



## Learner Information and Terms and Conditions of Training with Moor Green Primary Academy

This document sets out the agreement between the learner and the training provider @ Moor Green Primary Academy. It clarifies the responsibilities and expectations of each party.

### Moor Green Primary Academy (MGPA)

#### Health and Safety

MGPA will be responsible for taking every reasonable precaution to ensure the Health & Safety of all persons present during the training. This is done on the proviso that both learners and staff behave with due caution and respect for their own and others' safety whilst carrying out the training. The course information sheet states that students remain responsible for their own safety whilst on MGPA training courses.

#### Individual learning needs

MGPA is responsible for ensuring that every effort is made to meet the needs of learners in as many ways as possible, to enable them to learn in the best way possible for them. See Appendix 2 'Equality, Diversity and Inclusion Policy 2023' and Appendix 3 **Procedures 2 – Training Delivery Good Practice** for more info.

#### Course duration, contact time & completion

1. The Training Provider will ensure learners receive any necessary pre-course information in good time before the start date of the course. They will also be responsible for preparing and disseminating course materials or any additional information given to the learners during the course days, as well as for maintaining good communications with learners as necessary during the course period.
2. All learners undertake training courses at their own risk, and this will be re-iterated by verbal and written means including on the medical form collected on the first day of training.
3. Each course will meet the minimum contact time according to its Level, number of credits and Guided Learning Hours (GLH). Attendance at all contact training days is expected. One half-day can be missed in rare circumstances with prior agreement of the trainer, if some tutorial time is set aside to make up the missed content. Attendance at practical skills days is essential; if these days are missed, they must be attended at an alternative course, for which there may be a charge.
4. Learners can access learning resources via the Cambium Online Moodle to support their studies.

*Updated July 2023*

5. The normal timescale for completion of training courses is 6 months for Levels 1 and 2, 9 months for Level 3. See [Extension Procedure](#) below
6. The Training Provider will explain how to submit your portfolio of evidence. **We strongly recommend that learners use the Cambium portfolio template provided.** Whether submitted digitally or as hard copy, portfolios must be submitted with a contents page. This clearly sets out where each Assessment Criteria can be found. This is provided in all Cambium portfolio templates.

## Learner responsibilities – completion of evidence for assessment prior to accreditation

### Requirements for portfolio of evidence:

- Front page of portfolio template completed with details required, including declaration that work is your own.
- If there is any collaborative work e.g. project work - you must include all details i.e. when you collaborated (dates of meetings etc) and what part, you played. If in doubt, check with your trainer.
- Do not include course notes/handouts/reference material etc.
- Please do not use a font size smaller than 12 (or if handwritten, ensure that work can be easily read)
- No identification of individuals (names, photos etc.)
- Any legislation etc. referred to in your work should be current and relevant.
- Photos should be annotated and include the date and reference. Any photos included must **NOT** contain any information that would enable someone to identify the individual i.e. name of participant or setting etc.
- If photos are included where the subject of the photos is identifiable, you must also include a witness statement at the front of the file that you have obtained permission to use them eg from your head teacher or line manager, but not copies of individual permissions.
- An original or copy of your practical skills assessment signed and dated by your trainer.
- An original or copy of your work-based assessment signed and dated by your trainer.
- All work should be referenced correctly ie you must make it clear when citing other peoples' words or work. More details are available in the Advice for Portfolio Submission document.
- **We recommend you use the portfolio template provided and sent to you prior to the training, however if you chose not to use the portfolio template, you must follow the guidance above as well as.**
  - Add unit details and assessment criteria written on the top of each piece of work (or next to photos).
  - Add page numbers on all evidence submitted for assessment.

### Plagiarism

With the increasing amount of documentation available about Forest School from the internet there is an opportunity of using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement in any coursework.

You have a responsibility to use sources of information in a responsible way and complete the following:

- Use referencing as outlined by your course trainer.
- Sign the declaration at the front of the workbook which states that the work is your own.
- In the instance where you work at the same setting with another learner you must declare if you have worked together in some capacity eg to produce generic policies and procedures for their Forest School provision, management plans, site risk assessment. You will be given advice about what parts of a Level 3 portfolio it would be acceptable to produce in conjunction with a colleague.

## Artificial intelligence

AI tools can be useful but must not be misused. AI cannot be referenced in the same way as an article or website. Use of AI, for example as an acceptable research tool, must be declared and must not be a substitute for providing your own answers. Misuse of AI constitutes malpractice and will be taken seriously. Full policy available on request.

## MGPA Responsibilities - Assessment Tracking and Verification

1. The Training Provider will use assessment tracking documents to show the progress of learners during the course.
2. Once assessment is complete and the learner has been passed by the trainer, the evidence submitted may be subject to Internal Quality Assurance (IQA). This will require a sample of evidence from the cohort to be checked by the assessor.
3. Cambium Sustainable must go through External Quality Assurance from the Awarding Body, Agored Cymru, twice annually. This requires some samples of the evidence to be checked agreed standards. This process can delay the issue of awards and certificates.
4. If a learner doesn't submit any work to be assessed, they will not be granted the qualification and not be eligible to operate as though they have.
5. We aim to be fair and transparent, and approachable. If you have a concern, please email [forestschool@moorgreenacademy.org](mailto:forestschool@moorgreenacademy.org) to begin a conversation with us (or to ask for a copy of the Appeals Procedure).

## Bookings, Payments and Cancellations

1. MGPA assumes that learners have checked the eligibility criteria (included in the Information about the L3 Forest School Leader Course on our website) before booking and reserves the right to not accept an application if these criteria turn out not to be met.
2. By signing the booking form (by electronic means or by hand) and returning it to us, you will receive an invoice for payment. Full payment must be received within 30 days of the invoice date. Places will not be confirmed until payment is made.
3. Should a course be cancelled by the learner, the following charges will apply.
  - Cancellation within 28 days of course start date – 50% fees retained.
  - Cancellation within 14 days of course start date – 100% fees retained.
  - Cancellation at any other time – full refund given.
4. Notice of cancellation must be received by e mail and arrive not later than 6pm on any working day (Monday – Friday).
5. Cancellation or postponement by MGPA may be necessary in extenuating circumstances. Learners affected by cancellations will be offered alternative dates or courses to attend.

## Extension Procedure

### 1. Extension to portfolio submission

#### Extenuating Circumstances

It may be possible to extend the portfolio submission date (at the discretion of your tutor). Time offered will be looked at on a case-by-case basis. Extensions are only permitted for serious reasons eg death of a close relative, long term sickness of student, birth of a child. **These are in line with the Agored Cymru Special Consideration Policy.**

The learner wishing to extend their portfolio submission date will be required to contact their tutor as soon as the extenuating circumstances become apparent to request an extension. The trainer may ask them to submit a 'Time Extension Request' form.

