

IOL BUSHCRAFT SKILLS AWARD (LEVEL 2) SPECIFICATIONS

A skills award designed for pupils,
students, and learners.



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 IOL Bushcraft PPG Members 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 FE/HE students, apprentices, instructors, teachers, etc.

Level 3 	Bushcraft Competency Award Bushcraft Competency Certificate Bushcraft Competency Diploma	Training courses delivered by: IOL Approved Course Providers. Independent assessment by IOL Approved Bushcraft Assessors.
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This specification outlines the structure and content of the IOL Level 2 Bushcraft Skills Award

Level 2

IOL Bushcraft Skills Award

Purpose

An assessed award covering practical bushcraft skills and knowledge designed for pupils, students and learners.

A solid curriculum for use with learners in a variety of formal and non-formal settings, including secondary, college and other education; youth work and adult development.



Covers

A wide range of practical and applied bushcraft knowledge and skills including shelters, fire, safety, tool use, drinking water, woodland trees, directions, natural string.

The award can be delivered in a variety of locations with access to suitable resources – such as schools, colleges, outdoor centres, education centres, wildlife trusts, national parks, etc. It will be most commonly delivered within a woodland, forest or copse, but could also be run using suitable beaches, open countryside, etc.

Duration

- Recommended contact time is 80 guided learning hours (GLH).
- Able to fit in school term of 11/12 weeks or be spread out over one year.
- Recommended maximum duration is 18 months.

Learning Outcomes

Learning outcomes	Assessment criteria
The learner can:	The learner is able to:
1. Describe relevant health and safety issues for practicing bushcraft.	1.1. Describe hazards/safety considerations of being in a bushcraft environment. 1.2. Describe ways in which to limit the likelihood of such hazards materialising.



Learning outcomes	Assessment criteria
The learner can:	The learner is able to:
2. Demonstrate how to use bushcraft tools safely.	2.1. Describe the law relevant to bushcraft tools. 2.2. Describe an appropriate bushcraft tool to use to undertake a common bushcraft task such as splitting wood, making a tent peg, cutting a staff to length, etc. 2.3. Describe fundamental maintenance and safety issues when using tools for woodland crafts. 2.4. Demonstrate a range of appropriate safe knife techniques for woodland crafts. 2.5. Demonstrate safe techniques in the use of bow and folding saws. Using a sawhorse or improvising guard rails.
3. Demonstrate how to sustainably select and use range of natural materials suitable to build an effective one-person shelter.	3.1. Demonstrate how to sustainably select/use branches/poles in order to create safe shelter frames with considerations to location, type and method. 3.2. Apply suitable natural materials in order to create an effective weatherproof shelter. 3.3. Use the shelter as an effective base that provides protection and warmth for an extended period of time.
4. Explain how to create bedding for a shelter.	4.1. Select a range of materials to make a suitable mattress.
5. Create and maintain a fire suitable for the current environment.	5.1. Describe the fundamental safety/legal issues of lighting fires in the chosen location. 5.2. Select suitable tinder, fuel, method of igniting and establishing a fire. 5.3. Build and maintain a campfire to keep it going throughout the day and use it to boil water. 5.4. Demonstrate how to put a campfire fire out and leave no trace. 5.5. Demonstrate an awareness of common toxic native and naturalised woods that shouldn't be burnt on an open campfire.
6. Respond to the most likely accidents that may occur when practicing bushcraft.	6.1. Define suitable immediate courses of action for cuts, burns, slips and trips. 6.2. Describe where and how to get additional help in an emergency.

