identify the needs of participants and what factors will be involved in meeting these needs. This answer is assessed at Level 7. (Suggested word count 200).*

**LO Learners will apply an understanding of self-directed activity, or play, as a central aspect of the ethos of Forest School**

**5. 4a)** 🕮 Describe key characteristics of play including freely chosen, personally directed and intrinsically motivated. *Describe what roles play can play in forest and outdoor learning, linking to the forest school ethos and the needs of learners. (Suggested word count 200).*

**5. 4b)** Level 6 only, assessed at Level 7. Produce a risk assessment for play and self-directed activities in relation to the benefits to learning. *Candidates could focus on a type of play, a nature play theme, or use of loose parts materials, for example.*

**Unit 6 Leading in the Forest & Outdoors (Unit level: 7)**

LO Learners will apply knowledge and understanding of the **purpose and values** of forest school in different contexts

**6. 1a)** Level 6 students only, assessed at Level 7. Explain potential benefits of Forest School and outdoor learning for learners. *Explain two significant potential benefits for own learners, including how Forest School can provide these. (Suggested word count 150)*

**6. 1b)** Level 6 students only, assessed at Level 7. Explain the growth of Forest School. Candidates should produce a mindmap or list of key drivers in the growth of Forest School within the UK and Scotland. *Produce a mind map or list of key factors in the growth of Forest School within the UK and Scotland. Include origins of Forest School, The Forest School Association, role of Outdoor Woodland Learning Scotland and FOLA Award as well as key drivers in your own contexts. Expand briefly on at least four to explain how it has or may have an effect.*

**6. 1c)** Level 6 students only, assessed at Level 7. Explain the importance of forest and outdoor learning based on learning theory and research. *Write about how Forest and outdoor learning are important for learners, based on at least one learning theory and one piece of research. (Suggested word count 200).*

|  |  |
| --- | --- |
| **1.3ci) Site risk assessment** **Venue:**  | **Assessment Carried out by:**  |
| **Postcode:** | **Signature: Date:** |
| **Location Grid Reference:** |

| Areas to check (only check and tick those relevant to your site) | Hazards | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
| --- | --- | --- | --- | --- | --- |
| **Access to the site**:* Public rights of way
* Roads
* Parking
 |  |  |  |  |  |
| **Boundaries around site**:* Barbed wire
* Streams
* Ditches
* Roads
* Tracks
 |  |  |  |  |  |
| **Other people using site*** Rangers
* Contractors
* Walkers
* Cyclists
* Horse riders
* Other children
 |  |  |  |  |  |
| **Canopy layer*** Deadwood in overhead trees
* Leaning, dead trees
* Branches dying back/stress signs
 |  |  |  |  |  |
| **Shrub layer*** Deadwood in smaller trees
* Leaning smaller tree
* Poisonous/irritant species
 |  |  |  |  |  |
| **Field layer*** Branches sticking out at eye level
* Poisonous plants
* Prickly plants
 |  |  |  |  |  |
| **Ground layer*** Hidden logs lying in the grass
* Broken glass, rubbish & rusty metal
* Fungi
* Dog faeces
* Pond, stream, boggy areas
* Slope, embankments
* Holes in ground
 |  |  |  |  |  |

**3.2d)** **Activity Risk–Benefit Assessment – wood cookie**

|  |  |
| --- | --- |
| **Brief description of activity:**  | **Completed By:****Date:**  |
| **Benefits of Experience/Activity:** |
| Hazards (activity steps) | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazards (cont) | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
|  |  |  |  |  |

**5.4b)** **Activity Risk–Benefit Assessment (Level 6 only)**

|  |  |
| --- | --- |
| **Brief description of activity:**  | **Completed By:****Date:**  |
| **Benefits of Experience/Activity:** |
| Hazards (activity steps) | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazards (cont) | **Risk**  | **Evaluation** | **Control action**  | **Residual evaluation** |
|  |  |  |  |  |