



Unit title:	Forest School Programme: The Woodland Environment
Level:	3
Credit value:	3
GLH:	25
TQT:	30
Unit Code:	SG1/3/NQ/009
Unit reference number:	F/616/2563
Unit aim:	Learners will gain knowledge of the benefits of woodlands, their structures and management

This unit has 4 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structure of woodlands.	1.1 Compare the structures and biodiversity of native broadleaf and coniferous woodland ecosystems.
2. Know how to identify a range of flora and fauna and understand the importance of identification.	2.1. Explain why flora and fauna identification is important for the Forest School leader. 2.2. Identify a range of woodland flora and fauna for own site, detailing identifying characteristics for each species.
3. Understand the management of woodlands as a sustainable learning environment.	3.1. Describe woodland management methods and their significance to sustainability. 3.2. Explain ways to involve participants in sustainable woodland management on a Forest School site.
4. Understand the importance of the relationship between Forest School and the woodland environment.	4.1. Evaluate research articles on the benefits of connection with woodland environments on well-being. 4.2. Explain how Forest School nurtures connection between participants and the woodland environment.



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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	<p>Learning Outcome 2. 'A range' should be sufficient to judge the learner's knowledge of flora and fauna expected at this level. Where a learner's own site is limited assessment may be extended to include other sites.</p> <p>Holistic assessment within and across units is encouraged.</p>



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Indicative content offers guidance to trainers

Learning Outcome/ Assessment criteria	Indicative Content
LO 1 AC 1.1	<ul style="list-style-type: none"> • Identify and explain: <ul style="list-style-type: none"> ○ Vertical layers: below ground, ground, field, shrub, understorey, canopy ○ Horizontal features may include but not limited to: rides, banks, hedges, edges, glades & water, aspect (geography) and topography. • Discussion of related ecological terms: <ul style="list-style-type: none"> ○ Biodiversity ○ Abiotic elements e.g soil and water ○ Natural succession ○ Ecosystems ○ Habitats (including the importance of standing dead wood) ○ Life cycles ○ Seasonality ○ Food chains/webs ○ The effect of light and photosynthesis ○ Wildlife corridors in relation to ecosystems
LO 2 AC 2.1	<ul style="list-style-type: none"> • Identifying protection species • Informing woodland management plans • Knowledge and understanding for participants • Health & Safety including management of allergies • Uses of plants eg firewood, structures, crafts, foraging • Sustainability • Life cycles and seasonal considerations



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AC 2.2	<p>Suggest that information below is presented by creating an engaging and accurate Flora and Fauna ID learning resource for own client group and site; with accompanying reference notes demonstrating further detailed knowledge.</p> <ul style="list-style-type: none"> • Detailed identifying traits for at least 20 species across a range of flora and fauna- may include but not limited to: <ul style="list-style-type: none"> ○ Physical description including colour, size, scent, etc ○ Habitat ○ Life cycle ○ Ecological niche ○ Relevant health and safety ○ Uses ○ Folklore ○ History <p>This information could be presented as part of the learning resource if appropriate or as accompanying notes to go with a simple resource.</p> <ul style="list-style-type: none"> • Teaching how to use of a range of field guides, keys, ID apps, google and existing knowledge.
LO 3 AC 3.1	<p>Identify the significance of sustainable woodland management to maintain and improve the long-term health of the woodland. Methods to include (<i>but not limited to</i>):</p> <ul style="list-style-type: none"> • Planting • Regular timber crops • Monitoring species • Rotating sites used • Managing dead wood • Habitat creation e.g boxes and habitat piles • Management of invasive species



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	<ul style="list-style-type: none"> • Improving biodiversity • Techniques such as: coppicing, pollarding, thinning, managed grazing, scalloping and ride management • Woodland products • Managing and reporting Biosecurity
LO 3 AC 3.2	<p>May be included with woodland management plan</p> <ul style="list-style-type: none"> • Understanding our role as stewards of the woodland for generations to come • Considering the participants and (identifying from 3.1) the management techniques that they would be able to implement depending on age and ability.
LO 4 AC 4.1	<p>Research chosen needs to be: substantive, authentic and valid. Research articles on the benefits of connection with woodland and natural environments with reference to.</p> <ul style="list-style-type: none"> ○ Physical well-being ○ Psychological and/or emotional health and well-being <p>Linking to own experiences in 'Introduction to Forest School Programme'.</p>
LO 4 AC 4.2	<p>Approaches to Forest School delivery that enhances connection with woodland environments, giving examples from practice.</p>