

IOL BUSHCRAFT COMPETENCY CERTIFICATE (LEVEL 3) SPECIFICATIONS

A bushcraft award designed for
teachers, instructors, and leaders.



IOL Bushcraft Awards

The IOL Bushcraft Professional Practice Group (PPG) has a long-standing reputation for quality and innovation within the field of Bushcraft.


The Awards designed and delivered by members of the IOL Bushcraft Professional Practice Group represent high-quality, quality assured Bushcraft training suitable for all areas of outdoor learning.



There are several levels of training in bushcraft skills with a range of different awards available:


Awards designed for pupils, students and learners

Delivered in formal or non-formal settings such as early years, schools, colleges, outdoor centres, education centres, wildlife trusts, national parks, etc.

Accredited Resource	Forest Explorers Bushcraft Award Scheme Developed and provided by Releasing Potential.	Recommended providers: IOL Bushcraft Competency Certificate Holders
Accredited Resource	Wild Passport Skills Developed and provided by Green Man Learning.	Recommended providers: IOL Bushcraft Competency Certificate Holders
Level 2 	IOL Bushcraft Skills Award An assessed award at RQF Level 2 / SCQF Level 5 covering practical and applied bushcraft skills and knowledge designed for pupils and other learners.	Recommended 80 guided learning hours - can fit in a school term or be spread out over one year. Delivered by: Experienced Instructors with demonstrated competence in Bushcraft knowledge and skills.

Awards designed for the outdoor learning workforce

Intended for instructors, teachers, FE/HE students, apprentices, etc.

Level 3 	Bushcraft Competency Award Bushcraft Competency Certificate Bushcraft Competency Diploma	Training courses delivered by: IOL Approved Course Providers. Assessment courses by IOL Approved Bushcraft Assessors.
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This specification outlines the structure and content of the IOL Level 3 Bushcraft Competency Certificate.

Level 3

IOL Bushcraft Competency Certificate

Purpose

An assessed award covering bushcraft skills and knowledge suitable for teachers or instructors to deliver progressive bushcraft learning experiences in their setting.

Suitable for a wide range of people working or volunteering in formal or non-formal settings such as early years, schools, colleges, outdoor centres, education centres, wildlife trusts, national parks, youth and voluntary organisations, etc.

Consists of a high-quality training course, consolidated experience, assessment of bushcraft competence and certification by IOL Awards Centre.



Covers eight core bushcraft subjects



SAFE USE OF
EDGED TOOLS AND
KNIFE LAW



ESTABLISHING
FIRES AND
LEAVING NO TRACE



BOW DRILL



WATER SOURCING,
FILTERING AND
PURIFICATION



DEBRIS SHELTER
CONSTRUCTION
AND BEDDING



TREE
IDENTIFICATION
AND USES



NATURAL
NAVIGATION



CORDAGE FROM
NATURAL
MATERIALS

Suitability

Designed for the outdoor learning workforce to deliver progressive bushcraft learning experiences in their setting, including FE/HE students, apprentices, instructors, teachers, leaders, etc.

The award can be delivered in a variety of locations with access to suitable resources and will be most commonly delivered by providers within a woodland, forest or copse.

Duration

- Training Course (with IOL Approved Course Provider) 3 days
- Consolidation Period (recorded in logbook) 120 hours
- Assessment Course (IOL organised or recognised) 1 day

Scope

The Bushcraft Competency Certificate comprises 8 compulsory units:

- Unit 1 – Edged tools – knives & saws
- Unit 2 – Fire
- Unit 3 – Bow drill
- Unit 4 – Water
- Unit 5 – Debris shelters & bedding
- Unit 6 – Tree identification & uses
- Unit 7 – Natural navigation
- Unit 8 – Cordage

Bushcraft Competency Certificate training courses include good practice when sharing bushcraft techniques with others – teaching tips and advice, site safety, sustainable practices, etc.

Generic teaching and instructions skills are not covered or assessed.