#### Late Submission Charge

Formal extensions can sometimes be offered, at the discretion of the trainer, to learners *without* extenuating circumstances who cannot make the given course deadline. These extension requests are chargeable.

#### Extending beyond the 2-year window for total course completion

The 2-year window refers to 2 years from the start date of your course. If you are not going complete within this window, an application based on extenuating circumstances must be completed. This form is available through our online support and has sections for both the learner and the trainer to complete.

If there are no extenuating circumstances, the extension may still be granted, but a **re-registration fee will be applied.**

If extending beyond this period means that 2 years or more have gone by since either your practical skills assessment or your work-based assessment, you must meet one of the following conditions:

- If you have been in continuous practice, then you meet our competency / safety standards, but you must provide evidence of this practice, for example a letter from your employer, sessions plans etc.
- If you don't have evidence of continuous practice, you will need to repeat either one or both assessment that took place over 2 years ago.

If additional training and support is required, this can be offered at an additional cost based on requirements.

Repeat assessments are charged at £175 +VAT per assessment and are subject to availability, ie location of practical assessment cannot be guaranteed.

**FYI - For any questions or queries linked to above document information or any other query, please ask your trainer who can direct you to the relevant Cambium Sustainable policy**

# APPENDIX

## Appendix 1

### Advice for Forest School Level 3 Work-Based Assessment

**Following your initial training you will be expected to deliver a Forest School training programme with a minimum of 6 sessions submitted as evidence. For one of these sessions your trainer will visit your site to observe your session.**

#### Forest School Work-Based Assessment Guidance

The work-based assessment is an important part of your Forest School training. It is an opportunity to gain advice and feedback from an experienced Forest School leader focussed on your Forest School participants and site. You will be expected to demonstrate that you have implemented the health and safety measures appropriate for your group and that session. These have been covered during your training. Even though the session is being assessed, your participants remain the focus for you.

#### Minimum requirements for work-based assessment

**Keep your group size small – don't forget to keep to a group size of not more than 16**

**You should aim for at least a 90-minute session**

**There should be a minimum of two adults present including you.**

Do not feel you have to do anything special for the assessment. During the session, you may want to change what was in your original outline session plan because of some unexpected occurrence or because your participants are very engaged with something, and you want to follow their interest. This is seen as good practice.

The assessor may join in with some activities or respond to learner's questions. You should let the assessor know if this could be disruptive or if they need to be aware of any individual's particular requirements. You should not include the assessor in your adult numbers to meet required ratios. You will need to make yourself available for about 20 minutes after the session to discuss the session with the assessor and complete the paperwork. On the rare occasion that the assessor judges that you have not reached the minimum standards agreed by Outdoor Learning Training Network (Wales), specific advice will be given on what you need to do to improve or put in place. A second visit will be arranged, and you can request a different assessor if you wish.

The assessor will use the form that is provided as an example on the Moodle resources in the unit, Deliver Forest School AC 3.1. They will be giving you feedback on your support and facilitation of the session, the management of health and safety, and ecological impact. Although they need to be sure minimum standards have been reached, they do not expect to see the perfect session – this is still very much part of your training.

Please note that you are not required to have a fire and use tools in your session if it is not appropriate for your participants. If you do not have a fire and use tools, the assessor will ask you questions on these areas after the session. Whether you have a fire or not, you will need to bring all the fire control and burns treatment items to demonstrate that you are aware of what is required to manage a small fire safely.

**Checklist for items the assessor will ask to see: Items in bold will need to be sent to your assessor not less than seven days prior to the assessment date.**

**Policies and procedures for your FS provision**

**Risk-benefit assessment – site and activity or combined (please have a copy for the assessor)**

**Outline session plans for at least six sessions.**

Reflective planning for the observed session based on previous sessions.

**Your ecological impact assessment and simple management plan – work in progress if not completed.**

Ongoing observations of individuals

Evaluation of sessions already delivered First

Aid Kit

Phone or alternative contact Accident

Book and Near miss forms

Fire control and burn treatment items (whether you have a fire or not)

The assessors will be friendly and open with you. After all, they can still remember when they were assessed leading a session! Their visit is an important milestone in your training. It gives you a focus for getting everything in place and it is as an opportunity to get one-to-one feedback specifically focussed on you and your Forest School.

## Appendix 2



## Equality, Diversity and Inclusion Policy 2023

**This policy sets out the following aspects of our EDI aims and objectives**

1. Vision and commitments
2. Application and Limitations
  - a. General
  - b. Qualifications
3. Action Plan

### VISION AND COMMITMENTS

**Cambium Sustainable** is committed to encouraging equality, diversity and inclusion among our team and associates, and eliminating unlawful discrimination.

The aim is for each employee and associate to feel respected and able to give their best, as well as to oppose discrimination in the service we provide, to customers or the public, on the grounds of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, nationality, and ethnic or national origin)
- religion or belief
- sex
- sexual orientation

Our commitment to fairness and equality applies to all the following:

- pay and benefits.
- terms and conditions of employment
- dealing with grievances and discipline
- dismissal
- redundancy
- leave for parents.



- requests for flexible working
- selection for employment, promotion, training, or other developmental opportunities

**The organisation commits to:**

- 1.** Encourage equality, diversity, and inclusion in the workplace and throughout the organisation as they are good practice and make business sense.
- 2.** Create a working environment free of bullying, harassment, victimisation, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of everyone are recognised and valued.

All staff will be made aware that they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation, and unlawful discrimination, in the course of their employment, against fellow employees, customers, suppliers and the public.

- 3.** Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, customers, suppliers, visitors, the public and any others during the organisation's work activities.

Such acts will be dealt with as misconduct under the organisation's grievance and/or disciplinary procedures, and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.

Further, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.

- 4.** Make opportunities for training, development, and progress available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation. Bi-annual reviews will identify training and development needs, though staff are encouraged to make requests as it suits them.
- 5.** Make decisions concerning staff based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act).
- 6.** Review employment practices and procedures annually, or if it becomes necessary, to ensure fairness, and update them and the policy to take account of changes in the law.
- 7.** Monitor how the equality, diversity and inclusion policy, and any supporting action plan, are working in practice, reviewing them annually, and considering and taking action to address any issues.

*Use of the organisation's grievance or disciplinary procedures does not affect an employee's right to make a claim to an employment tribunal within three months of the alleged discrimination.*

### HOW THIS APPLIES IN PRACTICE - LIMITATIONS

We are working hard as an organisation to improve our work in this area, while recognising that it is a huge topic and there is much to be done. We are grateful to the Institute for Outdoor Learning for their example, and credit their report 'Raising Our Game' with the following framework.

