



<b>Unit title:</b>	<b>Forest School Programme: Planning and Preparation</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>27</b>
<b>TQT:</b>	<b>30</b>
<b>Unit code:</b>	<b>SG1/3/NQ/007</b>
<b>Unit reference number:</b>	<b>T/616/2561</b>
<b>Unit aim:</b>	<b>Learners will gain knowledge and skills to plan a Forest School programme with an understanding of the ecological impact of Forest School</b>

This unit has 4 learning outcomes.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
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 one piece of research on Forest School.
2. Be able to manage the ecological impact of a 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.



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<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
3. Be able to develop the underpinning documents required for a Forest School programme.	3.1. Create a handbook containing: <ul style="list-style-type: none"> <li>• relevant policies and procedures in line with statutory requirements, including documents that underpin good practice for own Forest School programmes;</li> <li>• comprehensive risk assessments and risk benefit analysis;</li> <li>• a Forest School communication strategy for all stakeholders.</li> </ul>
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 showing links to own client group's learning and development needs. 4.3. Plan the first session of an 'Introduction to Forest School programme'.



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### Assessment information

All Assessment Criteria must be evidenced. For guidance on assessment, including principles of assessment and methods which may be used, Centres should consult the assessment section of the website <https://www.aim-group.org.uk/services/aim-qualifications/centres/centre-handbook-and-forms/>

Sector Subject Area (SSA)	3.2
Date from which unit will be available for learners	01/09/2017
Unit review date:	31/08/2022
Assessment guidance	There are no specific assessment or evidence requirements for this unit. However, holistic assessment within and across units is encouraged.



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Indicative Content offers guidance to trainers

Learning Outcomes/ Assessment Criteria	Indicative Content
LO 1 AC 1.1	<ul style="list-style-type: none"> <li>• Key events and influences in the Forest School movement and in outdoor learning that have informed the current Forest School Principles and Criteria</li> </ul>
LO 1 AC 1.2	<ul style="list-style-type: none"> <li>• Local Forest School practice and networks: Town/City/County/Region/Country</li> </ul>
LO 1 AC 1.3	<ul style="list-style-type: none"> <li>• 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</li> </ul>
LO 2 AC 2.1	<ul style="list-style-type: none"> <li>• History of site</li> <li>• Stakeholders</li> <li>• Ecological survey – ie Flora, Fauna, Abiotic Elements</li> <li>• Special features</li> <li>• Designations – Ecological &amp; Historical</li> <li>• Type and level of impact</li> <li>• Mitigations</li> <li>• Biodiversity Action Plan (BAP and LBAP) species</li> </ul>
LO 2 AC 2.2	<ul style="list-style-type: none"> <li>• Vision for the site</li> <li>• Plans to enhance biodiversity</li> <li>• Anticipated use of the site</li> <li>• Mitigating impact</li> <li>• Detailing how client group are involved with the management processes</li> <li>• Evidence of ongoing monitoring</li> <li>• Biosecurity</li> </ul>



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<p>LO 3 AC 3.1a</p>	<p><b>FS Handbook</b> 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"> <li>• Contents</li> <li>• Declaration of review date</li> <li>• Declaration the Handbook has been read by all supporting adults with a regular role</li> <li>• 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)</li> <li>• Policy statements and procedures which arise from them, to include the following (not limited to): <ul style="list-style-type: none"> <li>○ <b>Behaviour</b></li> <li>○ <b>Environmental</b> <ul style="list-style-type: none"> <li>• Ecological Impact</li> <li>• Landowner`s Agreement</li> <li>• Woodland Management</li> </ul> </li> <li>○ <b>Equality</b> <ul style="list-style-type: none"> <li>▪ Including Prevent Duty where appropriate</li> </ul> </li> <li>○ <b>Health &amp; Safety</b> <ul style="list-style-type: none"> <li>▪ Accident &amp; Emergency</li> <li>▪ Cooking including food hygiene</li> <li>▪ COSHH</li> <li>▪ Extreme Weather</li> <li>▪ Fire</li> <li>▪ First Aid</li> <li>▪ Insurances</li> <li>▪ Manual Handling</li> <li>▪ Risk Management</li> <li>▪ Risk Assessments</li> <li>▪ Risk Benefit Analysis</li> <li>▪ Tools</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Transport</li> <li>▪ Welfare inc clothing, PPE, toileting, food &amp; drink</li> <li>○ <b>Safeguarding</b> <ul style="list-style-type: none"> <li>▪ Anti-bullying</li> <li>▪ Confidentiality</li> <li>▪ Child/vulnerable adults protection</li> <li>▪ Data Protection and personal data handling/ ICO</li> <li>▪ DBS</li> <li>▪ Disclosure/accusation</li> <li>▪ Lost or missing child</li> <li>▪ Social Media</li> <li>▪ Staff, ratios, roles and responsibilities</li> <li>▪ Visitor Protocol</li> </ul> </li> </ul>
LO 3 AC 3.1b	<p><b>Forest School Risk Benefit Assessments</b> appropriate to client group including individual/special needs and should include (<i>not limited to</i>):</p> <ul style="list-style-type: none"> <li>▪ Camp fires</li> <li>▪ Camp fire cooking</li> <li>▪ Collecting Natural Materials</li> <li>▪ Den Building</li> <li>▪ Ropes</li> <li>▪ Site</li> <li>▪ Tools</li> <li>▪ Weather</li> </ul>
LO 3 AC 3.1c	<p><b>Stakeholders</b> include:</p> <ul style="list-style-type: none"> <li>▪ Landowner/land manager</li> <li>▪ Management Team</li> <li>▪ Neighbours <ul style="list-style-type: none"> <li>▪ Organisational Partners</li> <li>▪ Other site users</li> <li>▪ Participants</li> <li>▪ Parents/Carers</li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Volunteers</li> <li>▪ Any other interested parties</li> </ul>
LO 4 AC 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>) a:</p> <ul style="list-style-type: none"> <li>▪ Job description</li> <li>▪ Detailed mind map</li> <li>▪ Written explanation</li> <li>▪ Video presentation</li> <li>▪ Power Point</li> </ul>
LO 4 AC 4.2	<p>Include rationale of your Forest School programme linked to the individuals` learning and development needs in your client group</p>
LO 4 AC 4.3	<p>Session plans to include (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> <li>• <b>Practical issues:</b> <ul style="list-style-type: none"> <li>▪ Weather check</li> <li>▪ Site check</li> <li>▪ Staffing</li> <li>▪ Resources ie kit, craft resources, refreshments and handbook</li> <li>▪ Safety &amp; welfare equipment</li> <li>▪ Risk Benefit Assessments for the experiences in that particular session</li> </ul> </li> <li>• <b>Possible Lines of Development:</b> linking to the learning and development needs of the <b>individuals</b> in the group demonstrating how your planning has been informed by the previous session. (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).</li> </ul>



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	<p>Other areas to include on the session plan are:</p> <ul style="list-style-type: none"><li>▪ Establishing a safe community of learning</li><li>▪ Establishing group expectations</li><li>▪ Opportunities for self-directed learning and play</li><li>▪ Opportunities for holistic development</li><li>▪ Opportunities for participant reflection</li></ul>
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