Learning Outcomes

IOL Bushcraft Competency Certificate (BCC) holders will have demonstrated the following knowledge, skills and behaviours:

Unit 1: Edged tools – knives & saws

1.1	Describe the key aspects of current UK knife Law including:
1.1.1	
1.1.2	
1.2	Explain and demonstrate the key dangers and safety considerations of the use of a blade including:



1.2.1	Storage,
1.2.2	Safe distances from others,
1.2.3	Weaknesses of folding blades,
1.2.4	Key locations of arteries.
1.3	Demonstrate safe/competent usage of a fixed blade including:
1.3.1	The passing of a blade,
1.3.2	A selection of appropriate/recognised techniques from:
1.3.2.1	Pointing up,
1.3.2.2	Cross cut,
1.3.2.3	Feathering/shaving,
1.3.2.4	Batoning.
1.4	Demonstrate the safe/competent use of a bow and folding saw utilising:
1.4.1	Suitable safeguards to protect the hands,
1.4.2	Appropriate storage of blades when not in use.

Unit 2: Fire

2.1	Demonstrate at least three ignition sources from the following list and describe the advantages and disadvantages of each method demonstrated.
2.1.1	Flint and steel,
2.1.2	Ferrocium rod,
2.1.3	Matches,
2.1.4	Electrical,
2.1.5	Chemical,
2.1.6	Solar
2.1.7	Compression.
2.2	Have knowledge of a selection of tinder from the following list and explain the preparation and use of the tinders discussed. Describe any environmental considerations.
2.2.1	Inner bark,
2.2.2	Outer bark,
2.2.3	Seed heads,
2.2.4	Fungi,
2.2.5	Dried grass, bracken, tree resins etc.
2.3	Have knowledge of a selection of man-made tinder from the following list and explain the preparation and use of the tinders discussed. Describe any environmental considerations.
2.3.1	Waxed paper,
2.3.2	Candle wax,
2.3.3	Gel,
2.3.4	Rubber,
2.3.5	Fire-lighters,
2.3.6	Hexamine blocks,

2.3.7	Others.
2.4	Gather fuel and then build and light a fire in a timely fashion showing due consideration to location and environmental considerations.
2.5	Maintain a fire long enough to boil half a mug of water, demonstrating consideration to the size and type of fire and environmental impact.
2.6	Extinguish and dismantle a fire leaving no trace.
2.7	Show due regard for safety:
2.7.1	Having appropriate safety measures available to deal with burns,
2.7.2	Being aware of any hazardous materials used.

Unit 3: Bow drill

3.1	Name and comment on the parts of the bow drill.
3.2	Know the characteristics and qualities of those parts.
3.3	Show an appropriate selection of wood in suitable condition for:
3.3.1	The drill,
3.3.2	The hearth board,
3.3.3	Be aware of alternatives.
3.4	Produce and prepare a suitable tinder bundle (appropriate size for safety and to ignite kindling) from natural materials.
3.5	Explain how to use a tinder bundle safely with groups.
3.5	Demonstrate the bow drill; producing fire and igniting kindling in a timely fashion.
3.6	Show a due regard for safety having appropriate safety measures available to deal with burns.

Unit 4: Water

4.1	Know at least five different sources of water and be able to comment on the advantages/disadvantages of each.
4.2	Know how to use a ground well to obtain water.
4.3	Know at least four different indicators of water.
4.4	Explain the difference between filtering and purifying water.
4.5	Explain how to filter water using commercial and improvised methods.
4.6	Demonstrate how to filter water.
4.7	Demonstrate how to purify water to make it safe to drink by boiling.

Unit 5: Debris shelters & bedding

5.1	Explain the need for shelter and be aware of the threats from cold, wet, wind, insects and other animals.
5.2	Explain how to correctly site a shelter with due regard to:

5.2.1	Overhead dangers,
5.2.2	Flooding,
5.2.3	Topography and aspect of the land,
5.2.4	Availability of resources,
5.2.5	Environmental damage particularly disturbance to flora and fauna.
5.3	Construct an 'A-Frame' and 'Lean-To' debris shelter (without using cordage), taking into consideration the main structural principles (size, condition shape, angles etc.), which is sturdy and safe and shows no signs of accidental collapse.
5.4	Demonstrate an understanding of using natural materials as bedding.
5.5	Clear away a shelter leaving no trace.