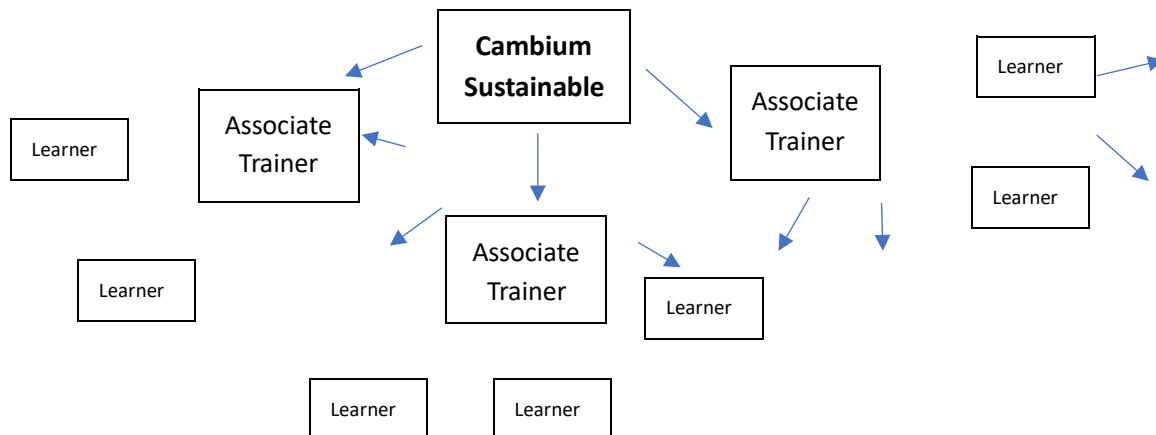
This policy and our action plan position us in the green 'intentional inclusion' area.

We do not recognise there is a problem	We know there is a problem, we are taking tentative steps, but are not sure how to proceed	We have acknowledged the importance of diversity and are taking formal steps to promote inclusion.	We are committed to eliminating all forms of discrimination through systematic change.	Inclusion is normal and part of our culture.
Invisible	Awareness	Intentional inclusion	Strategic inclusion	Culture of inclusion

(Alberta Urban Municipalities Association, 2017)

### Organisational scope

Our position as a Training Centre means that outside of the immediate staff team, we have a number of Associate Trainers who are not employed by us but are required to adhere to our policies and procedures. They in turn have direct contact with the learners who are the ultimate clients or beneficiaries of the service we provide.



We carry out annual checks to monitor Associate Trainers' agreements to working in alignment with our ethos and operating with our guidelines. However, we recognise the limitations of our power here since they are independent practitioners and not employees. We offer training and discussion spaces through CPD and annual meetings in order to maximise engagement with our values and have a clear procedure for addressing concerns with Associate Trainers whose practice deviates from our values.

### **Qualification Centre remit**

We are committed to our vision to enable all learners who use us as a centre to have an experience of maximum accessibility and inclusion. However, our contract with Agored Cymru (qualifications provider) limits us to a certain extent in our scope and range. We have a responsibility to ensure that qualifications gained through us create practitioners who are safe and ethical: standards need to be met and quality needs to be ensured. Assessment methods need to be fit for purpose in delivering on this commitment, so while there is some flexibility in terms of making them accessible and inclusive, there are requirements that belong to broader education standards and protocols that we need to adhere to.

### **Disability and language**

There are also particular areas of the EDI policy that are more relevant here, namely disability and language issues, both of which may limit the accessibility of the training. In order to mitigate this, we expect our associate trainers to encourage learners to make their individual needs known as they enrol, allowing for adjustments to be made to accommodate their needs.

As a Training Centre of Welsh qualifications provider, Agored Cymru, we aim to provide some materials in Welsh, and make it possible for learners to submit their work in the medium of Welsh and will engage translators where necessary.

## ACTION PLANS

### Organisational scope

What we are doing now	What we are working towards	What is beyond our control
<p>Start from a place of respect and nonjudgement, be open about our values, and work with an enabling attitude.</p> <p>Be willing to have brave conversations and recognise our own privilege and bias.</p> <p>Continue to be involved in training, raising awareness for ourselves and others, equipping ourselves for the next steps.</p> <p>Encourage our associates to join us on their own similar journey</p>	<p>Increase the visibility of minority groups in our publicity materials.</p> <p>Identify barriers that prevent fuller inclusion and work to overcome them.</p> <p>Create a resource for signposting colleagues and clients to further information.</p>	<p>Associates' publicity materials or ultimately their own inclusion practice</p>

### Qualification Centre remit

What we are doing now	What we are working towards	What is beyond our control
<p>Make it easier for ALN learners to submit using alternative assessment methods</p> <p>Facilitate a working group of associates who have interest and expertise in this field.</p> <p>Offer Welsh language submission of evidence.</p>	<p>Make it possible for anyone, regardless of disability or diagnosis, to use alternative assessment methods</p> <p>Offer some training materials and resources bi-lingually</p>	<p>Assessment methods needs to meet Agored's requirements</p>

## Appendix 3



## Procedures 2 – Training Delivery Good Practice

### Section A – General Training Delivery

#### Requirements for Forest School Trainers

The basic requirement for Forest School Trainers has been set out by the Outdoor Learning Training Network Wales.

All of our trainers meet the requirements set out below: -

- A Level 3 Forest School qualification, held for at least 2 years.
- Experience of setting up and running a range of Forest School Programmes since qualification.
- At least two years' experience of running Forest School, this would include working with a minimum of two different age groups and either have or be working towards delivering long programmes eg 12 weeks or more with the same client group.
- Insurance to cover Public Liability up to £5,000,000 and Employers Liability (as necessary) for the venues and woodland sites as well as for the training. Freelance trainers and organisations working with Cambium are also advised to investigate the need for professional indemnity insurance if not already held.
- Experience of running Forest School Training through the Cambium Level 4 Outdoor Learning and Forest School Trainer Award (Agored Cymru) or similar

Sam Goddard and Holli Yeoman, representing Cambium Sustainable, are active members of the Outdoor Learning Training Network Wales. Cambium holds annual standardisation events, at which a summary of the Training Network activities will be given. These standardisation events are a requirement of being an Associate Trainer, with attendance encouraged every year, but **explicitly required** by Agored Cymru, the Awarding Body, **at least every other year**. We also encourage you to attend the Cambium Moot (AGM) which takes place at the beginning of each academic year. Individual Trainers are also at liberty to join the FSA / OLTNW.

#### Course Training Team

Trainers must make decisions based on their risk assessment and the nature of the training to decide how many members of staff may be required for individual training courses. Selection of staff is dependent upon their areas of expertise or may be giving opportunity to apprentices gaining experience as assistants or subject teachers under an overall course leader / manager. Where participant numbers are at eight or below, one trainer may be sufficient but careful consideration of this should be made in

the risk assessment taking into consideration the nature of the training and the location.

Assistants for all levels of Forest School Training should have gained the Forest School Assistant Level 3 qualification as a minimum and have experience of assisting with Forest School since having gained that qualification.

