This unit has 4 learning outcomes.

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

**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 Open College Network West Midlands publication *Assessment Methods* and the *‘*Assessment’ section of the *Open College Network West Midlands Centre Handbook*, both are available on our website [www.opencollnet.org.uk](http://www.opencollnet.org.uk)

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| 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 | 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. |

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| **Learning Outcome/ Assessment criteria** | **Indicative Content** |
| LO 1  AC 1.1 | * Identify and explain:   + 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:   + 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  AC 2.2 | * 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   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.   * Detailed identifying traits for at least 20 species across a range of flora and fauna- may include but not limited to: * Physical description including colour, size, scent, etc * Habitat * Life cycle * Ecological niche * Relevant health and safety * Uses * Folklore * History   This information could be presented as part of the learning resource if appropriate or as accompanying notes to go with a simple resource.   * Teaching how to use of a range of field guides, keys, ID apps, google and existing knowledge. |
| LO 3  AC 3.1 | Identify the significance of sustainable woodland management to maintain and improve the long-term health of the woodland.  Methods to include *(but not limited to):*   * Planting * Regular timber crops * Monitoring species * Rotating sites used * 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 |
| LO 3  AC 3.2 | May be included with woodland management plan   * 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 | Research chosen needs to be: substantive, authentic and valid.  Research articles on the benefits of connection with woodland and natural environments with reference to.   * Physical well-being * Psychological and/or emotional health and   well- being  Linking to own experiences in ‘Introduction to Forest School Programme’. |
| LO 4  AC 4.2 | Approaches to Forest School delivery that enhances connection with woodland environments, giving examples from practice. |