

Component level	3
Component Guided Learning Hours (GLH)	15
Ofqual component reference number	T/616/2561
Component sector	3.2 Horticulture and forestry

Component summary

Learners will gain knowledge and skills to plan a Forest School programme with an understanding of the ecological impact of Forest School.

This component has **four** learning outcomes

1	Understand the development of Forest School
2	Be able to assess the impact of the 'Introduction to Forest School Programme'
3	Be able to develop the underpinning documents required for a Forest School programme
4	Be able to plan a Forest School programme in line with the Forest School ethos and principles

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 development of Forest School	1.1 Summarise the key factors that have influenced the development of Forest School. 1.2 Identify local Forest School practice and networks. 1.3 Evaluate research on Forest School approach.
2. Be able to assess the impact of the 'Introduction to Forest School Programme'	2.1 Assess the ecological impact of running Forest School Programmes on own site. 2.2 Use the ecological impact assessment to create a three-year management plan for the sustainable use of own Forest School site and to enhance biodiversity.
3. Be able to develop the underpinning documents required for a Forest School programme	3.1 Develop a Forest School handbook containing: <ul style="list-style-type: none"> ▪ relevant policies and procedures in line with statutory requirements, including documents that underpin good practice for own Forest School programmes ▪ comprehensive risk assessments and risk benefit analysis ▪ a Forest School communication strategy for all stakeholders
4. Be able to plan a Forest School programme in line with the Forest School ethos and principles	4.1 Explain the role of the Forest School programme leader. 4.2 Explain the rationale of own Forest School programme. 4.3 Plan the first session of an 'Introduction to Forest School programme'.

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.

Indicative Content and Guidance	
1.1	Key events and influences in the Forest School movement and in outdoor learning that have informed the current Forest School Principles and Criteria.
1.2	Local Forest School practice and networks: <ul style="list-style-type: none"> ▪ Town ▪ City ▪ County ▪ Region ▪ Country
1.3	papers, Forest School Research: Substantive, authentic, relevant, and valid. Expectation that Level 3 trainee includes own opinions on methodology, the outcome, relevance and linking to their own experience. <ul style="list-style-type: none"> ▪ Research may include peer reviewed journal articles, books, reliable web journals, etc
2.1	<ul style="list-style-type: none"> ▪ history of site ▪ stakeholders ▪ ecological survey – ie Flora, Fauna, Abiotic Elements ▪ special features ▪ designations – Ecological & Historical ▪ type and level of impact ▪ biodiversity Action Plan (BAP and LBAP) species ▪ mitigations
2.2	<ul style="list-style-type: none"> ▪ vision for the site ▪ plans to enhance biodiversity ▪ anticipated use of the site ▪ mitigating impact ▪ detailing how client group are involved with the management ▪ processes ▪ evidence of ongoing monitoring ▪ biosecurity measures
3.1	<p>Special effort should be made to ensure that learners produce authentic work and that submitting existing handbooks or developing a ‘group’ handbook is not appropriate. However, students from settings will not need to create each element from scratch. They will need to show how they have developed the handbook on from existing documents.</p> <p>FS Handbook should include the following documents (with reference to appropriate legislation) – please note, this can be cross referenced from other assessment criteria:</p> <ul style="list-style-type: none"> ▪ Contents ▪ Declaration of review date ▪ Declaration the Handbook has been read by all supporting adults with a regular role ▪ Vision statement for your own Forest School reflecting the Forest School Ethos and Principles (to include the pedagogy of Forest School and the role of play and choice) ▪ Policy statements and procedures which arise from them, to include the following (not limited to): <ul style="list-style-type: none"> - behaviour - environmental (ecological Impact, landowner’s Agreement, woodland Management) - equality (including prevent duty where appropriate)

	<ul style="list-style-type: none"> - health & safety (accident & emergency, cooking including food hygiene, COSHH, extreme weather, fire, first aid, insurances, manual handling, risk management, risk Assessment, risk benefit analysis, tools, transport, welfare including clothing, PPE, toileting, food & drink) - safeguarding (anti-bullying, confidentiality, child/vulnerable adults protection, data protection and person data handling/ICO, DBS, disclosure/accusation, lost or missing child, social media, staff, ratios, roles, and responsibilities, visitor Protocol) <p>Forest School Risk Benefit Assessments appropriate to client group including individual/special needs and should include (<i>not limited to</i>):</p> <ul style="list-style-type: none"> ▪ campfires ▪ campfire cooking ▪ collecting Natural Materials ▪ den Building ▪ ropes ▪ site ▪ tools ▪ weather <p>Stakeholders include:</p> <ul style="list-style-type: none"> ▪ landowner/land manager ▪ management Team ▪ neighbours ▪ organisational Partners ▪ other site users ▪ participants ▪ parents/Carers ▪ staff ▪ volunteers ▪ any other interested parties
4.1	<p>What is the role of the Forest School Leader? Understanding should be mapped to the Forest school Ethos and Principles. This could be presented (<i>but not limited to</i>) as a:</p> <ul style="list-style-type: none"> ▪ job description detailed mind map ▪ written explanation ▪ video presentation ▪ PowerPoint
4.2	<p>Include rationale of your Forest School programme linked to the individuals` learning and development needs in your client group and reflection on intended outcomes, considering and unmet needs displayed by learners.</p>
4.3	<p>Session plans to include (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> ▪ Practical issues: <ul style="list-style-type: none"> - Weather check - Site Check - Staffing - Resources i.e., kit, craft resources, refreshments, and handbook - Safety & welfare equipment - Risk Benefit assessments for the experiences in that sessions ▪ Possible Lines of Development: linking to the learning and development needs of the individuals

	<p>in the group. (The learner is not required to plan all the sessions for an `Introductory to Forest School Programme` in advance, as each session will be informed by the previous session).</p> <ul style="list-style-type: none"> ▪ Other areas to include on the session plan are: <ul style="list-style-type: none"> - establishing a safe community of learning - establishing group expectations - opportunities for self-directed learning and play - opportunities for holistic development - opportunities for participant reflection
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1	February 2024	Document created

<p>Notes</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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