It is the Lead Trainer's responsibility to call training team meetings as necessary before and during the course to enable effective communication and best practice training to be carried out. It would be considered good practice to document any team meetings and keep a record of these.

### **Ratios for practical work**

Course Leaders should ensure that staff: participant ratio of 1:8 is in place, as well as giving thought to the task being undertaken and the nature of the setting being used. The risk assessment process will be required to show due consideration for the above.

### **Assistant Assessors**

It is sometimes possible for someone other than the lead trainer to carry out assessments, but there is a clear process for approving this so we can confirm eligibility requirements and apply quality assurance. Details available on request.

### **Amount of training**

In order to help you manage all the additional aspects to your training business such as assessment, ongoing contact with learners, admin, and business development, we advise not processing more than 60 FS Level 3 learners in any academic year. For anything beyond that limit, Cambium should be approached to agree that the quantity of training will be sustainable. The maximum number of learners you can enrol per course is 16.

### **Locations for Training**

Locations should include a venue with capacity to comfortably seat the anticipated group size (recommended max. 16) plus the training team, providing facilities as required by Health & Safety law. Seating should be provided as well as having access to cooking facilities and toilets.

Venues for the practical parts of the course should provide a stimulating and resource rich woodland environment with parking capacity for the group size nearby, access to toilet facilities from the woodland needs to be considered and arrangements made as appropriate.

### **Resources for practical work**

Course Leaders should ensure that the course is adequately resourced for both the nature of the training taking place, and for the number of participants. Course Leaders are responsible for ensuring that equipment and resources used on training courses are suitable and fit for purpose. Tools and equipment for training are available at a discounted rate from [www.outdoorlearningresources.co.uk](http://www.outdoorlearningresources.co.uk)

### **Cambium Training Materials**

All Cambium training materials available through the Cambium Online Support area, including online

content and resources, is copyright and as such is only to be used for delivering Cambium training in line with the guidelines set out in this document. Associate Trainers are free to adapt and modify this material to suit their own training needs when delivering accredited training, using Cambium as a centre. However, training materials are not to be used outside of this purpose and are not to be shared with any third party.

### **Publicity for courses**

There is mutual benefit to Associates' courses being listed on our website for people to book directly onto. However, responsibility for marketing courses lies with the AT. There is a document offering hints and tips in the online support area, or our Marketing Officer can offer informal support.

### **Trainer responsibilities**

The Lead Trainer will be responsible for taking every reasonable precaution to ensure the H&S of all persons present during the training. This is done on the proviso that both learners & staff behave in line with the above guidelines and with due caution and respect for their own and others' safety whilst carrying out the training. The course information sheet states that learners remain responsible for their own safety whilst on Cambium training courses.

The Health and Safety arrangements outlined in your Training Policies and Procedures are entirely the trainer's own responsibility as the training provider. All Health and Safety arrangements should be adequate and appropriate to the trainer's particular circumstances. Although Cambium offers support and guidance, each organisation is fully responsible for all health and safety arrangements including any accidents that occur during training provision.

The Lead Trainer is responsible for ensuring that every effort has been made to meet the needs of learners in as many ways as is possible to enable them to learn in the best way possible for them. See Appendix 2 **Equality, Diversity and Inclusion Policy 2023**. Work is ongoing within Cambium to improve the support we offer with this, for example by increasing the range of methods available for submission and assessment of evidence.

## Flowchart for course delivery (duration, contact time, completion, record keeping, tracking learners)

Month		Trainer responsibilities	Support / notes
-1	Before the course	<p>Send learner joining instructions/ pre-course info in plenty of time.</p> <p>Download latest version of scheme of work and course materials.</p> <p>Communicate clearly with learners around attendance requirements (<i>Note 1</i>)</p>	<p>Examples on online support /Moodle</p> <p>Examples on online support /Moodle</p> <p>See Learner Terms and Conditions</p>
0	Start of course	<p>Learners' complete enrolment form and medical form</p> <p>Communicate clearly with learners around completion dates - give a clear deadline for submission.</p> <p>Sign learners up to online support/ Moodle.</p> <p>Communicate clearly with learners around submission of evidence</p>	<p>Keep medical forms in line with confidentiality procedures.</p> <p>Normal timescales = 6 months for Levels 1 &amp; 2, 9 months for Level 3</p> <p>Online portfolio recommended - See Learner Terms and Conditions</p>
0 - 1		<b>Upload enrolment forms to Moodle so Cambium know about the learners</b>	Use the 'training event administration' section of Moodle/ online support
<p><b>FLAG FOR IMPORTANT DEADLINE</b></p> <p><b>Please enrol your learners within 28 days of the start of the course</b></p>			



2 - 9	Learners complete course requirements	<p>Start using Assessment Feedback form when carrying out WBA</p> <p>Carry out portfolio support day/sessions with trainees</p> <p>Communicate clearly with learner around timescales for assessment including IQA/ possible EQA</p> <p>Be available to support the learner through this time, replying promptly to any communication</p>	<p>See more info in IQA section</p> <p>ie if passed, say it is 'subject to IQA'</p>
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Learners must ask trainer for extension if they are going to miss the submission date – use Time Extension Request form.

Optional late / extension fee for learner at discretion of AT (no need to involve Cambium here)

10	One month after submission	<b>Mark portfolios and return to learners within one month.</b>	
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**FLAG FOR IMPORTANT DEADLINE**

**Please aim to complete assessment within this timeframe and communicate clearly with learners if there is going to be any delay in your marking schedule**

		<p>Use Assessment Feedback form as per IQA procedure.</p> <p>Communicate clearly with learner that if they have passed it is <b>subject to IQA</b></p>	
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11 - 22		<p>Keep track of any learners who didn't submit on time.</p> <p>As 2-year deadline approaches, warn learners that they are running out of time.</p>	<p>Use the progress sheets in Moodle/ online support to keep track of certificates etc during this time</p>
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23-24		<p>As 2-year deadline becomes imminent, communicate clearly with learner around the need to respond. Cambium will do this too.</p> <p>Extenuating Circumstances form to be completed by learner and trainer if relevant</p>	
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**Re-registration fee due for those *without* extenuating circumstances – fee charged to trainer with option for trainer to pass on to learner**

Cambium Sustainable – Reviewed 01/08/23

1. Each course carries a minimum contact time according to its Level and number of Credits (Guided Learning Hours GLH). Attendance at all contact training days is expected. One half-day can be missed in rare circumstances with prior agreement of the trainer, as long as some tutorial time is set aside to make up the missed content. Attendance at practical skills days is essential; if these days are missed, they must be attended at an alternative course, for which there may be a charge.

Cambium Sustainable – Reviewed 01/08/23

## Course Evaluation

Associate Trainers are responsible for carrying out their own evaluation of all courses they run.

Cambium will send out a digital evaluation questionnaire to all learners at the point of registration and collate these responses. These will be used to evaluate the delivery of training and identify any issues at the earliest opportunity.

