

Component level	3
Component Guided Learning Hours (GLH)	18
Ofqual component reference number	A/616/2562
Component sector	3.2 Horticulture and forestry

Component summary

Learners will gain practical skills and be able to teach practical skills to Forest School participants.

This component has **two** learning outcomes

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

Summary of assessment

This component is assessed through an internally set, internally marked, and externally verified portfolio of evidence. Our expectations on assessment and the evidence we require is detailed in the AIM Specification available on our website (www.aimgroup.org.uk).

Centres must devise assessment activities to meet the assessment criteria below if the assessment is by a portfolio of evidence:

Learning outcomes	Assessment criteria
The learner must:	The learner must be able to:
1. Be able to apply a range of practical skills relevant to a Forest School programme	1.1 Select and use appropriate personal protective equipment (PPE) at Forest School 1.2 Safely check, clean, maintain equipment 1.3 Safely use hand tools at Forest School 1.4 Tie and use knots at Forest School 1.5 Safely make craft items using woodland materials 1.6 Erect temporary group shelters 1.7 Safely site, build, light and manage a campfire suitable for purpose 1.8 Cook safely on a campfire using a range of methods 1.9 Safely extinguish a fire
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 maintaining of equipment with a client group 2.3 Explain how to facilitate with client group(s) the safe use of hand tools 2.4 Explain how to facilitate with client group(s) the tying and use of knots at Forest School 2.5 Explain how to facilitate with client group(s) the making of craft items using natural woodland materials

	<p>2.6 Explain how to facilitate with client group(s) the safe erection of temporary group shelters</p> <p>2.7 Explain how to facilitate safe use of a campfire with client group(s)</p> <p>2.8 Explain how to facilitate safe campfire cooking with your client group</p> <p>2.9 Explain how to facilitate the safe extinguishing of fire with your client group</p>
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The following methods **must** be used in the delivery of this component:

- Portfolio of evidence
- Observation of learner practical activities

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. Holistic assessment within and across units is encouraged.	
Indicative Content and Guidance	
1.1	<p>Clothing and PPE – Personal Protective Equipment</p> <ul style="list-style-type: none"> ▪ across the four seasons ▪ minimum fire and tools plus (but not limited to) one other experience eg collecting natural materials, shelter building, etc <p>Relate to learner's own risk assessments.</p>
1.2	<p>Equipment where higher risk is implied: eg bladed tools, mallets, hammers, ropes and cords, clips and carabiners. Basic tool maintenance is to include:</p> <ul style="list-style-type: none"> ▪ cleaning, drying and oiling ▪ stropping ▪ changing blades ▪ checking tool condition prior to use ▪ identifying when tools need to be taken out of circulation ▪ methods of tool maintenance ▪ completion of tool maintenance log <p>Rope/cord maintenance and storage</p> <ul style="list-style-type: none"> ▪ cleaning and drying ▪ checking rope/cord condition prior to use ▪ identifying when rope/cord needs to be taken out of circulation ▪ storage
1.3	<p>Using hand tools</p> <p>A minimum of six hand tools to cover (but not limited to) the range of operations below:</p> <ul style="list-style-type: none"> ▪ sawing ▪ cutting ▪ drilling ▪ whittling ▪ splitting ▪ carving ▪ ensuring task/tool and the woodland materials chosen are appropriate ▪ refer to country appropriate legislation relating to tools
1.4	<p>Select appropriate ropes/cords and appropriate knots for a range of applications at Forest School</p> <p>The range of applications:</p> <ul style="list-style-type: none"> ▪ join two ropes together

	<ul style="list-style-type: none"> ▪ attaching a rope to an object ▪ attaching two objects together ▪ tensioning a rope ▪ stopping slippage on ropes
1.5	<p>Detailed and photographic evidence for making at least four items using a range of techniques (including but not limited to):</p> <ul style="list-style-type: none"> ▪ woven ▪ joined ▪ shaped ▪ carved ▪ split <p>with at least two items made using woodworking hand tools.</p>
1.6	<p>Temporary group shelters (tarpaulin/natural woodland materials) considering the following:</p> <ul style="list-style-type: none"> ▪ weather conditions ▪ construction and dismantling ▪ group ▪ site conditions/natural materials available ▪ purpose ▪ minimising ecological impact
1.7	<p>Camp Fire</p> <ul style="list-style-type: none"> ▪ purpose ▪ safety equipment ▪ safe positioning ▪ woodland Type ▪ soil Type ▪ permissions ▪ site conditions ▪ escape routes ▪ legislation <p>Managing the surrounding area</p> <ul style="list-style-type: none"> ▪ seating distances away from fire pit ▪ minimising ecological impact <p>Building fire</p> <ul style="list-style-type: none"> ▪ fire pit base and surround ▪ fire Lays for different purposes ▪ non-toxic types of wood to burn. ▪ Weather <p>Lighting fire</p> <ul style="list-style-type: none"> ▪ fire lighting using range of methods including fire strikers. ▪ tinder, kindling and fuels <p>Managing fire</p> <ul style="list-style-type: none"> ▪ fire triangle ▪ size and type of fire ▪ management of resources
1.8	<p>Cooking with fire</p> <p>Methods of cooking (including but not limited to):</p> <ul style="list-style-type: none"> ▪ boiling /steaming ▪ frying ▪ baking ▪ roasting

