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|---------------------------------------|-------------------------------|
| Component level                       | 2                             |
| Component Guided Learning Hours (GLH) | 30                            |
| Ofqual component reference number     | T/616/2981                    |
| Component sector                      | 3.2 Horticulture and forestry |

## Component summary

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

This component has **four** learning outcomes

|   |  |
|---|--|
| 1 | Understand the Forest School ethos, principles and holistic approach to learning and development                             |
| 2 | Know how experiences can support learning and development at a Forest School   |
| 3 | Be able to perform the role of Assistant at a Forest School in relation to the Forest School ethos, principles, and criteria |
| 4 | 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](http://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  |
|--|--|
| <b>The learner must:</b>   | <b>The learner must be able to:</b>  |
| 1. Understand the Forest School ethos, principles and holistic approach to learning and development                            | 1.1 Summarise the Forest School approach to learning and how this supports holistic development  |
| 2. Know how experiences can support learning and development at a Forest School  | 2.1 Summarise the key characteristics of play and its role at Forest School<br>2.2 Explain, giving examples, how play and choice have been integrated into Forest School programmes<br>2.3 Describe how to develop a community of learning by meeting the needs of all participants, giving examples from own Forest School experiences  |
| 3. Be able to perform the role of Assistant at a Forest School in relation to the Forest School ethos, principles and criteria | 3.1 Describe the role of the Forest School Assistant mapping to the Forest School ethos and principles, giving examples from own Forest School experience<br>3.2 Assist with the planning and delivery of three consecutive Forest School sessions<br>3.3 Assist with the evaluations of the three consecutive Forest School sessions, showing how observations and evaluations inform future session plans<br>3.4 Use observations of one participant over three consecutive sessions to assess the impact of Forest School on their learning and development |
| 4. Know how to reflect on own Forest School training   | 4.1 Summarise own development and learning gained whilst training to be a Forest School Assistant  |

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

- Portfolio of evidence

## Content

This describes the content to be taught as part of the overall qualification delivery. It describes specific subjects and topics that are to be covered, which will allow the learners to develop an appropriate knowledge base to successfully develop portfolios of evidence.

The content for this qualification was developed by the Forest School Association (FSA) in collaboration with a small group of Awarding Organisations/Bodies.

Centre staff may use this information to inform their teaching, including lesson plans, activities, and other supporting resources.

The content is not to be used as the standard for assessment/marking scheme.

### Indicative Content and Guidance

This identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

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| <p>Forest School approach to learning</p>                                     | <p>Understand the Forest School Ethos, Principles and Criteria for Good Practice as agreed by the UK Forest School community, which can be found at: <a href="http://www.forestschoollassociation.org/what-is-forest-school">www.forestschoollassociation.org/what-is-forest-school</a></p> <p>Explain how Forest School promotes holistic development, giving examples, Cross referencing to session evaluations / observations</p>   |
| <p>Key characteristics of play and its role at Forest School</p>              | <p>Refer to widely recognised principles of play, Article 31 of the UN Convention on the Rights of the Child and current play work practice</p>  |
| <p>How play and choice have been integrated into Forest School programmes</p> | <p>Links will need to be made to the Play Policy in the Forest School handbook.</p> <ul style="list-style-type: none"> <li>▪ Evidence to be drawn from the learners’ plans,</li> <li>▪ Observations and evaluations</li> </ul>   |
| <p>How to develop a community of learning</p>                                 | <p>The learner will reflect on how a community of learning has been developed, considering the effectiveness of a range of strategies.</p> <ul style="list-style-type: none"> <li>▪ During training.</li> <li>▪ During “Introduction to Forest School Programme”</li> </ul>  |
| <p>The role of the Forest School Assistant</p>                                | <p>What is the role of the Forest School Assistant? Understanding should be mapped to the Forest School Ethos and Principles. This could be presented as (but is not limited to):</p> <ul style="list-style-type: none"> <li>▪ Job description.</li> <li>▪ Detailed mind map</li> <li>▪ Written explanation</li> </ul>   |
| <p>Planning and delivery of Forest School sessions</p>                        | <p>Assisting with the planning, delivery, and evaluations of three consecutive sessions with the same children on the same site.</p> <p>Session plan to include (but not limited to):</p> <ul style="list-style-type: none"> <li>▪ practical issues</li> <li>▪ weather check</li> <li>▪ site check</li> <li>▪ staffing</li> <li>▪ resources: i.e. kit, craft resources, refreshments</li> <li>▪ handbook</li> <li>▪ safety and welfare equipment</li> <li>▪ risk benefit assessments for the experiences in that particular session</li> </ul> <p>Possible lines of development: linking to the learning and development needs of the individuals in the group demonstrating how your planning has been informed by previous session. (The learner is not required to plan the</p> |

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|  | <p>three sessions in advance as each session will be informed by the previous session)</p> <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> |
| Assess the impact of Forest School     | <p>Observations:</p> <ul style="list-style-type: none"> <li>▪ Documented evidence of objective observations from each session, for each of the three participants.</li> <li>▪ Evaluation of the above observations to assess the impact on the learning and development of the three participants.</li> </ul>   |
| Summarise own development and learning | <p>Learners to be alerted to this assessment criteria on day 1 of training.</p> <p>Offer a range of approaches in ongoing personal reflective practice.</p>   |

| Version number | Date          | Description      |
|----------------|---------------|------------------|
| 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.