## Extension Procedure

### 1. Extensions to portfolio submission

#### Extenuating Circumstances

It may be possible to extend the portfolio submission date (at the discretion of your tutor). Time offered will be looked at on a case-by-case basis. Extensions are only permitted for serious reasons eg death of a close relative, long term sickness of learner, birth of a child. These are in line with the Agored Cymru Special Consideration Policy.

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#### Late Submission Charge

Formal extensions can sometimes be offered, at the discretion of the trainer, to learners *without* extenuating circumstances who cannot make the given course deadline. These extension requests are chargeable.

### 2. Extending beyond the 2 year window for total course completion

The 2-year window refers to 2 years from the start date of your course. If a learner is not going to complete within this window, an application based on extenuating circumstances must be completed. This form is available through our online support and has sections for both the learner and the trainer to complete.

If there are no extenuating circumstances, the extension may still be granted, but **a re-registration fee will be applied**. This will be charged to the trainer with the option of it being passed on to the learner.

If extending beyond this period means that 2 years or more have gone by since either your practical skills assessment or your work-based assessment, you must meet one of the following conditions:

- If you have been in continuous practice, then you meet our competency / safety standards, but you must provide evidence of this practice, for example a letter from your employer, sessions plans etc.
- If you do not have evidence of continuous practice, you will need to repeat either one or both assessments that took place over 2 years ago.

If additional training and support is required, this can be offered at an additional cost based on requirements.

Repeat assessments are charged at £175 +VAT per assessment and are subject to availability, ie location of practical assessment cannot be guaranteed.

### **Learner responsibilities**

These are for you as Associate Trainers to make clear to your learners, and are encompassed in your relationship directly with them, but still based on our expectations and values that you agree to when you become an associate with us.

Example joining instructions / course information are available on the online support system, as are the Learner Terms & Conditions.

### **Plagiarism and Learner Malpractice**

With the increasing amount of documentation available about Forest School from the internet there is always a possibility of learners using or copying the work of others, (whether written, printed or in any other form), without proper acknowledgement in any coursework.

To try to prevent this happening however, tutors must remain vigilant to any indications of the above in a learners' work and remain up to date themselves on published research and other works (as far as is reasonably practicable). Tutors must inform learners that they will be signing a declaration at the front of the workbook which states that the work is all their own.

In the case of Level 3 learners who may work together in some capacity eg colleagues working together in the same school to produce generic policies and procedures for their Forest School provision, they must make a signed declaration that both parties shared equally in the production of this work. Tutors must use their discretion in giving advice about what parts of a Level 3 portfolio it would be acceptable to produce in conjunction with a colleague.

Malpractice constitutes any deliberate attempt on the part of the learner to compromise the integrity of the assessment process, and / or the validity of the certification process. Any suspicion of malpractice will be investigated by the Lead Trainer in the first instance and will be conducted with due regard to:

- Confidentiality
- Retention and storage of evidence
- Conclusions reached and remedial action to be taken

If the Lead Trainer deems it necessary, this can be taken further as a formal appeal to Cambium - see 'Malpractice and Maladministration Policy'.

Suspected malpractice on the part of Centre staff will be dealt with in a similar manner to the above – see 'Malpractice and Maladministration Policy'.

### **Geographical Areas**

As the Cambium Sustainable Trainer's Network expands, there will be instances when we receive

enquiries from potential Level 4 trainees close to existing Cambium Associate Trainers. As there are other organisations who offer a similar Level 4 programme of training, we feel it is better to try to enable members of the Cambium Network to collaborate and work together, rather than be in direct competition with another training network on their doorstep. However, we acknowledge that having too many trainers in a local area is not good for anyone's business. The same may also be true for existing trainers wanting to expand into new geographical areas.

We will assess all Level 4 applications as they come in and determine how close the potential new trainer is to existing Cambium trainers. Our first step will be to put the Level 4 trainee in touch with the existing Associate Trainer to discuss local demand, the potential for collaboration and the possible different types of training they may offer. We hope that in most cases, a resolution will be found at this stage and the existing Associate Trainer will be able to work with the new trainee. In the case of existing trainers moving to new areas which already have another associate trainer set up there, we will encourage them to get in touch in advance of setting up anything new, in the spirit of cooperation and with an approach of respect for the existing business.

In situations which cannot be resolved at this stage, Cambium will liaise with both parties to explore the possibility of developing specific training styles which complement each other and offer the public a choice between two distinct styles of training.

If none of the above is found to be satisfactory, Cambium reserves the right to refuse the Level 4 applicant a place on the course. In the case of a conflict between existing associate trainers, we reserve the right not to list any courses that are being run without consideration to fellow network members and will follow up any breaches of the Associate Trainer Agreement in terms of ethics and values in line with our Internal Concerns Procedure.

## **Section B – Agored, Assessment and Internal Quality Assurance (IQA)**

### **Introduction to the qualifications**

#### **Agored Cymru (formerly OCN Wales)**

Agored Cymru is a nationally recognised awarding body for the accreditation of learners in Wales. Cambium is an approved accreditation Centre with Agored Cymru. To become an approved Centre & Training Provider a training organisation must adhere to requirements for quality provision in terms of staff, record keeping, and quality assurance processes. Training Providers are subject to External Quality Assurance for validation of courses offered. Cambium is inspected annually by Agored Cymru. Following inspection, recommendations may be made which must be implemented to retain an approved status.

These assessment / IQA guidelines form an important part of the Agreement signed by Associate Trainers wanting to use Cambium for accreditation of learners.

#### **Validation**

Validation of courses is carried out based on quality of Centre Provision and the internal and external processes of quality assurance. Representative and random samples of learners' work are taken to ensure quality of provision in terms of training offered, learning resources, standards of assessment and administrative back up.

### Entry requirements for students

Level 1 courses – students should be 14 years or above on entry, no other entry requirements apply  
Level 2 courses – students should be 16 years or above on entry, no other entry requirements apply  
Level 3 courses – students should be 18 years or above on entry and have achieved a Level 2 Award (equivalent to upper grades of GCSE) Award prior to entry as well as having an established link with a client group in order to carry out outdoor learning / forest school practice as necessary for the course.

## Outdoor Learning Training Network Wales Qualification Pathways August 2020

### Level 1 – 1 qualification

Award in Outdoor Learning

### Level 2 – 4 qualifications

Award in Curriculum-based Outdoor Learning Practice

Award in Outdoor Play Practice

Award in Assisting Forest School

Award in Assisting Coastal School

### Level 3 – 6 qualifications

Certificate in Leading Forest School

Certificate in Leading Coastal School

Certificate in Co-ordinating an Outdoor Curriculum

Certificate in Leading Forest and Coastal School

Certificate in Outdoor Learning Pedagogy (New Qualification)

Certificate in Wellbeing in Nature Practitioners (New Qualification)

## Learning in Natural Environments Qualifications Structures

The level 1 qualification is a pre16 qualification.