Learning outcomes	Assessment criteria
The learner can:	The learner is able to:
<p>7. Select and use suitable natural materials to create a useable bushcraft implement.</p>	<p>7.1. Select appropriate natural materials to create a bushcraft implement.</p> <p>7.2. Create at least three implements, or one larger implement with three or more component parts, that are sufficiently durable and useable for the intended purpose in bushcraft.</p>
<p>8. Find and procure water suitable for drinking in the natural environment.</p>	<p>8.1. Describe a range of water sources available in the natural environment.</p> <p>8.2. Define the key types of pollutants likely to be found in such water.</p> <p>8.3. Describe solutions to deal with possible pollutants.</p> <p>8.4. Select a suitable source of water and demonstrate how to procure it.</p> <p>8.5. Describe how to filter and boil water in order to drink it safely.</p>
<p>9. Recognise and utilise common trees found in their environment as a bushcraft resource.</p>	<p>9.1. Identify at least five common trees by sight. The trees can be either in-leaf or out-of-leaf.</p> <p>9.2. Understand the different qualities of different tree woods and their uses in bushcraft.</p> <p>9.3. Describe how other parts of trees (<i>leaves, fruit/nuts, bark, twigs etc.</i>) can be utilised.</p> <p>9.4. Distinguish trees which have toxic parts.</p>
<p>10. Use natural materials to construct lengths of string/cordage.</p>	<p>10.1. Select a number of natural resources that can be used to make string/cordage.</p> <p>10.2. Demonstrate how to gather and prepare suitable fibres.</p> <p>10.3. Produce a 1m length of cordage/string suitable for a given woodland task.</p> <p>10.4. Explain the importance string could make in a survival situation.</p>
<p>11. Describe how to find general direction using the environment and resources readily available.</p>	<p>11.1. Explain how to find south and other directions using the sun and one other method.</p>

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.

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 experience of planning, delivering and assessing learning. The lead teacher/trainer must:

1. Be competent in planning, delivering and assessing learning at Level 2 (England, Wales and Northern Ireland), equivalent to SQCF Level 5 (Scotland).
2. Be competent in the bushcraft skills covered in this award.
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.

Knowledge, skills and experience must include the planning, teaching and assessing of learning in bushcraft, typically over a minimum period of 3 years. Examples of qualifications or awards that can be used to demonstrate competence include:

- *Registered Practitioner of the Institute for Outdoor Learning Award (RPIOL), Accredited Practitioner of the Institute for Outdoor Learning Award (APIOL).*
- *Award in Education and Training (AET), Qualified Teacher (QTS or QTLS), etc.*
- *IOL Bushcraft Competency Certificate (BCC), NCFE Level 4 Bushcraft Award, etc.*

Assistant teacher/trainers must have appropriate competence for the role they are undertaking in supporting learners.

- Assistant teachers/trainers are not able to sign-off portfolio evidence.

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.

Portfolio of Evidence

It is expected learners will compile a portfolio of evidence that covers each learning outcome. A mix of evidence is strongly suggested.

The portfolio can include, but not be limited to:

Video clips	e.g. Video clip of the learner demonstrating a range of appropriate knife techniques for woodland crafts safely.
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Annotated photographs	e.g. Close up of some bedding in position within a shelter and annotation of the range of materials used in the mattress.
Written work	e.g. A description of the law relevant to bushcraft tools and a table describing appropriate tools for undertaking a range of different tasks.
Displays / posters	e.g. A poster describing a range of water sources and the key types of pollutants likely to be found in such water.
Audio recordings or transcripts	e.g. Recording of a conversation where the learner is describing the fundamental safety/legal issues of lighting fires in a woodland.
Witness statement	e.g. Confirmation the learner had identified at least five common woodland trees by sight.
Physical objects	e.g. A 1m length of cordage/string.

It is strongly suggested teachers/trainers engage with an Independent Assessor early to ensure the portfolio their learners are assembling will contain sufficient and valid evidence of meeting the assessment criteria.

Portfolio Sign-off

Teachers/trainers must sign-off each piece of evidence within the portfolio and in doing so they are confirming that it is:

- 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 thinking/practice
- Sufficient – the evidence has happened enough times / is repeatable
- Reliable – an equivalent colleague would draw the same conclusion

Portfolio Submission

Portfolios should be submitted electronically.