	<p>Over campfire and/or the following:</p> <ul style="list-style-type: none"> storm kettle jet boil rocket stove <p>With reference to Hazard Analysis Critical Control Points (HACCP's) for higher risk food groups</p> <p>Desirable: Information about Level 2 outdoor food safety training.</p>
1.9	<p>Extinguishing Fires</p> <p>To include permanent and temporary fires.</p> <p>Show understanding of geographical context minimising ecological impact:</p> <ul style="list-style-type: none"> soils woodland ecology Leave no trace principles. <p>Cross reference to management plan and ecological impact assessment.</p>
2.1	<p>Facilitation of PPE</p> <ul style="list-style-type: none"> cross reference to the handbook.
2.2	<p>Facilitation of Tool, Rope/Cord maintenance</p> <ul style="list-style-type: none"> safe storage checking <p>Maintenance of tools/ropes and cords taking into consideration the following:</p> <ul style="list-style-type: none"> age & developmental stage ratios competence and confidence of Forest School Leader in maintaining bladed tools.
2.3	<p>Facilitation of the use of hand tools with own client group(s) considering the following:</p> <ul style="list-style-type: none"> FS Ethos and pedagogy differentiation, age & developmental stage previous experience of participants ratios insurance appropriate safe techniques ensuring learners choice of task/tool and the woodland materials are appropriate. safe working areas safe working distances
2.4	<p>Facilitation of knots with own client group(s) considering the following:</p> <ul style="list-style-type: none"> with regard to the FS Ethos and pedagogy choice of knot and rope/cord for context differentiation, age & developmental stage appropriate explanations
2.5	<p>Facilitation of making craft items:</p> <ul style="list-style-type: none"> choice of materials, techniques, and tools appropriate to the task in hand, age and stage of the learner FS Ethos and pedagogy
2.6	<p>Facilitation of the erection of temporary group shelters considering the following:</p> <p>Forest School ethos and pedagogy</p> <ul style="list-style-type: none"> source and choice of manmade and/or natural materials minimising ecological impact safe transportation of appropriate materials safe siting, construction and dismantling rationale & design
2.7	<p>Facilitation of the safe use of fire with own client group(s) considering the following:</p> <ul style="list-style-type: none"> FS Ethos and pedagogy differentiation, age & developmental stage previous experience of participants

	<ul style="list-style-type: none"> ratios insurance with reference to food hygiene procedures and policy managing the group cross reference to communication strategy: eg Neighbours
2.8	<p>Facilitation of safe campfire cooking considering the following:</p> <ul style="list-style-type: none"> FS Ethos and pedagogy age & developmental stage previous experience of participants ratios insurance with reference to food hygiene procedures and policy managing the group cross reference to communication strategy in relation to specific needs of individuals/client group.
2.9	<p>Facilitation of safe campfire cooking considering the following:</p> <ul style="list-style-type: none"> FS Ethos and pedagogy age & developmental stage previous experience of participants ratios insurance with reference to food hygiene procedures and policy managing the group cross reference to communication strategy in relation to specific needs of individuals/client group.
2.7	<p>Facilitation of the safe use of fire with own client group(s) considering the following:</p> <ul style="list-style-type: none"> FS Ethos and pedagogy differentiation, age & developmental stage previous experience of participants ratios insurance with reference to food hygiene procedures and policy managing the group cross reference to communication strategy: eg Neighbours

Version number	Date	Description
1	February 2024	Document created

Notes

It is expected that before the component is delivered, the tutor/assessor will have read the specification to ensure all conditions regarding rules of combination, delivery, assessment, and internal quality assurance are fulfilled.