### Level 1 Award in Outdoor Learning – 6 credits pre16 – Agreed (Open Qualification)

#### Mandatory Units (6 credits)

Level 1 Learning, Play and Development in the Natural Environment – 2 credits (19 GLH)

Level 1 Health and Safety for Working in the Natural Environment – 2 credits (19 GLH) Level 1

Outdoor Practical Skills – 2 credits (GLH 19)

**All level 2 qualifications have a minimum entry age of 16 (Agreed June 2020)**

**Level 2 Award for the Curriculum-based Outdoor Learning Practitioner – 5 credits – Agreed (Open Qualification)**

Level 2 Sustainable Use and Management of Natural Resources – 2 credits (12 GLH) Level 2 Deliver Curriculum-based Outdoor Learning – 3 credits (20 GLH)

**Level 2 Award for the Outdoor Play Practitioner – 5 credits post 16 – Agreed (Open Qualification)**

Level 2 Sustainable Use and Management of Natural Resources – 2 credits (12 GLH) Level 2 Facilitate Outdoor Play – 3 credits (20 GLH)

**Level 2 Award in Assisting Forest School – 9 credits post 16 – Agreed (Restricted Qualification)**

Level 2 Supporting Learning, Play and Development in the Natural Environment – 2 credits (10 GLH)  
Level 2 Sustainable Use and Management of Natural Resources – 2 credits (12 GLH)  
Level 2 Outdoor Practical Skills – 2 credits (16 GLH)  
Level 2 Forest School Assistant – 3 credits (8 GLH)

**Level 2 Award in Assisting Coastal School – 9 credits post 16 – Agreed (Restricted Qualification)**

Level 2 Supporting Learning, Play and Development in the Natural Environment – 2 credits (10 GLH)  
Level 2 Sustainable Use and Management of Natural Resources – 2 credits (12 GLH)  
Level 2 Outdoor Practical Skills – 2 credits (16 GLH)  
Level 2 Coastal School Assistant – 3 credits (8 GLH)

**Minimum entry age 18 for all level 3 qualifications (Agreed June 2020).**

**Level 3 Certificate in Leading Forest School – 19 credits – Agreed (Aug 20) (Restricted Qualification)**

Level 3 Supporting Learning, Play and Development in the Natural Environment – 5 credits (10 GLH)  
Level 3 Deliver Forest School – 6 credits (15 GLH)  
Level 3 Observation and Evaluation of Forest/Coastal School – 2 credits (4 GLH)  
Level 3 Sustainable Use and Management of Natural Resources – 3 credits (5 GLH) Level 3 Teach Outdoor Practical Skills – 3 credits (GLH 30)

**Level 3 Certificate in Leading Coastal School – 18 credits (Restricted Qualification)**

**Mandatory units (18 credits)**

Level 3 Supporting Learning, Play and Development in the Natural Environment – 5 credits (10 GLH)

Level 3 Deliver Coastal School – 5 credits (14 GLH)

Level 3 Observation and Evaluation of Forest/Coastal School – 2 credits (4 GLH)

Level 3 Sustainable Use and Management of Natural Resources – 3 credits (5 GLH) Level 3 Teach Outdoor Practical Skills – 3 credits (GLH 30)

**Level 3 Certificate in Co-ordinating an Outdoor Curriculum – 14 credits – Agreed (Aug 20) (Restricted Qualification)**

**Mandatory units (Credits to be decided)**

Level 3 Supporting Learning, Play and Development in the Natural Environment – 5 credits (10 GLH)

Level 3 Sustainable Use and Management of Natural Resources – 3 credits (5 GLH)

Level 3 Outdoor Curriculum Co-ordinator – 6 credits (16 GLH)

**Level 3 Certificate in Leading Forest and Coastal School – 24 credits – Agreed (Aug 20) (Restricted Qualification)**

Level 3 Supporting Learning, Play and Development in the Natural Environment – 5 credits (10 GLH)

Level 3 Deliver Forest School – 6 credits (15 GLH)

Level 3 Deliver Coastal School – 5 credits (14 GLH)

Level 3 Observation and Evaluation of Forest/Coastal School – 2 credits (4 GLH)

Level 3 Sustainable Use and Management of Natural Resources – 3 credits (5 GLH) Level 3 Teach Outdoor Practical Skills – 3 credits (GLH 30)

New qualification

**Level 3 Certificate in Outdoor Learning Pedagogy – 30 credits – Agreed (Aug 20) (Restricted Qualification)**

Level 3 Supporting Learning, Play and Development in the Natural Environment – 5 credits (10 GLH)

Level 3 Deliver Forest School – 6 credits (15 GLH)

Level 3 Deliver Coastal School – 5 credits (14 GLH)

Level 3 Observation and Evaluation of Forest/Coastal School – 2 credits (4 GLH)

Level 3 Sustainable Use and Management of Natural Resources – 3 credits (5 GLH)

Level 3 Teach Outdoor Practical Skills – 3 credits (GLH 30)

Level 3 Outdoor Curriculum Co-ordinator – 6 credits (16 GLH)



There are a wide range of other Units available on the Agored Cymru database including Wellbeing in Nature, Supporting Children and Young People with Additional Learning Needs, and others, some of which Cambium has already been approved to use. If you are interested in developing or delivering additional units that are not already offered by Cambium Sustainable, we would be happy to discuss this with you.

## Assessment and IQA

Assessment processes need to be open and fair, enabling all learners to have the opportunity to show attainment. Assessments must be recorded on every occasion and records kept both by the learner and assessor. Assessments made must be appropriate to the level of the qualification and be objective, valid, fit for purpose, be transparent and recognise and show respect for equality and diversity.

All qualifications delivered by Cambium are subject to Internal Quality Assurance based on Cambium's IQA strategy and Agored Cymru IQA Guide. This process ensures that the assessment practice and decisions taken are regularly reviewed and evaluated to ensure the validity of the award of credit. The IQA process includes learners, and assessors.

IQA officers, although part of the Cambium team, none-the-less remain objective and impartial in their aim to improve the quality provision of training run by Cambium and its associates.

## IQA Process – Stage 1

All assessment documents are checked and passed by the IQA Officer for all registered learners with Cambium. Following these checks if no full IQA is required then claims for certificates can be made via Agored.

