

Component level	3
Component Guided Learning Hours (GLH)	30
Ofqual component reference number	M/616/2560
Component sector	3.2 Horticulture and forestry

Component summary

Learners will gain knowledge and understanding of the Forest School pedagogy and approach to Learning and Development.

This component has **five** learning outcomes

1	Understand the Forest School Principles and holistic approach to learning and development in relation to an 'Introduction to Forest School Programme'
2	Understand the value of the play process at Forest School
3	Understand relevant theories of learning and development and their application to Forest School
4	Understand the impact of behaviour on learning and development at Forest School
5	Know how to reflect on own Forest School training

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).

Or

An externally set, externally marked online Multiple-Choice Question (MCQ) exam. The online multiple-choice exam must be invigilated by an AIM approved invigilator. Further information on our requirements is detailed in the specification.

If both methods are available add in

Where a component may be assessed through either of portfolio of evidence, or an externally set, externally marked MCQ exam, the centre must choose one of these assessment methods in the assessment of the component.

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

Learning outcomes	Assessment criteria
The learner must:	The learner must be able to:
1. Understand the Forest School Principles and holistic approach to learning and development in relation to an 'Introduction to Forest School Programme'	1.1 Summarise how the Forest School principles apply to own programme 1.2 Explain how Forest School encourages physical development and well-being 1.3 Explain how Forest School encourages social and emotional development and well-being 1.4 Explain how Forest School encourages intellectual development
2. Understand the value of the play process at Forest School	2.1 Summarise the key characteristics of play and its role at Forest School 2.2 Explain how play and choice are integrated into own 'Introduction to Forest School Programme'
3. Understand relevant theories of learning and development and their application to Forest School	3.1 Summarise recognised theories of learning and development relating to own 'Introduction to Forest School Programme'
4. Understand the impact of behaviour on learning and development at Forest School	4.1 Summarise key factors that affect the behaviour of all participants at Forest School 4.2 Explain how any participant's behaviour can impact their learning and development and that of others at Forest School 4.3 Describe how meeting the needs of all participants develops a community of learning in own setting
5. Know how to reflect on own Forest School training	5.1 Summarise own personal development and learning journey through the Forest School training process 5.2 Explain how own experience of Forest School training informs wider practice and professional development

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

- Portfolio of evidence

Assessment Guidance

There are no specific assessment or evidence requirements for this component. However, holistic assessment within and across units is encouraged.

1.1	<p>Understand the Forest School principles and criteria for good practice as agreed by the UK Forest School community, which can be found at: http://www.forestschoollassociation.org/full-principles-and-criteria-for-goodpractice/.</p> <p>The learner will also demonstrate an understanding of the challenges of implementing the principles and criteria with a planned approach to overcome them.</p>
1.2	<p>These assessment criteria (1.2-1.4) focus on the rich spectrum of outcomes drawn from the Forest School ethos, principles, criteria, and aspects of holistic development.</p> <p>Examples should be drawn from own practice.</p> <p>The learner needs to demonstrate an understanding of holistic development referencing background reading/relevant research.</p> <p>Cross referencing to the planning unit may be useful.</p>
1.3	<p>These assessment criteria (1.2-1.4) focus on the rich spectrum of outcomes drawn from the Forest School ethos, principles, criteria, and aspects of holistic development.</p> <p>Use examples from own 'Introduction to Forest School Programme'.</p> <p>The learner needs to demonstrate an understanding of holistic development referencing background reading/relevant research.</p> <p>Cross referencing to the planning unit may be useful. Including but not limited to:</p> <ul style="list-style-type: none"> ▪ self-worth ▪ confidence ▪ emotional intelligence ▪ resilience ▪ spiritual development ▪ creativity ▪ independent learning
1.4	<p>These assessment criteria (1.2-1.4) focus on the rich spectrum of outcomes drawn from the Forest School ethos, principles, criteria, and aspects of holistic development. Use examples from own 'Introduction to Forest School Programme'.</p> <p>The learner needs to demonstrate an understanding of holistic development referencing background reading/relevant research.</p> <p>Cross referencing to the planning unit may be useful. Including but not limited to</p>
2.1, 2.2	<p>Refer to widely recognised principles of play, Article 31 of the UN Convention on the Rights of the Child and current play work theory and practice.</p> <p>Links will need to be made to play policy and/or the Forest School handbook. Evidence will be drawn from the learners' plans, observations, and evaluations during their 'Introduction to Forest School Programme'</p>
3.1	<p>A minimum of two learning theories. Summary of the key aspects of each learning theory; Why the theories were chosen. Relevance of theories to Forest School. Cross reference with the Delivery Unit and include examples from the participants own 'Introduction to Forest School Programme.'</p>
4.1, 4.2	<p>Internal/external factors in Forest School and in the wider lives of all adults and children, including but not limited to:</p> <ul style="list-style-type: none"> ▪ social ▪ environmental ▪ biological ▪ neural development. <p>A non-judgmental approach to behaviour considers how needs (met and unmet) impact on development and how this is expressed as a range of behaviours. Explain how these</p>

	behaviours then impact on the learning and development of individuals and others at Forest School.
4.3	The learner will reflect and consider the effectiveness of ways a learning community have been developed: <ul style="list-style-type: none"> ▪ during training ▪ during 'Introduction to Forest School Programme' ▪ during observations of other Forest School programmes (if applicable)
5.1	Learners to be alerted to this assessment criteria on day one of training. Offer a range of approaches in personal reflective practice.
5.2	Use this assessment criteria at end of training process to identify Continuing Professional Development.

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Notes

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.