

<b>Component level</b>	3
<b>Component Guided Learning Hours (GLH)</b>	15
<b>Ofqual component reference number</b>	A/616/2559
<b>Component sector</b>	3.2 Horticulture and forestry

## Component summary

Learners will gain knowledge and skills to facilitate and evaluate a Forest School Programme.

This component has **three** learning outcomes

<b>1</b>	Be able to facilitate an ‘Introduction to Forest School Programme’ according to the Forest School ethos and principles
<b>2</b>	Be able to assess the impact of the ‘Introduction to Forest School Programme’ on participants
<b>3</b>	Be able to evaluate an ‘Introduction to Forest School Programme’

## Summary of assessment

This component is assessed through an internally set, internally marked, and externally verified portfolio of evidence. Our expectations on assessment and the evidence we require is detailed in the AIM Specification available on our website ([www.aimgroup.org.uk](http://www.aimgroup.org.uk)).

Centres must devise assessment activities to meet the assessment criteria below if the assessment is by a portfolio of evidence:

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner must:</b>	<b>The learner must be able to:</b>
1. Be able to facilitate an ‘Introduction to Forest School Programme’ according to the Forest School ethos and principles	1.1 Facilitate an ‘Introduction to Forest School Programme’
2. Be able to assess the impact of the ‘Introduction to Forest School Programme’ on participants	2.1 Observe participants, assessing the impact of the ‘Introduction to Forest School Programme’ on participant’s learning and development 2.2 Make recommendations for progressing each individuals’ learning and development
3. Be able to evaluate an ‘Introduction to Forest School Programme’	3.1 Evaluate each session of the ‘Introduction to Forest School Programme’ 3.2 Carry out a summative evaluation of the ‘Introduction to Forest School Programme’

The following methods **must** be used in the delivery of this component:

- Portfolio of evidence

**Indicative Content and Guidance**

1.1	<p><b>UK Forest School Ethos and Principles</b></p> <p>Refer to the FS Ethos and Principles Document at: <a href="http://www.forestschoollassociation.org/what-is-forest-school">www.forestschoollassociation.org/what-is-forest-school</a></p> <p>On final submission of course work trainees present documentation for the initial six consecutive sessions demonstrating flexibility and progression from one session to the next, based on evaluations reflecting participants interests, motivations and needs, demonstrating how your planning has been informed by the previous session.</p> <p><b>Facilitation of `Introduction to Forest School Programme`</b></p> <ul style="list-style-type: none"> <li>▪ A minimum of six sessions.</li> <li>▪ To include planning, delivery, observation, and evaluations.</li> <li>▪ Strong recommendation the group size will be a max of 16 (min eight) except in exceptional circumstances where a supporting rationale is provided prior to delivery of the `Introduction to Forest School Programme.`</li> <li>▪ Minimum session time two hours with as much contact time as possible on site with the aspiration to spend longer in the natural world as the programme progresses.</li> <li>▪ It is recommended that there are a minimum of two adults if working on school site and a minimum of three adults if working remotely. It is best practice to ensure there are sufficient competent adults to carry out emergency action plans.</li> <li>▪ The majority of the core group of participants should remain the same throughout the `Introduction to Forest School Programme.`</li> <li>▪ If a trainee wishes to extend their programme after the initial six sessions prior to qualification, in line with Forest School principals, a short rationale should be given with reference to:             <ul style="list-style-type: none"> <li>▪ insurance</li> <li>▪ risk benefit assessment to reflect still in training</li> <li>▪ landowner`s acknowledgment (if private land).</li> </ul> </li> </ul>
2.1	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>▪ Observe a minimum of three participants.</li> <li>▪ Pre `Introduction to Forest School Programme` baseline assessment for each of the three participants.</li> <li>▪ Documented evidence of objective observations from each session, for each of the three participants.</li> <li>▪ Evaluation of the above observations to assess the impact on the learning and development of the three participants.</li> <li>▪ Summative evaluation of each of the participants learning and development describing the impact of the `Introduction to Forest School Programme.`</li> </ul>
2.2	<p>Recommendations for extending the participant`s learning and development at Forest School in future sessions.</p>
3.1	<p><b>Forest School Programme Evaluation</b></p> <ul style="list-style-type: none"> <li>▪ Pre `Introduction to Forest School Programme` baseline assessment of the whole group.</li> <li>▪ Documented evidence from each session with objective observations about what actually happened compared to the plan.</li> <li>▪ Reflection on each session, including:             <ul style="list-style-type: none"> <li>- what worked well/didn`t work well</li> <li>- key learning and development aspects for participants and leaders</li> <li>- recommendations showing how observations and evaluations inform future session plans.</li> </ul> </li> </ul>
3.2	<p><b>Summative Evaluation – First 6 sessions of `Introduction to Forest School Programme`</b></p> <ul style="list-style-type: none"> <li>▪ Consider What went well through the `Introduction to Forest School Programme` and why?</li> <li>▪ What didn`t go well and why?</li> <li>▪ What would you change and why?</li> </ul> <p>In relation to:</p> <ul style="list-style-type: none"> <li>▪ adult experience and effectiveness of roles</li> <li>▪ participant experience</li> <li>▪ communication of the ethos and practice of Forest School</li> </ul>

	<ul style="list-style-type: none"> <li>▪ how effective was your handbook in supporting delivery?</li> <li>▪ how effective and responsive was your session planning?</li> <li>▪ resourcing</li> <li>▪ site management</li> </ul> <p>Include outline of the setting's long term Forest School provision and strategy</p>
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1	February 2024	Document created

<p><b>Notes</b></p> <p>It is expected that before the component is delivered, the tutor/assessor will have read the specification to ensure all conditions regarding rules of combination, delivery, assessment, and internal quality assurance are fulfilled.</p>
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