Unit 6: Tree identification & uses

6.1	Identify at least 10 species of commonly occurring British trees (in closely related trees exact species is not necessary e.g., willows, poplars, oaks etc)
6.2	Explain the properties and bushcraft uses of common tree species including the softness, hardness, flexibility and strength of different woods and hence their suitability for fuel, utensils, shelters, weaving, carving etc.
6.3	Describe 5 food resources that can be sourced from commonly occurring British trees and any possible confusion species.

Unit 7: Natural navigation

7.1	Demonstrate the use of a sun shadow stick and from it determine direction.
7.2	Show clear understanding of two other natural methods of determining direction and describe their limitations and accuracy.

Unit 8: Cordage

8.1	Name three plants or trees that can provide fibres suitable for making strong cordage.
8.2	Describe how to extract and process the fibres from two of these.
8.3	Demonstrate how to construct a length of 2 ply cordage from natural materials which includes feeding in additional fibres to increase the length.
8.4	Show an example of 2m of cordage made by the candidate.

Training Course Entry

Requirements

IOL does not set any entry requirements however providers should ensure that learners have the potential and opportunity to gain the award successfully.

Initial Assessment

Providers should identify and make adequate provision for:

- Confirming the award is relevant and appropriate for each learner
- The existing experience and competence of learners
- Support and guidance learners may need whilst working towards the award

Reasonable Adjustments

Providers should make **reasonable adjustments** to mitigate the effect of a disability or any other difficulty that may put the learner at a disadvantage during the training and assessment of the award.

The IOL Bushcraft PPG are available to support and advise as necessary.

Training Course Delivery

Scheme of Work

Individual teachers/trainers should design a scheme of work to suit their organisation and learners. A spiral curriculum design is encouraged to allow a logical progression in skills from the simplistic to the more complex and the ongoing reinforcement and application of knowledge.

The scheme of work should:

- Satisfy the requirements of the award
- Best meet the needs and capabilities of the learners
- Provide learners with the necessary guided learning hours

A Scheme of Work template is available. The IOL Bushcraft PPG are available to support and advise as necessary.

Teacher/trainer Competence

Teachers/trainers delivering this award should have technical competence in bushcraft and credible, relevant knowledge, skills and experience in planning, teaching and assessing of learning in bushcraft, typically over a minimum period of 3 years.

The lead teacher/trainer must:

1. Be personally competent in the bushcraft skills and knowledge covered in this award.
2. Be competent in planning, delivering and assessing learning at Level 3 (England, Wales and Northern Ireland), equivalent to SQCF Level 6 (Scotland).
3. Hold an IOL Band 2 or Band 3 Outdoor First Aid qualification.
4. Be an Associate Professional Member of the Institute for Outdoor Learning or a Professional Member of the Institute for Outdoor Learning.

5. Work within relevant insurance, policies and procedures covering health & safety; safeguarding; risk-benefit assessments; data protection; equality, diversity and inclusion; environmental sustainability.

Formative Assessment

Feedback

Teachers/trainer feedback should be ongoing through the training/teaching and allow learners to work towards the course outcomes. Good practice is to include:

- **Self-evaluation** by the learners against the learning outcome and required standard
- **Teacher/trainer comment** based on observed behaviour and own internal feelings that recognises what the learner has done well, and what is good about it.
- **Discussion** about how things could be improved and possible ways the learner can work towards achieving the required knowledge, skills or behaviour.

Consolidation Period

Teachers/trainers should provide learners with clear and relevant next steps to take during the consolidation period.

Assessment Course

Assessor Competence

Assessors must have sufficient, verifiable, relevant current experience, knowledge and understanding of Bushcraft at, or above, the level being assessed. In addition, assessors should be able to demonstrate, current and relevant competence in assessing learning.

The assessor must:

1. Be personally competent in the bushcraft skills and knowledge covered in this award.
2. Be competent in assessing learning at Level 3 (England, Wales and Northern Ireland), equivalent to SQCF Level 6 (Scotland).
3. Be an Associate Professional Member of the Institute for Outdoor Learning or a Professional Member of the Institute for Outdoor Learning.

