

Component level	3
Component Guided Learning Hours (GLH)	18
Ofqual component reference number	F/616/2563
Component sector	3.2 Horticulture and forestry

Component summary

Learners will gain knowledge of the benefits of woodlands, their structures and management.

This component has **four** learning outcomes

1	Understand the structure of woodland
2	Know how to identify a range of flora and fauna and understand the importance of identification
3	Understand the management of woodlands as a sustainable learning environment
4	Understand the importance of the relationship between Forest School and the woodland environment

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).

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 structure of woodland	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 methods for participant engagement 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.

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

- Portfolio of evidence

Assessment Guidance

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. Holistic assessment within and across units is encouraged.

Indicative Content and Guidance

<p>1.1</p>	<p>Identify and explain:</p> <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. <p>Discussion of related ecological terms:</p> <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
<p>2.1</p>	<ul style="list-style-type: none"> Identifying protected species Informing woodland management plans Knowledge and understanding for participants Health & Safety including management of allergies Uses of plants e.g. firewood, structures, crafts, foraging Sustainability Life cycles and seasonal considerations
<p>2.2 NB '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>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> <p>Detailed identifying traits for at least 20 species across a range of flora and fauna- may include but not limited to:</p> <p>Physical description including colour, size, scent, etc.</p> <ul style="list-style-type: none"> Habitat Life cycle Ecological niche Relevant health and safety Uses of 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> <p>Teaching how to use a range of field guides, keys, ID apps, google and existing knowledge.</p>
<p>3.1</p>	<p>Identify the significance of sustainable woodland management to maintain and improve the long-term health of the woodland.</p> <ul style="list-style-type: none"> Methods to include (but not limited to): Planting Regular timber crops Monitoring species Rotating sites used

	<ul style="list-style-type: none"> Managing dead wood Habitat creation e.g. boxes and habitat piles Management of invasive species Improving biodiversity Techniques such as: coppicing, pollarding, thinning, managed grazing, scalloping and ride management Woodland products Managing and reporting Biosecurity
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. <p>Considering the participants and (identifying from 3.1) the management techniques that they would be able to implement depending on age and ability.</p>
4.1	<p>Research chosen needs to be substantive, authentic and valid.</p> <p>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 Linking to own experiences in 'Introduction to Forest School Programme'.
4.2	<p>Approaches to Forest School delivery that enhance connection with woodland environments, giving examples from practice.</p> <p>5 pathways to nature connection</p> <p>Kellert's expressions of Biophilia</p> <p>Traditional Knowledge and Indigenous Wisdom.</p>

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1	February 2024	Document created

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.