## **IOL BUSHCRAFT AWARDS**

## Application to deliver the:

|  |  |
| --- | --- |
| IOL Bushcraft Skills Award (Level 2) |  |
| IOL Bushcraft Competency Award (Level 3) |  |
| IOL Bushcraft Competency Certificate (Level 3) |  |
| IOL Bushcraft Competency Diploma (Level 3) |  |

Please refer to the specific award specification and teacher/trainer notes for guidance as you complete this form.

## Applicant

|  |  |
| --- | --- |
| Name |  |
| Address |  |
| Contact email |  |
| Contact phone |  |
| IOL Membership Number |  |
| Professional Recognition (APOL, POL, RPIOL or APIOL required) |  |
| Member of Bushcraft PPG  |  |

## Teacher / trainer competence

Please attach evidence.

|  |  |
| --- | --- |
| Knowledge, skills and experience including the planning, teaching and assessing of learning in bushcraft. |  |
| Lead Trainer cv |  |
| Outdoor First Aid qualification(IOL Band 2 or Band 3)  |  |
| Level 2 Food Hygiene and Safety Certificate |  |
| Competent in Planning, Delivering and Assessing Learning |  |

### Personal statement in support of requirements to be:

* Be competent in planning, delivering and assessing learning at the appropriate Level.
* Be competent in the bushcraft skills covered in the award at a higher level than that to be taught.

You will need to describe and provide evidence of your competence in each of the Bushcraft skills units that make up the award(s) that you wish to deliver.

### Awards and qualifications held in support of competence requirements.

|  |  |  |
| --- | --- | --- |
| Award / Qualification | Date | Awarding Body |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

#### If no awards or qualifications are held then there would need to be substantial evidence that the trainer has appropriate experience and skills, including supporting statements from suitably competent and independent referees.

## Scheme of work

|  |  |
| --- | --- |
| Copy of scheme(s) of work for delivering the award(s) Guidance can be found on the IOL website |  |

The information above will give us an understanding of how you intend to operate. It is recognised that you may wish to use multiple venues. We expect the lead trainer to be the person who determines the suitability of the site(s) to deliver training at the level of the award.

If other trainers deliver elements of the awards then they must be directly supervised by the Lead trainer.

## Agreement

By completing the application, I agree to:

|  |
| --- |
| Agree to abide by the IOL Code of Conduct |
| Conduct initial assessments of learners for each training course |
| Provide teaching/training in line with the approved scheme(s) of work |
| Provide learners with feedback and support to complete the training |
| Provide next steps for learners to take. |
| Comply with IOL Awards Centre policies, procedures, and quality assurance requirements – including attendance at relevant standardisation meetings |
| Notify the IOL Awards Centre of changes to circumstances that affect your ability to deliver this course or the opportunity for learners to complete the training course or achieve the award |

*Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*If applying to train for the Bushcraft Skills Award please read and sign that you agree with the following in addition:*

|  |
| --- |
| Additional Requirements for Bushcraft Skills Award |
| Register learners for the award with IOL within 2 weeks of a course start and pay the applicable fees |
| Assist learners to compile their portfolio of evidence for assessment |
| Assess learners following the rules of evidence and award specification in order to sign-off the learners portfolio |
| Apply for reasonable adjustments and special considerations for learners in a timely and accurate manner |
| Only submit fully completed portfolios to IOL for assessment |
| Assist learners graded “refer” at assessment to undertake the corrective actions identified |
| Award certificates to learners graded “pass” at assessment |

*Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Return the completed form to the IOL for review.

*We will contact you if we require further information or clarification how you intend to deliver your scheme of work.*

Level 3 Scheme of Work Example

Your Scheme of Works must consist of a series of lesson plans that clearly demonstrate that:

* All relevant Units for the award are being taught,
* All criterion for that Unit are being taught,
* Timings for the course as a whole, and for the individual elements of the course, are realistic
* Thought has gone into the overall structure of the course.

You can deliver each Unit as a standalone lesson, a series of lessons or you could decide to merge elements of different Units, as long as the conditions detailed below are met. An example might be that you decide to merge elements of Unit 2 – Fire with Unit 13 – Campfire cooking.

Your Scheme of Works must provide detailed content and skill steps that will be taught in each lesson. This must include:

* A clearly identified Unit to which the lesson relates,
* Clearly identified criterion to which individual elements of the lesson relate,
* An appropriate level of detail to demonstrate that the criterion will be met, including content, trainer activity, student activity and any resources required,
* Timings for each element of the lesson.

An example is provided below. Note this is simply an example, you are free to use your own format/template as long as all of the required information is provided.

**Unit 10 – Tarp shelters & knots**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content** | **Criteria** | **Resources** | **Duration** | **Timings** |
| Trainer to explain to the students the aims and objectives of the session. By the end of the session, students will be able to:* Explain how to site a tarp shelter taking into account safety and other environmental factors,
* Pitch a tarp in two different configurations using cordage and appropriate knots,
* Demonstrate 5 different knots and lashings and describe their bushcraft uses,
* Hank cord or rope in a manner to prevent it becoming tangled.
 |  | First Aid kit. | 5 minutes | 1300 - 1305 |
| Siting a tarp shelter. Question and answer session led by the trainer to enable students to gain an understanding of various factors to consider when siting a tarp shelter such as:* Features to consider when buying a tarp,
* Wind direction,
* Hanging and standing deadwood,
* Insect activity,
* Other animal activity (including protected species such as bats),
* Damage to ground flora (including Schedule 8 plants),
* Identifying easily damaged trees (e.g., elder, redwoods, elm),
* Availability of resources,
* Benefits of ‘leave no trace’ when using a tarp,
* The environmental impact of tarp manufacture.
 | 10.1 | First Aid kit. | 15 minutes | 1305 - 1320 |
| Knots including: timber hitch, Evenk knot, taut line hitch and midshipman’s hitch.Trainer to explain the purpose and demonstrates each knot individually and then students practice that knot., first at waist height and then at above head height. | 10.3 | First Aid kit.Sufficient paracord for each student. | 30 minutes | 1315 - 1350 |
| Hanking cord.Trainer to demonstrate hanking cord using a Figure 8 and then students hank their own length of cord. | 10.4 | First Aid kit.Paracord. | 10 minutes | 1350 - 1400 |
| **Break** |  |  | 10 mins | 1400 - 1410 |
| Basic tarp configurations – ‘A’ frame and open sided.Trainer to demonstrate putting up an ‘A’ frame tarp and then students put up a ‘A’ frame tarp in pairs.Trainer to demonstrate putting up an open sided tarp and then students put up an open sided tarp in pairs. | 10.2 | First Aid kit.1 tarp between 2 students. | 60 minutes | 1410 - 1510 |
| **Break** |  |  | 10 mins | 1510 - 1520 |
| Lashings including square lashing and diagonal lashing.Trainer to explain the purpose of a square lashing, demonstrate tying a square lashing and then students tie a square lashing individually.Trainer to explain the purpose of a diagonal lashing, demonstrate tying a diagonal lashing and then students tie a diagonal lashing individually. | 10.3 | First Aid kit.Sufficient paracord and 2 spars for each student | 40 mins | 1520 - 1600 |