- Evidence must be clearly identifiable as from an individual learner.
- Evidence must be clearly linked to relevant learning outcome(s) in the file names of documents, images and video clips.

Summative (Final) Assessment

All learner portfolios must be assessed by an independent assessor.

Independent Assessor Competence

Independent 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 independent assessor must:

1. Be competent in assessing learning at Level 2 (England, Wales and Northern Ireland), equivalent to SQCF Level 5 (Scotland).
2. Be competent in the bushcraft skills covered in this award.
3. Be an Associate Professional Member of the Institute for Outdoor Learning or a Professional Member of the Institute for Outdoor Learning.

Examples of qualifications or awards that can demonstrate competence include:

- *Teaching and Assessing Award (TAQA)*
- *Award in Education and Training (AET), Qualified Teacher (QTS or QTLS), etc.*
- *IOL Bushcraft Competency Certificate (BCC), NCFE Level 4 Bushcraft Award, etc.*

The IOL Bushcraft PPG will approve and maintain a list of independent assessors for the Bushcraft Skills Award. Assessors will be located throughout the UK and many will also be providers of IOL Approved Bushcraft Competency Certificate Training.

Portfolio Assessment

Only completed portfolios should be submitted to the independent assessor for assessment.

- Independent assessment activity will be a desk-based review of a learners completed and signed-off portfolio.

The independent 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 - valid, authentic, reliable, current, sufficient.

- Visits may be made by the independent assessor to assess learners where the portfolio does not demonstrate meeting the learning outcomes and assessment criteria, and/or support the teacher/trainer in providing the award.
- Any such visits will be chargeable.

Number of Portfolios Assessed

- The independent assessor will review all learner portfolios.

Assessment Decisions

Learner portfolios will be graded either “pass” or “refer”.

- “**Pass**” portfolios will demonstrate the learner has met or exceeded all required learning outcomes and assessment criteria.
- “**Refer**” portfolios have NOT demonstrated the learner has met one or more of the required learning outcomes and assessment criteria.

The independent assessor will provide specific feedback on “Refer” portfolios identifying what was insufficiently demonstrated and the corrective actions that can be taken.

Quality Assurance

The IOL Bushcraft Skills Award 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.

Lead Assessor and Internal Quality Assurance

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

- Sample the independent assessments of learner portfolios.
- Answer assessment queries and clarify the requirements of the award.
- Standardise decisions across all independent 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 2

IOL Bushcraft Skills Award

Administration procedures

<p>Approval as an IOL Awarding Centre</p>	<p>All courses must be approved in advance of any course delivery to enable Quality Assurance activities to commence.</p>	<p>Free to suitably qualified members of IOL. Application form to include details of:</p> <ul style="list-style-type: none"> • Scheme of work • Teacher/trainer cv • Operating polices • Insurance • Locations to be used for the course <p>Lead trainer must be an Individual Member of IOL AND a member of the IOL Bushcraft PPG.</p>
<p>Learner Registration</p>	<p>Must be completed within 2 weeks of the start of the course.</p>	<p>Standard registration fee to include course planning support, one assessment and IOL quality assurance.</p>
<p>Reasonable Adjustments</p>	<p>Learners should not be put at a disadvantage during the training and assessment of the award.</p>	<p>Follow the IOL reasonable adjustments policy and procedure.</p>
<p>Portfolio Submission</p>	<p>Portfolios should be submitted electronically.</p>	<p>IOL can arrange access to a SharePoint drive for learner submissions.</p>
<p>Independent Assessment</p>	<p>IOL will appoint independent assessors for each course.</p>	<p>Follow the application process if you wish to be an independent assessor for this awards.</p>



Assessment Referrals	If a learner receives “refer” at 3 consecutive assessments, attendance at a new course is recommended.	An additional assessment fee is charged per learner for every re-assessment.
Maximum Duration	Courses are expected to last up to one year.	The maximum duration allowed duration prior to completion will be 18 months from learner registration.
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 electronically for printing at your location.