**NB: Assessment documents must be presented to Cambium (uploaded to the online support site) as evidence of passed assessment for all learners, even if there is no request for IQA, before claims for certificates are made.**

## Full IQA Process – Stage 2

The following steps will be applied to all learners and cohorts required for IQA:

- IQA officers take a random sample of work from selected cohorts which is equal to the square root or 10% of the total learners registered on each qualification.
- Evidence presented for IQA must include all assessed evidence for each learner, along with the 'Assessment Feedback' document, signed and dated. **The portfolio evidence should be either uploaded to the Moodle OR sent in the post if a physical hard copy. Send using signed for postage/courier as directed by Cambium.**
- Assessors are advised to inform their learners that they have passed 'pending the results of the IQA process' in order to allow for this procedure to be fair and transparent.
- For each learner submitted for IQA, up to 50% of each unit is sampled on a rolling programme so that over the course of each academic year most, if not all, the ACs are sampled many times over.
- Actions from each IQA are sent to the assessor using the Agored Cymru IQA3 feedback form.
- This form must be signed and returned to the IQA officer by the assessor, to show acknowledgement of feedback and that actions will be implemented either immediately or during next assessments

- All learner evidence for each cohort must be retained by Cambium or the Associate Trainer until IQA/EQA has been completed. **This follows the Agored Cymru Retention of Assessment Materials Policy.**
- Cambium will claim certificates for learners who have been assessed as a pass and when they have received all the evidence required to claim certificates. (see Certificate Claims below).
- New assessors to Cambium and Level 4 trainees have a higher percentage of their assessments sampled, along with assessors who are assessing higher or exceptionally low numbers of learners during each academic year.

This is all based on the **Cambium IQA strategy**:

- A risk-based assessment of each assessor is applied using a traffic light coding system of RED, AMBER, and GREEN.
- RED assessors are those that are new to Agored assessment (new to Cambium OR still going through Level 4 training and mentoring). Also, those that need extra support to improve their assessment decisions, feedback, and tracking administration of each learner.
- AMBER assessors usually have more experience and have shown consistency and improvement in assessment decisions, feedback, and tracking administration of each learner.
- GREEN assessors usually have the most experience and show high levels of consistent objective assessment decisions, feedback, and tracking administration of each learner.
- In all cases the amount of IQA carried out for all assessors will be based on the colour coding applied to them, along with the number of assessments carried out each academic year.
- Each assessor will move between the colour codes depending on previous IQA and if actions have been implemented and improvements made. This can be applied in either direction whether an experienced assessor or not.

### Certificate Claims

On completion of IQA, all assessors and Cambium Sustainable will provide the following completed documentation before claims for certificates are made to Agored Cymru:

- Relevant learner assessment feedback with clear overall feedback and dates of completion for each AC, including WBA and Practical Skills at Level 3
- Clear identification of assessor on all documents
- IQA3 Feedback form dated, signed and acknowledged
- Progress sheet maintained and updated with pass dates by Cambium for each AT

Certificates are requested fortnightly from Agored and sent to the AT to forward on to the learners within a maximum of another fortnight.

### Pre-course checks

We will also carry out quarterly spot checks on pre-course information. Two Associate Trainers will be chosen each quarter who have courses due to start. These ATs will be asked to copy us in on emails they send to learners containing joining instructions and pre-course info. This will enable us to check for thoroughness of information provided and clarity of expectations around things like time commitments.

### Practical Assessment of Associate Trainers

Assessors will be provided with a face-to-face visit at their training site every 24 – 36 months to carry out quality assurance of the practical assessments, as required by Agored Cymru, as well as to support

the assessor with best practice training.

Following this IQA visit Cambium will complete an IQA4 feedback form that will be shared with the AT with any actions or recommendations on it.

**Travel and accommodation costs for this visit will be charged to the associate trainer / organisation being visited at a rate of £200 per visit.**

Records of work assessed and outcomes of IQA as well as standardisation meetings are kept as digital records in the Cambium OneDrive secure folders.

### External Quality Assurance

Assessments and IQA procedures are reviewed twice yearly by Agored Cymru during External Quality Assurance by a nominated EQA from Agored Cymru. An EQA report and action plan is made available to the Cambium Centre and any action points are carried out by Cambium staff by a given date. Actions required from the EQA visit as well as issues arising from in-house Quality Review are communicated to Cambium Associate assessors at the Standardisation meetings or Annual Training Review meeting (MOOT).

All Associate Trainers/Assessors must attend the annual Standardisation meeting at least once every two years (see Delivery Good Practice above) and are encouraged to attend the annual MOOT. The standardisation meetings will include the following;

- Samples of learners' evidence to share and agree best practice for assessments
- Updates of EQA actions and procedures to follow

Agored also carry out CASS (Centre Assessment Standards Scrutiny) checks on an ongoing basis. These cover checks that happen before certificate claims are made, and ensure assessment remains fit for purpose.

### Retention of evidence

As per Agored Cymru's Retention Policy, and to support the EQA process, a representative sample of learner evidence is retained for 3 years. This will be kept in a secure file, along with the supporting evidence documentation, and deleted at the end of the three-year period. Where there is only hard copy evidence for any example, a copy will be made so that the evidence can be returned to the learner, which will be similarly destroyed at the end of the period.

The sample will include the following examples of evidence:

- all assessors and IQAs
- evidence of irregularities or appeals
- evidence from an old qualification that has been mapped to a new qualification
- evidence that may be used for standardisation purposes

## Section C - Health and Safety for Training Delivery

### Personal Protective Equipment

- Suitable protective equipment will be provided to participants . This includes gloves for tool use etc.

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- The equipment will be carefully stored and checked regularly to see that it is fit for purpose

### Fire Safety

- When sessions include fire lighting the ratio of adults to participants will ensure that one trained member of staff will attend the fire at all times that it is lit
- 5 litres of clean water, a clean bucket and a towel will be available and situated next to the fire at all times it is lit
- Weather conditions will be monitored and if very dry or windy suitable precautions will be taken against fire spreading
- Participants will be well trained in log circle rules, and they will be applied consistently
- All participants will sit down on logs when around the fire and only walk around the outside of the log circle, unless cooking or managing the fire

### Tool Safety

- When sessions include tool use, participants will be well informed in safe procedures for using the tools before being allowed to use them independently.
- When learning to use tools safely, participants will be monitored to ensure safe use before using tools independently
- Tools will be kept in good condition in a safe place between sessions
- Tools will be stored safely at the forest school site with sharp edges covered and only accessed with supervision from a trained member of staff

### Food Safety Policy

It is recommended that course teams have gained the Basic Food Hygiene certificate and if providing food on courses, follow the guidelines from the Health and Safety Executive on storage and preparation of foodstuffs. If learners are providing and cooking their own food, advice in line with the above should be given.

### Procedures

- Participants will clean their hands before and after handling food at Forest School sessions. Antibacterial hand wash will be provided for this purpose
- A cool box will be used for the storage of food and equipment will be kept clean and fit for use
- Basic food hygiene guidelines will be always followed

### Toileting Procedure

Toileting facilities should be provided on all FS training sites. Learners should be made aware of this at the beginning of the course.