Recognition as an IOL Bushcraft Competency Assessor

The requirements and process for recognition as an assessor is defined in '***IOL Bushcraft Competency Framework for Becoming an Assessor***'.

The IOL Bushcraft PPG will approve and maintain a list of assessors for the Bushcraft Competency Certificate. Assessors will be located throughout the UK and

many will also be providers of IOL Approved Bushcraft Competency Certificate Training.

Assessment Decisions

The assessor will reach an assessment decision based on the sum total of evidence provided to meet the learning outcomes. Assessment decisions must be based on meeting the rules for evidence:

- Authentic – the evidence is actually from the learner being assessed
- Fair – the learner has had an equal chance to provide the evidence
- Valid – the evidence provided is relevant to the assessment criteria
- Current – the evidence reflects the learners present thinking/practice
- Sufficient – the evidence has happened enough times / is repeatable
- Reliable – an equivalent colleague would draw the same conclusion

Learners will be graded either “pass” or “refer” or “fail”.

- “**Pass**” will show the learner has met or exceeded all required learning outcomes and assessment criteria.
- “**Refer**” will show the learner has NOT met ONE or TWO of the required learning outcomes and assessment criteria.
- “**Fail**” will show the learner has NOT met THREE OR MORE of the required learning outcomes and assessment criteria.

The assessor will provide specific feedback for “Refer” or “Fail” decisions, identifying what was insufficiently demonstrated and the corrective actions that can be taken.

Quality Assurance

The IOL Bushcraft Competency Certificate will be subject to the IOL Internal Quality Assurance Strategy designed to monitor and improve the quality of provision of IOL assessed awards and programmes and ensure we meet needs of key stakeholders such as IOL members, learners, employers, candidates, IfATE, etc.

Senior Assessor and Internal Quality Assurance

IOL Bushcraft PPG will appoint one or more Senior Assessors to fulfil the role of Internal Quality Assurance (IQA) for this award. They will support the assessors and:

- Answer assessment queries and clarify the requirements of the award.
- Standardise decisions across all assessors for the award.
- Report to the IOL Bushcraft PPG.

Certificate Issue

IOL will issue Award certificates when an assessor has awarded a “Pass” and the relevant Quality Assurance activities related to the learner and the course have been completed satisfactorily.

Complaints and Appeals

Any complaints or appeals should follow the IOL Awards Centre Complaints and Appeals procedure.

Level 3

IOL Bushcraft Competency Certificate Administration procedures

<p>Approval as an IOL Accredited Provider</p>	<p>All course providers must be approved in advance.</p>	<p>The process for new providers to be approved to deliver the IOL Bushcraft Competency Certificate is:</p> <ol style="list-style-type: none"> 1. Read through the Course Specification and contact the IOL Bushcraft PPG and discuss your intentions and experience for delivering the course 2. Design a scheme of work for your course that can: <ul style="list-style-type: none"> • Best meet the needs and capabilities of your expected learners, and • Satisfy the requirements of the award 3. Complete the standard IOL Course Accreditation Application process 4. Gain approval from the IOL Bushcraft PPG – usually following a site visit 5. Complete annual renewals and attend standardisation and development meetings to support the quality assurance process <p>The IOL Bushcraft PPG are available to support and advise throughout this process.</p>
<p>Reasonable Adjustments</p>	<p>Learners should not be put at a disadvantage during training or assessment courses.</p>	<p>Follow the IOL reasonable adjustments policy and procedure.</p>



Assessment	IOL will arrange assessors for each assessment course with the IOL Bushcraft PPG.	Follow the application process if you wish to be an assessor for this award.
Assessment Referrals	If a learner receives “refer” at 3 consecutive assessments, attendance at a new training course is recommended.	An additional assessment fee is payable for every re-assessment.
Maximum Duration	There is no maximum time limit for learners to attend an assessment course.	Learners are strongly encouraged to complete their assessment within 18 months of their training course.
Certificate Issue	Award certificates are issued when an assessor has awarded a “Pass” and the relevant Quality Assurance activities related to the learner and the course have been completed satisfactorily.	Certificates will be issued to learners direct from IOL.