

Bushcraft Competency Certificate

Institute for Outdoor Learning Statement of Good Practice

Reason For The Statement:

Bushcraft is a growing sector of the outdoor industry with increasing numbers of outdoor practitioners now including bushcraft elements in their day to day activities. The Bushcraft Special Interest Group (SIG) of the Institute for Outdoor Learning recognises the need for practitioners to demonstrate that they have a basic level of safe and competent bushcraft skills and are following recommended good practice.

The Statement of Good Practice is designed to assist and support practitioners to learn and develop bushcraft skills, and to demonstrate the skills and competencies obtained by those in possession of the award. The competencies described are used as the assessment criteria for the IOL Bushcraft Competency Certificate which has been developed from and will replace the IOL Foundational Bushcraft Competency Certificate.

IOL Statement of Good Practice:

The Bushcraft Competency Certificate is designed to assess whether an individual is safe and competent in the following key bushcraft areas; using edged tools (knife, folding saw, bow saw), fire lighting (including friction fire lighting), shelter construction, water sourcing and purification, natural navigation, cordage making, tree identification and uses.

The following outlines the competencies required for the Bushcraft Competency Certificate.

Unit 1: Edged Tools

Demonstrate safe/competent usage of a fixed blade including; the passing of a blade and a selection of appropriate/recognised techniques e.g. pointing up, cross cut and feathering/shaving techniques, battoning.

Explain and demonstrate key dangers/safety considerations of the use of a blade including; Storage, safe distances from others, weaknesses of folding blades, key locations of arteries.

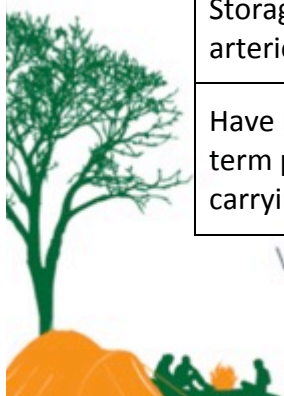
Have knowledge of key aspects of current UK knife Law including understanding of the term public place as well as grasping the implications of the need to justify the carrying/transportation of blades.

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Demonstrate safe/competent usage of a bow and folding saw utilising suitable safeguards to protect the hands and appropriate storage of blades when not in use.

Unit 2: Fire

Have knowledge of a range of ignition sources; at least three from the following;- flint and steel, fire steel, matches, electrical, chemical, solar or compression. Must also know the advantages and disadvantages of each method demonstrated.

Have knowledge of a selection of tinder from inner bark, outer bark, seed heads, fungi, dried grass, bracken and tree resins etc. and must be able to explain preparation and use of the tinder discussed. Must also be aware of any environmental considerations.

Know a selection of man-made tinder from such items like;- waxed paper, candle wax, gel, rubber, fire-lighters, hexamine blocks etc. Must be able to explain preparation and use of the tinder discussed. Must also be aware of environmental considerations.

Be able to gather fuel and then build and light a fire in a timely fashion showing due consideration to location and environmental considerations.

Maintain a fire long enough to boil half mug of water, consideration must be given to the size and type of fire and environmental impact.

Extinguish and dismantle a fire leaving no trace

Show a due regard for safety having appropriate safety measures available to deal with burns and being aware of any hazardous materials used.

Unit 3: Bow Drill

Show an appropriate selection of wood in suitable condition for the drill and hearth board and also be aware of alternatives

Produce and prepare suitable tinder bundle (appropriate size for safety and to ignite kindling) From natural materials. Explain how they use this safely with groups.

Name and comment on parts of the bow drill and know characteristics and qualities of adequate components.

Competently demonstrate the bow drill; producing fire and igniting kindling in a timely fashion.

Show a due regard for safety having appropriate safety measures available to deal with burns.

Unit 4: Water

Know at least five different sources of water and be able to comment on the advantages/disadvantages of each.

Know how to use an Indian well to obtain water

Know at least four different indicators of water

Demonstrate how to filter water and know how to filter water using both commercial and improvised methods and is aware of the differences between filtering and purifying

Demonstrate how to purify water to make it safe to drink by boiling

Unit 5: Shelter

Know the need for shelter and be aware of the threats from cold, wet, wind, insects and animals

Know how to correctly site a shelter with due regard to overhead dangers, flooding topography of the land and aspect as well as availability of resources and environmental damage particularly disturbance to flora and fauna

Construct a simple, waterproof one or two man debris shelter (without using cordage) which is sturdy and safe and show no signs of accidental collapse.

Demonstrate an understanding of using natural materials as bedding

Clear away a shelter leaving no trace

Unit 6: Tree Identification & Uses

Confidently identify at least 10 species of commonly occurring British trees (in closely related trees exact species is not necessary e.g. pines, spruces, oaks etc.)

Explain the properties and bushcraft uses of common tree species trees; including the softness, hardness, flexibility and strength of different woods and hence their suitability for fuel, utensils, shelters, weaving, carving etc.

Be able to describe 5 food resources that can be sourced from commonly occurring British trees and any possible confusion species.

Unit 7: Natural Navigation

Demonstrate the use of a sun shadow stick and from it determine direction

Show clear understanding of two other natural methods of determining direction and describe their limitations and accuracy from; sun and watch, stars, moon, trees.

Unit 8: Cordage

Name three plants or trees that can provide fibres suitable for making strong cordage and be able to describe how to extract and process the fibres from two of these

Demonstrate how to construct a length of 2 ply cordage from natural materials which includes feeding in additional fibres to increase the length.

Show an example of cordage made by the candidate

Unit 9: Log Book

Assessment for the Bushcraft Competency Certificate requires a completed Bushcraft Competency Logbook demonstrating 120 quality hours of bushcraft experience along with supporting evidence. This should be a mix of guided learning, self-learning, reflective practice, teaching, mentoring

Further Information:

This IOL statement has been developed from the Foundational Bushcraft Competency (FBC) certificate criteria through the IOL Bushcraft Special Interest Group executive committee, in conjunction with the accredited IOL CPD providers, the existing FBC certificate assessors and the IOL Professional Standards Manager, between 2014-15.

They are also designed to set the recommended level of competence for deliverers of new level 1 and 2 bushcraft units developed by APTed in September 2015 and approved under the (as then) National Qualifications Framework.

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