### Risk Assessment Policy

Examples of risk / benefit assessments used for training courses are available from Cambium. We strongly recommend the use of the model documents available from the Cambium Online Support Site for both training and assessing the training provision / venue. The Lead Trainer is responsible for production of risk assessments and production of emergency plans for the training course and evidence that the risk assessment has been updated for each of the training days that it applies to will be required. (This can be in the format of a daily check sheet or as part of the main risk assessment).

Lead Trainers should make a basic assessment of the safety of trees in the woodland areas to be used

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and act as appropriate for the safety of the training group and staff. If it is possible to obtain evidence of tree safety checks having been carried out in the areas to be used the Lead Trainer should make every effort to obtain written or verbal (documented) evidence of such.

## Procedures

- A generic Risk Assessment has been carried out for the site used for training
- This includes a Grid Reference, Postcode, and directions to the site as well as other contact numbers
- Hazards identified at the site have been noted and assessed regarding their likelihood and severity and control measures have been put in place to reduce the risk
- This Risk/Benefit Assessment is always carried with the group
- The Risk/Benefit Assessment is reviewed periodically and updated as new hazards are noted e.g. seasonal changes
- Risk/Benefit Assessments have will also be carried out for each of the activities which will take place during a session
- These will identify specific risks associated with activities e.g. Fire Lighting, Tool Use
- These Risk/Benefit Assessments will also be site specific
- These Risk/Benefit Assessments will be reviewed and updated as necessary
- A Pre-Session Assessment will be carried out before each session to check for changes or new risks at the site e.g. Fallen branches, Vandalism Tree Safety
- If possible, a yearly tree survey will be carried out by a qualified arboriculturist, and any necessary work completed to ensure the safety of the site. This will be the responsibility of the site manager
- If this is not possible, the safety of the trees will be considered as part of the Risk Assessment process and any dangerous areas avoided
- Sites will not be used in High Winds

## Risk Management Strategies

A full site risk assessment will be carried out and reviewed at the beginning of each term.  
A daily risk assessment of the site will be carried out prior to any session.

## Risk to Property

All tools to be kept in a secure store.

People bringing their own equipment onto the Forest School site, do so at their own risk and at the discretion of the Forest School Trainer.

## Risks to People

All adults are aware of the main guidelines contained in the Forest School Handbook.  
All risk assessments are shared with all adults and children before the session begins.

## Actions to Minimise Risk

Activity risk assessments are shared with participants and behaviour guidelines are continually reinforced.

- Any risks identified in the risk assessment are addressed by the Forest School trainer before sessions commence.

## Insurance

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- We will check that landowners hold Public Liability Insurance
- Cambium Sustainable is covered for Public Liability and Employers Liability as well as Professional Indemnity. All insurance policies held with Birnbeck Insurance Services.

## Monitoring and Feedback

- The Policies and Procedures for training will be fully reviewed annually. ● A full site risk assessment will take place at every new site
- A daily risk assessment will take place prior to each session.
- Participants will be asked for verbal feedback on risk assessments at the beginning of each session.

## First Aid

### Policy

Lead Trainers should have an up-to-date 1<sup>st</sup> Aid Qualification that is suitable for their own work and working situations and dependent upon their needs / risk assessment for training. This needs to be or to be equivalent to 1<sup>st</sup> Aid at Work if you are responsible for employees or their equivalent eg volunteers. Any members of staff on the training course must also be suitably qualified for giving 1<sup>st</sup> Aid. The 1<sup>st</sup> Aid risk assessment for the course will inform what type and quantities of 1<sup>st</sup> Aid equipment carried. Accident reporting must be carried out in accordance with RIDDOR. Good practice informs us that ALL 1<sup>st</sup> Aid administered during courses is recorded by filling in an accident book. Information from these along with records of any near misses should be shared at the Cambium annual meetings so that all can be informed with the aim of improving practice.

### Procedures

- Participant's medical information will be carried along with any medication needed for particular conditions e.g Asthma, Allergies. We will also carry contact details for a next of kin in the event of an emergency
- First Aid to be carried with contents in line with First Aid training

Also included in each session:

- Risk-Assessment
- Mobile Phone
- Clean Water in container
- Emergency procedures form and contact details
- Whistle
- Burns kit if a fire is to be lit

### Emergency Procedures

- In the event of an accident, injury or illness or an unexpected or threatening event we will:
- Calmly and quickly assess the nature of the incident before calling the emergency services
- Using the Risk Assessment, inform the emergency services of the Grid Reference, Post Code and directions to the site as well as the nature of the incident and any medical information about the patient

If appropriate, administer first aid to the injured person in line with relevant training

- Call the rest of the group together using a whistle signal and keep them away from the area of the incident with one member of staff while the other is with the injured person
- In the event of an unexpected or threatening event, move the group well away from the danger area, count all participants and assess the safest course of action

- Ensure that the relevant staff, parents and carers are informed as quickly as possible
- Make a record of the event on an Incident Log

### Lost Person Procedure

- As soon as the situation is realised, inform all staff and participants of the missing person
- Organise a supervised search for the missing person for 10 minutes
- Contact emergency services if the person is not found after this time

## Daily Procedures

### Prior to session

- Carry out a pre-session check using the form to record any changes at the site.
- Refer to the pre-session check and the site Risk-Assessment and carry out any actions required
- Ensure any equipment required for the session has been checked out from the store and is in good working order
- Check the contents of the Forest School Emergency bag against the inventory
- Ensure the following are available
  - contact forms and medical forms are brought
  - session plans and Risk Assessment for the site and the individual activities
  - a mobile phone, charged and ready for use
  - First Aid Kit

### On departing for session

- Check for register for all participants and staff
- Check all participants have waterproof clothing and suitable footwear

### At training site

- Brief participants on Health and Safety (from Risk Assessment) and encourage them to get involved in the process
- Define boundaries with the group and make sure all are aware of them
- Ensure all participants are aware of the Emergency procedure
- Brief all on the desired activities and outcomes for the session

### On leaving site and at return

- Count participants and make sure all are safe and well
- Leave the site free of rubbish and as undamaged as possible (See Ecological Assessment)
- Check and return any equipment used
- Advise all to wash their hands before eating
- Make any necessary records e.g Accident Book, Evaluation

## Safe practices for Fire Lighting

### Fire Safety

Check weather conditions, e.g. wind direction and speed

- Check ground conditions, not too dry
- Site – open, level and dry
- Outer sitting area around the pit

- Inner Safety Ring
- Fire Pit made with logs not stones
- Walk around the sitting area, not through
- First Aid close by – including cling film, burn kit/ gel, clean water, fire blanket
- Large bucket of water to extinguish fire – 5L per fire
- Never leave the fire attended
- Extinguish fire with water
- Whistle carried (see emergency procedure)

#### How to extinguish a fire

- Extinguish with a large amount of water (at least 5L)
- Spread ashes with a stick
- Check all is extinguished by looking at embers
- Check with hand that there is no residual heat